

2022 NC CHARTER APPLICATION



NC Public Charters

Organization Information

Organization Name *

Flat Rock Classical Academy

Telephone

8646164059

Fax

Address

PO Box 1662

Unit/Suite

Zip Code

28731

City

Flat rock

State

North Carolina



2022 NC CHARTER APPLICATION
NC Public Charters





2022 NC CHARTER APPLICATION
NC Public Charters



Primary Contact Name *

William Miller

Opening Year *

2024

Is Management Organization Used

Yes No

Management Organization Name

Primary Contact Relation To Board *

Founding Member

Primary Contact Email *

wdmiller@protonmail.com

Management Organization Contact Name

Management Organization Phone

Primary Contact Phone *

8646164059

Management Organization Email

Primary Contact Address *

1711 Bluebird Dr

Unit/Suite *

Zip Code *

28792

City *

Hendersonville

State *

North Carolina



1. Application Contact Information

Q1. Name of Proposed Charter School

Flat Rock Classical Academy (referred to as FRCA)

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

864-915-9022 is Lori Paige Miller's number, that would be my (Wm D Miller's) alternate number.

Q3. Geographic County in which charter school will reside

Henderson County

Q4. LEA/District Name

Henderson County

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

28739

Applicant Comments :

The proposed site will be the former Valley Hill School and is in the process of being remodeled.

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=amIgtZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NIZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0>)?

Yes

No

Applicant Comments :

Due to April 29 constraint we will be hiring a team of consultants.

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

Tom Miller of Leaders Building Leaders



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

\$9,900 for 12 months of support.

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:

The team at Leaders Building Leaders provided knowledge of the application, support in writing the operations, governance and sections while collaborating with classical education experts to support the writing of the education plan. Leaders Building Leaders managed the application submission process and Appendix development.

Q10. Projected School Opening Month

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 Summary Ta...

Applicant Evidence :

Enrollment Summary Ta...

Uploaded on **4/27/2022** by
Lauren Watters

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

Resources

Enrollment Demographi...

Applicant Evidence :

FRCA Enrollment Demo...

Uploaded on **5/16/2022** by
Lauren Watters

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.

Henderson County is in need of a robust and rigorous curriculum that Flat Rock Classical Academy aims to bring to the county through the Core Knowledge Sequence program and a classical education model. Flat Rock Classical Academy also seeks to have a strong character education program and community involvement as you will see throughout the application and with our community support letters. Due to the high demand and the need of such an academic program and the uniqueness of the school's mission and vision to Henderson County, Flat Rock Classical Academy expects to enroll 220 students in year one in grades K-4. We will grow annually, **expanding 2 classes of 22 each for grade level development, eventually being a K-8 school serving 396 students.**

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

Applicant Comments :

We intend to file for 501c3 this year (2022).

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



Q21. Name of Registered Agent and Address:

What Built America (non-profit)

attn: William D Miller

PO Box 1661

Flat Rock, NC 28731


Q22. Federal Tax ID

87-1806464

Applicant Comments :

In "view" mode this document may appear blank. Please download the document if needed.

Applicant Evidence :


Fed EIN 87-1806464_CP5...

Uploaded on **5/16/2022** by
Lauren Watters



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.

Flat Rock Classical Academy will develop students in mind and character through a rigorous, classical, content-rich curriculum that emphasizes academic fundamentals, virtuous living, and civic responsibility.

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.



The vision of Flat Rock Classical Academy is to implement a classical curriculum designed to actively engage young learners in order to shape a citizenry who aspire to the classical ideals of prudence, justice, temperance, fortitude, charity, diligence, humility and kindness, and who are equipped for the continuation of the American “experiment” in self-government.

FRCA will develop within its students the intellectual and personal habits and skills upon which responsible, independent, and nourishing lives are built, in the firm belief that such lives are the basis of a free and just society by engaging students in Socratic dialogue and inquiry about great ideas. FRCA strives to offer enrichment and to develop character through both curricular and extracurricular offerings, to nurture the child’s humanity with a constant view to the potential adult. These ideals are the core foundations of a classical education. Through consistent rigorous engagement with the classical virtues and with great historical figures our students will form a complex understanding of the foundational tenets of our Western heritage.

Success will be measured by the number of graduating students who understand the founding documents of the United States and by increasing their level of civic engagement. We aim to produce citizens who will give back to their community.

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).



FRCA demographics will be aligned with the demographics of Henderson County's LEA which currently serves 12,978 elementary age students. The Henderson County elementary demographic includes the following races and ethnicities:

Race/Ethnicity

- White: 83%
- Black: 3%
- Hispanic/Latino: 10%
- Asian: 1%
- Two or More Races: 2%

The percentage of students who qualify for Free and Reduced-Price Lunch total approximately 27% in Henderson County. We believe FRCA will have at least 30% of our population be considered Economically Disadvantaged based on the location of the school.

	White	Black	Hispanic	Asian	Two or More Races	SWD	ELL	Free Reduced Lunch
Henderson County	83%	3%	10%	1%	2%	6%	2.4%	27%
Flat Rock Classical Academy	55%	3%	36%	2%	4%	6%	3%	30%

FRCA will target the neighborhoods around the school with higher rates of poverty and engage in community outreach in order to better represent this subgroup and better serve the subgroup's educational needs. **Due to the location of the school, we believe the school will serve a slightly higher population of students in poverty. FRCA's percentage of English Language Learner students and minority students may trend higher than the LEA as a result of this focused effort.** FRCA's percentages of students with disabilities subgroup will closely mirror that of the LEA.

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?



There is a wide discrepancy in the achievement gap between students in the county being served at Atkinson and Upward Elementary Schools as compared to students being served at Clear Creek, Dana, and Hillandale Elementary Schools. Even with similar demographics, the achievement data varied widely. Three of the five schools have average C's on the NC School Report Card. The average of the four schools that currently have similar student demographics to FRCA's anticipated demographics had students score 61% proficient in math, 64% were proficient in reading. Seventy-two percent of students were proficient in Science (5-8). Math was the lowest score for all the schools. As a result, we will focus student recruitment in these underserved areas. We believe that our students in poverty will be higher than the other nearby schools. Our student population will align more closely with the population of Dana, Hillandale, and Upward Elementary.

Math Performance						
	Atkinson	Clear Creek	Dana	Hillandale	Upward	Flat Rock Middle
At or Above Grade Level						
ALL	82%	63%	54%	56%	70%	60%
Black	NA	31%	NA	23%	NA	39%
Hispanic	NA	52%	50%	50%	61%	49%
Two or More Races	NA	50%	NA	58%	NA	57%
White	83%	72%	60%	NA	92%	68%
Economically Disadvantaged	76%	63%	52%	53%	NA	52%
English Learners	NA	33%	40%	18%	48%	19%
Students with Disabilities	40%	25%	22%	6%	18%	18%



English Language Arts/ Reading Performance

	Atkinson	Clear Creek	Dana	Hillandale	Upward	Flat Rock Middle
Subgroup	At or Above Grade Level					
ALL	80%	74%	46%	55%	51%	63%
Black	NA	54%	NA	31%	33%	54%
Hispanic	NA	66%	35%	44%	45%	50%
Two or More Races	NA	83%	NA	53%	47%	57%
White	81%	79%	59%	66%	61%	73%
Economically Disadvantaged	71%	71%	42%	49%	44%	53%
English Learners	NA	46%	18%	26%	34%	13%
Students with Disabilities	13%	36%	17%	18%	<5%	17%

Science Performance

	Atkinson	Clear Creek	Dana	Hillandale	Upward	Flat Rock Middle
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Subgroup	At or Above Grade Level					
ALL	93%	90%	75%	73%	51%	87%
Black	NA	NA	NA	NA	42%	NA
Hispanic	NA	82%	67%	63%	42%	79%
Two or More Races	NA	NA	NA	NA	47%	90%
White	94%	94%	87%	83%	64%	93%
Economically Disadvantaged	83%	89%	71%	69%	47%	81%
English Language Learners	NA	NA	NA	48%	29%	55%
Students with Disabilities	83%	71%	52%	20%	9%	61%

Three of the five traditional public elementary schools within areas that FRCA will target for enrollment have averaged C's for overall school grades as measured on the NC School Report Card. Due to the location of the school, we anticipate that FRCA's ratio of students who qualify for free/reduced lunch will exceed the LEA average.

FRCA focused area of enrollment will be the elementary schools that feed into Flat Rock Middle School. Historically, these elementary schools have earned B's and C's on the NC Report Card Grades. Four of the elementary schools have similar enrollment trends for both white and Hispanic students as well as similar percentages of students qualifying for free and reduced lunch. These schools averaged 55% white, 3% African American, and 36% Hispanic with 56% of the students qualifying for Free and Reduced-Price Lunch.

- Atkinson
 - 81 Math B
 - 81 Reading B
 - School Grade of B 5 of last 5 years
- Clear Creek



- 63 Math C
- 79 Reading B
- School grade of B 5 of last 5 years
- Dana
- 58 Math C
- 55 Reading C
- School grade of C for 4 of last 5 years
- Hillandale Elementary
- 63 Math C
- 62 Reading C
- School grade of a C for 4 of the last 5 years
- Upward Elementary
- 53 Math D
- 59 Reading C
- School grade of C for the last five years
- Flat Rock Middle School
- 66 Math C
- 69 Reading C
- School grade of C for 4 of the last five years

FRCA's curriculum was selected specifically to meet the needs of all students within the enrollment zone, and we expect a population of students from diverse backgrounds with diverse learning abilities. Our curriculum is time-tested, and has been successfully implemented for students from academically, socially, and economically varied backgrounds. In a study conducted in Oklahoma City, assessment results showed that students using Core Knowledge scored 13 percentage points higher on normed based tests and 9 percentage points higher on criterion based tests.

"The Johns Hopkins team found that the degree to which Core Knowledge was implemented was a significant predictor of student achievement gain. Researchers administered two subtests from the Comprehensive Test of Basic Skills, Fourth Edition (CTBS/4). They derived Normal Curve Equivalent Scores (NCEs) from the CTBS/4 Math Concepts and Applications subtest and the Reading Comprehension subtest. When low and high implementing sites were taken together, the effect of Core Knowledge on reading and math achievement was not statistically significant. However, when schools with moderate to high implementation were contrasted with low-implementing sites as controls, the results were more compelling.

The Johns Hopkins statisticians reported that the gain difference on standardized tests between low and high implementing schools varied from 8.83 NCEs to 16.28 NCEs. That is an average rise of about 12 NCEs (similar to percentile points) over the controls, more than half a standard deviation—a very significant gain."

In an article by Larry Cuban on school reform, he cites the success of The Core Knowledge Program at a high poverty school:

"Deanna Zarichansky, Assistant Principal at Trousdale County Elementary School in Hartsville, TN, describes the



program.

Our district adopted Core Knowledge [Language Arts] at the beginning of this school year [2017]. This has been the single most powerful curriculum implementation I have seen in my 16 years of education. We are a small district with a high rate of poverty, with many students who enter school with little to no experiences with literacy. Our school is charged with the difficult task of educating students who come to us with little vocabulary and limited knowledge of the world around them.”

“Whatever Happened to the Core Knowledge Program?” *Larry Cuban on School Reform and Classroom Practice*, 5 June 2019, <https://larrycuban.wordpress.com/2019/06/05/whatever-happened-to-the-core-knowledge-program/>.

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).

- 2024 (Year 1): K-4, total enrollment of 220, 3.2% of LEA K-5
- 2025 (Year 2): K-5, total enrollment of 264, 3.9% of LEA K-5
- 2026 (Year 3): K-6, total enrollment of 308, 3.0% of LEA K-6
- 2027 (Year 4): K-7, total enrollment of 352, 3.4% of LEA K-7
- 2028 (Year 5): K-8, total enrollment of 396 3.8% of LEA K-8

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?



Henderson County Schools does not use a comprehensive literacy program to teach ELA. According to the Henderson County website, the school system uses a program called Letterland to teach phonics and Read to Achieve to measure its effectiveness. These programs rely primarily on skills rather than a depth of knowledge. As illustrated by the article, "How Do We Know This Works?" building cultural literacy for students helps them succeed in college.

FRCA will provide a developmentally organized learning continuum that builds from a foundation of memorization and recitation and culminates in critical thinking and active well-reasoned participation using Core Knowledge. While we educate for the "long game," adulthood, we are aware of the natural needs of children at each age.

We will teach literature and history synchronously across cultures rather than in geographical compartmentalization. Through literature, the student perceives the culture of the time and its influence on historical actions. The students are better able to discern the profound implications of ideas in the real timeline that they occurred. This concept of synchronized study develops an understanding of the roots of the American Republic required for a high level of civic involvement. We understand that our students are the guardians of this Republic, and influencers of culture. Our students will become adults who are active contributors to the national public life, so we equip them academically and practically through vigorous study of our founding documents, inherited philosophical legacy, and history.

1. The curriculum is consistent with K-8 NC standards and will build from what students learned in the previous year.
2. In the lower grades, all the phonemic sounds are taught.
3. All students in grades 4 and 5 will be informally introduced to Latin roots which have been demonstrated to improve reading comprehension and vocabulary and bolster performance in all subjects. The formal study of Latin will begin in grade six.
4. Upper-level students will study history mainly through primary source documents to foster analytical skills and essential insight into their culture and heritage.
5. All students will be trained in study skills, such as time management, organization, and note-taking, that are essential for building stamina for further academic pursuits.
6. We maintain high expectations for our students and of their dignity as contributors to human well-being worldwide. We cast a vision early for FRCA students as active learners and makers in the world.
7. Students will be exposed to ideals of character through classic literature and the study of Western Civilization that will help to build a code of conduct and school culture, through the actions and consequences of the characters and historical figures they study.
8. The program will introduce and seek to instill virtues of character in the lower grades through these pillars of character education: responsibility, respect, courage, courtesy, honesty, and citizenship. Instruction in the classical virtues (prudence, justice, temperance, and fortitude) will be introduced in the upper grades as a continuance of the Elementary character program and as a necessary corollary to the classical curriculum.
9. Since technology is pervasive in the world today and can distract from the content being taught, it will be a secondary resource in our learning culture rather than a dominant feature of each classroom.



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

The school has conducted multiple surveys in March and April of 2022 in the greater Henderson County area to assess demand for the new school. At the time of application submission, 50 prospective parents have completed the FRCA interest form on the website. Parents were asked how likely they were to apply, 33 parents chose "very likely" and 17 parents chose likely. These 50 prospective parents represent 70 students in grades K-4th grade.

In addition to collecting enrollment interest on the website, FRCA has attended several community events in order to gather support from the community and potential parents. From these events FRCA has gathered 67 additional families that are in support of FRCA.

FRCA will continue to promote and foster community partnerships and support. As our supporters are able to explain the mission and vision of FRCA, we feel confident we will be able to gain a strong foothold in the community


The support letters from community members and summaries of the results can be found in Appendix A.

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 :



Appendix A_Evidence of...

Uploaded on **4/28/2022** by
Lauren Watters

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.

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



Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

Flat Rock Classical Academy will train teachers in strategies for good teaching using methods developed by Uncommon Schools and made popular by writings such as Teach Like a Champion. These strategies will be used to teach the Core Knowledge Program.

Hold schools accountable for meeting measurable student achievement results.

Flat Rock Classical Academy aims to raise the achievement level of our students and consistently score a cumulative school report card score of a B or better as measured by end of grade tests. This will work to raise the expectation of achievement for all the schools in close proximity to FRCA.

Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.

Much of public education today has veered from foundational character traits found in a classical education (responsibility, respect, courage, courtesy, honesty, and citizenship). By using a classical education we aim to restore those foundations, giving parents and students an excellent choice while building life-long character traits that will serve students no matter what decisions they make in their lives.

Improving student learning.

Core Knowledge, Literacy Essentials, and Singapore Math were selected because these programs are designed to build foundations of knowledge in the elementary years. Because children learn by building on what they already know, this curriculum will benefit students with varying learning abilities. Emphasizing foundational skills and rich content, teachers can not only effectively bring students with academic problems up to grade level but also strengthen the knowledge base and challenge the academic potential of every student at or above grade level.

Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.

FRCA's professional development program will support continuous learning and improvement, will enhance and expand the knowledge, skills, and abilities of teachers, administrators, and will contribute to accomplishing the school's goals, mission, and vision. FRCA will employ a combination of internal and external professional development activities which all teachers and administrators will attend in order to ensure uniform understanding of core components and alignment with the school's mission.

Teachers will have opportunities to show leadership by using what they learn through PD to be a grade-level lead teacher, accepting responsibility for administrative tasks, and starting extracurricular activities for children. On an ongoing basis, individualized professional development will address needs in new state gaps, or areas needing improvement identified throughout the year. Effectiveness of FRCA's professional development program will be assessed based on student performance and observation, monitoring, and feedback by teachers and administration.



FRCA will engage in professional development with The Core Knowledge Foundation to strengthen teachers' understanding of how to use these resources. FRCA will also work closely with outside agencies to develop skills and strategies that best serve the ELL population prevalent in schools we hope to draw from.

Because the school will be working with students in poverty, FRCA will reach out to trained professionals to help gain a better understanding about how to build meaningful relationships and help students in poverty succeed.

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.



ACADEMIC GOALS: (The Head of School will include academic progress of all grade levels as part of the monthly report at each governing board meeting. Each quarter a deeper dive analysis will be provided along with recommendations for improvement.)

By 2029, the percentage of students in grades 3 - 8 who are College and Career Ready according to the NC Ready Model, will be at least 20 percentage points over the district average.

Earn no NC Report Card grade lower than a B in each year of existence. Our subgroups (ELL, EC, FRL, African American and Hispanic) academic achievement gap will decrease by 5% each year per subgroup (Overall school proficiency in an area vs. subgroup proficiency)

Goal: By the end of the 3rd year 65% of FRCA students 3-7th grade will be at or above proficient on the Literacy EOG.

Rationale: This percentage will continue to grow each year by 3-5%.The baseline in Literacy for the LEA is 51% at or above proficient according to the 2020-2021 NC Report Card.

Goal: By the end of the 3rd year 65% of FRCA students 3rd-7th grade will be at or above proficient on the Math EOG. This percentage will continue to grow each year by at least 3%.

Rationale: The baseline in Math for the LEA is 46% at or above proficient according to the 2020-2021 NC Report Card.

Goal: FRCA will exceed annual growth goals in accordance with the NC Accountability Model.

Our goal is to increase 3-5 % in each academic area annually. Based on other schools that have used the Hillsdale curriculum FRCA believes the first couple of years will be closer to 2% to allow for acclimation to the curriculum. Hillsdale reported that on average their schools score 20% higher than the state average on ELA EOG testing (NC 46%) and 10% higher on the state math EOG testing (NC 40%), as measured by the 2020-2021 NC School Report Card.

FRCA	Year 1	Year 2	Year 3	Year 4	Year 5
ELA	54%	57%	65%	68%	70%
Math	52%	57%	65%	68%	70%
Science	72%	74%	80%	85%	88%



PROFESSIONAL DEVELOPMENT GROWTH GOALS: (The Board will receive monthly updates on PD and its effectiveness from the principal.)

To ensure we are implementing the programs with fidelity, we will have an annual curriculum and instruction audit performed by Core Knowledge experts to enhance teacher delivery and development.

Flat Rock Classical Academy instructional staff will attend in-house or external professional development annually related to the classical educational model (for example, conducting Socratic classroom discussion or related to incorporating virtue-related discussion into subject area specialties), to establish teacher fluency with the methods of the classical education model. Teachers will sign in for each training session.

Teachers identify in a pre-observation interview one classical pedagogical strategy annually to develop and will use it with fidelity during required ensuing observations.

Enrollment and Capacity

Based on the first five year ADM projection, the school will meet annual enrollment goals.

Flat Rock Classical Academy will maintain student attendance rates greater than 97% annually.

Flat Rock Classical Academy will maintain a student attrition rate less than 5% over its first three years in operation.

Parent Satisfaction:

According to survey data, our parent and family satisfaction score will remain above 95%.

Finances:

The Flat Rock Classical Academy will build a cash surplus of three months operating expenses of \$250,000 by June of 2027.

Compliance:

The Flat Rock Classical Academy will meet all local, State and Federal regulations annually to ensure a 10 year charter renewal in 2029.

Communication:

The organization's goals will be communicated to the Board of Directors each month by the head of school and/or appointed standing committees. The Board will adopt a strategic outcomes based calendar that will allow the Board to provide substantial oversight to the school. All organizational goals adopted by the Board will have specific deliverables (adopted into policy) that will inform the Board of the school's progress towards attaining its mission, vision and goals. These monthly reports will be available electronically to the general public. In addition to monthly Board reports, an Annual Report will be provided to families, stakeholders, and community



partners disseminating the state of the Flat Rock Classical Academy.

Parents will be informed with our progress monitoring, student progression and reporting processes that includes progress reports (minimum quarterly) that are instructional skills specific and parent friendly.

Test results will be published with parents, Board members and stakeholders as they become available. School adopted benchmark assessments will be shared with the Board three times a year, at the close of each testing period. The data concerning EOGs and EOCs will be communicated to the governing board, parents and other stakeholders on a yearly basis. Further, a "State of the School" will be published each fall, in which the head of school and the governing Board will share with parents and other community stakeholders where the school is in terms of achievement and strategic planning. This document will provide those concerned with knowledge of where the school has been and a vision for where the school is headed.

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



The governing Board of Flat Rock Classical Academy will be integrally involved in assessing how the program being delivered is meeting the school's mission. As part of the planning year process, the board will work with the head of school, to ensure the school's alignment towards achieving the adopted goals. This process will entail the development of an outcomes based board calendar and strategic plan for approval by the Board that provides specific action to the achievement of each performance goal.

The Board will receive ongoing resources, follow recommendations, support and training from governance experts in the field and support from the authorizer.

To provide effective oversight, the Board will appoint committees that measure and analyze the desired outcomes of the school around Academics, Finances, Development and Governance. Committee members may consist of board members, parents, community members, field experts and teachers. Each committee will have specific roles and responsibilities which includes the analysis of the deliverable data from the operational oversight and program evaluations. The school's goals (previous section) will be assigned to specific committees for oversight, data analysis and solutions to identified issues. Evaluation data will be analyzed by committees to identify trends, flag unacceptable results, make adjustments to the education plan, curriculum, instructional methods, and school operations as necessary.

The committees will provide specific scheduled reports (seven days in advance) to the board according to the outcomes-based board calendar. These reports, as well as strategic questions, will drive the discussion and board action to navigate the organization towards its mission. The head of school will be responsible for developing plans of action and solutions. Some actions may require board approval (i.e. curriculum, staffing, academic calendars).

Mission success will also be gauged by demand within the community for enrollment in the Academy and the school's overall organizational health. The Academy's Head of School will keep the board apprised on a continuous basis of the number of enrolled seats currently filled and the number of prospective students on the waiting list. Students, parents and community members will be encouraged to share observations with the head of school, both formally during a yearly survey process, and informally, as concerns and suggestions arise. The head of school will report the results of this survey at the first regularly scheduled board meeting after the close of the survey. Other suggestions and concerns will be communicated as the need arises. The board will analyze data annually to determine the organizational health through the Teacher Working Conditions Survey, Teacher Turnover, and critical friend partnership feedback.

The Board of Directors will meet every month and receive updates on the school's performance from the Head of School. Also, the Board will have the power to form separate committees to implement the school's mission.

At the beginning of every school year, the Board will lay out its objectives for the school in alignment with the school's mission statement and measurable goals. These objectives will be rigorously tracked to ensure goals are being met. Reasons for any deviations/ shortfalls will be explained by the Head of School along with corrective actions to be taken. In addition, the Board will direct initiatives necessary to implement corrective actions.



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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



Flat Rock Classical Academy will provide students a complete education that will challenge them to excel in both learning and character. High expectations, a continuous and proven K-8 curriculum, a well-regulated campus, and a well-equipped faculty will support consistent student learning. The specific structure of the curriculum is known to support learning among students of all abilities and cultural backgrounds because teaching aligns with the developmental stages of children. The goal of Flat Rock Classical Academy is to graduate students who are academically and culturally literate, prepared to continue academic achievement, and ready to become responsible members of their community. The curriculum has been carefully selected to facilitate those goals.

Proven Partners and Affiliates

The Board of Flat Rock Classical Academy is additionally consulting with existing K-12 educators around the country with expertise in classical curriculum design and implementation.

Building Foundations

The curriculum is characterized by a strong emphasis on sequential foundation building to support language learning. The curriculum is content-rich in all subjects, focusing on the historical, literary, and scientific traditions of the United States and of Western civilization at large. Our students will have the background to participate in our increasingly complex culture.

In the early grades, the curriculum focuses primarily on literacy and numeracy formation. Both subjects are foundational to a student's education. We will, therefore, use Literacy Essentials.

The Writing & Spelling

Literacy Essentials will be used to teach literacy and related skills, and the Singapore Math Program to teach numeracy. These programs have had strong success with the Core Knowledge schools of varying populations since they started working with charter schools in 2010. As stated in the mission section, I schools using a classical education curriculum on average score 20% higher in ELA and 10% higher in Math on state EOG testing.

The Singapore Math Program

The Singapore Math Program provides students with a strong conceptual foundation in basic mathematics. From the earliest grades, this program emphasizes concepts, mental math, and number sense while employing physical and graphical illustrations of underlying rules and phenomena. The program presents mathematical skill-building and problem solving so that students have a better understanding of both when and why to use a particular equation.

Students move to the next skill level once they have mastered their current skill level. Because of the grade to grade continuity of the program, struggling students are able to fill in the gaps, and advanced students are able to maintain their accelerated progress.

Professional development will be provided for teachers so that they can incorporate daily and weekly informal assessments to allow for immediate remediation. Our classroom structure and scaffolding curriculum is designed



to keep students out of the MTSS monitoring system because it corrects student struggles in real-time. Additionally, all grades will have a dedicated intervention and review blocks built into the weekly schedule.

Driving ELA Performance

The central position of language in the curriculum continues throughout the elementary grades. In grades 4 and 5, students will learn Latin and Greek roots of English words. Latin is introduced and taught alongside English so that students learn the structural underpinnings of their own language, expand their vocabulary, and improve their reading comprehension. Fifty-one percent of Henderson County elementary students are currently grade level proficient in ELA. It seems evident that students would benefit from the foundation and language instruction that a classical education provides. Understanding the form and function of language will translate to an increase in ELA scores.

Content Rich Curriculum

As students mature in their facility with language, the curriculum directs their time and intellectual energy to 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.

Core Knowledge Sequence

The Core Knowledge Sequence provides a grade-by-grade sequence of specific topics taught in grades K-5. It will provide the basic curricular framework for history, geography, literature, visual arts, music, and science at Flat Rock Classical Academy. With cultural literacy as the guiding principle, the Core Knowledge Sequence leads students through a comprehensive and grade-appropriate view of each subject.

Instructional Method

Topics are repeated in a spiraling fashion, so that younger students build a firm but broad foundation in these topics while older students are able to achieve depth. For example, the basics of language and literacy are introduced in K-2nd, and the composition of single paragraphs is introduced in 3rd grade. In 5th grade students are introduced to the 5 paragraph essay structure. 8th grade is characterized by a review of sentence diagramming and parts of speech, while developing more writing and editing skills, such as rhetorical skill and style and scholarly use of citations. This prepares students for the more complex level of reading and writing characteristic of high school, university and beyond.

In the younger grades, teachers will use whole group lessons and read alouds to introduce topics. As students are learning about new concepts, the teacher will ask guiding questions and use call and response methods to assess whole group understanding. As the lesson progresses, students will move into either independent



practice or small group instruction depending on their individual need. The work produced either in these small group or independent settings will allow teachers to accurately monitor progress.

In the upper grades, students will begin classes with lectures or guided notes to introduce topics. As they become more familiar with the topics, students will begin socratic discussions. Teachers will be able to assess students' understanding through participation in discussions as well as with reflective writing assignments that follow these discussions.

Instructional Continuity

The Sequence provides a necessary order across grades and between schools and families, such that teachers can base their lessons upon what students have learned and will learn, and parents can anticipate what their students will learn in each grade. The Core Knowledge Foundation provides resources to support core aspects of the sequence.

Local Leaders

Teachers are encouraged to reach beyond the immediate resources and take ownership of their own lessons. This is striking a balance between teacher support and teacher freedom. Further, this allows for pedagogic responsiveness to local student populations. For example, this is just one means by which gifted students can be additionally challenged.

Science

Although classical schools typically emphasize the humanities, the sciences are no less important and will not play a secondary role at Flat Rock Classical Academy. The Core Knowledge science program focuses on thematically linked science topics and biographies of great scientists. The order of the Core Knowledge program allows for regular repetition of the most important topics, such that students are well-versed in the fundamentals by the time they reach 5th grade. The science program is supported by Pearson's Science Explorer series, complete with integrated lab manuals and demonstrations and Delta Science Content Readers.

Assessment Strategies

Daily teachers will utilize observation and checks for understanding during guided and independent practice times. This will inform the teachers who mastered today's new concept, and who needs additional support in small group or one on one. Teachers will become familiar with SchoolNet resources to create common formative assessments based on the NC Standard Course of Study. Using this resource will allow teachers to assess students in a variety of ways to see how they need to adapt instruction for the benefit of their students. Assessment strategies will include exit tickets, short writing prompts, quizlets, and discussions. Throughout the year, the students will take part in NWEA MAP testing. These standardized tests will allow teachers as well as other stakeholders the opportunity to understand how FRCA students are performing as compared to students in the same grade levels across the country.



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

- Yes
- No

Q115. What is the objective of the single-sex charter school?

Not single sexed.

Q116. How is the charter school's decision to limit admission to a single sex related to that objective?

N/A

Q117. What facts support the charter school's determination that limiting admission to a single sex will help it achieve its objectives?

N/A

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.



The primary learning environment will be classroom-based. The goal will be to house a consistent class size of 22 students per class. There will be two classes per grade level.

In addition, it is our goal (and in budget) to have a teacher assistant in all classes grades K-2.

Our teacher-led classrooms will be structured environments that encourage learning, dialog, and respect. Because character formation is a significant feature of the curriculum, behavioral expectations will be clearly defined and consistently reinforced through both instruction and school mores. Positive contributions to the classroom and to the school will be a valued norm within the school.

In K-4 language arts, skills will be taught during a literacy/language arts block and reading will be reinforced by providing ample time for students to read and teachers to assess their reading throughout the day. Other content will be integrated into literacy-related instruction. The visual arts and music will also be integrated as relevant. Math instructional blocks will allow for teachers to introduce topics and have students spend plenty of time with teacher guidance to fix errors. The inclusion of an intervention block will allow for teachers to dive deeper into areas where students are struggling. There will be ample time dedicated to science, social studies, special classes, and reinforcement of literacy. Our schedule allows for revisiting language arts and numeracy several times per day in different expressions.

One of the most unique and wonderful things about our Curriculum is its focus on cultural literacy. We are a product of the Western tradition and believe it is important to pass that tradition on to the next generation. The curriculum, therefore, focuses on the history and literature of Western Civilization. Students begin history and geography in the lower grades before diving deeper into ancient, European, and American history in the upper school.

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 mission is to graduate effective citizens by teaching the classical virtues, developing students who aspire to virtuous living, and instilling a desire for lifelong learning.

As an example of how our curriculum supports our mission, we describe below our reading block for older students:

Our teachers will lead students in the reading of classical literature. Prior reading and knowledge will be connected to that day's new reading. Ideally, discussion will be prompted that allows students to practice logic and rhetoric. They are expected to be thinking, formulating perspectives grounded in the contents of their reading, and articulating them coherently among their peers. In this way, students are preparing for higher education as well as for thinking through more complex content. The classroom discussions are collaborative, in that students are supportive of each other's efforts to analyze and organize newly acquired information. They are recognizing the character qualities of those within the story as well as exercising courage, integrity, or humility as they participate in class discussions. As students think, learn, and experience their own personal development, their appetite is whet to continue to learn.

Closing Achievement Gaps

We will network with other schools to share best practices and review the recommended curriculum. Innovations which are helping students succeed within the classical model can be shared and implemented across other schools. This has proven to be an effective model for continuous improvement of the education program and meeting accountability requirements for states.

Overall in ELA, School's using classical curriculum score an average of 20 percentage points higher, and 10 percentage points higher in math on state testing.

Targeted Population Data

School/County	ELA Scores	Math Scores	Science Scores
North Carolina	46%	40%	62%
Henderson County	51%	46%	70%

Evidence suggests that a classical model of education drives achievement. Although our targeted student population has higher standardized test scores than those of the entire state, there is still a significant ratio of students who are not performing at grade level. Classical classrooms uniquely serve these students, as previously noted. Additionally, high achieving students can continue to make significant progress with this curriculum, as it has been created for maturation and challenge, both intellectually and developmentally.



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.



Flat Rock Classical Academy will use The Core Knowledge Sequence and Singapore Math as its primary curriculum.

The two primary instructional strategies employed at Flat Rock Classical Academy will be lecture and the Socratic method, which help students' understanding of inquiry and analysis.

Lecture

The guiding instructional strategy for most K-5 instruction will be "teacher-directed," in the form of a lecture, story, read-aloud, or teacher-led discussion. The teacher-led discussion will model inquiry and analysis by allowing students to hear and understand what kinds of questions logically emerge from text and context.

As students respond, teachers have the opportunity to redirect young learners to the text to confirm the rationale for their answers. For younger students, teachers are connecting dots. Student performance on standardized tests should improve, as test-takers will have higher comprehension and more developed analytical skills.

The Socratic Discussion

This prepares students to engage in more open Socratic discussion appropriate to middle school learning. Students are invited to offer responses with text-grounded rationales, as well as to suggest alternatives grounded in thoughtful reason. This cooperative dialogue involves ideas, challenges, and a refinement of those ideas as the teacher and cohort of students seek the best expression of a question's answer. In related teacher-led instruction, the teacher is asking questions aloud and talking through how to analyze the information that is available to help and an answer, as students offer input. Analytical strategies and implications are discussed more overtly than in prior years.

FRCA will use these strategies because they are part of the Core Knowledge Sequence providing comprehensive and developmentally appropriate order to K-8 education. The combined instructional strategies provide students with the broad knowledge needed for true reading comprehension. This translates to increased academic achievement for all students.

Classical educators use primary source materials in their entirety and within the appropriate context in history instruction. Especially in the upper grades, artifacts, documents, recordings, or other sources of information created at the time bring to life the complexity and motivations of history and equip students with insight into the nation-building process. Proven study skills, such as memory techniques, organizing, note-taking, research methods, and time management are additional distinctive qualities of a classical curriculum.

Character and Learning

Teachers will be expected to model the classical virtues (i.e., prudence, diligence, patience, courage, faith, humility, and charity) and connect these virtues to the characters in classical literature and to historical figures. Canonic literary plots often entail morality conflicts, so students will explore the costs and benefits of



living a virtuous life. The study of history revisits the same themes in real life. This kind of exploration of classical virtue is important to adolescent development. Classical classrooms are characteristically well-managed, peaceful, and respectful learning environments. It is known that even in schools with an “average” curriculum, performance improves when the environment improves. Character correlates to achievement.

Because of the school location and the targeted marketing we will use to attract students from areas of poverty, we feel we will be able to achieve our mission because the primary tenets of a classical education are the tools students will need as they move into the world of college and work. Giving students a strong academic background while exposing them to the Western literature canon will set them up for life-long success.

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.

In general, the classical education model creates opportunities for students to succeed. Formal and informal assessments characterize the daily routine, with formal and informal strategies for remediation and advancement built into each day. This ensures that students are not left behind, and that students can excel daily. At regular intervals, summative assessments will be administered in a manner that challenges students, reinforces learning and creates moments of success. We expect to see improvement in test scores the first year.

The Core Knowledge Sequence in particular provides a grade-by-grade sequence of specific topics to be taught in grades K-8. With cultural literacy as the guiding principle, topics that are especially important for cultural literacy are repeated in a spiraling fashion. Younger students build a firm but broad foundation in these topics while older students are able to achieve depth. This growing familiarity with language, literature, math, and the language and practices of science will result in continuously improving performance on standardized assessments. Students will graduate eighth grade prepared for advanced courses in high school.

Within each grade level, we have dedicated enrichment/intervention blocks to address students who are having difficulty with the material. During these blocks of time, teachers can stretch the curriculum for advanced learners and remediate students who need extra time with the material.

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



FRCA's Calendar will provide students with the instructional hours (1,065) they need to become acclimated to the curriculum. Additionally, we acknowledge parents' need to become versed in the curriculum and will provide quarterly parent workshops.

The instructional calendar will allow for ample instructional hours while also providing flexibility to meet the varied needs of learners. Due to the increased number of instructional hours, FRCA will be able to bring in a host of speakers to reinforce the curriculum and teach the students about the virtues and principles of a classical education while still providing ample time to move through the curriculum and allow for reteaching of difficult concepts if necessary.

We know that our teachers need a specialized skill set. Therefore, regular professional development in classical and pedagogical methods will support excellence in both spheres. Our calendar identifies the teacher professional development days, and our expectation is that all teachers will attend. Because we want to support our teachers as subject matter experts and continual learners, we do not want clerical tasks to compete with their preparation, so we have provided three work days for quarterly administrative tasks and professional development.

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.



Structure of School Day and Week

FRCA's students are at school for 7 hours. Our students will arrive at school for an 8:00 a.m. start time, and depart school at 3:00 pm., Monday through Friday during most school weeks.

Number of Instructional Hours

The number of instructional hours per year is 1,065. The breakdown of the minutes per subject is in the chart below. The instructional calendar will have 176 days.

Grades	ELA	Math	Grades	Science	Social Studies
K-1	170 mins	60 mins	K	20 mins	20 mins
2-5	130 mins	90 mins	1-2	40 mins	40 mins
6-8	90 mins	80 mins	3-5	55 mins	55mins
			6-8	80 mins	80 mins

Each grade level will begin the day with a morning meeting to teach social emotional concepts as age appropriate, and lay out the plan for the day. Younger students might be engaged in a calendar study during this time whereas middle school students may use this time to discuss a current event and its impact on their own lives or problem solve an issue the school is experiencing.

Students in K-5 will study language arts in a block schedule in the morning, and they will revisit language arts in reading, literacy, or age-appropriate phonics and Greek/Latin word study throughout the day. Similarly, K-6 students will study math during a dedicated math block. The inclusion of an intervention block will allow students who did not fully grasp the concept to revisit this concept and work out any misunderstanding. Repetition of subject content throughout the day using different learning modalities is a successful teaching strategy among diverse learners. Additionally, class sessions differ in length. This too is responsive both to the needs of students and to the nature of the content.

When students transition to grades 6-8, they will move into the logic phase of the classical education model. The eighty minute blocks will allow for students to move between several subjects within a given class period during their study of literacy, math, science, social studies, Latin, and music/arts to allow for Socratic dialogue and build on previously learned skills.



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

The typical day for teachers and students in the first year of operation will include the following:

Teachers will be expected to arrive at school by 7:30 to make sure they are ready to welcome their students to a new day of active learning. Students arrive at the school for 7:50 a.m. admission to the school building, at which time the Head of School welcomes them by name as they move to their classrooms. Teachers will be at doorways and strategically placed throughout the building to ensure a safe arrival process.

Our K-5 population will hang up their backpacks and outerwear as their teacher cheerfully greets them 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, throughout hallways, and at the reception area to greet students and to 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 twenty minutes, "Morning Circle" will occur, during which the teachers and students will listen to the announcements and recite the "Pledge of Allegiance." Then young students are introduced to and reminded of the days of the week or are busy reciting Benjamin Franklin's poem, "Early to Bed." Older students participate in readings, recitations or other activities to help them focus on the day ahead. Students and teachers efficiently transition into the school day.

Flat Rock Classical Academy students will participate in two specials a day that teach them more about the music, art, and culture of the time period in history they are learning about in their classrooms.

Following lunch in their classrooms, students begin their afternoon learning which includes specials, science, social studies, and revisiting math and ELA. While students are participating in their specials classes, teachers are planning with other teachers and preparing for future lessons. For example, when students are learning about the Renaissance in Florence in history, they will be studying the sculpture of David in art. In music class, students will study music from that time period.

Students are dismissed at 3:00 from their classrooms to follow procedures for carpool pick up. Staff members will be positioned throughout the school building to monitor hallways and student dismissal. Teachers remain in their classrooms until 3:30 to prepare for the next day of teaching. The FRCA school day is full of opportunities for the students to reflect on 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 part of building the school.



Q125. Will this proposed school include a high school?

- Yes
- No

Applicant Comments :

FRCA will be K-8 within the next 5 years and may consider growing to high school thereafter.

Q126. **High School Graduation and Post Secondary Readiness** Describe how the proposed charter school will meet the Future-Ready Core requirements.

Not applying for high school.

Q127. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered.

N/A for K-8

Q128. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

N/A

Q129. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

N/A for K-8


Q130. **Attach Appendix C: 9-12 Core Content Electives** Provide a visual description of what courses (both core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.

N/A

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 6



Applicant Evidence :



Appendix C High Scho...

Uploaded on **4/29/2022** by
William Miller

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_Curriculum ...

Uploaded on **4/26/2022** by
Lauren Watters

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_Academic C...

Uploaded on **4/26/2022** by
Lauren Watters

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 :



Appendix E_ Daily and ...

Uploaded on **4/22/2022** by
Lauren Watters

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.



There will be five key characteristics in our student intervention and prevention programs. These strategies will begin as soon as a student has accepted their enrollment at Flat Rock Classical Academy and continue throughout their career.

1. Formative assessment data collection and analysis processes to ensure students are being taught at appropriate level, demonstrating growth, and mastering concepts.
2. Common benchmark assessment programs to determine student growth and drive future instruction. We anticipate using NWEA MAP, but this may change as it is two years away.
3. Clear identification process for student remediation. We will work towards mastery and set a current standard of 80% on any formative assessment. This may change based on the management team's research when the school is in operation.
4. Built in additional instructional time for student remediation for literacy, math and reading skills.
5. Frequent monitoring and accountability for teacher instructional practices. We anticipate being a data-driven school.

In addition, the classical curriculum has a record of success for lower-level learners. The curriculum is designed with differentiation in mind and lends itself to individualized instruction and to closing the gaps between high and low-level achievers. Individual Teacher data meetings with the Head of School will meet monthly to discuss classroom student data and interventions necessary to support student learning.

Flat Rock Classical Academy will use Literacy Essentials and CKLA Remediation Guides to provide targeted interventions that address gaps in literacy. By using these approaches and resources with all students, we expect to meet many student literacy problems before they develop.

Formative and summative assessments are built into the curriculum and occur formally and informally at regular intervals. Student intervention can happen immediately within the pre-existing structure of each day as literacy and numeracy are revisited several times each day in different expressions. Ability grouped instruction may be supplemented with content area reading and additional in-class or pull out support as needed.

Similarly, Singapore Math is designed to meet the individual needs of all students. Skills are presented in a specific order with opportunities for repetition. Singapore Math lends itself to differentiation because of the three stages of learning contained in the materials: concrete, pictorial, and abstract. Students are assessed continually to determine mastery of skills. Students at the more concrete level are allowed to stay at that stage longer, with tools such as manipulatives, to assist in learning.

In general, our hope is to retain all students in regular education classes. Those EC students who require extra attention will be pulled out for specialized instruction by an appropriate instructor. Flat Rock Classical Academy will contract for various kinds of support services. Weekly consultations with teachers will be held to ensure that appropriate modifications are occurring during instructional activities and teachers are providing the appropriate test modifications. The Multi-Tiered Systems of Support model (MTSS) is our additional roadmap of intervention, providing quarterly testing.

The steps of intervention are as follows:



Within the classical curriculum, if a student demonstrates gaps in his or her understanding of the taught skills that are not addressed through the classical pedagogical structure, the teacher will use additional instructional supports that align with the student's level of needed intervention. Classical instruction, much like MTSS, seeks early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. Again, we expect that the sequential and age-appropriate teaching practices of the classical model of education will significantly diminish our need for additional programs. If such need persists, a student will move to a Tier 2 intervention, as Tier 1 is already normed as a general daily practice.

Tier 1 (These are core instruction and supports available to all Flat Rock Classical students): Tier 1 consists of the general academic and behavioral instruction and support that is designed and differentiated for all students in all settings. School-wide progress monitoring and screenings are used to ensure that core instruction is effective and to identify students who may need additional support in order to be successful.

Tier 2 (Supplemental instruction or intervention provided to targeted groups of students): If a student is identified as having additional needs, Tier 2 consists of more focused, targeted instruction or intervention and supplemental supports. For instance, an additional 30 minutes built into the schedule 4 days per week that is devoted to interventions in grades K-5. Interventions will be able to take place in 6-8 grade during the longer academic periods. Adjustments can be made within Tier 2 to increase time on task or decrease student/teacher ratio.

Tier 3 (Intensive individualized intervention and supports provided to individual students): Tier 3 consists of the most intense (increased time, narrowed focus, very small group or individual) instruction and intervention based upon individual student needs.

In summary,

Tier 1 Focus: For all students.

Tier 2 Focus: For students identified with marked difficulties, and who have not responded to Tier I efforts.

Tier 3 Focus: For students identified with marked difficulties, and who have not responded to Tier I or Tier II efforts

The Tiers are not a "set" series of interventions or activities that all students move through. Rather, they are fluid and flexible; students may move from a lower to a higher Tier and back again, based on documented need. A student may be successful with Tier 1 supports for behavior and mathematics, require supplemental Tier 2 instruction for reading, and need intensive Tier 3 interventions for writing. As the student progresses and the performance gap with grade level and classroom peers closes, the student may no longer need anything beyond what the curriculum already provides.

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.

Roxann has been in education since 1977. She holds a bachelor's degree in Elementary Education and a masters degree in Educational Leadership. Throughout her tenure in education Roxann has taught various elementary grades as well as 6th grade math and science. She has served as a curriculum resource teacher, a literacy specialist, and a math specialist. In 2000, Roxann jumped into the world of school administration and served as Assistant Principal at three schools before becoming the Principal at Apopka Elementary in Apopka, Florida. She served as principal from 2005 to 2012. Throughout Roxann's career in education she has served the special populations and "at-risk" students.

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.



The classical education model curriculum is expected to improve student performance for English Learners and students with disabilities because it uses strategies that have improved student performance for these populations at other schools. FRCA's content-rich curriculum will provide English Learners with necessary background knowledge and cultural literacy, the lack of which is often a challenge in reading comprehension.

1. Methods for Identifying EL Students

Following the annual enrollment period, Flat Rock Classical Academy will send the Home Language Survey (HLS) to every student's home. Upon receiving the HLQ from parents, staff will follow guidance from The North Carolina Department of Public Instruction to identify ELL students and administer related assessments. FRCA will administer the HLQ to all new students. FRCA will also administer the survey to transfer students not previously identified as ELLs. If the answers to the Home Language Survey indicate that the student is of foreign birth and/or from a home where a language other than English is the primary language, the W-APT assessment will be administered for kindergarteners and the WIDA assessment will be administered for students in 1st grade and above. If a student is identified as an EL based on performance on the WIDA W-APT/Screener, then ESL staff documents the identification and the appropriate language instructional program goals in the EL plan/documentation. The EL plan/documentation will also indicate appropriate instructional and testing accommodations for which the student is eligible.

Flat Rock Classical Academy will use specific guidance from NCDPI in order to maintain compliance with the identification of English Language Learners.

A detailed plan is outlined below:

- 1) designate a person to work with English Learner (EL) data via the authoritative source even if there are currently no EL students enrolled. PowerSchool serves as the authoritative source for EL student data and therefore serves as the official system for verifying a student's EL status;
- 2) be aware of the NC process for identifying ELs
- 3) be aware of the annual ACCESS test of English language proficiency in case students arrive during the year; the ACCESS administration is usually late January through mid-March
- 4) complete the October 1 and February 1 head counts
- 5) be aware of EL support documentation
- 6) utilize the NC ELD Essential Standards (WIDA Standards) to guide instruction
- 7) complete a language instruction educational plan (LIEP) service chart and submit to ESL/Title III at NCDPI
- 8) complete an LIEP plan for each identified EL student ALL charter schools are required to follow the guidance provided to LEAs on the EL (<https://sites.google.com/dpi.nc.gov/ncels/el-coordinators>) Coordinator's page and work on their (LIEP) service chart to support students identified as English learners.



In addition, staff will be trained to observe and assess all students so that they can quickly identify limited English proficient students, which is one way the school seeks to avoid inappropriately designating ELLs as students with disabilities. Students not previously identified as ELL, but who indicate that they may have limited English proficiency, will be tested to ascertain what levels of services might be necessary. The school will employ at least one staff member who is trained to serve as the school's ELL Coordinator, in addition to their teaching responsibilities.

It is the goal of FRCA to immerse all ELLs into the general education classroom. This will maximize the student's ability to use their language skills with their English-speaking peers in all academic content areas.

FRCA will utilize the core elements of the Multi-Tiered Systems of Support (MTSS) model developed and customized at the school level. This will provide all students with the support they need to succeed in meeting standards. The school will institute an MTSS system based on three tiers of intervention:

Tier 1 (High-Quality Classroom Instruction): Classrooms use differentiated instructional strategies based on the Universal Design for Learning, learning activities, and curriculum materials to address the needs of all students. The team-teaching approach (during literacy blocks) will provide frequent opportunities for targeted support within the classroom.

Tier 2 (Targeted Interventions): For students who continue to struggle, the school will offer targeted, data-driven programs to meet individual student needs. The instructional support staff will provide push-in and pullout support in one-on-one and small group settings. Literacy intervention will be typically conducted through small group pull-out sessions, while math interventions will usually be in-class support. Some students may need more assistance than can be provided during regular instructional periods, thus the instructional support and leadership teams, in consultation with the teacher and parents, will determine if tutoring is necessary during the intervention period.

Tier 3 (Intensive Interventions): The goal of Tier 3 is the remediation of severe problems that require intensive and sustained intervention. For example, we anticipate that most Tier 3 students will require intensive one-on-one reading programs. Under the MTSS framework, any student who does not meet certain benchmarks established in the curriculum and assessment program will be identified as needing extra attention.

Teachers will utilize EL strategies and the MTSS framework for ELL students who encounter challenges or are at above or below grade level and would benefit from targeted interventions. The education model that FRCA will use will begin with the Mainstream/Inclusion-English Model. This model allows EL students to build literacy skills through the Core Knowledge Sequence and mathematical skills through the use of Singapore Math.

Mainstream/Inclusion Model

1. ELL students receive the same academic courses/core instruction as the mainstream population through modifications made by teachers' utilization of EL strategies.
2. EL strategies include modeling, explicit instruction (Assists students in identifying and using the structural and visual clues present in words.), vocabulary development, and using visuals and manipulatives. All of these are



components of FRCA's selected curriculum.

3. Teachers will consult the student LIEPs and will document their usage of the recommended LIEP strategies, by highlighting those strategies in their lesson plan books.

4. Instruction is aligned to areas of knowledge, standards, and benchmarks of the Reading and ELA State Standards.

All FRCA teachers will be well trained on the programs, practices, and strategies used to serve our ELL population through the intensive PD program for our mainstream curriculum. These strategies and trainings are noted below:

Formative assessments

SchoolNET

Building relationships and rapport with students

Learning strategy instruction

Positive behavior intervention support

AMLE: Characteristics of adolescents

Five essential components of reading instruction

Co-teaching

Teachers who are directly serving our ELL population will be supported by FRCA's EL coordinator. Teachers with ELL students will also receive more PD in ELL-specific strategies:

Professional Development Plan for Supporting Multilingual Learners:

Throughout the year, there will be a sequence of professional learning sessions focused on how to support multilingual learners. Due to the high number of multilingual learners, it is essential that both ESL teachers AND general education teachers have adequate training on how to best support these learners. There will be four modules of learning scheduled throughout the year. The sessions will focus on the following topics:

These trainings will be led in collaboration with the school leaders and outside experts. Here are the objectives of the professional development sequence for Supporting English Language Learners:

- **Mindsets for creating an Inclusive Classroom for Multilingual Learners**

Session Objectives

The teacher will build urgency and empathy for the experience of multilingual learners.

The teacher will examine existing mindsets and their connections to history



The teacher will be able to identify specific actions that build culturally and linguistically responsive classrooms

The teacher will articulate their beliefs about language in schools and describe how their actions are aligned with their beliefs.

- **Getting to Know the Language of your Multilingual Learners**

Session Objectives

The teacher will define BICS/CALPS and contrast their development.

The teacher will identify how one teacher emphasizes CALPS in the classroom.

The teacher will examine the stages of second language acquisition.

The teacher will use a speaking assessment tool to analyze the speech proficiency of a multilingual learner.

The teacher will observe and analyze a student's oral language proficiency.

- **Strategies for Listening: Total Physical Response**

Session Objectives:

The teacher will identify the cognitive science behind the use of "Total Physical Response".

The teacher will practice identifying the highest leverage academic language and most effective movements for implicit TPR instruction.

The teacher will be able to plan for and practice the implementation of their Action Stories.

- **Effective Strategies for Working with Multilingual Learners**

Session Objectives:

The teacher will examine the MULTILINGUAL LEARNER (Universal Design for Learning) STRATEGY PACKET as a tool to support multilingual learners.

The teacher will define comprehensible input and identify how to improve comprehensibility.

The teacher will plan and practice the implementation of the strategy in a small group.

Students must be kept in the EL program long enough for them to develop adequate English skills so that they are able to meaningfully participate in regular instruction. Students are tested annually at the end of the year unless a teacher or parent requests another time of the year. The results from the test will be used to determine if a child is ready to exit the program. FRCA will monitor the academic performance of former EL students for two years following their exit from the program to make sure they are making adequate growth in the regular program.



Once a semester all English Learners will be assessed by the classroom teacher and ELL coordinator as to the student's progress in mastering their language goals.. The classroom teacher(s) and ELL Coordinator are responsible for assessment of standard mastery in ELA and math. FRCA will require at least one ELL annual review each year to include the parent, ELL coordinator, general education teacher, and the student when appropriate. All ELL students will be assessed annually using the NC approved ACCESS assessment during the annual testing window (late-January-mid-March).

Flat Rock Classical Academy will prioritize developing literacy skills for ELLs at all stages of second language acquisition. FRCA will use the Sheltered Instruction Observation Protocol (SIOP) SIOP, a research-based, instructional model that has proven to be highly effective in addressing the academic needs of English learners, as their instructional framework. The protocol provides guidance for teachers as they design and implement lessons that make rigorous content comprehensible. This approach will facilitate student access to content concepts and promote the development of academic English. The licensed general education teacher will collaboratively work with the certified ESL staff member to accommodate and modify instruction based on the ELL's specific strengths and areas of growth. Teachers will modify their use of English by adjusting the language demands of instruction. For example, they will modify their speech rate, eliminate slang, repeat key words/phrases, and use visuals and demonstrations extensively. Teachers will consistently relate instruction to students' background knowledge and experience and use methods of language instruction such as cooperative work that promotes oral language practice.

In addition, FRCA will create a Folder portfolio for each English Language Learner. These Folders will assist in monitoring the student progress and mastering ELL Standards and document appropriate services and programs. The ELL Folder will contain all required documentation for categorical programs.

In order to ensure quality control, FRCA school administration and the EL support staff will review a random sample of EL folders at each school. The sample will be at least 15% of the total ELL student ADM. The purpose of this review will be to check for proper documentation and to determine that English Learners have been receiving appropriate instruction by a qualified teacher and that the English Learner's progress has been documented in the ELL folder. Documents such as: Parent Notifications, Summative Reports, Primary Language Assessments, Reclassification Forms are included in the ELL Folder.

FRCA will hire a certified ELL Coordinator (budgeted). The ELL Coordinator will be charged with monitoring ELL student progress and ensuring ELLs receive equitable access to the core academic program. ELL student progress will be tracked in private Google Drive trackers and referenced with each assessment administered. ELLs are required by state and federal law to be annually assessed on the ACCESS Testing.

The mission of the English as a Second Language Program (ESL) at Flat Rock Classical Academy is to assist the development of English Language Learners (ELL) in the four language domains (listening, speaking, reading, and writing), to be successful academically, and offer cultural awareness through classroom experience. Since ELLs spend the vast majority of their day in general education classrooms, it is essential that all teachers are prepared to teach ELLs. Teachers will be trained (see Professional Development section above) on how to implement effective strategies to meet the needs of their ELLs. Teachers will use data and ELL materials, resourced by the



ELL Coordinator, to perform these intervention strategies. School leaders will ensure that all observation/feedback cycles include how teachers are effectively supporting their ELLs.

In addition to high-quality teaching of ELLs in the general education classrooms, ELLs will receive support through the teachers who are certified in ESL. The ESL program is designed to enable English Language Learners to become competent in listening, speaking, reading, and writing of the English Language through the use of second language acquisition methods and is an integral part of the total school program at Flat Rock Classical Academy. ELLs will receive ESL services in their English Language Arts classes from a teacher who is trained and certified in working with the English Language Learner population. FRCA's ESL program will be a combination of both push-in and pull-out support for ELLs depending on their levels of English proficiency.

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.**



Flat Rock Classical Academy will follow all state compliance laws to identify and meet the needs of our advanced learners. We will qualify students starting in the 3rd grade using a combination of aptitude test scores, achievement test scores, and teacher recommendations. The chart below will be used as a rubric to qualify students. In middle school, the Academically/Intellectually Gifted (AIG) Committee will work closely with students to ensure proper class placement for certified students.

MONITORING AIG STUDENTS

The AIG Committee will be made up of a certified AIG classroom teacher, or general education teachers with accelerated academic experience or training, and administration and will hold at least 4 meetings per year to discuss the growth and progress of individual AIG students and subgroup progress. In its first year, FRCA will seek to hire at least one AIG certified classroom teacher to become our AIG expert. This teacher will take a lead role in the AIG/accelerated learning program by making sure that student testing is completed, AIG student cumulative folders are in compliance, and providing support to classroom teachers.

Note: This teacher may have dual roles.

Flat Rock Classical Academy will develop a criteria for a NC DPI approved AIG plan. The plan will be based on the criteria found here: <https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/academically-or-intellectually-gifted/local-aig-plan-development-resources#what-resources-are-available-to-support-the-development-of-local-aig-plans>.

INSTRUCTIONAL PROGRAMS

The use of differentiated instruction, flexible groupings, advanced course offerings, and accelerated pacing will provide many opportunities to address the individual growth needs of our AIG students. Once students are certified, a Differentiated Education Plan (DEP) will be completed for them. This plan will map out what types of differentiation will be implemented to ensure gifted students continue to show growth.

Flat Rock Classical Academy's all students will be assessed after several weeks of instruction, this assessment will provide teachers with both a baseline of student learning.

The curriculum allows for ease in differentiation so that teachers will be able to reinforce or seamlessly accelerate a student's learning. By offering accelerated coursework at our middle school levels, teachers will be able to pace students according to their instructional needs. The AIG expert will support teachers who need additional differentiation for their gifted students.

The AIG expert will also work to develop an initial AIG plan which will be reviewed annually and updated every three years as required by NC state legislation.

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, in order to identify students who have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act, all students' records will be reviewed. This process will ensure that students who were previously diagnosed with disabilities and are eligible under Section 504 and/or Individual Education plans are identified. The IEP team will contact the previous school in writing and by telephone to request the current IEP, all historical IEP records, and pertinent student information. In the event of a delay with receiving the requested IEP records, the EC teacher and head of school will email/call making additional requests for these items. There will also be a time scheduled for the EC teacher and/or Head of School to meet at the school to pick these files up. If there are additional delays, the Head of School will email the district requesting these records.

In addition, the school will implement systems for prevention and intervention by administering informal assessments, check ins, and placement assessments at the beginning of each school year. This will allow Flat Rock Classical Academy staff to identify where newly enrolled students are academically. The Flat Rock Classical Academy staff will also speak and/or meet with the previous schools staff attended by its special education students regarding special accommodations, and will follow through with previously written plans until Flat Rock Classical Academy is able to conduct its own evaluations of these students, adopt the most current IEP, or develop a new IEP, in accordance with the transfer provisions of NC 1504- 4.4(e) and (f).

Flat Rock Classical Academy will follow all federal mandates of the Individuals with Disabilities Education Act and the regulations of the North Carolina Public School Law, Article 9 in regards to providing special education and related services. A record compliance monitoring system will be developed and implemented to ensure record compliance. The Head of School and EC teacher(s) will complete a compliance checklist for all records of students with disabilities. A corrective action of noncompliance will take place immediately for each record identified with any areas of noncompliance during our record review process. The final action to ensure noncompliance is corrected will be verification of each correction. The Flat Rock Classical Academy's 504 Coordinator will oversee and monitor the 504 Accommodation plans compliance as required by Section 504 of the Rehabilitation Act of 1973.



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.

Resources will be provided to teachers, parents, and staff for identifying children with special needs. These resources will include brochures, posters, and letters found on the Public Schools of North Carolina Department of Public Instruction Project Child Find's website. The IEP Team will be led by the Exceptional Children's teacher and will include the following members: LEA representative, the parent(s) of a child with a disability, regular education teacher of the child, and an individual who can interpret the instructional implications of the evaluation. The team will use a problem-solving approach and will review progress monitoring records when addressing academic, behavioral, and/or developmental concerns regarding the student. Team members will document the data collected, monitor the results of scientifically research-based interventions and make data-based decisions. If the IEP team determines that evaluations are the appropriate next step, the parent(s) will sign to give consent for initial evaluations. The EC teacher will oversee the evaluation process to include contacting each relevant related service provider, scheduling the time and location of the evaluations, receiving each report after the evaluations, and scheduling the eligibility determination meeting to ensure compliance within the 90-day timeline. The North Carolina Department of Public Instruction forms will be utilized to document the evaluation and IEP. Parents may also choose to refer their child for testing at any time by providing a written request to the school. All proposed decisions accepted or refused will be reflected in detail within the Prior Written Notice for each meeting.

All confidential records shall be kept in a locked file cabinet in a room accessible only to pertinent school personnel. Written documentation will be required to remove any records from the records room. Only those staff members of the students will have access to the aforementioned files.

In order to avoid misidentification, Flat Rock Classical Academy will implement a three-tiered approach.

- Tier-1 refers to the instruction through a core program.
- Tier-2 is to provide supplemental and extended instruction.
- Tier-3 is an intense and individualized intervention.

Flat Rock Classical Academy will follow North Carolina's Multi-tiered System of Support to ensure growth of all students. For students who are not showing progress through the three-tiered approach, a team decision will be made for full evaluations and any specialized designed instruction.

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)**



To ensure record compliance, Flat Rock Classical Academy will develop and implement a record compliance monitoring system. A compliance checklist will be completed by the IEP team for all records of students with disabilities. After each record has been reviewed, if any noncompliance is found, a corrective action for noncompliance will take place immediately. Verification of correction will be the final action to ensure the noncompliance was remedied. All EC records will be reviewed/audited at least once annually.

This audit will ensure each folder includes:

- Signed informed consent for initial provision of services for special education and related services;
- The most current prior written notice with a description of actions proposed and refused;
- Documentation that initial consent to evaluate and parent response was documented;
- Most recent parent invitation to the IEP meeting; and
- Most recent IEP/Re-evaluation document.

There will be additional IEP audits conducted annually by contracted specialists to measure the appropriateness of present level of performance, IEP goals, student participation in statewide assessments, and IEP service time.

The Flat Rock Classical Academy 504 Coordinator will monitor all 504 Accommodation plans for compliance as required by Section 504 of the Rehabilitation Act of 1973.

Each year Flat Rock Classical Academy will review and reflect on strengths and improvements that need to be made in the record keeping processes. Flat Rock Classical Academy will train all staff in regards to confidentiality and effective record keeping, and will strive to be 100% compliant with all records. Flat Rock Classical Academy will work with students' prior schools to ensure records are received in a complete and timely manner.

In compliance with confidentiality requirements, all records will be locked in a separate setting. Any file that is confidential will be marked as such, and is not to leave the school building. Policies and procedures will be created on maintaining copies of records and filing records based on current laws.

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.



Flat Rock Classical Academy strives to provide all students with an appropriate inclusive education to include students with severe/multiple disabilities. The IEP team will utilize several different methods of data collection, teacher observations, and parent input to identify the appropriate accommodations and/or modifications that allows these students to gain access to the general education curriculum. The EC teacher and general education teacher will collaborate during weekly PLC meetings to identify appropriate methods of differentiated instruction to maximize the ability for all EC students to access the general education curriculum in the inclusive setting. Specific instructional methods will be built-in to lessons that accommodate the needs of all learners. Students will also be provided any/all resources and assistive technology supports as well as instructional accommodations and modifications to help support curricular accessibility. Lesson's will also be focused with aligning student's IEP goals with the instruction and curriculum for each lesson.

Flat Rock Classical Academy will ensure to comply with Federal and State regulations for serving exceptional children. Following are some of the commitments that Flat Rock Classical Academy makes:

- Open Enrollment: Flat Rock Classical will have open enrollment to all children, regardless of disability status.
- Assistive Technology Devices/Services: Assistive technology devices and/or services will be made available to a student if required as a part of their (1) Special education; (2) Related services; or (3) Supplementary aids and services.
- Least Restrictive Environment: All exceptional children will be placed in the least restrictive environment and will have an Individualized Educational Plan (IEP) and IEP team.
- Initial Evaluation and Reevaluation: Parent consent will be obtained prior to all initial evaluations and reevaluation activities and annual notices to the parents of exceptional children will be given.
- Appropriate Placement: Within 90 calendar days of receipt of referral, a child with special needs will be placed in the appropriate special education program unless the parent refuses to give consent for evaluation or placement.

Exceptional children will follow the same curriculum as their non-exceptional peers. However, depending on the needs of the students, a focus will be given to instruction on various subjects. Some exceptional children may need accommodations in or to meet the necessary learning outcomes. Therefore, additional educational opportunities will be provided for exceptional children. Some examples of this include:

- Extended time
- One on one teaching
- Highly qualified staff
- Extended school year programs
- Individualized instruction
- Tutoring
- Small group instruction

Flat Rock Classical Academy will ensure that all students, regardless of their —intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry are admitted to the school. Each child with special needs will have an Individual Education Program (IEP) and an IEP team. The IEP team will consist of parents of the child, a regular education teacher of the child, a special



education teacher of the child, the child by himself or herself, if appropriate, a representative of the public agency and other individuals as needed. The IEP will be implemented in a least restrictive environment, unless the child's education cannot be accomplished satisfactorily. In this case, students with special needs will be removed from their regular educational environment due to the nature of the child's disability.

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?



Flat Rock Classical Academy will provide educational opportunities to students with disabilities in the least restrictive environment with the full continuum of alternative placements, as appropriate. We anticipate that 12% of our school population will require EC services which will be planned for accordingly. However, our entire EC population will not need direct service delivery. We aim to hire one Exceptional Children's teacher on staff, depending on school enrollment, based on every 15 or so students with disabilities, depending on the continuum of services required. In the event more support staff is needed, Flat Rock Classical Academy will advertise and hire highly qualified EC staff to support the needs of students. Flat Rock Classical Academy will utilize IDEA money as well as state and local funds to support these positions.

The EC teacher will be responsible for implementing IEPs and monitoring students' progress. Classrooms will be equipped with the necessary materials to ensure access to the curriculum.

Quarterly, the EC teacher will meet with students' classroom teacher(s) to discuss progress and determine if a parental meeting is necessary. Yearly, parents, the EC teacher, one regular education teacher, the head of school and an individual who can interpret any evaluation data will meet to review the student's IEP, and to make any necessary changes or recommendations. Parents may request an IEP meeting at any time.

We will ensure that all students with disabilities have access to a free and appropriate public education. We will focus on their special education and related services needed in order to ensure that they acquire the best possible education and are being prepared for further education, employment and independent living. We will follow all federal and state laws and regulations relating to the education of students with disabilities. All staff will be educated as to the contents and implications of these laws through continuous professional learning opportunities. These professional learning opportunities will be identified and implemented by the school administration and EC staff utilizing feedback from staff surveys, teacher input, student assessment data, IEP goal data collection, and parent input.

The Exceptional Children's teacher will be responsible for monitoring the implementation of all IEPs. The EC teacher will work collaboratively with all teachers in weekly PLC meetings to ensure the appropriate collaborative learning strategies are utilized in each lesson. Students will receive quarterly IEP progress reports from the EC teacher and all related service providers relevant to each individual student. These progress reports will also be stored in each student's IEP folder to ensure compliance and assist in future decision making. The IEP team will meet at least once a year for each EC student to conduct an annual review meeting to update each student's IEP based on specific data and input from all IEP team members. Additional meetings will be scheduled as a student's needs change. As a student is identified, a transition meeting will take place to ensure that all accommodations are communicated to the relevant teachers.

Discipline of EC Students

Students with special needs have safeguards and rights by federal and state laws and cannot be excluded from their educational program without following federally mandated procedures. It is important to work with students early to prevent misbehavior and to provide appropriate behavioral intervention plans and goals through the IEP process.



Students with special needs cannot be suspended from school for more than 10 cumulative days in a school year without following specific procedures. Services must be provided starting with day 11 and the IEP team must meet to determine if a manifestation determination has occurred.

Schools should first try to intervene with student behavior in the school setting. Repeated problematic behavior should be addressed early through the IEP process; teams should analyze the behavior through a Functional Behavior Analysis (FBA) and then develop a Behavior Intervention Plan (BIP) and/or behavioral goals. Suspension should always be a last resort and used sparingly; it rarely improves behavior.

When Exclusion Is Required:

- If a student's behavior is so severe that the student needs to be removed from school, you have these options:
- School personnel may suspend a special needs student up to 10 school days in a school year as any student. However, day 11 triggers need for service and decisions, so 10 days should be used very cautiously for students with special needs.
- Students who are considered for long term suspensions or for whom pattern is determined must have a Manifestation Determination.
- If the behavior is not related to the disability, the student may receive normal disciplinary action (suspension). However, the student will need a continuation of special education services.
- If the behavior is related to the disability, the student may NOT be suspended.
- At all stages the IEP team may meet to determine an alternative placement. The new placement would then not be considered as removal or suspension. The team will need to meet again to change placement back to the original school setting when or if a change is warranted.

All disciplinary removals are counted as suspensions unless the IEP team meets for that situation and changes the student's special education placement.

Change of Placement

A Change in Placement for Disciplinary Reasons Occurs if:

- The removal is for more than 10 consecutive school days; or
- The student has been subjected to a series of removals that constitute a pattern (students sent home early) that totals more than 10 school days in a school year.

On the date of the decision to remove a student that is a change of placement for disciplinary reasons, the LEA must notify parents of that decision and provide due process (Parent Handbook). A manifestation determination must be completed within 10 school days. An FBA and BIP must be completed or reviewed if already completed.

Changes in special education placements are NOT suspensions:

Any change in special education placement must be documented on:

- IEP (DEC 4): either by amendment or a new IEP (Re-evaluation)
- DEC 5 (Prior Written Notice)



When a special education placement changes through the IEP process (for example, to modified day or homebound), the new placement does not count as school removal and is not counted as suspension.

The student will need to have the same staffing process (DEC5 and IEP addendum) to return back to the original placement when or if that is appropriate.

Examples of changes that might be considered by the IEP team based on behavior:

- Separate to modified day
- Regular to homebound services
- Homebound services to regular
- Separate to regular (when students are placed from STAR Program back to general ed classroom)

Manifestation Determination

The manifestation Determination is to be completed by the student's IEP Team and must occur within 10 school days of removal when there has been a change of placement.

After reviewing all relevant information in the student's file (IEP, observations, parent information) the team must decide if the behavior was a manifestation of the disability by determining:

- If the conduct was caused by the child's disability
- If the conduct was the result of the LEA's failure to implement the IEP, the LEA must take immediate steps to remedy those deficiencies

Day 11 Requirements

Starting with the 11th day of removal, the school must:

- Provide services. No exceptions! Which services are provided and who determines appropriate services depends upon IEP contents, whether there has been a change of placement for disciplinary reasons, and the results of any manifestation determination.
- Determine if change of placement is for disciplinary reasons.

If the change in placement is due to disciplinary reasons:

1. On day of incident, send DEC5a, Parent Handbook, and Invitation
2. Conduct a Manifestation Determination

- If the behavior is not a manifestation of the disability based on the Manifestation Determination:

1. The student may be suspended similar to a general education student.

- If the behavior is a manifestation of the disability based on the Manifestation Determination:

1. The student must be returned to the placement from which the student was removed unless the parent and



school agree to a change of placement.

2. Conduct a Functional Behavioral Assessment (FBA) unless it is already completed (current IEP and current school year). If completed, review as needed (DPI recommends after about each 5th day of removal).
3. Develop a Behavior Intervention Plan (BIP) designed to address the behavior violation. If the BIP has already been developed, review the BIP and modify as necessary to address the behavior (DPI recommends after about each 5th day of removal).

Weapons/Drugs/Serious Bodily Injury:

If the offense involves weapons, drugs or serious bodily injury, proceed using 11 day requirements. These violations are clearly defined; the standard for serious bodily injury is very high. The only difference in procedure is that if the manifestation determination shows relationship between the behavior and the disability, the principal may remove the student to an alternative setting for up to 45 school days. If the behavior is not related, the student may be removed similar to a regular student. In both cases MD, FBA, BIP, and services defined by IEP are required.

Functional Behavioral Assessment (FBA)

Functional Behavior Assessments are to be completed on all students with special needs with behavior difficulties. Required if change of placement for disciplinary reasons. If a FBA has already been developed, review and modify it as necessary to address the behavior.

Schools should be proactive and perform an FBA before the student accumulates the 10th day of removal. If there is a disciplinary change of placement and an FBA has already been completed, a new FBA is not required for each removal; however, the FBA needs to be reviewed regularly.

Behavioral Intervention Plans (BIP)

Behavior Intervention Plans are to be completed on all students with special needs with behavior difficulties. Required if change of placement for disciplinary reasons. If a BIP has already been developed, review and modify it as necessary to address the behavior.

The most practical way to deal with repetitive, inappropriate behavior is to develop a behavioral intervention plan as part of the IEP. Behavioral plans are recommended for any student with special needs having problems with behavior even if the behavior is not judged to be related to the disability.



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).

The school administration will ensure that all students with disabilities have access to a free and appropriate public education. We will focus on their special education and related services needed in order to ensure that they acquire the best possible education and are being prepared for further education, employment and independent living. We will follow all federal and state laws and regulations relating to the education of students with disabilities. All staff will be educated as to the contents and implications of these laws.

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

The Exceptional Children's teacher will be responsible for monitoring the implementation of all IEPs. Students will receive quarterly progress reports and an annual review meeting. Further meetings will be scheduled as a student's needs change. As a student is identified, a transition meeting will take place to ensure that all accommodations are communicated to the relevant teachers.

Q145. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

Knowing that not all of our projected 12% Exceptional Children population will require direct services, we will contract with the appropriate related service providers, including occupational therapists, physical therapists and speech therapists. In addition, we will contract with a school psychologist to ensure expert analysis of all student evaluations. Each year we will evaluate our caseload and the effectiveness of our third party providers, and make the necessary adjustment to ensure all students are receiving more than adequate services.

The EC teacher will work directly with all related service providers collaboratively to create a student support schedule, identify the appropriate location to provide pull-out support, establish lines of communication with parents, collect and enter data, schedule IEP meetings, and oversee the evaluation/re-evaluation process to ensure overall compliance. School administration will ensure all EC teachers are highly qualified and their teaching licensure meets state requirements.

9.4. Student Performance Standards

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



The top priority of the Board, staff and faculty of FRCA is to ensure that school goals are met while maintaining compliance with all applicable laws, policies, and mandates. The goals outlined previously will drive all decisions of the school on a daily basis. The goals are aligned to our mission, are rigorous, and set high standards for student achievement. Thorough and consistent monitoring reports based on state and school mandated assessments will provide both the administration and the Board the following:

1. The assurances of progress toward goal accomplishment, and
2. Proof that goals have been met according to the timelines established.

Flat Rock Classical Academy is committed to students showing at least one year of academic growth per academic year according to the NC Accountability Model. FRCA 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. FRCA's professional development will be key to achieving these academic goals, because teachers will continuously learn and implement new strategies and methods for helping their students succeed.

Professional Development Offerings for Teachers and Staff

Year	Fall	Winter	Spring
One	Core Knowledge Training, Literacy Essentials Training, and Singapore Math Training	Remediation strategies for Math and Reading	Test Taking Skills for Teachers and Students
Two	Understanding MAP Data	Refresher on CK and Singapore	Test Taking Refresher

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.



Evaluation Tools

Flat Rock Classical Academy will fully participate in all assessments required by state statute. Additionally, Flat Rock Classical will conduct its own data analysis of student learning by other proven assessment tools, including the following:

NWEA MAP Testing: Students will take the MAP two times per year in grades 3-8 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.

Core Knowledge Sequence Assessments (CKSA): The assessments will be taken at year end in grades K-8 for History, Geography, English/Literature, Science, Music and Art 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 could be modified to address identified gaps in knowledge.

CKLA Remediation Guides help to reinforce concepts that were not mastered during the daily lessons. These tests are designed to be given in a short amount of time and can be scored quickly. They can be used for assessing comprehension as well as fluency in grades K-5. The nature of remediation guides is that they can be used as an intervention tool at all grade levels with all learning styles, reinforcing concepts or re-teaching if necessary. Where students are missing basic skills, the remediation guides provide additional tools for addressing gaps and offering strategies for remediation that can be utilized at all grade levels.

Singapore Math Assessments: Singapore Math ensures students are exposed to a manageable curriculum with coherent, cumulative and specific focus that allows for mastery before introducing new materials. Data from Singapore Math assessments 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.

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.




Students will be promoted based on classroom performance, EOY assessment results, attendance, and teacher recommendations. A retention team made up of members of the administration, teachers (classroom and any specialized teachers), parents, and any other people deemed appropriate will make decisions on student retention. The team will use the Light's Retention Scale to identify students who are good candidates for retention. This scale and the process for retention will become part of the school's retention policy.

Students with disabilities following the general education curriculum must meet the state or district level of performance for student progress. If the IEP team has determined that the student should follow a modified curriculum aligned with exceptional student education course requirements, the student's progress will be based on these requirements.

The requirements for retention and promotion will be part of a Family Handbook that will be made available in electronic and hard copy form at the beginning of each school year.

Applicant Evidence :


Light's Retention Scale (...)

Uploaded on **4/29/2022** by
Lauren Watters

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.

Flat Rock Classical Academy will serve students in grades K-8. In order to successfully prepare all students for high school and to become high school graduates who are college and career ready, FRCA will focus on the vertical alignment of content areas and subject standards as set forth from the North Carolina Department of Instruction. Students will be required to score proficient on NC required assessments or demonstrate mastery through multiple criteria to be promoted. Utilizing the instructional methods and assessment tools mentioned in this section, we will work to ensure every students is more than prepared to academically, socially and a person of stellar character.

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.



MISSION-ALIGNED CULTURE

The goal of Flat Rock Classical Academy is to develop within its students the intellectual and personal habits, virtues, and skills upon which responsible, independent, and nourishing lives are built, in the belief that such lives are the basis of a free and just society. The Founders of our country believed the purpose of education was to prepare students to become good people and good citizens. Flat Rock Classical Academy's curriculum is considered to be its preemptive behavioral resource.

We intend to habituate wise decision making, so typical daily dialogues already will be about the substance and habits of well-lived lives.

We hope to equip our students to live with futures broad with possibilities rather than narrowed by negative consequences for 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 consequences and punishment. The school will define a standard of behavior using Six Pillars of Character (responsibility, respect, courage, courtesy, honesty, and citizenship) as complements to the four classical virtues (temperance, fortitude, justice, and prudence). Emphasis upon these standards of excellence will help students learn and develop virtuous behavior as an expression of cultivated patterns of thought.

CURRICULAR STRENGTH AND CULTURE OF SUCCESS

Through its content-rich curriculum with a strong emphasis in civics, Flat Rock Classical Academy provides a traditional education with a constant view towards developing exceptional Americans. 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 Literacy Essentials and Singapore Math. We will offer Latin (giving students a working knowledge of language roots), and with a strong emphasis on civics and classical virtues (promoting a sense of access and opportunity), we provide students with a robust education that challenges them to excel both in learning and in character. Challenge, when supported appropriately, does not lead to frustration, rather it creates a culture of vigorous pursuit of accomplishment.

IMAGINING GREAT CHARACTER, THINKING GREAT THOUGHTS

Students will be introduced to the likes of Scylla and Charybdis as a lesson in difficult choices and of Sisyphus as a lesson in futility. Students also will receive rigorous training in the fundamentals and theories of math and science, including the scientific method. They will benefit from Socratic instructional techniques and training in study skills that further foster learning and character development. Through the Socratic method, students will learn to ask important questions, setting them on the path to understanding themselves and their world, and encouraging them to act ethically and responsibly.

SEE, EXPLORE, ACHIEVE



We agree with Aristotle that one becomes good only by observing and practicing right behavior. Flat Rock Classical Academy will instruct students in the classical virtues, both inside and outside of the classroom. Discipline, ethics, and personal responsibility will be modeled and expected. For example, students will engage in the study of art, learning to evaluate how respect and courage are expressed in this discipline. They will learn how to govern with virtue through their own student government activities. A school newspaper will challenge participants to ask meaningful questions related to ethics, and to write responsibly, temperately and courageously. Additional activities like sports teams and drama or musical productions will require students to overcome fear and to develop fortitude. At Flat Rock Classical Academy, the responsibility for exercising virtue will be articulated so that students can become intentional collaborators in their own development. Discipline, when done well, is a proactive set of common expectations rather than a reaction to events.

THE FLAT ROCK HABIT

Daily exposure to the virtues as students begin their school day will be part of the Flat Rock routine. The pedagogical structure of classrooms will include these virtues. For example, “fairness” among younger children is very important, and this aspect of “justice” will likely be part of the dialogue organic to daily activity and peer interaction. In later grades, the concept can be developed to include discussion of the Civil Rights Movement and the way nonviolent action honors the intrinsic worth of humans, even that of wrong-doers, thus was a legitimate expression of “justice.” This is to say, both literature and history study will provide regular encounters with and dialogue about these character traits. As mentioned, our discipline code is organized around developing character and wisdom (the ability to navigate life well) rather than around punishing undesirable behaviors. Socratic dialogue with students will be an aspect of our disciplinary process, so that students are forming a foundation of reason to sustain virtuous decision-making. Ultimately, we know that human behavior is driven by the heart more often than by the head, at least until a level of maturity forms, so we will be intentional about addressing discipline at a motivational level rather than a “right answer” level in the effort to arrive at virtuous behavior.

INFRASTRUCTURE

The 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 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 consistent effort and perseverance. Each 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 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. If we are unable to hire teachers who have a background in classical education, we will implement a strong training and onboarding program by partnering with other schools and educators who use similar teaching resources and methodology.

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. FRCA’s culture will be evident from the top down, as students see the Board, administration, teachers, and start living out civility, 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.

SCHOOL UNIFORMS

Uniforms will be required at school and most school related functions. This will enhance self-discipline by encouraging students to view their attire as an aspect of their work; to eliminate potential self-consciousness and social competition caused by fashion trends; and to 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 reflect briefly on the week’s virtue through questions, reading, writing and challenge 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, to seek and to imitate excellence will enable our students to become productive, responsible, caring citizens, able to function well in a diverse society. Because our instructional structure is both teacher-led and Socratic, students will have many opportunities to



explore the implications of different kinds of personal values and behavior. The classical virtues “in vivo” are inspiring, but when a student chooses a lesser ideal, we already will have the framework of expectations and language in place to discuss and enforce the implications of an infraction.

PARENT WORKSHOPS

We believe that expectations are best discussed with parents prior to a behavioral episode that involves their child. We are preparing 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.

MID-YEAR TRANSITIONS

All new students will be assigned a student mentor to help them acclimate to the school. Only mature students who respect the classical virtues will be selected as mentors. They will be trained and mentored for the role and be expected to continue to reflect the FRCA mission and virtues.

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.**



MISSION-ALIGNED BEHAVIORAL EXPECTATIONS AND INTERVENTION POLICY

Students' willingness to "self-govern" and their sense of purpose develop from application and accomplishment, from consistent expectations in the school climate and culture, and from the habitual practice of the virtues. We expect students to take full advantage of this time of their lives which is dedicated to preparing for future opportunities and challenges. All policies regarding student conduct show from this general principle: students must fully engage themselves in the Flat Rock Classical Academy culture.

The following behavioral guidelines are supportive of our stated mission. Non-compliance will result in discipline referral, leading to parental involvement and potentially detention, as well as an MTSS referral for evaluation. Repeated infractions could result in evaluation for suspension.

- Use polite and respectful interpersonal communication with all community members (All demeaning or intimidating language and conduct, in person or remotely, is punishable as outlined).
- Be consistent and punctual in attendance.
- Demonstrate responsible proactive behavior in response to absences.
- Be fully prepared for class.
- Comply with classroom, common area and event-related rules, including teacher initiated instruction and class dismissal.
- Comply with regulations related to safety and health.
- Refrain from bringing to school or into the classroom forbidden items (handheld technology, earbuds/headphones, for example). (Our family handbook will provide more clarification.)
- Refrain from bringing to school and to extracurricular events and locations items that could cause harm and illegal items.
- Cooperate with school mandates and cultural mores.
- Respect others' property.
- Adhere to the uniform policy.
- Check in and out at the main office for all late arrival and early departure.

Responsibility for property brought to school rests with the students and families. Student acts of accidental damage, intentional destruction, loss or theft to Flat Rock Classical Academy's property will be needed to and/or repaired by the student, commensurate with the infraction.

We expect that most infractions will be handled by a detention and team referral approach, however any behaviors that willfully endanger another person will be evaluated for suspension or expulsion. Additionally, repeated acts of insubordination and flagrant disobedience, after passing through a thorough MTSS intervention process that meets both educational and legal due process commitments, could also be considered for in-school or out-of-school suspension or, ultimately, for expulsion. Cheating, theft, and skipping school are other kinds of infraction that would be considered serious. The Head of School or designee is vested with the authority to ensure due process and to suspend or exclude a student.

RIGHTS OF STUDENTS WITH DISABILITIES



Flat Rock Classical Academy will abide by federal and state law in all disciplinary actions and proceedings involving students with disabilities. Classical model of education builds foundations incrementally creating opportunities for students with disabilities to succeed thereby reducing potential episodes of miss conduct. We will seek to proactively identify and support special needs students to ensure that their behavioral needs are met appropriately.

A behavioral referral among MTSS Tier 1 students will result in a parent meeting to correct behavior. If the behavior persists, the student would be considered a Tier 2 student, and the commensurate team will re-evaluate the discipline plan. Parents again would be engaged in the process. The system provides additional support in Tier 3. In any Tier, a student could be suspended, as well as be returned to a lower level of intervention.

DISSEMINATING DUE PROCESS POLICY

Students and Parents will be informed of their rights and responsibilities at the admissions parent meetings and in the family's copy of Flat Rock Classical Academy's Family Handbook, issued upon admission and renewed at the beginning of each school year. Students and parents must sign both the Honor Code and Code of Conduct each academic year attesting to their agreement to abide by the policies. The Handbook will be available on the FRCA website. If a serious infraction occurs, families will be reminded again of the relevant procedures, including due process rights and grievance procedures.

Students with identified disabilities who have disciplinary infractions will have each suspension evaluated and hold manifestation determination meetings as defined by EC law.

Short-term suspensions (10 days or less) will not have an appeal process. Students who receive a longer suspension will be able to appeal the suspension as defined by our appeal policy.

Disciplinary measures, carried out in accordance with state law, are used to maintain a safe and stable school environment.

Notification of an expulsion hearing before the administration will be sent in accordance with North Carolina State Law. Formal findings from such a hearing will be explained in writing to the parents and the Head of School or his/her designee of FRCA with stipulations outlining the length of the expulsion.

Any student who has been expelled pursuant to these provisions shall have the right to appeal to the Board of Directors as specified in North Carolina State Law. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the Head of School of FRCA shall notify the head of the receiving school of the reasons for the pupil's expulsion.

Procedural Due Process

Procedural Due Process is afforded to all students subject to discipline and includes the following:

1. Opportunity to respond to charges in front of a qualified teacher or administrator of the school
2. Opportunity to present witnesses



3. Notification of all evidence
4. Notification of formal outcome within a certain number of days of hearing
5. Right to appeal

Procedures for all Expulsion and Exclusion Hearings

1. A presentation of the evidence against the student is stated by the Hearing Officer (Head of School or Administrative designee) at the school.
2. A presentation by the student and parent or parent's designee (individual) of any defense or mitigating circumstances.
3. Submission of written statements from any person in defense of the student accepted by the Hearing Officer. The student may present witnesses and evidence in rebuttal of the school's allegation to the Hearing Officer.
4. The Hearing Officer records a summary of the facts and disputed evidence.
5. Failure of the pupil and/or parent to appear at the hearing without good cause constitutes a waiver of the hearing and the case is reviewed by the Hearing Officer (Head of School or designee). A decision is rendered on the evidence available.
6. On the day of the hearing, a presentation detailing the reasons for the decision is given to the student and parent or guardian. Formal findings from the hearing officer will be mailed within 10 days of the hearing. The decision may authorize return to school at an earlier date, and may include an alternative educational plan or an evaluation request under Chapter 766.

General School Rules and Policy

FRCA facilitates the development of disciplined individuals toward fostering a community of learners' attitude and environment. FRCA celebrates the development of our children and recognizes the positive growth in all areas, while at the same time correcting the negative choices and teaching the proper way.

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):

Our board and team of writers studied best practices in other currently operating public charter schools in North Carolina as well as received input from the Core Knowledge and classical education experts. Our writing team from Leaders Building Leaders has written over a dozen applications. Some of the language in this application may be similar in template form, but personalized to meet the mission and vision of the FRCA Board of Directors.



2022 NC CHARTER APPLICATION
NC Public Charters





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.

175 S Carolina Ave, Hendersonville, NC 28739


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 the ...

Applicant Evidence :


Initial Members of the ...

Uploaded on **4/27/2022** by
Lauren Watters

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.



Governance Structure: We believe that an effective governance structure is one that is composed of highly engaged board members with specific skill sets and professional backgrounds to build the foundation of a sustainable and successful learning organization, one that will continuously set goals, measure success and make key decisions that will ultimately improve the organization.

This requires recruiting board members that are active, in agreement regarding their roles, responsibilities, philosophy of governance, and ensure the school's mission drives the decision-making processes.

The founding board at Flat Rock Classical Academy will be no fewer than five and no more than nine members as stated in our bylaws. The officer positions will be those of a Chair, a Vice Chair, a Secretary and a Treasurer. The remaining members will be at-large voting positions. We will ensure our board membership is balanced with the necessary skills, background and diversity to make sound, effective decisions to drive the organization towards its vision and goals.

Functions, Duties and Responsibilities: We understand that we, the Board of Directors, do not carry out day-to-day management responsibilities. We function as a governing body, setting the long-term vision and goals for the organization, overseeing a public school through the development of policy, and making decisions through vote in open meetings.

Our main responsibilities are (1) to ensure the school's academic program is successful, measured by both internal and external assessments; (2) the school's operational programs are faithful to the terms of its charter, including compliance with statutory and regulatory requirements; and, (3) the school is a viable organization, which includes, among other things, that it is financially solvent and has a competent professional staff.

Our overall roles are to set the overall student outcomes, establish policy that is fair to all constituents and creates operational boundaries, evaluate and supervise the head of school, approve substantial third party agreements and staff contracts, set the organization's vision and goals, evaluate the overall effectiveness and of the school's plan towards those goals, develop a sustainable governance model that recruits effective leaders, oversee the management team's use of public funds, and improve as a governing board.

Our duties as a board member revolve around three words: care, loyalty and obedience. As stewards of the organization, we must exercise reasonable care when making decisions, understand the finances, participate in its governance, attend all board and committee meetings, participate in decision-making and policy setting, while actively participating in risk assessment and strategic planning.

Our duty of loyalty means we will never use information obtained as a member for personal gain, and will always act in the best interest of the organization by being aware of our conflict of interest policy; avoiding transactions which may result in personal financial gain.

Finally, our duty of obedience ensures we will not act in a way that is inconsistent with the central goals of the organization. This means we will ensure the organization complies with all applicable laws and regulations and with its own internal documents and policies.



Recruit, Hire and Supervise the Lead Administrator: During the ready to open year, the three main goals of the Board will be to hire an effective head of school, recruit families and prospective employees and ensure our facility will be open on time to support the Flat Rock Classical Academy mission, vision and education model.

Through our professional networks and relationships in the community, we will recruit a head of school that first and foremost leads with great character. Before making our final decision, we expect to spend a lot of time with the candidates in school settings, community events and interviews to ensure this leader knows and understands the challenges he/she will face as a head of a public charter school, and that they have experience in leveraging resources, influencing people, and creating better outcomes through effective strategy and leadership. Preference will be given to candidates who have experience in implementing the Classical Education model and recruiting and developing effective teachers and employees.

Supervision of the head of school will occur through a strong relationship, consistent communication, and transparent, timely and accurate reporting between the head of school and the governing board. The head of school and board will agree on specific measurables, channels of communication and what items he/she will need to report to the board formally and informally each month. The head of school, and board chair will create a communication plan to ensure the rest of the board is informed on important issues that occur throughout the month. This relationship between the board chair, board of directors and the head of school will be nourished through critical discussion on the school's goals and advancement toward the schools' vision. This will take intentional action and trust between both parties which is critical to the organization's long term success.

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



The Flat Rock Classical Academy Board currently consists of 9 members. The board is composed of various members and stakeholders of the community with rich and diverse backgrounds. The board currently has seven women and two men.

Each board member has one vote. The board chair will vote to make or break a tie. No single board member or committee has more power than another. We will exercise the Board's power by making decisions by vote, and speaking with one voice based on that decision. The board will focus its decision making on the mission, vision, goals, head of school evaluation and supervision, and development of policy. The board will have final vote on the recommendations made by management on budgets, education planning, hiring, and student enrollment growth.

We aim to create effective standing committees. Committees are crucial to a board's success. They will complete the majority of the board's work, freeing the full board for attention to matters like responding to emerging critical issues, strategic planning, major policy development and long range financial planning. We will annually work to improve our standing committee structure to enhance the overall effectiveness of the governing body through a clear purpose, set goals, multiple stakeholders represented on each committee, and an identified reporting schedule.

As previously mentioned, our duties as board members revolve around three words: care, loyalty and obedience. As stewards of the organization we must exercise reasonable care when making decisions, understand the finances, participate in its governance, attend all board and committee meetings, participate in decision-making and policy setting, while actively participating in risk assessment and strategic planning.

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.



William Miller

William Miller earned his Civil Engineering degree from Clemson University and owns B-Safe Engineering PLLC as well as Stay Safe LLC. A strong believer and advocate for Classical Education, William founded his own non-profit named "What Built America", which is an organization that helps found Classical Charter Schools.

Roxann Paulsen

Roxann has been in education since 1977. She holds a bachelor's degree in Elementary Education and a masters degree in Educational Leadership. Throughout her tenure in education Roxann has taught various elementary grades as well as 6th grade math and science. She has served as a curriculum resource teacher, a literacy specialist, and a math specialist. In 2000, Roxann jumped into the world of school administration and served as Assistant Principal at three schools before becoming the Principal at Apopka Elementary in Apopka, Florida. She served as principal from 2005 to 2012. Roxann's educational philosophy is to focus on what is best for students and she is excited to continue this work with Flat Rock Classical Academy.

Tricia Hunsader

Tricia Hunsader is currently the Provost and Vice President of Academic Affairs for Tusculum University where she manages many assets of the University, including a 8.3 million dollar budget. In addition, Tricia is currently serving as the President of the Tennessee Association of Colleges for Teacher Education and is the co-founder/owner of Jeter Mountain Farm in Hendersonville, NC. Before her role at Tusculum University, Tricia was an associate professor in the College of Education at the University of South Florida Sarasota-Manatee.

Lisa Blahusch

Lisa Blahusch's professional career began while serving in the US Army in 1984. Lisa served both domestic and overseas specializing in military postal and legal affairs dept. Lisa was honorably discharged in 1987 after a rewarding and decorated term of service. Post US military, Lisa was initially a stay at home mother focusing on the education and development of her two children. During this period Lisa volunteered her time to numerous organizations to include a Children's Hospital, school activities and fitness education. Lisa rejoined the professional workforce in 2007 as a certified fitness instructor and personal trainer for the YMCA. Lisa's employment at the YMCA included service at both Davidson, NC and Hendersonville, NC locations spanning 14 years.

Shelly Baluch

Shelly Baluch is a passionate mother of four biological and four adopted children. For the past 25 years she has homeschooled her children and has led various children choirs in Dubai and Hendersonville, NC. Shelly and her family lived in Dubai for 30 years until they moved to Hendersonville in 2004. For the past 9 years Shelly has served as a dedicated member of the Csehy Summer School of Music Board of Directors in various capacities.

Richard Bauroth



Richard Bauroth is an Army veteran who served as a Sergeant in the 7th Infantry Division. Richard strongly believes in the value of a classical education. As a child, Richard attended a classical public school and as a parent he sent his two children to a private classical school. Richard has a strong background as a financial advisor. While working for the Barry Financial Group Richard generated 300 thousand dollars yearly in commission. He has a gift for fundraising and has worked previously in the security field. The experience that Richard brings to the table will be invaluable to Flat Rock Classical Academy.

Karri Johnson

Karri Johnson is active in her community in many ways. She has volunteered with the Interfaith Assistant Ministry, Four Seasons Hospice, Community Foundation, and currently is volunteering with the Henderson County Sheriff's Department. Karri has previously served as a finance advisor specializing in mortgages and has taught Pre-Kindergarten for eleven years.

Camille Sultenfuss

Camille (Cami) Sultenfuss is a makeup artist and entrepreneur of her own company Framework Artistry. While getting her business off the ground, Cami served as the registrar at a local elementary school. In addition to traditional registrar roles, Cami also served as the school's 504 and EC Coordinator. Prior to serving as a registrar, Cami served as a Library Instructional Aide at a different elementary school. There she wrote grants to fund library programming that included STEM programs and she maintained all of the building's technology.

Kirbi (Kelli) Johnson Campbell

Kelli Campbell taught upper elementary (grades 4-6) in Henderson County and South Carolina schools from 2011-2017. She has a bachelor's degree in elementary education from Clemson University. Eighth generation from Henderson County (maternal and paternal sides). As a young mother of four children, two of which are school age, Kelli sees a need for a "better well-founded education that is focused on more rigorous academic standards as well as what it takes to be a well-rounded citizen of the United States of America". Kelly currently owns and operates Johnson Family Farm in Hendersonville, NC and her father owns the property where Flat Rock Classical Academy will be stationed.

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.**



This initial composition will lead to educational, operational and governance success. With educators on the board, this will ensure academic integrity and implementation of the education program with fidelity. With business leaders on the board to ask the key fiscal oversight questions and analyze the internal controls, the school will be financially successful. With community leaders on the board, the school will be able to attract support from across the county and on many levels. These benefits will result in a school that excels academically and operationally, in that we have a financially viable number of students, both in the first year and going forward.

The board will evaluate the success of the school leader based on his/her ability to lead the organization's committed to and agreed upon academic, operational, fiscal, and employee working conditions goals, as well as creating a school climate and culture conducive for high levels of student learning and overall representation of the Flat Rock organization.

The board's composition will ensure active and effective representation of key stakeholders by including parents along with business and community members. We will continue to strike a similar balance on future boards. We will also engage parents and other key stakeholders when engaging in such activities as fundraising and strategic long and short term planning.

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?

The founding board members were recruited and selected for their varied background and common concern in providing educational choices and a quality education to the students of Henderson County by founder Wm Miller's wife, Paige Miller and others following their inclusion into the board. Then they would describe our project to everyone they thought would be interested, like minded, and a potential contributor to our board.

When prospects responded positively, they were provided school information and an invitation to attend a future board meeting. Some had provided a resume before-hand and during the meeting members would respond to their questions, and later voted to add the prospect to our membership. All founding members were voted unanimously to become members. One early founder was dropped due to lack of attendance.

Board recruitment will be ongoing. The board committees will be formed to include both board members and non-board members. We aim to work closely with these non-board members in hopes of recruiting them to join the board full time. If a position becomes vacant, within three months of vacancy a new member will be elected at a regular or called meeting. Based on the needs of the board, additional members may be recruited and will be chosen based on the recommendations from the Nominating Committee.

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



Seven of the nine members of the FRCA Board of Directors live within Henderson County, some have raised families, many have come to enjoy the peaceful landscape and great people after their initial careers. Members are tied to the community through schools as teachers, business owners and community support networks like the YMCA and churches.

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

The board will hold regular monthly meetings and will develop a strategic outcomes based calendar to allow for maximum oversight of the organization. Standing committees will meet between meetings for a more in depth analysis of the progress being made by the organization. Each year the board will utilize the calendar to identify critical benchmark reporting for MAP assessments, financial deep dives and organizational health assessments.

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.



There is no success without succession. As a Flat Rock Classical Academy board member, one of your key roles will be to recruit and mentor an incoming member with similar skill sets. This mentorship may occur during the last few months of a board member's term (May/June) or during the first few months (July-September) of the new board member term. Mentorship will include educating the new members on the school's history and big decisions over the last twelve to eighteen months. That mentor will review the resource binder created by the founding board. The binder includes a copy of the charter application, the charter agreement with the state, the board's bylaws and policy manual, a copy of the Open Meetings Laws, a copy of all charter and public school laws, the expectations of a board member, and a calendar of monthly scheduled meetings. Most importantly, they will get an overview of the board's goals, successes and current challenges. Hopefully, a new member will have spent time on a committee and have a strong understanding of the organization. New board members will also be provided best practices literature and training materials for effective governance.

We fully anticipate having engaged standing committees. These standing committees will serve as a strong recruitment tool and orientation for potential board members down the road. Being on a committee will provide the volunteer member an opportunity to better know the school's operations and personnel. In addition, volunteer members will become accustomed to the Board's vision, goals and practices.

Another great strategy we will implement to accelerate our new board members is the annual board meeting which will occur during the summer months. During this time, we will host a retreat that will provide key information and training on the roles and responsibilities of a board member. In addition, this is the time that the board will cast vision, set the goals and priorities for the school year. This will ensure that every new and current board member will receive four additional hours of governance training annually.

Additional training could include feedback from experts (i.e. audits), state provided sessions, education on legal matters, strategic planning, nonprofit best practices, and personal time spent learning about how effective boards operate. The board will spend time each month reflecting on their current practices.

To have a better understanding of the school's operations and initiatives, we will ask the head of school to schedule 10-15 minute learning sessions from key members of the staff to educate the board on the pillars of the school's operations (ie. education plans, student discipline practices, hiring procedures, teacher development, student assessment, exceptional children to name a few).

We have retained legal counsel familiar with North Carolina public school law to assist with training on open meetings/public records, compliance with our bylaws and other pertinent legal matters dealing with education.

Additional Training Topics:

- Financial: After completion of training, participants will be able to demonstrate knowledge of creating, presenting, monitoring and implementing a sound financial plan and an approved budget. Participants will identify overall financial strength - viability; return on investment - financial planning; revenue growth - enrollment projection.
- Roles and Responsibilities: This annual training will ensure our members understand that their role is to govern "How Well" the plans of the operations team are meeting the needs of the students, staff and stakeholders.



- Legal Compliance: This session will review our organization's most critical documents, federal, statutory and regulatory requirements (including open meetings laws).

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.

Pursuant to the Non-Profit Corporation Law NCGS 55A-8-31, the board shall comply with voting and disclosure provisions of the Director Conflict of Interest. The board has formally adopted bylaws to detail its procedure for identifying and addressing conflicts. Those bylaws are submitted as part of this application.

This policy is directed not only to Directors and officers, but to all employees who can influence the actions of the school or its Board, or make commitments on their behalf. This will include all who make purchasing decisions, all persons who might be described as "administrative personnel" and all who have proprietary information concerning the school.

Disclosure: Full disclosure of identity of any relationships of the governing board, charter school employees or potential contracts will be communicated and vetted openly. In compliance with the law, the following procedures will be implemented and will apply to board members and all school personnel operated by Flat Rock Classical Academy .

Disclosure will be made as soon as a potential conflict is discovered. When a possible conflict has been disclosed, the Board will determine whether a conflict actually exists and whether it is material. Where a material conflict exists, the Board will determine whether the recommended transaction or other conflicting involvement may be authorized as just, fair and reasonable as it relates to the school. The decisions of the Board will be guided by independent counsel as appropriate, and their guiding principle will be the integrity and best interests of the school and the advancement of its purposes.

The following describes the procedure that the Board will employ when dealing with a potential conflict of interest:

Any Board member having a possible conflict of interest on any matter will not vote or use his or her personal influence on the matter, and will be recused from the final discussion and voting after answering all Board questions and fully informing the Board of all pertinent detail.

The Chair of the Board will appoint a neutral person or committee to investigate alternatives to the proposed transaction. After exercising due diligence, the Board will determine whether the school shall proceed with the desired action.

The Minutes of the Board will reflect all conflicts of interest, disclosures and abstentions from voting and the existence of a quorum.



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

We will utilize the Ready to Open timeframe to develop and write a foundation of strong policies based on best practices and the culture and results we desire to see. However, we understand that most policies will be written after the emergency has occurred.

Policies will shape how the organization will operate. We do not aim to create policies that create rigidity for the operations team. Therefore, our process to develop policies will be a shared practice with the school's management team through committees.

Our policies will be value-oriented and product driven, legal and protective of constitutional rights, communicated to ALL stakeholders and written within the scope of the FULL board's authority. The policies will be adopted with the full authority of the board.

In developing school policies, initial recommendations will come from committees, the head of school and parents based on whether our policies are meeting our desired lawful purpose.

The process will be as follows:

- A need will be identified (anyone in the organization can begin this process);
- Data will be collected;
- Recommendations will be made ;
- Policy will be drafted;
- Policy will be introduced for stakeholder input;
- Policy will be presented to the board for discussion and later action; and
- Policy will be embedded into the school's manual, disseminated, and communicated.

Policies will be reviewed annually.

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.



The board will form advisory groups to advise the board in four basic areas which are governance, academics, finances and development. Only the board has the authority to make decisions and take action in these four areas, although the board will seriously consider input from the following advisory bodies:

Governance Committees:

There will be two sub-committees for Governance:

- Nominating Committee: The Nominating Committee will consist of members of the board and a teacher representative and will recruit and nominate new members to the board.
- Grievance Committee: The Grievance Committee will address grievances that follow the school's adopted process. The Grievance Committee will determine whether or not the grievance is valid (violated a school policy) and the next steps. The issue may come to the full board for vote.

EMPLOYEE Grievance Policy and Procedures

This policy is in place to respond to a grievance by an employee or volunteer (hereinafter "employee"). Any employee with an issue should try to resolve the issue by using open communication with their supervisor. If an employee feels that their issue is still a concern after speaking to their supervisor and that the issue has risen to the level of a grievance, then the employee may initiate the grievance procedures as described below. The goal of filing a formal grievance is to use the process to come to an equitable solution.

Definition of a grievance: a grievance is defined as a formal written complaint by an employee stating that a specific action has violated a School policy, board policy, or law/regulation. A complaint that does not raise an alleged violation of School policy, board policy or law/regulation is not a grievance issue and is not subject to these procedures. A grievance does not include the non-renewal or termination of employment. In addition, a grievance does not include a complaint of sexual harassment, discrimination or retaliation, which shall be handled pursuant to the Discrimination, Harassment and Sexual Harassment policy in the Employee Handbook and consistent with state or federal laws.

Time Limits: A grievance will only be heard if the complaint has been filed within fifteen days of the act that is being reported. The fifteen-day deadline may be extended at the discretion of the Director.

The grievance process is as follows:

Step 1: To file a grievance, an employee must submit a letter in writing (email accepted) stating the School policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The employee should make all efforts to include any details about the event that may be helpful in the decision making process. The written letter should be submitted to the Director. If the Director is implicated in the grievance, the grievance should be submitted to the Chair or Vice Chair of the Board of Directors or to any other Board member with whom the individual(s) feel comfortable disclosing the information.

Step 2: In response to the formal grievance, the Director shall have up to five business days from the time they receive the formal grievance to respond to the grievance in writing. If the employee is satisfied with the decision



after they receive the response from the Director, the issue is considered resolved. The employee shall submit their satisfaction to the Director in written form.

Step 3: If the employee is not satisfied with the response from the Director, the employee may file an appeal by submitting a letter in writing (email accepted) stating the School policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The employee should make all efforts to include any details about the event that may be helpful in the decision making process to the Board of Directors. This must be done within 5 business days of the initial response from the Director.

Step 4: Where the grievance is filed directly with the Board as set forth above or after receiving the appeal letter, the appeal shall be considered by the Board at its next regularly scheduled monthly meeting provided such meeting is more than seven days after the filing, or the Chair of the Board of Directors may call a special meeting of the Board to consider the appeal in accordance with the School's bylaws. The Board will consider and discuss the grievance at the meeting in accordance with Open Meetings laws. Prior to the meeting, at the Board's sole discretion, the Board may conduct an investigation or gather additional information regarding the grievance, including interviews, if needed. The individual filing the grievance or appeal will attend the meeting. At that meeting the Board of Directors will make a decision on how to handle the grievance. Any decision of the Board will be communicated to the individual who filed the grievance within five school days. The Board's decision concerning the grievance is final.

Academic Excellence Committee

The Academic Excellence Committee will consist of board members and Core Knowledge experts from the elementary, middle, and high school. The Academic Committee will ensure that the mission of the school is being realized in the classroom by analyzing test data, completing site observations and gathering input from the school community. They will report their findings and make recommendations to the board.

The Finance Committee

The Finance Committee will consist of board members and at least one parent representative. The members of this committee should possess a strong financial background. They will review and make recommendations on the budget, as well as on other major financial decisions impacting the school. They will report directly to the board.

Parent Teacher Organization

The role of the PTO is to support the teachers and staff in their mission. They will be their own entity and report to the head of school and board on a scheduled basis.

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



Flat Rock Classical Academy is committed to a positive learning environment and it encourages open discussions among employees, head of schools, board members, parents and students. Occasionally, concerns or questions may arise among members of our school community.

If a parent has a problem with regard to a teacher or other employee, the following steps should be taken as needed:

- Discuss this problem with the teacher immediately. (Complaints will be redirected to the teacher if the parent has yet to have this conversation).
- If there is no resolution to the issue, communicate to the Head of School. This may result in an additional meeting with the teacher and Head of School.
- If there is no resolution to the issue the parent may file a grievance by following the board's policy and grievance process.
- The board or appointed committee will receive the grievance and determine the next steps.

If an employee has a concern or complaint, then the employee should follow the steps outlined below:

- Complaints should first be taken to the Head of School.
- If the matter concerns a head of school, or if the matter cannot be adequately resolved with the assistant head of school, then the employee should contact the head of school. A meeting should be scheduled with the head of school to discuss the problem, concern, or question.
- If the matter concerns the head of school, or if the matter remains unresolved, then the employee may contact the Chairman of the Grievance Committee or the Board Chairman to seek help in resolving the issue.

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 :


Appendix G_Organizatio...

Uploaded on **4/28/2022** by
Lauren Watters




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 Board M...

Applicant Evidence :


Appendix H_Board Info ...

Uploaded on **4/22/2022** by
Lauren Watters


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 Board M...

Applicant Evidence :


Appendix I_Board Mem...

Uploaded on **4/27/2022** by
Lauren Watters



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 :



Appendix J_Proposed By...

Uploaded on **4/22/2022** by
Lauren Watters

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 :



Appendix K_Articles of I...

Uploaded on **4/22/2022** by
Lauren Watters

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 Template...

Applicant Evidence :



Staffing Chart Template...

Uploaded on **4/28/2022** by
Lauren Watters

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



With the pipeline of quality educators decreasing annually, hiring and retaining effective educators will be the number one priority of the organization each year. Our recruitment process will never end.

Our first recruiting tool will be our reputation in the community and performance as the highest performing public school in Henderson County. We fully anticipate being an organization that cares for its employees and aims to provide a working environment that recruits for itself.

We will establish partnerships with local, regional national universities. While the school is in operation, we anticipate hosting field experience and internships. This will create an annual opportunity to invite the best and brightest educators into our culture.

We will utilize multiple mediums (Indeed, Handshake, Glassdoor, NC Teacher Match, school web page, LinkedIn and others) to maintain an ongoing list of resumes. Twice a year, we will invite the best candidates to campus to see and feel our culture, continuing to build relationships with potential employees.

We will partner with other employment agencies and firms to recruit national and international candidates. We will attend and potentially host job fairs in and around Henderson County.

Retention:

Flat Rock Classical Academy will focus on people first and provide an atmosphere of respect for all faculty and staff members. Our decision-making processes will intentionally include staff to help guide the school's leadership in accomplishing the mission. Teachers will be supported professionally through learning communities, high level professional development, instructional support and internal mentoring system.

Teachers will also be offered a competitive benefits package, and will be paid commensurate with their experience. The school will offer a 401(k) plan to all full-time employees. This type of plan, a defined contribution plan, versus the state's defined benefit plan, is more flexible for most teachers and is portable. The plan will provide for an employer match of up to 3% employee annual contribution. This may increase based on a board decision prior to opening. Full-time employees will also receive health insurance with employee coverage paid in substantial part by the school as well as life insurance and disability benefits. The school is currently planning to forgo the state retirement plan based on the climbing costs. The board will consider the State Health plan but can make that decision final upon the charter approval. Of course mandatory unemployment and workers compensation insurance will be incurred by the school.

Our Assistant Teachers will serve as a built-in recruiting source for new teachers because they will have a bachelor's degree or equivalent education and experience. Many will be certified or working towards certification and will be candidates for open teaching positions.

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.


We have not identified the Head of School at this time.

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 Comments :

The school leader has not been identified at this time. Just a cover page has been submitted due to application portal requirements.

Applicant Evidence :


Appendix O_ Additional ...

Uploaded on **5/17/2022** by
Lauren Watters

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



Flat Rock Classical Academy board will hire a strong head of school who will be responsible for leading staff and effectively managing finances and operational systems. We anticipate our head of school will have significant experiences in school and organizational leadership, as well as complete ongoing professional development to grow as a leader.

The relationship between the board and head of school will be one of trust, unity and accountability. Our head of school will lead through example and provide the board with critical information to help the board make critical decisions at every meeting. We anticipate that our board chair or designee will be in communication with the head of school to support their decisions and to keep the board in the know about any anticipated barriers or news.

The employees will be led by the head of school and all communications shall be directed his/her way. The board will communicate to the employees through the head of school and occasionally host functions, celebrations or meetings to gather additional information about the organization's health. The board will also rely on third party information and surveys to determine whether they and their policies are creating a strong employee atmosphere.

There are no direct lines of communication from staff to board unless previously authorized by the full board.

If issues arise between employees, the board will ensure proper procedures are followed, and that each employee has an opportunity to be heard in hopes of a professional resolution. An employee grievance policy will be in place and followed if required in the mediation process.

Q179. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.



The board will adopt a policy that all employees of Flat Rock Classical Academy must meet specific requirements in regard to certifications, licensure and background checks. The policy will be broad enough to allow the head of school to take advantage of the autonomy and flexibility of the charter school laws.

We will anticipate the school's management team creating a multi-step hiring process that includes interviews with staff, mock teaching lessons and impromptu exercises. Flat Rock Classical Academy aims to foster innovation and collaboration within a school community focused on the mission and a vision for educational excellence. Therefore, our hiring process will need to include practices to understand how each employee is strong in character, exemplary in communication, relationship building, and collaboration. In addition, we will want our teachers to be coachable, hungry to learn, as the Classical curriculum is deep and broad, and socially smart because we will be focused on customer service.

Flat Rock Classical Academy will recruit faculty who embrace our mission to foster student learning and achievement, and inspire students to become independent thinkers, effective communicators, and contributing citizens of a global society.

Our required applications may contain:

- A sealed college/university transcript indicating a cumulative GPA of 3.0 or higher;
- A clean National Criminal Background Investigation Check;
- Three letters of reference documenting leadership, community service, and/or exemplary service within a community (educational or other);
- Submission of sample teaching video;
- Demonstration of superior writing skills through submission of writing samples; and
- A teaching portfolio with sample units.

Our hiring process will include:

- Initial screening interview;
- Teaching observation (to observe candidates' ability to engage, educate, and communicate);
- Formal interview (to debunk any theories); and
- Participation in a school event (to determine how the candidate interacts with others).

Dismissal:

We understand that the board may need to dismiss staff members based on their actions. All teachers will work towards personal and professional growth. Our head of school will be responsible for creating the evaluation tool, providing effective feedback, and utilizing experts to help educators to grow. An employee may be placed on an action plan prior to recommendation for dismissal, however, no one is more important than the overall culture of the school. The board may verify these recommendations from the head of school.



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

Prior to completing this salary range, we identified that Henderson County schools currently utilize the state pay scale for teachers (starting salary \$36,000). Licensed employees currently receive an 8.75% local supplement, and Non-Certified employees receive a 6.5% local supplement.

Salary Range

- Head of school - \$70,000 - \$90,000
- Assistant head of school - \$47,500 - \$60,000
- Full Time Core Teachers - \$38,000 - \$55,000
- Elective/Specialty Teachers - \$39,000 - \$50,000
- Guidance Counselor - \$40,000 - \$50,000
- Administrative Assistant - \$28,000 - \$32,000
- Teacher Assistant - \$25,000 - \$35,000
- Core Knowledge Coordinator (potentially beginning in year 3) - \$45,000 - \$55,000
- Custodian/Maintenance - \$27,000 - \$32,000
- ELL Teacher - \$34,000 - \$45,000
- Gifted/Talented Teacher - \$41,000 - \$50,000
- Exceptional Children's Teacher - \$40,000 - \$50,000

As stated above, we will not participate in the state retirement plan, but will offer a 401(k) program with matching contributions up to 3%, health care and life insurance to all full time employees. We will not offer retirement, health insurance or life insurance to part time employees.

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



Flat Rock Classical Academy, through an at-will employee agreement, retains the discretion at all times to immediately terminate employment or to decide what level or type of discipline is warranted, if an employee is in direct violation of school policy or code of ethics.

An employee may be non-renewed at the end of their contract or terminated during their contract's term if the employee is found to not be in compliance with school policy, adherence to the school's expectations as an employee, or competent to deliver high quality instruction to students.

In the event it becomes necessary to discipline an employee, Flat Rock Classical Academy will determine in its discretion given the circumstances of the situation the appropriate action amongst such options as:

- Verbal Warning;
- Written Warning;
- Suspension, with or without pay;
- Final Warning and/or Probation; and
- Termination or non-renewal.

Flat Rock Classical Academy retains the discretion to determine if the circumstances of a particular case warrant 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, attitude or demeanor becomes unsatisfactory or unacceptable in the judgment of the Academy, 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:

The employee meets with the head of school to discuss the grievance first. If a satisfactory resolution is not reached between the employee and the head of school, then the employee will submit a formal grievance in writing to the chair of board of directors or their designee. The chair or their designee will convene an ad hoc subcommittee of the board to investigate the grievance. The board subcommittee will recommend a resolution within 30 days of receipt of the written grievance.

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



In our initial three years many of our employees will have dual positions, and we anticipate our funding for our positions to be State, Local and Federal Funding.

Positions with dual responsibility may be:

- EC Teacher (could be EC Coordinator)
- Content Teacher (Core Knowledge Coach/Specialist) Administrative Assistant (PowerSchool Manager)
- PE Teacher (Athletic Director)
- Guidance Counselor (Testing Coordinator/504 Coordinator) Content Teacher (Interventionist)
- Teacher - AIG specialist

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.

Utilizing our best recruitment strategies, Flat Rock Classical Academy will ensure that the hired Exceptional Children's teacher is experienced and holds a degree in Special Education. We anticipate having at least 10% of our initial population needing specially designed instruction. This means in year one, we may have two EC teachers. In addition, we will utilize independent contractors to address our related service needs. We will ensure the individuals educating our children, and helping to close academic and skill gaps, are highly qualified to fill their role.

Flat Rock Classical Academy will provide an experienced part time ELL teacher to assist with any child who is an English Language Learner. Flat Rock Classical Academy will also employ a part time gifted teacher who is experienced in providing gifted students with the resources required of their special talents. Flat Rock Classical Academy will also provide all full and part-time teachers with the proper training and staff development to prepare for both ELL and gifted 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).



Flat Rock Classical Academy 's staff will be held to high quality standards by carrying out the Academy's mission every day. All staff members are expected to communicate clear expectations and goals, uphold all legal, professional and ethical requirements of the profession, and create an environment conducive to learning. Further expectations are outlined below:

Core Knowledge, ELL, EC, Gifted and Talented, and specialty music, physical education and technology:

- Hold a Bachelor's degree, we prefer the EC teacher to hold a Master's degree; and
- Teach the Core Knowledge Sequence in alignment with the Common Core State Standards and NC.

Essential Standards:

- Create a classroom climate conducive to learning;
- Create open lines of communication with parents;
- Offer tutoring and enrichment activities to students as needs arise;
- Communicate clear expectations, goals, and grading requirements to both parents and students;
- Differentiate lesson plans to fit the needs of individual students;
- Teachers in core subject areas will meet Highly Qualified standards; and
- Maintain and keep current records on all students, including portfolio work and grades.

Head of School:

- Hold a Master's Degree or higher in Administration or Curriculum and Instruction and have five years of administrative experience;

- Ensure that the Core Knowledge Sequence is in alignment with the Common Core and Essential

Standards are being implemented in the classroom on a daily basis;

- Supervise and manage the Academy's staff and report on the school's overall operation to the

Academy's board of directors every month;

- Handle student and staff conduct in accordance with Flat Rock Classical

Academy's student and staff handbooks;

- Coordinate the Academy's professional development plan;

- Oversee the creation and implementation of the school's marketing plan; and



- Ensure the school operates within the budget and be responsible for all fiduciary requirements.

Administrative Assistant:

- Hold an Associate's degree;
- Have at least two years experience as an administrative assistant;
- Coordinate and run the Academy's front office and adhere to all duties encompassed therein;
- Coordinate school volunteers; and
- Assist the assistant head of school and the head of school as the need arises.

Assistant head of school:

- Have a Bachelor's degree or higher;
- Coordinate and maintain the teacher licensure program;
- Have two years or more of administrative experience;
- Assist in coordinating the Academy's professional development plan;
- Will be the lead person to whom all contract positions report. This would include being the point of contact for the head of school; and
- Report to the head of school; and
- Assist in marketing.

Custodian:

- Have five years of custodial experience; and
- Conduct daily maintenance and upkeep of Flat Rock Classical Academy 's facilities.

Assistant Teacher:

- Hold an Associates degree or significant experience in child-care;
- Work with "At-Risk" students both in small groups, and one-on-one;
- Support classroom teachers through tutoring, small group instruction, and any other needs that may arise; and



- Be trained in Core Knowledge.

School Counselor

- Must hold a Master's degree in school counseling;
- Develop and maintain a plan for delivery of the school counseling program;
- Maintain current and appropriate resources for educators and parents; and
- Provide direct services through the guidance program, student planning, and preventive and responsive services.

Core Knowledge Coordinator (beginning in year 3):

- A Master's degree is preferred, but a bachelor's degree is required;
- Coordinate the school's Core Knowledge program;
- Train new teachers in Core Knowledge; and
- Assist teachers in Core Knowledge as needed.

10.4. Staff Evaluations and Professional Development

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

The Head of School will ultimately be responsible for maintaining teacher license requirements and professional development. The beginner teacher support program coordinator will provide assistance in this area with a focus on implementation of the Flat Rock Classical Academy beginner teacher support program.

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.



Initially, the goal for Flat Rock Classical Academy will be to organize a healthy organization that will foster a culture necessary to recruit, hire and retain teachers that live and breathe the organization's mission. All beginning staff and teachers will be assigned a mentor who will work closely to develop initiatives, plan lessons, and grow their classroom management strategies. The mentor teachers will also observe and provide feedback to their developing teachers at least four times a year. We anticipate a strong mentoring program will ensure that teachers will feel supported and that the program will promote teacher retention while implementing the Core Knowledge curriculum with fidelity. A mentor shall encourage teachers to create vibrant, cross-curricular, collaborative units that will give our faculty a sense of ownership and will also result in teacher retention.

Flat Rock Classical Academy leaders, in combination with Flat Rock Classical Academy staff, will develop a teacher evaluation instrument that will evaluate a teacher's ability to implement the Core Knowledge Sequence with fidelity. Allowing teachers' input into this process will also give them a greater understanding that they are being evaluated in a manner that they helped develop and will create more effective leaders who model in the classroom the type of teaching that is expected.

Flat Rock Classical Academy will work closely with other charter school leaders to understand the process, and will work with NCDPI to ensure that our teachers meet the teacher licensure renewal criteria. Upon being hired, with the teacher's consent, Flat Rock Classical Academy will procure the teacher's license from NCDPI. Flat Rock Classical Academy will assist teachers in keeping their licensure and certifications in line with the requirements from NCDPI and the SBE policies.

A long term goal is to establish and gain approval for our own teacher evaluation protocol for new teachers who are probationary under NC licensure requirements. In the initial years, Flat Rock Classical Academy will follow the NCEES teacher evaluation system, which includes a teacher self- assessment, professional development plan, a pre-observation conference, three formal observations with post-conferences, a peer observation with post-conference, summative evaluation conference, and summary rating form.

The head of school will evaluate administrative and support staff twice a year using a rubric developed by the staff in conjunction with the school's adopted goals, charter application and their job description.

Flat Rock Classical Academy recognizes the value of the schoolhouse as a training ground for veteran teachers, beginning teachers, and aspiring teachers alike. Consequently, once teachers have been hired, great care will be given to ensuring that every teacher receives individualized professional development suited to his or her skill set, strengths, and weaknesses.

All FRCA teachers will work with the Head of School to set individualized goals related to areas of weakness, areas of interest, and areas of need (as evidenced by data gathered on students from each preceding school year) at the beginning of each school year. The Head of School will then work with teachers to provide professional development opportunities that aid teachers in fulfilling their goals. At the same time, the Head of School will work with the FRCA teaching force to allow them to showcase their strengths by providing professional development for other teachers as well as mentoring other teachers, instructional assistants, and student teachers.



Flat Rock Classical Academy will use templates from NCEES for professional development plans.

In addition, the school will forge relationships with local colleges and universities that house teacher training programs as a means for teacher candidates to participate in student teaching opportunities and conduct in-depth education research.

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.



The Flat Rock Classical Academy's professional development plan is one that focuses on the importance of targeted, relevant and continuous learning and support of the teachers. In order for meaningful instruction to take place in the classroom, teachers must first know their craft as well as have a deep understanding of the curriculum that they are teaching. It is the responsibility of Flat Rock Classical Academy to provide opportunities for teachers to continue to develop themselves as well as provide dedicated time for teachers to dive into the curriculum in a deep and significant way.

With that in mind, not only will teachers be given professional development days before school begins every year, but there will also be designated professional learning days throughout the year where either external or internal support in a particular subject or best practice will be further studied. Once a week, teachers will also meet as a grade level team to discuss any pressing issues and learn from one another. Teachers will also be given time, if requested, to visit exemplary teachers in the building to further gain understanding of best classroom practices in terms of instruction and management. These opportunities to further develop teachers will yield dividends in students' growth in academics as well as character.

Professional Development Core Components

To be taught during pres-service:

1. Subject Content/Academic Standards
2. Instructional Methodology/Faculty Development
3. Training in Classical Education
4. Literacy Essentials
5. EC/Gifted - Education of Special Populations
6. ELL - ESOL Curriculum and Materials Development
7. Reading - Foundations of Reading Instruction
8. Reading - Application of Research-Based Instructional Practices
9. Reading - Foundations of Assessment
10. Reading - Foundations and Applications of Differentiated Instruction
11. Singapore Mathematics
12. Core Knowledge Curriculum and Implementation
13. Classroom Management
14. School Safety/Safe Learning Environment/School Culture

To be taught throughout the school year:

1. Technology Integration/Digital Learning Support
2. Assessment and Data Analysis/Problem Solving
3. Management/Leadership/Planning
4. General Support
5. Student Growth/Achievement/Success



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.



Hours of Professional Development

Before School Starts: 60 Hours

During the School Year: 54 Hours

After School Ends: 24 Hours

FRCA will also provide summer PD opportunities

Professional development resources may include:

- Core Curriculum Training: Training will be provided by Core Knowledge and Singapore Math, and consultant-led training on Socratic Seminars and Virtue Instruction
- Core Knowledge training: All staff and K-5 teachers will receive a minimum of five days of Core Knowledge professional development during the school's first year. All staff members will participate in the "Getting Started with the Sequence" program for Grades K-5. Likewise, the school administrators and curriculum leaders will participate in Core Knowledge Coordinator and Leadership Institute workshops, which can be scheduled during the school's allotted professional development days throughout the school year, with the first three days occurring prior to the opening of FRCA. Core Knowledge provides both lesson plans and an overview of topics for each grade level in the areas of Language Arts, History and Geography, Visual Arts, Music, Mathematics, and Science. The Sequence guides teachers in what instructional resources are necessary to be purchased to fully deliver the curriculum. The school will assure appropriate training and technical assistance so that all school personnel will be given the greatest possible support to implement the curriculum correctly.
- Ongoing training in Singapore Math: The school will provide ongoing training to build Singapore Math expertise among staff, to increase capacity and provide models that will utilize resources effectively. Singapore Math contains various elements that comprise the daily lessons (mental math, teacher-directed, guided practice, activity, and independent practice) that align with their conceptual and skill-building framework to teach math. This framework presents a logical sequence addressing what needs to be included in a lesson, how the lesson is introduced and presented, how it progresses from the concrete to the abstract, and how to differentiate for students. Teachers must be able to determine mastery of the material before a student is permitted to move to the next level. The program must be followed with fidelity in order to be successful; therefore, teachers will be trained in assessing students, placing students in the appropriate skill groups, and implementing the lessons using the Singapore strategies and methods in Foundations of Number Sense and Foundations of Model Drawing.
- In-service and Annual Summer Training: FRCA will offer in-service training on relevant topics throughout the school year and will hold summer training sessions for all teachers, with additional days for new hires.

The Socratic Seminar: The Socratic Seminar is a method of teaching designed to engage students in an intellectual discussion by responding to questions using questions instead of answers. Students read a text item and are then asked open-ended questions. FRCA will provide training on the Socratic Seminar. Training will cover the following:



- Formulating questions to encourage critical thinking, analyzing meaning, expression of ideas with clarity and confidence
- Group norms
- How to train students in Socratic Seminar discussions
- Formative assessments and teaching diverse learners
- FRCA will provide training to staff in virtue instruction to include:
 - Pillars of Character
 - Discipline and classroom management
 - Mediation and conflict resolution
 - Effective communication
 - Integrating character education into the curriculum
 - Discussion techniques (like Socratic Seminars) to teach ethical reasoning.

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.

During the school year, there will be two weekly staff meetings dedicated to PD every month. FRCA will allocate funds for teachers to participate in intensive training with Core Knowledge Curriculum during the summer. Our calendar has the PD days marked.

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)).



Flat Rock Classical Academy understands that to be successful as a charter school, we must maintain full enrollment of students in our first year. Research has demonstrated that most charter schools only fill 70% to 85% of their first year's projected enrollment.

Our marketing for Flat Rock Classical Academy started in the spring of 2021 through the development of our board of directors and hosting meetings with business leaders in the Flat Rock area. A Facebook page was created as well as a survey to gather information from prospective parents were launched in the fall of 2021 to advertise to and educate the general public on this school option that is coming.

Over the next two years, members of the board of directors will visit local preschools, day care centers, churches, other child-related organizations and community organizations such as the County Parks and Recreation Department and Community Center, YMCA, and the Chamber of Commerce to distribute information. Board members and representatives will be well versed on the school's mission, origin story, core values, why Flat Rock Classical Academy will be the best in the county, and the impact of the Classical Education model and FRCA curriculum.

In addition, we will establish partnerships with real estate agencies and developers to ensure current and new residents of Henderson County are educated about the school.

A timeline and developed plan can be found in question 192 .



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

In addition, with a goal to be the highest performing and most reputable school in the county, we will invest in communications and marketing annually. We anticipate having an incredible story to tell when our students and seniors in the facility begin to interact.

We will adopt rituals and ceremonies to shape the culture we desire to create and invite parents and community members to these events. These may include promotion ceremonies, retirement lunches, student awards, school fight songs, employee outings, and casual Fridays to teach the values of belonging to a team, reaching goals, inspiring others, and dependability.

We will intentionally capture pictures and short video clips of these rituals, stories, and ceremonies happening throughout the school. This content will be great for our website as well as growing our social media presence.

A communication plan will be developed by the school's management that may include consistent newsletters and on campus events like "Coffee with the Head of School". Teachers will have set expectations in regard to proactive communication and responding to parents. Report cards and interim reports will be benchmark timelines. However, each week coursework will be graded and students will receive feedback. Parents will have access to this information through an easy to utilize communication system.

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.



To reach and maintain full enrollment we plan to implement an ongoing marketing plan that includes, but is not limited to, the following:

Charter Application and Interview Phase: December 2021 - March 2023

Goal: Gather additional information regarding the educational need or interest for a public charter school from 300 families, recruit additional board members and add five potential partnerships.

Action: Conduct a series of public relations endeavors to publicize the school to the community at large so that all interested parties will be aware of the school's upcoming application submission and revised board. Strengthen the social media outreach which would include sending press releases to four publications, email blasts, social media binge and reaching local representatives regarding application submission.

Ready to Open Period (July 2023 - January 2024)

Goal: Obtain greater than 80% Letters of Intent (LOI) (balancing this percentage across all grade levels) *Educate parents that Letters of Intent cannot be utilized as applications for enrollment.

Action: Set our lottery date for February 2024. Participate in local community events, utilize social media to collect contact information utilizing LOI format, recruit prospective volunteers, board members. We will utilize our best marketing tool, our enrolled families, and utilize them to host community gatherings, public charter school town hall meetings and potential employment fairs.

Members of the board of directors will visit local preschools, day care centers, churches, other child-related organizations and community organizations such as the Henderson County Parks and Recreation Department and Community Center, YMCA, and the Chamber of Commerce to distribute information. Once the head of school is in place, he or she will perform this duty in conjunction with board members. We will also speak at local civic meetings such as Rotary Club, Kiwanis Club, Civitan Club, etc.

We will conduct community meetings open to the public in Henderson County that are populated with our ideal students at local public libraries or churches to be sure that we are reaching all demographics. At these meetings, we will use a powerpoint presentation to provide information about the school and the application process.

Marketing information will be provided in both English and Spanish, so as to attract those members of the community.

Open Enrollment, Lottery and final RTO Period (January 2024-August 2024)

Goal: 150% Capacity enrollment and waitlist (We aim to have a 25% - 50% waitlist across all grade levels)

Action: Send direct mailing to households in specific zip codes. After the lottery, we will utilize our best marketing tool, our enrolled families, and utilize them to host community gatherings, public charter school town hall meetings and potential employment fairs.



Lottery: We will invite reputable community leaders (i.e. elected officials, sheriff) and write a press release inviting local news media to the event. Our founding leaders will share the Flat Rock Classical Academy's Origin Story through a short keynote, press release and literature families and the press can take home and be encouraged to share with their neighbors.

We will organize the event by asking our parent partner group or top volunteers to ensure all new families make a connection. Regardless of whether or not we receive enough applicants to hold a lottery, we will hold a lottery and celebrate with all of the new families.

First 20 Days of School (Approximately August 2024)

Goal: Build and sustain a waitlist greater than 25% above capacity per grade (balancing this percentage across all grade levels).

Action: After testing marketing strategies that worked best over the past 18 months, focus our attention on the top two strategies and continue to promote in the community.

The top strategy will be to communicate with clarity, build trust among the founding staff and parent base and deliver on the promises made.

During Operation:

We will identify all of the possible feeder schools (pre-k, private and public) and educate them about Flat Rock Classical Academy as an option, and ask to drop off promotional materials or if they will work with us to connect with prospective parents.

We will ensure our website is up to date (everywhere) and "Apply for Enrollment" is big and bold on the home page.

We will invest in print ads in local newspapers, family-targeted flyers, restaurant menus, and local billboards.

We will ask current parents to recruit multiple new families (offer incentives like uniform vouchers). They will be our best marketing tool.

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.



We believe that our marketing plan, both grass roots and engaging social media platform will provide awareness to community members of Henderson County. As you have seen from our community support letters, there is huge interest in our mission and vision. With the extended time period of the Ready to Open process, this will allow us to create better relationships and tap into the underserved communities of Henderson County. By the time we open the impact of Covid-19, in terms if face to face school, will allow us to get in front of more families and garner more support. Especially in the churches where the community is more diverse and open to better choices for their children.

We understand this is a risky choice for many families to take the school choice leap. Our unique attributes will be what will make our school stand apart from all of the others. The quality of education, the faculty, the culture, the character education and the activities – these are the tangibles that will create a connection that will bring students to Flat Rock Classical Academy.

We desire to bring the child and family that has not felt successful or connected to their school community. We will intentionally recruit and host meetings in the communities that need Flat Rock Classical Academy to provide them a foundation for a stronger future.

We will offer transportation and lunch programs to serve all students. Our education plan is one of high academics and rich in developing great citizens. This is what Henderson County needs.

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

We will begin by targeting local houses of worship as well as area preschools. We know that there are just a few independently run preschools within Henderson County. It is our intention to work with churches and other local houses of worship as these entities often fill the void for pres-school services.

We will also coordinate with our supporters such as Jeter Mountain and Johnson Family Farm to coordinate with other local businesses in order to distribute marketing and recruitment materials coupled with a personal touch. When our supporters are able to explain the mission and vision of FRCA, we feel confident we will be able to gain a strong foothold in the community.

All of the letters of support authors have agreed to support the school through advertising the school within their business and organization.

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 aim to have monthly events for the school community to forge relationships and continue to grow prospective enrollment. Once parents have shared their email addresses with us, we will continue to circulate information to the families such as updated pictures of the facility, newest hires, the school planning coming together, etc.

We will invite parents to the monthly board meetings and bring parents in for additional learning, town hall forums, and volunteer experiences leading up to the first day of school.

FRCA will continuously communicate with prospective parents and members of the community in a variety of ways. Through our existing relationship with the YMCA, the board will schedule information sessions and will host tables during sporting events and activities.

Starting with the open enrollment period through the first day of school, all enrolled families will be invited to follow FRCA's social media accounts and will now receive regular email messages, inviting them to events and updating them on the progress of the facility and introducing them to teachers and staff as they are hired.

Once the facility is ready, the school will host a Ribbon Cutting event and invite all families and stakeholders in the community to attend. All students will be invited to tour the school, meet the Head of School, teachers, and other students and their families so that they can start identifying as FRCA students.

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.



Parent involvement is defined as having an awareness of and involvement in school work, an understanding of the interaction between parenting skills and student success in schooling, and a commitment to consistent communication with educators about student progress.

With this in mind, we already understand that many of our families might be sacrificing transportation, school lunch, robust athletic programs, library, or access to special programs or technology in our initial years to attend Flat Rock Classical Academy. This choice is engagement from the parent. There is a level of pride in school choice. Parents who choose Flat Rock Classical Academy will make a connection based on our vision, reputation and commitment to a safe, secure learning environment.

Parent involvement is critical to the educational success of a young adolescent, yet generally declines when a child enters the middle grades. Through our partnership with the senior living facility we aim to bring more adult role models into the lives of our adolescents and young adults.

Flat Rock Classical Academy will engage parents early and frequently in the school year, and highly encourage them to volunteer and play an active role in their child's education. Through the school's intense focus on character development, there will be an increased focus on bridging the gap between home life and school.

We will entertain the opportunities for parent-led practicums, electives, after school education programs, and parent-organized fundraisers for the school. We will ask parents to be a part of our future school improvement planning meetings, possible board members and key recruiters of families to our school. Parents may help the school's community partnerships through internships, community service learning projects, field trip experiences, and food drives.

Board meetings will be transparent and will have a section of the agenda built for public comments. We will also schedule town hall meetings to allow the community to stress their larger concerns.

Flat Rock Classical Academy will also develop a strong Parent Teacher Organization with parents and teachers working closely together to carry out the mission of the school.

The board will encourage open and transparent communication with parents and encourage all parents to become a part of the fabric of Flat Rock Classical Academy. The school's leadership team may write monthly newsletters to provide the state of the charter and new happenings. At the end of the year the leadership team will collaborate with the PTO to write the "State of the Charter" address. This document will be utilized to write grants and request outside funding to further support the school's needs.

Our volunteer box will be a critical strategy to raise parental engagement in the school's improvement. This index card box will be housed with volunteer opportunities for stakeholders that range from stuffing envelopes to raking the leaves outside. Teachers will weekly write out specific step by step instructions for potential volunteer hours on an index card. We anticipate having a heavy carpool line in the afternoon and for drop off in the morning. This box will provide parents an opportunity to utilize their time more effectively by coming into the school, grabbing a card and helping complete needed tasks.



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.

FRCA aims to develop a Partners in Education program with several of the community businesses. This is a cooperative agreement between a business or organization and with FRCA. The goal of this program will be for the community partners to contribute to the welfare of the school, its students, and its staff. This program supports FRCA's mission of civic responsibility by providing an opportunity for the community to support one another. Another program FRCA will implement is a School Advisory Council (SAC) which will allow for elected parents and staff to work together as a committee to help support and advance school goals and relationships.

Here is our overall list of the programs we aim to offer to parents.

1. Partners in Education (Contract for the year on Specific Business Support)
2. Curriculum Night (Parents came to understand the state test that students were expected to take.)
3. TrueRidge - supporting underserved communities (Hispanic specifically) to build relationships and provide resources to families and family events
4. Literacy Night (This could also work for outreach support of our subgroup populations)
5. Math Night (This could also work for outreach support of our subgroup populations)
6. Kindergarten Orientation and Registration
7. Business Open House to talk about Partners in Education
8. Family Fun Night Board games, Physical games, art fun, music fun
9. Bilingual Education Night
10. SAC School Advisory Council- working relationship and business partnerships where parents are elected along with staff to a committee to help support and advance school goals and relationships

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.



Immediately following preliminary approval of our charter, FRCA will conduct a highly publicized campaign, utilizing a variety of methods to inform the public of the dates for open enrollment. These methods may include, but are not limited to, publication in all local newspapers, using multiple sources of social media, distributing flyers at churches, daycares and other community oriented locations and the holding of public meetings in various parts of the county.

The tentative enrollment period will begin August 1, 2023, following final approval of the charter, and will tentatively run through January 31, 2024 at 5:00 P.M. The application will be available to fill out both online and in print format. It will be available in both English and Spanish. Immediately following the closing of the enrollment period, Flat Rock Classical Academy will determine if a lottery is needed, in accordance with NCGS 115C-238.29F(g)(6). If a lottery is not needed, all applicants will be accepted and parents and guardians will be contacted via telephone and via mail (both electronic and postal). If a lottery is needed, a date will be set for the lottery, which will take place no more than two weeks from the close of the enrollment period and will only include the names from the enrollment period noted above. Parents and guardians of applicants will be notified of the date and time of the lottery. The lottery will be open to the public and names will be decided by a computerized randomization system in accordance with the policies adopted in the North Carolina Charter Schools Act and by the State Board of Education. Once the names are chosen, the parent or guardian will have 10 official business days to accept enrollment. After June 30 of the school year, parents will be provided three business days through August 1. From August 1 through the start of school there will be a 24 hour window to accept.

As set in NCGS 115C-238.29F(g)(5a), Flat Rock Classical Academy will abide by the following:

For every year of operation, children of the active board members and full-time staff members will receive priority admission, up to 15% of the total enrollment.

Multiple birth siblings will be entered into the lottery as one surname, and should that surname be chosen in the lottery, all will receive admission.

After the first year of operation, siblings of current students will receive priority admission.

We anticipate developing a waiting list of students. If a student withdraws, the next name on the waiting list will be offered a seat and that student's parent or guardian will be given one business day to respond. The HOS will develop a process to maintain effective student records and transfer documentation in a timely manner.

As stated above, we will utilize community meetings and open forums prior to the beginning of the admission's process. The purpose of these is to inform the public of the enrollment period, as well as to share our vision and mission with interested parents and community members.

In the event that a student from the school transfers, the parent or legal guardian should immediately notify the school. However, if the school receives a records request, it will send the necessary information in a timely manner.



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):

Our board and team of writers studied best practices in other currently operating public charter schools in North Carolina as well as received input from the Core Knowledge and classical education experts. Our writing team from Leaders Building Leaders has written over a dozen applications. Some of the language in this application may be similar in template form, but personalized to meet the mission and vision of the FRCA Board of Directors.



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



According to the Henderson County Schools transportation web page, "Each day, more than 5,000 students in Henderson County are transported on 104 buses, covering more than 5,500 miles per day."

There are just over 12,000 students in Henderson County." This is 42% of the overall district population.

Flat Rock Classical Academy will open with 220 elementary age students. Our plan will consist of a triangulation of services. Based on the fact that just over 50% of the families receive bussing, we will base our initial plan on these numbers (90 bus/130 car).

We aim to purchase/ lease two used school buses and build a strategic cluster stop system to transport children (roughly 90). Over the next year we will determine the method in which students will qualify for transportation. Factors may include living distance from the school, economic status, and special circumstances as we want to ensure we are meeting the needs of all of our children.

We will also budget funding to provide bonus gas cards to our families that are able to carpool multiple families to school. In addition, this line item will include a transportation service to provide transportation for extreme circumstances.

Our budget includes:

\$20,000 to purchase/ lease used buses

\$12,000 for gas for cluster stops up to 25 miles

\$8,000 Oil, Tires and Maintenance

\$5,000 for emergency transportation

These line items continue over the five year budgeted plan.

As Flat Rock Classical Academy grows, the goal is to provide bus services to at minimum 40% of the school's population. We will investigate the possibility of contracting with the local bus systems or other appropriate bus or transportation services if the cost becomes substantial.

If a child enrolls in FRCA and has transportation as a related service based on their IEP, the school will independently contract with a provider to ensure this child receives the appropriate transportation. The funds to pay for this service may be requested from special state reserve funds or will be identified in our budget when or if this becomes a reality.

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.

Flat Rock Classical Academy is fully committed to ensuring that no child lacks a daily meal, whether this is due to financial need or simply because they forgot their lunch. It is our intention to provide a nutritious free or reduced lunch to 30% or more of our students. All students will have the option of bringing their lunch or purchasing their lunch from the chosen local catering service. The lunch schedule will be published monthly and students will have the option of buying from the catering service or providing their own lunches.

For those students who are financially unable to provide themselves with a school lunch, we will contract with a local catering service to provide one for them at our school. There is a line item in the operations budget of \$54,000 for the first year to provide for this expense. This is based on an estimated cost of \$4.00 per student for 180 days (30% of projected enrollment). We will anticipate this line item growing annually and have budgeted just under \$130,000 in year five to support these programs.

In addition, we have budgeted for part time staff to support the program.

As students do have a tendency to forget their lunches, we will also maintain a small food pantry for those students. This pantry is not intended as the regular source of lunch for those students who are financially unable to provide their own school lunch. As noted above, we will contract with a local catering company to regularly provide lunch for those students. This food pantry, however, will serve those students who simply have forgotten their lunch on any given day.

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 Te...

Applicant Evidence :

Insurance Coverage (Fin...

Uploaded on **4/27/2022** by
Lauren Watters

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 :



Appendix L_Insurance Q...

Uploaded on **4/22/2022** by
Lauren Watters

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

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 focus of the Flat Rock Academy Board will be to build relationships with the community, ensure the facility is completed, recruit a strong student base, hire the Head of School, recruit a highly effective teaching staff, strengthen our understanding of the Classical Education model through our partnerships with Core Knowledge Schools and the Core Knowledge Foundation, improve the board through recruitment and development, brand and market to families, network with potential business partnerships, develop policies and handbooks, develop relationships in the community, and make all purchases for regular school operations.

To best complete these tasks, the Flat Rock Classical Academy Board will create multiple ad hoc committees for the application and planning years:

- Marketing, Reputation and Student Enrollment: Upon charter approval, we will send out press releases to notify the community about Flat Rock Classical Academy. In Summer 2022, the marketing committee will update the Flat Rock Classical Academy website and social media pages, begin regularly emailing interested families, host information sessions, develop partnerships with community partners and other nonprofits, plan and organize community events, design and distribute flyers and brochures at events.

In Fall of 2022, the committee will begin outreach to daycares, churches, and other child-related centers, organize/host formal information sessions, host tables at community events, visit neighborhoods with flyers, and ask individuals to host information sessions in their neighborhood and possibly homes.

We will continue to communicate via social media outlets, the website, and email messages, continue to issue press releases, distribute brochures with application timelines at local events and information sessions, and create a map that shows areas of high interest and develop plans for targeted areas that have shown weak interest.

Winter 2022 - Spring 2023, the marketing committee will:

Host monthly information sessions (facility currently available), speak at daycares and churches, set up booths and distribute informational fliers at libraries and community centers, host an open house, utilize media outlets, canvas neighborhoods, conduct the open application, lottery, and enrollment process.

- Facility: The Facility Committee will manage all aspects of the facility development for the Flat Rock Classical Academy board.

By Fall 2023, the Facility Committee will review the plan for facility acquisition and facility inspection, maintenance, and updates, lead safety inspections, including ensuring that the facility is in compliance with all fire and safety codes, and be in possession of the required Certificate of Occupancy no later than January of 2024

- Employee Recruitment and Development: Develop a job description and advertising plan to recruit and hire the Flat Rock Classical Academy Head of School, begin recruiting via websites and all other candidate search tools, such as Teacher Match and Indeed. We will embark on a multiple step hiring process and hire by the beginning of 2024. The committee will create a timeline for Head of School training, on-boarding, and responsibilities
- Policy and Board Development: This committee's actions and timelines will be driven by the NCDPI Ready to



Open checklist and requirements when it comes to policy development and preparation for the school year

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 greatest challenge will be to recruit high quality teachers who will be equipped and master the Classical Education methods and the State's curriculum and come together to serve 220 students who will be joining our school of high expectations in year one. We plan on partnering with the best charter schools support groups, business leaders, strategists and recruitment firms to best prepare us for day one.

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.

There are multiple phases to the development of our facility site which has already been obtained.

Our site already has an existing school building that will hold grades K-3 in year one. We are in negotiations to purchase the land across the street, which will eventually be our secondary campus. We will look at multiple modular vendors for our upper grades. We are looking at 40 x 60 modulars or pre-fab buildings that will hold two grades each. This will hold our grades four and five in the initial years. We will continue to add buildings per year based on the school's growth model.

We will make the decision during the Ready to Open year on how many buildings are added and work with our vendors to make the best long-term financial decision for the school.

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.



The school facilities will be a renovated school building and newly built modular or pre-fab construction buildings that will be located on approximately 7 acres. They will consist of approximately 125,000 gross square feet of building space.

The grade wise breakup of the educational facilities is presented below:

- **Kindergarten:** The total student capacity at Kindergarten grade will be 44 students. There will be 2 classrooms of 1,200 sq. ft. each with a class size of 22 students each. Bathrooms are in the center of the two classes.
- **Elementary:** The total student capacity at each grade from Grade 4 through 5 will be 44 students per grade. They will be housed in a modular or pre-fabricated building on location. The buildings will be 40 x 60 in size and hold two classrooms each.
- **Middle:** The total student capacity at each grade from Grade 6 through 8 will be 50 students. Grades 6-8 each will have 2 classrooms of 750 sq. ft. each with a class size of 25 students in each classroom. In addition, there will be a Science room measuring 870 sq. ft. assigned to each grade with a capacity of 25 students in each room, 4 general classrooms and 1 EC classroom.

The school will be financed through the school's revenue or loan. We are investigating the requirements for a USDA loan and are currently working with capital finance experts in the charter school sector.

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.



Facility Needs:

Main office/reception area

Head of School office

Asst Head of School office

Secretary office

Registrar office

Supplies/Storage Rooms

Teacher workroom

Art Room

Music Room

Gymnasium

School Counselor Office

Testing Coordinator Office

EC Office

EC Resource Room

ELL Office/ELL Resource Room

Paraprofessional Room

Cafeteria

Media Center

Custodial Room

Clinic Room/waiting area for sick students

Auditorium

Copy Room

Conference Room



Technology Support Room

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.

The cost per square foot for the proposed facility is \$146. We have data which shows prices for commercial build outs generally range between \$175 and \$225 per square foot. Considering the entire project is new construction, and is unique, being a part of an intergenerational community, we believe the costs to be very competitive over the life of the school.

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.

The Flat Rock Classical Academy facility will be fully open by spring of 2024. The board has been utilizing and renting space in the building over the past three months and continues to move forward with plans to lease or potentially purchase the grounds. The construction timeline will be set with the K-3 renovations and 4-5 building being built well before the first days of school.

In the event that the facility that Flat Rock BOD is already utilizing is not ready for school opening in August of 2024, the FRCA board will execute the following plan to identify and acquire adequate accommodates to open the school:

1. Engage a realtor familiar with the target community and with the occupancy requirements for education use to identify potential commercial properties.
2. Contact private schools, churches, pre-schools, and community centers serving the targeted area to identify available and suitable facilities.
3. Explore the feasibility of mobile classrooms on empty lots in the neighborhood. There are large parcels of vacant land in the targeted neighborhoods that would be suitable for mobile classrooms.
4. Determine the cost of renovation to comply with all building code requirements and obtain Certificate of Occupancy for Educational Use for each identified option.
5. Perform a feasibility study on each option to determine economic viability and FRCA's ability to execute its mission and associated programming for the targeted community.
6. Execute a contingent facility option that is economically viable and best supports the FRCA mission.
7. Pass all required inspections and ensure no outstanding building code violations for educational occupancy.
8. Obtain Certificate of Occupancy for Educational Use and submit to the Office of Charter Schools prior to beginning the first day of school.

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



We have already acquired (initially contracted) the facilities intended to begin our school. The board has members experienced in education leadership, business management, financial management, facilities management, project management, engineering and construction oversight. We intend to hire an architectural and construction contractor as well as facility development company to lead our facility renovation and build out.

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):

Our board and team of writers studied best practices in other currently operating public charter schools in North Carolina as well as received input from the Core Knowledge and classical education experts. Our writing team from Leaders Building Leaders has written over a dozen applications. Some of the language in this application may be similar in template form, but personalized to meet the mission and vision of the FRCA Board of Directors.



12. Financial Plan

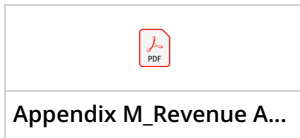
12.1. Charter School Budget

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.

The SEH Tabitha Foundation has offered to donate \$60,000 to the operational cost of FRCA in it's start up and year one.

Applicant Evidence :



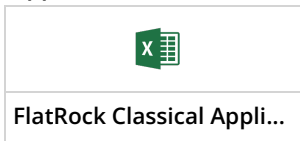
Uploaded on **4/29/2022** by
Lauren Watters



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

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :



Uploaded on **4/29/2022** by
Tom Miller

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?](#)

Underrepresented youth in the greater Henderson County area have traditionally struggled in the public K-12 school academic environment. To that end, the Flat Rock Classical Academy will offer a choice school to parents and students who wish for higher expectations and better academic results. Given this we have structured enrollment growth to meet the needs of K-8 students in the greater Henderson County area. In projecting our enrollment numbers we wanted to be very mindful of class sizes.

Thus, we projected classes as follows:

- For the Kindergarten through the eighth grade there will be two classes to accommodate 44 total students in each grade.
- A total of 396 students at full capacity.

These numbers were based on the total number of students in Henderson County, 12,000, and our goal to reach five to seven percent of the population.

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



Historically, Henderson County public schools have lacked school choice opportunities and not all district schools are meeting the needs of all students. Low academic outcomes in certain parts of Henderson County have resulted in a widening of the achievement gaps as it relates to underrepresented youth in the Henderson County schools, especially when it comes to strong, foundational academic skills that will be provided through our education model.

The board believes there is a lack of high academic expectations for Henderson County K-12 students. The school believes that high expectations from the youth in the community, and the successful delivery of a Classical Education/College Prep curriculum will be well received by the greater Henderson County community.

Eventually, we aim for Flat Rock Classical Academy, to be the ONLY K-12 public charter school in Henderson County and will be equipped with excellent facilities and staffing when its doors open. For this application however, we are only applying to be K-8.

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

BREAK-EVEN POINT:

2024-2025

Projected # of Students in year one: 220

Projected Total Income: 2,012,562 (with the \$60,000 donation)

Total Expenses: \$1,855,203 (\$157,000 surplus with the donation)

Enrollment Required for Break-Even: (205 students - WITHOUT the Donation)

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



As a public school, the Flat Rock Classical Academy will primarily depend upon state funding to support its operations. The school intends to build a strong contingency reserve, based on saving 5 to 7% of funding per year, to meet instances where there are revenue shortfalls or delays in receiving revenues. In addition to the contingency fund, the school will build up a separate repairs and replacement fund to meet future capital expenditures. Combined, the contingency fund and the repair and replacement fund will grow to approximately 10% of its estimated expenses after the fifth year of operations. The Board will have as a financial goal to ensure that the school will obtain and maintain this level of contingency planning throughout the school's existence. The Board believes that strong financial planning and strong financial operations will help the school achieve its high academic service goals. Further, the Board believes building a 10% contingency cushion will allow the school to properly reach its high academic service goals while putting the school's money where it should be, in the classrooms.

Additional Strategies:

- Operate from cash flow projections;
- Understand beginning in year one that charter schools do not typically meet projected enrollment;
- Budget conservatively; and
- If short enrollment, reduce personnel and slash organizational wants.

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.

We have received a letter of intent of a \$60,000 donation from the SEH Tabitha Foundation. Our budget still demonstrates a \$95,000 surplus at the end of year one without this donation.

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

The budget is built on a student to classroom teacher ratio of 11:1 in grades K-2, 15:1 in grades 3-5, and 22:1 in middle school.

The Exceptional Children's staffing is based on 15 direct services students per full time teacher and then related services will supplement the additional services required.

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



The Board consists of individuals having diverse experience in finance, project management, technology, academia and policy. With multiple business owners and fiscal strategists, we are all 100% confident in the collective qualifications and capacity for overseeing the implementation of the financial plan.

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 1st year budget allocates a net positive income of over \$160,000, or approximately three teacher salaries with benefits or three of our teacher assistants. These reserves, coupled with the unaccounted for revenues for Title I and Federal EC dollars will provide adequate revenues to offset any unexpected, high needs students with disabilities.

This budget does not reflect any additional risk pool or special state reserve funds, Title I, Title II or possible grant funds. FRCA will apply for all grant opportunities to expand revenue sources to meet our students' needs.

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.

We will utilize the next 18 months to make those decisions. We have budgeted \$40 per child for potential PowerSchool assistance and \$100 per student for financial services. However, we may bring these services in house. The school will hire a financial business manager who will be responsible for financial management and accounting.

The process of hiring any vendor will consist of:

- Committee or head of school seeking vendors;
- That committee or head of school appointed team will vet the pros and cons;
- The committee or team will make a recommendation to the board for a vote; and
- Third party contracts will be evaluated annually to ensure a strong return on investment.

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.



We believe that having strong third party support will be critical to our success as a small organization.

The school has budgeted for third party in the areas of student services, accounting, payroll, and related services for exceptional children. The Board will put in a request, review and examine the proposals received, meet/ interview the applicant, and vote at the Board meeting which will be open to the public. Once the Board hires the vendor, the Board will meet with the vendor annually and review the vendor's reports.

At this time we are heavily relying on our trusted inner circle of charter school leaders and vendors to point us in the best direction for services.

Here are five strategies we will utilize when selecting our vendors (learned from our governance coach):

1. Check References with 3 current clients, and think through where they will fail. Ask questions: How will they deliver customer service? Ask the existing clients and compare responses.
2. Bandwidth. Consider their current staff, their financial strength, their office locations, their latest technology upgrades, and their support people. Have them prove to us that they have the bandwidth.
3. Go Short-Term Before Going All-In. Create a project where we can work together on a short-term basis to see if we are a match. Slowly bring them in before going all in.
4. Be Clear on Expectations and Our Fears of Failure. Share with them how previous vendors let us down and ask them, "How would you handle this? "When have you failed your clients and how did you make it right?"
5. Make Big Things of Little Things so Big Things Don't Happen. Rarely do vendors make big mistakes. They stumble before they fall. After the first stumble, call a meeting. Start the conversation with, "We agreed to X, and X didn't happen, Y did. What is more important? How can we make sure X happens?"

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

The budget aligns to our mission as over 80% of our funding is going directly to benefit the school's academic programming, personnel, academic resources and teacher development.

We understand that being in a rural community we will need to budget towards our anticipated population to meet their need for transportation and lunch plans. Based on the county population and location of the school we anticipate close to one half of our population needing transportation to ensure their daily attendance. We are budgeting over \$40,000 to cover the costs of used buses, staffing, maintenance and gas in year one.

This number was based on reading multiple public charter school budgets with transportation.

We have also budgeted over \$50,000 in food costs to pay for students who will need breakfast and lunch daily.

Our professional development and curriculum costs are over \$500 per student not just in year one. It increases annually as we aim to be the highest performing school in Henderson County.

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.

With our goal to utilize our partnerships and apply for grants through our strategic partnerships and qualifications as a new charter school, we set a goal to have a \$300,000 reserve fund by year five.

With this in mind, we will need to save at least \$50,000 per year. This would be approximately 3% of the annual budget. Our current budget is showing almost a 10% surplus in year one and 7% in the subsequent years.

If we do not meet this goal, we will adjust the next year's budget to cover the funding gap. This will be the responsibility of the head of school and the finance committee to analyze spending (quarterly deep dives) to be sure we are on track to build our projected reserves.

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

We anticipate we will need to initially utilize our general funds to pay the lease and eventually mortgage.

Facility leasing is based upon the number of projected students in our enrollment calculations. Based on our projected 1st-year enrollment of 220 students, we are calculating approximately 50 square feet/student or 16,000 square feet at \$24 per foot for a used, fully remodeled building. The building and campus will be expanded and remodeled year over year to support the enrollment growth of the school with rents remaining steady of \$22 to \$25 per square foot. We aim to never exceed 12% of revenue towards our facility. Our leasing partner has agreed in principle to help us achieve this goal.

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.

There are no substantial numbers or amount of tangible resources at this time. We will solicit donations of goods and services upon receipt of acceptance of our application.

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?



The board (finance committee) and school leadership will maintain a number of internal financial controls and bookkeeping practices that provide fiscal control and accounting procedures that are in accordance with Generally Accepted Accounting Principles.

The board will receive a monthly financial report that will consist of:

- Income statement (revenue and expenses) with budget comparison.
- Balance Sheet showing financial position at the previous month end.
- Asset status report listing asset acquisitions, disposals and needed repairs/maintenance.
- Enrollment report. Fundraising status report.
- General ledger summary report with detail available.

Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. We will develop an internal control checklist that includes:

- Are accounting records kept up-to-date and balanced monthly? Is a standard chart of accounts with descriptive titles in use?
- Are adequate and timely reports prepared to insure control of operations? Monthly financial statements (Balance Sheet, Income Statement) Comparison of actual results with budget
- Are personal expenses kept separate from business expenses? Are monthly bank reconciliations reviewed by Admin?
- Is there any separation of duties?
- Are governmental reporting requirements being complied with in a timely manner?
- Is insurance maintained and is this coverage reviewed periodically by a qualified individual?

In addition, our financial experts on the board will develop systems for payroll, accounts receivable, donations and fundraisers, petty cash and credit card usage.

Any board approved vendor and all third party contracts will be evaluated annually to ensure we are receiving the best return on investment in addition to us being effective partners.

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

The land that the school will be on is owned by a Board Member's (Kelli Campbell) family. There are no direct financial transactions that she will benefit from. There was already a school on this property.

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.



PETWAY MILLS & PEARSON, PA.

Zebulon Office
PETWAY MILLS & PEARSON, PA
806 N. Arendell Avenue
Zebulon, NC 27597

Phone: (919) 269.7405
Office: info@pmpcpa.com (mailto:info@pmpcpa.com)

NC CPA Board Certification: Zebulon Office #28925

Raleigh Office
PETWAY MILLS & PEARSON, PA
9121 Anson Way, Suite 200
Raleigh, NC 27615

Phone: (919) 781.1047
Office: info@pmpcpa.com (mailto:info@pmpcpa.com)

NC CPA Board Certification: Raleigh Office #30283

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):




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 Require...

Applicant Evidence :


Required Signature Pag...

Uploaded on **4/26/2022** by
Lauren Watters



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:

Leaders Building Leaders

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

\$9,900 over 12 months of support




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

Resources


2022 Payment Form.pdf



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

Resources


Signature Page.docx

Applicant Evidence :


Notarized Signature Pag...

Uploaded on **4/25/2022** by
Lauren Watters

Q247. Please digitally sign your application here
Signature

William D Miller

Final Status



Reject Approve

Approver Comments

Anticipated Racial/Ethnic Demographics (%)	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Language Learners
45%	30%	6%	3%

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K-4	220
Year 2	K-5	264
Year 3	K-6	308
Year 4	K-7	352
Year 5	K-8	396

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 page.

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
	900	110		900	110	900
Kindergarten	36	8		36	8	
Grade 1	36	8		36	8	
Grade 2	36	8		36	8	
Grade 3	36	8		36	8	
Grade 4	36	8		36	8	
Grade 5	0	0		36	8	
Grade 6	0	0		0	0	
Grade 7	0			0	0	
Grade 8	0			0		
Grade 9						
Grade 10						
Grade 11						
Grade 12						
LEA Totals:	180	40	0	216	48	0

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



ects to enroll. In addition,
lose on the initial cover

ticular level.

he LEA selected above will qualify for EC funding?	12%
--	-----

he LEA selected above will qualify for EC funding?	12%
--	-----

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	
110		900	110		900	110		
8		36	8		36	8		
8		36	8		36	8		
8		36	8		36	8		
8		36	8		36	8		
8		36	8		36	8		
8		36	8		36	8		
8		36	8		36	8		
8		36	8		36	8		
0		36	8		36	8		
0		0	0		36	8		
56	0	288	64	0	324	72	0	

set 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:		900-Union		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$5,722.24	180	\$1,030,003.20	
Local Funds	\$2,462.20	180	\$443,196.00	
State EC Funds	\$4,800.62	22	\$103,693.39	
Federal EC Funds	\$1,514.35	22	\$32,709.96	
Total:			\$1,609,602.55	

LEA #2:		110-Buncombe		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,017.39	40	\$240,695.60	
Local Funds	\$2,798.28	40	\$111,931.20	
State EC Funds	\$4,800.62	5	\$23,042.98	
Federal EC Funds	\$1,514.35	5	\$7,268.88	
Total:			\$382,938.66	

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	\$ 1,270,699	\$ 1,524,839	\$ 1,778,978	\$ 2,033,118
Local Per Pupil Funds	\$ 555,127	\$ 666,153	\$ 777,178	\$ 888,204
State EC Funds	\$ 126,736	\$ 152,084	\$ 177,431	\$ 202,778
Federal EC Funds	-	\$ 39,979	\$ 55,970	\$ 63,966
Other Funds*	\$ 60,000			
Working Capital*				
TOTAL REVENUE:	\$ 2,012,562	\$ 2,383,054	\$ 2,789,558	\$ 3,188,066

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a concern by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these 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 Appen



on federal funding in

Year 5	
\$	2,287,258
\$	999,229
\$	228,125
\$	71,962
\$	3,586,574

additional questions
operating budget,
ment of these funds. If

dix M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Staff	Average Salary	Total Salary	Staff	Average Salary	Total Salary	Staff	Average Salary	Total Salary	Staff	Average Salary	Total Salary	Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Head of School	1	\$ 70,000	\$ 70,000	1	\$ 71,000	\$ 71,000	1	\$ 72,000	\$ 72,000	1	\$ 73,000	\$ 73,000	1	\$ 75,000	\$ 75,000
Assistant Head of School	0	\$ -	\$ -	1	\$ 52,000	\$ 52,000	1	\$ 54,000	\$ 54,000	1	\$ 56,000	\$ 56,000	1	\$ 57,500	\$ 57,500
Finance Officer	1	\$ 42,000	\$ 42,000	1	\$ 43,000	\$ 43,000	1	\$ 44,000	\$ 44,000	1	\$ 45,000	\$ 45,000	1	\$ 46,500	\$ 46,500
Clerical/Front Office Support	1	\$ 28,000	\$ 28,000	1	\$ 28,500	\$ 28,500	1	\$ 30,000	\$ 30,000	1	\$ 31,000	\$ 31,000	1	\$ 29,000	\$ 29,000
Food Service Staff (Part Time)	1	\$ 12,000	\$ 12,000	2	\$ 12,000	\$ 24,000	2	\$ 13,000	\$ 26,000	2	\$ 15,000	\$ 30,000	2	\$ 16,000	\$ 32,000
Custodians	1	\$ 29,000	\$ 29,000	1	\$ 30,000	\$ 30,000	1	\$ 32,000	\$ 32,000	1	\$ 33,000	\$ 33,000	1	\$ 34,000	\$ 34,000
Transportation Staff	1	\$ 16,000	\$ 16,000	1	\$ 17,000	\$ 17,000	1	\$ 18,000	\$ 18,000	2	\$ 18,500	\$ 37,000	2	\$ 19,000	\$ 38,000
Classical Education Coach			\$ -			\$ -	1	\$ 50,000	\$ 50,000	1	\$ 50,000	\$ 50,000	1	\$ 50,000	\$ 50,000
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
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Total Admin and Support:	6		\$ 197,000	8		\$ 265,500	9		\$ 326,000	10		\$ 355,000	10		\$ 362,000
Instructional Personnel															
Core Content Teacher(s)	10	\$ 45,000	\$ 450,000	12	\$ 46,300	\$ 555,600	14	\$ 47,600	\$ 666,400	16	\$ 48,900	\$ 782,400	18	\$ 50,200	\$ 903,600
Electives/Specialty Teacher(s)	3	\$ 40,000	\$ 120,000	4	\$ 41,000	\$ 164,000	5	\$ 42,000	\$ 210,000	6	\$ 43,000	\$ 258,000	6	\$ 45,000	\$ 270,000
Exceptional Children Teacher(s)	1.5	\$ 50,000	\$ 75,000	2	\$ 51,000	\$ 102,000	2	\$ 52,000	\$ 104,000	3	\$ 53,000	\$ 159,000	3	\$ 55,000	\$ 135,000
Academic Interventionist			\$ -	1	\$ 45,000	\$ 45,000	1	\$ 46,000	\$ 46,000	1	\$ 47,000	\$ 47,000	1	\$ 48,000	\$ 48,000
Teacher Assistants	8	\$ 21,000	\$ 168,000	9	\$ 22,000	\$ 198,000	10	\$ 23,000	\$ 230,000	11	\$ 24,000	\$ 264,000	12	\$ 25,000	\$ 300,000
ELL Teacher	1	\$ 45,000	\$ 45,000	1	\$ 46,500	\$ 46,500	1	\$ 48,000	\$ 48,000	1	\$ 49,000	\$ 49,000	1	\$ 50,000	\$ 50,000
Academic Support/Teacher Leader Stipends	1	\$ 10,000	\$ 10,000	1	\$ 12,000	\$ 12,000	1	\$ 15,000	\$ 15,000	1	\$ 15,000	\$ 15,000	0	\$ -	\$ -
0		\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Instructional Personnel:	24.5		\$ 868,000	30		\$ 1,123,100	34		\$ 1,319,400	39		\$ 1,574,400	41		\$ 1,706,600
Total Admin, Support and Instructional Personnel:	30.5		\$ 1,065,000	38		\$ 1,388,600	43		\$ 1,645,400	49		\$ 1,929,400.00	51		\$ 2,068,600

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	\$ 6,300	\$ 31,500	6	\$ 6,552	\$ 39,312	7	\$ 6,814	\$ 47,699	7	\$ 7,087	\$ 49,607	7	\$ 7,370	\$ 51,591
Retirement Plan--NC State			\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other	5	\$ 1,650	\$ 8,250	6	\$ 1,716	\$ 10,296	7	\$ 1,785	\$ 12,492	7	\$ 1,856	\$ 12,992	7	\$ 1,930	\$ 13,512
Life Insurance			\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Disability	6	\$ 200	\$ 1,200	8	\$ 208	\$ 1,664	8.5	\$ 216	\$ 1,839	8.5	\$ 225	\$ 1,912	8.5	\$ 234	\$ 1,989
Medicare	6	\$ 476	\$ 2,856	8	\$ 495	\$ 3,960	8.5	\$ 515	\$ 4,376	8.5	\$ 535	\$ 4,551	8.5	\$ 557	\$ 4,733
Social Security	6	\$ 2,035	\$ 12,210	8	\$ 2,116	\$ 16,931	8.5	\$ 2,201	\$ 18,709	8.5	\$ 2,289	\$ 19,457	8.5	\$ 2,381	\$ 20,236
Vision	5	\$ 144	\$ 720	6	\$ 150	\$ 899	7	\$ 156	\$ 1,090	7	\$ 162	\$ 1,134	7	\$ 168	\$ 1,179
Dental	5	\$ 540	\$ 2,700	6	\$ 562	\$ 3,370	7	\$ 584	\$ 4,088	7	\$ 607	\$ 4,252	7	\$ 632	\$ 4,422
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Admin and Support Benefits:			\$ 59,436			\$ 76,432			\$ 90,294			\$ 93,905			\$ 97,662
Instructional Personnel Benefits															
Health Insurance	23	\$ 6,300	\$ 144,900	29	\$ 6,552	\$ 190,008	33	\$ 6,814	\$ 224,865	38	\$ 7,087	\$ 269,292	41	\$ 7,370	\$ 302,174
Retirement Plan--NC State			\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other	23	\$ 1,500	\$ 34,500	29	\$ 1,560	\$ 45,240	33	\$ 1,622	\$ 53,539	38	\$ 1,687	\$ 64,117	41	\$ 1,755	\$ 71,946

Social Security	23.5	\$ 2,293	\$ 53,886	29	\$ 2,385	\$ 69,157	33	\$ 2,480	\$ 81,844	38	\$ 2,579	\$ 98,014	41	\$ 2,682	\$ 109,982
Disability	23.5	\$ 200	\$ 4,700	29	\$ 208	\$ 6,032	33	\$ 216	\$ 7,139	38	\$ 225	\$ 8,549	41	\$ 234	\$ 9,593
Medicare	23.5	\$ 536	\$ 12,596	29	\$ 557	\$ 16,166	33	\$ 580	\$ 19,131	38	\$ 603	\$ 22,911	41	\$ 627	\$ 25,709
Life Insurance			\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -
Vision	23.5	\$ 144	\$ 3,384	29	\$ 150	\$ 4,343	33	\$ 156	\$ 5,140	38	\$ 162	\$ 6,155	41	\$ 168	\$ 6,907
Dental	23.5	\$ 540	\$ 12,690	29	\$ 562	\$ 16,286	33	\$ 584	\$ 19,274	38	\$ 607	\$ 23,082	41	\$ 632	\$ 25,901
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Instructional Personnel Benefits:			\$ 266,656			\$ 347,232			\$ 410,931			\$ 492,121			\$ 552,212
Total Personnel Benefits:			\$ 326,092			\$ 423,664			\$ 501,225			\$ 586,027			\$ 649,873
Total Admin & Support Personnel (Salary & Benefits):	6		\$ 256,436	8		\$ 341,932	9		\$ 416,294	10		\$ 448,905.33	10		\$ 459,662
Total Instructional Personnel (Salary & Benefits):	24.5		\$ 1,134,656	30		\$ 1,470,332	34		\$ 1,730,331	39		\$ 2,066,521	41		\$ 2,258,812
TOTAL PERSONNEL:	30.5		\$ 1,391,092	38		\$ 1,812,264	43		\$ 2,146,625	49		\$ 2,515,427	51		\$ 2,718,473

*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	\$ 7,500.00	\$ 10,000.00	\$ 12,000.00
Paper	\$ 5,000.00	\$ 6,000.00	\$ 7,500.00
Computers & Software	\$ 5,000.00	\$ 4,000.00	\$ 3,000.00
Communications & Telephone	\$ 2,400.00	\$ 2,400.00	\$ 3,600.00
Copier leases	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Other			
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	\$ 7,500.00	\$ 5,000.00	\$ 5,000.00
Student Accounting	\$ 7,000.00	\$ 8,400.00	\$ 9,800.00
Financial	\$ 22,000.00	\$ 26,400.00	\$ 32,000.00
Audit	\$ -	\$ 6,900.00	\$ 6,900.00
*** Insert rows and edit text as needed. ***			
Facilities			
Facility Lease/Mortgage	\$ 75,000.00	\$ 85,000.00	\$ 95,000.00
Maintenance	\$ 10,000.00	\$ 12,500.00	\$ 15,000.00
Custodial Supplies	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00
Custodial Contract			
Insurance Quotes	\$ 16,062.00	\$ 17,000.00	\$ 17,500.00
Other			
*** Insert rows and edit text as needed. ***			
Utilities			
Electric	\$ 10,500.00	\$ 11,500.00	\$ 12,500.00
Gas	\$ 2,850.00	\$ 3,200.00	\$ 3,500.00
Water/Sewer	\$ 2,500.00	\$ 3,000.00	\$ 3,200.00
Trash	\$ 800.00	\$ 900.00	\$ 1,000.00

Other			
*** Insert rows and edit text as needed. ***			
Transportation			
Buses	\$ 20,000.00	\$ 7,500.00	\$ 7,500.00
Gas	\$ 12,000.00	\$ 12,000.00	\$ 15,000.00
Oil/Tires & Maintenance	\$ 8,000.00	\$ 9,000.00	\$ 10,000.00
Other Emergency Transportation	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
*** Insert rows and edit text as needed. ***			
Other			
Marketing	\$ 10,000.00	\$ 7,500.00	\$ 7,500.00
Child nutrition	\$ 54,000.00	\$ 64,500.00	\$ 81,500.00
Travel	\$ 2,500.00	\$ 2,500.00	\$ 5,000.00
Other			
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	\$ 298,612.00	\$ 323,200.00	\$ 372,000.00

OPERATIONS BUDGET: Instructional			
	Year 1	Year 2	Year 3
Classroom Technology			
Software	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Testing software	\$ 8,000.00	\$ 4,500.00	\$ 4,500.00
Student tech (iPads or Chromebooks)	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Instructional Contract			
Staff Development	\$ 21,000.00	\$ 25,000.00	\$ 25,000.00
Contracted EC Related Services	\$ 15,000.00	\$ 15,000.00	\$ 17,500.00
School Psychologist	\$ 7,500.00	\$ 10,000.00	\$ 12,000.00
Books and Supplies			
Instructional Materials	\$ 40,000.00	\$ 40,000.00	\$ 45,000.00
Curriculum/Texts	\$ 40,000.00	\$ 15,000.00	\$ 15,000.00
Copy Paper	\$ 10,000.00	\$ 10,000.00	\$ 12,500.00
Additional Supplies	\$ 4,000.00	\$ 4,000.00	\$ 5,000.00
Other			
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	\$ 165,500.00	\$ 143,500.00	\$ 156,500.00
TOTAL OPERATIONS:			
	\$ 464,112.00	\$ 466,700.00	\$ 528,500.00

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

Year 4		Year 5	
\$	12,500.00	\$	14,000.00
\$	8,000.00	\$	10,000.00
\$	3,000.00	\$	3,000.00
\$	3,600.00	\$	3,600.00
\$	4,500.00	\$	4,500.00
\$	5,000.00	\$	5,000.00
\$	11,200.00	\$	12,600.00
\$	34,000.00	\$	39,000.00
\$	6,900.00	\$	6,900.00
\$	111,000.00	\$	125,000.00
\$	15,000.00	\$	15,000.00
\$	9,000.00	\$	9,000.00
\$	18,000.00	\$	20,000.00
\$	13,500.00	\$	14,000.00
\$	3,600.00	\$	3,700.00
\$	3,500.00	\$	3,700.00
\$	1,100.00	\$	1,200.00

\$ 7,500.00	\$ 10,000.00
\$ 17,500.00	\$ 20,000.00
\$ 11,000.00	\$ 12,000.00
\$ 5,000.00	\$ 5,000.00
\$ 5,000.00	\$ 5,000.00
\$ 92,000.00	\$ 106,000.00
\$ 5,000.00	\$ 5,000.00
\$ 406,400.00	\$ 453,200.00

Year 4		Year 5	
\$	5,000.00	\$	5,000.00
\$	4,500.00	\$	4,500.00
\$	15,000.00	\$	15,000.00
\$	30,000.00	\$	30,000.00
\$	20,000.00	\$	25,000.00
\$	7,500.00	\$	7,500.00
\$	45,000.00	\$	50,000.00
\$	15,000.00	\$	15,000.00
\$	15,000.00	\$	15,000.00
\$	5,000.00	\$	5,000.00
\$	162,000.00	\$	172,000.00
\$	568,400.00	\$	625,200.00

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 1,391,091.50	\$ 1,812,263.76	\$ 2,146,624.80	\$ 2,515,426.58	\$ 2,718,473.39
Total Operations	M	\$ 464,112.00	\$ 466,700.00	\$ 528,500.00	\$ 568,400.00	\$ 625,200.00
Total Expenditures	N = J + M	\$ 1,855,203.50	\$ 2,278,963.76	\$ 2,675,124.80	\$ 3,083,826.58	\$ 3,343,673.39
Total Revenue	Z	\$ 2,012,562.37	\$ 2,383,053.68	\$ 2,789,557.69	\$ 3,188,065.93	\$ 3,586,574.17
Surplus / (Deficit)	= Z - N	\$ 157,358.87	\$ 104,089.92	\$ 114,432.89	\$ 104,239.35	\$ 242,900.78

Anticipated Racial/Ethnic Demographics (%)	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Language Learners
Black: 3% Hispanic: 36% Asian: 2% Two or More Races: 2% White: 55%	30%	6%	3%

<u>Board Member Name</u>	<u>Board Title</u>	<u>County of Residence</u>
William D Miller	founding member, president	Henderson
Richard Buaroth	founding member	Buncombe
Shelley Baluch	founding member	Henderson
Lisa Blahusch	founding member, secretary	Henderson
Karri Johnson	founding member, treasurer	Henderson
Cami Sultenfuss	founding member	Henderson
Kelli Campbell	founding member	Henderson
Roxann Paulsen	founding member, vice	Henderson
Patricia D. Hunsader	founding member	Greene

Current Occupation

Engineer, Advertising,
Marketing, Investing
Home-maker, Volunteer
Fitness Trainer
Volunteer Sheriff Associate
Business Owner
Business Owner
Retired
Provost and Vice President of

Past or Present Professional Licenses Held

NC, SC, GA, VA, TN Professional Engineer
Florida 2-15 Health and Life Insurance License (Current)
N/A
Certified Fitness Instructor and Personal Trainer
N/A
N/A
N/A
MO K-5 Lifetime License
Tennessee K-5 License (Current)

Any disciplinary action

No

No

No

No

No

No

No

No

No

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)

\$1,367

\$3,057

\$1,500

\$181

\$332

\$7,156

\$2,469

\$16,062

Appendix C: High School Curriculum
N/A to FRCA

Flat Rock Classical Academy



Appendix A: Evidence of Community/Parent Support

Flat Rock Classical Academy



April 12, 2022

Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

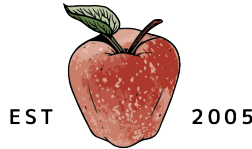
Dear NC State Education Department,

It would be a privilege for SEH Tabitha Foundation (EIN 300411158) to support the Flat Rock Classical School in Henderson County. This school would be a wonderful addition to the current public schools in the area, and It would give parents more choice in educating their children. I have supported Global Scholars Academy in Durham, NC for many years, and look forward to supporting a charter school in the county I grew up in.

I would be thrilled to support Flat Rock Classical School and would consider a \$60,000 grant to help with their expenses. Thank you for your consideration of this school, and I look forward to working with Flat Rock Classical School in the future.

Best Regards,
Susan Heinemann

Susan Heinemann
Director SEH Tabitha Foundation
75 Smokey Ridge Trail
Arden, NC 28704
828-335-5833



JETER MOUNTAIN

FARM

April 16, 2022

Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

Dear School Board Members,

Jeter Mountain Farm gives its full support and recommendation for the Flat Rock Classical School. We feel the addition of this charter school will immensely benefit the families of Henderson County, as well as our community as a whole.

Quality education is something that we feel strongly about here at Jeter Mountain Farm, and we are grateful to have the opportunity to interact with many local schools through the field trip programs that we offer. We feel that the classical curriculum that Flat Rock Classical School intends to utilize will greatly enrich the students, families and community that surround it, and seeks to instill the same principles of character that we hope to encourage here at the farm as well. We feel Flat Rock Classical School will offer an academic approach that is not currently available in our area, and one that we hope our families can have an opportunity to participate in.

We happily give our support to the opening of Flat Rock Classical School, and see it as a great benefit and incredible resource for Henderson County.

Thank you for your consideration as we all work together to offer a strong future to the children of Henderson County.

Sincerely,

Jared Hunsader

Jared Hunsader
Owner, Jeter Mountain Farm



580 UPWARD ROAD | FLAT ROCK, NC 28731 | BCHVILLE.COM

April 13, 2022

Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

To Whom It May Concern,

Opening a Classical Education Charter School in the heart of Henderson County would certainly strengthen the community in which we live and support. Our county is continuing to grow at an exceeding rate, and the need for educational expansion and opportunities will assist in supporting this growth. We believe the addition of Flat Rock Classical School will bolster the education and the pursuit for lifelong learning in our children.

The foundation of a classical education in students' lives brings consistency, discipline and development for critical thinking skills that will see them through higher education and beyond. Flat Rock Classical School has already gained overwhelming support by the members, leaders and educators in our community. Henderson County thrives with a diverse dynamic of students from all backgrounds, and Flat Rock Classical School would open opportunity for students all over the county to come together in the name of educational advancement.

We have high expectations for Flat Rock Classical School, and for the community members involved in opening this superb institution. We hope you will agree that this school will only catapult our community toward increased opportunity, love of learning and the deepest concern of our most precious community members... our children.

Thank you for your consideration, and we look forward to your support!

Sincerely,

Pastor David Lewkowicz



April 13, 2022

Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

To Whom It May Concern,

I would like to express my strong support for the Flat Rock Classical School. I believe this educational institution would be a fine addition to our community for the advancement of the education of our young people.

The classical education that will be offered by the Flat Rock Classical School will train students in the use of their higher-level thinking skills. The character and values training offered by this institution are valuable additions in the lives of our developing children. It is imperative that our students not only know what they believe but why they believe it and how it relates to the world in which they live.

I highly recommend the Flat Rock Classical School to you. It will make a fine addition to Henderson County as it gives our students the foundation that they need to succeed and achieve. Thank you for your consideration of this school.

Sincerely,
Russell Baun

April 22, 2022

Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

To Whom it May Concern:

I am writing to express my support for the Flat Rock Classical School. As a resident of WNC, I believe this school would be an asset not only to Henderson County, but to the surrounding area.

Flat Rock Classical School will provide an additional educational choice to families. An option that will provide rigorous academics, and core values of community, diversity, personal growth, and fun. A curriculum that will prepare students for success in college and career, and help create the next generation of effective and contributing citizens for WNC.

I highly support the approval of Flat Rock Classical School. I value the mission and approach of Flat Rock Classical School and would be pleased to see this school in our community.

Sincerely,

Lesley Cannon

As the father of two boys and a proponent of a parent's right to choose the form of education for their children, I am excited about Flat Rock Classical Academy planting in Henderson County. We are blessed with a great school system here, but for many, that system does not meet all their needs. I believe that Flat Rock Classical Academy will be a spring of life for those who are looking for a conservative, classical alternative.

Hillsdale college is an exceptional educational institution with a track record of producing women and men of character. I can only expect the same for the kindergarten through high school institutions they are establishing. The impact of these institutions is clear across the nation. I look forward to the creation of Flat Rock Classical Academy and its impact on the citizens of Henderson County.

Justin Alexander
Citizen of Henderson County

April 21, 2022

Office of Charter Schools

6307 Mail Service Center

Raleigh NC 27699-6307

To Whom it May Concern:

The purpose of this letter is to express my full support for the Flat Rock Classical School. Henderson County is a growing and diverse community and the needs of its students is vast, and also growing. The addition of this school, with its classical education model, would provide a positive and meaningful impact to the community and its young people.

As a lifelong North Carolina resident that was a graduate of our state's university system, I have grown to appreciate my education and value it more as I get older. The ability to start students out with the best possible choice for their education is a key driver to the success of the student, our community, state, and beyond. Choice and access to high quality education is critical. That is why I so strongly support the addition of this school.

It is with the hard work of many people that also value education, this vision will become a reality. Altruism is alive and well in North Carolina.

Thank you in advance for your consideration of this school's charter and I look forward to your resounding support of this endeavor.

Sincerely,

Eric B. Cannon

Office of Charter Schools
6307 Mail Service Center
Raleigh, N.C.

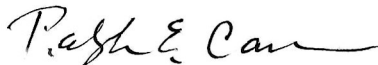
NC State Education Department:

It is my privilege and honor to recommend and support the application for the Flat Rock Classical Academy to the Advisory Board. This new addition will enhance education opportunities in this county as well surrounding counties in North Carolina.

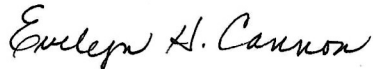
As a recent retiree and business owner , I believe the program design of this Learning Institution will enhance the liberal arts and science curriculum. It will provide instruction in the principles of moral and civic character in the students. Teaching basic life skills , responsibility and respect.

My wife, as a retired educator from the State of North Carolina, also understands the importance of this Charter School. We both are pleased to recommend the Flat Rock Classical Academy to the Advisory Board for your approval.

Sincerely,



Ralph E. Cannon
Former Owner and President
Asheville Packing Co.
Flat Rock, NC



Evelyn H. Cannon



Summary of Enrollment Interest Data and Community Events

Flat Rock Classical Academy (FRCA) has been collecting enrollment interest data on their website <https://www.flatrockclassicalacademy.org/>. A copy of this interest form is attached to Appendix A.

At the time of application submission, 50 prospective parents have completed the FRCA interest form on the website. Parents were asked how likely they were to apply, 33 parents chose “very likely” and 17 parents chose likely. These 50 prospective parents represent 70 students in grades K-4th grade.

Grade	Number of Prospective Students
K	19
1st	12
2nd	12
3rd	14
4th	13

In addition to collecting enrollment interest on the website, FRCA has attended several community events in order to gather support from the community and potential parents. From these events FRCA has gathered 67 additional families that are in support of FRCA.

FRCA will continue to promote and foster community partnerships and support. As our supporters are able to explain the mission and vision of FRCA, we feel confident we will be able to gain a strong foothold in the community.

[FLAT ROCK CLASSICAL ACADEMY \(/\)](#)

[HOME \(/\)](#)

[ABOUT](#)

[CLASSICAL EDUCATION \(/CLASSICAL-EDUCATION-1\)](#)

[CURRICULUM \(/CURRICULUM\)](#)

[INTEREST & ENROLLMENT \(/INTERESTANDENROLLMENT\)](#)

VIRTUE. INTEGRITY. CITIZENSHIP. SCHOLARSHIP.

*Tuition free Henderson County charter serving grades K-4. Opening fall
2024.*

Thank you for your interest in becoming a Founding Family of Flat Rock Classical Academy. Register your intent to enroll by completing the form below. Please note, this is not an application for enrollment nor does it guarantee your child's admission. This information helps the board assess demand, provide the necessary resources, and enables us to keep you informed of our progress. Flat Rock Classical Academy will grow as our students progress to 1,238 students by twelfth grade. We are always glad to answer your questions.

Name *

First Name

Last Name

Email *

Address *

Address 1

Address 2

City

State/Province

Zip/Postal Code

Country

Phone *

(###)

###

####

Grade Interest for Fall 2024 *

- Kindergarten
- First
- Second
- Third
- Fourth

How likely are you to apply to Flat Rock Classical Academy?

- Very Likely
- Likely
- Not Likely

Why do you think a new charter school will add value to your community? (Check all that apply)

- Creates new professional opportunities for teachers.
- Provides parent & students with expanded choices.
- Will improve & increase student learning opportunities.
- Will be accountable for meeting measurable student achievement results.

What is your grade interest fall 2025? *

SUBMIT

INTEREST IN FLAT ROCK CLASSICAL ACADEMY

Provide your contact email for upcoming news as we make progress!

This is not an application or commitment.



Appendix B: Curriculum Outline for Each
Grade Band the School Will Ultimately Serve

Flat Rock Classical Academy



KINDERGARTEN - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY Literacy Essentials	Weeks 1-6	Weeks 7-10	Weeks 11-14	Weeks 15-16	Weeks 17-20	Weeks 21-24	Weeks 25-28	Weeks 29-32	Weeks 33-36
LITERATURE Include ~5 poems each month	Three Billy Goats Goldilocks Three Little Pigs	The Wolf and the Seven Little Kids Aesop's Fables	Red Riding Hood King Midas Beatrix Potter	The Velveteen Rabbit	The Legend of Jumping Mouse How Many Spots? Tug-of-War	Snow White Cinderella Casey Jones	Momotaro Bremen Town Musicians Chicken Little	Little Red Hen Ugly Duckling American Tall Tales	Winnie-the-Pooh
HISTORY & GEOGRAPHY	Basic Geography and Maps Seven Continents	Native Americans Past and Present	Columbus Pilgrims	George Washington	July 4 Thomas Jefferson	Abraham Lincoln	American Flag White House	Theodore Roosevelt Statue of Liberty	Mount Rushmore Current President
MATH Dimensions KA & KB	Chapters 1-2 Begin KA	Chapters 3-4	Chapters 4-5	Chapter 6	Chapters 7-8 Begin KB	Chapters 9-10	Chapters 10-11	Chapters 12-13	Chapter 14
SCIENCE	Plants & Trees George Washington Carver	Seasons	Magnetism	Animals & Their Needs Jane Goodall	Human Body: 5 Senses	Human Body: Taking Care of Your Body	Taking Care of the Earth	Weather Wilson Bentley The Wright Brothers	Planting & Farming
ART	Color	Color	Line	Line	Sculpture	Bruegel Cassatt	Homer	Rivera	Tanner
MUSIC Include 2 songs each month	Instruments	Instruments Introduction to Orchestra	Peer Gynt Elements Tempo	March of Siamese Elements Dynamics	March of the Toys Elements Steady Beat	Carnival of the Animals	Elements High & Low	Rhythm Notation	Rhythm Notation Review of elements

1ST GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY	Weeks 1-4	Lists B & C	Lists D & E	Lists F & G	List H	Lists I & J	Lists K & L	Lists M & N	List O
Literacy Essentials	Review, List A Begin Primary Phonics		Begin McCall Harby		Complete Primary Phonics	Begin Uncontrolled Readers			
LITERATURE	Frog Prince	Cinderella (& variations)	Pinocchio	Princess and the Pea	Aesop's Fables	Rumpelstiltskin	House at Pooh Corner	Why the Owl Has Big Eyes	The Little Half-Chick
Include ~2 poems each month	Hansel and Gretel Thumbelina (& variations) Beatrix Potter Stories	Jack and the Beanstalk Pied Piper		Rapunzel	Puss-in-Boots Br'er Rabbit	Sleeping Beauty The Little Hero of Holland		Lon Po Po/ Little Red Riding Hood	All Stories Are Anansi's The Crowded, Noisy House
HISTORY & GEOGRAPHY	Basic Geography and Maps Mesopotamia	Ancient Egypt Judaism	Christianity	Islam	First Americans Maya, Aztec, Inca Modern Mexico	Early Exploration and Settlement	Thirteen Colonies American Revolution	American Revolution	Exploration of the American West
MATH	Chapters 1-3	Chapters 4-5	Chapters 6-8	Chapters 8-9	Chapters 10-12	Chapters 13-14	Chapters 15-16	Chapter 17	Chapters 18-19
Dimensions 1A & 1B	Begin 1A				Begin 1B				
SCIENCE	Habitats & Food Chains Oceans Jacques Cousteau Environmental Change	Classification of Animals	Human Body Louis Pasteur	Human Body Edward Jenner	Astronomy	Matter	Electricity Thomas Edison	The Earth	The Earth
ART		Art from Long Ago	Color	Line	Shape	Texture	Portrait	Still Life	
MUSIC	Basic Elements	Orchestra Review	Orchestra Dukas	Ballet	Opera	Bulegrass	Jazz	Notation	Notation
Include 2 songs each month									

2ND GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY Literacy Essentials	Weeks 1-2 Review McCall Crabb List 2A Begin Uncontrolled Readers	Lists 2B & 2C	Lists 2D & 2E	Lists 2F & 2G	List 2H	Lists 2I & 2J	Lists 2K & 2L	Lists 2M & 2N	List 2O
LITERATURE Include ~2 poems each month	Charlotte's Web	Magic Paintbrush Fisherman and His Wife Beauty and the Beast	Greek Mythology	Tongue-Cut Sparrow Christmas Carol How the Camel Got His Hump	Peter Pan	Iktomi Stories Tall Tales Talk	Sign of the Beaver	Emperor's New Clothes	El Pajaro Cu Tiger, Brahman, & Jackal
HISTORY & GEOGRAPHY	Basic Geography and Maps Ancient India	Ancient China Modern Japan	Ancient Greece	Ancient Greece	Constitution War of 1812	Geography of the Americas Westward Expansion	Civil War	Civil War	Immigration and Citizenship
MATH Dimensions 2A & 2B	Chapters 1-2 Begin 2A	Chapters 3-4	Chapters 5-6	Chapter 7	Chapter 8 Begin 2B	Chapters 9-10	Chapters 11-12	Chapters 13-14	Chapter 15
SCIENCE	Seasons and Water Cycle Life Cycles	Insects	Insects Jean-Henri Fabre	Magnetism	Simple Machines Elijah McCoy	Cells and Microscopes Daniel Hale Williams Anton van Leeuwenhoek	Cells & Microscopes Taking Care of Your Body Florence Nightingale	Digestive and Excretory Systems	Plants * Review content from Kindergarten for this unit.
ART	Lines	Architecture	Architecture	Sculpture	Landscapes	Landscapes	Abstract Art	Abstract Art	
MUSIC Include 2 songs each month	Basic Elements	String Instruments Carnival of the Animals	Percussion Instruments Toccata	Keyboard Instruments	Bach	Beethoven	Mozart	Notation	Review notation and elements

3RD GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY <i>Literacy Essentials</i>	Weeks 1-2 Review Lists for Weeks 1-4	Lists for weeks 5-8	List for weeks 9-12	Lists for weeks 13-16	Lists for weeks 17-20	List for weeks 21-24	List for weeks 25-28	List for weeks 29-32	List for weeks 33-36
LITERATURE <i>Include ~2 poems each month</i>	Arabian Nights Black Beauty	Black Beauty Greek and Roman Mythology	Norse Mythology The Princess and the Goblin	The Princess and the Goblin	The Hunting of the Great Bear Farmer Boy	Farmer Boy	Gone is Gone The People Could Fly	Three Words of Wisdom William Tell The Little Match Girl	The Jungle Book
GRAMMAR <i>Well-Ordered Language 1A & 1B</i>	Parts of Speech Kinds of Sentences	Principal Elements Adverbs	Adjectives Direct Objects	Subject Pronouns Interrogative Sentences	Object Pronouns Pronoun Review	Prepositional Phrases-Adverbial Introductory Prepositional Phrases	Compound Subjects Compound Verbs	Compound Verbs Compound Direct Objects	Punctuation & Review
COMPOSITION	Parts of a Paragraph	Informative Paragraph	Informative Paragraph	Informative Paragraph	Narrative Paragraph	Narrative Paragraph	Persuasive Paragraph	Persuasive Paragraph	Review and Remediation
HISTORY & GEOGRAPHY	Rivers of the World Ancient Rome	Ancient Rome	Ancient Rome	Vikings Canadian Geography	Native Peoples of North America	Exploration	Southern Colonies	New England Colonies	Middle Atlantic Colonies
MATH <i>Dimensions 3A & 3B</i>	Chapters 1-2 Begin 3A	Chapters 3-5	Chapters 6-7	Chapters 8	Chapters 9-10 Begin 3B	Chapters 11-12	Chapters 13-14	Chapters 15-16	Chapters 17
SCIENCE	Classification of Animals	Ecology John Muir	Astronomy Mae Jemison	Astronomy E. Halley Copernicus	Human Body: Muscular & Skeletal Systems	Human Body: Nervous System, Vision & the Eye	Light & Optics	Human Body: Hearing & the Ear	Sound A.G.Bell
ART	Balance and Symmetry	Ancient Rome	Ancient Rome	Byzantium	American Indian Art	Light	Space	Design	Design
MUSIC <i>Include 2 songs each month</i>	Elements Orchestra Review	Scheherzade Prelude	The planets	Tchaikovsky	Native American Music William Tell	Souza & Copland	Gershwin, Cohan, & Bernstein	Notation	Review notation and elements

4TH GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY	Intro of Roots 3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week
LITERATURE <small>*Include 1-2 poems each month</small>	Wonderful Chuang Brocade Treasure Island	Treasure Island King Arthur	King Arthur Saint George & the Dragon Robin Hood	Robin Hood Fire on the Mountain	Johnny Tremain	Johnny Tremain	Anne of Green Gables	Anne of Green Gables	Rip Van Winkle Sleepy Hollow
GRAMMAR Well-Ordered Language 2A & 2B	Principal Elements Diagramming Adverbs	Adverbs Adjectives	Predicate Verbs Direct Objects Predicate Nominative	Predicate Adjectives Predicate Review Possessive Nouns	Prepositional Phrases Compound Elements	Subject Pronouns Object Pronouns	Possessive Pronouns Interrogative Pronouns	Compound Sentences	Relative Pronouns Relative Clauses
COMPOSITION	Parts of an Essay	Informative Essay	Informative Essay	Informative Essay	Narrative Essay	Narrative Essay	Persuasive Essay	Persuasive Essay	Review & Remediation
HISTORY & GEOGRAPHY	Mountains China Europe in the Middle Ages	Europe in the Middle Ages	Islam Crusades	Early & Medieval African Kingdoms	American Revolution	Making a Constitutional Government	Washington Adams Jefferson	Jeffersonian America	Andrew Jackson
MATH Dimensions 4A & 4B	Chapters 1-5 Begin 4A	Chapters 5-7	Chapters 7-8	Chapters 9	Chapters 10 Begin 4B	Chapters 11-12	Chapters 13-14	Chapters 15-16	Chapter 17
SCIENCE	Circulatory & Respiratory Systems Charles Drew Elizabeth Blackwell	Geology James Hutton	Geology	Geology	Meteorology Benjamin Banneker	Meteorology	Chemistry	Chemistry Electricity Michael Faraday	Electricity
ART	Ancient China	Medieval Europe	Islamic Art and Architecture	Africa	Late 18th-century United States	Late 18th-century United States	Monticello	Georgian Architecture	
MUSIC	Orchestra Review 2 songs	Keyboard instruments 2 songs	Music of the Middle Ages 2 songs	Music of the Middle Ages 1 song	Vocal Ranges Elements	Elements Notation	W. A. Mozart Haydn 2 Songs	Handel 1 song	Review Notation, elements, ranges

5TH GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY	Root words review 3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week
LITERATURE *Include 1-2 poems each month	Secret Garden	Secret Garden Tales from Shakespeare	Wind in the Willows	Wind in the Willows The Samurai's Daughter	Adventures of Tom Sawyer	Adventures of Tom Sawyer Frederick Douglass	Frederick Douglass	Alice in Wonderland	Sherlock Holmes Coyote Goes to the Land of the Dead The Sun Dance
GRAMMAR Well-Ordered Language 3A & 3B	Four Kinds of Sentences Adverbs & Adjectives	Predicate Verbs, Nominatives & Adjectives Personal Pronouns	Sensory Linking Verbs Prepositional Phrases	Indirect Objects	Interrogative Pronouns Relative Clauses	Adverbial Elements Adverbial Clauses	Reflexive Pronouns Participles	Gerunds Infinitives Review Verbals	Types of Sentences
COMPOSITION	Informative 4 Paragraph Essay	Informative 4 Paragraph Essay	Informative 4 Paragraph Essay	Narrative 4 Paragraph Essay	Narrative 4 Paragraph Essay	Narrative 4 Paragraph Essay	Persuasive 4 Paragraph Essay	Persuasive 4 Paragraph Essay	Persuasive 4 Paragraph Essay
HISTORY & GEOGRAPHY	Lakes Renaissance	Early American Civilizations European Exploration	Reformation England from Henry VIII to William & Mary	Russia Feudal Japan	Antebellum America	Civil War	Civil War	Reconstruction	Westward Expansion after 1860 Native Americans
MATH Dimensions 5A & 5B	Chapters 1-4 Begin 5A	Chapters 4-6	Chapters 6-7	Chapter 8	Chapters 9 Begin 5B	Chapters 9-11	Chapters 11-13	Chapters 13-14	Chapter 15
SCIENCE	Plant Structures and Processes	Plant Structures and Processes Classification	Classification Carl Linnaeus	Cell Structures and Processes Ernest Just	Cell Structures and Processes	Life Cycles and Reproduction Percy Lavon Julian	Endocrine System Reproductive System	Atomic Structure & Periodic Table John Dalton	Elements, Compounds, & Chemical Change
ART	Renaissance Art	Renaissance Art/ Sculpture	Renaissance Art/ Sculpture	Art of Japan	19th-Century American Art	19th-Century American Art	19th-Century American Art	19th-Century American Art	
MUSIC	Orchestra Elements	Renaissance Music	Renaissance: Dona Nobis Pacem	Songs: Sakura and Hava Nagilah Beethoven	Mussorgsky	Music of the Civil War	Spirituals	Notation	Notation

6TH GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERATURE <small>*Include 1-2 poems each month</small>	Classical Mythology	Children's Homer	Children's Homer Prince and the Pauper	Prince and the Pauper	Scarlet Pimpernel	Scarlet Pimpernel	Count of Monte Cristo	Count of Monte Cristo	Count of Monte Cristo
GRAMMAR Well-Ordered Language 4A & 4B	Principal Elements, Adverbs & Adjectives Predicate Verbs, Predicate Nominatives, and Predicate Adjectives	Prepositional Phrases Personal Pronouns	Indirect Objects Interrogative Pronouns and Interrogative Adverbs	Relative Clauses with Relative Pronouns and Relative Adverbs Appositives	Reflexive Pronouns & Intensive Pronouns	Adverbial Causes & Phrases Indefinite Pronouns	Participial Phrases Gerund Phrases	Infinitive Phrases Verbal Phrase Review	Noun Clauses
COMPOSITION	Parts of an Essay	Informative Essay	Informative Essay	Informative Essay	Narrative Essay	Narrative Essay	Persuasive Essay	Persuasive Essay	Review and Remediation
HISTORY & GEOGRAPHY	Deserts Judaism & Christianity	Ancient Greece	Ancient Rome	Ancient Rome Enlightenment	French Revolution	Romanticism Industrialism	Capitalism & Socialism	Immigration Industrialization & Urbanization	Reformers Latin America
MATH Dimensions 6A & 6B	Chapters 1-2 Begin 6A	Chapters 2-3	Chapters 4-5	Chapters 6-7	Chapter 8 Begin 6B	Chapters 11-12	Chapters 12-13	Chapter 9	Chapter 10
SCIENCE	Plate Tectonics Alfred Wegener	Energy Marie Curie	Heat & Heat Transfer	Energy Transfer Lewis Latimer James P. Joule	Astronomy Isaac Newton	Human Body: Circulatory & Lymphatic Systems	Immune System & Diseases Alexander Fleming	Oceans	Oceans
ART	Classical	Gothic	Renaissance	Baroque	Rococo	Neoclassical	Romantic	Realism	
MUSIC	Orchestra Elements	Elements	Baroque Vivaldi	Handel & Bach	Classical: Haydn & Mozart	Classical: Rossini Beethoven	Early Romantic: Schubert Beethoven	Schubert	Notation & Theory
LATIN Wheelock's	Introduction Chapter 1	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Chapter 6	Chapter 7	Chapter 8



7TH GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERATURE	Fahrenheit 451	Fahrenheit 451 Cyrano de Bergerac	Cyrano de Bergerac Christmas Carol	Christmas Carol	Call of the Wild	Call of the Wild	Romeo & Juliet	Romeo & Juliet Short Stories	Dr. Jekyll & Mr. Hyde
GRAMMAR Get Smart	Principal Elements of the Sentence Lessons 1-4	Pronouns Adjectives Lessons 5-8	Adverbs Prepositional Phrases Transitive Verbs Lessons 9-12	Coordinating Conjunctions Lessons 13-17	Indirect Objects Intransitive Verbs Passive Verbs Lessons 18-21	Linking Verbs Noun Jobs Clauses Lessons 22-26	Clauses Lessons 27-30	Gerunds Participles Lessons 31-34	Infinitives Review Lessons 35-37
HISTORY & GEOGRAPHY	Exploration and Colonization	American Revolution	U.S. Constitution	U.S. Constitution	Early Republic	Antebellum Era	Abraham Lincoln	Civil War	Civil War and Reconstruction
MATH Dimensions 7A & 7B	Chapters 1-2 Begin 7A	Chapters 3-4	Chapters 5-6	Chapters 7-8	Chapters 9-10 Begin 7B	Chapters 11-12	Chapters 13-14	Chapters 15-16	Chapter 17 and Review
SCIENCE	Review Scientific Method Atomic Structure Niels Bohr Dmitri Mendeleev	Atomic Structure Antoine Lavoisier	Chemical Bonds and Reactions Lise Meitner	Chemical Bonds and Reactions	Chemistry of Food and Respiration	Chemistry of Food and Respiration Dorothy Hodgkin	Cell Division and Genetics	Cell Division and Genetics Gregor Mendel History of Earth and Life Forms	Evolution Charles Darwin
ART	Impressionism	Impressionism	Post-Impressionism	Post-Impressionism	Art Nouveau	Expressionism & Abstraction	Expressionism & Abstraction	Modern American Painting	Modern American Painting
MUSIC	Elements: Orchestra	Elements: Orchestra	Beethoven Pagagini Chopin	Romantic: Schuman Brahms & Liszt	Romantic: Berlioz Vergi	Romantic: Wagner	Nationalism: Grieg & Tchaikovsky Dvorak	Blues & Jazz Ragtime	Jazz & Fusion
LATIN Wheelock's	Review	Chapter 9	Chapter 10	Chapter 11	Chapter 12	Chapter 13	Chapter 14	Chapters 15-16	Chapter 17

8TH GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERATURE	To Kill a Mockingbird	To Kill a Mockingbird	Lord of the Flies	Lord of the Flies	Robinson Crusoe	Robinson Crusoe	Short Stories Much Ado About Nothing	Much Ado About Nothing	Poetry
GRAMMAR Stay Smart	Review: Parts of Speech Phrases	Review: Clauses Verbals	Diagramming Sentences 1-27	Diagramming Sentences 28-55	Diagramming Sentences 56-83	Diagramming Sentences 84-111	Diagramming Sentences 112-139	Diagramming Sentences 140-167	Diagramming Sentences 168-188
HISTORY & GEOGRAPHY	The Gilded Age Progressivism Toward the Great War	World War I The Roaring Twenties	The Great Depression Rise of Totalitarianism World War II	World War II	The Start of the Cold War	Cultural changes and Activism The 1960s	The 1960s The 1970s	The 1980s The 1990s	The 2000s The 2010s
MATH Weeks & Adkins	Chapters 1-2	Chapters 3-4	Chapters 5-6	Chapter 7	Chapter 8	Chapter 9-10	Chapters 11-12	Chapters 13-14	Review
SCIENCE	Review scientific method and metric system Motion	Forces	Density and Buoyancy	Work, Energy, Power Albert Einstein	Work, Energy, Power Sound	Sound Electromagnetic Radiation and Light	Light Charles Steinmetz	Electricity Nikola Tesla Benjamin Franklin	Magnetism James Maxwell
ART	Painting since WWII	Painting since WWII	Photography	Photography	20th Century Sculpture	20th Century Sculpture	Architecture since the Industrial Revolution	Architecture since the Industrial Revolution	Review
MUSIC	Music Theory Review: Rhythm & Melody Orchestra	Nationalism: Sibelius & Bartok	Nationalism: Rodrigo & Ravel	Nationalism: Vaughn Williams Copland	Moderns: Debussy & Stravinsky	Musical Theater: Gilbert & Sullivan Vaudeville Revue	Musical Theater: Gershwin, Berlin, Cohan	Musical Theater: Porter, Kern Rogers & Hammerstein	Musical Theater: Bernstein & Sondheim
LATIN Wheelock's	Review Chapter 18	Chapters 19-20	Chapter 21	Chapter 22	Chapter 23	Chapter 24	Chapter 25	Chapter 26	Chapter 27

Appendix D: Yearly Academic Calendar

Flat Rock Classical Academy



FLAT ROCK CHARTER APPLICATION ACADEMIC CALENDAR 2024-2025



AUGUST 2024				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPTEMBER 2024				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER 2024				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER 2024				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER 2024				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY 2025				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST	
5-9	Required Teacher Workdays
14	1st Day of School

SEPTEMBER	
9	Labor Day Holiday
25	Parent Teacher Conference Day

OCTOBER	
31	Required Teacher Workday

NOVEMBER	
1	Required Teacher Workday
11	Veterans Day
25-29	Thanksgiving Day Break

DECEMBER	
20	Early Release Day
23-31	Winter Break

JANUARY	
1-3	Winter Break
10	End of First Semester
20	(MLK Day) Required Teacher Workday

FEBRUARY	
17	Required Teacher Workday

MARCH	
17-21	Spring Break
26	Parent Teacher Conference Day

APRIL	
17-21	Optional Teacher Workday

MAY	
23	Last Day of School - Early Dismissal
26	Holiday (Memorial Day)
27-28	Required Teacher Workdays
29-30	Optional Teacher Workdays

Total Optional Workdays :	5
Total Required Workdays:	13
Total Holidays:	23
Total School Days:	176

FEBRUARY 2025				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MARCH 2025				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

APRIL 2025				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

MAY 2025				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JUNE 2025				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

JULY 2025				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Optional Workday	Required Workday	Holiday	1st/Last Day of School	Early Dismissal at 12:00 NN
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Appendix E: Daily and Weekly Schedule for Each
Grade Band the School Will Ultimately Serve

Flat Rock Classical Academy





Grade Level:			Kindergarten						
Time Slots			Inst	Non	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	to	8:20	20		Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle
8:20	to	9:00	40		Literacy	Literacy	Literacy	Literacy	Literacy
9:00	to	10:45	105		Reading	Reading	Reading	Reading	Reading
10:50	to	12:00	45	25	Lunch/Read Aloud	Lunch/Read Aloud	Lunch/Read Aloud	Lunch/Read Aloud	Lunch/Read Aloud
12:00	to	12:15		15	Recess	Recess	Recess	Recess	Recess
12:15	to	12:50	30	5	PE	Interventions	Interventions	Interventions	Interventions
12:50	to	1:30	40		Specials	Specials	Specials	Specials	Specials
1:30	to	2:30	60		Math	Math	Math	Math	Math
2:30	to	2:55	25		Science/Soc. St.	Science/Soc. St.	Science/Soc. St.	Science/Soc. St.	Science/Soc. St.
2:55	to	3:00		5	Pack Up	Pack Up	Pack Up	Pack Up	Pack Up
Minutes Per Day			365	50					



Grade Level:			First						
Time Slots			Inst	Non	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	to	8:20	20		Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle
8:20	to	9:00	40		Literacy	Literacy	Literacy	Literacy	Literacy
9:00	to	9:45	40	5	Specials	Specials	Specials	Specials	Specials
9:45	to	11:15	90		Reading	Reading	Reading	Reading	Reading
11:15	to	12:25	40	30	Lunch/Read Aloud	Lunch/Read Aloud	Lunch/Read Aloud	Lunch/Read Aloud	Lunch/Read Aloud
12:25	to	1:25	60		Math	Math	Math	Math	Math
1:25	to	2:00	35		Interventions	PE	Interventions	Interventions	Interventions
2:00-	to	2:40	40		Science/Soc. St.	Science/Soc. St.	Science/Soc. St.	Science/Soc. St.	Science/Soc. St.
2:40	to	2:55		15	Recess	Recess	Recess	Recess	Recess
2:55	to	3:00		5	Pack Up	Pack Up	Pack Up	Pack Up	Pack Up
Minutes Per Day			365	55					



Grade Level:		Second							
Time Slots		Inst	Non	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00	to 8:20	20		Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle	
8:20	to 9:00	40		La. Arts./ESOL	La. Arts./ESOL	La. Arts./ESOL	La. Arts./ESOL	La. Arts./ESOL	
9:00	to 10:30	90		Reading	Reading	Reading	Reading	Reading	
10:30	to 10:45		15	Recess	Recess	Recess	Recess	Recess	
10:45	to 11:30	40	5	Specials	Specials	Specials	Specials	Specials	
11:30	to 12:00		30	Lunch	Lunch	Lunch	Lunch	Lunch	
12:00	to 1:30	90		Math	Math	Math	Math	Math	
1:30	to 2:10	40		Interventions	Interventions	PE	Interventions	Interventions	
2:10	to 2:55	45		Science/Soc. St.	Science/Soc. St.	Science/Soc. St.	Science/Soc. St.	Science/Soc. St.	
2:55	to 3:00		5	Pack Up	Pack Up	Pack Up	Pack Up	Pack Up	
Minutes Per Day		365	55						



Grade Level:			Third						
Time Slots			Inst	Non	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	to	8:20	20		Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle
8:20	to	9:10	50		Language Arts	Language Arts	Language Arts	Language Arts	La. Arts./ESOL
9:10	to	9:25		15	Recess	Recess	Recess	Recess	Reading
9:25	to	10:05	40	5	Specials	Specials	Specials	Specials	Recess
10:05	to	11:35	90		Math	Math	Math	Math	Specials
11:35	to	12:05		30	Lunch	Lunch	Lunch	Lunch	Lunch
12:05	to	12:35	30		Interventions	Interventions	PE	Interventions	Math
12:35	to	2:05	90		Reading	Reading	Reading	Reading	Interventions
2:05	to	2:55	50		Science/Soc. St.	Science/Soc. St.	Science/Soc. St.	Science/Soc. St.	Science/Soc. St.
2:55	to	3:00		5	Pack Up	Pack Up	Pack Up	Pack Up	Pack Up
Minutes Per Day			365	55					



Grade Level: Fourth									
Time Slots			Inst	Non	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	to	8:20	20		Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle
8:20	to	9:00	40		Language Arts	La. Arts./ESOL	La. Arts./ESOL	La. Arts./ESOL	La. Arts./ESOL
9:00	to	10:30	90		Reading	Reading	Reading	Reading	Reading
10:30	to	10:45		15	Recess	Recess	Recess	Recess	Recess
10:45	to	12:15	90		Math	Math	Math	Math	Math
12:15	to	12:55	40	5	Specials	Specials	Specials	Specials	Specials
12:55	to	1:25		30	Lunch	Lunch	Lunch	Lunch	Lunch
1:25	to	1:55	30		PE	Interventions	Interventions	Interventions	Interventions
1:55	to	2:55	60		Science/Soc. St.	Science/Soc. St.	Science/Soc. St.	Science/Soc. St.	Science/Soc. St.
2:55	to	3:00		5	Pack Up	Pack Up	Pack Up	Pack Up	Pack Up
Minutes Per Day			365	55					



Grade Level:			Fifth Grade						
Time Slots			Inst	Non	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	to	8:20	20		Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle
8:20	to	8:50	30		Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
8:50	to	10:20	90		Reading	Reading	Reading	Reading	Reading
10:20	to	10:50		30	Lunch	Lunch	Lunch	Lunch	Lunch
10:50	to	11:30	40		Interventions	Interventions	Interventions	Interventions	Interventions
11:30	to	1:00	90		Math	Math	Math	Math	Math
1:00	to	1:15		15	Recess	Recess	Recess	Recess	Recess
1:15	to	2:10	55		Science/Soc. St.	Science/Soc. St	Specials	Science/Soc. St.	Science/Soc. St
2:10	to	2:55	40	5	Specials	Specials	Science/Soc. St.	Specials	Specials
2:55	to	3:00		5	Pack Up	Pack Up	Pack Up	Pack Up	Pack Up
Minutes Per Day			365	55					

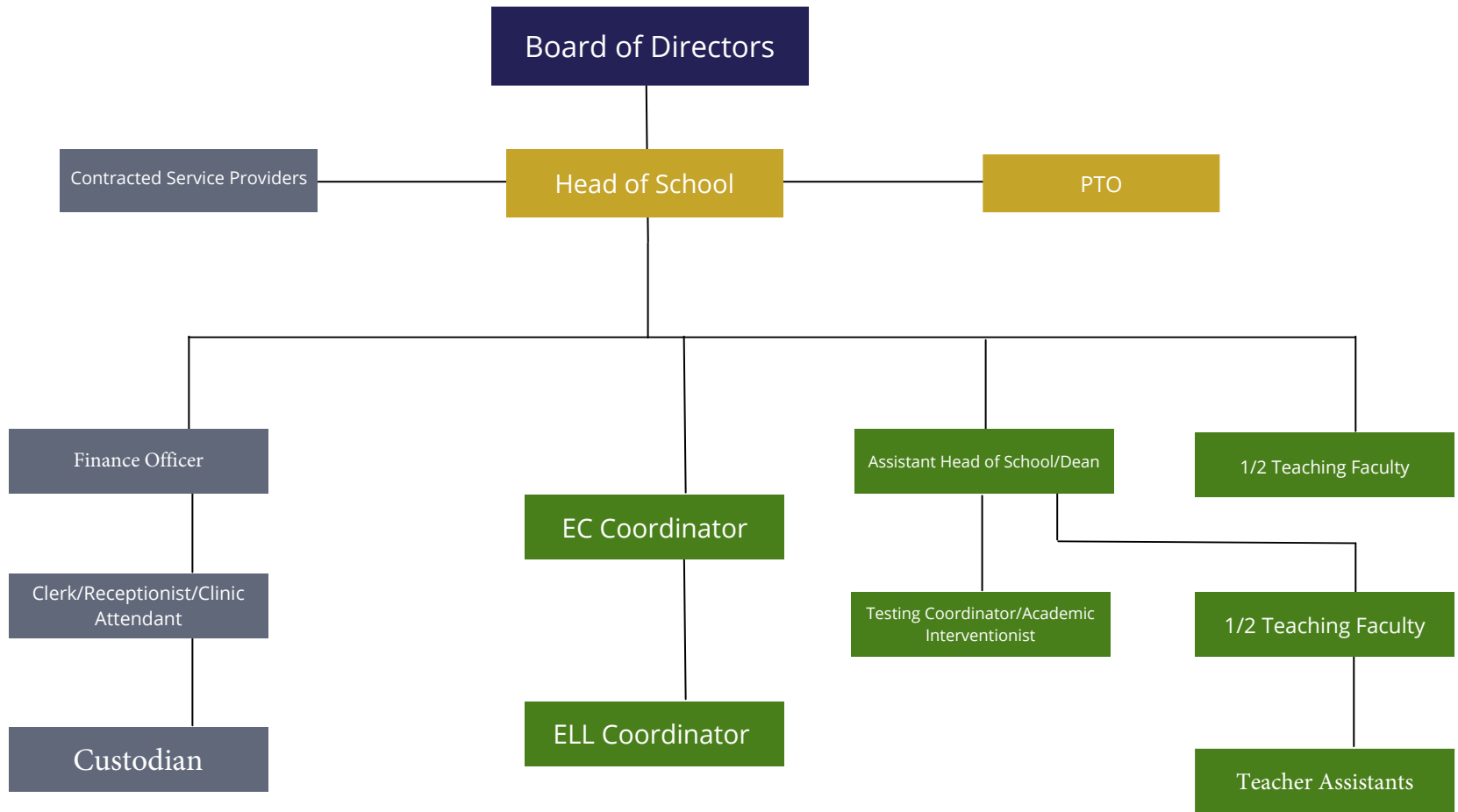


Grade Level:			Middle School (6th-8th)						
Time Slots			Inst	Non	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	to	8:20	20		Advisory	Advisory	Advisory	Advisory	Advisory
8:20	to	9:40	80		Academic Block 1	Academic Block 1	Academic Block 1	Academic Block 1	Academic Block 1
9:40	to	11:00	80		Academic Block 2	Academic Block 2	Academic Block 2	Academic Block 2	Academic Block 2
11:00	to	11:45	40	5	Specials/PE	Specials/PE	Specials/PE	Specials/PE	Specials/PE
11:45	to	12:10		25	Lunch	Lunch	Lunch	Lunch	Lunch
12:10	to	1:20	80		Academic Block 3	Academic Block 3	Academic Block 3	Academic Block 3	Academic Block 3
1:20	to	2:35	80	5	Academic Block 4	Academic Block 4	Academic Block 4	Academic Block 4	Academic Block 4
2:35	to	2:55		20	Recess	Recess	Recess	Recess	Recess
2:55	to	3:00		5	Pack Up	Pack Up	Pack Up	Pack Up	Pack Up
Minutes Per Day			380	60					

Appendix G: Organizational Chart

Flat Rock Classical Academy





Appendix H: Charter School Board Member
Response and Resume

Flat Rock Classical Academy



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: Flat Rock Classical Academy

2. Full name: William David Miller

Home Address: 1711 Bluebird Dr

Business Name and Address: What Built America, B-Safe Engineering PLLC, Stay-Safe LLC

Telephone No.: 864-616-4059

E-mail address: wdmiller@protonmail.com

3. Brief educational and employment history.

BSCE Clemson University, Currently owner of B-Safe Engineering PLLC consulting engineer and Stay Safe LLC commercial property. Project Manager and Property Management.

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: x Yes:

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 started the non-profit, What Built America, to found Classical Charter School(s).

6. What is your understanding of the appropriate role of a public charter school board member?
Sharing the joys and burdens (teamwork) of founding our charter school, making decisions that align with our school's mission, using individual gifts and NC state laws with project needs.

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've had no prior board experience but have been trustee for an estate working with legal and accounting firms for years.

8. Describe the specific knowledge and experience that you would bring to the board.

As Project Manager and Department Manager, leading team to meet project needs. Business Owner, experience working with legal and accounting firms.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To nurture the students using America's founding principles and excellent teachers, creating young learners that seek the truth, develop strong-moral character and ability to lead faithfully there communities and this country.

2. What is your understanding of the school's proposed educational program?

Our school intends to utilize Hillsdale's Barney Charter School Initiative in programs, methods, and materials.

3. What do you believe to be the characteristics of a successful school?

Developing respectful, virtuous learners that exceed state educational standards.

4. How will you know that the school is succeeding (or not) in its mission?

Students will be respectful, virtuous learners that exceed state educational standards. Parents are pleased and enthusiastic for their child to remain in our school. There should be a waiting list due to the high demand for this school.

Governance

1. Describe the role that the board will play in the school's operation.

During the founding phase, we as part of the Bounding Board, will seek a well-suited School Leader. Working together, sharing founding work (property, business, marketing, etc) between members, transitioning to Governing Board upon opening of school.

2. How will you know if the school is successful at the end of the first year of operation?

a) Financially sound, b) Full enrollment, c) Waiting list, d) Exceeds NC avg test scores

3. How will you know at the end of five years of the schools is successful?

a.) Financially sound, b) Full enrollment, c) Build out complete, d) Exceeds NC avg test scores.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

By monitoring items listed in 2. above, adjusting effort in accordance to any shortcomings. If low grades; step-up tutoring, if low enrollment; increase marketing,

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?

Speaking first to the individual(s) privately about the matter, attempting to resolve the problem and restore the person if possible. If not receptive, then with an additional board member attempting the same. If said offender is still not receptive, take the matter to the board with offender present if possible. Discharging the said offender from the board, in hope of restoration, at some future time.

*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, William David Miller, 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 Flat Rock Classical Academy Charter School is true and correct in every respect.



Signature

March 16, 2022

Date

Resume of William D. Miller, PE

Education:

Associate of Science - Greenville Technical College - 1983
Bachelor of Science Civil Engineering - Clemson University - 1988

Registrations:

Current - SC 15333, NC 18706, GA 19682, TN 22961, VA 0402057972

Certifications:

FHWA-NHI-130055 Safety Inspection of In-Service Bridges - 2009
Qualified Fall Protection Person - 2006 & 2010, Fall Protection Competent Person

Software:

MS Office, Outlook, Word, Excel, Project, and Power Point
Enercalc, MathCad and AutoCAD

Experience:

1973-87 Graduated High School and began working as a Steel Detailer trainee. Worked at various companies doing structural steel detailing and later structural design drawings. I went to college at night school for years and finished at Clemson University in 1988.

1988-96: Environmental Engineer for Serrine Environmental Consultants. During that time the company underwent changes in ownership and ended as Rust Environmental. In the early years I had various environmental engineer duties, mainly with pulp & paper waste and hazardous waste facilities. After 4 years, I became the Mechanical Department manager, due to my experience with material handling systems. The last 3 years I was a project manager for pulp & paper, and other industrial projects.

1996-97 partial: Facilities engineer for 3M performing various material handling, process and structural engineer assignments inside their Post-It facility in Kentucky.

Nov 1997- Mar 2011: Project engineer for CMC Cary Engineering. During my later years there, I mostly performed Structural Condition Assessments for residential, commercial and industrial clients of new to very old (historic) structures. Other projects have included; load rating for mezzanines, storage racks, and roofs for additional loads, including fall protection impact loads. Earlier projects involved the complete design of industrial, institutional, and commercial buildings.

Mar 2011 – Present: Owner of B-Safe Engineering. Miscellaneous structure design/analysis and load ratings for various industrial client's fall protection and material handling structural support systems.

Jan 2019 – Present: Owner of Stay-Safe LLC. Commercial property in TN.

Jul 2021 – Present: Owner of What Built America (Non-Profit) startup intending to facilitate American Classical learning.

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: Flat Rock Classical Academy

2. Full name: Roxann Paulsen

Home Address: 108 Brookhollow Dr, Flat Rock, NC 28731

Business Name and Address:

Telephone No.: 407-758-4917

E-mail address: roxann_paulsen@yahoo.com

3. Brief educational and employment history.

BS in Elementary Education: Masters in Ed Leadership: Shawnee Mission Schools, Shawnee Mission, Ks : Humble Independent District, Kingwood, Tx: Orange County Public Schools, Orlando, FL: Seminole County Public Schools , Sanford, FL: 30 years

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:

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 asked to join FRCA Board because of my background as a teacher and administrator.

6. What is your understanding of the appropriate role of a public charter school board member?
My role as a board member is to make sure all regulations and tenets of the NC State Charter Board are followed as we build a school from its inception to the opening of the doors in 2024.
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.
My experience as an elementary teacher and as an Administrator gives me an inside look at the workings of a school, the knowledge that it takes to operate a school on a daily basis, and the understanding of what is needed for student success.
8. Describe the specific knowledge and experience that you would bring to the board.
As an educator for 30 years, my philosophy was always to focus on what was best for children. I taught multiple grades, was a curriculum resource teacher, a literacy specialist, a math specialist and an administrator for 12 years.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
We want students who believe in America and its guiding principles of freedom and democracy. We want to instill the values of virtuous living and giving back to the community. We want students to be critical thinkers and engaged learners.
2. What is your understanding of the school's proposed educational program?
The curriculum needs to be rigorous, content-rich, meaningful and engaging for every student. The curriculum should be adjusted to match the child's learning style and needs for optimum learning.
3. What do you believe to be the characteristics of a successful school?
Engaged learners who are excited to come to school everyday. Parents who are willing to invest time in their child's education. Staff and teachers who love children and love to teach. Stakeholders who see the success of the school and want to be involved.
4. How will you know that the school is succeeding (or not) in its mission?
Continual progress monitoring of student data in each classroom, parent surveys, staff and teacher surveys, goal setting through School Improvement Plans, strategic planning by teacher teams and principal, individual goal setting by students and teachers

Governance

1. Describe the role that the board will play in the school's operation.

The board will: conduct fundraising events and opportunities, set school policies, hire the principal, set up the financial and student service operations of the school, set school schedules, curriculum, discipline procedures, and more.

2. How will you know if the school is successful at the end of the first year of operation?
Extensive data collection on attendance, student achievement, increase in enrollment, parent surveys, student surveys, staff and teacher surveys, accomplished goals in School Improvement Plan.
3. How will you know at the end of five years of the schools is successful?
Data comparison trends of the above categories over 5 years of the school, comparison of student achievement across various targeted school populations that feed into Flat Rock Middle School.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Hire a superb principal who understands and believes in the mission of the school, offer a content-rich curriculum, make sure resources and professional development are available for teachers to be successful and supported.
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?
I would bring the items before the board directly and insist there be a resolution to the problems. If the board does not function well, the school will not function well.

*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, Roxann Paulsen, 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 Flat Rock Classical Academy Charter School is true and correct in every respect.

Signature : *Roxann Paulsen*

Date 3/22/2022

ROXANN PAULSEN
108 Brookhollow Dr.
Flat Rock, NC 28731
Cell: 407-758-4917

EDUCATION
5/97

UNIVERSITY OF CENTRAL FLORIDA, Orlando, FL
Master of Education, Educational Leadership

1/77

UNIVERSITY OF KANSAS, Lawrence, KS
Bachelor of Science, Elementary Education

EXPERIENCE
7/05-8/12

ORANGE COUNTY PUBLIC SCHOOLS DISTRICT
APOPKA ELEMENTARY, APOPKA, FL
Principal

10/03-7/05

MEADOW WOODS ELEMENTARY, Orlando, FL
Assistant Principal

11/02-10/03

SEMINOLE COUNTY PUBLIC SCHOOLS DISTRICT
ENGLISH ESTATES ELEMENTARY, Fern Park, FL
Assistant Principal

7/00-11/02

RED BUG ELEMENTARY, Casselberry, FL
Assistant Principal

8/97-5/00

ORANGE COUNTY PUBLIC SCHOOLS DISTRICT
DREAM LAKE ELEMENTARY, Apopka, FL

7/96-6/97

CARVER MIDDLE SCHOOL, Orlando, FL
Sixth Grade Math/Science Teacher

7/95-6/96

CYPRESS SPRINGS ELEMENTARY, Orlando, FL
Curriculum Resource Teacher, Helped open a new school

9/92-6/95

LANCASTER ELEMENTARY, Orlando, FL
Curriculum Resource Teacher

9/91-6/92

CLAY SPRINGS ELEMENTARY, Apopka, FL

1/87-6/91

CLARCONA ELEMENTARY, Apopka, FL

9/80-5/81

HUMBLE INDEPENDENT SCHOOL DISTRICT
ELM GROVE ELEMENTARY, Kingwood, TX

9/79-5/80

LEAWOOD ELEMENTARY, Leawood, KS

9/77-5/79

ST. JOSEPH GRADE SCHOOL, Shawnee, KS

1/77-5/77

SHAWNEE MISSION SCHOOLS, Shawnee Mission, KS

PROFESSIONAL

NCTM Annual Conference Workshop Sessions (97-02): Las Vegas, NV/ Boston, MA/Chicago, IL/ San Francisco, CA/Minneapolis, MN, KCET/OCPS Parent Mathematics Project Los Angeles, CA

NATIONAL AIMS 5-DAY WORKSHOPS (92-95) Newton, NC/Dickinson, TX/Huntington, IN: Teacher Assessments

STATE WORKSHOP PRESENTATIONS (92-94) St. Lucie Co., FL/Sumter Co., FL/Ocala, FL

DISTRICT WORKSHOP PRESENTATIONS (94-98) Orange County, FL; on Curriculum, Literacy and Math

SCHOOL-BASED PRESENTATIONS (93-04) DRA training (K-3), Math model for *Investigations* for teachers, Yr-long math

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 retorts 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: Flat Rock Classical Academy

2. Full name: Shelley Margaret Baluch

Home Address: 103 Newport Road

Business Name and Address:

Telephone No.: 828-551-5096

E-mail address: shelleybaluch@hotmail.com

3. Brief educational and employment history.

I completed three years of university. After university I worked for several years at the Chicago Board of Trade then worked in Dubai for an American shipping company for two years.

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 invited to join the Flat Rock Classical Academy Board of Directors. I have homeschooled for the past twenty-five years, and have a desire to see children experience a classical education in Hendersonville, North Carolina

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

The role of a public charter school board member is to facilitate and guide the direction of the charter school whilst providing leadership and support for the school and students.

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 homeschooled eight children and been quite active in homeschool co-ops both here and in Dubai. I have been serving as Trustee for Cseh Summer School of Music for nine years having dealt with many issues pertaining to school age children and young adults.

8. Describe the specific knowledge and experience that you would bring to the board.

I have lead children's choirs for the past twenty-five years both in Dubai and North Carolina. Whilst in Dubai I have had the opportunity to work with children and young adults from many different countries.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Our mission is to offer a classical education which is grounded in civic virtue as a means to cultivate moral character, as well as offering a rigorous academic experience.

2. What is your understanding of the school's proposed educational program?

The proposed educational program will offer a content rich curriculum in the disciplines of math, science, history, and English (grammar and literature).

3. What do you believe to be the characteristics of a successful school?

Compassion and dedication to students and parents. Energetic and passionate educators who are capable of challenging their students. Board members who are active in upholding and overseeing the reputation of the school.

4. How will you know that the school is succeeding (or not) in its mission?

Test scores, returning students, satisfied parents, fulfilled teachers and staff

Governance

1. Describe the role that the board will play in the school's operation.

The board will provide governance and oversight in all areas of school operation.

2. How will you know if the school is successful at the end of the first year of operation?
If our mission statement is adhered to, we will hope to see thriving students and fulfilled teachers excited to return after their summer holiday.
3. How will you know at the end of five years of the schools is successful?
If we have been successful after five years we will have earned a reputation that would encourage parents and children to enroll in our school.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Be willing to implement and improve any area that needs attention in order to better fulfill our mission.
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?
I would immediately make the situation known to the board trusting that the situation would be handled in a timely and professional manner.

*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, Shelley Baluch, 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 Flat Rock Charter School is true and correct in every respect.

Signature

Date

3/17/2022

Shelley Baluch

Shelley M. Baluch Resume

[Wife of Issa Baluch]

Pertinent Membership: We are members of the Hillsdale President's Club, and often attend programs and conferences offered.

Board Experience: I am currently on the board of the Csehy Summer School of Music.

Family: Issa and I are the parents of eight children, of whom four were adopted from three African countries.

Multi-Cultural: Our family lived in Dubai for over thirty years having moved to Hendersonville, NC in 2004.

Educational Experience: I have homeschooled our children for many years, enjoying the freedom that homeschooling allowed. In retrospect, had there been a Barney Charter School within a fifty- mile radius, we would have enrolled our children. In my words, "No one teaches like Hillsdale!"

Musical Leadership Experience: I have lead children's choirs for over twenty-five years in Dubai and in Hendersonville, NC.

Passion for Truth: I am passionate about imparting truth to children, having become very discouraged at the current state of education in America. This is the driving impetus to encourage her community to plant a Barney Charter School.

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Background

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

Flat Rock Classical

2. Full name:

Camille Lee Sultenfuss

Home Address: 164 Newport Rd Hendersonville NC 28739

Business Name and Address:

Telephone No.: 832-276-9802

E-mail address: FrameworkArtistry@hotmail.com

3. Brief educational and employment history.

See attached resume

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:

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? Fellow board members, to establish a better education choice for children.

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

Oversee & establish the main functions of the Charter School by developing policy, ensuring state criteria is met, ensure academic performance, etc.

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 worked in many capacities in the public school system as well as volunteer. I currently have children in school & identify needs.*
8. Describe the specific knowledge and experience that you would bring to the board. *Operational knowledge from past career in education.*

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? *To provide students an opportunity for excellence in education with a return to classical curriculum.*
2. What is your understanding of the school's proposed educational program? *Classical curriculum as a Hillsdale affiliate or partner.*
3. What do you believe to be the characteristics of a successful school? *Strong academic outcomes, Classical curriculum w/ innovative academic programs, intelligent, free debate, staff & families collaborating.*
4. How will you know that the school is succeeding (or not) in its mission? *measurable student & staff growth. Family's engaging in partnering w/ the school.*

Governance

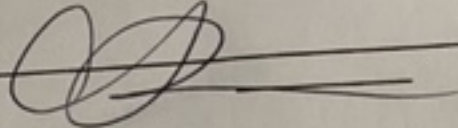
1. Describe the role that the board will play in the school's operation. *Establish policies, oversee operations & provide ongoing support.*
2. How will you know if the school is successful at the end of the first year of operation? *Measured growth. Family & staff survey.*
3. How will you know at the end of five years of the school's operation? *Measured growth in enrollment, test scores & satisfaction survey.*
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? *1) Focus on the goals which center on students, 2) communication w/ students, staff & community creating positive relationships, 3) Regular reviews & a workable mindset.*
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? *Ask for a meeting w/ that person along with other board members. Seek to understand & work together on a solution.*

*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, Lami Subintuss, 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 3/23/22

Camille Sultenfuss

104 Newport Dr
Hendersonville, NC 28739
frameworkartistry@hotmail.com

(832) 276-9502

Framework Artistry - Owner

2007-Current

- Founder and owner of a private artistry company
- Manage the sales cycle process: lead generation, successfully scheduling initial client consultation, needs assessment, service demonstration, price negotiations, contract execution and event implementation
- Implemented successful referral program
- Operational requirements include management of team members, event and training scheduling, sales forecasting, financial accounts management, product research and education

Montgomery ISD – Keenan Elementary

**Registrar
2017- 2020**

- Parent/district information liaison
- Executes and maintains student information systems
- 504/IEP Coordinator
- Routine responsibilities include: Maintaining procedures for reporting data to TEA
- Program administrator for TXEIS

Montgomery ISD – Madeley Ranch Elementary

**Library Instructional Aide
2015-2017**

- Lead for planning and execution of instructional technology and providing reading guidance for teachers and students
- Maintains student and teacher records regarding library, technology and scheduling resources
- Assist in organizing and executing library fundraisers to aid in program needs
- Grant writing to fund library programming including STEM
- Awarded Spirit of the Bear 2015-2015 school year

**Frost National Bank
Fort Worth, TX**

**Bank at Work Sales Specialist
2000-2006**

- Manager for Dallas / Fort Worth territories
- Developed corporate relationships with commercial lending clients to further impact business efficiency
- Implemented sales program resulting in the region having the highest annual sales average from 2000-2005
- Exceeded individual annual sales goals 2000-2005
- Responsible for acquiring 4200 new personal banking accounts
- Named “Manager of the Year” for regional sales
- Operational requirements included territory management, sales, office administration, financial accounts, local promotions, merchandising, and inventory control
- Trained branch managers, personal bankers and tellers in North region on special bank programs

EDUCATION:

**Tarrant County College
Fort Worth, TX**

1998-2000

Community Involvement:

- Biltmore Church – Volunteer 6th Grade Girls Leader
- Ark Church – Volunteer and Assistant Teacher for Life Group Classes
- Back 2 Basics Ministry, helping to minister to children in state run shelters and group homes
- Chaplain’s Assistant at Montgomery County Jail

References Available Upon Request

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Background

1. Name of charter school on whose Board of Directors you intend to serve: *Flat Rock Classical Academy*

2. Full name: *Lisa Lorene Blahusch*

Home Address: *28 Victoria Park Dr. Hendersonville, NC 28792*

Business Name and Address:

Telephone No.: *614-214-3373*

E-mail address: *lblahusch@hotmail.com*

3. Brief educational and employment history. *High School 3 yrs U.S. Army special certifications for health and wellness. Personal training-weight management. In-strength cancer wellness coach.*

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:

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 invited by a fellow board member.*

I would like to be part of an organization that will provide children with a high quality education.

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

Provide support for school and students, ensure accountability of staff and programming.

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. *No I have not ever been on a board.*

8. Describe the specific knowledge and experience that you would bring to the board.

Knowing the community which I live and what is important to parents and what will give our future generations the education and values that have made our country great.
School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Creating a high quality learning environment not only in education but teaching core principles in and a grounding in civic virtue.

2. What is your understanding of the school's proposed educational program?

Clear phonics instruction, comprehensive grammar instruction.

3. What do you believe to be the characteristics of a successful school?

4 core disciplines of math, science, literature, and history.

4. How will you know that the school is succeeding (or not) in its mission?

Leadership, having high expectations of teachers and effective board members + oversight. Students

Academic performance of the students, teacher and staff fulfillment and parent satisfaction.

Governance

1. Describe the role that the board will play in the school's operation. *Hire and oversee the performance of school leadership and provide governance over financial, academic performance and state compliance.*

2. How will you know if the school is successful at the end of the first year of operation?

Consistent dialogue throughout review and discussion surrounding achievement of our goals at the end of the first year.

3. How will you know at the end of five years of the school's operation if it is successful?

Long term strategic planning will determine the short and long term goals. We will monitor continuously.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Charter school will make necessary changes to personnel, academic, and operational decisions if agreed upon goals are not being met.

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?

I would immediately bring it to the Board and ensure the situation is handled appropriately and legally and in the best interest of our school.

*Please include the following with your Information Form

- a one page resume

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Certification

I, Lisa Blahut, 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 Flat Rock Classical Academy Charter School is true and correct in every respect.

Lisa Blahut

Signature

Date

3/15/2022

Lisa L. Blahusch Biography

Lisa Blahusch's professional career began while serving in the US Army in 1984. Lisa served both domestic and overseas specializing in military postal and legal affairs dept. Lisa was honorably discharged in 1987 after a rewarding and decorated term of service.

Post US military, Lisa was initially a stay at home mother focusing on the education and development of her two children. During this period Lisa volunteered her time to numerous organizations to include Childrens Hospital, school activities and fitness education.

Lisa rejoined the professional workforce in 2007 as a certified fitness instructor and personal trainer for the YMCA. Lisa's employment at the YMCA included service at both Davidson, NC and Hendersonville, NC locations spanning 14 years. Areas of focus included;

- Livestrong Cancer Wellness facilitator – 3 years
- Weight Management facilitator – 8 years
- Personal Trainer – 14 years
- Group Fitness instructor – 14 years
- Power Up for Parkinsons instructor – 3 years

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Flat Rock Classical Academy

2. Full name: Richard A. Bauroth

Home Address: 6 Atrium Trail

Business Name and Address: Arden NC 28704

Telephone No.: 561-596-4574

E-mail address: Baur570@aol.com

3. Brief educational and employment history.

University of Missouri – BA

Financial Advisor – 30 years

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: x

Yes:

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 asked by a friend of my wife

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

To build and develop a new educational opportunity for elementary level students. To encourage a traditional liberal arts education opportunity using a classical curriculum.

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 no prior experience on a charter board. My value is that of a parent that put 2 children through a classical private school. I have added value as a fundraiser.
8. Describe the specific knowledge and experience that you would bring to the board.
I was the beneficiary of a classical public school education by the #1 school district in California. I want elementary students to benefit from the curriculum, leadership training, and character development as I did.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To provide for the development of young students to put them on the pathway for a successful future complimented with character and virtue training.
2. What is your understanding of the school's proposed educational program?
Classical core teaching in math, science, language arts, and foreign language which will develop the needed basic skills for their future successful endeavors.
3. What do you believe to be the characteristics of a successful school?
Parents and teachers working together to achieve a strong basis in fundamental skills .
Teachers who encourage students to self study and pursue outside interests acting as a guide who encourages independent thought.
4. How will you know that the school is succeeding (or not) in its mission?
Academic scoring metrics, student and teacher retention, and parent referrals of new prospective students.

Governance

1. Describe the role that the board will play in the school's operation.
The board must provide oversight and corrective action in all school operations with students, teachers, and parents. Oversight must be regularly scheduled and results reviewed .
2. How will you know if the school is successful at the end of the first year of operation?
Every measurable operation in the first year must be reviewed and critiqued. Mistakes and errors must not be permitted to carry over to future years. There are no sacred cows.
3. How will you know at the end of five years of the schools is successful?

The same reviews will be evaluated at the end of each year. The success at the end of 5 years will also be measured by the number of grades added and the total student body population along with student retention.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Measure student and teacher performance levels and survey parents' level of satisfaction. Another measure is if a family adds students to the school.
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 convene in private to determine the facts and take corrective action and make any policy adjustments to avoid a repeat of misconduct.

*Please include the following with your Information Form

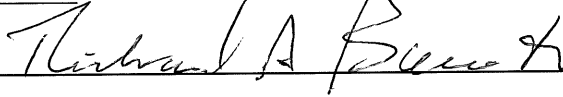
- a one page resume

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Certification

I, Richard A. Bauroth, 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 Flat Rock Classical Academy

Charter School is true and correct in every respect.



Signature
Date

3/21/22

Richard A. Bauroth

Asheville, NC | C: (561) 596-4574 | E: Baur570@aol.com

PROFESSIONAL SUMMARY

Accomplished Life Insurance and Annuity Sales Producer with a talent for identifying clusters of potential prospects and selling into these groups by referral process. Proud Veteran and collaborative leader that consistently drives sales by partnering with individuals and small business owners to establish diverse plans for guaranteed retirement income for life. Analytical professional with strong communication skills, customer service, and relationship building skills. Areas of strength and expertise include:

**B2B & B2C Sales | Business Development & Sales Strategy | Annuity Pension Retirement Plans
Key Account Growth | Customer Relationship Management | Team Leadership & Development**

PROFESSIONAL EXPERIENCE

US Census Bureau, Jacksonville, FL (1/2020 — 10/2020)

Floor Supervisor (Contract role for 2020 Project)

Provided daily leadership and supervision for 25 Customer Service Agents (CSA's) taking incoming calls, validating their data and answering specific questions for agents. All client calls were recorded.

Independent Sales Producer, Jacksonville, FL (2009 — Present)

Sell annuity pension retirement income plans to corporate and federal government employees and managers.

- Increase annual revenues, year-over-year. Generate approximately \$1.5M in yearly revenue

Lifemark Securities, Jupiter, FL (2008 — 2009)

Branch Manager

Provided daily leadership and direction to team of Registered Representatives. Recruited four new Registered Representatives, including one located in Singapore.

Barry Financial Group, Boca Raton, FL (2006 — 2008)

Wealth Relationship Manager

Generated \$300K in gross commissions each year from the sale of securities and insurance products.

Park Avenue Securities, West Palm Beach, FL (2001 — 2006)

Securities Sales Manager & Registered Compliance Principal

Supervised 30 Registered Representatives, and provided coaching and mentoring to team. Park Avenue Securities is headquartered in New York City, NY.

MILITARY EXPERIENCE

United States Army — Sergeant, 7th Infantry Division

Deployed to the South Korean Demilitarized Zone (DMZ)

LICENSES

- **Florida 2-15 Health & Life Insurance License (Current)**
- Previous licenses held include: Series 6; 7; 24; 63; 65; and FL 4-40 Property & Casualty License

Richard A. Bauroth

Asheville, NC | C: (561) 596-4574 | E: Baur570@aol.com

PROFESSIONAL SUMMARY

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Securities Sales Manager & Registered Compliance Principal

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MILITARY EXPERIENCE

United States Army — Sergeant, 7th Infantry Division

Deployed to the South Korean Demilitarized Zone (DMZ)

LICENSES

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Flat Rock Classical Academy
2. Full name: Patricia "Tricia" D. Hunsader, Ph.D.

Home Address: 250 Veldt Lane, Afton, TN 37616 and 1126 Jeter Mountain Road, Hendersonville, NC 28739

Business Name and Address:

Telephone No.: 941-713-7514

E-mail address: hunsader7@gmail.com

3. Brief educational and employment history.

Education

- Ph. D. in Curriculum and Instruction – University of South Florida, Tampa FL
Specialization: Elementary Education, literacy focus; cognate in K-12 Mathematics
- Education M.A. in Teaching, K-5 – University of South Florida, Sarasota, FL
- B.A. in Finance - University of South Florida, Sarasota FL

Employment

- Tusculum University – Greeneville, TN - 2016-Present
Provost and Vice President of Academic Affairs – 2019-Present Chief Academic Officer: 5 academic colleges, 61 full-time faculty; Manager of \$8.3M budget; SACSCOC Liaison; Direct Reports include Academic Deans, Institutional Research & Effectiveness, Registrar, Advising, Tutoring, Library, Arts Outreach, Museums, Center for Civic Advancement

Dean and Professor – College of Education – 2016-2021

- University of South Florida Sarasota-Manatee, Sarasota, FL (2005-2016)
Associate Director of the School of Education, Assessment - 2016
Associate Professor – College of Education – 2015-2016
Assistant Professor – College of Education – 2006-2015
Visiting Instructor – Childhood Education Department – 2005-2006
- Co-Founder/Owner – Jeter Mountain Farm, Hendersonville, NC – 2005-Present
- Teacher - Bradenton Christian Elementary School, Bradenton, FL, 5th grade – 1999-2001; 9th -12th grade – Algebra, Geometry, Accounting – 1997-1999; substitute teacher, all grades – 1996-1997
- Event Director - Hunsader Farms Pumpkin Festival, Bradenton, FL – 1992-2016
- Controller - Hunsader Farms, Inc., Bradenton, FL – 1990-2016

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: X Yes:

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 met other board members through a mutual friend and expressed interest in helping to start the school. My adult children live in the Hendersonville area and are not satisfied with the current public school options for their children. I believe that Flat Rock Classical Academy will provide a high-quality academic and character education for my grandchildren and others in the Hendersonville area.

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

I understand that public charter school board members are stewards of the investment of public dollars in K-12 education. They are to ensure the quality of the education provided and adherence to the terms of the public school charter.

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 experience in education that includes serving as a classroom teacher for elementary and high school, professor of teacher preparation, dean of a College of Education, and Provost and Vice President of Academic Affairs of a liberal arts university. That experience in education coupled with my education and experience in finance will allow me to contribute to all facets of the charter school board member role.

8. Describe the specific knowledge and experience that you would bring to the board.

The primary knowledge and experience I would bring to the board include curriculum development, educational assessment (at the student, programmatic, and institutional

levels), educational accreditation, finance, policy and process development, personnel search and hiring, and educational administration.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The school believes in the ability of all children to learn and the right of every child to have access to high-quality public education. The school's mission focuses on the intellectual and character development of the children it will serve.
2. What is your understanding of the school's proposed educational program?
The school will employ a rigorous, classical, content-rich curriculum to develop children's knowledge base, character, and ability to contribute to society as productive citizens.
3. What do you believe to be the characteristics of a successful school?
A successful school is grounded in a well-articulated curriculum taught by well-prepared teachers who are committed to the intellectual and character development of every child. The school leader sets the tone for the school; an effective leader manages the administrative functions to enable teachers to focus their time and energy on their students. The successful school is an extension of the home and partners with parents in their children's development.
4. How will you know that the school is succeeding (or not) in its mission?
Student's academic achievement and character development are the primary means by which the school will demonstrate it is succeeding in its mission.

Governance

1. Describe the role that the board will play in the school's operation.
The board, through its relationship with the school administrator(s), will provide guidance for school policy, management of the schools' resources, and strategic direction.
2. How will you know if the school is successful at the end of the first year of operation?
Success at the end of the first year of operation will be measured by the extent to which it achieves its goals for student growth, enrollment for grades K-4, and meeting the needs of children in the diverse it will serve.
3. How will you know at the end of five years of the schools is successful?
The school will be deemed successful if it has added grades 5 through 8, is staffed by highly-qualified teachers who are committed to their craft and students, has met enrollment goals with at least two classes per grade level, has demonstrated more than one year of student academic growth for each year, has contributed to the character

development of all its students, and has cultivated the support of parents and the community.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The school will need to recruit students from the diverse community it will serve, provide regular professional development for its teachers, communicate effectively with parents and community partners, and deliver its classical curriculum with fidelity.
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?
All board members must adhere to the highest ethical standards as models for school employees and students and consistently work in the best interest of the school. If I believed a board member was failing to meet those ideals, I would first bring the concern to the board member in question to share my concern and determine whether my perception of the situation is accurate. Depending on the seriousness of the concern, I would also communicate with the board chair about the situation.

*Please include the following with your Information Form

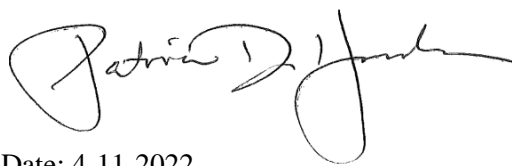
- a **one page** resume

*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 Patricia "Tricia" Hunsader, 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 Flat Rock Classical Academy Charter School is true and correct in every respect.

Signature :



Date: 4-11-2022

RESUME

Patricia D. 'Tricia' Hunsader, Ph.D.

Hunsader7@gmail.com

250 Veldt Lane - Afton, TN 37616

(941) 713-7514

EDUCATION

- Ph. D. in Curriculum and Instruction** – University of South Florida, Tampa FL
Specialization: Elementary Education, literacy focus; cognate in K-12 Mathematics Education
- M.A. in Teaching, K-5** – University of South Florida, Sarasota, FL
- B.A. in Finance** - University of South Florida, Sarasota FL

PROFESSIONAL EXPERIENCE

Tusculum University – Greeneville, TN - 2016-Present

Provost and Vice President of Academic Affairs – 2019-Present

Chief Academic Officer: 5 academic colleges, 61 full-time faculty; Manager of \$8.3M budget; SACSCOC Liaison; Direct Reports include Academic Deans, Institutional Research & Effectiveness, Registrar, Advising, Tutoring, Library, Arts Outreach, Museums, Center for Civic Advancement

Dean and Professor – College of Education – 2016-2021

University of South Florida Sarasota-Manatee, Sarasota, FL (2005-2016)

Associate Director of the School of Education, Assessment - 2016

Associate Professor – College of Education – 2015-2016

Assistant Professor – College of Education – 2006-2015

Visiting Instructor – Childhood Education Department – 2005-2006

Pressnell Fellow – Executive Leadership Institute, Tennessee Independent Colleges and Universities Association (TICUA) – 2021-2022

President - Tennessee Association of Colleges for Teacher Education – 2020-2022

Reviewer - Council for the Accreditation of Educator Preparation – 2019-Present

Reviewer - Southern Association of Colleges and Schools - 2018–Present

President - University of South Florida Sarasota-Manatee Faculty Senate – 2015-2016

Co-Founder/Owner – Jeter Mountain Farm, Hendersonville, NC – 2005-Present

Teacher - Bradenton Christian Elementary School, Bradenton, FL, 5th grade – 1999-2001; 9th-12th grade – Algebra, Geometry, Accounting – 1997-1999; substitute teacher, all grades – 1996-1997

Event Director - Hunsader Farms Pumpkin Festival, Bradenton, FL – 1992-2016

Controller - Hunsader Farms, Inc., Bradenton, FL – 1990-2016

CO-AUTHORED BOOKS

Troutman, A. P., & **Hunsader, P. D.** (2013). *Mathematics: A good beginning*, 7th ed. Tampa, FL: Medrith Learning.

Thompson, D. R., Kersaint, G., Richards, J. C., **Hunsader, P. D.**, & Rubenstein, R. N. (2008, second printing 2012). *Mathematical literacy: Helping students make meaning in the middle grades*. Portsmouth, NH: Heinemann.

TEACHER LICENSES

Tennessee Teacher License – Practitioner – Elementary Education, K-5 – current

Florida Teacher License – Elementary Education, K-5; Mathematics Education 6-12 – lapsed 2020

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:
Flat Rock Classical Academy

Full name:

Kirbi Johnson Campbell "Kelli"

Home Address:

75 Underhill Road

Business Name and Address:

Johnson Family Farm : 1202 Kanuga Road Hendersonville, NC 28739

Telephone No.:

828-329-2590

E-mail address:

kirbijo1@gmail.com

2. Brief educational and employment history.

High School Degree: East Henderson, Hendersonville NC

Elementary Education Degree from Clemson University, Clemson, SC

Taught over 5 years between SC and NC grades 4-6

2 years at East End Elementary in Easley, SC 4th and 5th grade

1 year at Atkinson Elementary Hendersonville, NC 5th grade

2.5 years at Flat Rock Elementary Hendersonville NC 6th grade

Owned and operated Johnson Family Farm in Hendersonville for the past 6 years

3. 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: X Yes:

4. 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 to join this board because my father owns the property that, at the current moment, Flat Rock Classical Academy will be stationed. I would like to be on the board of this proposed charter school because I am a young mother of four children, two of which are in elementary grades and 2 about to begin; and I feel the need for this charter here in our county. I worked as a public school educator and know that here, in Henderson County, our kids need a better well-rounded education that is focused on a more rigorous academic standard as well as what it takes to be a well-rounded citizen of the United States of America. Overall, I want on this board to better the citizens here in Hendersonville.

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

I am expected to help get the school started. I will be in aid when it comes to fundraising, brainstorming, and working to get the school off the ground and running effectively.

6. 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 the capability to be an effective board member for a few reasons. Firstly, I am 8th generation from this county that has multi-generational experience as students and teachers in the district and therefore have a knowledge about this county and the educational needs in this area that surpass most. Secondly, I studied education and taught multiple years which is an invaluable resource when discussing school material and expectations. Lastly, I am a concerned parent that is active in the community and I feel I can represent parents with our needs and concerns.

7. Describe the specific knowledge and experience that you would bring to the board.

To reiterate from above, I can bring knowledge about not only the county and its inhabitants due to my long line history in Henderson County but I can bring my knowledge and education about Education to the board as well as express the views I see and hear as a fellow concerned parent in the county.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

My understanding is that the school is going to be based on Academic excellence focusing on Classical Curriculum but will also demand integrity and moral value of all students.

2. What is your understanding of the school's proposed educational program?

We will be focusing on the classical education curriculum with a focus on the four core subjects. We will have a rigorous curriculum that will embrace Historical Accuracy and Patriotism to the United States. We plan to always value integrity and moral character in all lessons.

3. What do you believe to be the characteristics of a successful school?

A successful school should be growing in 2 key areas. One in academic proficiency, we should be meeting State required proficiency levels regarding state testing. Two: in student and community growth, we want the school to be growing in numbers and applications as well as a known school here in Henderson County.

4. How will you know that the school is succeeding (or not) in its mission?

If students are not growing academically- (pre and post testing of the students academic standing) will show that we are not meeting expectations. Also, we would not be meeting expectations if the growth in number and support dwindles. I also would not feel like the school was exceeding if the students did not come out with more moral integrity than when he or she began.

Governance

1. Describe the role that the board will play in the school's operation.

The board has decided that we are here to help the school but once the school is functional we are stepping away.

2. How will you know if the school is successful at the end of the first year of operation?

If students are not growing academically- (pre and post testing of the students academic standing) will show that we are not meeting expectations. Also, we would not be meeting expectations if the growth in number and support dwindles. I also would not feel like the school was exceeding if the students did not come out with more moral integrity than when he or she began.

3. How will you know at the end of five years of the schools is successful?

If students are not growing academically- (pre and post testing of the students academic standing) will show that we are not meeting expectations. Also, we would not be meeting expectations if the growth in number and support dwindles. I also would not feel like the school was exceeding if the students did not come out with more moral integrity than when he or she began.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

First, ensuring that we have a facility that is functional and effective for learning. Second, hiring staff that is more than capable to educate the students with the rigorous curriculum. Lastly, fundraising and raising awareness that will ensure the school's reputation encourages more applications and 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?

We have all agreed that we will vote on all motions concerning members and opinions, and therefore would vote on the ability for one to serve.

*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, Kirbi J Campbell, 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 Flat Rock Classical Academy Charter School is true and correct in every respect.

Signature : Kirbi Johnson Campbell

Date 3/22/22

Kelli Johnson Campbell

Hendersonville, NC
828-329-2590 mobile
Kirbijo1@gmail.com

Skills

Teacher, mother, wife, and small business owner.

Experience

2017 - Present

Johnson Family Farm, Hendersonville NC

Small business owner of produce stand and market specializing in local products.

2015-2017

Flat Rock Middle School, Flat Rock NC

Taught 6th grade

2014-2015

Atkinson Elementary, Hendersonville NC

Taught 5th grade

2011-2013

East End Elementary, Easley SC

Taught 4th and 5th grade

STEM Club Leader 2012-13

Education

May 2011

Clemson University, Clemson SC

BA Elementary education grades 2-6

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:

Flat Rock Classical Academy

2. Full name:

Karri W. Johnson

Home Address: *118 Hudson Drive, Hendersonville, NC 28739*

Business Name and Address:

Telephone No.: *407 312 6317*

E-mail address: *karrijohnson@gmail.com*

3. Brief educational and employment history.

Some college courses on early education, worked in PreK for 11 yrs, mortgage banking for 7 yrs. Currently volunteering w/ Sheriff's office

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:

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?

Invited by a friend and after learning about the values of this school was delighted to join.

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

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 no previous experience but feel that I can contribute by my willingness to see this through by whatever is asked of me.

8. Describe the specific knowledge and experience that you would bring to the board.

Besides pre-k teaching for 11 yrs, I volunteered at my children's elementary school, was a room mother and coached 5-6 yr olds School Mission and Program in baseball.

1. What is your understanding of the school's mission and guiding beliefs?

To teach our children to be self-thinking problem solvers by offering an education that enables them to be well rounded.

2. What is your understanding of the school's proposed educational program?

Besides courses in Math, English Arts, Science and History, FRCA will teach the students to respect themselves + others.

3. What do you believe to be the characteristics of a successful school?

An environment where the teachers and parents work together to cultivate students ready to navigate their lives in whatever

4. How will you know that the school is succeeding (or not) in its mission? they choose.

The results demonstrated by feedback from parents, students, testing, and outside demands for more schools like FRCA.

Governance

1. Describe the role that the board will play in the school's operation.

Provide foundational ground work, such as securing a campus, fund raising, advertising and the hiring of key staff.

3. 2. How will you know if the school is successful at the end of the first year of operation?

By evaluating end of grade test data, reviewing Student, Parent + staff surveys, and enrollment data for interest in attending

2. 2. How will you know at the end of five years of the schools is successful? FRCA.

Thru feedback from testing and parent satisfaction

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? By acknowledging any issues and

correcting/resolving them in a timely manner.

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?

I would take my concerns to the Board and as a

Board we would deal with any issues concerning one of our members.

*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, Karri W. Johnson, 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 Flat Rock Classical Acad Charter School is true and correct in every respect.

Signature KWJ
Date March 16, 2022

Karri W. Johnson

118 Hudson Drive
Hendersonville, NC 28739
407 312 6317
karrjohnson@gmail.com

Skills

Finance, Administrative support and tasks, Telephone etiquette, Client Relations, Security Training, Team Collaboration. Past experience includes working with both children and elderly people.

Experience

July 2021

Henderson County Sheriff's Department - Judicial Court House Security//Traffic Control

- Security Screen people entering Court House
- Traffic Control for local community events.

2002 to 2020 -

Various Volunteer Positions

- Facilitator at Interfaith Assistance Ministry
- Visiting patients with Four Seasons Hospice
- Community relations with Community Foundation

September 1995 to July 1997

Randall Mortgage Company - Mortgage Loan Processor

- Interviewed and explained financing to potential buyers
- Obtained all necessary documentation to submit the buyer for loan approval
- Worked with underwriters to fix and resolve any issues on loan prior to closing

Education

1990

Seminole Community College - Sanford, Florida

Completed college courses necessary for work in and related to Child Care - Was employed as PreK teacher from 1984 to 1996 at La Petite Academy, Casselberry, Florida

Appendix J: Proposed By-Laws of the Charter
School's Board of Directors

Flat Rock Classical Academy



**BYLAWS
OF
Flat Rock Classical Academy**

**ARTICLE I
What Built America; Non-Profit Corporation**

1.1. Name, Location and Address. The name of the Corporation is **What Built America** (hereafter referred to as “Corporation”), and the name of the charter School governed by the Corporation is **Flat Rock Classical Academy** (hereafter referred to as the “School”). The initial principal office of the Corporation shall be as stated in the Articles of Incorporation. The Corporation may at any time and from time to time change the location of its principal office, though the Corporation expects to maintain its principal address at the School. The School is located at **175 South Carolina Ave, Hendersonville, NC.**

1.2. Legal Status. The Corporation is a nonprofit entity under [name of state] law. It exists in order to create, promote, and govern the operations of the School. The School is a Charter School pursuant to NC Gen Stat § 115C-218.50 (2019).

**ARTICLE II
PURPOSE**

2.1. Purpose. The specific purpose of the Corporation is to provide the benefits of a classical education to students in Kindergarten through Twelfth (K-12th) grade through the operation of one or more public charter schools.¹

2.2. Nonprofit Status. The Corporation is organized as a **North Carolina** nonprofit public benefit Corporation exclusively for educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code and shall not inure to or otherwise provide private gain of any person. The Corporation may not carry on any activity for the profit of its Officers, Directors or other persons or distribute any gains, profits or dividend to its Officers, Directors, or other persons as such. Furthermore, nothing in these Bylaws shall be construed as allowing the Corporation to engage in any activity not permitted to be carried on by a corporation exempt from the federal income tax under section 501(c)(3) of the Internal Revenue Code.

**ARTICLE III
PROPERTY**

¹ Note: purpose given here should be identical to purpose included in Articles of Incorporation.

3.1 Property Dedicated to Nonprofit Purposes. The property of the Corporation is irrevocably dedicated to the public educational purposes of the School. No part of the net income or assets of the Corporation shall ever inure to the benefit of any of its Directors, Officers, or to the benefit of any private person, except that the Corporation is authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof.

3.2 Distribution of Assets Upon Dissolution. Upon the dissolution or winding up of the Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for public educational purposes and which has established its tax exempt status under Section 501(c)(3) of the Code.

ARTICLE IV MEMBERS

4.1. No Members. The Corporation shall have no members. Any action which would otherwise by law require approval by members shall require only approval of the Board of Directors. All rights shall vest in the Board of Directors.

ARTICLE V DIRECTORS; OFFICERS

5.1. Definition. The Corporation shall be governed by its Directors; as a body the Directors constitute the Board of Directors (hereafter referred to as “Board”); Officers, described in Section 4.8 herein these Bylaws, shall be elected from among the Directors.

5.2. Founding Directors. **[List founding Directors’ names in Exhibit A]** The Founding Directors of the Corporation, listed in Exhibit A herein, (the “Founding Directors”) shall undertake the initial organization of the Corporation, and each shall serve until a successor Director is elected at the first annual meeting of the Directors after the School’s opening, or his or her earlier resignation or removal in accordance with these Bylaws and applicable state law. Founding Directors who are subsequently elected to serve as a governing Director of the Corporation after the founding efforts are completed and the School becomes operational are subject to the tenure and term limitations set forth in Section 5.4 herein. Such limitations of tenure shall include time served as a Founding Director.

5.3. Powers and Duties. Without prejudice to its general powers, but subject to the same limitations set forth herein, the Board shall have, in addition to any other powers enumerated in these Bylaws and permitted by law, the power to conduct, govern, oversee, and control the affairs and activities of the Corporation and to make such rules, policies, and regulations therefore which are not inconsistent with law, the Corporation’s Articles of Incorporation or these Bylaws.

5.4. Number, Election, Tenure, Qualifications, and Requirements of Directors. The number of Directors shall be a range consisting of no fewer than five (5) but not more than nine (9) persons. The Board shall fix the exact number of Directors, within these limits, by Board resolution or by amendment of the Bylaws, excepting that the number can only be increased by a two-thirds (2/3) vote of current directors. At no time shall more than two (2) Directors be parents of students attending the School.

a. The Directors of the Board shall, upon election, immediately enter upon the performance of their duties and shall continue in office until their successors shall be duly elected and qualified, except in cases of resignation or removal. All Directors of the Board must be approved by a two-thirds (2/3) vote of the Directors then in office.

b. Terms shall be staggered so that no more than half of the Board shall be up for election in any one year, unless a vacancy needs to be filled. When the term of a Director has expired or when a Director resigns, the remaining Directors shall elect a new Director to fill the vacancy. Full terms are for no more than three (3) years; when a Director fills a vacancy, he is elected to serve the remainder of the replaced Director's three-year term.

c. Newly created Directorships resulting from an increase in the number of Directors and vacancies occurring in the Board for any reason, may be filled by a vote of the majority of the Directors then in office, although less than a quorum may exist, unless otherwise provided.

d. Each Director must be an individual person who is twenty-five (25) years of age or older. Qualifications for Board Directorship shall include but not be limited to: (a) enthusiasm for the School and conviction in its purpose as described in these Bylaws; (b) support for the principles of the Board's agreement with Hillsdale College and the mission of the Barney Charter School Initiative of Hillsdale College and shall complete whatever training and informational sessions it may require at its sole discretion; (c) willingness to submit to an extended criminal record background check; (d) agreement to abide by an established Board code of conduct and to comport themselves prudently and ethically, holding themselves accountable to good governance and public fiduciary and stewardship practices; (e) commitment to professional development and the completion of any state requirements for training or development; (f) special skills to address specific oversight and needs of the School; (g) willingness to accept and support decisions democratically made; and (h) ability to represent the School to the community when needed.

e. Each Director shall attend at least eight (8) regular monthly meetings of the Board per year. Failure to attend the minimum number of regular meetings may constitute cause for removal.

f. A vacancy or vacancies on the Board shall be deemed to exist on the occurrence of the following: (i) the death, resignation, or removal of any Director; (ii) whenever the number of authorized Directors is increased; or (iii) the failure of the Board, at any meeting at which any Director or Directors are to be elected, to elect the full authorized number of Directors. The Board may by resolution adopted by the vote of a majority of the Directors declare vacant the office of a

Director who has been declared of unsound mind by an order of court, or convicted of a felony, or found by final order or judgment of any court to have breached a duty under state law. Whenever any vacancy occurs in the Board, it shall be filled without undue delay by a majority vote of the current Directors at a regular or special meeting of the Board.

g. Directors are limited to two (2) consecutive terms of office, though a Director may serve two (2) terms after being elected to fulfill the remainder of a term vacated by another Director. After two consecutive normal terms, a Director must remain off the Board for six (6) full calendar years before being eligible for re-election.

h. No reduction of the authorized number of Directors shall have the effect of removing any Director before that Director's term of office expires unless the reduction also provides for the removal of that specified Director in accordance with these Bylaws and state law.

5.5. Compensation. Directors of the Board shall not receive any compensation for their services as Directors or Officers. All Board members are required to obtain the approval of the Board in advance of engaging in travel or incurring other expenses on behalf of the school. Any such reasonable and approved expenses that are not reimbursed by the School shall be construed as a gift to the School.

5.6. Removal or Resignation. Any Director of the Board may be removed for cause [**or without cause**] by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue, whenever in their judgment such removal would serve the best interests of the School. A Director may resign at any time by giving written notice to the Board, the President or the Secretary. Unless otherwise specified in the notice of resignation, the resignation shall take effect upon the receipt thereof by the Board or Officer, and the acceptance of the resignation shall not be necessary to make it effective.

The Board may by majority resolution declare vacant the office of a Director who fails to attend **(3)** [**consecutive**] Board meetings during any calendar year unless the absences are due to mitigating factors that have been previously disclosed to and approved by the Board.

The Board may, by a two-thirds (2/3) vote of the Directors, excluding the Director at issue, declare vacant the position of any Director who fails or ceases to meet any required qualification that was in effect at the beginning of that Director's current term of office.

5.7. Confidentiality. As a public entity, most School and Board records are subject to public inspection or request. Directors are prohibited, however, from publicly discussing matters covered in a properly noticed and duly convened closed meeting of the Board.

5.8. Orientation/Training. As a condition of serving, all new Directors will be required to participate in an orientation or training session approved by the Board, preferably prior to appointment or election, but no later than ninety (90) days after appointment or election. Such orientation shall include the requirement that each Director make a reasonable effort to know and understand what shall dictate the Corporation and School's compliance standards and, as a minimum, certify they have read the School's charter, these Bylaws, the Board's agreement with the Barney Charter School Initiative of Hillsdale College,

and any management-related contract that may be in place, pledging his or her duty to the compliance covenants they require. Board members that fail to complete the orientation or training by the following next regular Board meeting shall be deemed to have resigned. The Board shall adopt a cycle of periodic regular Board training and development sessions for all members for the purposes of ongoing education in good governance practices and the fiduciary duties of each of its members.

5.9. Number, Election, Tenure, and Description of Officers. The officers of the Board shall include a President, Secretary, Treasurer, and such other Officers as the Board shall deem necessary to elect (“Officers”).

a. The Board shall elect and appoint by majority vote of the Directors all Officers of the Board at an annual meeting of the Board, which Officers shall be installed in office at such annual meeting to serve for terms of one (1) year and until their successors have been duly elected and qualified. If more than one (1) nominee exists for any vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at an annual meeting.

b. Any Officer may be removed, with **[or without]** cause, by the Board at any regular or special meeting of the Board by a two-thirds (2/3) vote of the Directors then in office.

c. President. Subject to Board policy and Board direction, the Board shall elect a President who shall lead the Board in its oversight of the Corporation and of School management. The President, as chief governance officer, shall act as chair, presiding over meetings of the Board and exercising and performing such other powers and duties as may from time to time be assigned to him by the Board or prescribed by these Bylaws. The President shall not individually have the authority to make decisions about policies created by the Board or engage in matters of accountability and authority delegated to the School Leader to give directives to the School Leader, as that authority is possessed only by the Board as a whole. The President is not the chief executive of the Corporation or the School, nor does he or she have any greater authority regarding operations than any other Director. The President is a specially empowered member of the Board whose role is to assure the integrity of the Board’s processes and, secondarily, to occasionally represent the Board to outside parties on matters such as announcing Board-stated positions and in stating his or her decisions and interpretations within an area delegated to him or her by the Board.

The assigned result of the President’s job is that the Board behaves consistently with its own rules and those legitimately imposed upon it from outside the organization. The authority of the President consists in making decisions that fall within topics covered by Board policies on governance process and the Board-School Leader relationship, with the exception of employment and termination of the School Leader and where the Board specifically delegates portions of this authority to others. The President is authorized to use any reasonable interpretation of the provisions in these policies.

d. Secretary. The Board shall elect a Secretary who shall keep or cause to be kept a book of minutes and other critical Board documents of all meetings of the Board at the principal office or at such other place as the Board may order. Such minutes shall contain the time and place of holding of each meeting, whether regular or special and if special, how authorized, the notice given thereof, the name or names of those present at the Board meetings and the proceedings thereof, assuring adherence to the tenets of the most current edition of *Robert's Rules of Order* and state law. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

e. Treasurer. Subject to Board policy and Board direction, the Board shall elect a Treasurer who shall assist the Board in the oversight of the School's financial performance, reporting, and safeguarding. The Treasurer shall chair the Board audit committee whose purposes shall be to assist the Board in ensuring that the School's money and assets will be safeguarded from fraud, waste, and abuse, as well as spent in conformity with Board policy and properly accounted for on a continuous basis. The Treasurer shall not individually have the authority to give directives to the School Leader or any staff or faculty of the School, nor shall the Treasurer be given the authority to sign checks on behalf of the Corporation or School. The Treasurer shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

f. Any Officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect at the date of the receipt of that notice or at any later time specified in that notice; and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party.

g. A vacancy in any office because of death, resignation, removal, or otherwise, may be filled by the Board by a majority vote of then-current Directors for the unexpired portion of the term.

5.10. Final Authority. The Board reserves to itself final authority for decisions concerning:

a. Performing any and all duties imposed on the Board collectively or individually by law or by these Bylaws;

b. Making or changing policies, rules, and regulations not inconsistent with law, or with these Bylaws, for the effective management and control of the School and its affairs, and of its staff, faculty, other employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose or mission;

c. Entering into agreements and contracts with individuals, groups of individuals, Corporations or governments for any lawful purpose;

d. The keeping of a complete record of all minutes, acts, and proceedings of the Board;

e. The cause of an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues, and expenses of the School and its financial condition;

f. Ensuring the School's money and assets are reasonably safeguarded against fraud, waste, and abuse and that the School's financial transactions are managed according to Generally Accepted Accounting Principles and any other applicable standards;

g. Ensuring the School's financial position and performance meet all required performance framework metrics it itself establishes;

h. Setting the proper tone for the ethical and prudent conduct of the Corporation and School in all matters related to its organization and the conduct of its work;

i. The ethical public stewardship and accountability of the Corporation and School;

j. Upholding and enforcing all laws related to the School's operation;

k. The assurance of adequate funding for the operation of the School;

l. The delegation of the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate oversight and jurisdiction.

5.11. School Leader. Subject to such supervisory powers as may be given by the Board, the business, affairs, and property of the School, and all Board authority delegated to the staff and faculty, shall be delegated through and managed by a head of school so that all authority and accountability of staff and faculty and the management of the School, as far as the Board is concerned, is considered to be the authority and accountability of the head of school, who shall be employed by the Board at its pleasure and accountable to the Board collectively to serve as the chief executive and administrator of the School ("School Leader"). The Board shall provide oversight of the School Leader and will direct and instruct the School Leader to achieve certain end results for the School through the Board's establishment of certain policies designed to describe those end results it expects and any means it does not. In doing so, the Board shall:

a. Limit the latitude the School Leader may exercise in practices, methods, conduct, and other "means" through the establishment of policies and guidelines setting forth such related limitations so as to maintain the Board's established standards of virtues, prudence, and ethics;

b. Provide clear expectations and a framework of virtues for the School Leader to use reasonable interpretation of the Board's policies to establish all further management and

operational policies, make all necessary decisions, take all appropriate actions, and develop all activities within the operation of the School;

c. Respect and support the School Leader's choices, within the boundaries and delegations established by the Board;

d. Not bind the School Leader except through its decisions while acting collectively, unless it specifically authorizes such exercise of authority through a Director, Officer, or designated committee on limited and rare occasions through a majority vote of the Directors;

e. Not require the School Leader to provide information or assistance without Board authorization through a majority vote of the Directors when such a request, in the School Leader's judgment, causes a material amount of staff or faculty time or funds or are disruptive to the School's operation.

The School Leader shall hold final authority in the management of the School, outside the broader powers of the Board. As such, the School Leader's accountability is an accumulation of the responsibilities of the staff and faculty and is held to the judgment of the Board who shall monitor the School Leader diligently and respectfully. The Board may establish policy to acquire such monitoring data by internal report, external report, or by direct Board inspection.

The Board shall have one employee, as a single point of delegation, in the School Leader, who is solely accountable for the outcome of the School's operation by achieving the results expected from the Board and by not violating the Board's policies limiting his or her authority, domain, or purview. In every case, the standard for compliance of the School Leader to the Board shall be any reasonable interpretation of the policies of the Board on outcomes it expects and executive limitations it imposes.

5.12. Work of the Board. The Board shall set about doing its work with fidelity to the tenets of sound governance and practices so as to effectively bring about its purpose with integrity and efficiency. The Board's collective efforts shall work to establish the ends it is established to create through explicit policy and guidelines for the prudent and ethical function of the Corporation and School. Though it shall at all times dutifully safeguard its decision authority on all matters as described herein these Bylaws, it shall retain such primary practical and workload interest in:

- a. Setting the Board's work plan and agenda for the year and for each meeting;
- b. Determining Board training and development needs;
- c. Attending to discipline in Board attendance, following these Bylaws and other self-imposed rules;
- d. Becoming expert in good governance practices and policy-making;

e. Establishing the limits of the School Leader's authority to budget, administer finances and compensation, establish programs, and otherwise manage the operations of the School through the Board's proscriptive policy, instruction, and other guidelines;

f. Establishing the results, recipients, and acceptable costs of those results that justify the Corporation's existence;

g. Examining monitoring data and determining whether the Corporation or School has achieved a reasonable interpretation of Board-stated and charter-required criteria;

h. Conducting a regular self-assessment and Board evaluation so as to improve its effectiveness and governance practices, including its compliance to the policies it creates;

i. Establishing and executing a long-term strategic plan for the School's growth and fiscal and operational sustainability.

ARTICLE VI MEETINGS

6.1. Regular Meetings. The Board shall establish a regular schedule for regular meetings that shall occur monthly, no fewer than ten (10) months per year. Minutes of each Board meeting shall be taken and approved by the Board and made available to the public under state requirements.

6.2. Special Meetings. Special meetings may be called by or at the request of the President or any two (2) Directors. Special meetings should only be called when circumstances require immediate action or in order to resolve specific items of business that could not be treated in a regular meeting. The President or the Directors responsible for calling the meeting shall make every reasonable effort to ensure that all Board members are able to attend. Minutes of each special meeting shall be taken and approved by the Board.

6.3. Emergency Meetings. On very rare occasions, the Board may need to call an emergency meeting; the Board will take all reasonable steps to provide notice of such meetings and will ensure that notice and procedure for such meetings follow state statute.

6.4. Notice. Absent controlling state statute, notice of all regular meetings or changes to the calendar of regular meetings must occur at least ten (10) days in advance of an affected meeting. Directors should receive notice by telephone, electronic methods, or by written notice; the public should receive notification via reasonable methods that may include, but are not limited to, print and electronic media. Absent controlling state statute, notice of any special meeting of the Board shall be given at least three (3) days in advance of the meeting by telephone, electronic methods, or by written notice. Any Director may waive notice of any meeting. The attendance of a Director at any meeting will constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to

be transacted at, nor the purpose of, any regular meeting of the Board need be specified in the notice, unless specifically required by law or by these Bylaws.² The notice for special meetings must include the purpose of the meeting and a description of the business to be transacted at the meeting.

6.5. Quorum and Voting. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. The act of a majority of the Directors of the Board present at any meeting at which a lawful quorum is present shall be the act of the Board, unless the act of a greater number is required by law or by these Bylaws. Proxy voting is not permitted.

6.6. Participation by Telephone. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a teleconference network, videoconference technology, or similar communications method by which all persons participating in the meeting can hear each other. For regular meetings, however, at least three (3) Directors must be physically present at the meeting location in order to form a quorum. All votes taken with participants attending by telephone or teleconference shall be by roll call.

ARTICLE VII CONFLICTS OF INTEREST

7.1. Annual Disclosure. All Directors will annually disclose in writing to the Board the existence of any relationship or interest which could give rise to a conflict.

7.2. Conflict of Interest. Any Director or committee member having an interest in a contract, other transaction, or program presented to or discussed by the Board or Board committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be a private interest of the Director. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict is deemed to exist. If a conflict is determined, such person shall not vote on, nor use his or her personal influence on, nor be present during, in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the recusal from voting and participation. In cases where the interest in question will require frequent or on-going disclosures and/or the recusal of a Director from voting—such as, but not limited to lease agreements or on-going management services—the Director in question is required to resign within sixty (60) days of an executed contract.

7.3. Nepotism. The prohibitions against conflicts of interest in these Bylaws have the following consequences for immediate relatives of Board Directors:

² Note: In most cases, state open-meetings laws will obviate the need for this provision.

a. The conflict of interest policy shall apply in cases where the child, parent, or spouse of a Director has an interest in a contract, other transaction, or program presented to or discussed by the Board or Board committee, excepting cases wherein the interest in question applies to a general School program that stands to benefit a student of immediate relation to a Director.

b. In cases wherein the School or Corporation directly employs the child, parent, or spouse of a Director as a full-time, paid employee, the Director in question must resign within sixty (60) days of an accepted offer of employment or within forty-five (45) days of the employee's first day of full-time employment, whichever comes sooner.

ARTICLE VIII COMMITTEES

8.1. Purpose of Committees. Before forming any Board committee, the Board will first ascertain that the committee's purpose is to help the Board do its work. The Board will not form any committee intended to help manage the School or assume any delegated authority and accountability designated to the School Leader.

8.2. Committees. By one or more resolutions adopted by the vote of a majority of the Directors present in person at a meeting at which a quorum is present, the Board of Directors may designate one or more committees, each of which, to the extent provided in the resolution establishing such committee and these Bylaws, shall have and may exercise specific delegated authority. Each committee must include at least two (2) Directors. The delegation of authority to any committee shall not operate to relieve the Board of Directors or any Director from any responsibility or standard of conduct imposed by law or these Bylaws. Rules governing procedures for meetings of any committee shall be the same as those set forth in these Bylaws and the Policies of the Board of Directors unless the Board itself determines otherwise. Any committee may be given certain specific delegated authority except that no committee may:

- (a) approve any action for which state law also requires approval of the Directors or approval of a majority of all Directors;
- (b) fill vacancies on the Board or in any committee which has the authority of the Board;
- (c) fix compensation of the Directors for serving on the Board or on any committee;
- (d) amend or repeal Bylaws or adopt new Bylaws;
- (e) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable;
- (f) appoint any other committees or the members of these committees;

(g) approve any transaction (i) between the Corporation and one or more of its Directors or (ii) between the Corporation and any entity in which one or more of its Directors have a material financial interest; or

(h) have express delegated authority to make decisions on behalf of the Board collectively, but shall make recommendations for the Board's final approval, as appropriate.

8.3. A majority of the committee members shall constitute a quorum for the transaction of committee business, except to adjourn. A majority of the committee members present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Every act taken or decision made by a majority of the committee members present at a meeting duly held at which a quorum is present shall be regarded as an act of the committee, subject to the provisions of state law or these Bylaws relating to actions that require a majority vote of the entire Board.

8.4. The Board may, at any time, revoke or modify any or all of the authority that the Board has delegated to a committee, increase or decrease (but not below two (2)) the number of members of a committee, and fill vacancies in a committee from the members of the Board.

8.5. Standing Committees. The Board of Directors will constitute and appoint Directors to several permanent standing committees, including a governance committee, an audit and financial oversight committee, and a risk management oversight committee.

a. The governance committee exists to assist the Board in developing optimum Board performance with the goal of sustaining it upon Board member turnover. The committee's duties include identifying (and recruiting) potential candidates for Board service and coordinating election and orientation of new members. It is also responsible for coordinating ongoing Board self-assessment and professional development that is both meaningful and practical. The committee will ensure, on behalf of the Board, that any required criminal history checks on candidates, Officers and Directors are initiated in a timely manner and the results reported to the Board. The committee shall also be vigilant, as needed, in reminding the Board, its Officers, its committees, and its individual members of the importance of complying with the Board's bylaws, Officer and Director code of conduct, conflict of interest disclosures and any related Board policies.

b. The audit committee exists to assist the Board in ensuring that the school's money and assets are being properly managed and accounted for, as well as being safeguarded against fraud, waste, and abuse. The committee's duties include soliciting proposals from independent auditors as needed, regularly reviewing financial reports and source documents for irregularities, and confirming the timely and accurate submission of various compliance reports such as corporate tax documents and authorizer mandated financial reports. With the guidance of the Board's attorney, the committee shall also investigate allegations of financial wrong-doing by senior management and shall receive reports from senior management regarding any investigations of financial wrong-doing it is conducting of subordinate personnel.

c. The risk management oversight committee exists to assist the Board in ensuring that sound risk management is occurring in the school to include oversight of adequate insurance coverages (including policy renewal), confirmation of timely completion by management of background checks of staff, faculty, and volunteers, campus safety plans, emergency action plans and related policies.

ARTICLE IX PARLIAMENTARY AUTHORITY

9.1. Parliamentary Authority. The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the Board's meetings in all cases to which they are applicable and in which they are not inconsistent with these Bylaws and any special rules of order the Board may adopt.

ARTICLE X AMENDMENTS

10.1. Bylaws. These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal has been submitted in writing at the previous regular meeting. Bylaws may not be amended without providing reasonable prior written notice to the Barney Charter School Initiative of Hillsdale College and receiving the approval of the School's sponsor [or authorizer].

10.2. Articles of Incorporation. The Articles of Incorporation of the School may be amended in any manner at any regular or special meeting of the Board by an affirmative vote of two-thirds (2/3) of all the Directors then in office, provided that specific written notice of the proposed amendments of the Articles setting forth the proposed amendment or a summary of the changes to be effected thereby has been submitted in writing at the previous regular meeting. The Articles of Incorporation may not be amended without providing reasonable prior written notice to the Barney Charter School Initiative of Hillsdale College and receiving the approval of the School's sponsor [or authorizer].

ARTICLE XI BOOKS AND RECORDS

11.1. Books and Records. The Board shall keep complete books and records of account and minutes of the proceedings of the Board of Directors and committees having any authority of the Board of Directors. All books and records shall be kept in written form or in another form capable of conversion into written form within a reasonable period of time.

11.2. Annual Reports. The Board shall file with the Department of State, if necessary, an annual report on such forms and containing such information as the Department of State may require.

11.3. Inspection Rights. Every Director shall have the right at any reasonable time to inspect the books, records, documents of every kind, and physical properties, as permitted by State law. These inspection rights do not extend to records that are confidential under law including, but not limited to, private student records.

ARTICLE XII CONTRACTS, LOANS AND DEPOSITS

12.1. Contracts. The Board may authorize any Officer or Officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific purposes.

12.2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any Officer or Board member of the School.

12.3. Checks, Drafts and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness or encumbrances of school funds issued in the name of the School shall only occur within the confines of explicit Board policy.

12.4. Deposits. All funds of the School not otherwise employed shall only be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of North Carolina as the Board may select. The Board must verify the existence of such accounts on an annual basis.

ARTICLE XIII CONSTRUCTION

13.1. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the [North Carolina Nonprofit Corporation Law] shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word “person” includes both a Corporation and an individual person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

ARTICLE XIV INDEMNIFICATION

14.1. General. To the full extent authorized by law, the Board shall authorize the School to pay or cause to be paid by insurance or otherwise, indemnification of any Director, Officer, employee, or agent, or former Director, Officer, employee, or agent of the School, against expenses actually and necessarily incurred by such person in connection with the defense of any action, suit, or proceeding in which that

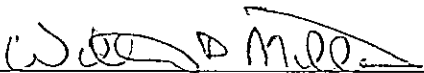
person is made a party by reason of being or having been such Director, Officer, employee or agent, except in relation to matters as to which that person shall have been adjudged in such action, suit or proceeding to be liable for negligence or misconduct in the performance of a duty. The foregoing indemnification shall not be deemed exclusive of any other rights to which an indemnitee may be entitled under any bylaw, agreement, resolution of the Board of Directors or otherwise.

14.2. Expenses. Expenses (including reasonable attorneys' fees) incurred in defending a civil or criminal action, suit, or proceeding may be paid by the Board in advance of the final disposition of such action, suit, or proceeding, if authorized by the Board, upon receipt of an undertaking by or on behalf of the indemnitee to repay such amount if it shall ultimately be determined that such indemnitee is not entitled to be indemnified hereunder.

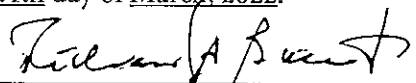
14.3. Insurance. The Board may purchase and maintain insurance on behalf of any person who is or was a member, Director, Officer, employee, or agent against any liability asserted against such person and incurred by such person in any such capacity or arising out of such person's status as such, whether or not the School would have the power or obligation to indemnify such person against such liability under this Article.

We, the undersigned, are all of the initial Directors or incorporators of [What Built America], and we consent to, and hereby do, adopt the foregoing Bylaws, consisting of the preceding pages, as the Bylaws of this Corporation.

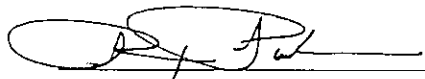
ADOPTED AND APPROVED by the Board of Directors on this 24th day of March, 2022.



William D Miller, President




Richard Buroth, Director



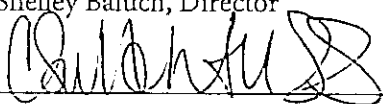
Roxann Paulsen, Vice President




Shelley Baluch, Director



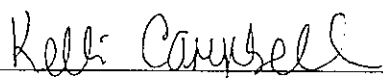
Karri Johnson, Treasurer



Cami Sultenfuss, Director



Lisa Blahusch, Secretary



Kelli Campbell, Director

Appendix K: Articles of Incorporation/Municipal Charter

Flat Rock Classical Academy





NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

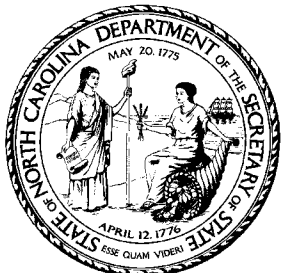
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

WHAT BUILT AMERICA

the original of which was filed in this office on the 6th day of July, 2021.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 6th day of July, 2021.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §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 nonprofit corporation is: What Built America.

2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: William David Miller.

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 1711 Bluebird Dr

City: Hendersonville State: NC Zip Code: 28792 County: Henderson

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: PO Box 1661

City: Flat Rock State: NC Zip Code: 28731 County: Henderson

5. The name and address of each incorporator is as follows:

Name	Address
<u>William David Miller</u>	<u>1711 Bluebird Dr Hendersonville NC, 28792 United States</u>
<u></u>	<u></u>
<u></u>	<u></u>

6. (Check either "a" or "b" below.)

a. The corporation will have members.

b. The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. Attached are provisions regarding the limitation of activities of the corporation.

9. Any other provisions which the corporation elects to include are attached.

10. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (864) 616-4059

Number and Street: 1711 Bluebird Dr

City: Hendersonville State: NC Zip Code: 28792 County: Henderson

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: PO Box 1661

City: Flat Rock State: NC Zip Code: 28731 County: Henderson

11. Principal Office Email Address: Privacy Redaction

12. **(Optional):** Listing of Officers (See instructions for why this is important)

Name	Address	Title

13. **(Optional):** Please provide a business e-mail address: Privacy Redaction.

The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

14. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 4th day of July, 2021.

Incorporator Business Entity Name

William David Miller

Signature of Incorporator

William David Miller Incorporator

Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Purpose of Corporation

The corporation is organized for the following purpose(s): (check all that apply):

- Religious
- Charitable
- Educational
- Testing for public safety
- Scientific
- Literary
- Fostering national or international amateur sports competitions, and/or
- Prevention of cruelty to children or animals.

The Dissolution Clause

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

The Limitation of Activities Clause

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, 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 the purposes set forth in Article Third hereof. 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 provision 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 Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Appendix L: Insurance Quotes

Flat Rock Classical Academy



INSURANCE PEOPLE

Below are the estimated annual premiums: Flat Rock Classical Academy

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

Building	\$750,000
Contents	\$500,000
Deductible	\$1,000
Form	Special
Equipment Breakdown	Included

General Liability Premium Estimate **\$1,367**

Rating Basis:	Students	200
	Faculty	21

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		\$181
Hired & Non-owned Auto Liability		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$7,156
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$1,200,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$16,062
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

03/31/2022

Appendix M: Revenue Assurances and/or Working
Capital Report

Flat Rock Classical Academy



April 12, 2022

Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

Dear NC State Education Department,

It would be a privilege for SEH Tabitha Foundation (EIN 300411158) to support the Flat Rock Classical School in Henderson County. This school would be a wonderful addition to the current public schools in the area, and It would give parents more choice in educating their children. I have supported Global Scholars Academy in Durham, NC for many years, and look forward to supporting a charter school in the county I grew up in.

I would be thrilled to support Flat Rock Classical School and would consider a \$60,000 grant to help with their expenses. Thank you for your consideration of this school, and I look forward to working with Flat Rock Classical School in the future.

Best Regards,
Susan Heinemann

Susan Heinemann
Director SEH Tabitha Foundation
75 Smokey Ridge Trail
Arden, NC 28704
828-335-5833

Appendix O: Additional Appendices Provided by Applicant
N/A

Flat Rock Classical Academy



Date of this notice: 07-22-2021

Employer Identification Number:
87-1806464

Form: SS-4

Number of this notice: CP 575 E

WHAT BUILT AMERICA
PO BOX 1661
FLAT ROCK, NC 28731

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 87-1806464. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your Organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status under Internal Revenue Code Section 501(c)(3), organizations must complete a Form 1023-series application for recognition. All other entities should file Form 1024 if they want to request recognition under Section 501(a).

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

Unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File), you will lose your tax-exempt status if you fail to file a required return or notice for three consecutive years. We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter.

For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

Date of this notice: 07-22-2021

Employer Identification Number:
87-1806464

Form: SS-4

Number of this notice: CP 575 E

WHAT BUILT AMERICA
PO BOX 1661
FLAT ROCK, NC 28731

For assistance you may call us at:
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Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

Unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File), you will lose your tax-exempt status if you fail to file a required return or notice for three consecutive years. We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter.

For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Head of School			1	1
Assistant Head of School			0	1
Dean(s)			0	0
Additional School Leadership			0	0
Core Classroom Teachers			10	12
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)			5.5	7
Student Support Positions (e.g. social workers, psychologists, etc.)			0	0
Specialized School Staff			0	1
Teacher Assistants			8	9
School Operations Support Staff (CFO, Front Office, Food Service, Custodian, Transportation)			5.5	6
TOTAL STAFF			29.5	37

Year 4

Year 5

1	1
1	1
0	0
0	0
16	18
10	10
0	0
2	2
11	12
7	7
48	51

Light's Retention Scale

Revised Edition

Name _____ Date _____

Date of Birth _____ Age: yr. _____ mo. _____ Grade _____

School: _____ Teacher _____

DIRECTIONS: This scale is to be used as an aid in deciding whether or not a student should be retained. Read each item and circle the number following the most accurate statement.

1. Sex of student

- | | |
|---|---|
| Student is a boy in kindergarten through third grade | 0 |
| Student is a girl in kindergarten through third grade | 2 |
| Student is a boy in fourth through twelfth grade | 3 |
| Student is a girl in fourth through twelfth grade | 4 |

COMMENTS: _____

2. Student's Age

- | | |
|---|---|
| Student's birthday falls in the last 1/2 of the calendar year and is in the younger 1/2 of his or her present class | 0 |
| Student's birthday falls in the first 1/2 of the calendar year and is in the older 1/2 of his or her present class | 2 |
| Student is one year older than the students in his or her present class | 4 |
| Student is more than one year older than the students in his/her present class | 5 |

COMMENTS: _____

3. Knowledge of English language

- | | |
|--|---|
| Student has good communication skills using the English language | 0 |
| Student has limited use of the English language but is acquiring new skills quickly | 2 |
| Student has little/no knowledge of the English language; is not acquiring new skills | 5 |

COMMENTS: _____

4. Physical Size

- | | |
|---|---|
| Student is significantly smaller than others the same age | 0 |
| Student is slightly smaller than most others the same age | 2 |
| Student is the same physical size as most others the same age | 4 |
| Student is significantly larger than others the same age | 5 |

COMMENTS: _____

Score, Page 1 _____

5. Present Grade Placement

Student is in kindergarten	0
Student is in first grade	1
Student is in second or third grade	2
Student is in fourth to sixth grade	3
Student is in seventh to twelfth grade	4

COMMENTS: _____

6. Previous Grade Retentions

Student has never been retained and started kindergarten by age 5	0
Student has been held out of kindergarten and started school one year later than other children his or her age	3
Student has had one or more grade retentions	5

COMMENTS: _____

7. Siblings (*Circle only the highest number that applies*)

Student has no brothers or sisters	0
Student has a brother or sister more than 3 grade levels above or below the student's present grade level	2
Student has a brother or sister 2 grade levels above or below present grade level	3
Student has a brother or sister 1 grade level above or below present grade level	4
Student has a brother or sister at the same grade level or one grade level below student's present grade level	5

COMMENTS: _____

8. Parents' School Participation

Parents attend school conferences and are actively involved in school activities	0
Parents attend teacher conferences but rarely are involved in other school activities	2
Parents attend very few teacher conferences	3
Parents never attend teacher conferences	4
Parents never attend teacher conferences and are not supportive of the school staff	5

COMMENTS: _____

9. Experiential Background

Student comes from a background that offers almost no opportunity for social or cultural stimulation	0
Student has minimal experience with the community and has few previous experiences in non-school activities	3
Student has had many enrichment experiences (i.e. summer camp, foreign travel, church groups, scouts, etc.)	4

COMMENTS: _____

10. Transience

Student has attended one school since beginning kindergarten	0
Student has attended two or three schools since beginning kindergarten	3
Student has attended four to six schools since beginning kindergarten	4
Student has attended seven or more schools in the past three years	5

COMMENTS: _____

11. School Attendance

Student misses more than 25 days of school in nine months	0
Student misses 11-24 days of school in nine months	2
Student misses 3-10 days of school in nine months	3
Student misses fewer than 3 days of school in nine months	4

COMMENTS: _____

12. Estimate of Intelligence

Student's intelligence is within the average range (16 th -84 th percentile)	0
Student's intelligence is below average (5 th -15 th percentile)	4
Student's intelligence is above average (85 th -95 th percentile)	4
Student's intelligence is significantly below average (below the 5 th percentile)	5
Student's intelligence is significantly above average (above the 95 th percentile)	5

COMMENTS: _____

13. History of Learning Disabilities

Student has been evaluated by an educational psychologist and no learning disabilities have been found	0
The teacher sees no evidence of a learning disability	2
The teacher believes the child has a learning disability	4
Student has been evaluated by an educational psychologist and found to have a learning Disability	5

COMMENTS: _____

14. Present Level of Academic Achievement

Student is one year below grade level in all academic areas	0
Student is more than one year below grade level in all academic areas	3
Student is at grade expectancy in one subject area and one year below grade level in all other areas	3
Student is at or above grade expectancy in both reading and spelling	4
Student is at or above grade expectancy in all academic areas	5

COMMENTS: _____

15. Student's Attitude About Possible Retention

Student requests retention to "learn what was missed"	0
Student seems disinterested in whether he/she is retained or not	3
Student requests retention but insists that he/she get the same teacher next year	3
Student agrees to retention only after parent persuasion	3
Student does not want retention but agrees that he/she is behind in school work	4
After appropriate counseling by the teacher or parent, the child remains upset if the subject of retention is approached	5

COMMENTS: _____

16. Motivation to Complete School Tasks

Student spends at least 80 percent of class time working on school assignments, even though some may be too difficult	0
Student works on those tasks that he/she is interested in	1
Student is disinterested in school but will work if encouraged	3
Student is disinterested in school and need one-on-one encouragement to complete assignments	4
Student will avoid school related tasks (within child's academic achievement level) even when offered individual help	5

COMMENTS: _____

17. Immature Behavior

Student associates with children 2 or more years younger than his/her actual age	0
Student associated with children 1 year younger than his/her actual age	3
Student associates with children his/her age	3
Student associates with children older than his/her actual age	4

COMMENTS: _____

18. Emotional Problems

Student does not exhibit behavior sometimes seen in emotionally disturbed children (i.e. is not distractible, depressed, overactive, nervous, cries often, etc.)	0
Student exhibits behavior sometimes seen in emotionally disturbed children	5

COMMENTS: _____

19. History of Delinquency

Student has no history of antisocial behavior	0
Student occasionally has difficulty following school rules	1
Student often has problems on the playground and in the classroom	3
Student has a history of discipline problems in the classroom, playground, and community, but has not had contact with law enforcement	4
Student has a history of discipline problems in the classroom, playground, and community, and has had contact with law enforcement	5

COMMENTS: _____

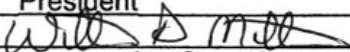
APPENDIX A

Interpretation Guidelines for LRS Ranges

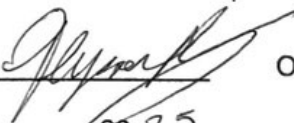
Score	Interpretation Guidelines for LRS Ranges
0 – 8	Excellent retention candidate. This child has an excellent chance of overall improvement if retention is recommended. Nearly all of these children benefit by being retained. (Should have no 5's circled on the recording form.)
9 – 29	Good retention candidate. When a child within this range is retained, most will benefit from the retention and do better academically than if they were promoted. (Should have no 5's circled on the recording form.)
30 – 39	Fair retention candidate. Although most children within this range will show academic gains during grade retention, some will not. The educator should carefully consider all 20 LRS categories prior to making a retention recommendation. (Should have no 5's circled on the recording form.)
40 – 51	Marginal retention candidate. Only 45 to 55 % of these children will show academic gains if retained. Many of these children will do better if promoted with specific interventions or modifications to their program (i.e. tutoring, counseling, grade combination class, etc.). If retained, the educator may want to justify this decision in the child's cumulative record. (Should have no 5's circled on the recording form.)
52 – 69	Poor retention candidate. Nearly all of these children will do better if promoted. For a child to earn a score this high, there are numerous factors pointing to a poor academic and social outcome if retained. Less than 10 percent of these children will show improvement if retained. (Should have no 5's circled on the recording form.)
70 – 90	These students should not be retained. Children within this range almost never benefit from grade retention. If an educator recommends grade retention for a child within this range, he or she must document the extenuating circumstances that justify this action when there is little or no evidence that this intervention will result in academic gains or social/emotional growth and in some cases may be harmful. (Should have no 5's circled on the recording form.)

Signature Page

The foregoing application is submitted on behalf of What Built America/Flat Rock Classical Academy's board of directors consisting of; William D Miller, Richard Bauroth, Karri Johnson, Lisa Blahusch, Shelley Baluch, Cami Sultenfuss, Kelli Campbell, Roxann Paulsen, and Tricia Hunsader. 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: William D Miller
Board Position: President
Signature: 
Date: 4-23-2022

Sworn to and subscribed before me this 23rd day of April, 2022.

Notary Public: Alyssa Brussee  Official Seal:
My commission expires: 6/21 / 2025.



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.

- o Name of the Selected Board Attorney: Lisa Gordon Stella
- o Date of Review: 4-20-2022
- o Signature of Board Members Present (Add Signature Lines as Needed):
 - Will D. Miller
 - Patricia Hunsader
 - Richard A. Pearson
 - Kyrie
 - Phyllis Pearson Camille
 - _____
 - _____

- ❖ 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.

- o Name of the Selected Board Auditor: Phyllis Pearson
- o Date of Review: 4-23-2022
- o Signature of Board Members Present (Add Signature Lines as Needed):
 - Will D. Miller
 - Patricia Hunsader
 - Richard A. Pearson
 - Kyrie
 - Phyllis Pearson
 - Lisa Blahusch
 - Shelley Edin

❖ 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: NA -
- Date of Review: We do not have intentions to use a management company.
- Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

❖ 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: NA -
- Name of the Selected Financial Service Provider: We do not have this management company selected at this time
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

❖ 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: NA -
- Name of the Selected PowerSchool Service Provider: we have not contracted with this service provider yet.
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

I, William D Miller, 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 What Built America (non-profit) for Flat Rock Classical Academy Charter School is true and correct in every respect.

Signature William D Miller

Date 4-23-2022

I, William D Miller, 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 What Built America (non-profit) for Flat Rock Classical Academy Charter School is true and correct in every respect.

Signature William D Miller

Date 4-23-2022