

Organization Information

Application Type *

Acceleration

Operator Type *

EMO/CMO

Primary Contact Name *

Gregg Sindere

Has the School Leader Been Identified? *

Yes No

Is Management Organization Used

Yes No

Management Organization Name

Charter One

Primary Contact Relation To Board *

Management Company Representative

Primary Contact Email *

gsindere@charter.one

Proposed Leader Name *

None

Management Organization Contact Name

Gregg Sindere

Primary Contact Phone *

8125996530

Management Organization Email

gsindere@charter.one

Primary Contact Address *

14111 Capital Boulevard

Unit/Suite *

2

Zip Code *

27587

City *

Wake forest

State *

North Carolina

Proposed Leader Job *

None

1. Application Contact and Student Enrollment Information

Q1. Name of Proposed Charter School

American Leadership Academy Capeton

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

Dawn Forrest
919-609-0905

Q3. Geographic County in which charter school will reside

Harnett County

Q4. LEA/District Name

Harnett County Schools

Q5. Zip code for the proposed school site, if known. Please provide a primary zip code location and a secondary, or alternative, proposed zip code.

27546 - Lillington, NC

27506 - Buies Creek, NC

Q6. Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO)?

- I. Definition - Charter Support Organization (CSO) - A for profit or nonprofit, nongovernmental entity that provides:
- assistance to developers during the application, planning, program design, and initial implementation of a charter school; or
 - technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.

Yes

No

Q7. Provide the name of the third-party consultant or CSO.

Charter One, LLC

Q8. Describe any fees provided to the third-party person or CSO in preparation of this application and, if applicable, any future fees as reflected in the budget.

There were no fees charged for preparation of this application. The ALA Capeton board will enter into an education management contract with Charter One. These fees are reflected in the budget.

Q9. What assistance was provided by the third-party consultant or group while preparing this application, what assistance is currently being provided, and when the assistance will end?

Charter One provided assistance with preparation of the application, coordination of board meetings and early property search activities. The American Leadership Academy Capeton Board intends to enter into an EMO agreement with Charter One upon State Board of Education approval.

Q10. Projected School Opening Month

August

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.

- Please note: If applying as a **"FACE VIRTUAL"** remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).
- State law requires that a charter school serve a minimum of 80 students unless the school has a compelling reason such as serving a geographically remote student population. 115C-218.1(13).

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Q13. At full capacity, what is your estimated student enrollment and grade spans?

At full capacity, American Leadership Academy will serve 900 students in grades K-8.

Q14. How did you determine the projected enrollment targets and grade levels listed in this application? Reference data, methodology, calculations and other factors used.

The Board for American Leadership Academy Capeton (ALA Capeton) chose the number of students and grade levels served after extensive research completed with the assistance of Charter One. We reviewed the number of charter schools in Harnett County, the percentage of students attending charter schools in the county, the total population in the county, the number of home school students, and the number of students attending charter schools located outside the county, as well as our interest list of families desiring a charter school in Lillington to determine our target.

There are approximately 14,000 students in Harnett County in grades K-8. There are approximately 500 students that attend charter schools within Harnett County. We believe the market for K-8 charter school students to be approximately 1,400 students. That means that there is a market for an additional 900 charter school students. There are approximately 2,138 home school students in Harnett County. There are approximately 1,700 students that live in Harnett County that attend a charter school outside of Harnett County. Our interest list has over 1,500 families interested in attending ALA Capeton. Harnett County is the third fastest growing county in the state and several thousand homes have been approved in the Lillington/Buies Creek area. All of these factors combined support an enrollment of 900 students at ALA Capeton.

Q15. Provide a narrative explaining the projected demographics of your targeted county/LEA/region over the next 10-25 years. Reference data, methodology, calculations and other factors used.

- This information should provide evidence of school age populations corresponding to the grade levels you plan to serve, and whether those populations are increasing or decreasing. This information should support the applicant's stated demand for this charter school and the growth plan outlined in the enrollment chart provided in Q12.

Harnett County is the one of the fastest growing counties in the state with a 3% annual growth rate. In the Lillington/Buies Creek area, several thousand homes have been approved to be built. There is growth pressure from both Wake and Cumberland Counties. We currently have over 1,500 families that have expressed interest in their children attending ALA Capeton. This information supports a projected enrollment of 900 students at ALA Capeton.

Q16. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

See attached table.

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

Q17. Does the school plan to provide services to certain targeted subgroup(s)? If so, please explain.

The student population is anticipated to reflect the student population of Harnett County Schools. ALA Capeton does not plan to target any subgroup of students.

Q18. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q19. Explanation (optional)

N/A

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.

Q20. Organization Type: Nonprofit Corporation or Municipality

- Private Nonprofit Corporation (NCGS 115C-218.1) The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Non-Profit Corporation

Municipality

Q21. Official name of the private, non-profit corporation as registered with the NC Secretary of State.

- This is the entity that will hold the Charter if final approval is granted by the NC Charter Schools Review Board (CSRB).

American Leadership Academy Capeton, Inc.

Q22. Does the private non-profit listed as the responsible organization for the proposed charter school have 501(c)(3) status?

Yes

No

Q23. Has the organization applied for 501(c)(3) non-profit status?

- Federal Tax-Exempt Status (NCGS 115C-218.15) If the nonprofit 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 by the CSRB.

Yes

No

Q24. Attach as Appendix F Federal Documentation of Tax-Exempt Status.

ALA Capeton has yet to obtain 501(c)(3) status. The tax-exempt status will be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval by the CSRB.

Upload Required **File Type:** pdf, image, excel, word, text, video **Max File Size:** 30 **Total Files Count:** 10

Q25. Name of Registered Agent and Address as listed with the NC Secretary of State

Gregg Sindors
14111 Capital Boulevard, Suite 2
Wake Forest, NC 27587

Q26. If applying as a municipality, please provide the name of municipality.

N/A

Q27. 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 **Max File Size:** 30 **Total Files Count:** 10

Q28. Attach as 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 **Max File Size:** 30 **Total Files Count:** 10

Applicant Comments :

There is no statutory requirement for the Conflict of Interest Policy for board members nor to state a commitment to the NC Open Meetings Law. The ALA Capeton Board will adopt a Conflict of Interest Policy for board members that complies with NC law. The ALA Capeton Board will comply with the NC Open Meetings Law upon charter approval.

3. Governance and Capacity

3.1. School Governing Body

Q29. Organization Street Address (if you have one)

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

14111 Capital Boulevard, Suite 2
Wake Forest, NC 27587

3.2. 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.

Q30. 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. 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

Q31. 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.

ALA Capeton is a non-profit board comprised of five members with diverse backgrounds. The primary responsibilities of the board are governance, financial oversight and academic oversight.

The primary function of American Leadership Academy Capeton Board will be to decide matters related to the operation of the school, including budgeting, curriculum, and operating procedures. The Board has been established in conventional fashion with non-compensated members and shall operate in accordance with the bylaws. The Board will retain final authority for decision making pertaining to policy, financial and other governance matters with professional educational and management services being provided to them by Charter One. Although the Board has entered into an EMO agreement, the authority to supervise and control the business and operations of the school remains with the Board, which is invested with all powers necessary or desirable for carrying out the educational program. As stated in the EMO agreement with Charter One, the Board contracts with Charter One for the provision of all management, labor, and supervision necessary for the provision of educational services to students, and the management, operation, and maintenance of the school in accordance with the charter, SBE policy, and State laws and regulations.

The Board knows the boundary between governance and operations. The Board will work closely with the School Director determining best practices and proper delegation of management issues. The School Director will be an employee of Charter One with approval by the Board after careful review of the candidate's qualifications, goals, track record, and integrity. Charter One will be responsible for recruiting the School Director and recommending a qualified candidate to the Board. The School Director will be subject to an employment agreement with guiding expectations, authority, and responsibility pertaining to relationships with the Board and their staff. The School Director will report to Charter One on a daily basis. Should the Board have any concerns about the School Director, they will inform Charter One, who will take the appropriate actions to remedy the Board's concern. The School Director will be evaluated annually by Charter One. The evaluation will include a quantitative and qualitative analysis of academic, financial, and operational performance. Charter One may also use established, market-based tools or the state principal evaluation system.

Q32. Describe the size, current and desired composition, powers, and duties of the governing board.

The bylaws require a minimum membership of 5 and no more than 7 members. The Board consists of 5 members and any additional members may be added by the opening of the school. The composition of the Board includes expertise in charter school governance, facilities, education, marketing, finance, and business. The Board has ethnic, gender and professional diversity. The Board will maintain members with a range of professional qualifications and strong evidence of personal commitment to public education and civic engagement. The Board has demonstrated a strong ability to govern with a constant eye on the mission. The Board will strive to maintain this level of diverse composition. The replacement of board members will be governed by the bylaws.

The Board will be charged with all governance matters that include organization life and continuity, pedagogical excellence, risk management, community outreach, long range planning and other functions required to open and operate a successful public charter school. The Board is legally accountable for all aspects of ALA Capeton. The Board will be required to answer to the CSRB, State Board of Education and stakeholders pertaining to all aspects of the School (operations, education, future growth, and community impact). The responsibilities of the Board shall include but not be limited to: overseeing the finances, operating and personnel policies and procedures; evaluating the performance of the EMO (including evaluation of the school's academic performance); providing insight into the annual evaluation of the School Director; approving contracts with vendors, compliance with the terms and conditions of the charter; compliance with applicable State and Federal laws; approval of the annual budget and regular monitoring of budgetary performance and facilitation and review of the annual, independent financial audit. The Board will not engage in the day-to-day operations of ALA Capeton. With assistance and guidance from Charter One, the Board will empower and oversee the School Director. The Board will provide input into the annual evaluation of the School Director. The Board will be actively engaged in the governance of the school and promote it within the community. The Board will conduct an annual self-evaluation.

The officers are defined in the bylaws as the President, Vice-President, Secretary and Treasurer. The Secretary and Treasurer position can be combined.

Q33. Describe the founding board's individual and collective qualifications for implementing the school design successfully.

The members of the ALA Capeton Founding Board bring a depth and diversity of experience for implementing the school design successfully. The Board has the following experience and qualifications:

1. Experience as a public school teacher and coach; Chief Academic/Operations Officer of public charter school and founding staff member for charter school.
2. Experience as businessman, Director of a public charter school, Director of state charter school authorizer and Director of statewide charter organization.
3. Extensive marketing experience with developing communities.
4. Experience as an educator and working in various positions for an Education Management Organization.
5. Mayor of a local company and works with civil engineering firm.

The ALA Capeton Board is well positioned for the successful startup and operation of a K-8 school.

Q34. Explain how this governance structure and composition will help ensure the school's success, the board's evaluation of that success, and active stakeholder representation.

Responses to Questions 31, 32 and 33 address the governance structure and composition and how it will help ensure the school's success.

Educational and Operational Success

The governance structure and composition of the Board will ensure the educational and operational success of the school. One of the most important functions of the Board is ensuring the school has a strong leader. The Board will receive periodic reports regarding academic outcomes and operational efficiency. The Board may establish committees to oversee academic, finance and facilities, and governance. The diverse makeup of the Board assists in accomplishing this goal. The Board's respective expertise and previous experience in education and with charter schools is a great asset to the organization.

Evaluation of School and School Leader Success

The Board will annually review school performance goals in areas of finance, academics, and governance. The School Director will be evaluated annually by Charter One (with additional input provided by the Board) through processes that includes all of the stakeholders in official and unofficial feedback and response surveys. The evaluation will include a quantitative and qualitative analysis of academic, financial, and operational performance. Charter One may also use established, market-based tools or the state principal evaluation system. The evaluation conducted by Charter One will utilize tools designed to produce a measurable, specific assessment of performance, in both quantitative and qualitative terms in key areas such as academic growth and development, financial strength and accountability, operational performance, staff satisfaction and their professional growth, parent engagement and satisfaction, etc.

Representation of Key Stakeholders

The diverse makeup of the Board represents the community at large. This results in a strong representation of the parent and student body. This also assists in seeking community involvement with the school. The Board believes that the school is an extension of the family unit. There are active and effective opportunities for all parents/guardians to volunteer in the classroom and at school events, so long as they clear a background check as required by our Parent-Student Handbook. For example, parents will be provided the opportunity to assist in the planning of domain celebrations at the conclusion of Core Knowledge units. Parent input will be actively sought through surveys. The Board will periodically include presentations from students. This may include reports on student activities and success from club representatives, athletic team representatives, and Student Body Officers ("SBOs"). The Board will allow for public comment at every meeting. The School Director may form a Parents Advisory Council or encourage the formation of a parent support organization to receive additional input and feedback.

The Board will measure success in the following areas:

1. Academic: The Board will review formative assessment results three times per year. The Board will review summative assessment results annually.

2. Governance: In addition, the Board will require regularly scheduled operations updates highlighting the progress of certain administrative or committee projects and assignments. The Board will provide input on the School Director evaluation and will evaluate the EMO on an annual basis. The Board will establish and monitor a multi-year strategic plan, modifying as necessary and measuring progress.

strategic plan, monitoring as necessary and measuring progress.

3. Financial: Review of monthly financial reports and ensure completion of annual audit.

4. Operations: Review and address parent and teacher surveys, review student retention data, review teacher retention data

Q35.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 Board President had a desire for a public charter school in Harnett County. She had discussions with Charter One about partnering on the development and operations of a charter school. Between the contacts of the Board President and Charter One, five board members were recruited with extensive experience in the community, in education and in developing successful charter schools. The founding board members and Charter One have a common mission of providing high quality school choice options to as many families as possible. We have sought people of professional stature that are committed to the success of the school.

The bylaws define how vacant board positions will be filled: "The Board of Directors will elect its Directors during the annual meeting of the Board of Directors at the conclusion of a Director's term. If no election is held at the annual meeting, the election will be held as soon as conveniently possible after the scheduled meeting date. When a Director is elected, the director shall serve the designated term. The Board may establish an alternating term schedule to minimize Board turnover. If any vacancy is caused by death, resignation, or removal of a Director, the remaining Directors, by majority vote, will elect a successor to hold office for the remaining term of the Director whose place is vacant. The successor will serve as a Director until the next regular election of Directors."

In the event of a vacancy the Board will examine the range of concerns affecting a decision to recruit a replacement that include professional skill set, community leadership, known integrity, and commitment to public and classical education, and influence with philanthropic and charitable leaders. The Board intentionally seeks persons that bring a differing set of professional skills that also have access to diverse sectors of the community.

Q36.Describe the group's ties to and/or knowledge of the target community.

Board members have extensive ties to the local community and to the charter school community. Two of the five board members live or work in Harnett County. Three other board members live in the nearby counties of Lee, Wake and Franklin. All board members are active in promoting ALA Capeton.

Each member of this Board has the desire to improve the facets of its educational offerings to school-age children within the target community. The ALA Capeton Board Members in conjunction with the School Director will range from young to experienced professionals. As such, all key stakeholders will have a unique, local approach and understanding of the past, present, and future needs of the targeted community. From young families with small children to those with grandchildren, the ties of this group are of genuine understanding, concern, and optimism.

Q37. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including their roles and duties, and the reporting structure.

The Board will meet a minimum of eight (8) times per year, including its Annual Meeting, in accordance with State law and the Board Bylaws. The precise meeting day, time, and overall calendar will be reestablished for each fiscal year at the annual meeting. Decisions about the focus of monthly meetings will be guided by evident needs determined in cooperation with the School Director and Charter One. The Board, with the assistance of Charter One, will develop a strategic calendar which will be submitted to the Office of Charter Schools as part of the Ready to Open process.

Charter One provides a board liaison to assist the Board President in oversight of the Board.

Q38. 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.

New Board members will receive Board Member training and orientation from the ALA Capeton Board and Charter One. New Board members will also have full access to critical documents (Charter application, Charter Agreement, Bylaws, Board Policies, Agendas and Minutes, etc.) Each Board Member will complete at least eight hours of professional development on an annual basis. This may include annual Board training, participation in Office of Charter School trainings, attendance at charter school conferences, and online Board training provided by Charter One. Annually the Board will participate in board training. Topics covered will include governance vs. management, keys to effective governance, the charter school leadership evaluation, conducting effective meetings, maintaining legal compliance, managing parent relationships, conflict resolution and legislative and policy changes.

Q39. 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.

The Board realizes the importance of its members being charged as stewards of the public trust and that each member's ethical conduct is a reflection on the entire Board and the mission of the school. The Board is committed to preserving the public trust by taking proactive measures to ensure that the highest ethical standards are practiced by each Board member, and in turn, the Board as a whole. Specifically, we will adopt a Conflict-of-Interest Policy to guide individuals and the entire Board on matters that will help us avoid or resolve constructively any potential matters of conflict. The Policy will require that current Board members (and prospective Board members) examine, evaluate, and disclose those personal and financial interests that could possibly create a conflict of interest between individuals and the Board, or simply between Board members. Every Board member has an affirmative duty to provide any and all information that a reasonable person would conclude is necessary to fully disclose any existing conflict of interest or potential conflict of interest.

Q40. Explain the decision-making processes the board will use to develop school policies.

Adoption of school policy by a quorum of the Board at a legally called open-meeting will be the culmination of a process that seeks input from interested/affected constituent groups within the school community, research of available alternatives, careful study of the impact and costs of a potential policy and thoughtful deliberation of preliminary solutions. Upon completion of this process, Charter One will make policy recommendations to the Board. The Board may give the matter consideration and either ratify the recommendation, take no action, or refer the matter back to the Charter One for additional research or further guidance.

Q41. 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 ALA Capeton Board (to include present consultation with the Charter One and future consultation with the School's Director) is ultimately responsible for, and accountable regarding the actions, performance and success of the school. While the Board recognizes stakeholder groups like teachers and parents, and will listen closely to their voices, the structure of Board accountability will include Charter One and input from key stakeholders. The organizational chart for ALA Capeton reflects a clear decision-making authority at every level with each level accountable to the level above. The Board will seek feedback and input regarding various matters from constituent groups as a part of the process of developing and evaluating policies and refining policies as the need arises. The Board retains ultimate decision-making authority and cannot delegate this authority or liability to any committee it may choose to form (i.e., academic, governance, finance, and facilities).

Q42. How will the board ensure grievances/concerns from parents and staff members are heard?

The Board will establish a Grievance Committee as necessary. The Board will also approve a Grievance Policy. The purpose of the Policy is to evaluate and determine the merits of a properly filed grievance by a parent or member of the faculty or staff, and to make a recommendation to the Board for consideration. Filing a valid grievance requires that the aggrieved party address the issue with the following individuals in an identified sequence:

STAFF:

- 1st: Seek resolution of the matter with whom the staff member has disagreement
- 2nd: Seek to resolve the grievance in the presence of the employee's immediate supervisor
- 3rd: Seek resolution via Charter One/School Director
- 4th: Seek resolution with the Board of the School

PARENTS:

- 1st: Seek resolution directly with the student's teacher or the staff member of concern.
- 2nd: Seek resolution with the teacher or staff member's direct supervisor
- 3rd: Seek resolution with Charter One/School Director.
- 4th: Seek resolution with School Board.

The grievance procedure will be outlined in both the student/parent handbook and the employee handbook. Each grievance, whether one or multiple grievances from the same party, must be thoroughly reviewed. The aggrieved party has the right to an expeditious, objective, and thorough review of the grievance. If the grievance is with the School Director, the decision by Charter One is final. All other grievances may be appealed to the board and the board's decision on the matter shall be final.

All records submitted or reviewed during the grievance process are to be preserved in accordance with the School's retention schedule. Grievance records containing protected information under the law are not public documents and are not to be disclosed, published, or released in full or in part. Grievance Committee members may not make any comment outside of their own proceedings, regarding the grievance deliberations or final outcome.

Q43. Attach as Appendix Organizational Chart.

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

Q44. Attach as Appendix Charter School Board Member Information Form and Resume.

- How were you recruited and Why do you wish to serve - are asked twice, in succession. Just a redundancy we need to remove.
- The very first question - Have you ever served before? is a Yes or No. About 6-7 questions down, they are asked to describe their past board service. I would move that up to the Yes/No question to tie the two together.

Charter School Board Member Information Forms and Resumes are attached.

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

Q45. Attach Appendix For Each Board Member: Charter School Board Member Background Certification Statement and Completed Background Check. PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.

- **Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- **Background check must include any additional aliases that have been used by the individual.**
- **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- **Background check must include a completed nationwide check.**

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

3.3. Staffing: Hiring, Management, and Evaluation

Q46. Projected Staff: Complete the staffing chart below outlining your staffing projections.

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

Applicant Comments :

Staffing chart is attached as evidence to the section.

Q47. Explain the board's strategy for recruiting and retaining high-performing teachers.

We understand the importance of not just recruiting staff to all vacant positions but finding the right individuals to fill those positions. Our recruitment focus will not only be vetting credentials but ensuring there is a commitment to learning and making decisions that are in the best interest of students. In line with state guidelines, we will ask teachers to have a valid certification issued through the state of North Carolina and all employees will be required to pass a state background check in accordance with applicable state and county guidelines. In accordance with state and federal guidelines, equal employment opportunity will be provided to all applicants and the recruitment policy will not violate any antidiscrimination provisions and will follow best practices. Recruitment efforts will consist of the following:

- Coordination with colleges and universities to offer intern and student teaching opportunities to eligible students.
- Posting on external sites such as college boards and larger career-based boards like LinkedIn, Indeed and ZipRecruiter. Additionally, ALA Capeton will post on any applicable state education boards.
- ALA Capeton will support through alternative routes to licensure allowing educators to complete a post-bachelor program to simultaneously teach and complete program requirements. This could be especially beneficial for Exceptional Children position or others that are considered “hard-to-fill.” Such programs could include partnerships with Troops to Teachers for example.
- Participation in external job fairs (in and out of state). Additionally, ALA Capeton will host internal job fairs as needed.

As a charter, we will also seek to recruit from a pool of candidates that might be looking to education or teaching as a second career. Since we are able to hire a certain percentage of non-licensed teachers, we may use this approach to attract talent that would not be available to the traditional public schools. Note: ALA Capeton's preference will be to hire teachers with licensure, or to help faculty obtain licensure through an alternative route to licensure program. We will then complete a compensation analysis to ensure salary and benefits are in line with the local market and attract high performing teachers. This may include pay-for-performance incentives. All jobs will also be posted on the school website and candidate applications will be housed in an applicant tracking system managed by the management organization. Employees of the school will be reflective of the community served. Lastly, this is not an exhaustive list of recruitment strategies and ALA Capeton recognizes that flexibility and adaptability is key to ensure the needs of all students are met.

Q48.If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school.

A school leader has not been identified. Charter One will provide support until a leader is hired.

Q49.If the school leader has been identified, attach the school leader's one-page resume as Appendix

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

Applicant Comments :

A school leader has not been identified. No resume to attach.

Q50. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

Pursuant to North Carolina law, all teachers, faculty and staff will be reviewed and approved by the Board of Directors. Charter One will engage in all recruiting activities, with all recommendations presented to the Board of Directors. The School Director will be employed by Charter One, while all other employees will be employed by the Board.

Q51. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

The Board is responsible for the approving, the hiring, and dismissing of school personnel. Charter One will provide Human Resource support for the School Director including the hiring and dismissing of school personnel and conducting criminal background checks. The School Director will make recommendations regarding the hiring of the teachers and staff. ALA Capeton will use non-discriminatory procedures when hiring employees and will follow both Federal and State Equal Opportunity Laws to prohibit discrimination of applicants and employees. Charter One will recruit and recommend the hiring of the School Director and members of the administrative team with approval by the Board. Staff hiring decisions will begin with the School Director who will execute the following procedures in the hiring process:

1. Reduce the pool of applicants to a select group of highly qualified candidates.
2. The interview team will be assembled to include the School Director and administration/teacher representatives.
3. The interview team will interview the applicant(s).
4. The School Director will select the candidate to fill the vacant position(s) based on the counsel from the interview team.
5. Three reference checks will be done by Charter One's HR department on the selected candidate.
6. Charter One's HR department will conduct criminal history background checks in accordance with state law on all potential employees and it will mirror the criminal background check policy of Harnett County Schools.
7. At the direction of the School Director, Charter One's HR team will make a job offer contingent upon a successful criminal background check.
8. The Board will review the School Director's recommendation. The Board will approve or disapprove the recommendation.
9. Employees at ALA Capeton will sign one year "at will" contracts. At any time an employee can be terminated immediately for committing acts that violate federal or state law. Teachers can also be terminated for "poor performance" as deemed necessary by the School Director. ALA Capeton's School Director will actively support any teacher whose performance is not proficient through written action plans with strategic interventions and measurable goals for teacher improvement. Every effort will be made to assist teachers who are not performing adequately to improve their job performance before termination is determined.

Q52. Outline the school's proposed salary range and employment benefits for all levels of employment.

The School will conduct compensation analyses annually to determine the market rates and ensure compensation for all staff remains competitive and in line with the market and local LEA. Below is a salary placement guide that was compiled based on 2025 data. This aligns with our recruitment strategy to attract educators at varying stages of certification, with level of education determining placement and certifications recognized through stipend incentives. Additionally, a comprehensive benefits package will be offered to eligible staff which includes medical, dental, vision and applicable ancillary coverages (life insurance, short-term disability, long-term etc.). ALA Capeton plans to offer several medical plans and offer an employer contribution to help offset employee costs for medical and dental coverage. As a preliminary estimate, ALA Capeton plans to contribute around \$456.65 per month (\$5,479.76 per year) per employee towards benefit premiums. ALA Capeton will also offer its own 401k plan, separate from the state retirement offering. The Board of Directors will have oversight of employer matching contributions and plan design.

The teacher salary scale is attached. The salaries for other positions are in the budget.

Q53. Provide the procedures for handling employee grievances and/or termination.

Before moving forward with discipline, ALA Capeton will consider a number of factors. This includes, the nature and seriousness of the offense, the employee's past record, impact on the school and any other applicable circumstances. Discipline, short of termination, will be used to encourage employees to improve their conduct or performance and prevent future incidents so the employee may continue employment. If corrective action fails to produce the desired results, or in the event of a serious offence that warrants immediate termination, ALA Capeton will follow best practices for termination meetings and will comply with State and Federal guidelines regarding non-discrimination practices and other applicable regulations. This means that termination decisions cannot be made autonomously by the School Director. These decisions will be made in consultation with Charter One's Human Resource team, as well as with the Executive Leadership Team.

ALA Capeton hopes that all employees will have a favorable experience with their colleagues and the school, but understands that from time to time, concerns may emerge, and ALA Capeton encourages all employees to come forward. In accordance with school values, all staff should seek first to understand one another. When possible, ALA Capeton encourages individuals who believe they are being subjected to unwanted conduct to promptly advise the offender that the behavior is unwelcome and request that it be discontinued. The school recognizes, however, that an employee may prefer not to address the matter directly. If this occurs in the workplace, the employee should notify his or her supervisor, Human Resources, or any member of the executive team with whom they are comfortable speaking with as soon as possible. ALA Capeton encourages, but does not require, complaining parties to provide a written description of the incident(s) prompting concern. If/when an investigation is initiated, Human Resources will typically take the lead on these types of inquiries. The goal is always to ensure the investigation is conducted fairly, and that the unwanted behavior ceases. At the conclusion of the investigation, appropriate action will be taken (including discipline if appropriate) and a written conclusion to the investigation will be provided to the employee. Please note, the policy for staff grievances was discussed earlier in the application.

Q54. Identify any positions that will have dual responsibilities and the funding source for each position.

At this time, we do not anticipate staff to have dual responsibilities. However, should ALA Capeton attain Title I status, it may become expected for certain employees to have dual responsibilities. If this is the case, we expect Title I funding to assist those employees with dual responsibilities. We will also closely track assignments for these employees to ensure the funding meets all Federal and State guidelines.

Q55. Describe the plans to have qualified staffing adequate for serving all student needs including SWD, ML, and AIG students.

In line with state guidelines, EC teachers and those that work with EL and gifted populations will be required to obtain and maintain appropriate licensure for the position. The needs of students in these populations will be evaluated by the appropriate team(s) at the school level, typically the School Director, Assistant Director and the EC Director at the school, and ESS Director at Charter One. We will track closely during registration, the number of related students, to ensure that we have sufficiently trained personnel on staff. If additional staff is required, the School Director will notify Charter One, and appropriate staffing actions will follow. Budget adjustments will be approved by the Board if necessary.

Q56. How will teachers be evaluated? What system or tool will be utilized?

ALA Capeton will utilize the Charter One evaluation tool. This tool has been approved for use at other NC Charter Schools managed by Charter One. ALA Capeton will submit a cross walk between the Charter One evaluation tool and the North Carolina Educator Evaluation System (NCEES) for approval as part of the Ready to Open process. The School Director, Assistant Director and peer evaluators will conduct evaluations.

Q57. 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).

SCHOOL DIRECTOR JOB DESCRIPTION

Candidates must complete a background check in accordance with North Carolina statutes.

Duties include but are not limited to:

- Define the responsibilities and accountability of staff members and develop plans for interpreting the school program to the community.
- Evaluate student progress in the instructional program by means that include the maintaining of up to-date student data.
- Supervise and appraise the performance of the school staff.
- Set and enforce rigorous standards for student achievement that are in line with the goals of ALA Capeton.
- Create a culture of excellence, teamwork and collaboration amongst the staff, teachers, students and

families.

- Oversee all programs, services, and activities to ensure that program objectives are met.
- Manage student enrollment process to ensure that the school achieves its targeted enrollment projections.
- Ensure appropriate standards of student behavior, performance, and attendance and ensures that all disciplinary issues are addressed fairly and immediately.
- Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.
- Recruit, select, and hire school staff, including teachers and school-based support staff.
- Serve as liaison between teachers, parents, and the community.

Candidates with the following qualities will thrive as part of our growing ALA Capeton team:

- Leadership and team collaboration skills
- Positive interpersonal and communication skills
- Organizational skills and self-management to effectively handle multiple responsibilities
- Commitment to go above and beyond when necessary to reach goals
- Strong planning, execution and problem-solving skills
- Self-motivation
- Dependability

Minimum Requirements: Must have a Bachelor's degree or higher with management or leadership experience

Preferred Requirements: Education leadership degree with prior leadership experience in an educational setting. ALA Capeton offers a competitive salary that is individually determined based on education and experience. ALA Capeton offers health benefits, paid time off, and 401K investment options including employer contributions. Interested candidates are encouraged to complete an online application and submit the following supporting documentation: Current resume, Cover letter, Letters of recommendation (2-3).

K-6 ELEMENTARY TEACHER JOB DESCRIPTION

Candidates must complete a background check in accordance with North Carolina statutes.

Job expectations include, but are not limited to:

- Daily classroom instruction as aligned to approved lesson plans.
- Ensure that all school policies and procedures are adhered to.
- Ensure a sustainable relationship with parents, school personnel, and members of the public.
- Submit grades and attendance according to the procedures of the school.
- Prepare classroom for instruction.

Candidates with the following qualities will thrive as part of our growing ALA Capeton team:

- Leadership and team collaboration skills
- Positive interpersonal and communication skills

- Organizational skills and self-management to effectively handle multiple responsibilities
- Commitment to go above and beyond when necessary to reach goals
- Strong planning, execution and problem-solving skills
- Self-motivation
- Dependability
- Organizational and self-management skills to effectively handle multiple responsibilities

ALA Capeton offers a competitive salary that is individually determined based on education and experience. We offer health benefits, paid time off, and 401k investment options including employer contributions.

Interested candidates are encouraged to complete an online application and submit the following supporting documentation: North Carolina Teaching Certificate, Current resume, and Letters of recommendation (2-3).

SPECIAL EDUCATION TEACHER JOB DESCRIPTION

Candidates must complete a background check in accordance with North Carolina statutes.

Job expectations include, but are not limited to:

- Modify and develop daily curriculum techniques specific to students with different learning modalities.
- Develop approved lesson plans to meet the standards of the curriculum within the classroom and assist in developing lesson plans for inclusion students.
- Consistently communicate and correspond with parents, administrators, school psychologists and other professionals to set-up and plan IEP and evaluation meetings.
- Act as IEP facilitator and collaborator between special education and general education teachers.
- Gather relative information from team members and write, revise, or update IEP and existing data reports.
- Complete report cards and progress reports on each student's progress.
- Assist other professional staff in identifying and implementing interventions for students identified in the Student Study Team process.
- Maintain appropriate student data in order to keep school-wide grading system up to date as well as data required to monitor IEP goal progress.
- Attend professional meetings, educational conferences and training workshops in order to maintain and improve professional competence.

Candidates with the following qualities will thrive as part of our growing ALA Capeton team:

- Leadership and team collaboration skills
- Positive interpersonal and communication skills
- Organizational and self-management skills to effectively handle multiple responsibilities
- Commitment to go above and beyond when necessary to reach goals
- Strong planning, execution and problem-solving skills
- Dependability

ALA Capeton offers a competitive salary that is individually determined based on education and experience. We offer

health benefits, paid time off, and 401k investment options including employer contributions.

Interested candidates are encouraged to complete an online application and submit the following supporting documentation: North Carolina Special Education teaching certificate, current resume, letters of recommendation (2-3) and any applicable certificates and endorsements.

SCHOOL NURSE JOB DESCRIPTION

Candidates must complete a background check in accordance with North Carolina statutes.

Job duties include:

- Provide basic first aid and general care to students
- Organize health office, manage student health records and medication logs
- Review student immunization records to ensure state compliance
- Conduct hearing and vision screenings
- Administer medications to students and maintain accurate records
- Compile periodic and year-end reports for state and district
- Communication of health education to students, parents, and staff members

Job requirements:

- Registered Nurse, currently licensed in North Carolina.
- Experience in a school setting is preferred.

Candidates with the following qualities will thrive as part of our growing ALA Capeton team:

- Leadership and team collaboration skills
- Organizational skills and self-management to effectively handle multiple responsibilities
- Strong planning, execution and problem-solving skills
- Self-motivation
- Dependability

ALA Capeton offers a competitive salary that is individually determined based on education and experience. We offer health benefits, paid time off, and 401k investment options including employer contributions.

Interested candidates are encouraged to complete an online application and submit the following supporting documentation: Current resume, letters of recommendation and applicable licenses and certificates.

7-8 TEACHER (ENGLISH, MATH, HISTORY, SCIENCE) JOB DESCRIPTION

Candidates must complete a background check in accordance with North Carolina statutes.

Job expectations include, but are not limited to:

- Daily classroom instruction as aligned to approved lesson plans.
- Ensure that all school and district policies and procedures are adhere to.
- Ensure a sustainable relationship with parents, school personnel, and members of the public.
- Submit grades and attendance according to the procedures of the school.
- Prepare classroom for instruction.

Candidates with the following qualities will thrive as part of our growing ALA Capeton team:

- Leadership and team collaboration skills
- Positive interpersonal and communication skills
- Organizational skills and self-management to effectively handle multiple responsibilities
- Commitment to go above and beyond when necessary to reach goals.
- Strong planning, execution and problem-solving skills
- Self-motivation
- Dependability

ALA Capeton offers a competitive salary that is individually determined based on education and experience. We offer health benefits, paid time off, and 401k investment options including employer contributions.

Interested candidates are encouraged to complete an online application and submit the following supporting documentation: North Carolina Teaching Certificate, current resume, letters of recommendation, and any applicable certificates and endorsements.

Q58. Identify the positions responsible for maintaining teacher license requirements and professional development.

ALA Capeton will comply with state law that requires at least 50% of the teaching staff to have a valid teachers license. Non-certified teachers will be encouraged to pursue certification. Teachers are responsible for maintaining their teacher licenses. The School Director will ensure the licensure requirements are met. Teachers are expected to complete all required professional development as indicated by the School Director and Charter One.

Q59. Explain the school's professional development model or plan. The plan should 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.

ALA Capeton will utilize a multi-faceted professional development model. The school calendar has 10 days of mandatory professional development before the start of school that will focus on curriculum, required training and culture. There are five additional professional development days built into the school calendar. The School Director will determine the focus for those professional development days.

Teachers may also attend outside professional development and conferences offered by the North Carolina Department of Public Instruction (NCDPI) and professional development offered by other outside organizations. Teachers will also receive real-time coaching from instructional coaches and school leadership. Teachers will learn from each other in their professional learning communities. As part of the teacher evaluation process, school leadership and the teacher will set professional development goals.

For early career teachers, ALA Capeton will develop a Beginning Teacher Support Plan and receive approval from NCDPI. The school will have a Beginning Teacher Support Coach and mentors will be assigned to all teachers with 3 years or less experience. ALA Capeton will utilize the Charter One evaluation tool. This tool has been approved for use at other NC Charter Schools managed by Charter One. ALA Capeton will submit a cross walk between the Charter One evaluation tool and the North Carolina Educator Evaluation System (NCEES) for approval as part of the Ready to Open process. The School Director, Assistant Director and peer evaluators will conduct evaluations.

ALA Capeton will comply with state law that requires at least 50% of the teaching staff to have a valid teachers license. Non-certified teachers will be encouraged to pursue certification. Teachers are responsible for maintaining their teacher licenses. The School Director will ensure the licensure requirements are met. Teachers are expected to complete all required professional development as indicated by the School Director and Charter One.

Funding for professional development is included in the budget. The staffing for the school is also detailed in the budget.

3.4. Staff Evaluations and Professional Development

Q60. Identify the positions responsible for maintaining teacher license requirements and professional development.

ALA Capeton will comply with state law that requires at least 50% of the teaching staff to have a valid teachers license. Non-certified teachers will be encouraged to pursue certification. Teachers are responsible for maintaining their teacher licenses. The School Director will ensure the licensure requirements are met. Teachers are expected to complete all required professional development as indicated by the School Director and Charter One.

Q61. 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.

ALA Capeton will develop a Beginning Teacher Support Plan and receive approval from NCDPI. The school will have a Beginning Teacher Support Coach and mentors will be assigned to all teachers with 3 years or less. ALA Capeton will utilize the Charter One evaluation tool. This tool has been approved for use at other NC Charter Schools managed by Charter One. ALA Capeton will submit a cross walk between the Charter One evaluation tool and the North Carolina Educator Evaluation System (NCEES) for approval as part of the Ready to Open process. The School Director, Assistant Director and peer evaluators will be used. The purpose of the evaluation process is to mentor, retain and evaluate staff. Feedback is designed so that teachers are prepared to meet the needs of a diverse student population.

The following are components of the Charter One evaluation process:

Training: Before participating in the evaluation process, all teachers, administrators and peer evaluators must complete training on the evaluation process.

Orientation: Within two weeks of the first day of any Teacher's new school year, an Administrator will provide all teachers with the evaluation rubric that will be used during the evaluation process and a schedule for completing each component of the evaluation process.

Pre-Observation Conference: Before the first formal observation, the Administrator will meet with the teacher to review and discuss the self-assessment, the teacher's most recent professional growth plan, and the lesson(s) to be observed. The goal of the conference is to prepare both the teacher and the Administrator for the observation. In the event that there are multiple observations, pre-observation conferences are not required for subsequent observations.

Observations: Formal observations by the Administrator will be made for a minimum of 45 minutes or the entire class period. Those teachers that are designated as Probationary will undergo no fewer than three formal classroom observations, one of which must be conducted by a peer evaluator. All teachers, regardless of tenure, will be evaluated no fewer than 4 formal observations but are encouraged to receive 7 observations, at least one of which will be a formal evaluation. This exceeds state requirements.

Post-Observation Conference: The Administrator shall conduct a post-observation conference with the teacher no later than ten days after each formal observation. During the post observation conference, the Administrator and Teacher shall discuss on the evaluation rubric the performance strengths and weakness from the observed lesson.

Professional Development Plan: This is an opportunity for the Administrator and Teacher to set professional development goals.

ALA Capeton will comply with state law that requires at least 50% of the teaching staff to have a valid teachers license. Non-certified teachers will be encouraged to pursue certification. Teachers are responsible for maintaining their teacher licenses. The School Director will ensure the licensure requirements are met. Teachers are expected to complete all required professional development as indicated by the School Director and Charter One.

Funding for professional development is included in the budget. The staffing for the school is also detailed in the budget

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Q62. 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 ALA Capeton professional development plan has as its nucleus a commitment to a mission-driven focus on classical and character education. Core to this is the continuing development of high-quality instruction for constant improvement in student learning. Through the use of trained in-house staff, professional conferences, qualified contractors, guest speakers, and online learning the professional development program will include topics of current and historical value in the art and craft of teaching for learning. These areas will include classroom management, evidence based instructional strategies, engaging parents in the educational process, technology benefits, content competency and other pertinent topics. In addition to self-study or a strict group lecture format, professional development programs will emphasize small group instruction and discussion, peer collaboration and teamwork. Workplace issues will also be incorporated into the professional development program covering topics such as maintaining a safe workplace, First Aid/CPR/AED training, effective communication, preventing sexual harassment and cultivating a culture that respects the dignity of every human being.

Q63. 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.

Pre-opening professional development will begin two weeks prior to the first day of school for students. Faculty and Staff will report to school at 8:00 a.m. and remain until 3:00 p.m. Each day will include approximately 60-90 minutes of classroom setup and 30 minutes for lunch. The remaining 35-40 hours will be utilized for professional development. Approximately 10-15 hours will be used to train the staff on all operating policies and procedures including school safety plans, Code of Ethics, employment policy review, student referrals for discipline, student referrals for special education, reporting/managing workplace violence (including sexual harassment) and other procedural, safety, and policy topics. An additional 5-10 hours will be designed to build a culture of collaboration among the staff through icebreakers, team building exercises, simulations and small group problem solving. The remaining time will be used to orient the staff toward school wide instructional objectives during which the instructional goals and measurement criteria for student performance will be discussed in detail as a group. Breakout time will be incorporated into the instructional objectives program instructional/grade teams, led by grade leaders, to meet and define specific objectives within their grades, develop team wide instructional strategies, create action plans for anticipated obstacles and challenges, coordinate lesson plans and synthesize curriculum components within the grades.

Q64. 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.

The school calendar provides 15 teacher work days for professional development, of which 10 will be considered mandatory professional development days prior to the beginning of school, where teachers will receive curriculum design and goal and classroom management. The remainder of the days throughout the year providing continuous support and training for faculty. Staff development will be structured into designated teacher workdays, which are incorporated in the school calendar. School will not be in session for students during these days but faculty and staff will be required to work the normal school business hours. The needs identified by the School Director and staff leaders will determine programmatic opportunities for maximizing professional development. In addition, the school will advise teachers of topic specific learning opportunities that are available throughout the year. If teachers choose to participate in such opportunities, arrangements will be made in advance so that classes can be delivered during the time that the teacher is participating in professional development.

3.5. Student Recruitment

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.

Q65. Marketing Plan: 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.

ALA Capeton has and will continue to implement a full-scale marketing plan that will reach a wide-variety of demographics in the greater Garner area and surrounding communities. This marketing plan can include the following strategies:

Digital Marketing: Google Search and display advertising, paid social media, OTT streaming media services, and website search engine optimization. Digital marketing enables ALA Capeton to geo-target particular areas and demographics.

Traditional Marketing: Direct mailers, flyer drop distribution, trifolds, word of mouth, and family and friends of the Board and local employees.

Community Event Marketing: Attend planned community events (i.e. city festivals, kid/family events, information sessions, and welcome events) to engage with the community and promote that the school plans to provide an exceptional learning environment for families and to assist students in their educational goals.

The Board understands how vital marketing is to the survival of a school and has partnered with Charter One and their in-house marketing team that has had great success in recruiting and retaining for some of the largest charter schools in the state.

Q66. Describe how parents and other members of the community will be informed about the school.

ALA Capeton will use a variety of communication strategies to inform potential families and community members about our school. Our digital marketing, traditional marketing, and community event marketing will be used to build an initial interest list for ALA Capeton. Individuals who sign up for the interest list will receive consistent communication via email, social media, and website postings regarding progress updates for campus construction and enrollment information. Once a family enrolls in the school, they will be transferred over to monthly newsletters from campus administration and teachers that pertain directly to the open/start of school.

Q67. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties.

Student Recruitment Timeline by Year

2026 (*Two Years From Opening*): Build interest list through various digital marketing and events Nurture interest list with updates via email communications, social media and website.

2027 Quarters 1-3 (*1 Year From Opening*): Continue building interest list Quarters 1-3: Continue nurturing interest list with updates via email communications, social media and website.

2027 Quarter 4: Ramp up start of enrollment period with more marketing including: bigger spend on digital ads including OTT streaming ads. Distribute direct mailer to surrounding zip codes and communities, deploy magazine ads, participate in kid/family community events, sign up for a listing in local directories, as well as local chambers of commerce. Open enrollment period begins. Consistently holding in-person information sessions.

2028 (*Opening Year*)

Quarter 1: Continue marketing efforts from previous year but emphasize Call to Action of “Enroll Now” or “Construction Tours”. Open enrollment ends, lottery is conducted, and families are notified. Consistently holding in-person Q/A sessions, Welcome Events, Uniform Nights, etc.

Quarter 2: Final enrollment push before the start of the school year. Provide campus tours which gives families the opportunity to ask questions in-person, see classrooms and campus amenities, and meet staff.

Quarter 3: Opening of school year.

We have learned from Charter One that the key to student recruitment (especially during the opening year) is making sure that the families feel like they are already a part of the school. Constant and clear communication is key along with plenty of opportunities with face-to-face interaction. Their success in marketing, student recruitment, and opening the largest charters across the state at full enrollment. We are confident in our joint efforts in recruiting and retaining efforts. The large interest list numbers from the local community are already a testament to the continued success that ALA Capeton will see.

Q68. 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.

As a tuition-free public charter school, the Board will give all students an equal opportunity to attend ALA Capeton. Digital and direct marketing efforts will utilize geo-targeting to ensure that various communities and zip codes in the area receive information about the school and have an equal opportunity to enroll. ALA Capeton will offer transportation and participate in the national school lunch program to remove barriers for some students. ALA Capeton will intentionally market to students who are educationally disadvantaged (families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure). Marketing materials will also be distributed in print form to local Boys and Girls Clubs, YMCA, churches, community organizations, low-income housing, and other housing developments. The school will hold community information sessions at the school and in the community.

Q69. What established community organizations would you target for marketing and recruitment?

ALA Capeton will establish relationships with local Boys and Girls Clubs, YMCA, churches, community organizations, chamber of commerce, preschools, day cares, and summer camps. The organizations will be requested to assist in local outreach efforts. We will also establish relationships with local realtors with the large number of new homes being built in the area.

3.6. Parent and Community Involvement

Q70. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

The main communication strategies to engage with parents and community members from the approval through opening process include email newsletters, as well as ALA Capeton social media accounts and website. An additional form of communication that could be utilized includes text communication. This would be most effective to communicate big announcements, such as the open and close of the enrollment period, campus tours being available, and any other events that families can attend and engage with ALA Capeton staff. After the lottery, ALA Capeton will hold welcome events for families that are enrolled in the school.

Q71. Describe how you will engage parents in the life of the public charter school.

Creating an engaging relationship between teachers/staff and families is important to ALA Capeton. Instilling ALA Capeton's mission, RAISE values, and commitment to student education is the foundation of our success in building this partnership. Our mission and virtues are the cornerstone of the ALA Capeton culture. Students and families will come to recognize these through mission and value posters hanging inside the school and similar banners that greet families as they enter the campus. RAISE values will also be incorporated into the daily and weekly curriculum that students learn in the classroom and implemented at home and in the community. By getting students and families to buy into our mission and virtues, we hope to create an engaging and inclusive school culture that strengthens our school community and support for student learning. Parents will be afforded the opportunity for active involvement in the school and extracurricular activities. ALA Capeton will encourage parents to attend and support our students in group activities to create a strong sense of a community school. An example of this could include curriculum information sessions, fathers assisting with carpool, and other volunteer activities. Parents will feel supported at ALA Capeton as they do at other Charter One managed schools in a way that is difficult for most families to experience. As a K-8 campus, we are able to be a one-stop shop for families and their children for elementary and middle school. The Board plans to provide a high school option as the demand exists. Having families be able to attend the same campus and same schools creates a long-term relationship with our students and families that is unique to ALA Capeton.

Q72.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.

Depending on demand, ALA Capeton may offer parents the opportunity to learn the following: financial literacy and career information nights. Parents will be asked to assist with marketing and student recruitment activities.

3.7. Admissions Policy

Q73.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

Q77. 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.

1. In order to apply for admission to ALA Capeton, a prospective student must be a resident of the State of North Carolina. ALA Capeton does not discriminate based on race, color, creed, national origin, ethnicity, or religion. We will not discriminate against any student based on special needs or previous academic performance. All potential students are required to complete the application process. The process of open enrollment will be communicated annually. We plan to have open enrollment begin in November of each year. The open enrollment period will be a minimum of 30 day, pursuant to State law. Applicants will be required to visit the school website and complete an online application to be entered into the lottery. In the event that a family is unable to access the site, we will provide a hard copy to parents upon request. The application will include the student's name, parent/guardian names, current address of student, phone number of parent/guardian, email of parent/guardian, current grade level, student's date of birth, the name of any siblings currently enrolled at the school, and a declaration of the student's residence in the State of North Carolina. If an application is filled out incorrectly or incompletely, it will be disqualified from consideration. All applications will be electronically time stamped and applicant information will be entered into the database for ALA Capeton admissions. All applications must be received by 11:59 EST on the last day of the open enrollment period.

2. If there are fewer applicants than allotted seats, then all applicants will be admitted to ALA Capeton. If there are more applicants than allotted seats, ALA Capeton will conduct a public lottery in accordance with NC Charter School law. In accordance with North Carolina General Statutes, ALA Capeton accepts all students who submit a timely application unless the number of applications exceeds the capacity of a program, class, grade level, or building. Enrollment priority is given to the following students:

- Children of employees, EMO employees, and board members;
- Students returning in the second or subsequent year of enrollment,
- Including siblings of students already enrolled at ALA Capeton
- Students enrolled at a charter school the previous year

3. Students not accepted by the lottery will remain on the waitlist until the end of the following school year. If not accepted throughout the school year, they will be required to submit a new application during the upcoming school year and begin the enrollment period again. If the student is on the waitlist and has a grade retention, they will be moved to the correct grade level and placed on the waitlist of their new grade based on the number they were pulled during the lottery. Current students of ALA Capeton will not be required to re-enroll. They will be asked to sign a non-binding letter of intent for the coming year to allow the school to plan appropriately for the lottery.

4. Prospective students and parents will receive notification of upcoming back to school events, including meet the teacher night, uniform sales events, kindergarten starter events, etc. They will also be invited to community events that are attended by the school population through email invite and social media.

5. Once a student is admitted to ALA Capeton, they will retain their slot in student enrollment for subsequent years unless they withdraw voluntarily. If a student withdraws from ALA Capeton, they must reapply and complete the application process and lottery if needed. When a student withdraws, that creates an open seat to be filled by another student through the waitlist process. Students wishing to transfer into the school may submit an application at that time which will be processed. Students will be enrolled based on availability in the grade level or placed on waitlist

placed on website.

3.8. Certify

Q78. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q79. Explanation (optional):

Portions of this charter application are taken from ALA Monroe. This application mirrors ALA Monroe, another ALA school.

4. Acceleration

The Charter Schools Review Board (CSRB) may accelerate the mandatory planning year for a charter applicant that meets the following requirements: agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Applicants must know and indicate their intended timeline for opening upon application. Accelerated applications seeking to change timelines following application submission may not be automatically granted approval to standard timeline applications. Please review the requirements carefully before selecting accelerated timeline.

Q80. Do you want your application to be considered for acceleration?

Yes

No

5. Conversion

Q94. Is this application a conversion from a traditional public school or private school?

Yes

No

6. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the Charter Schools Review Board (CSRB) may, in certain well defined instances, grant permission for a nonprofit 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 CSRB may also, in certain well-defined instances, grant permission for a nonprofit corporation board to "fast track" such a replication by foregoing the planning year normally required for newly-approved charter applicants.

If applying for a replication, please review the following definitions and continue in this section.

1. "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.
2. "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.
3. "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.
4. "Fast-Track Replication" is a special form of replication in which the approved applicant forgoes the planning year required of new charter school applicants.

Q109. Do you want this application to be considered for standard or fast-track replication? Standard, Fast-Track, or No.

- Standard
- Fast-Track
- No

Applicant Comments :

Do not want to be considered for standard or fast-track replication.

7. Alternative

In order to qualify for designation as an "alternative school" for purposes of accountability under this administrative code the charter school must demonstrate that it serves a student population as follows:

- The school must include grades 9-12.
- At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as defined in 16 NCAC 06G .0518 and must also meet one or more of the following:
 1. the students shall either be released from a juvenile justice facility within the last year, or otherwise be subject to and participating in the juvenile justice court;
 2. the students shall be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have been discharged from such a facility within the last year;
 3. the students shall be currently under suspension for more than 10 days from a public or private school; or
 4. the students shall be high-school dropouts as defined in Subparagraph (a)(2) of this Rule; or be "Student Chronic Absentee(s)" as defined in 16 NCAC 06E .0106.

Q121. Do you want your application to be considered for an Alternative Charter School?

Yes

No

8. EMO/CMO

1) A "Charter Management Organization" (CMO) is a nonprofit organization that operates or manages one or multiple charter schools by centralizing support and operations. (2) An "Education Management Organization" (EMO) is a for-profit organization that contracts with new or existing public-school districts, charter school districts, and charter schools to operate and manage one or multiple charter schools by centralizing support and operations.

Q124. Does the Charter School plan to contract for services with an "educational management organization" or "charter management organization"?

Yes

No

Q125. EMO/CMO Mailing Address City, State, Zip

Charter One
14111 Capital Boulevard, Suite 2
Wake Forest, NC 27587

Q126. EMO/CMO Website

www.charter.one (https://www.charter.one)

Q127. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Include a summary of what the board understands is being provided by the EMO/CMO and for what fee.

Charter One, LLC ("Charter One") has had repeated success, both educationally and fiscally. Charter One manages schools in Arizona, South Carolina, and North Carolina. Charter One schools share the same vision as the Board of Directors. This vision encompasses how to best serve the children in each of our communities. We believe in a classical approach to education with rigorous academic standards. We do this by utilizing E.D. Hirsch's Core Knowledge sequence. We believe in teaching children how to think, not what to think.

The board has chosen Charter One after careful consideration and for several reasons. First, Charter One's experience with Core Knowledge Sequence, Core Knowledge Language Arts, and Eureka Math supports and enhances our education plan. Second, we believe that Charter One is uniquely qualified to assist us in the management of our schools. Charter One has a network of seventeen campuses across Arizona and South Carolina. It is also the EMO for seven campuses in North Carolina: Wake Preparatory Academy, Bonnie Cone Classical Academy, Bonnie Cone Leadership Academy, ALA Coastal, ALA Johnston, ALA Monroe and ALA Charlotte.

Additionally, this Board has firsthand knowledge of Charter One's ability to deliver a rigorous educational experience to all students. Some board members have experience in working with Charter One at other North Carolina charter schools. Charter One has also demonstrated strong fiscal management within the schools it manages. Every decision made by Charter One executives, administration, and support staff have been in the best interest of its associated schools and the students. They have demonstrated unity with Board Members in every decision that impacts school performance. All departments at Charter One (Accounting, Finance, Academics, Operations, Facility/Transportation, Marketing, Student Information Systems, Human Resources, Exceptional Children, and Compliance) are ever ready to assist our school's needs. We have full confidence in Charter One's ability to deliver for ALA Capeton.

For the foregoing reasons, we as a Board have chosen to contract with Charter One in pursuit of this new charter school. Charter One has repeatedly demonstrated the RAISE values they espouse: Respect, Accountability, Integrity, Service, and Excellence.

The detailed list of services is provided in Appendices of the EMO Contract. The management fee is 15% of revenue. Charter One is the first dollar in and the last dollar out. They cannot be paid a fee if the money is not available.

Q128. Attach as Appendix Executed or Draft Management Contract.

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

Applicant Comments :

Attached is the Executed Management Contract

Q129. Were other management organizations considered?

Yes

No

Q130. Provide and discuss student performance, governance performance, and financial data from other schools managed by the EMO/CMO to demonstrate how this organization is a good fit for the targeted student population.

Separate into three narrative boxes for student performance, governance performance, and financial performance

Student Performance

Student Performance data for schools managed by Charter One in North Carolina, South Carolina and Arizona is provided in the attachments.

Both Arizona and North Carolina use a A-F school grading system. South Carolina uses a school system with five ratings: Excellent, Good, Average, Below Average and Unsatisfactory. In Arizona, American Leadership Academy is an A-rated district for 2024-25. All schools except one received an A rating. One school received a B rating. In South Carolina, all levels at ALA Lexington received a good rating in 2024-25. In North Carolina, four of our schools received a C rating and four of our schools received a D rating in 2024-25.

Governance

There are no governance compliance issues at schools managed by Charter One in North Carolina, South Carolina and Arizona.

Financial Performance

There are no financial compliance issues at schools managed by Charter One in South Carolina and Arizona. The following schools in North Carolina have had financial noncompliance issues relative to unassigned fund balance: Wake Preparatory Academy, American Leadership Academy Johnston, American Leadership Academy Charlotte and American Leadership Academy Monroe. Negative unassigned fund balances are common for new startup schools because of the startup expenses. Bonnie Cone Classical Academy had a financial noncompliance issue due to submitting a late audit. All FY 25 audited statements were submitted before the October 31st deadline for NC schools.

Q131. How will the nonprofit board evaluate and hold the EMO/CMO accountable?

The ALA Capeton Board will evaluate Charter One on an annual basis in the following areas: student performance, financial and operations. Charter One and the Board will agree to an action plan for any items identified as unacceptable.

Q132. Specify relationships that will exist between the EMO/CMO and employees working at the school.

Charter One will recommend the hiring of the School Director. The Board will approve the hiring of the School Director. The School Director will be a Charter One employee.

The School Director will recruit, with the assistance of Charter One HR, all other employees. The School Director will recommend the hiring and the Board will approve. All other employees are employees of the Board.

Q133. Please disclose whether any officers, employees, or immediate family members of the EMO/CMO have or intend to have contracts, subcontracts, or financial arrangements with the proposed charter school (e.g., facilities, staffing, services, or vendors). If so, identify the individuals, the nature of the contract or relationship, and the safeguards the board will implement to ensure compliance with state conflict-of-interest laws and to prevent self-dealing.

The Board will approve the EMO contract with Charter One. The Board will approve the facility lease with Charter One Development. Glenn Way is owner of both companies.

Q134. How, if necessary, can the Board terminate the contract with the EMO/CMO (i.e. what steps must it take) and what are the consequences (e.g. the curriculum is intellectual property of the EMO/CMO and cannot be utilized going forward)?

Section 10.1 of the EMO Service Provider agreement states that ALA Capeton may terminate this Agreement if ALA Capeton fails to achieve "Meets" under Financial, Operational and Governance Frameworks, or failure to achieve a satisfactory Academic rating, under the North Carolina Charter School Performance Framework resulting in Intervention by the North Carolina State Board of Education and Charter One fails to cure such breach within twelve months of written notice ("Charter One Cure Period") from ALA Capeton. Section 10.3 of the EMO Service Provider agreement states if the Charter One Cure period expires prior to March 1 of a calendar year, termination shall be effective on June 30 of the next succeeding ALA Capeton fiscal year following the expiration of the Charter One Cure Period. If the Charter One Cure Period expires on or after March 1 of a calendar year, termination shall be effective on June 30 of the second succeeding ALA Capeton fiscal year following the expiration of the Cure Period.

Charter One retains intellectual property rights of the tradename American Leadership Academy, RAISE values and leadership curriculum, the Vision Statement and Mission Statement. Any curriculum (other than the RAISE curriculum), furniture or technology paid for out of school funds remains the property of the ALA Capeton.

Q135. Who will own the facility?

The ALA Capeton Board intends to enter into a lease/purchase agreement with Charter One Development, LLC (C1 Dev). C1 Dev will initially own the facility. The Board intends to secure bond financing to purchase the facility from C1 Dev when it is in a financial position to do so.

Q136. If the EMO/CMO operates schools outside of North Carolina, please summarize the management company's

financial compliance history including whether there have been any noncompliance findings within the past three years.

For schools outside of North Carolina that Charter One manages (Arizona and South Carolina), there have not been any noncompliance findings within the past three years.

Q137. Attach as Appendix Facility Buyout Agreement, if applicable

Upload Required File Type: pdf Max File Size: 30 Total Files Count: 5

Applicant Comments :

See attached draft lease that includes the Facility Buyout terms. Section 16.3c allows the ALA Capeton Board to purchase the facility for 120% of the Total Land and Improvement Costs between the 12th month and 24th month anniversary of the issuance of the certificate of occupancy. Purchase options after the 24th month are defined in the same section of the lease.

Q138. Attach Appendix EMO/CMO Financial Standing. Provide evidence that the EMO/CMO is in good financial standing (e.g., most recent audited financial statements, IRS Form 990 for nonprofits, or a letter of good standing from an independent CPA or financial institution).

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

Q139. Has the EMO/CMO, or any schools it manages, experienced financial default, material weaknesses noted in audits, or corrective action related to financial management in the past five years? If yes, please describe the issue(s) and the steps taken to address them in the comments area.

Yes

No

Applicant Comments :

Wake Preparatory Academy, American Leadership Academy Johnston, American Leadership Academy Charlotte and American Leadership Academy Monroe have had financial noncompliance due to negative unassigned fund balances. This occurs with many startup charter schools because of large capital expenses during this time frame that are charged in the current fiscal year and not amortized over time. With proper financial management this cures itself in the first two to three years. Bonnie Cone Classical Academy had a financial noncompliance issue regarding late submittal of a financial audit. All FY25 audits for NC schools were submitted prior to the October 31 deadline.

Q140. Has independent counsel for the applicant Board reviewed the draft or proposed management agreement?

Yes

No

Applicant Comments :

Steven Walker is the board counsel and has reviewed the management agreement.

Q141. List any current contracts held between the CMO/EMO and other NC charter schools.

- American Leadership Academy Coastal
- American Leadership Academy Johnston
- Wake Preparatory Academy
- Bonnie Cone Schools
- American Leadership Academy Charlotte
- American Leadership Academy Monroe

9. Remote Academies

§ 115C-218.120(a). Remote charter academies.

A charter that includes a remote charter academy may do any of the following:

- (1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.
- (2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.
- (3) Provide enrolled students both remote instruction and in-person instruction. **A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.**

Q142.

Is the school you're applying to create a remote charter academy?

Yes

No

10. Mission Purposes, and Goals

The mission and vision statements, taken together, should:

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

10.1. 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.

Q169. Please state the mission statement of the proposed charter school (recommend 35 words or less). A school's mission statement should be a concise, formal declaration that articulates the school's fundamental purpose, core values, and educational philosophy. It serves as a guiding statement that defines what the institution stands for, whom it serves, and what it aims to accomplish.

In support of the family, provide the best educational experience to as many students as possible in a moral and wholesome environment.

Q170. Please state the vision statement of the proposed school. A school vision statement is a forward-looking declaration that describes the school's aspirational goals and paints a picture of what the institution hopes to become or achieve in the future. While a mission statement focuses on the school's current purpose and how it operates, a vision statement articulates the desired future state and long-term impact.

ALA Capetons Vision is "Learn. Lead. Change the World!"

We chose to adopt Charter One's vision of "Learn. Lead. Change the World!" because of its inherent meaning. It demonstrates especially what we will accomplish as a board, and as a school, if we are achieving our mission. Students will learn how to think, how to lead, and how to influence others positively. Students will apply what they have learned in their homes, the school, and the community, thus proceeding to change the world for the better.

Learn

Students, faculty, and administration will always seek to better understand, become fluent in the content. Learning is the foundation of growth and success. If we want to become better leaders, we must become better learners. This step involves acknowledging that there is always more to learn from yourself and others. Learning is a precursor to leadership.

Lead

Students, faculty, and administrators are expected to be leaders at ALA Capeton. Administrators and faculty follow the same rules as the students, no exceptions. We lead by example. We expect all to adhere to and demonstrate the principles we espouse. Our students will practice leadership every day by implementing and adhering to the RAISE (Respect, Accountability, Integrity, Service, and Excellence) curriculum and will demonstrate these values at all times while on campus. These leadership values will prepare our students and faculty to be leaders at home, on their sports teams, in their communities, in civics, in college, in their careers, and beyond.

Change the world!

When one of our students chooses to truly live up to these values, and that same student influences ten others by their example in their lifetime, the ripple effect could be insurmountable. When ten of our students do the same, the influence is tenfold or more. When our full enrollment goals are reached, our students have the power to change the world. The mission and vision are connected by providing students with the tools they need to learn, lead, and change the world. The Board will know it is achieving its mission when ALA Capeton becomes a top performing school in Harnett County.

Q171. In narrative form, please describe how you have assessed parental demand for the school.

We have primarily used social media to drive and assess interest in ALA Capeton. We have over 1,500 families express interest in ALA Capeton more than 28 months before the opening of the school. Harnett County is one of the fastest growing counties in North Carolina with growth pressure primarily from Wake and Cumberland counties. While there are three charter schools in the county, many Harnett County families attend charter schools outside the county. Demand for this school is the principal reason for this application. There is both need and interest in Harnett County, especially with the number of new homes that have been approved to begin construction. Our board and Charter One are well connected to this community and has a thorough understanding of the need for school choice in this area. We believe all families deserve choice for their children and ALA Capeton will be able to satisfy this demand. We are confident we will open with 900 students in grades K-8 with a waitlist.

We have primarily used a website landing page [Charter School | Capeton K-8 | American Leadership Academy](#) and social media to generate interest in ALA Capeton. We have a Facebook page and have utilized Facebook ads (with links to the website information page, interest list, and survey) to provide information to the community. Those who click the Facebook ad are then taken to our landing page which has a survey link. We realize all of the families that express interest in ALA Capeton will not choose to apply. We have a goal to have 3,600 families on the interest list by November 2027. It also helps us understand which grade levels and class offerings are of the highest demand in the area.

Q172. Attach Appendix A: Evidence of Community/Parent Support. Please summarize your evidence in a narrative format with evidence such as the number of community events, flyers associated with events, etc..

1. Evidence should include, at a minimum, the following information:
2. Type of contact (e.g. survey, community event, speaking event)
3. Date of contact
4. Number of attendees
5. Indication of demand based on contact (e.g. 120 survey responses indicating interest; 1000 followers on social media account)

******Do not include personal information of interested families. Do not include surveys/petitions/signatures. Please summarize your evidence rather than provide personal information from survey responses or forms.***

We have primarily used social media platforms and our web landing page to generate interest in the school. Appendix A demonstrates the growth in our interest list since we started gathering this information on October 24, 2025. To date, we have strong interest in ALA Capeton with over 1,500 families in ALA Capeton. We have approximately 200 followers on our Facebook page.

Upload Required **File Type:** pdf, image, excel, word **Max File Size:** 30 **Total Files Count:** 10

Q173. If applicable, provide evidence of any committed business, civic, or other community support.

N/A

Q174. Select one or more of the six legislative purposes the proposed charter will achieve.

- 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.

Q175. For each purpose selected above, provide a brief narrative explaining how this school will meet that objective and the associated goals of the applicant.

1. ALA Capeton will offer numerous new and unique opportunities for teachers in the greater Harnett County area. Teachers, including new teachers, are given leadership opportunities that not only shape their classroom, but the school and community. Each grade level will have a mentor to improve the teaching styles, leadership approaches, and overall success of each classroom. Teachers at ALA Capeton will improve no matter their experience level.
2. Competition improves the performance of all schools. ALA Capeton has a top 10% performance goal. ALA Capeton will not only be held accountable for its ability to meet measurable achievement results, but will also hold surrounding schools (no matter their designation of public or private) accountable. If ALA Capeton does not meet its achievement results, the parents are free to either not enroll their student(s) in ALA Capeton or pursue another option. Similarly, if the surrounding schools are not delivering on their achievement results, ALA Capeton will be an additional option for those students to attend.
3. ALA Capeton provides a high-quality choice to parents by providing the only classical approach to education in the greater Harnett County area.
4. Student learning will be improved at ALA Capeton because of its unique, family-focused model: a moral and wholesome environment which minimizes distractions to foster attention and focus. Our classical model will utilize a Socratic approach, encouraging students to think quickly and critically. We hope to eventually offer a full high school experience that will provide our students with a consistent education experience by remaining in the same system for their entire K-12 education.
5. ALA Capeton increases the learning opportunities for all students in the community. ALA Capeton will market to all students regardless of family income, race, or street address. All students are welcome and we are prepared to meet their needs.
6. Our classical approach to education offers a distinctive experience to all involved including our teachers. The Socratic approach encourages teachers to ask inspired questions which require students to think critically, thus learning more effectively. This approach is utilized by law schools across the country because of its ability to train the human mind to use the information it has acquired, analyze the information, and draw reasonable conclusions. Teachers are expected to adapt their teaching style to help students truly learn the material rather than merely memorizing it.

Q176. Educational Need and Targeted Student Population of the Proposed Charter School Does the school plan to provide services to certain targeted subgroup(s), if so please explain? 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 MLL population of the district? See G.S. 115C-218.45(e).

Like all Charter One managed schools, ALA Capeton is a school for all students and is expected to thus mirror the Harnett County Schools' student demographic data.

The local LEA is Harnett County Schools. They currently serve approximately 19,500 students.(24.2% Black, 39.3% White, 27.3% Hispanic, 0.8% Asian, 7.4% multiracial, 0.6% Native Hawaiiin and 0.6% American Indian). ALA Capeton will strive to reflect the demographics of Harnett County Schools. Furthermore, Harnett County reports having 54% of their student body participating in their Free and Reduced Lunch Program. We predict percentage to be similar at our school. ALA Capeton will seek students in the area and open with 900 students in grades K-8 on day one. Harnett County Schools students represent a broad range of diversity and our school will strive to reflect this. We expect students from all backgrounds and we have selected curriculum and supplemental programming that recognizes the diverse learning abilities that meet this population. Our curriculum is proven to work with all students, regardless of socioeconomic status, SWD populations, or ELL populations.

Based on historical data from other Charter One managed schools, we anticipate a slightly higher than average population for SWD, ELL, and students participating in the Free & Reduced Lunch Program, than that of the local LEA. As such, we plan to prepare for the added expenses in academics, transportation, and other services that this may bring. Harnett County Schools student body encompasses approximately 10% SWD and 7% ELL. ALA Capeton is projecting to enroll 12% SWD and 14% ELL.

Q177.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?

Enrollment

We are targeting our enrollment in Harnett County, specifically in the Lillington/Buies Creek area. Since 2010, Harnett County population has grown 32.88%. Since 2020, Harnett County population has grown by 12.4%. Harnett County is currently growing at a rate of 2.45% annually. However, Harnett County Schools have experienced a 5.4% decrease of student enrollment since 2018. While this decrease in student enrollment may be attributed to the COVID-19 Pandemic, there is still cause for concern, as we know, Harnett County has and will continue to grow. The fact that traditional public schools have recently seen a dip in enrollment should not be an argument against ALA Capeton. During the same years and during the Global Pandemic, Charter One managed schools across the board have seen an increase in student enrollment. With this historical data and the school's interest list continuing to climb, we are confident in our ability to fill this school.

Academic Performance

One reason that parents may be looking at alternatives to Harnett County Schools is the academic performance. At the Elementary level, 5 schools received a "C" grade; 9 received a "D" grade and 1 received an "F" grade. At the middle school level, all schools received a "D" grade. At the high school level, one school received an "A" grade; four schools received a "C" grade; and one school received an "F" grade.

We believe we can assist the local area providing school choice to all students, increasing student performance, and expanding the educational experiences for all students. As demonstrated by other Charter One schools, they consistently outperform the local LEA and state averages. Whether the schools are Title I, low-socioeconomic, or upper socio-economic, Charter One schools remain consistent and perform well. We have full confidence that the RAISE Leadership Curriculum, adherence to the Core Knowledge Sequence with fidelity, and the cultural focus of the school will increase student achievement across all grade levels. The educational model will offer students in the area an additional choice for a moral and wholesome approach to education. By utilizing the Core Knowledge sequence the students will be granted an educational offering unique to Charter One schools. As ALA Capeton will be the only Charter One school in Harnett County and will provide a unique choice offering to the local families.

Q178. 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).

Total projected enrollment for ALA Capeton in year one is 900 students in grades K-8. Enrollment in Harnett County Schools in grades K-8 is approximately 13,500 students. Our projected enrollment compared with Harnett County Schools enrollment is 6.67%.

Q179. Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?

ALA Capeton utilizes a classical education model. Our classical approach utilizes the Core Knowledge sequence and will use Singapore math strategies (i.e. Eureka math). By utilizing Charter One's proprietary and innovative leadership curriculum (RAISE), students will learn leadership skills such as self-discipline, goal attainment, and how to inspire others. Regarding our RAISE curriculum, students from grades K-8 will be exposed to wholesome principles each day, which will teach them how to properly treat others and themselves, while instilling an internal sense of their importance of a strong work ethic. These are critical skills and competencies that are needed in a world driven by innovation and constant change. Students will be encouraged to apply these values to their academic experience, but more importantly, students will commit to utilizing these newfound values as leaders in their homes and communities.

ALA Capeton plans to offer Honors courses for its middle school students and elective courses tailored to the professional desires and needs of the community. This approach allows ALA Capeton to be flexible to the ever-changing economic demands for the upcoming workforce and college student populations. Middle school students will have the opportunity to earn high school credits.

Additionally, ALA Capeton will be a school of choice offering competitive sports and arts programs to our middle school students. One of the many benefits of working with Charter One is their proven ability to offer "the best educational experience." We believe that to create the best educational experience for students is to provide them with as many educational experiences as possible, which includes competitive sports (football, basketball, baseball, volleyball, etc.), fine arts (theater, choir, band, dance, etc.), and clubs (photography, debate, politics, sports, etc.) in addition to a high-quality, classical academic program.

10.2. Goals for the Proposed Charter School

Q180. 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.

ALA Capeton has set specific performance goals to encourage continuous school improvement. The School Director and Charter One will be responsible for periodically reporting progress toward measurable goals to the Board of Directors. We have identified specific areas of assessment and included a goal for each.

Operations

ALA Capeton will operate effectively as measured by Staff/Parent/Guardian satisfaction surveys and Annual Staff/Student retention data.

Academics

Students will exceed overall proficiency scores of students from the Local Education Agency (LEA) and within the State of North Carolina by at least five percent as measured by Benchmark Assessment Data, NC EOG Growth Assessment data, NC EOG and EOC Tests, the NC Accountability Model, and ACT scores.

Governance

Board members will be actively involved in the school governance and continue to increase knowledge as measured by 90% attendance, participation in board trainings and orientations, and attendance at significant school and community programs.

Financial

ALA Capeton will operate within a budget and maintain a 5% yearly surplus to build a reserve fund as measured by monthly and annual budget reports, financial audit reports, and budget surplus amounts.

Q181. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The governing Board will know that ALA Capeton is working toward attaining their mission "in support of the family, provide the best educational experience, to as many students as possible, in a moral and wholesome environment" by:

Academic

The Board will review formative assessment results three times per year. The Board will review summative assessment results annually.

Governance

In addition, the Board will require regularly scheduled operations updates highlighting the progress of certain administrative or committee projects and assignments. The Board will conduct an evaluation of the School Director and EMO on an annual basis. Lastly, the Board will establish and monitor a multi-year strategic plan, modifying as necessary and measuring progress.

Financial

Review of monthly financial reports

Operations

Review and address parent and teacher surveys, review student retention data, and review teacher retention data

11. Educational Plan

11.1. Instructional Program

Q182. Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods and assessment strategies, and explain how this program meets the needs of the targeted student population.

Instructional Methods

ALA Capeton infuses moral and wholesome leadership principles into an academic curriculum that facilitates student achievement. This approach will prepare students for high school and prepare them for college and their careers. Each aspect of our instructional program promotes student ownership of the learning community, kindles a love for learning, provides cultural literacy, enhances social skills, and instills a moral and wholesome character. This will prepare students to be leaders on college campuses, in professional organizations, in their community, and in the world.

ALA Capeton utilizes the Core Knowledge Sequence to build cultural literacy, coupled with Classical Education tenets to provide a solid foundation for academic learning. Classical Education, from a research perspective, is most closely aligned with Cognitivist learning theories. These theories assume that children regenerate knowledge and meaning through sequential development of an individual's intellectual reasoning abilities, such as the mental processes of recognize, recall, analyze, reflect, apply, create, understand, and evaluate. The Cognitivists' (e.g. Piaget, Bruner, Vygotsky) learning process is adoptive learning of techniques, procedures, organization, and structure to develop an internal cognitive structure that strengthens the brain. The learner requires assistance to develop prior knowledge and integrate new knowledge. Thus, the Classical approach will provide students at ALA Capeton with the foundational knowledge they will need to achieve academic success.

At ALA Capeton, we view the purpose of education as developing conceptual knowledge, techniques, procedures, and problem-solving using Verbal/Linguistic and Logical/Mathematical intelligences. ALA Capeton will focus on teaching methodologies that enhance learning opportunities such as direct instruction, cooperative learning, and inductive reasoning. Each of these methods allows for teachers to build cultural literacy as well as to support students in their sequential development. Direct Instruction will remain a key method throughout the student's experience at ALA Capeton.

Another method of instruction that will be utilized at the upper grades is inquiry-based instruction (Socratic). Research demonstrates that Socratic instruction has substantial advantages in the classroom. Students will have the opportunity to develop problem-solving and reasoning skills through concrete, hands-on science activities that form inquiry-based instruction. The National Science Education Standards advocate the use of inquiry teaching, using such methods as posing questions, examining data, planning investigations, collecting and interpreting data, and proposing explanations (Varma et al., 2009).

Assessment Strategies

Student performance will be evaluated regularly through a variety of assessments. Universal screeners will be utilized to identify students at risk and evaluate program effectiveness and student growth throughout the year. Formative and summative assessments will be required. ALA Capeton will comply with state testing requirements.

ALA Capeton will use formative assessments such as Core Knowledge assessments and Star Reading and Star Math. Teachers will utilize data from these assessments to identify gaps in learning and to develop individual learning plans. ALA Capeton will administer beginning of year and end of year reading assessments to third graders. ALA Capeton will administer summative EOG and EOC assessments (for high school courses taken by students in grades 7 & 8).

Assessment data will be reviewed by PLC teams and administrators. Results from the assessment data will be compared and utilized to determine the effectiveness of curriculum and instruction. Adjustments to both curriculum and instruction will be made according to the trends that may be present.

ALA Capeton will provide information to parents and students in regard to its assessment plan and performance on assessments. Parents and students will be made aware of ALA Capeton's performance on the state assessment through the school website as well as marketing materials. The performance of individual students on assessments will be shared with students and their parents. Charter One will assist in training all necessary stakeholders such as Governing Board members, teachers, and leadership in ALA Capeton's assessment plan.

Meeting the Needs of the Targeted Student Population

Charter One has a proven academic record. The educational plan has demonstrated success regardless of socioeconomic status or special learning needs. Core Knowledge is a proven educational program developed by Dr. E.D. Hirsch that is built upon ensuring all students gain the same background knowledge. Dr. Hirsch believes that if you want to teach students how to think, you have to give them something to think about. Using the Core Knowledge Sequence, students receive instruction in reading, science, and social studies. This curriculum is both deep and wide in its approach to learning, calls for cross-curricular teaching and builds on prior knowledge, encouraging teachers to disseminate the content through instructional methods that meet the developmental needs of their scholars.

Alongside rigorous core-subject curricula, ALA Capeton will implement electives, including PE, Art, Music, and foreign language to ensure that our students have the opportunity to learn about and immerse themselves in other world perspectives. We have previously mentioned our RAISE curriculum to provide the best educational experience.

Q183. Will the proposed charter school serve a single-sex student population?

- Yes
- No

Q187. What is your school's educational philosophy and how does it translate into your daily classroom practices and curriculum design?

American Leadership Academy Capeton's (ALA) educational philosophy is rooted in the belief that education should cultivate intellectual reasoning, cultural literacy, and moral character to prepare students for leadership in their communities and beyond. ALA's philosophy integrates the Core Knowledge Sequence and the RAISE Leadership curriculum (Respect, Accountability, Integrity, Service, Excellence) to foster a moral and wholesome environment, aligning with our mission, "In support of the family, provide the best educational experience to as many students as possible in a moral and wholesome environment" and our vision to "Learn. Lead. Change the World!"

By prioritizing a structured, knowledge-based curriculum alongside leadership and character development, ALA seeks to empower students to excel academically and become responsible, impactful citizens. ALA's educational program uses the Core Knowledge Sequence as a framework for delivering a comprehensive, content-rich curriculum that builds foundational knowledge across subjects. It emphasizes sequenced learning, cultural literacy, and critical thinking to foster well-rounded student development.

Grades K-5 will use the Core Knowledge curriculum in English Language Arts, Social Studies, and Science, along with Singapore Math strategies (e.g., Eureka Math2). Grades 6-8 will use Singapore Math strategies and the SAVVAS curriculum which is based on classical education principles. Direct instruction then ensures structured content delivery, with frequent checks for understanding enabling real-time differentiation. Secondary methods, such as Socratic inquiry will foster critical thinking and collaboration. In addition to the core curriculum, students will participate in daily specials classes to include Music, Art, PE, and Technology.

The RAISE Leadership curriculum will support the school's core values, shaping a positive school culture. The school day will begin with students reciting the pledge of allegiance and RAISE Leadership pledge. RAISE values will be integrated into every core subject and deliberately referenced throughout the day as teachers, staff, and students engage with one another. Additionally, RAISE Leadership lessons focused on the value of the month will be taught once per week and time will be provided for students to update their personal RAISE Leadership portfolios. Within these portfolios, students will document their personal mission statement, academic and personal goals, leadership reflections, academic data, and exemplary work samples.

Q188. Describe a typical day for students at different grade levels in your school, including how core subjects are integrated and what instructional methods teachers will primarily use.

The school day at American Leadership Academy Capeton (ALA) begins with the morning bell, signaling the start of a structured and vibrant day. Students arrive at 8:00 a.m. As students enter their classrooms, they hang up their backpacks, gather supplies, and begin the morning bell work assignment displayed on the whiteboard.

Once bell work is complete, morning announcements, led by the Director and student volunteers are broadcast to classrooms. Students stand together in their respective rooms to recite the Pledge of Allegiance and the RAISE Leadership pledge. Announcements follow, sharing important expectations, upcoming events, and a reflection on the RAISE values (Respect, Accountability, Integrity, Service, and Excellence).

With announcements concluded, the academic day begins. Lessons are thoughtfully designed to integrate the Core Knowledge Sequence, North Carolina State Standards, RAISE values, and individual student needs. Core instruction includes English Language Arts (CKLA & SAVVAS), Math (Eureka Math2), Science (CKSci & SAVVAS), History (CKHG & SAVVAS). Each direct instruction lesson begins with a clear learning objective and an engaging anticipatory set. Instruction follows a cycle of teaching and modeling, guided practice, and checks for understanding. Lessons are delivered in small, manageable chunks, with teachers adjusting pace or reteaching as needed based on student mastery. Collaboration is encouraged through activities such as think-pair-share and Socratic discussion. In grades K-6, students will participate in a daily, 40-minute intervention/enrichment block in which teachers will use academic data to inform their instruction and support students' individual needs. During this time, students may also work in small groups with their teacher or an interventionist, or participate in Gifted & Talented instruction. RAISE values are integrated into every lesson. Each class concludes with independent practice. Homework is then recorded in students' school-provided daily planners, helping them stay organized and accountable.

Once a week, students in every grade participate in a dedicated RAISE Leadership lesson focused on the value of the month. During this time, they work on their leadership portfolios or journals, which foster personal growth and reflection. At the elementary level, students build a leadership portfolio that includes their personal mission statement, academic data tracking, exemplary work samples, and leadership reflections. This portfolio serves as the foundation for student-led conferences in the spring, where students showcase their growth to the parents/guardians. Middle school students maintain a leadership journal containing their personal mission statement, academic data, and reflections on their leadership development, encouraging self-awareness and goal-setting.

Elementary students enjoy a balanced day with at least two outdoor recess breaks and lunch in the cafeteria. Middle school students, meanwhile, transition between core and specials classes during passing periods and share a lively lunch break in the cafeteria. With cell phones prohibited during school hours, lunch becomes a time for meaningful conversations and relationship-building. All students also attend one daily specials class per day, rotating between PE, Art, Music, or Technology, adding variety to their schedule.

As the school day concludes, students write down final assignments in their daily planners and pack up. They pitch in to keep their classrooms tidy by sweeping floors, wiping desks, putting away supplies, and taking out the trash, reinforcing a shared sense of responsibility.

Dismissal follows, with students heading home by car, bus, bike, or foot, while others stay for after-school care or participate in extracurricular clubs or activities. Each day at ALA blends academic rigor, character development, and

participate in extracurricular clubs or activities. Each day at ALA Capeton is academic rigor, character development, and community engagement, preparing students for both personal and academic success.

Q189. How will your curriculum address the diverse learning needs and academic levels of students, and what systems will you have in place to monitor and adjust instruction based on student progress?

We will utilize the MTSS, 3-tiered approach. The goal of our 3-tiered approach is to prevent students from being at risk of dropping out. We recognize that this will not prevent ALL students from dropping out, but it will remedy most cases. In addition to the MTSS approach, students will meet with a guidance counselor to ensure they are on a clear path to fulfilling ALA Capeton graduation requirements. These meetings will help the student realize where they stand academically, what and how to improve, and implement the plan effectively.

Additionally, we will seek to partner with the parents/guardians. This approach is key to shaping a well-rounded student. When students feel supported at school and at home, they are far more likely to succeed academically. For those students who lack home support, we will encourage the student to utilize after-school tutoring programs to improve their academics. These after-school approaches may be required by the School Director if the School Director deems it imperative for a student's success at the high school level.

ALA Capeton will utilize the MTSS process to identify and meet the learning needs of students who are performing below grade level. The MTSS Implementation Guide by the North Carolina Department of Public Instruction will be used as the basis for MTSS implementation.

ALA Capeton will employ two sets of teams to support all students. First, each teacher will be part of a Professional Learning Community (PLC) where they will work with a team to use student data to inform their teaching and to identify students who are and are not meeting standards. Second, the school will have a MTSS team as appointed by the School Director, which will be responsible for supporting teachers and students through Tier 2 and Tier 3 of MTSS. The MTSS team will be responsible for reviewing school-wide data to support teachers in identifying students who need additional interventions, supporting teachers through the MTSS process, developing MTSS plans, and providing professional development as necessary. This team will also be responsible for ensuring that students who may have a disability are referred to the EC team for screenings and/or consideration of an evaluation for special education services.

All students at ALA Capeton will be provided additional supports through explicit instruction in areas of need during dedicated intervention/extension times built into the school schedule. This may include reading instruction from a reading specialist, math interventionist, and/or social skills groups. The intervention block may also be used to group students from a particular grade based on data and moved to remediation or enrichment for skill development.

Interventionists, such as the reading specialist and instructional paraprofessionals may support grade-level teams to form smaller grouping of students during this time period to ensure students who need Tier 2 interventions are supported appropriately. Students in Tier 3 will receive core instruction, Tier 2 interventions and additional intervention through Tier 3, which will be provided by an interventionist such as the reading

specialist, an EC teacher, or other specialist.

All instructional staff at ALA Capeton will be trained in the MTSS process. This training will cover the purpose of MTSS, including how students are identified and how they might move through the tiers and different times, and what data should be collected throughout the process. Staff training will occur prior to the start of the school year and again during the first professional development day of the school year. The MTSS team will offer on-going professional learning as it becomes necessary or as it is identified through PLCs.

Any student who requires additional support through the MTSS process will have a MTSS intervention plan developed by the student's teacher and the MTSS team. This plan will include specific goals for improvement in the areas identified. Teachers and anyone else providing the intervention to the student, will track the student's progress as defined by the goal. This data will be used to assess students' progress toward their MTSS intervention goals.

ALA Capeton's founding board members are familiar with the requirements of working with students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out. Our board members have backgrounds in legal, finance, technology, education and government relations. One of the benefits of working with Charter One, is that they have extensive experience in working with students with special needs. They have a strong Exceptional Children's Department with licensed EC professionals on staff in North Carolina that will provide instructional and compliance support for ALA Capeton.

ALA Capeton will provide opportunities and interventions for English Language Learners (ELL) to improve their overall language skills and support them in the classroom.

Parents will complete the Home Language Survey (HLS) for each student as part of the enrollment packet. Students identified through the HLS to speak a language other than English, will go through the following process. They will take the WIDA ACCESS-Placement test if the student is in Kindergarten or the first semester of first grade and the WIDA Screener Online if the student is in the second semester of first grade through eighth grade to determine English proficiency. Once assessment results are determined and the student qualifies as Limited English Proficient (LEP), parents/legal guardians will be notified to obtain consent for ELL services. The assessment data will be used to provide feedback to ALA Capeton's administration for the student's initial placement and the development of the student's individual service plan. The individual service plan will be developed with the input of a variety of stakeholders: parents, teachers, administrators, and the student. Collaboratively, they will determine necessary objectives and goals for the student, based on the placement test data and the North Carolina English Language Proficiency Standards. ELL students will be assessed and have their individual service plans updated annually.

ELL students will be provided supplementary services to ensure their growth as English language learners and to support their core instruction. Through their individual service plans, students could be provided with the following:

- Pull Out ELL classes where students receive specific instruction in the English language.
- Differentiated instruction in core classes based on their limited English proficiency.
- Supplemental texts, modified assignments, and additional resources including ELL textbooks, and English to

foreign language dictionaries.

- Additional before/after school tutoring.
- Online or Digital Resources to support their knowledge of the English language including Rosetta Stone, Google Translate, and English Central.

ELL students will be tested annually to determine their English proficiency. Students will be exited from the program once they are determined to be proficient. Each student in the ELL program will have a portfolio that documents all of their assessment data, individual service plans, and specific interventions and accommodations provided for that student. Ultimately, it is ALA Capeton's goal to meet the needs of all of our students. Specifically, for our LEP students, we understand that the students' native languages, cultures, and histories are valued and are an integral part in developing the students' second language, sense of pride, and self-esteem.

Qualified staff will be provided to LEP students by ensuring at least one teacher has an English as a Second Language qualifications. When ALA Capeton has 30 or more LEP students, a dedicated ESL teacher will be hired.

ALA Capeton will utilize state and federal Title III funds to ensure LEP students are provided a qualified ESL teacher to oversee the ESL program.

ALA Capeton uses an assessment system that collects screening information, state assessment data, and formative and summative assessment data to create a learner profile for all students. Students who demonstrate advanced academic skills or aptitude based on their learner profile may be referred for further consideration to the Academic or Intellectually Gifted (AIG) program.

The learner profile for students referred for consideration to the AIG program will be reviewed by the School Director, the student's teacher(s), and the AIG teacher. If a student meets the criteria, parent permission for further evaluation will be obtained. Students who demonstrate intellectual aptitude at the 97% percentile or higher will be considered Intellectually Gifted. Students who demonstrate academic achievement 2 or more grade levels above their current grade level in reading and/or math will be considered academically gifted. Students may be intellectually and academically gifted.

In grades K-6, AIG students participate in differentiated instruction in the regular classroom as well as extended learning during the enrichment block, which is built into the daily schedule for all students. Students will work on cross-curricular units that extend beyond the general lessons. This ensures students fully participate in the general core instruction with differentiation and have the opportunity to extend learning on a daily basis.

In addition, students are given opportunities to accelerate if the school and family believe it is in the best interest of the student based on available data. Students may be accelerated an entire grade or for individual subject areas depending upon the individual student's needs. All acceleration decisions will require final approval by ALA Capeton's administration.

Students who are determined to be academically or intellectually gifted at the 7-8 grade levels will have the opportunity to participate in honors classes, advanced placement and/or dual enrollment programs. All 7-8 AIG students will have a differentiated education plan that will be updated at least annually and will support teachers to appropriately differentiated instruction.

The AIG program will be reviewed by the ALA Capeton administrative team and AIG teachers. The program will be modified as needed to meet the needs of students and families.

In line with state guidelines, EC teachers and those that work with EL and gifted populations will be required to obtain and maintain appropriate licensure for the position. The needs of students in these populations will be evaluated by the appropriate team(s) at the school level, typically the School Director, Assistant Director and the EC Director at the school, and the ESS Director at Charter One. We will track closely during registration the number of related students to ensure that we have sufficiently trained personnel on staff. If additional staff is required, the School Director will notify Charter One and appropriate staffing actions will follow. Budget adjustments will be approved by the Board if necessary.

Q190. 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.

ALA Capeton will use the Core Knowledge Sequence as its guiding curriculum K-8, while aligning with the NC Accountability Model. The Core Knowledge Sequence, with Singapore math strategies (i.e. Eureka), meets or exceeds the guidelines set forth by the NC Accountability Model. If an exact alignment does not exist, ALA Capeton's administration and teachers will create or supplement the curriculum with the assistance of Charter One professionals to ensure alignment. The principles found in the Core Knowledge Framework as well as in the Classical Approach will be utilized as a guide for curriculum choices for grades 6-8.

Research has shown that primary reading instruction in grades K-3 is critical to reading mastery at a later age. However, notable research-based practices illustrate that reading instruction must continue after the primary grades as text and content increase in difficulty. The idea that all teachers are "reading teachers" is more than a mantra, it is essential. Utilizing Core Knowledge Language Arts and the Core Knowledge Sequence provides students with the foundational skills and knowledge they need to achieve success in the middle and high school levels.

Traditional education seeks to understand humanity through classical sequencing and exploration of great literature, debate, and contemplation. The Core Knowledge Sequence supports a traditional education pedagogy by providing a classical structure for knowledge acquisition during the grammar phase and into the logic phase. The Core Knowledge framework carefully constructs content to build upon previous knowledge, avoid repetition, and provide focus. Core Knowledge doesn't explicitly require adherence to a certain methodology of instruction. However, Dr. E.D. Hirsch, the founder and chairman of the Core Knowledge Foundation, outlines the teaching methods that have been proven to deliver the best learning outcomes. He suggests Explicit (or Direct) Instruction be the primary method of content delivery and supplemented with Socratic Instruction and discussion. ALA Capeton will utilize this proven method of teaching to get the desired academic results.

The most significant source of support for explicit instruction comes from Project Follow Through. Project Follow Through ran from 1967 through 1977 and remains to this day the nation's largest educational research project ever to be conducted. The study followed over 200,000 children through 22 different models of instruction and found "students who received Direct Instruction had significantly higher academic achievement than students in any other programs."

The key to explicit instruction is ongoing interaction and communication between the students and the teacher (Rupley, Blair, & Nichols, 2009). Only then can students learn to comprehend, understand, and interact with written text. When achievement in word study has been achieved, instruction is augmented to evenly integrate grammar and syntax, creative and organizational composition skills, and vocabulary development.

The Math curriculum aligns with North Carolina standards, but there are major differences in the delivery compared to standard American teaching methods. Traditionally, about 30 math concepts can be covered in one year using a spiral approach, which introduces concepts and revisits them with added complexity. This method does not expect immediate mastery, leaving some students bored when a concept is revisited, and moving on before its fully grasped by other students. If a concept is not fully internalized, its understandably difficult for a student (or his teacher) to pick up exactly where his progress halted.

In contrast, Singapore Math strategies (i.e. Eureka) covers 10-14 concepts a year, stays with each concept for 2-3 weeks and expects mastery before introducing a new lesson. This approach understands that there are multiple

weeks, and expects mastery before introducing a new lesson. This approach understands that there are multiple learning styles, and ELL students will benefit from the program's clear and simple explanations of math concepts. With fewer topics and more time to thoroughly learn them, the program's detailed instruction, questions, problem solving, and visual and hands-on aids (blocks, cards, and bar charts) ensure that students master the material.

The Charter One educational model has proven success in closing achievement gaps

Q191. 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.

ALA Capeton will use Explicit (or Direct) Instruction as our primary method of content delivery. To this end, the professional development will be provided to ensure teachers are properly implementing this instructional model. Decades of research on teaching and learning has supported the use of Explicit Instruction and its benefits among all types of learners. The elements of Explicit Instruction as developed by Anita Archer and Charles Hughes include:

1. Focusing instruction on critical elements
2. Sequencing skills logically
3. Breaking down complex skills and strategies into smaller instructional units
4. Designing organized and focused lessons
5. Beginning lessons with a clear statement of the lesson's goal and your expectations
6. Reviewing prior skills and knowledge before beginning instruction
7. Providing step by step demonstrations
8. Using clear and concise language
9. Providing an adequate range of examples and non-examples
10. Providing guided and supported practice
11. Requiring frequent responses
12. Monitoring student performance closely
13. Providing immediate affirmative and corrective feedback
14. Delivering the lesson at a brisk pace
15. Helping students organize their knowledge
16. Providing distributed and cumulative practice

Charter One's network of schools have sufficient data that these 16 elements are key to effective instruction in grades K-8 regardless of the student's background or proficiency. The use of Explicit Instruction is simply putting into practice time-proven effective habits of teaching and learning, which allow for students to master grade-level as well as accelerated content.

The Explicit Instruction method allows for teachers to gather immediate data on student mastery through frequent student responses. Information gathered from these student responses is used to differentiate instruction in real time by providing affirmative and corrective feedback and determining the level of supported practice that is needed. Differentiated instruction will also be provided to students using information gathered through a child's 504 Plan, Individualized Education Plan (IEP), and/or through in-class and benchmark assessments.

Teachers will directly question students to help them identify and comprehend problems and solutions (The Socratic Method). Teachers will use primary source documents such as letters, diaries and memoirs to bring history to life and provide insight and understanding to historical events. Standards of excellence represented in respect, accountability, integrity, service, excellence, knowledge, judgment, citizenship, cooperation, courage, honesty, perseverance, and responsibility as the guiding standards of behavior will be displayed throughout the school. Students will be taught study skills such as time management, note-taking, organizing, and outline and research methods.

These methods will help provide students with a rigorous and comprehensive education that challenges and encourages them to excel in both learning and character. Assessment data will be used to ensure that students will have the same background knowledge to ensure success

have the same background knowledge to ensure success.

Q192.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.

The goal of assessments at ALA Capeton is to ensure student readiness to transition from grade to grade and to the next grade span upon program completion.

Student learning is assessed in all core subjects as each student progresses from Kindergarten through the 8th grade. The NC Accountability model will be the foundation of ALA Capeton's assessment model. In conjunction with the NC mandated testing, our internal assessment system is a comprehensive set of assessments, both formative and summative to capture as many aspects of each student's learning as possible. The effectiveness of the curriculum is measured by the student achievement of the specific measurable objective. Teachers will evaluate both efficiency and growth data.

Our students are expected to demonstrate at least one year's growth by the end of each academic year. Our classical approach will build upon foundational content and skills in the early grades to implement more complex inquiries and learning strategies in the upper grades. This approach is designed for student academic success at each grade level. Our program is designed to ensure that as our scholars progress on to high school.

Implementation of our Multi-Tiered Support System (MTSS) will provide appropriate interventions for students identified as being "at risk." Students who fall behind will be provided with the necessary interventions to recover any proficiency gaps before transitioning to the next grade level.

The School Director makes the final decision regarding promotion and retention.

Q193.Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

ALA Capeton will use a traditional academic calendar. The proposed calendar has been designed to provide students with the opportunity to learn content included in the school's curriculum while also providing instructional staff with the support and professional development time that they need to grow as educators. The calendar meets the number of hours required by the state. The calendar reflects the school's commitment to academic excellence by including 1,025 hours of instruction. ALA Capeton's calendar may align its calendar with the local LEA to accommodate families who may have students in both systems.

This calendar, which outlines both the learning opportunity for students as well as the professional development opportunity for teachers, is intended to align with our mission of placing each student on the path to college readiness and support the school as it works to build the desire for life-long learning using framework of the classical curriculum.

Q194. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

The proposed schedule for Kindergarten – 8th Grade will begin at 8:00 AM and dismissal at 3:00 PM. There will be at least 360 instructional minutes per day for all grade levels. These times are subject to change based on traffic impact analyses for the local community and NCDOT. For grades K-8, approximately 160 minutes will be dedicated per day to CKLA for Language Arts, science, and social studies. Approximately a 90-minute block per day will be dedicated to Math instruction. Middle school grades may operate on a 7-period day, with approximately 50 minutes per class period.

This schedule is optimal for student learning because it allows for sufficient instructional time in core subjects while also allowing students to pursue expanded student learning opportunities.

Q195. Describe a typical day for a teacher and a student in the school's first year of operation.

As a Board, we know the importance of setting the school culture during the first year and the challenges that provides. The first year of operation for any school is critical in establishing a culture of learning and acceptance. ALA Capeton is no exception. We are thrilled, to partner with Charter One who has a successful history in opening K-12 campuses across North Carolina and the country. They do this by having clear expectations for staff and students and invest heavily in their RAISE (character based) curriculum. Clear expectations and teaching the RAISE curriculum with fidelity, ensures the schools cultural success.

From an academic and operational perspective, the elementary school day's morning hours will be devoted to CKLA, with integrated content from the sciences and social studies. Active engagement in learning will be encouraged with best instructional practices to make learning intriguing and exhilarating, such as direct and inquiry-based instruction. Writing is an essential component of English/Language Arts and skills will be applied across the academic spectrum. Recess and elective course offerings such as art, music, foreign language, and physical education offer subject learning and enrichment opportunities for the students and will support and enrich the Core Knowledge curriculum. Elementary students may participate in after school activities such as sports, clubs or tutoring through an approved after-school program provider.

For middle school grades, the CKLA instruction may include approximately 30 minutes of teacher-led reading from classical literature with the teacher and students taking turns reading aloud. During the last 20 minutes the students tie previous knowledge to the newly read material and make connections across the curriculum. The remaining time is spent with a teacher-led discussion (Socratic method) with students practicing rhetoric and logic. Students will learn to form opinions from reading classical literature and supporting their ideas.

Q196. Will this proposed school include a high school?

Yes

No

Q201. 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 Comments :

K-8 Curriculum Outline/Resources attached.

Q202. 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 Comments :

Please see Yearly Academic Calendar.

Q203. 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

11.2. Special Populations and "At-Risk" Students

Q204. 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.

ALA Capeton will utilize the MTSS process to identify and meet the learning needs of students who are performing below grade level. The MTSS Implementation Guide by the North Carolina Department of Public Instruction will be used as the basis for MTSS implementation.

ALA Capeton will employ two sets of teams to support all students. First, each teacher will be part of a Professional Learning Community (PLC) where they will work with a team to use student data to inform their teaching and to identify students who are and are not meeting standards. Second, the school will have a MTSS team as appointed by the School Director, which will be responsible for supporting teachers and students through Tier 2 and Tier 3 of MTSS. The MTSS team will be responsible for reviewing school-wide data to support teachers in identifying students who need additional interventions, supporting teachers through the MTSS process, developing MTSS plans, and providing professional development as necessary. This team will also be responsible for ensuring that students who may have a disability are referred to the EC team for screenings and/or consideration of an evaluation for special education services.

All students at ALA Capeton will be provided additional supports through explicit instruction in areas of need during dedicated intervention/extension times built into the school schedule. This may include reading instruction from a reading specialist, math intervention and/or social skills groups. The intervention block may also be used to group students from a particular grade based on data and moved to remediation or enrichment for skill development.

Interventionists, such as the reading specialist and instructional paraprofessionals may support grade-level teams to form smaller grouping of students during this time period to ensure students who need Tier 2 interventions are supported appropriately. Students in Tier 3 will receive core instruction, Tier 2 interventions and additional intervention through Tier 3, which will be provided by an interventionist such as the reading specialist, an EC teacher or other specialist.

All instructional staff at ALA Capeton will be trained in the MTSS process. This training will cover the purpose of MTSS, the process including how students are identified and how they might move through the tiers and different times, and what data should be collected throughout the process. Staff training will occur prior to the start of the school year and again during the first professional development day of the school year. The MTSS team will offer on-going professional learning as it becomes necessary or as it is identified through PLCs.

Any student who requires additional support through the MTSS process will have a MTSS intervention plan developed by the student's teacher and the MTSS team. This plan will include specific goals for improvement in the areas identified. Teachers and anyone else providing the intervention to the student, will track the student's progress as defined by the goal. This data will be used to assess students' progress toward their MTSS intervention goals.

Q205. 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, MLs, 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.

ALA Capeton founding board members are familiar with the requirements of working with students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out. Our board members have backgrounds in education, marketing, town leadership and development. Three board members have specific experience in working in schools with special populations. One of the benefits of working with Charter One, is that they have extensive experience in working with students with special needs. They have a strong Exceptional Children's Department with licensed EC professionals on staff in North Carolina that will provide instructional and compliance support for ALA Capeton.

Q206. Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:

1. Methods for identifying ML 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 ML students.
3. Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services.
4. Means for providing qualified staffing for ML students.

ALA Capeton will provide opportunities and interventions for English Language Learners (ELL) to improve their overall language skills and support them in the classroom.

Parents will complete the Home Language Survey (HLS) for each student as part of the enrollment packet. Students identified through the HLS to speak a language other than English, will go through the following process. They will take the WIDA ACCESS-Placement test if the student is in Kindergarten or the first semester of first grade and the WIDA Screener Online if the student is in the second semester of first grade through 8th grade to determine English proficiency. Once assessment results are determined and the student qualifies as Limited English Proficient (LEP), parents/legal guardians will be notified to obtain consent for ELL services. The assessment data will be used to provide feedback to ALA Capeton's administration for the student's initial placement and the development of the student's individual service plan. The individual service plan will be developed with the input of a variety of stakeholders: parents, teachers, administrators, and the student. Collaboratively, they will determine necessary objectives and goals for the student, based on the placement test data and the North Carolina English Language Proficiency Standards. ELL students will be assessed and have their individual service plans updated annually.

ELL students will be provided supplementary services to ensure their growth as English language learners and to support their core instruction. Through their individual service plans, students could be provided with the following:

- "Pull Out" ELL classes where students receive specific instruction in the English language.
- Differentiated instruction in core classes based on their limited English proficiency.
- Supplemental texts, modified assignments, and additional resources including ELL textbooks, and English to foreign language dictionaries.
- Additional before/after school tutoring.
- Online or Digital Resources to support their knowledge of the English language including Rosetta Stone, Google Translate, and English Central.

ELL students will be tested annually to determine their English proficiency. Students will be exited from the program once they are determined to be proficient. Each student in the ELL program will have a portfolio that documents all of their assessment data, individual service plans, and specific interventions and accommodations provided for that student. Ultimately, it is ALA Capeton's goal to meet the needs of all of our students. Specifically, for our LEP students, we understand that the students' native languages, cultures, and histories are valued and are an integral part in developing the students' second language, sense of pride, and self-esteem.

Qualified staff will be provided to LEP students by ensuring at least one teacher has an English as a Second Language qualifications. When ALA Capeton has 30 or more LEP students, a dedicated ESL teacher will be hired. ALA Capeton will utilize state and federal Title III funds to ensure LEP students are provided a qualified ESL teacher to oversee the ESL program.

Q207. 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.

ALA Capeton uses an assessment system that collects screening information, state assessment data and formative and summative assessment data to create a learner profile for all students. Students who demonstrate advanced academic skills or aptitude based on their learner profile may be referred for further consideration to the Academic or Intellectually Gifted (AIG) program.

The learner profile for students referred for consideration to the AIG program will be reviewed by the School Director, the student's teacher(s), and the AIG teacher. If a student meets the criteria, parent permission for further evaluation will be obtained. Students who demonstrate intellectual aptitude at the 97% percentile or higher will be considered Intellectually Gifted. Students who demonstrate academic achievement 2 or more grade levels above their current grade level in reading and/or math will be considered academically gifted.

In grades K-6, AIG students participate in differentiated instruction in the regular classroom as well as extended learning during the enrichment block, which is built into the daily schedule for all students. Students will work on cross-curricular units that extend beyond the general lessons. This ensures students fully participate in the general core instruction with differentiation and have the opportunity to extend learning on a daily basis.

In addition, students are given opportunities to accelerate if the school and family believe it is in the best interest of the student based on available data. Students may be accelerated an entire grade or for individual subject areas depending upon the individual student's needs. All acceleration decisions will require final approval by ALA Capeton administration.

Students who are determined to be academically or intellectually gifted at the 7-8 grade levels will have the opportunity to participate in honors classes. All 7-8 AIG students will have a differentiated education plan that will be updated at least annually and will support teachers to appropriately differentiated instruction.

The ALA Capeton AIG program will be reviewed by the ALA Capeton administrative team and AIG teachers. The program will be modified as needed to meet the needs of students and families.

11.3. 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.*

Q208. 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.

During the enrollment process, the administration will review incoming student records from their previous schools, determining if IEPs or 504 plans exist. Once identified, we will contact the student's parents and previous school to obtain more documentation regarding the IEP or 504. The EC teachers and administration will review the records and coordinate a plan to make sure it is appropriately implemented in the school setting. These teachers will use the Comprehensive Exceptional Children Accountability System or Every Child Accountability and Tracking System (ECATS) to update, revise, and track each individual student's IEP. The administration will designate a staff member as the 504 coordinator who will create, update, and maintain 504 plans for all students with existing plans.

Q209. 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.

ALA Capeton will ensure that all special education services will be provided to students who have disabilities and are in need of specially designed instruction in accordance with the laws of North Carolina, the [Individuals with Disabilities in Education Act, Article 9 115C of the North Carolina General Statutes](#), and the [Policies Governing Services for Children with Disabilities](#).

ALA Capeton will work with students who are not meeting grade level standards and in need of intervention using the MTSS process described in the previous questions. This process will allow ALA Capeton teachers and administrators to identify students who are not learning at grade level or those whose behavior is interfering with learning. Through this process, students will be provided a series of interventions and progress monitoring. If the student does not demonstrate gains, if there are other reasons to suspect the child has a disability, or if the parent requests an evaluation for special education, the child will be referred for consideration of a special education evaluation.

ALA Capeton will utilize a licensed psychologist to administer the evaluations that identify various educational disabilities. Based on the written evaluation of the psychologist, which will include descriptions of the outcomes of a variety of assessments tools and strategies used to gather relevant functional, developmental and academic information about the child, including information provided by the parent, the IEP team will determine if the student qualifies for special education services. If it is determined that the student qualifies, an IEP will be developed within 90 calendar days of the receipt of the referral and implemented as soon as possible hereafter. If it is determined that the student does not qualify for special education services, he/she may or may not be referred for 504 services. If parents disagree with an IEP team's decision not to conduct an evaluation, the parent has all procedural rights, including the right to request a due process hearing, as set forth in the NC Handbook on Parent's Rights and under Section 504.

Q210. 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)

ALA Capeton will assure compliance with the Family Educational and Privacy Rights Act (FERPA) Title 20 of the United States Code §1232g. All ALA Capeton employees and volunteers will maintain the confidentiality of a student's personally identifiable education records and information as documented in employment agreements or non-disclosure agreements prior to any staff or volunteer being granted access to student information.

As students are enrolled at ALA Capeton, special education records will be requested from the student's previous school and/or from the student's parent or legal guardian. Once these records are received, they will be kept in the EC confidential folders and kept in a locked file cabinet in a designated office, in compliance with state and federal law.

EC student folders will remain on school premises at all times. Any parent or legal guardian wishing to view a student's file must notify the EC coordinator or school administrator in writing of their request to review the records. The EC staff and administration shall share pertinent student information as necessary with other staff members who work with the students. A Confidentiality form and an Access to Records form with a list of the individuals who have access to the student EC records will be posted in the designated office where records are located. Each EC folder will have a log sheet in the individual folder for documentation of activity on the specific individual student record.

Q211. 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.

ALA Capeton will meet the needs of all learners, including those students with mild, moderate, and severe disabilities by providing for appropriate staffing, including highly qualified EC teachers and paraprofessionals, and space for providing services in EC programs.

EC Programs at ALA Capeton will focus on the individual needs of students and the supports they need to appropriately participate in the general curriculum. Programs may focus on behavior for students whose behavior impacts their learning or focus on the needs of students who have cognitive impairments. These programs will provide students intensive intervention in the special education classroom and in the general education classroom, depending on each student's individual needs and the least restrictive environment determined by the IEP team. The goal of all EC programs is to provide students the intensive instruction and intervention they need to access their general education classroom as much as possible.

Q212. 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?

ALA Capeton will provide a variety of resources, supports, and strategies to ensure all students, including those with disabilities, are provided with the necessary support for their success. Students with disabilities will be provided with specific accommodations, and modifications depending on the extent of their disability. To fulfill these requirements, we will provide the necessary classroom spaces to execute "pullout" and self-contained instruction. We will serve most students in the general education setting using an inclusion model. This model allows students with disabilities to participate in classes with their peers who do not have a disability. In these classes, an Exceptional Children's (EC) teacher co-teaches the curriculum with the regular education teacher to provide support for all students. Students with an IEP will receive Specifically Designed Instruction (SDI) aligned with the classroom objectives and developed by the EC teacher. These methods will be utilized to guarantee that students with disabilities are provided with a free and appropriate public education (FAPE) in the least restrictive environment. Professional development will be provided to teachers and other staff as necessary to help meet the needs of students with disabilities.

ALA Capeton will ensure that all students receive education in the least restrictive environment with their non-disabled peers to the extent appropriate. The least restrictive environment will be an IEP Team decision based on student evaluation data, formal and informal assessments, observations and educational experience. ALA Capeton will provide all accommodations/modifications and special education services deemed necessary for any exceptional child to ensure FAPE. Related services such as speech, OT, and PT shall be provided in accordance with a student's IEP as determined by the IEP Team. If an IEP Team determines a student requires a change in placement, the IEP Team will determine the most appropriate placement that ensures FAPE.

ALA Capeton will take into account students who may need a more restrictive placement on the continuum in the hiring of their EC staff to ensure appropriate services are provided in the most effective instructional format for the student. Should an EC student require homebound instruction for any reason as determined by the IEP Team, the EC coordinator or other qualified teacher shall provide the necessary instructional hours per week according to the form and format determined by the IEP Team when services are determined to be needed. The EC teacher will monitor progress using data obtained across settings and report to the student, parents, and relevant staff as outlined in the IEP.

ALA Capeton will provide each student with the Least Restrictive Environment that meets the needs of the individual child and will always promote the goal of equipping all students with the tools they need to succeed in the general education environment by ensuring IEP goals focus on the skills students need to be successful in the general curriculum. Based on the individual student's need for specially designed instruction, the following determines LRE placement per IEP Team decision:

Regular Setting: The student participates with nondisabled peers for 80% or more of the school day. Will mostly be served in an inclusion setting with pull-out as needed per the IEP.

Resource Setting: The student participates with nondisabled peers 40-79% of the school day. Students will receive a mix of inclusion classes and pull-out in an EC classroom per the IEP.

Separate Setting: The student participates with nondisabled peers less than 40% of the school day. Students will receive most of their services in the EC classroom with the students spending time as warranted by the IEP in a

regular classroom setting

Separate Schools, Hospitals, and Home Instruction: The student does not participate with non-disabled peers and receives all services at a separate school, hospital or through home instruction.

Q213. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

ALA Capeton will comply with IDEA and provide accommodations and services for any exceptional child based on the child's IEP. All exceptional students will be educated in the least restrictive environment though we will have an EC resource room available for pull-out, one-on-one instruction, or to allow for other services.

ALA Capeton will also hire highly qualified special education staff and personnel to ensure compliance with state and federal requirements. These individuals will collaborate with regular education teachers to provide appropriate support in their classes. They will also execute "pull-out" and small group instruction as necessary.

Ultimately, it is the responsibility of the ALA Capeton School Director to ensure that students with disabilities receive a Free and Appropriate Public Education (FAPE). School directors will receive training and consultation from Charter One staff to ensure they understand their role in providing FAPE and to support IEP teams in making educational decisions for students. School directors are also responsible for attending or designating staff to attend training provided by the North Carolina Department of Education regarding Exceptional Children as they become available. School directors and/or designees will also become familiar with their EC Regional Consultant.

Q214. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.

The school is be responsible for developing, implementing, reviewing, and revising an IEP program in compliance with all applicable regulations and standards for each child with exceptionalities served by ALA Capeton. At an IEP meeting, the Individualized Education Plan for a student will be developed by an IEP Team, which may include the student, parents, general education and EC teachers, appropriate ancillary staff, EC Director and an administrator. The IEP will focus on academic, behavioral, and/or social competence and will include therapies necessary to both help the student overcome difficulties in these areas, and have as much access to the general education curriculum as possible. If therapies are deemed necessary, ALA Capeton will look toward contracting those services to an outside agency. Planned services that will be provided to serve the needs of the exceptional students who enter below grade level include providing instruction in regular education classrooms (mainstreamed) as much as practicable. Those EC students who require extra attention will be pulled out for specialized instruction by a certified EC teacher, reading and/or math specialist.

ALA Capeton's amount of pullout will be determined by their Individualized Education Plan (IEP), as will the specific skill and content area to be remedied.

Consultation and collaboration will be provided for those students who can succeed without the assistance of pullout but need extensive monitoring.

A speech therapist will either be on staff, or contracted out depending on the number of students requiring speech therapy as per their IEPs.

Physical and occupational therapy will be contracted out as needed.

Instructional materials and learning seminars will be made available to parents, family members and other volunteer tutors so they will know the best methodology to use with learning disabled or EC students.

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.

Provide a tutoring schedule.

Conduct special tutoring sessions, as well as groups for students, to deal with issues such as "study skills designed for the disabled by using their learning style strengths" and "frustration in the classroom."

A volunteer coordinator will assist in locating volunteers qualified to work with students in need.

Student progress will be monitored to determine the effectiveness of interventions and the need to introduce new strategies. Reports detailing progress towards IEP goals will be provided to parents a minimum of quarterly.

Q215. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

ALA Capeton will contract with appropriate certified and licensed professionals to provide services required by our student's IEPs. This would include but not be limited to speech, occupational, and physical therapy, audiology, interpreting services and/or vision services. These professionals will be responsible for providing evaluations and participating on IEP teams to develop appropriate accommodations and goals for student development.

11.4. Student Performance Standards

Q216. Describe how the school will measure student performance.

ALA Capeton will have high standards and expectations for all students and use a variety of measures to assess their performance. ALA Capeton will use both formative and summative assessments to measure student performance. Our summative measure of student performance will be the NC Accountability model and NC EOG/EOC testing. We expect that our students will show proficiency rates in math, science, and reading that exceed the state and LEAs average:

ALA Capeton students will exceed the average performance of the LEA students by at least five percent on state assessments. Each year, following the first school year, ALA Capeton will, at a minimum, "Meet Expected Growth."

The Board may implement programs that measure Lexile level. We expect a significant number of our students to have Lexile levels that are at or above grade level. Through use of formative assessments, we will measure core subject area proficiency and expect that our students are at grade level. We will also track our college and career readiness metrics in relation to state and district averages.

Any student who is not at grade level in any category will receive targeted interventions through our MTSS program. Teachers will work in PLCs and with administration to analyze this assessment data to improve instruction and remediate subject area concepts where necessary. We will also evaluate students based on their proficiency in the learning objectives associated with the NC Essential Standards and RAISE values. Students and parents will receive detailed reports identifying where each student meets, exceeds, or falls below grade level expectations quarterly.

Q217. 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 the data will be used to inform instruction and improve student performance.

In addition to the state or federally mandated tests, ALA Capeton will use other evaluation tools or assessments within our core curriculum (i.e. Core Knowledge assessments), as well as other formative assessments. The data received from these assessments will be used in PLCs to drive instruction by analyzing the standards or skills that were assessed and identifying which standards and skills are the most important to master. Instruction will be designed accordingly based on student performance, and the data will be used to individualize instruction as well as adjusting school-wide initiatives.

Q218.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 provided to students.

ALA Capeton will use various data points to determine student grade level promotion. These data points include grade level proficiency on state mandated EOG/EOCs, classroom performance (attaining a teacher evaluation of "proficient" in the various objectives of the standard course of study and RAISE values), teacher observation and student growth. If a student with special needs does not meet the necessary criteria the School Director reserves the right to consider other forms of data to determine promotion.

Q219.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. If serving high school, include plans for students at risk of dropping out.

ALA Capeton will serve students in grades K-8. Students will exit our school in accordance with the North Carolina Student Accountability Standards. Consistent with our mission, we believe strongly that students will leave our school prepared to not just be the great students of today, but the great leaders of tomorrow, prepared with academic excellence and morals.

The practice of promoting students who have failed to master part of their grade-level curriculum is incompatible with the state's gateway standards, the academic goals of our school, and our mission. All promotion requirements will be listed explicitly in the parent-student handbook. At the beginning of each school year, ALA Capeton will host an information night for students and parents. At this meeting, school administration will outline graduation requirements. At this meeting, school administration will outline promotion requirements.

11.5. School Culture and Discipline

Q220.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.

ALA Capeton will adopt Charter One's highly successful and innovative RAISE Leadership Program. RAISE (Respect, Accountability, Integrity, Service, and Excellence) integrates our core values directly into the curriculum with weekly lessons and daily exercises. The program is based on principles gleaned from the most influential texts of the past century from prominent authors including Stephen R. Covey, Jim Collins, and John Maxwell. This program helps students take responsibility for their own success and encourages them to work collaboratively with those around them. The RAISE Leadership manual provides an opportunity for students to develop servant leadership skills in highest forms.

The program provides a common language and paradigm from which students can discuss their own behavior and the outcomes associated with those behaviors. It encourages students to set SMART (Specific, Measurable, Achievable, Realistic, and Timely) goals both academically and personally, and guides them on the path to achieving those goals. RAISE holds students accountable to themselves and their parents for their progress. The program provides context and purpose to everything that happens within the school setting. The net effect of the program is that behavioral problems decrease, while student communication, engagement, and academic performance increase. The curriculum allows students to develop skills that will benefit them in the classroom, the community, their homes, and their future.

Q221. 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.

Students will have weekly lessons, wherein the RAISE values are taught explicitly and through relevant, hands-on activities. In addition, teachers will be trained to integrate the RAISE values into each lesson they teach, on a daily basis. This will encourage greater awareness of excellent role models, as well as a constant reminder of the importance of character development. Students who enter ALA Capeton mid-year will quickly catch on to the values centric culture, which will be modeled by students, teachers, and staff. The consistent implementation of the RAISE curriculum throughout the year, as well as the initial tour(s) of the school and preliminary meeting(s) with administration, students entering mid-year will have a firm understanding of the expectations that we have for the them and the student body as a whole.

In preparation for the first day of school, ALA Capeton holds a summer teacher preparation program. During this training, all teachers are trained on curriculum, classroom management and other aspects of teaching. This includes very specific training on RAISE, why it is important, demonstrated evidence of effectiveness, and how to both implement it, and reinforce these values. These values are a cornerstone of our success, and effects all other activities and outcomes.

Q222. 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. 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.

ALA Capeton places a strong emphasis on virtue and the building of character in all students. ALA Capeton's goal is to create a safe, respectful, and responsible environment where learning takes place. Discipline policies and procedures are designed to provide guidance and direction on responsible and acceptable behavior. The discipline model is designed to teach students appropriate behavior, attitude and response in all situations and develop a sense of self-governance. The school's teachers and administrators will set the tone on virtuous behavior. Virtuous behavior will also be reinforced in the classroom during instruction when appropriate.

ALA Capeton intends to adopt Charter One's Consequences and Conduct Matrix and Parent/Student Handbook. This matrix has proven successful at other Charter One campuses. It informs all stakeholders of school expectations and the consequences associated with violating school standards.

The school's goals of discipline are to:

- Maintain a highly effective learning environment where students focus on gaining knowledge with as minimum distractions possible.
- Utilize the need of discipline as a rich opportunity for students to learn about themselves and others, and to provide students with actual character education.
- Reinforce the school's commitment to treating all students with fairness, respect, and equality.

ALA Capeton will follow Charter One's Consequences and Conduct Matrix for discipline, suspension, dismissal, and recommendation for expulsion. At the beginning of the school year, each student and parent will receive the matrix. The matrix will also be cited in the Parent Student Handbook and available on the website. Pursuant to the requirements in the Individuals with Disabilities Act (IDEA), the school ensures that special needs students who require additional behavioral help are supported. The school acts proactively in identifying and supporting special needs students with behavioral needs.

Major student infractions include disrespect, cheating, having a weapon on campus, having drugs on campus, property damage, sex offenses, fighting, skipping school and theft. Discipline options for major infractions include: After School Administrative Detention, In School Detention, After School Teacher Detention, School Director or Designee Conference, Out of School Suspension, Community Service Work Detail, Expulsion, or designee has the authority to suspend a student as appropriate. The disciplinary model will be compliant with due process laws and state guidelines where applicable. A suspension will last from one to ten days. All suspensions require a parent-director conference to prepare a discipline plan before the student is to return to the school. Parents will also be notified in writing within 24 hours of the suspension.

Q223.Exclusion or expulsion must abide by the due process required under 115C-218.60 and the Charter Agreement. If the school intends to utilize exclusion or expulsion, please explain how the school intends to utilize, how this will be communicated to parents, and how the school will ensure alignment with state law including Article 27.

- § 115C-218.60. Student discipline. The school is subject to and shall comply with Article 27 of Chapter 115C of the General Statutes, except that a charter school may also exclude a student from the charter school and return that student to another school in the local school administrative unit in accordance with the terms of its charter after due process.

Student discipline, including the use of exclusion or expulsion, is addressed in the Parent/Student Handbook and Consequences and Conduct Matrix. Exclusion or expulsion will abide by the due process required under 115C-218.6 and the the Charter Agreement.

At the beginning of the school year, each parent and student will receive a copy of the Consequences and Conduct Matrix. The matrix will also be cited in the Parent Student Handbook and available on the website.

Q224. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q225. Explanation (optional).

Portions of this charter application are taken from ALA Monroe. This application mirrors ALA Monroe, another ALA school.

11.6. Certify

Q226. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q227. Explanation (optional):

Portions of this charter application are taken from ALA Monroe. This application mirrors ALA Monroe, another ALA school.

12. Operations

12.1. Transportation Plan

Q228. 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

ALA Capeton will rely on Charter One's experience of operating a large fleet of buses for a number of years, transporting thousands of students each school year. ALA Capeton will not allow transportation to become a barrier for enrollment at our school. ALA Capeton will purchase busses to allow the school to provide cluster stops in its first year of operation. We will select specific drop zones where parents will be able to meet bus drivers to transfer their children to the care of our bus drivers for transport to the school. This will allow families who do not live in the immediate vicinity of the school the option of not having to drive the entire distance to the facility. Instead, they will meet the bus in public locations closer to their own residence. Based on need, geographic areas will have multiple drop zones. ALA Capeton's drivers will keep tight schedules to ensure promptness and efficiency. These drop zones will be located at well-known landmarks like popular shopping centers, houses of worship, and community centers. ALA Capeton will select the location of the drop zones based on proximity of students who need transportation service. Administration will verify that the selected locations are practical for a large concentration of students. The administration will also continually evaluate the safety of the drop zone locations and set distinct procedures to ensure the safety of all students. The practice of providing drop zones will alleviate transportation dilemmas for our families and also be an efficient use of the school's transportation resources. Additional busses will be purchased as the need is defined and the budget allows.

Oversight of the transportation program will be the responsibility of the Transportation Coordinator, who in turn is responsible to the School Director. The Transportation Coordinator will receive training from the Charter One's Transportation Department and other charter schools in North Carolina where they serve as the management company.

This training will consist of:

- Route planning
- Policies and Procedures

- Safety
- Compliance
- Licensure requirements, etc.

Compliance with local, state, and federal laws and regulations is of utmost importance to ALA Capeton. We will ensure that all transportation staff and vehicles meet all applicable requirements by maintaining and adhering to a defined calendar of required tasks. Tasks will include trainings as mentioned above, as well as reporting and maintenance schedules. Charter One's expert staff will be instrumental in initial setup of the transportation program in addition to monitoring and support. In the event that a student needs individual transportation assistance, the school will coordinate resources to accommodate them. ALA Capeton will provide all transportation services mandated in students' IEPs or those required by the McKinney-Vento Act. ALA Capeton will provide an option to facilitate carpool coordination for families that do not wish to use the bus.

ALA Capeton will make transportation options available for all families, though experience has taught us that most of our students will be transported by their families to school using ALA Capeton 's efficient car line system. We anticipate that students from several communities in the greater Harnett County area, as well as other surrounding areas, will need transportation offered by the school. Some of these additional options are discussed further below: ALA Capeton Administrators may assist families who wish to coordinate a carpool system based on expressed interest. ALA Capeton will deploy an online system that allows families to organize rides for their children with other students who live near them. ALA Capeton 's website will have a link to the coordination tool where families will be able to coordinate transportation. Carpooling will also help to foster a sense of community and connectedness to other parents and the school.

We will expand our transportation resources as demand and finances allow. ALA Capeton will evaluate annually as to whether the school will meet criteria for the NC transportation grant. We will evaluate the transportation budget on an ongoing basis to determine when funding is necessary to obtain additional resources. ALA Capeton 's goal is to provide no-cost transportation options to all students to guarantee that no children are denied access to the school for lack of transportation.

12.2. School Lunch Plan

Q229. 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.

Charter One will contract with a reputable and capable food service provider on behalf of ALA Capeton to provide food services on the campus. Two leading candidates, Aramark and Sodexo, are multinational food service operators with large numbers of government, private, and charter school clients in North America. The number of kitchen staff will be determined by enrollment, per the agreement with Charter One. The kitchen equipment will be provided with the facility and included in the facility lease. The Kitchen Manager will work with the local authorities to obtain all necessary permits and licenses. Charter One will work with the provider and the Kitchen Manager to provide an annual calendar of meals, recipes, purchasing guidelines, a kitchen handbook, and guidance on establishing and maintaining a sustainable cafeteria program. Charter One will also perform an annual audit of the kitchen to ensure that the kitchen is operating in a healthy and efficient manner in preparation for required periodic health inspections.

ALA Capeton will apply to participate in the National School Lunch program. Charter One has several schools that participate in this program, which provides meals for students at a reduced rate, or free based on need. The cost for operating the kitchen will be offset by revenues generated by selling lunches to students. If a specific family truly cannot afford lunches, they may request a waiver from lunch fees from the School Director. The School Director will have the authority to waive fees based on documented evidence of need. The ability to waive fees is at the discretion of the School Director. ALA Capeton will seek community sponsors to help offset the cost of these lunches and ensure all students receive adequate nutrition.

ALA Capeton will request families complete the National School Lunch Program eligibility forms and/or use the Community Eligibility Provision.

12.3. 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

Q230. 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 Comments :

Please see attachment.

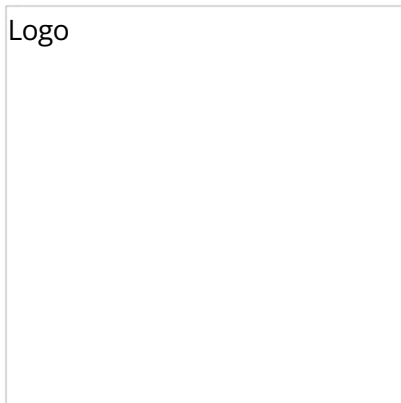
12.4. Health and Safety Requirements

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

Q231. 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

Logo



12.5. Start-Up Plan

Q232. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

Please see attachment.

Q233. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.

The Board anticipates three major challenges: startup funding, school facilities approval and development, and the hiring of the School Director. Startup funding for furniture and technology will be included in the lease. The Year 0 startup budget is attached and includes marketing and hiring personnel. Charter One will provide the funding and the budget for Year 0 and prior to the availability of state and local charter school funding.

Charter One will also support the facility process, which includes finding a satisfactory location, with considerations of the communities we intend to serve, and transportation corridors. The expert support they will provide ensures a successful facility opening and operation. We will also rely on Charter One to gather necessary applications, and engage in the hiring process as previously described. They have tremendous experience at identifying individuals with the right training and aptitude to serve our students and families, by implementing our charter with fidelity.

12.6. 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.

Q234. 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.

ALA Capeton will enter into a lease with Charter One Development, LLC (C1 Dev) for the facility. Charter One will arrange for the acquisition and construction of the school facilities. C1 Dev has presented ALA Capeton with a letter of intent to provide the siting, design, construction, financing and leasing of educational facilities. Members of the Charter One and C1 Dev teams have extensive experience in developing charter schools across the nation. They have decades of experience of combined experience in real estate investment, management and development. Their diverse backgrounds as real estate developers and agents provides a broad and unique view of the marketing and development process.

C1 Dev will work directly with all relevant government agencies to ensure compliance and timeliness. C1 Dev will design, fund, and build ALA Capeton's campus. Upon completion, ALA Capeton will lease the facilities from C1 Dev. They will work with ALA-Capeton to ensure that the lease payment is reasonable and within the school's budget. C1 Dev will assist the Board in finding and selecting available land. Upon charter approval, C1 Dev and ALA Capeton's Board of Directors will negotiate a land purchase and begin construction on a new facility. The Board will collaborate with C1 Dev on building design and necessary capacities. C1 Dev will ensure that outdoor spaces are included in the school site. They will work with reputable licensed architects and engineers to produce plans that meet all applicable building codes, city and state requirements, etc. C1 Dev will hire a reputable general contractor company to manage construction of the project, obtain all necessary permits, schedule and ensure passing of all inspections. They will ensure that the new facility complies with all local building codes and regulations. C1 Dev is responsible to coordinate with the local city/county inspections department to complete all necessary inspections to meet building and land use regulations. The facility will satisfy all safety and fire standards to guarantee the health, safety, and welfare of all occupants.

Upon approval by the Charter School Review Board to enter the Ready-To-Open process, the Board will work with C1 Dev to create a timeline that ensures the school will have a valid certificate of occupancy for educational use prior to school opening. It has been our experience that there are many variables impacting the site plan approval process in the local and state approval processes. This is why we have chosen to work with C1 Dev to manage the construction and completion of ALA Capeton. State fire marshal and health inspections will be completed as well.

Q235. 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 proposed site layout will occupy an estimated 10-15 acres of land. Charter One Development will construct a building of approximately 63,000 square feet. The facility will be designed to support the atmosphere outlined in the mission of the school. This includes approximately 36 classrooms, a full-size gymnasium, cafeteria, storage rooms, and all else needed for the successful operation of the school. The décor and design of the school will instill pride and a desire to achieve success in its students. Classroom size will be approximately 750 square feet. The lease numbers included in the budget are affordable and reasonable.

Q236. 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.

The school facility will include science rooms, art rooms, gymnasium/cafeteria, offices, teacher workroom/copy room and supplies/storage areas.

Q237. 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.

With increased construction costs, we are anticipating a total project cost of \$300 per square foot.

Q238. 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.

With a student population of 900 students in year one, it will be difficult to find temporary facilities with the ability to obtain a Certificate of Occupancy for educational use. We have two years from the submittal of this application to locate, design, and build a facility. If the building is unable to be built on time, our facility contingency plans will consider the following options:

1. Delay the start of school by 2 to 4 weeks;
2. Seek a 1-year delay;
3. Find temporary facilities and start with lower enrollment numbers.

Q239. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The ALA Capeton Board has experience in charter school development, community development and civil engineering. We will contract with C1 Development to construct the facility in a lease/purchase arrangement. They have extensive experience in building charter school facilities. The Board has the expertise to oversee the construction of the facility.

12.7. Certify

Q240. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q241.Explanation (optional):

Portions of this charter application are taken from ALA Monroe. This application mirrors ALA Monroe, another ALA school.

13. Financial Plan

13.1. 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.

Q242.If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

This section is not applicable.

Q243.Attach as Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template](#) "Please be advised that Google Sheets is not supported for use with the NC charter budget template. Due to the functions running on the back end of the workbook, it is required that applicants use: Excel 2021 or later (PC and Mac) Excel for Microsoft 365 Subscriptions (PC and Mac Versions) Excel Online"

Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 5

Applicant Comments :

Please see the attachment.

13.2. Budget Narrative

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

Q244.Provide the break-even point of student enrollment.

The break-even point of student enrollment is 862 students.

Q245. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

In the event that anticipated revenues are either not received or are lower than estimated within the budget, we would implement several steps to ensure the financial stability of our school. We will work with Charter One to realign our budget as needed. Charter One has a proven history in working with start-up charter schools and navigating through unforeseen budget shortfalls. Their efforts include assisting schools to increase enrollment, working with schools to defer rent payments, negotiating favorable terms with vendors, and obtain financing as needed. The steps that we would implement with the assistance of Charter One would begin with an effort to increase enrollment numbers to help ensure the long-term success of our school.

With enrollment being the biggest driver of revenue, we would implement a strategy to reach out to a larger number of families, particularly those in the earlier grades. In addition to working on increasing enrollment, we would seek other revenue sources beyond governmental funds. We would also seek out additional grants and/or donations that would be available to the school including working with the local business community. If, however, we are unable to increase our enrollment numbers, we would look to implement a series of cost-saving measures as needed. Such measures would include, if necessary, the reduction of nonessential staff and eliminating any non-essential services or programs. ALA Capeton has selected Charter One as the EMO from the onset to help navigate a successful opening.

The Board expects to open with enrollment projections on target within the budget. However, we recognize that unanticipated events can occur that may result in revenues not meeting expectations. The Board will closely monitor the financial performance of the school to quickly identify any signs of financial struggles. In such a case, the Board will work closely with Charter One to develop a plan of action that will allow for the long-term success of the school. Charter One has a proven history of working with charter schools and providing valuable resources to ensure their success. Working with Charter One, the Board will look for ways to increase revenue streams that align with the mission and values of the school and include obtaining appropriate grants, seeking funding from community partners, and working to increase enrollment as needed. Additional steps would also include a review of expenses that can be minimized or eliminated, looking first at non-essential services. If needed, a reduction in staff would be considered looking first at non-essential staff in order to minimize the impact to the educational experience for our students. The Board will also work with Charter One to negotiate with them and other vendors to agree to terms that will allow ALA Capeton to continue to operate and provide services. Charter One may have to defer their management fee in the event there is a shortage of funds.

Q246. 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.

The budget does not rely on loans, donations or other sources beyond that of state, county, and federal funding. However, we will work with the Grants Management Department at Charter One to pursue appropriate grants that are available to the school and fall within our mission. Depending on actual enrollment demographics, we will pursue Title I funds that are currently not included in the budget. At this time the budget includes state, county and federal sources of revenue that can be readily determined. The school will work with Charter One, who has an experienced grants management team, to consider both federal and state grants which are not currently included in the budget forecast. Depending on the demographics of the student population, certain federal entitlement grants would be applied for but are not currently included in the existing budget. ALA Capeton does not currently have donations of any kind committed or included in the budget but may seek such donations as appropriate.

Q247. Provide the student to teacher ratio that the budget is built on.

The quality of education is an important factor to the success to ALA Capeton and includes an average student-teacher ratio of 25 students to each teacher.

Please note that this is simply an average and for a K-8 campus as well. It is important to note that these ratios will skew less, or more, depending on a number of factors. For example, it is important to note that Kindergarten classes, and younger grades in general, will utilize the Teacher Aides and have a lower student-teacher ratio when compared to the rest of the school. Another example would be specific elective courses for the middle like band, orchestra, PE and choir. These courses will (on average) have more than 25 students enrolled per class. We believe that some courses (like those previously mentioned) benefit from a larger student body. While a larger student body may be needed for some courses, a lower student body for other courses would be true as well. Courses distinguished as Honors, or other higher-level courses would see a lower student ratio than the 25:1.

These are just several examples of how we are viewing the “average” 25:1, student-teacher ratio. Yes, some classes will skew to a lower ratio. Yes, some classes will skew to a higher ratio. Yes, the ratio will be subjective based on grade level as well. All of that being said, the average student to teacher ratio that the budget is built on is 25:1.

Q248. Describe the board’s individual and collective qualifications and capacity for implementing the financial plan successfully.

The ALA Capeton Board members have a thorough understanding of their role in overseeing the school to ensure its financial success. While each of our Board members are qualified, others have experience overseeing a town budget and others have specific experience with charter school budgets. The Board is confident that we can oversee the finances for ALA Capeton. The Board will ensure the completion of the annual audit.

Q249. 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 ALA Capeton Board is committed to serving all students, regardless of their needs, but do recognize that high needs students with disabilities have an impact on the budget. Charter One has over a decade of experience in working with high need students including finding the most efficient and effective way to provide resources for those students. For this reason, we have anticipated higher EC student populations due to the associated higher expenses that accompany these students. We attached higher expenses in these areas to prepare us for this uncertainty.

Charter One has a history of managing charter schools and assisting in developing cost effective and efficient solutions for students with high needs. The Board understands that the costs associated with high needs students can be extraordinary and will work with Charter One to provide the most efficient and economical approach to meeting the needs of these students. State and Federal EC funding is included in the budget. We are anticipating a 12% EC population and plan to apply for the Special State Reserves grant in the first year and Risk Pool Funding in the second year if needed.

Q250. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

The ALA Capeton Board will outsource many of the financial management areas to Charter One and ensure the annual audit is completed by a qualified firm. Charter One has over a decade of experience providing financial management for charter schools across the country. The Finance department at Charter One consists of a number of qualified and experienced team members to perform all financial management functions including budget and forecasting, payroll and benefits, accounts payable, accounts receivable, asset management, reporting and compliance.

While the Board will outsource the daily financial management functions to Charter One, we will maintain our fiduciary responsibility to the school. Our oversight will require Charter One to provide regular reports in order to oversee the financial activity and compliance of the school. The Board may review these reports at monthly Board Meetings to ensure Charter One's fiduciary duty is being met. The Board has chosen to outsource the financial management to Charter One. This includes payroll, benefits, cash management, accounting, monthly reports, and local government billing. One of the reasons the Board selected Charter One as our EMO was the ability of the Charter One finance team to create an efficient way to manage the finances of the school. The Charter One team has a vast amount of experience in operating the financial management and compliance of charter schools. The Board will provide oversight to Charter One and will review the financial status and compliance of the school on a regular basis.

Q251. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and

large purchases.

The ALA Capeton Board intend to contract with Charter One as our EMO to oversee the day-to-day operations of such services as student accounting, financial services, and all instructional support. Charter One has a comprehensive staff with over a decade of experience in providing these services to charter schools across the county. We will review the cost benefit of outsourcing services that are not included as part of the Charter One agreement as needed against the benefit of internally hiring positions to meet those needs. All large purchases will be reviewed and approved by the proper authority at the school. The vendor selection process for any outsourced services will be done by reviewing the contractor's qualifications as well as the cost of the service.

The Board will maintain oversight of all contracts and will regularly evaluate contractor performance to ensure both fiscal responsibility and compliance. Charter One will provide services related to student accounting, financial services, exceptional children instructional support, and other support related to the operation of the school. The selection of contractors and large purchases will be done at the discretion of the Board. The Board will review the need for such contracts, determine the criteria needed to measure results, and approve contracts as needed. Charter One and the Board will seek bids from local third-party contractors. All decisions made by the Board pertaining to large purchases and selection of contractors will be in the best overall interest of the school. Contracts will be reviewed on an annual basis. One of the benefits with having Charter One as the EMO is its large-scale purchasing power. This will allow the school to reap the benefits of the savings (employee benefits, computers, curriculum, furniture, supplies, etc.

Q252.Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.

Our mission is "In support of the family, provide the best educational experience to as many students as possible in a moral and wholesome environment". We have developed the budget with this mission in mind and have balanced being fiscally responsible with meeting our mission in a meaningful way. In order to achieve our mission, we must be able to provide an exceptional classroom experience to all of our students. This will be accomplished by employing quality staff and providing them with the resources that they need to deliver an exceptional education. The budget includes competitive compensation packages that will allow us to attract the type of educators and support staff necessary to carry out our mission. Along with quality instructional and support staff, we believe what drives the best educational experience is the curriculum. The budget includes expenses for both quality curriculum and learning tools that will enhance the educational experience for every student. The budget also encompasses facilities designed to provide a full experience for our students including a gymnasium, fine arts, and other extra-curricular activities. The budget also includes the cost of transporting students to and from school.

The budget was created with the school's mission and purpose in mind and encompasses necessary elements to provide students with the appropriate tools for learning. The budget includes essential expenses for the instructional operations of the school including competitive teacher salary and rigorous curriculum; extracurricular activities such as performing arts, athletics and other student activities; expenses associate with transportation of students as outlined in our transportation plan as previously described.

Q253. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

The ALA Capeton Board believes that it is best practice to operate on a zero-based, balanced budget each year and to steadily build a reserve of fund balance that will help ensure the school's long-term financial success. We have developed a goal of having a 5% cash reserve. By using all funds in a responsible manner with the intention of building an adequate number of days' cash on hand, we will reach the 5% target between the second and third year of operation.

Q254. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

The ALA Capeton Board will enter into a lease/purchase agreement with Charter One Development, LLC. The facilities expense represented in the budget includes the estimated lease payments. Other assets, such as furniture and equipment, will be purchased with the goal of the Board to keep financing as limited as possible so that debt payments will not be a hindrance to the operation of the school.

Other assets, such as equipment, furniture, and transportation will be financed through either lease or purchase arrangements. The Board intends to use debt financing only as needed in order to minimize the long-term impact of debt on the financial health of the school.

Q255. 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.

All assets, including building, furniture, and equipment will be funded through our operating revenues, or, if needed, may be financed. Working with Charter One, we will strategically pursue opportunities to obtain assets from other sources that meet the needs of the school. The budget has not included any assets derived from sources outside of the school's operating budget. The Board will coordinate with Charter One to determine if assets can be obtained from other appropriate sources but such commitments are not included in the budget forecast.

13.3. Financial Compliance

Q256. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?

The Board will work with Charter One to ensure that adequate internal controls, including segregation of duties, safeguarding of assets, and accurate and adequate record keeping are implemented in accordance with Generally Accepted Accounting Principles ("GAAP"). Charter One's large and experienced team has an existing set of internal controls to be tailored specifically to the school and ensure proper oversight of operations. The internal control procedures will be reviewed and approved by the Board. Board policies may include safeguards such as multiple check signers, clear guidelines on expenditure approval limits, safeguarding of assets, and invoice processing. The internal control document will include all aspects of the financial accounting cycle, as well as the necessary controls to safeguard all assets belonging to the school. The document will include specific assignment of duties as well as necessary verification procedures. The Board will ensure that the internal control processes will be reviewed by the independent auditor on an annual basis and adjustments made as needed. The Board will also discuss the need to adhere to internal control processes with the school's management team and will focus on creating an environment that promotes ethical behavior.

Q257. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

ALA Capeton does not have, nor do we expect to have any related party transactions.

Q258. 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.

Rebekah Barr, CPA PC
1520 Nash Street N
Wilson, NC 27893
252-294-6930
contact@rbarrcpa.com

13.4. Certify

Q259. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
 No

Q260. Explanation (optional):

Portions of this charter application are taken from ALA Monroe. This application mirrors ALA Monroe, another ALA school.

14. Other Forms

Q261. 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

15. Third-party Application Preparation

Q262. Was this application prepared with the assistance of a third-party person or group?

Yes

No

Q263. Give the name of the third-party person or group:

Charter One

Q264. Fees provided to the third-party person or group:

None

16. 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 24, 2026, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 24, 2026, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

Q265.*Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2026, at 5:00 pm EDT. By signing below you acknowledge and understand.

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

Signature

Logo



17. Signature page

Q266. 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:** 5

Applicant Comments :

See attached.

Q267. Board chair, please digitally sign your application here.

Signature

Logo



Submitted: 5/26/2026

Status: Completed

SERVICE PROVIDER AGREEMENT

This Service Provider Agreement (this "Agreement") is entered into and effective as of June 1, 2026 (the "Effective Date"), by and between CHARTER ONE, LLC, an Arizona limited liability company ("CHARTER ONE"), and AMERICAN LEADERSHIP ACADEMY CAPETON, INC., a North Carolina nonprofit corporation ("ALA CAPETON"). CHARTER ONE and ALA CAPETON may collectively be referred to hereafter as the "Parties."

RECITALS

A. ALA CAPETON has been granted a contract (the "Charter") from the North Carolina State Board of Education (the "Authorizer") to organize and operate a public charter school under the laws of the State of North Carolina ("North Carolina Law").

B. ALA CAPETON is overseen by its Board of Directors ("Board") and such staff and vendors as the Board may employ.

C. ALA CAPETON and CHARTER ONE are mutually committed to the goals of creating and supporting public charter schools where students from all backgrounds develop the knowledge, skills, and character needed to succeed in top-quality schools and colleges and the competitive world beyond.

D. CHARTER ONE was established to provide support services to public charter schools, including but not limited to ALA CAPETON. One of the key purposes of CHARTER ONE is to pursue ALA CAPETON and CHARTER ONE's mutual goals without exposing ALA CAPETON to additional risk and expense.

E. The Parties now desire to enter into this Agreement, which shall supersede and replace any/all formal and informal relationships between the Parties.

F. ALA CAPETON desires to continue to engage CHARTER ONE to provide management services for the Charter School as its education management organization.

NOW THEREFORE, in consideration of the conditions and covenants contained herein, the receipt and sufficiency of which the Parties acknowledge, the Parties agree as follows:

ARTICLE I: TERM

1.1 **Term.** This Agreement is effective as of the Effective Date and shall continue for the duration of ALA CAPETON's Charter, including any renewals to the Charter, unless terminated earlier pursuant to Article X of this Agreement (the "Term").

ARTICLE II: QUALIFIED MANAGEMENT CONTRACT

2.1 Qualified Management Contract. The Parties intend that this Agreement shall not result in private business use, as defined in relevant federal law (including for purposes of any tax-exempt bond financing). The Parties agree that the terms of this Agreement shall be interpreted to comply with the guidelines set forth in the Treasury Regulations, Rev. Proc. 2017-13 (or subsequent or supplemental guidance, including I.R.S. Notice 2014-67) or Rev. Procs. 97-14 or 2007-47 (or subsequent guidance). In connection with this Agreement, ALA CAPETON and CHARTER ONE shall comply with the following terms:

2.1.1 ALA CAPETON shall approve the annual budget with respect to the managed property, capital expenditures with respect to the managed property, disposition of the managed property, rates charged for the use of the managed property, and the general nature and type of use of the managed property;

2.1.2 ALA CAPETON bears the risk of loss upon damage or destruction of the managed property;

2.1.3 CHARTER ONE agrees not to claim any depreciation or amortization deduction, investment tax credit, or deduction for any payment as rent with respect to the managed property; and

2.1.4 CHARTER ONE will not have any role or relationship with ALA CAPETON that substantially limits ALA CAPETON's ability to exercise its rights under this Agreement such as:

2.1.4.1 More than 20% of the voting power of the Board shall not be comprised of the directors, officers, shareholders, partners, members, and employees of CHARTER ONE, in the aggregate;

2.1.4.2 The Board shall not include the chief executive officer of CHARTER ONE or any owner or manager (or equivalent executive) of CHARTER ONE; or

2.1.4.3 The chief executive officer of CHARTER ONE may not also act as the chief executive officer of ALA CAPETON or any of ALA CAPETON's related parties.

ARTICLE III: RESPONSIBILITIES OF ALA CAPETON

3.1 ALA CAPETON's Responsibilities. During the Term, ALA CAPETON shall be responsible for the following:

3.1.1 ALA CAPETON Board Authority. The Board maintains ultimate control over ALA CAPETON's activities, including but not limited to, setting and approving the annual

budget (the "Annual Budget"), mission, vision, goals, educational program, curriculum, admission procedures, strategic priorities, school policies, student conduct, dispute resolution procedures, school calendars and employment decisions for ALA CAPETON, as well as capital expenditures, property dispositions and rates charged for any third party use of the managed property. The Board shall have final decision-making authority with regard to any disputes involving discretionary decisions made or to be made in the course of carrying out the terms of this Agreement. Nothing in this Agreement may be construed to limit in any way the ability of the Board to carry out its legal and fiduciary duties to ALA CAPETON.

3.1.2 Charter Oversight. The Board shall oversee this Agreement and retains the ultimate responsibility for meeting the terms of ALA CAPETON's Charter.

3.1.3 Financial Oversight. The Board, and such staff as the Board may employ, will monitor the sufficiency of ALA CAPETON's accounting, financial policies, controls and processes as well as the engagement, independence, and performance of ALA CAPETON's outside auditor to audit ALA CAPETON's annual financial results and compliance with the Charter.

3.1.4 CHARTER ONE Access. ALA CAPETON will ensure CHARTER ONE has access to personnel, financial, and other information related to and necessary to carry out the Services. Board approval shall not be unreasonably withheld, conditioned, or delayed regarding management services or hiring and firing of employees in accordance with the attached Exhibits.

3.1.5 Annual Review. ALA CAPETON's Board shall conduct an evaluation of the Services provided by CHARTER ONE on at least an annual basis. CHARTER ONE's performance will be measured based on achievement of the Operational, Academic, Financial, and Governance Benchmarks determined by the Authorizer and as set forth in Exhibit A (the "Benchmarks") attached hereto. CHARTER ONE agrees to fully participate in the review process. The parties agree that failure by ALA CAPETON to achieve "Meets" under Financial, Operational, and Governance Frameworks, or failure to achieve a satisfactory Academic rating, under the North Carolina Charter School Performance Framework resulting in Intervention by the North Carolina State Board of Education constitutes a material breach of this Agreement and ALA CAPETON may terminate this Agreement pursuant to Article X. ALA CAPETON may direct CHARTER ONE to develop and propose a plan to correct any deficiencies during the Cure Period pursuant to Article X below.

3.1.6 Ex Officio Board Seat. ALA CAPETON shall take the steps necessary to create an Ex Officio non-voting board seat for CHARTER ONE that includes the right to attend closed sessions of the Board. CHARTER ONE shall have the right to select its designee to such meetings.

3.1.7 Uniforms and Apparel. ALA CAPETON grants CHARTER ONE the exclusive right to designate uniform and apparel vendors.

ARTICLE IV: RESPONSIBILITIES OF CHARTER ONE

4.1 Services. During the Term, CHARTER ONE shall provide ALA CAPETON with the following services (the "Services"):

4.1.1 Development Services. Upon ALA CAPETON Board approval for expansion and North Carolina State Board of Education expansion approval, CHARTER ONE shall coordinate all charter school development services as set forth in Exhibit B attached hereto.

4.1.2 Operational, Academic, and Financial Services. CHARTER ONE shall provide the Operational, Academic, and Financial Services, as defined and set forth in Exhibit C attached hereto, to ensure that ALA CAPETON meets the Benchmarks.

4.1.3 Actions pursuant to ALA CAPETON's Exempt Status and Charter. To the extent applicable, CHARTER ONE agrees that in providing the Services pursuant to this Agreement CHARTER ONE will not act in a manner that will threaten to terminate ALA CAPETON's tax-exempt status, as described in Internal Revenue Code Section 501(c)(3) or the Charter under North Carolina Law.

4.1.4 Actions in Accordance with Privacy Laws. In the course of carrying out its responsibilities under this Agreement, CHARTER ONE agrees to maintain the confidentiality of information as required by law. CHARTER ONE shall adhere to all federal and state laws and regulations protecting the confidentiality of student records including but not limited to the provisions of the Family Educational Rights and Privacy Act ("FERPA"), the Protection of Pupil Rights Amendment ("PPRA") and the applicable state freedom of information and/or open records laws. ALA CAPETON hereby designates the employees and members of CHARTER ONE as "other school officials" and agents of ALA CAPETON, as having a legitimate educational interest in the schools; and as acting as a contractor providing institutional services and functions solely for the purpose of entitling such people's access to education records under FERPA 20 U.S.C. §1232g and 34 C.F.R. § 99.31. A CHARTER ONE employee and/or member has a legitimate educational interest if such person needs to review an education record in order to fulfill her or his professional responsibility in carrying out the Services.

4.2 Deposits, Banking, Lines of Credit. ALA CAPETON shall select depository institution accounts for all funds received by ALA CAPETON, and all funds received by ALA CAPETON shall be deposited in such accounts. All interest and investment earnings on ALA CAPETON's deposits shall accrue to ALA CAPETON. The signatories on such accounts shall include representative(s) of CHARTER ONE and ALA CAPETON, as approved by the Board. CHARTER ONE shall have access to all bank accounts, lines of credit, and other financial accounts as necessary to perform the Services outlined in this Agreement.

4.3 Account Management. CHARTER ONE shall supervise, manage, disburse and account for all revenues consistent with the Annual Budget, this Agreement, the Charter, Board resolutions and applicable law. Revenues shall be used to pay for the fees or expenses associated with ALA CAPETON's operations. Upon seven (7) days' prior written request, CHARTER ONE

shall provide ALA CAPETON with accurate and complete documentation for disbursed fees and expenses. CHARTER ONE agrees to comply with ALA CAPETON's Signature Authority Directives, as amended by the Board from time to time, in the management of ALA CAPETON's bank accounts, lines of credit or other financial accounts. If CHARTER ONE makes disbursements outside the Annual Budget, it shall notify the Board within seven (7) days. If such disbursement was accidental or unintentional, CHARTER ONE shall have thirty (30) days to cure by reimbursing ALA CAPETON or obtaining retroactive Board approval.

4.4 Use of ALA CAPETON Funds. Any costs or expenses paid by or charged to ALA CAPETON shall be limited to those costs specified to ALA CAPETON, and shall not include any costs or expenses of CHARTER ONE or CHARTER ONE's other clients.

4.5 Availability of Funds. CHARTER ONE shall only be required to perform the Services to the extent that there are sufficient and timely revenues available to make payments in accordance with the terms of the Annual Budget, unless such budget shortfalls are caused by or arise from CHARTER ONE's own grossly negligent or intentional acts or omissions.

4.6 Record Retention. CHARTER ONE shall ensure that all records under its control are retained according to the North Carolina Public Records Law and charter school authorizer policies, as is then in effect ("Retention Schedule"). To the extent it is practical, both financial and administrative records shall be stored and maintained at ALA CAPETON's location or chosen facility. CHARTER ONE shall make any records stored with CHARTER ONE available at ALA CAPETON's request for duration of the Term and for so long as is required by the Retention Schedule. Upon termination of this Service Agreement, CHARTER ONE shall deliver to ALA CAPETON all records pertaining to ALA CAPETON within seven (7) business days.

4.7 Reports.

4.7.1 CHARTER ONE, at the written request of ALA CAPETON, shall prepare and provide the Board with status reports on ALA CAPETON's operational performance in relation to the Benchmarks upon ten (10) business days' written request by ALA CAPETON.

4.7.2 CHARTER ONE, at the written request of ALA CAPETON, shall prepare and provide the Board with quarterly status reports on ALA CAPETON's status on academic performance in relation to the Benchmarks or upon ten (10) business days' written request by ALA CAPETON.

4.7.3 CHARTER ONE, at the written request of ALA CAPETON, shall prepare and deliver to the Board reports which shall include an accounting and detailed statements of all revenues received, from whatever source, with respect to ALA CAPETON; detailed statements of all expenses, including an accounting of all expenditures for services rendered to, or on behalf of, ALA CAPETON by CHARTER ONE, whether incurred on-site or off-site; and reports on ALA CAPETON's status on the financial performance in relation to the Benchmarks. Such financial reports shall be provided to ALA CAPETON at least annually or upon ten (10) business days' written request by ALA CAPETON.

4.8 Additional Services. As referenced in this Agreement, certain additional services provided by CHARTER ONE outside of the ongoing Services may be recommended by CHARTER ONE for approval by ALA CAPETON or the Board. The costs for the additional services, after approval by ALA CAPETON or the Board, shall be charged separately to ALA CAPETON. ALA CAPETON recognizes that CHARTER ONE possesses the time, expertise, negotiating power and the ability to procure such additional services beyond the time, expertise, negotiating power and ability available to ALA CAPETON.

4.9 Non-Discriminatory. CHARTER ONE shall not discriminate against employees based on an employee's status or tier within the North Carolina Retirement System.

ARTICLE V: RELATIONSHIP OF THE PARTIES

5.1 Relationship. CHARTER ONE is an independent contractor performing the Services for ALA CAPETON and is neither a division nor a part of ALA CAPETON. Likewise, ALA CAPETON is neither a division nor a part of CHARTER ONE. The relationship between the parties is based solely on the terms of this Agreement. Nothing herein may be construed to create a partnership or joint venture by or between ALA CAPETON and CHARTER ONE or to make one the fiduciary of the other. Neither ALA CAPETON nor CHARTER ONE may hold itself out as a partner or agent of the other or otherwise state or imply by advertising or otherwise any relationship between it and the other in any manner contrary to the terms of this Agreement. Neither ALA CAPETON nor CHARTER ONE has nor may represent that it has the power to bind or legally obligate the other, except as required to perform the Services.

ARTICLE VI: CHARTER ONE'S ADDITIONAL CLIENTS

6.1 Other Clients. ALA CAPETON acknowledges that CHARTER ONE has other school clients and these clients may include schools lawfully using the tradename "American Leadership Academy."

6.2 Financial. CHARTER ONE shall maintain separate accounts for each client and shall only charge ALA CAPETON for expenses incurred by or on behalf of ALA CAPETON.

ARTICLE VII: NON-SOLICITATION

7.1 Non-Solicitation. CHARTER ONE agrees to not solicit or redirect any employees of ALA CAPETON to CHARTER ONE or to other CHARTER ONE clients without the prior written consent of the Board.

ARTICLE VIII: INTELLECTUAL PROPERTY

8.1 Intellectual Property. The Parties agree that CHARTER ONE has the legal right to use the following intellectual property in all jurisdictions domestically and internationally.

8.1.1 The tradename "American Leadership Academy";

8.1.2 RAISE values and leadership curriculum;

8.1.3 ALA CAPETON's Vision Statement – Learn. Lead. Change the World; and

8.1.4 ALA CAPETON's Mission Statement – To provide the best educational experience to as many students as possible in a moral and wholesome environment.

ARTICLE IX: CONSIDERATION

9.1 Compensation for Services.

9.1.1 **Fee.** During the Term, ALA CAPETON will pay CHARTER ONE an annual fee (the "Fee") equal to 15% of ALA CAPETON total revenue collected. The parties agree that the calculation of the Fee will align with ALA CAPETON's fiscal year (July 1 through June 30) and the Fee will be prorated in any year of the Term that does not align with ALA CAPETON's fiscal year. The Parties agree that the Fee is not subordinate or subject to any other ALA CAPETON debt or obligation (including any bond-related obligations).

9.2 **Expenses.** ALA CAPETON shall be responsible for all budgeted or otherwise Board-approved expenses and CHARTER ONE shall have no obligation to pay such expenses from its own funds. CHARTER ONE shall be reimbursed for actual costs incurred that are the responsibility of ALA CAPETON which are paid by CHARTER ONE to unrelated parties to CHARTER ONE. For this purpose and as used herein, "unrelated parties" has the meaning found in Rev. Proc. 2017-13 and includes persons other than either: (1) a related party (as defined in Section 1.150-1(b) of the Treasury Regulations) to the service provider or (2) a service provider's employee. ALA CAPETON agrees to pay all such reimbursements owed to CHARTER ONE within thirty (30) days after receipt of invoice from CHARTER ONE.

9.2.1 **Pass Through and Direct Expenses.** Reasonable costs and expenses associated with goods and services not covered by the Fee but anticipated in ALA CAPETON's Board approved budget may be paid by ALA CAPETON by either of two methods, as determined by CHARTER ONE: (1) such expenses may initially be paid by CHARTER ONE and invoiced to ALA CAPETON for reimbursement to CHARTER ONE insofar as such expenses are paid to unrelated parties to CHARTER ONE ("Pass Through Expenses"); or (2) CHARTER ONE may pay such expenses directly from ALA CAPETON's bank accounts ("Direct Expenses"). All Pass Through Expenses and Direct Expenses are in addition to the Fee but shall not exceed the Board approved budget without prior Board approval. Direct Expenses shall be authorized and permitted for any of ALA CAPETON's ordinary and recurring operating expenses, including without limitation, utility bills, ALA CAPETON Employees' salaries, supplies, building maintenance and repair, equipment maintenance and repair.

9.2.1.1 **Pass Through Expenses.** Insofar as any reimbursement is made to CHARTER ONE under this Agreement, such reimbursement will only be made to CHARTER ONE for direct and actual expenses paid by CHARTER ONE to unrelated parties to CHARTER ONE. As used herein and in Section 9.2 above, the term "unrelated

parties" has the meaning found in Rev. Proc. 2017-13 and includes persons other than either: (1) a related party to the service provider or (2) a service provider's employee. The term "related party" as used herein generally means any two or more persons who have greater than 50 percent common ownership, directly or indirectly.

9.2.2 ALA CAPETON Accounts. For those expenses that are payable directly by ALA CAPETON, ALA CAPETON shall authorize and establish an ALA CAPETON account for which appropriate CHARTER ONE representatives are permitted signers on the account and shall fund such an account on a quarterly basis with sufficient funds to permit CHARTER ONE to pay Direct Expenses for ALA CAPETON's legitimate and ordinary operating expenses such as utility bills and office supplies. ALA CAPETON will not be required to reimburse CHARTER ONE for non-budgeted expenses advanced without the prior written approval of ALA CAPETON.

9.2.3 The following costs and expenses are not included in the Fee and shall be paid pursuant to the Board approved budget: IT services provided at each charter school site by third-party vendors unrelated to CHARTER ONE, and other direct costs related to technology and IT systems (e.g. computer and other technology repairs, software installation, internet connection maintenance, etc.); related to contracting for database systems, maintenance, and repair; related to external tests for students including but not limited to PSAT, SAT, AP exams, and the costs of external training related to these exams; related to resources provided to Atypical Learners and ESS services; services provided by outside fundraisers; expenses for fundraising staff; fundraising costs including, but not limited to, the costs of printing brochures, hosting events and travel; contracting for building and asset maintenance and repair; and for services provided by PR firms. This list is not all inclusive and additional expenses shall be paid pursuant to Section 9.2.

9.3 Notice and Timing of Payments. Payment of the Fee shall be paid monthly. Each month, CHARTER ONE shall deliver an invoice for one-twelfth of the Fee, as calculated using the annual budgeted revenues as per the most recent Board-approved budget (or revised budget) and expenses, if any, to ALA CAPETON. ALA CAPETON shall remit payment within thirty (30) business days of it receiving such invoice. CHARTER ONE shall send a final Annual Fee calculation and net invoice that reconciles any differences between monthly fee payments made during the fiscal year and the actual revenue as calculated from the audited financial statements. CHARTER ONE shall deliver this "net invoice" within 30 days of ALA CAPETON issuing its audited financial statements. CHARTER ONE shall reimburse ALA CAPETON for any overpayments within 30 days of delivering the final Annual Fee calculation. ALA CAPETON shall pay CHARTER ONE for any underpayments within 30 days of delivering the final Annual Fee calculation. If ALA CAPETON fails to pay an invoice in full within thirty (30) days after the invoice date due to no fault of CHARTER ONE, CHARTER ONE may accrue interest on the outstanding balance at a rate of 1.5 percent per month. Failure to pay invoices in a timely manner shall be considered a material breach of this Agreement and therefore CHARTER ONE may terminate this Agreement pursuant to Article X.

ARTICLE X: TERMINATION

10.1 Termination.

10.1.1 **For Cause.** CHARTER ONE may terminate this Agreement if ALA CAPETON materially breaches any of its obligations hereunder and fails to cure such breach within twelve months of written notice (the "ALA CAPETON Cure Period") from CHARTER ONE specifying the breach, or fails to take substantial steps toward a cure within the Cure Period if the breach is incapable of cure within the Cure Period. Notice shall be provided as outlined in Section 14.5. ALA CAPETON may terminate this Agreement if ALA CAPETON fails to achieve "Meets" under Financial, Operational, and Governance Frameworks, or failure to achieve a satisfactory Academic rating, under the North Carolina Charter School Performance Framework resulting in Intervention by the North Carolina State Board of Education and CHARTER ONE fails to cure such breach within twelve months of written notice ("CHARTER ONE Cure Period") from ALA CAPETON.

10.2 **Cancellation of Charter/Reduction of Funds/Change in Law.** The parties recognize that ALA CAPETON's obligations herein depend upon appropriation of funds pursuant to the Charter. If the Charter is terminated, if the North Carolina Department of Public Instruction fails to appropriate the necessary funds, or if ALA CAPETON's funding is reduced during the fiscal year, ALA CAPETON may request renegotiation of this Agreement. Further, if any federal, state or local law or regulation, court or administrative decision, Attorney General's opinion, or Authorizer decision has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Any such renegotiation shall be undertaken in good faith. If the parties are unable to renegotiate the terms within ninety (90) days after such notice and good faith negotiations, the Agreement shall continue under the existing terms.

10.3 **Effective Date of Termination.** The parties acknowledge that termination of this Agreement will materially disrupt its core objective of providing quality education to students. Therefore:

10.3.1 If CHARTER ONE does not cure the breach within the Charter One Cure Period, this Agreement may be terminated by ALA CAPETON according to the following procedures: If the Charter One Cure Period expires prior to March 1 of a calendar year, termination shall be effective on June 30 of the next succeeding ALA CAPETON fiscal year following the expiration of the Charter One Cure Period; and If the Charter One Cure Period expires on or after March 1 of a calendar year, termination shall be effective on June 30 of the second succeeding ALA CAPETON fiscal year following the expiration of the Cure Period.

10.3.2 If ALA CAPETON does not cure the breach within the ALA CAPETON Cure Period, this agreement may be terminated by CHARTER ONE according to the following procedures: If the ALA CAPETON Cure Period expires prior to March 1 of a calendar year, termination shall be effective on June 30 of the next succeeding ALA CAPETON fiscal year following the expiration of the ALA CAPETON Cure Period; and If the ALA CAPETON

Cure Period expires on or after March 1 of a calendar year, termination shall be effective on June 30 of the second succeeding ALA CAPETON fiscal year following the expiration of the Cure Period.

10.4 Effect of Termination. Termination under this Article X does not relieve ALA CAPETON of payment obligations for Services rendered prior to the date of termination nor will it relieve CHARTER ONE of liability for financial damages incurred prior to the date of termination, subject to the limitations in Article XI.

ARTICLE XI: INDEMNIFICATION

11.1 Indemnification. Each Party ("Indemnifying Party") shall indemnify, defend, and hold harmless the other Party and its affiliates, members, managers, officers, directors, employees, agents, and subcontractors from and against any and all claims, demands, causes of action, damages, losses, fines, penalties, liabilities, judgments, and expenses (including reasonable attorneys' fees) arising out of or relating to (i) the Indemnifying Party's breach of this Agreement; (ii) the Indemnifying Party's negligent acts or omissions or willful misconduct; and (iii) for ALA CAPETON, the condition, use, or occupancy of School facilities and premises, except to the extent caused by Charter One's negligence or willful misconduct. For the avoidance of doubt, with respect to ALA CAPETON, this indemnification shall include claims, losses, or liabilities arising from actions or omissions of ALA CAPETON's Board of Directors, officers, employees, or agents, including governance decisions, compliance failures, or violations of law or financing obligations, except to the extent caused by Charter One's negligence or willful misconduct. Nothing herein shall be construed to create fiduciary liability, joint liability, or vicarious liability of Charter One for actions of ALA CAPETON or its Board.

11.2 Limitations of Liabilities. ALA CAPETON will assert all immunities and statutory limitations of liability in connection with any claims arising from its operations, and will not waive any immunities or limitations without the prior written consent of CHARTER ONE.

11.3 Insurance Coverage.

11.3.1 General Liability Insurance. Each party shall, at its own expense, maintain the insurance coverages specified in Exhibit D, attached hereto and made a part hereof. Each party shall provide the other party with a certificate evidencing such insurance and showing the other party as an additional insured.

11.3.2 Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance as required by law to cover their respective employees (if any) and shall provide the other party with a certificate or certificates of such insurance.

11.3.3 Automobile Insurance. Each party shall name the other party as an additional insured on the Automobile Insurance coverage specified on Exhibit D. Each party shall provide the other party with a certificate evidencing such insurance and showing the other party as an additional insured.

11.3.4 **Cancellation.** Each insurance policy required herein shall provide for not less than thirty (30) days' written notice to the other party in the event of cancellation or material change of coverage. To the maximum extent permitted by its insurance policies, each party, for the benefit of the other party, waives any and all right of subrogation which might otherwise exist (and the certificate required herein shall indicate such waiver of subrogation).

ARTICLE XII: CONFIDENTIALITY AND NON-DISCLOSURE

12.1 **Confidentiality and Non-Disclosure.** Each party may have access to confidential and proprietary information owned by the other party, including, without limitation, information about the business affairs, finances, methods of operation, trade secrets, designs, processes, techniques, research, or other proprietary information. Each party agrees not to disclose to any third-party, whether directly or indirectly, confidential or proprietary information belonging to the other party that the disclosing party obtained during the term of this Agreement, without the written permission of the other party, except as required by either party's responsibilities under this Agreement. After notice by one party or the termination of the Agreement, the other party must immediately return the confidential or proprietary information and comply with the instructions regarding the return or disposition of the confidential or proprietary information, including any copies or reproductions. This Section does not apply to information that: (a) is or becomes available to the general public other than as a result of disclosure by the receiving party; (b) becomes available to a party on a non-confidential basis from a source (other than the other party) which is not known by the receiving party to be in breach of any nondisclosure obligations; or (c) is independently developed by a party without reference to confidential information. If a receiving party believes that it is required by law to disclose confidential information, it shall provide notice to the disclosing party, to the greatest extent possible, prior to making such disclosure so as to allow the disclosing party to undertake action to prevent disclosure or otherwise obtain confidential treatment of such disclosure. The provisions of this Article XII shall survive the termination or expiration of this Agreement.

12.2 **Confidentiality of Agreement.** The Parties expressly understand and agree that this Agreement and its contents shall remain CONFIDENTIAL and shall not be disclosed to any third party whatsoever, except the parties' counsel, accountants, financial advisors, tax professionals retained by them, any federal, state, or local governmental taxing or regulatory authority, and the Parties' management, officers and Board of Directors, and except as required by law or order of court. If any subpoena, order or discovery request ("Document Request") is received by any of the Parties hereto calling for the production of the Agreement, such party shall promptly notify the other party hereto prior to any disclosure of same. In such case, the subpoenaed party shall: (a) make available as soon as practicable (and in any event prior to disclosure), for inspection and copying, a copy of the Agreement it intends to produce pursuant to the Document Request unless such disclosure is otherwise prohibited by law; and (b) and, to the extent possible, shall not produce anything in response to the Document Request for at least ten (10) business days following such notice. If necessary, the subpoenaed party shall take appropriate actions to resist production, as permitted by law, so as to allow the Parties to try to reach an agreement on what shall be produced. This paragraph is a material part of this Agreement. The provisions of this Article XII shall survive the termination or expiration of this Agreement.

12.2.1 **Trade Secret.** The Parties hereto acknowledge and agree that this Agreement is a uniquely crafted document specific to ALA CAPETON and CHARTER ONE and is the result of extensive research and negotiation between the Parties. Additionally, the Parties agree this Agreement contains information relating to each Parties' responsibilities, management structure, and other confidential information not generally known to the public. Other schools and/or charter management organizations could derive economic value from the disclosure of this Agreement. Therefore, for this and other reasons, this Agreement is considered a trade secret pursuant to North Carolina General Statute § 66-152 et seq. ALA CAPETON and CHARTER ONE are bound by a duty of confidentiality not to disclose trade secrets.

12.2.1.1 CHARTER ONE and ALA CAPETON shall make reasonable efforts to maintain this Agreement's secrecy pursuant to North Carolina General Statute § 66-152 et seq.

ARTICLE XIII: WARRANTIES AND REPRESENTATIONS

13.1 **Representations and Warranties of CHARTER ONE.** CHARTER ONE hereby represents and warrants to ALA CAPETON:

13.1.1 CHARTER ONE is a duly organized corporation in good standing and is, and will remain authorized to conduct business in the State of North Carolina for the duration of the Term. CHARTER ONE has the authority under the Code and other applicable laws and regulations to execute, deliver, and perform in accordance with this Agreement, and to incur the obligations provided for under this Agreement. This Agreement has been duly authorized and executed by CHARTER ONE and constitutes the legal and validly binding obligation of CHARTER ONE, enforceable against CHARTER ONE in accordance with its terms, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and other laws of general applicability relating to or affecting creditors' rights and general principles of equity.

13.1.2 CHARTER ONE's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.

13.1.3 CHARTER ONE agrees to comply with any terms and conditions imposed by the Charter or the Authorizer.

13.1.4 CHARTER ONE agrees to comply with all applicable laws, regulations, the Code, Board policies, Authorizer policies, the Charter or other regulatory authority in carrying out its responsibilities under this Agreement.

13.1.5 CHARTER ONE will use its best efforts to ensure that the educational program complies with and will continue to comply with the Charter, the Code, and other applicable laws and regulations.

13.1.6 CHARTER ONE possesses the knowledge, skill, and experience necessary to perform the Services and will do so with a reasonable degree of quality and attention to detail, and in a timely manner.

13.1.7 CHARTER ONE agrees not to claim any depreciation or amortization deductions, tax credits or rent deductions, with respect to any facility owned or occupied by ALA CAPETON that is financed by tax-exempt bonds.

13.2 Disclaimer of Warranty. CHARTER ONE makes no express or implied warranties as to any matter whatsoever with regard to any equipment, materials, or supplies purchased on or behalf of or for use at ALA CAPETON, including without limitation, the condition of any such item, its merchantability or fitness for any particular purpose. No defect or unfitness of any equipment, materials, or supplies shall relieve ALA CAPETON of its obligations to pay for the use of the item or of any other obligation under this Agreement. Notwithstanding the foregoing, CHARTER ONE shall enforce any existing manufacturer warranties on all equipment, materials, or supplies purchased on behalf of or for the use of ALA CAPETON.

13.3 Representations and Warranties of ALA CAPETON. ALA CAPETON hereby represents and warrants to CHARTER ONE:

13.3.1 ALA CAPETON is a duly organized and validly existing North Carolina nonprofit corporation in good standing, organized and operated exclusively for exempt purposes as set forth in section 501(c)(3) of the Code, and that none of its earnings inure to any private individual. ALA CAPETON represents that it will maintain its corporate and nonprofit 501(c)(3) status.

13.3.2 The Charter (i) authorizes ALA CAPETON to operate a charter school in North Carolina and receive per pupil and related revenue; and (ii) approves the education program and other activities implemented by ALA CAPETON.

13.3.3 ALA CAPETON has the authority under the Code and other applicable laws and regulations to contract with a private entity to perform the Services.

13.3.4 The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions required for execution of this Agreement.

13.4 Mutual Warranties. Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

13.5 Dispute Resolution. In the event of a dispute, controversy or claim arising out of or relating in any way to the Agreement, the Parties shall have any and all remedies available to it under the terms of this Agreement or provided at law or equity, including, without limitation, the right of injunctive relief or for specific performance, the right to damages, including exemplary damages, as provided by law, and the right to liquidated damages set-off or forfeiture. Except in

the instance where injunctive relief, specific performance or other actions in equity are sought, the following shall govern disputes under this Agreement;

13.5.1 The aggrieved party shall first provide written notice of any claim arising out of this Agreement to the other party. The notice shall include a specific description of the party's claim and a request for relief.

13.5.2 In the event that the other party fails to respond satisfactorily to the written notice within fifteen (15) days after it is received, the Parties shall mediate their dispute by selecting an independent, third-party mediator acceptable to both parties and meeting with that mediator in Harnett County, North Carolina in a good faith attempt to resolve their differences.

13.5.3 The Parties agree to evenly split all costs and fees charged by the mediator and, so long as the process described herein is followed without resort to the state or federal courts, each party shall bear its own attorney fees and costs.

ARTICLE XIV: MISCELLANEOUS

14.1 **Sole Agreement.** This Agreement, and the Exhibits hereto, supersedes and replaces any and all prior agreements and understandings, written or oral, between ALA CAPETON and CHARTER ONE regarding the subject matter contained herein.

14.2 **Force Majeure.** Notwithstanding any other section of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike or other acts beyond its reasonable control.

14.3 **Governing Law/Jurisdiction.** The laws of the State of North Carolina will govern this Agreement, its construction, and the determination of any rights, duties and remedies of the Parties arising out of or relating to this Agreement. The Parties expressly agree that all disputes will be heard within a court in Harnett County, North Carolina and submit to the jurisdiction thereof.

14.4 **Counterparts.** This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

14.5 **Official Notices.** All notices and other communications required by the terms of this Agreement will be in writing and sent to the Parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, returns receipt requested, (ii) electronic transmission (e-mail), or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of the electronic transmission if on a business day during normal business hours (or, if not, the first business day thereafter). The addresses of the Parties are:

TO: American Leadership Academy Capeton
Attn: Board Chair
[Insert Current School Address Here]
[City], NC [ZIP Code]

TO:

Charter One, LLC
Attn: CEO
6913 E Rembrandt Avenue
Mesa, Arizona 85212

14.6 Assignment. Charter One may assign this Agreement without ALA CAPETON consent to (i) an Affiliate under common control, or (ii) a successor entity in connection with a merger, reorganization, or sale of substantially all assets, upon written notice to ALA CAPETON. Any other assignment requires ALA CAPETON consent not unreasonably withheld.

14.7 Amendment. This Agreement may not be altered, amended, modified, or supplemented except in a written document approved by the Board and signed by authorized officers of both ALA CAPETON and CHARTER ONE.

14.8 Waiver. No waiver of any provision of this Agreement will be deemed to be or will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

14.9 Severability. The invalidity of any of the covenants, phrases, or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase, or clause had not been contained in this Agreement. To the extent that any of the services to be provided by CHARTER ONE are found to be an invalid delegation of authority by ALA CAPETON, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

14.10 Successors and Assigns. Except as limited by Section 14.6 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

14.11 No Third-Party Rights. This Agreement is made for the sole benefit of ALA CAPETON and CHARTER ONE, and their successors and assigns. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.

14.12 Survival of Termination. Articles XI, XII, XIII, and Sections 14.3, 14.5, and 14.12 of this Agreement survive termination of this Agreement.

14.13 **Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the parties and their respective heirs, executors, administrators, personal representatives, successors, and assigns.

14.14 **Adequate Consideration.** Each party hereto acknowledges that consideration for this Agreement consists only of the terms set forth in this Agreement, and agrees that such consideration is fair, adequate, and substantial.

14.15 **Independent Counsel.** Each party to this Agreement acknowledges that it has had the benefit of advice of competent legal counsel or the opportunity to retain such counsel with respect to its decision to enter into this Agreement. The signatures affixed to this Agreement represent that the parties are entering into this Agreement freely and without coercion by any other party or non-party hereto.

14.16 **Headings.** The heading used in this Agreement are for convenience of reference only, and shall not control or affect the meaning or construction, or limit the scope or intent, of any provision of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

CHARTER ONE, LLC,
an Arizona limited liability company

By: Abigail Strait

Name: Abigail Strait

Title: Vice-President K-12 Operations

**AMERICAN LEADERSHIP ACADEMY
CAPETON,**

a North Carolina nonprofit corporation

By: Dawn Forrest 4/21/26

Name: Dawn Forrest

Title: Chair, Board of Directors

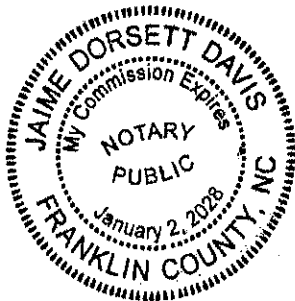


EXHIBIT A – BENCHMARKS

CHARTER ONE's performance under this Agreement shall be evaluated annually based on ALA Capeton's achievement of the performance standards set forth in the North Carolina Charter School Performance Framework (the "NCCSPF"), as the same may be amended or replaced from time to time by the Authorizer.

The NCCSPF consists of the following primary components:

- **Academic Framework** – Measures student proficiency, growth, and other academic indicators.
- **Financial Framework** – Measures financial health and sustainability using standard ratios and indicators.
- **Operational and Governance Framework** – Measures governance, compliance, board performance, and overall school operations.

For schools in their first or second year of operation, the transitional "New School" or equivalent pathway in the NCCSPF shall apply.

A material breach by CHARTER ONE for purposes of Article X shall occur only if ALA Capeton receives a rating of "Does Not Meet Standard" (or the equivalent lowest rating) in the **Financial Framework** or the **Operational and Governance Framework**, or if such a rating in the Academic Framework, when combined with other factors, results in formal intervention, probation, or other material adverse action by the North Carolina State Board of Education / Charter Schools Review Board that threatens the Charter.

CHARTER ONE agrees to cooperate in good faith with all reasonable data requests, reporting requirements, and corrective action processes required by the Authorizer under the NCCSPF. Nothing in this Exhibit A shall be construed to require CHARTER ONE to guarantee any specific rating or to assume responsibility for factors outside of CHARTER ONE's reasonable control.

ALA Capeton's Board shall conduct an annual review of CHARTER ONE's performance under this Exhibit and shall provide CHARTER ONE with a copy of the written evaluation within thirty (30) days after Board approval.

EXHIBIT B – DEVELOPMENT SERVICES

1. Searching for, researching and developing opportunities for all new and additional charter school locations;
2. Writing, submitting and pursuing new charters and Charter amendments, including New School Amendments, as directed by the Board;
3. Negotiating real estate purchase agreements, capital equipment purchases and leases for new sites;
4. Conducting financing negotiations for new sites;
5. Developing options for and selecting architectural firms for site development;
6. Developing options for and selecting contractors for site development and overseeing building and/or remodeling activities;
7. Marketing new charter schools in the community, including the development and implementation of public relations strategies for charter schools, as well as conducting regular outreach efforts for charter schools;
8. Managing the student registration process prior to the charter school opening;
9. Recruiting and hiring employees; and
10. Managing the planning and implementation of teacher training for new sites.

EXHIBIT C – OPERATIONAL, ACADEMIC, FINANCIAL SERVICES

CHARTER ONE will provide the following Services to ALA CAPETON: Operational Services (EXHIBIT C.1), Academic Services (EXHIBIT C.2), and Financial Services (EXHIBIT C.3).

EXHIBIT C.1 – OPERATIONAL SERVICES

1. HUMAN RESOURCES ADMINISTRATION

- Provide human resource services for all ALA CAPETON staff and personnel, and for all persons providing services on ALA CAPETON campuses and/or district office including but not limited to ALA CAPETON Management Services, Inc.'s employees (if applicable) (collectively, "ALA CAPETON Employees," except that ALA CAPETON Employees does not include CHARTER ONE employees).

- Have board delegated power and authority to recruit, hire, discipline, promote, terminate and otherwise make management decisions regarding ALA CAPETON Employees pursuant to ALA CAPETON's Board approved policies and procedures; provided, however, that CHARTER ONE shall obtain Board pre-approval prior to hiring or terminating of a Director.

- Plan instructional staffing levels. • Perform all human resource management and benefits administration services as is necessary for ALA CAPETON Employees, including:

- o Negotiating and contracting with a certified professional employer organization to handle paying, withholding, and transmitting payroll taxes; providing unemployment insurance and workers' compensation benefits; and handling unemployment and workers' compensation claims involving ALA CAPETON Employees. However, ALA CAPETON shall be solely responsible for funding the cost of salary, wages, and premiums paid, as provided for in the budget, no less than three (3) business days prior to any payroll cycle.
- o Submitting health insurance coverage options for ALA CAPETON Employees to the Board for its consideration and procurement of such policy terms and limitations as approved by the Board. ALA CAPETON shall be solely responsible for paying the cost of such health insurance coverage, as provided for in the budget, at the time the insurance premiums are due.
- o Ensuring compliance with federal, state, and local labor and employment laws applicable to ALA CAPETON Employees, including but not limited to the North Carolina Wage and Hour Act; the Immigration Reform and Control Act of 1986; the Internal Revenue Code ("Code"); the Employee Retirement Income Security Act ("ERISA"); the Health Insurance

Portability and Accountability Act (“HIPAA”); the Family Medical Leave Act; Title VII of the Civil Rights Act of 1964; the Americans with Disabilities Act; the Fair Labor Standards Act; the Consolidated Omnibus Budget Reconciliation Act (“COBRA”); the Uniformed Services Employment and Reemployment Rights Act of 1994; and as set forth in the Patient Protection and Affordable Care Act (“ACA”).

- o Ensuring compliance with all provisions of the ACA applicable to ALA CAPETON Employees, including the employer shared responsibility provisions relating to the offer of “minimum essential coverage” to “full-time” employees (as those terms are defined in Code §4980H and related regulations) and the applicable employer information reporting provisions under Code §6055 and §6056 and related regulations.

2. SITE MANAGEMENT Subject to CHARTER ONE's right to restructure its management and staff, in its sole and absolute discretion, the typical site management at each campus will include:

- Overall management of the charter school's academic program by the Director, Assistant Director of Academics, Director of Academics, Chief Academic Officer, or other officer as assigned by Charter One.
- Overall management of ALA CAPETON's Little Leaders Preschool by the Director and Charter One.
- Overall management of the lower school site by the Director and Assistant Director.
- Overall management of the upper school site by the Director and Assistant Director(s).
- Overall management of the charter school's facilities and day-to-day operations by the CHARTER ONE designee.

3. TECHNOLOGY AND IT SERVICES

- Design overall technology and IT system and strategy. • Assure alignment of technology purchases with technology strategy. • Coordinate staff training on technology and IT systems.
- Design overall data collection system, select and/or create database systems and security systems, and assure compatibility.

- Manage and maintain a website for ALA CAPETON, which shall include ALA CAPETON related announcements, Board page, donations section, calendar, and any additional reasonable information deemed necessary by either party.
- Ensure ALA CAPETON website complies with relevant federal and state laws.

4. FUNDRAISING

- Manage fundraising for ALA CAPETON, including fundraising for special projects and needs.
- At the discretion of CHARTER ONE, contract with outside fundraisers and/or provide fundraising staff at each charter school site as necessary.

5. MAINTENANCE

- Coordinate and supervise building maintenance and repair.

6. PUBLIC RELATIONS AND MARKETING

- Develop public relations strategies and conduct regular outreach efforts for ALA CAPETON.
- Prepare and distribute press releases for ALA CAPETON. Act as point of contact for communication with the media.
- Engage firms for PR or marketing services as required.
- Oversee the development of a coherent brand identity for ALA CAPETON and an effective marketing plan to promote ongoing enrollment. Such work may include the use of internet, social media, public announcement, print and email advertising.

7. COMPLIANCE AND COMPLAINT RESOLUTION

- CHARTER ONE shall ensure compliance in all arenas delegated to it under this Agreement, and may refer matters to outside counsel for ALA CAPETON as appropriate, including but not limited to all aspects of the Charter.
- Offer assistance and guidance related to formal complaints filed against ALA CAPETON including, but not limited to, complaints filed with the Office of Civil Rights ("OCR"), North Carolina Department of Public Instruction, the Authorizer, the Equal Employment Opportunity Commission ("EEOC"), Occupational Safety and Health Administration ("OSHA"), and the Office of Administrative Hearings ("OAH").
- Notify the Board of all notices or complaints from OCR, North Carolina Department of Public Instruction, North Carolina State Charter School Board,

EEOC, OSHA, OAH, the Internal Revenue Service, or any law enforcement agency.

- Notify ALA CAPETON, in writing, of any additional costs or expenses determined to be necessary to provide complaint resolution services, and ALA CAPETON shall approve the same prior to CHARTER ONE providing such services.
- Maintain and update ALA CAPETON's corporate files with the North Carolina Secretary of State and the Authorizer.

8. MISSION STATEMENT

- Assist the Board in implementing and maintaining ALA CAPETON's mission statement. Any changes to the mission statement shall be subject to the review and approval of the Board.

9. POLICIES AND PROCEDURES

- Policies and governance documents will be created and presented for board approval. All procedural documents for operations will be managed by Charter One.

10. TRANSPORTATION

- Supervise ALA CAPETON's transportation services.

11. LITTLE LEADERS PRESCHOOL PROGRAM (if applicable)

- Supervise operations related to ALA CAPETON's Little Leaders Preschool Program and Provide, develop, maintain, and enhance policies, procedures pertaining to Little Leaders.

12. ENROLLMENT AND ENROLLMENT MAINTENANCE

- Manage and oversee operations and compliance related to enrollment, registration, wait-list management, withdrawals, attendance, and student records.
- Create manuals and timelines for policies and procedures and staff training related to enrollment, registration, wait-list management, withdrawals, attendance, retention and student records.
- Conduct market analysis (demand for the charter school's services).
- Conduct student retention analysis.
- Prepare periodic enrollment reports for the Board.

13. HEALTH SERVICES

- Assist ALA CAPETON in identifying and supporting the health-related needs of all enrolled students.
- Disseminate, update, and maintain a health services handbook for all appropriate personnel.
- Design and deliver comprehensive health-related training for health services staff in order to assist ALA CAPETON in remaining compliant with state and federal regulations regarding student health.
- Assist ALA CAPETON in complying with local, state and federal reporting requirements.
- Periodically audit the Health Services Department to ensure alignment with relevant policies and procedures.
- Assist ALA CAPETON in complying with requirements related to immunizations, vision/hearing screening, health action plans, crisis response procedures, and mandatory reporting of child abuse or neglect.

EXHIBIT C.2 – ACADEMIC SERVICES

14. CURRICULUM

- Design and publish policies and procedures related to Board approved middle school grade promotion and high school graduation requirements.
- Design and administer ALA CAPETON's internal syllabi audit system (the audit system includes the curriculum alignment with NC standards), manage the system, and supervise the process of course audits.
- Design and manage ALA CAPETON's student and school progress assessment system and provide data analysis and aggregation services.
- Train staff to use the student and school progress assessment systems.
- Supervise the administration of required North Carolina assessments.
- Provide, develop, maintain, and enhance curricula, curriculum maps, pacing guides, and a program of instruction in accordance with applicable law and evidence-based best practices.

15. PROFESSIONAL DEVELOPMENT AND TRAINING

- Oversee the design and delivery of training in ALA CAPETON's instructional methods, curriculum, classroom management, assessment design, developmental psychology, educational program, federal and state law compliance, and technology to all instructional personnel on a regular basis. Instructional

personnel shall receive at least the minimum hours of professional development required by applicable laws. Non-instructional personnel shall receive such training as CHARTER ONE determines reasonable and necessary. CHARTER ONE shall ensure that such training and development is consistent with the guidelines released by the North Carolina Department of Public Instruction.

- Manage training for administrators and Professional Learning Communities.

16. EXCEPTIONAL STUDENT SERVICES ("ESS") • Assist ALA CAPETON in understanding state and federal ESS laws. • Supervise operations related to: identifying and providing services to atypical learners (students that demonstrate a faster or slower pace of learning than the average student) and ESS students in compliance with federal and North Carolina state laws and regulations, including required reporting. • Supervise data collection and provide relevant data for monitoring and ESS audits.

17. SECTION 504 OF THE REHABILITATION ACT OF 1973 AND SUBSEQUENT AMENDMENTS ("SECTION 504")

- Assist ALA CAPETON in understanding state and federal laws relating to Section 504, and suggest policies and procedures to the Board that will assist ALA CAPETON in complying with such laws.

18. STUDENT SERVICES

- Provide services related to course catalog development, scheduling, and CCRI.

19. ACCREDITATION

- Manage accreditation with applicable organization(s).

20. LITTLE LEADERS PRESCHOOL PROGRAM (if Applicable)

- Provide, develop, maintain, and enhance, curriculum maps, pacing guides, and a specialized program of instruction in accordance with applicable law and evidence-based best practices, to be used to educate preschool students.

21. EVALUATIONS

- Provide, develop, maintain, and enhance teacher evaluations and director evaluations in accordance with applicable law and evidence-based best practices, for Board approval.
- Conduct teacher and director evaluations.

22. MISCELLANEOUS

- Propose school calendars that meet the North Carolina Department of Public Instruction requirements for Board approval.

- Provide time (bell) schedules for all campuses.

EXHIBIT C.3 – FINANCIAL SERVICES

- Prepare, for the Board's consideration and vote, a proposed budget, along with any amendments or modifications CHARTER ONE deems necessary or expedient, for the Board's approval (together the "Annual Budget").
- Prepare financial statements as required by and in compliance with the Charter, North Carolina Law, the Code, and other applicable federal laws and regulations, including such documentation and support as needed by ALA CAPETON during an annual audit of ALA CAPETON's financial statements by an independent certified public accountant retained by ALA CAPETON. The cost of the audit shall be the responsibility of ALA CAPETON, as provided for in the Annual Budget.
- Prepare such other reports on the finances and operation of ALA CAPETON as requested or required by the North Carolina Department of Public Instruction, the Board, or the Authorizer.
- Provide advice regarding contracts, including but not limited to, facilities, curriculum, and purchase and sales agreements.
- Provide advice related to forecasting of future fiscal needs for ALA CAPETON.
- Coordinate, lead, and otherwise conduct negotiations with vendors or other third parties.
- Administer payroll and all related processes.
- Coordinate the preparation and filing of all necessary tax returns for ALA CAPETON by an accountant with expertise in tax filings for tax-exempt charter schools. CHARTER ONE shall ensure ALA CAPETON's Board has an opportunity to review and approve ALA CAPETON's Form 990 prior to filing.
- Maintain all vendor files.
- Responsible for asset inventory and management.
- Ensure compliance with existing Bondholder reporting requirements.
- Assist ALA CAPETON in complying with all bond covenants and reporting requirements.
- Manage accounts payable and accounts receivable including management and supervision of all accounts payable and ALA CAPETON's bank account and lines of credit, including the direct payment of ALA CAPETON's bills and expenses by

CHARTER ONE on behalf of ALA CAPETON from ALA CAPETON's bank accounts, and management and supervision of ALA CAPETON's bond reserve accounts.

EXHIBIT D – MINIMUM INSURANCE COVERAGES AND LIMITS

Charter One, LLC - Minimum Coverages	Limits
General Aggregate (Other than Products & Completed Ops)	\$3,000,000
Products-Completed Operations Aggregate	\$3,000,000
Personal & Advertising Injury	\$1,000,000
Each Occurrence	\$1,000,000
Damage to Rented Premises	\$100,000
Medical Expense - Any One Person	\$5,000
Employee Benefits Liability - Each Occurrence	\$1,000,000
Employee Benefits Liability-Aggregate: Retro Date 08/08/2001	\$3,000,000
Sexual / Physical Abuse or Molestation - Each Occurrence	\$1,000,000
Sexual / Physical Abuse or Molestation - Annual Aggregate	\$1,000,000
Business Auto (Hired & Non-Owned)	\$1,000,000

ALA CAPETON - Minimum Coverages	Limits
General Liability	\$2,000,000 - Annual Aggregate
\$2,000,000 - Products & Completed Operations Aggregate	
\$1,000,000 - Each Occurrence Limit	
\$1,000,000 - Personal and Advertising Injury	
\$300,000 - Damage to Premises Rented	
\$10,000 - Medical Payments	
\$1,000,000 - Employee Benefits Liability	
Business Auto (Hired & Non-Owned)	\$1,000,000
Professional Liability	\$5,000,000
Directors and Officers	\$5,000,000
Fiduciary Liability	\$5,000,000
Crime	\$100,000
Employment Practices Liability	\$2,000,000
Workers Compensation	\$1,000,000
Umbrella	\$5,000,000

These limits above for Professional, D&O, Fiduciary & EPL can be met either by single limits or with an Umbrella.

DRAFT

BUILD-TO-SUIT LEASE

between Charter One Development LLC or assigned entity

as the Landlord

and

American Leadership Academy Capeton, Inc.,

as the Tenant

Dated: April [], 2026

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BASIC LEASE INFORMATION

Lease Date April [], 2026

Tenant American Leadership Academy Capeton, Inc., a North Carolina nonprofit corporation

Tenant's notice address:

American Leadership Academy Capeton, Inc.
Attn: Robert Nelsen
14111 Capital Blvd Suite 2
Wake Forest, NC 27587
Telephone (for verification purposes only): 480-420-2101
Email: rnelsen@charter.one

Landlord Charter One Development LLC or assigned entity, a limited liability company

Landlord's notice address

Charter One Development LLC or assigned entity
Attn: Todd Thompson
6913 E Rembrandt Ave, Suite 2
Mesa, AZ 85212
Telephone (for verification purposes only): 480-420-2101
Email: todd@c1dev.com

Premises The premises is described in Exhibit A (land in Harnett County, North Carolina).

Facility To-be-constructed leasable space in the Improvements to be located on the Premises, comprising rentable square feet as more particularly described on Exhibit B.

Substantial Completion Date Anticipated to be July 1, 2028

Commencement Date The later of July 1, 2028 and the Substantial Completion date.

Lease Term 240 months

Base Rent See Exhibit C

Security Deposit \$50,000

The terms above (the "Basic Lease Information") are a part of the Lease. If there is a conflict between the Basic Lease Information and the remainder of the Lease, the remainder of the Lease controls.

DRAFT BUILD-TO-SUIT LEASE

This Build-to-Suit Lease (this “Lease”) is dated April [], 2026, between **Charter One Development LLC or assigned entity**, a limited liability company (the “Landlord”), and American Leadership Academy Capeton, Inc., a North Carolina nonprofit corporation (the “Tenant”).

The Landlord is a developer of school facilities for charter schools. The Tenant is a charter school authorized in North Carolina pursuant to the North Carolina Charter Schools Act, N.C. Gen. Stat. § 115C-218 et seq. The Tenant wants to have the Landlord acquire and build a building and other improvements on land in Harnett County, North Carolina, described on Exhibit A (the “Land”); to lease that Land and those improvements from the Landlord.

The parties therefore agree as follows:

ARTICLE 1 LEASE OF PREMISES

1.1 Lease of the Premises.

If the Landlord acquires the Premises, the Landlord shall lease to the Tenant, and the Tenant shall lease from the Landlord, the Premises. “Premises” means all of the following: (i) the Land; (ii) all rights and easements appurtenant to the Land; and (iii) all improvements on the Land. The Premises are subject to all current restrictions and encumbrances on the Premises as of the date of this Lease.

1.2 Lease Conditioned on Acquisition of Premises.

If the Landlord does not purchase the Land on or before June 1, 2027 (the “Land-Purchase Deadline”), either party may elect to terminate this Lease by providing written notice to the other before the closing of the purchase of the Land. If the Landlord has incurred material expenses related to the purchase of the Land, the Landlord may extend the Land-Purchase Deadline by 12 months by written notice to the Tenant given on or before the Land-Purchase Deadline. The Landlord and the Tenant may, but are not required to, agree to use different substitute land, in which case the Landlord may amend Exhibit A to be the legal description for the substituted Land. The Landlord has no obligation to purchase or try to purchase the Land.

1.3 Lease Conditioned on Construction Financing.

The parties acknowledge that the Landlord intends to obtain construction financing to construct the Improvements (the “Construction Financing”). If the Landlord’s lender has not, on or before August 1, 2027, signed loan documents requiring the lender to fund the entire construction loan required to complete the Improvements, the Landlord may elect to terminate this Lease by providing written notice to the Tenant.

ARTICLE 2 TERM

2.1 Term.

This Lease is in full force and effect from the date in the introductory paragraph above. The term begins on the Commencement Date and continues until the end of the calendar month that is 240 months after the Commencement Date (that period, the “Lease Term”). Subject to the other terms of this Lease, the Lease will terminate at midnight at the end of the Lease Term. Each consecutive 12-month period following the first day of the calendar month following the Commencement Date is a “Lease Year.”

2.2 Commencement Date.

“Commencement Date” means the later of July 1, 2028 and the Substantial Completion Date.

2.3 Obligations on Lease Termination.

At the end of the Lease Term or upon the termination of this Lease, the Tenant shall promptly surrender the Premises in good order, condition, and repair, ordinary wear and tear excepted, and broom clean and shall, at its expense, remove from the Premises all personal property and shall repair all damage caused by that property or the removal of it. At the option of the Landlord, any property of the Tenant not removed by the Tenant will be deemed abandoned. Notwithstanding anything to the contrary in this Lease, all masonry, poured concrete, hard surface bonded or adhesively affixed flooring, plumbing and toilet fixtures, power panels, switches and transformers, floor covering, wall covering, ceiling material, fixed partitions, and installed lighting equipment (whether or not the same are trade fixtures), other fixtures (other than trade fixtures), and other alterations that have been made or installed by either the Landlord or the Tenant upon the Premises, will remain upon and be surrendered with the Premises as a part of the Premises, without disturbance, molestation or injury, and without charge, at the expiration or other termination of this Lease, and become the property of the Landlord. The parties acknowledge and agree that all equipment, fixtures, furniture, and other items included in Improvement Costs or otherwise paid for by the Landlord or the Landlord’s affiliate belong to the Landlord and will be surrendered to the Landlord at the termination of this Lease. The Tenant shall promptly surrender all keys for the Premises to the Landlord at the place then fixed for notice to the Landlord and shall inform the Landlord of the combinations for any locks and safes on the Premises. If the Tenant does not promptly surrender the Premises as required above, the Landlord has the option, in addition to any other rights and remedies the Landlord may have, to apply the Security Deposit toward the following costs and expenses: the servicing of all heating, electrical, ventilating, and air conditioning systems; the removal of personal property, signs, alterations, and trade fixtures; the cleaning of the Premises; the making of all repairs; and the satisfaction of all other obligations of the Tenant.

2.4 Holdover.

If the Tenant holds over the Premises after the expiration of the Lease Term or termination of the Lease, that holding over will be construed to be only a tenancy from month to month, subject to all the covenants, conditions, and obligations in this Lease, and the Tenant hereby agrees to pay to the Landlord 150% of the monthly rental as provided in this Lease. Nothing in this Lease will be construed to give the Tenant any rights to so hold over and to continue in possession of the Premises after the expiration of the Lease Term or the termination of the Lease.

ARTICLE 3 RENT

3.1 Absolute Net Lease.

This is an absolute net lease, and it is the intention of the parties that, except as otherwise limited by the express terms of this Lease, the Tenant shall be responsible for all lease taxes, real estate taxes, and all other costs and expenses of the ownership, maintenance, repair, and operation of the Premises incurred or accrued during the Lease Term and any hold-over term. This Lease will not terminate, nor is the Tenant entitled to any abatement, reduction, set-off, counterclaim, defense, or deduction with respect to any Base Rent or any additional rent or other sum payable hereunder, nor will the obligations of the Tenant under this Lease be affected, by reason of any damage to or destruction of the Premises or by any taking of the Premises or any part thereof by condemnation.

3.2 Base Rent.

Beginning on the later of (a) July 1, 2028 and (b) the Substantial Completion Date, and on the first day of each calendar month thereafter, the Tenant shall pay to the Landlord (at the Landlord's notice address below or to such other place as the Landlord may on one or more occasions designate in writing) for each month during the Lease Term, the monthly portion of the rent payable each year as stated in the rent schedule attached as Exhibit C ("Base Rent"), without any deduction or setoff. If the Commencement Date is a day other than the first day of a month, then the Tenant shall pay interim rent equal to a portion of the Base Rent prorated based upon the number of days between the Commencement Date and the first day of the following calendar month.

3.3 Additional Rent.

In addition to Base Rent, all other payments to be made by the Tenant under this Lease will be deemed additional rent and are due and payable on demand if no other time for payment is specified. Additional Rent is payable in monthly installments in advance on or before the first day of each calendar month, in lawful money of the United States, without deduction or offset whatsoever except as otherwise expressly permitted by this Lease, at the Landlord's notice address or to such other place as the Landlord may from time to time designate in writing. Base Rent, Additional Rent, and all other amounts due to the Landlord are referred to together herein as "Rent."

3.4 Payment of Rent.

Unless otherwise stated in this Lease, the Tenant shall pay the Landlord the Rent amount on or before the first day of each calendar month. If the Tenant fails to pay Rent before five days after Rent is due, the Tenant shall pay a late fee charge equal to the lesser of 10% of each payment of Rent not paid when due and the maximum amount allowed by applicable law.

3.5 Payments by the Landlord.

Upon ten days' prior written notice to the Tenant, the Landlord may pay any amount or do any act that the Tenant has failed to do, and the Tenant agrees to pay the Landlord, upon demand, all sums so expended by the Landlord, together with interest at the rate of 12% per annum from the date of expenditure until paid. That amount will also be deemed additional rent and included in the definition of Rent.

3.6 Interest on Past Due Obligations.

Any amount due to the Landlord that is not paid when due will bear interest at the rate of 12% per annum beginning on the date the amount was due.

3.7 Security Deposit.

For a period of 12 months commencing one year after the Commencement Date, the Tenant shall deposit with the Landlord the sum of \$4,166 each month, for a total amount of \$50,000 (the actual amount held by the Landlord, the "Security Deposit"). The Security Deposit shall be held by the Landlord for the faithful performance by the Tenant of all of the terms of this Lease. If the Tenant breaches any provision of this Lease, the Landlord may—but is not obligated to—use the Security Deposit to pay the amount due by the Tenant to the Landlord or to a nonparty. If any portion of the Security Deposit is so used, the Tenant shall, on or before ten days after written demand, deposit with the Landlord an amount sufficient to restore the Security Deposit to its original amount. The Landlord is not required to keep the Security Deposit separate from the Landlord's general funds, and the Tenant is not entitled to interest on the Security Deposit. If the Tenant performs all terms of this Lease to be performed by the Tenant and vacates the Premises at the end of the Lease Term or at the earlier termination of this Lease, as applicable, the Landlord shall return to the Tenant the Security Deposit or any balance of the Security Deposit on or before 30 days after written request by the Tenant.

ARTICLE 4 USE OF THE PREMISES

4.1 Use.

The Tenant may use the Premises only as a charter school and as a headquarters or administrative offices for the Tenant's charter school operations. The Tenant acknowledges that neither the Landlord nor any agent of the Landlord has made any representation or warranty as to the present or future suitability of the Premises for the purposes above or any other purpose or use whatsoever.

4.2 Compliance with Laws.

The Tenant shall fully comply with all laws applicable to the Tenant or the Premises, including without limitation the North Carolina Charter Schools Act, N.C. Gen. Stat. § 115C-218 et seq. The Tenant represents and warrants to the Landlord that the Tenant has obtained and will maintain in full force all necessary governmental approvals to operate a charter school at the Premises.

4.3 Environmental Compliance.

(a) Restrictions on Hazardous Substances; Remedial Work.

The Tenant shall not allow any Hazardous Substance to be brought, kept, or used in or about the Premises except in commercial quantities not in violation of Environmental Law and similar to those quantities usually kept on similar premises by others in the charter school business. The Tenant, its officers, directors, owners, agents, employees, subtenants, assignees, contractors, subcontractors, invitees, or concessionaires shall store, use and dispose of Hazardous Substances in compliance with all applicable laws, including, without limitation, Environmental Law. If the presence of any Hazardous Substance on, in, or under the Premises caused by the Tenant, its officers, directors, owners, agents, employees, subtenants, assignees, contractors, subcontractors, invitees, or concessionaires or occurred during the Lease Term results in any contamination of the Premises, the Tenant shall promptly take all actions, at its sole expense, as are necessary to return the affected area to the condition existing prior to the introduction of any such Hazardous Substance, including, without limitation, any investigation or monitoring of site conditions or any clean up, remediation, response, removal, encapsulation, containment, or restoration work required because of the presence of any such Hazardous Substance on, in, or under the Premises or any release of any such Hazardous Substance in the air, soil, surface water or ground water (collectively, the “Remedial Work”). The Tenant shall obtain all necessary licenses, manifests, permits, and approvals to perform the Remedial Work prior to performing the work. The Tenant shall promptly perform all Remedial Work and the disposal of all waste generated by the Remedial Work in accordance with all Environmental Law.

(b) Compliance with Environmental Law.

The Landlord represents and warrants to the Tenant that, to the knowledge of the Landlord, the Premises and the Improvements are free and clear of any and all Hazardous Substances and in compliance with Environmental Law. The phrase “knowledge of the Landlord” and similar phrases mean the actual knowledge of Corey Brand without a duty to investigate. Following delivery of the Premises to the Tenant, the Tenant shall be solely and completely responsible for insuring that the Premises and all activities thereon (including, without limitation, activities of the Tenant, its officers, directors, owners, employees, agents, contractors, subcontractors, subtenants, assignees, licensees, and concessionaires) are in full compliance with Environmental Law and for responding to, defending against, and complying with any administrative order, request, or demand relating to potential or actual contamination on the Premises, or third party claims (including the claims

of current or future subtenants in the Premises, or other tenants or subtenants in units or parcels adjoining or near the Premises) for Remedial Work or for the costs of any such Remedial Work or for the costs of any such Remedial Work that the third-party claimant has undertaken, whether such order, request, demand, or claim names the Landlord, the Tenant, or both, or refers to the Premises in any way, except where the Tenant can prove the contamination or other violation of Environmental Law occurred prior to the date of execution of the Lease or was caused by the Landlord or any prior owner or tenant (other than subtenants or assignees of the Tenant) of the Premises. The Tenant's responsibility under this section 4.3(b) includes, without limitation, promptly responding to those orders, requests, demands, and claims on behalf of the Landlord and defending against any assertion of the Landlord's financial responsibility or individual duty to perform thereunder.

(c) Indemnification.

The Tenant shall indemnify, pay, hold harmless, and defend the Landlord, its officers, directors, employees, agents, successors, and assigns (collectively with the Landlord, the "Landlord Indemnitees") from and against all claims, actions, judgments, damages, punitive damages, penalties, fines, costs, liabilities, interest, or other losses (including, without limitation, diminution in value of the Premises or the Improvements; damages for the loss or restriction on use of rentable or usable space or of any amenity in the Improvements; damages arising from any adverse impact on marketing of space in the Improvements; and sums paid in settlement of claims, attorney's fees, consultant fees, expert fees, and any fees and expenses incurred in enforcing this indemnity) incurred by, sought from, or asserted directly or indirectly against any Landlord Indemnitee during or after the Lease Term as a result of the presence of any Hazardous Substance on, in, or under the Premises or any release of any Hazardous Substance into the air, soil, surface water, or ground water. The Tenant shall promptly deliver to the Landlord copies of all communications, filings, or other writings, photographs, or materials given to or received from any person, entity, or agency in connection with any cleanup or Remedial Work conducted by the Tenant and shall notify the Landlord of, and permit the Landlord's representative to attend, any related meetings or oral communications.

The Landlord shall indemnify, pay, hold harmless, and defend the Tenant, its officers, directors, employees, agents, successors, and assigns (collectively with the Tenant, the "Tenant Indemnitees") for, from, and against all claims, actions, judgments, damages, punitive damages, penalties, fines, costs, liabilities, interest, or other losses (including, without limitation, diminution in value of the Premises and the Improvements; damages for the loss or restriction on use of rentable or usable space or of any amenity in the Improvements; damages arising from any adverse impact on marketing of space in the Improvements; and sums paid in settlement of claims, attorney's fees, consultant fees, expert fees, and any fees and expenses incurred in enforcing this indemnity) incurred by, sought from, or asserted directly or indirectly against any Tenant Indemnitee during or after the Lease Term

that are as a result of the presence of any Hazardous Substance on, in, or under the Premises or any release of any Hazardous Substance into the air, soil, surface water, or ground water, which Hazardous Substance was brought, kept, or used in or about the Premises by the Landlord, its officers, directors, owners, employees, agents, contractors, subcontractors, subtenants, assignees, licensees, and concessionaires, or as a result of a breach by the Landlord of its obligations under this section 4.3.

(d) Definitions.

“Hazardous Substance” means any hazardous or toxic substance, material, or waste that is or becomes regulated by any local governmental authority, the state in which the Premises are located, or the United States government, including, without limitation, (i) any substance, chemical, or waste that is listed or defined as hazardous, toxic, or dangerous under Environmental Law, (ii) any other chemical, material, or substance, exposure to which is prohibited, limited or regulated by any federal, state, or local governmental authority pursuant to any environmental, health, and safety or similar law and that may or could pose a hazard to the health and safety of occupants or users of the Premises or any part thereof, any adjoining property or cause damage to the environment, (iii) any petroleum products, (iv) PCB’s, (v) leaded paint, and (vi) asbestos. “Environmental Law” means the Comprehensive Environmental Response, Compensation and Liability Act, 42 U.S.C. §§ 9601 et seq., the Resource Conservation and Recovery Act, 42 U.S.C. §§ 6901 et seq., the Federal Water Pollution Control Act, 33 U.S.C. §§ 1251 et seq., the Clean Air Act, 42 U.S.C. §§ 7401 et seq., the Hazardous Materials Transportation Act, 49 U.S.C. §§ 1801 et seq., the Toxic Substances Control Act, 15 U.S.C. §§ 2601 et seq., and the Safe Drinking Water Act, 42 U.S.C. §§ 300f through 300j-26, as such acts have been or are hereafter amended from time to time; any so called superfund or superlien law; any North Carolina environmental statutes including N.C. Gen. Stat. Chapter 143, Article 21 (Water and Air Resources), Article 21A (Oil Pollution and Hazardous Substances Control), and Chapter 130A (Public Health); and any other federal, state and local law regulating, relating to, or imposing liability or standards of conduct concerning any hazardous, toxic, or dangerous waste, substance, or material as now or any time hereafter in effect.

(e) Survival.

The obligations of the Tenant and the Landlord and the indemnities of the Tenant and the Landlord in this Article 4 will survive the Lease Term and the termination of this Lease.

4.4 Prohibited Uses.

The Tenant shall not do or permit anything to be done on or under the Premises that will cause a cancellation of any insurance policy covering the Premises. The Tenant shall not sell or permit to be kept, used, or sold in or about the Premises any items that may be prohibited by a standard

form policy of fire insurance unless the Tenant provides additional insurance coverage extending protection to cover all risks associated with those items.

The Tenant shall not use the Premises or permit anything to be done in or about the Premises that will in any way conflict with any applicable law now in force or that may hereafter be applicable. The Tenant shall, at the Tenant's sole cost and expense, promptly comply with all applicable laws and with the requirements of any board of fire underwriters or other similar body relating to the use or occupancy of the Premises, including, without limitation, structural changes that relate to the Premises.

The Tenant shall comply with all requirements, if any, of any recorded restrictive covenants or bylaws of any association affecting the Premises.

4.5 Covenant of Quiet Enjoyment.

So long as the Tenant is not in breach of this Lease, the Tenant may freely, peaceably, and quietly enjoy full and exclusive use of the Premises.

4.6 Landlord's Access to the Premises.

Until the Facility is fully completed with no additional work required by the Landlord or its agents, the Landlord, its officers, employees, agents, contractors, subcontractors of any contractor, and their respective agents have free and full access to the Premises for the purposes of constructing the Facility and the Improvements and any other improvements and complying with their obligations in this Lease. After the full completion of the Facility, the Landlord, its officers, employees, agents, appraisers, contractors, subcontractors, and their respective agents, at all reasonable times following 24-hours prior written notice to the Tenant, will have free and full access to the Premises for the purpose of examining or inspecting the condition of the Premises; for the purpose of installing, maintaining, or repairing the Improvements; for the purpose of determining if the Tenant is performing its obligations in this Lease; and for the purpose of posting notices as the Landlord reasonably may desire to protect the rights of the Landlord so long as the exercise of those rights does not materially interfere with the Tenant's use and enjoyment of the Premises. If applicable law imposes restrictions on access to the Premises, as reasonably requested by the Landlord or its agent, the Tenant shall make an employee available to escort the Landlord, its officers, employees, agents, appraisers, contractors, subcontractors, and their respective agents and shall assist them in compliance with the law related to access to the Premises.

ARTICLE 5

IMPROVEMENT OF THE PREMISES AND CONSTRUCTION OF IMPROVEMENTS

5.1 Improvements.

The Landlord shall construct the Improvements as stated below:

(a) Definitions.

“Improvements” means the Facility and other improvements the Landlord is obligated to construct and install on the Premises as described on Exhibit B, as may be amended and supplemented on one or more occasions. The Improvements and all structural and equipment specifications are subject to governmental review and approval prior to commencement of any improvement work. The Landlord and the Tenant hereby approve the prototypical plans on Exhibit B, as may be amended and supplemented on one or more occasions (the “Plans”). The Landlord shall cause final plans and specifications to be prepared for the construction of the Improvements based upon the Plans, subject to modification by the applicable city or county supervising department (the “City”) in order to comply with City requirements and the modifications as are necessary to conform the Plans to the property upon which the Improvements are being constructed. The Landlord shall provide drafts of the Plans and any revisions to the Plans to the Tenant for Tenant’s review and comment. If the requested changes do not increase the cost of the Improvements more than trivially, the Landlord shall adopt the Tenant’s requested changes to the Plans to the extent permitted by the exercise of the Landlord’s good-faith and commercially-reasonable judgment. The Plans, once modified and approved by the City, will be the “Final Plans.” The construction and installation of the Improvements will be subject to governmental inspection and approval for compliance of the Improvements with the Final Plans.

“Improvement Cost” means all land-acquisition costs; preparation costs; broker and finder’s fees; design, architectural, engineering, and other predevelopment costs; architectural costs; rent concession costs; management fee costs; construction costs; landscaping costs; title costs; legal and other professional costs; origination fees, interest, and other financing costs; development and developer fees; taxes; environmental costs; survey costs; costs to obtain zoning, entitlements, and governmental approvals; due diligence costs; inspection costs; costs for reports and studies; insurance, utility, and all other costs incurred by the Landlord during the construction period; costs for fixtures and other personal property to the extent paid or to be paid by the Landlord; and all other direct and indirect, hard and soft costs the Landlord incurs to enter into and perform this Lease, install and construct the Improvements, own the Premises prior to the Commencement Date, and prepare the Premises for use by the Tenant, all as reasonably determined by the Landlord. The Tenant acknowledges there will likely be unanticipated costs and the management fee, the development fees, and other fees may be paid to the Landlord or its affiliates to compensate for financing, development, construction, management, and other services of the Landlord or its affiliates. The Landlord shall pay the Improvement Cost necessary to construct the Improvements in accordance with the Final Plans. If the Tenant wants improvements in excess of or in lieu of those described in the Final Plans, the cost of those additional or substituted improvements will be the sole responsibility of the Tenant, and the Tenant shall promptly deliver funds sufficient to cover those additional expenses to the Landlord prior to the Landlord proceeding with the additional improvements. The Landlord has no obligation to construct the additional improvements, and if the Tenant does not deliver that payment on or

before five business days after written request by the Landlord, the Landlord may ignore or modify those additions or substitutions in the Landlord's discretion.

"Completion" means the Inspection Approval Date.

"Force Majeure Delay" means an unanticipated delay in the critical path of construction due to weather, act of God, unavailability or shortage of labor or materials, national emergency, fire or other casualty, natural disaster, war, delays or actions of governmental authorities or utilities, riots, acts of violence, labor strike, the existence of any Dispute, injunctions in connection with litigation, or other cause that is not within the reasonable control of the Landlord.

(b) Completion of Improvements.

The Landlord shall notify the Tenant in writing once the Landlord has received documentation from the contractor engaged to construct the Improvements stating that the contractor has completed its work or when the Landlord believes, based on notice from the Landlord's contractor, that the Improvements have been completed, except for nonmaterial punch-list work (that status, "Substantial Completion"). The Landlord shall ask the general contractor that will construct the Improvements (the "Contractor") to try to cause Substantial Completion to occur on or before July 1, 2028 (the actual date of Substantial Completion, the "Substantial Completion Date"), but the Landlord is not required to obtain a contractual obligation from the Contractor to complete the Improvements before that date. The Tenant has 15 days after notice of Substantial Completion (the end of that 15-day period, the "Inspection Approval Date") to inspect the Improvements. If the Tenant believes that the Improvements have not been completed properly, then the Tenant may notify the Landlord in writing within that 15-day period. If the Tenant does not object in writing within that 15-day period, the Tenant will be deemed to agree that the Improvements have been completed as required by this Lease.

(c) Right to Inspect Improvements.

All parties have the right to inspect the construction of the Improvements at any time subject to notice to the Contractor and compliance with reasonable instructions and safety restrictions imposed by the Contractor. The inspection is at the sole risk of the inspecting party. If the Tenant believes that the Improvements are not being properly constructed, then the Tenant shall promptly notify the Landlord in writing and provide all evidence available to the Tenant of the Tenant's belief. The Landlord shall review the information that the Tenant is relying on to determine if Improvements are not being properly constructed. If the Landlord agrees with the Tenant, then the Landlord shall notify the applicable contractor of that fact and demand that the contractor correct any work that is not in substantial conformance. If the Landlord does not agree with the Tenant, then the Landlord shall notify the Tenant of that fact. If the Tenant disagrees with the Landlord's

decision, then the Tenant may submit the matter to mediation and arbitration as provided in this Lease.

(d) Warranties.

Upon Completion of the Improvements and written request by the Tenant, the Landlord shall assign to the Tenant, on a nonexclusive basis, all warranties received in connection with the construction and installation of the Improvements to the extent the warranties are assignable.

(e) Representatives.

Each party designates the respective individuals named below as the party's representative to act on the party's behalf in all matters covered by this Lease. The parties shall make all inquiries, requests, instructions, authorizations, and other communications with respect to the matters covered by this Lease to the applicable representative. The decisions and agreements of a party's representative is binding on the party. A party may change the party's representative at any time by written notice to the other parties. The initial representative of each party for purposes of this paragraph is as follows:

Tenant's representative:

Robert Nelsen,
480-420-2101,
rnelsen@charter.one

Landlord representative:

Taylor Brand,
801-541-4449,
taylor@cldev.com

(f) Meetings.

Until Completion of the Improvements, the designated representatives of the parties shall meet on a regular basis (the frequency of which will be as agreed on one or more occasions by the representatives) regarding the status of construction of the Improvements, scheduling and coordination issues, engineering and design issues, and other similar matters. The Landlord's representative is responsible for scheduling the time and location of the meetings and shall give the other parties at least five days' prior written notice.

5.2 Alterations.

In addition to the construction of the Improvements, at any time and on one or more occasions during the Lease Term, the Tenant, at its sole cost and expense, but subject to the Landlord's prior written approval (which may be conditioned on various matters), may make additions and

alterations to the Improvements now or hereafter located on the Premises, except that (a) all additions and alterations must be constructed on the same basis as the existing Improvements, and must not decrease the value of any of the existing Improvements; and (b) all required approvals of construction must have been obtained from the governmental authorities and utilities having jurisdiction thereof. The Landlord shall in all cases have the right to post on the Premises a “notice of nonresponsibility” prior to commencement of construction and to take other action the Landlord reasonably deems appropriate.

5.3 Plans and Specifications.

All construction work on the Premises, and all alterations and additions to the Premises, must be done in compliance with and pursuant to the Final Plans and performed by duly licensed and reputable contractors approved by the Landlord.

5.4 Mechanics’ Liens.

The Tenant shall not allow—and shall indemnify, pay, and hold harmless the Landlord for, from, and against—any mechanics’ or other similar lien and claims relating to the Tenant Improvements or the work of any construction, repair, restoration, replacement, or improvement done by or on behalf of the Tenant. The Tenant shall pay or cause to be paid all of those liens and claims before any action is brought to enforce them against the Premises. If the Tenant in good faith contests the validity of any lien or claim, then the Tenant shall, at its expense, defend the Tenant and the Landlord against the lien or claim and shall pay and satisfy any adverse judgment that may be rendered prior to execution of the judgment. If there is any such contest, the Tenant shall, at the request of the Landlord, provide the security and take the steps as may be required by law to release the Premises from the effect of the lien. The Landlord shall not allow, and shall indemnify, pay, and hold harmless the Tenant for, from, and against, any mechanics’ lien or other similar lien arising from, or any claim for damage growing out of, the Improvements and the work of any construction, repair, restoration, replacement, or improvement done by or on behalf of the Landlord in connection with the Improvements.

ARTICLE 6 TAXES AND ASSESSMENTS

6.1 Payment of Taxes and Assessments.

Except as otherwise provided in section 6.3, the Tenant shall pay when due all the following: (a) all taxes, assessments, levies, fees, fines, penalties, and other governmental charges that are, during the Lease Term, imposed or levied upon or assessed against (i) the Premises, (ii) any Rent or other sum payable by the Tenant pursuant to this Agreement, or (iii) this Lease, the leasehold estate hereby created, or the operation, possession, or use of the Premises; and (b) all sales, transaction privilege, gross receipts, or similar taxes (but excluding income taxes) imposed or measured by Base Rent or other amounts payable to the Landlord.

If the Tenant fails to pay any of the foregoing when due, the Landlord, after notice to the Tenant, may pay the amounts. If that occurs, the Tenant shall reimburse the Landlord for all costs incurred by the Landlord as additional rent no later than 20 days after notice to the Tenant. Promptly after demand, the Tenant shall deliver to the Landlord proof of payment of all items

referred to above that are payable by the Tenant. If any assessment may legally be paid in installments, the Tenant may pay the assessment in installments.

6.2 Prorations.

All ad valorem real estate taxes and personal property taxes that are due in the first Lease Year and within one year after the expiration of the Lease Term will be prorated as of the Commencement Date or the date of expiration of the Lease Term, as applicable, on the basis of the fiscal year with respect to which the taxes are assessed, and assuming that the taxes are payable in arrears. The Tenant shall pay the portion of the taxes relating to the periods beginning with the Commencement Date through and including the expiration or earlier termination of this Lease.

6.3 Privilege of Contesting.

Upon no less than ten days' prior written notice to the Landlord and the Tenant delivering to the Landlord the bonds or other security as reasonably requested by the Landlord, the Tenant shall have the right to contest any taxes and assessments to be paid by the Tenant. On or before the due date for the applicable tax payment, the Tenant shall post a bond in favor of the Landlord pursuant to the preceding sentence for those tax payments that are due. The Tenant may defer payment of any tax or assessment so long as the legality or the amount thereof is being so contested diligently and in good faith. If at any time payment of the tax or assessment must be paid to prevent a lien being placed on the Premises, the termination by sale or otherwise of the right of redemption of any property, or to prevent foreclosure or physical eviction of either the Landlord or the Tenant because of nonpayment, the Tenant shall pay the same to prevent those consequences. A contest by the Tenant is at the cost of the Tenant, and the Tenant shall pay all costs incurred by the Landlord relating to the contest. Each refund of any assessment so contested will be paid to the Tenant, and the Landlord shall not, without prior approval of the Tenant, make or enter into any settlement, compromise, or any disposition of any contest or discontinue or withdraw any contest or accept any refund, other adjustment, or credit of any such tax or assessment as a result of any contest. If there are any refunds of the taxes or assessment at the end of the Lease Term, the amounts will be prorated between the Landlord and the Tenant as stated in section 6.2. Penalties and interest that become due as a result of any a contest by the Tenant shall be paid by the Tenant.

6.4 Property Tax Exemption.

The Tenant shall use reasonable efforts to obtain a property tax exemption available because the Tenant is a charter school. Landlord shall cooperate with the Tenant in those efforts.

**ARTICLE 7
REPAIRS AND MAINTENANCE**

7.1 Tenant's Inspection of the Premises.

The Tenant represents and warrants to the Landlord that the Tenant has inspected and assessed the Premises and is accepting the Premises "as-is." The Tenant (1) represents, warrants, and agrees that the Tenant has not relied upon the accuracy or completeness of any express or implied representation, warranty, statement, or information of any nature made or provided by or on behalf of the Landlord, except for the representations and warranties of the Landlord expressly stated in this Lease and (2) waives any right the Tenant may have against the Landlord with respect to the inaccuracy in any representation, warranty, statement, or information that is not in this Lease or with respect to any omission or concealment, on the part of the Landlord or any representative of the Landlord, of any potentially material information. The Landlord shall provide the Tenant with a preliminary title report (the "Preliminary Report") for the Land to notify the Tenant of title matters on the Land (collectively, the "Title Items"). Except to the extent the Tenant notifies the Landlord otherwise in writing on or before five business days after the Tenant receives the Preliminary Report, the Tenant hereby waives all claims relating to the Title Items that the Tenant may have against the Landlord relating to those Title Items.

7.2 Additional Obligations of the Tenant.

During the Lease Term, the Tenant shall maintain the Premises and all of the improvements on the Premises in good and safe condition (as those terms are generally defined and accepted under applicable standards of practice, custom, and applicable law) and shall make all appropriate repairs, replacements, and renewals (foreseen or unforeseen, ordinary or extraordinary) to maintain that state of repair and condition. The parties intend for the Landlord to have no liability for any of the foregoing, for the Landlord to obtain possession of the improvements at the end of the Lease Term, and for the improvements to be in good repair and condition at that time, reasonable wear and tear and insured casualty loss excepted.

During the Lease Term, the Tenant shall also maintain all buildings, HVAC, windows and plate glass, wiring, plumbing, roadways, driveways, parking areas, landscaping, sidewalks, fencing, lighting, retention areas, drainage and utility facilities, other improvements on, in, or under the Premises, and all other elements of the Premises. The Tenant shall ensure all improvements, additions, alterations, maintenance, and repairs necessary for the Premises and all improvements thereon to be in compliance with the Americans with Disabilities Act. The Tenant waives any law that may require any duty of repair by the Landlord or permit the Tenant to make repairs at the expense of the Landlord. The Tenant's foregoing obligations do not include or extend to issues related to the structural integrity of the Improvements. If the Tenant neglects the obligations in this section 7.2(b), the Landlord may, but is not required to, take over management and maintenance of the Premises and charge the costs and reasonable management fees to the Tenant. The Tenant shall promptly pay those amounts as additional rent.

Beginning with the 36th month of the Lease Term and each month thereafter, the Tenant shall maintain and deposit monthly to a separate bank account held jointly in the name of the Tenant

and the Landlord that requires the signature of both the Landlord and the Tenant for any withdrawal or transfer, an amount equal to 1% of the monthly Base Rent in a reserve account to be spent solely for the upkeep of the Premises. This requirement will increase to 2% of the Base Rent on the 48th month of the Lease Term and thereafter. These funds must be used for capital improvement items with the intent to maintain the Premises in a condition similar to the condition on the Commencement Date. Those maintenance items include significant repair or replacement of HVAC, exterior improvements such as exterior paint, roofing, parking lot repaving, major plumbing items, and the similar capital expenditure items. The expenditure of these funds must be mutually agreed to between the Tenant and the Landlord, except that the Tenant shall approve any expenditure necessary to keep the Premises and Facility in good and safe condition, substantially similar to the condition of the Premises as delivered on the Commencement Date. Notwithstanding the foregoing, if the reserve account exceeds \$100,000, the Tenant shall not be required to deposit the monthly amount so long as the account balance exceeds \$100,000, but the Tenant shall make additional monthly contributions to restore the account to \$100,000 if the balance in the reserve account falls below \$100,000 for any reason, including because of draws upon the account for capital expenditures.

7.3 Landlord Warranty.

Notwithstanding anything to the contrary in this Lease, the Landlord shall warrant the Improvements against material defects for a period of one year following the Substantial Completion.

ARTICLE 8 UTILITIES

During the Lease Term, the Tenant agrees to pay, when due, and to indemnify, defend, and hold harmless the Landlord and the Premises from any liability for charges for water, sewer, gas, electricity, telephone, internet, CATV, and all other utility services of every kind and nature supplied to and used on the Premises, including, without limitation, all connection fees and pending assessment charges that accrue after the Commencement Date. Any interruptions or impairments of utility services of any nature or in any manner whatsoever will not affect any of the Tenant's obligations under this Lease unless caused by the Landlord's reckless disregard of the consequences of its act or failure to act or intentionally causing consequences, in which case rent will be equitably abated during the period of the interruption or impairment based on the portion of the Premises that are not useable as a result of the interruption or impairment.

ARTICLE 9 INSURANCE AND INDEMNITY

9.1 Indemnity.

After the Commencement Date, the Landlord is not liable for—and the Tenant shall pay, indemnify, and hold harmless the Landlord Indemnitees from—all liability relating in any way to the Premises other than to the extent the liability resulted directly from the Landlord's reckless disregard for the consequences of an act or failure to act or its intentionally causing those consequences. These indemnities shall survive the termination of this Lease.

9.2 Casualty Insurance.

The Tenant shall keep all improvements, equipment, and fixtures on the Premises insured for the benefit of the Landlord and the Tenant with a value of 100% of full replacement cost, against loss or damage from fire and other casualty risks normally insured against. The Tenant hereby assigns the Landlord all proceeds from those policies except to the extent the proceeds are payable for any property that would remain the property of the Tenant upon the termination of this Lease.

9.3 Comprehensive Liability Insurance.

The Tenant shall maintain in force an insurance policy or policies that name the Landlord and the Tenant as insured parties insuring against all liability resulting from injury or death occurring to persons on or about the Premises, with limits for each occurrence of not less than \$1,000,000 per person and \$3,000,000 per occurrence combined single limit, with respect to personal injury, death, and property damage. The Tenant shall retain possession of the original of the policies. Upon request, the Tenant shall promptly deliver to the Landlord a copy of the full policy. The Tenant shall also maintain all workmen's compensation insurance on its employees, if any, required under the applicable law. Notwithstanding the foregoing in this Article 9, if the Landlord's lender reasonably requires additional insurance or different coverages, the Tenant shall comply with those additional insurance and coverage requirements.

9.4 Business Income and Extra Expense Insurance.

The Tenant shall maintain in full force a business income and extra expense insurance policy reasonably acceptable to the Landlord with the Landlord named as the Article 9 loss payee.

9.5 Policy Requirements.

All insurance policies required under this Article 9 must be issued by a company or companies with an "A" company rating and a financial rating of Class XII or better by the then most current edition of Best's Insurance Guide (or if that guide is no longer published, then having a comparable rating as specified by the Landlord), responsible and authorized to do business in the state in which the Premises are located, and must be approved by the Landlord. All policies referenced in this Article 9 must name the Landlord as an additional insured. The Tenant shall deliver certificates of coverage to the Landlord for the policies required by this Article 9 and shall deliver updated certificates of coverage upon the expiration of the prior certificates of coverage. All such policies must be written as primary policies, not contributing with and not in excess of any coverage that the Landlord may carry. At least 20 days before the expiration of the policies, the Tenant shall furnish the Landlord with renewals or binders. If the Tenant does not procure and maintain the required insurance, the Landlord may, but is not obligated to, procure the insurance on the Tenant's behalf and all sums paid by the Landlord will bear interest at the rate of 12% and will be immediately due and payable. The Tenant shall have the right to provide the insurance coverage pursuant to blanket policies obtained by the Tenant so long as the blanket policies expressly afford coverage to the Premises and to the Landlord as required by this Lease.

9.6 Mutual Release of Subrogation Rights.

Without in any way limiting the obligations in this Article 9, the Tenant and the Landlord each hereby release and relieve the other and the officers, directors, owners, shareholders, employees, agents, and representatives of the other, and waive their entire right of recovery against the other and the officers, directors, owners, shareholders, employees, agents, and representatives of the other, for loss arising out of or incident to the perils insured against under this Article 9, which perils occur on the Premises, whether due to the negligence of the Landlord or the Tenant or their agents, employees, contractors, concessionaires or invitees, but only to the extent of insurance proceeds actually paid. The Tenant shall, upon obtaining the policies of insurance required by this Article 9, give notice to and obtain waiver of subrogation agreements or endorsements from the insurance carrier or carriers concerning the foregoing mutual waiver of subrogation in this Lease.

ARTICLE 10 ASSIGNMENT AND SUBLETTING

10.1 Prohibition against Assignment.

The Tenant shall not assign or sublease all or part of this Lease without the Landlord's prior written consent, except that the Landlord shall not object to the assignment by the Tenant to a subsidiary or affiliated entity or entities that remains a North Carolina nonprofit corporation authorized to operate a charter school. An assignment or sublease in breach of this section 10.1 is null and void.

10.2 Subleases Subject to this Lease.

If consented to by the Landlord, a sublease is subject to all of the terms of this Lease, and each subtenant, by accepting any sublease and entering into possession of any portion of the Premises, will be deemed to have covenanted directly with the Landlord to observe and perform all of the provisions of this Lease as they relate to the portion of the Premises subject to the sublease. No assignment or sublease releases the Tenant from the obligations of the Tenant. The consent by the Landlord to any assignment or sublease by the Tenant will not relieve the Tenant of any obligation to be performed by the Tenant under this Lease, whether occurring before or after the consent, assignment, or sublease. The consent by the Landlord to any assignment or sublease does not relieve the Tenant from the obligation to obtain the Landlord's written consent to any other assignment or sublease. The acceptance of rent by the Landlord from any other person or legal entity will not be deemed to be a waiver by the Landlord of any provision of this Lease or to be a consent to any assignment, subletting, or other transfer. The Tenant shall pay the Landlord the amounts of any increase in costs or expenses incident to the occupancy of the Premises by an assignee or subtenant, including, without limitation, reasonable attorney's fees incurred in connection with assessing the assignment or sublease transaction and giving or withholding the consent.

10.3 Landlord's Right to Assign.

The Landlord is entitled to assign its interest under this Lease without the consent of the Tenant. If the Landlord assigns that interest, the Landlord will, from and after the date of the assignment, be relieved of all liability and obligation to the Tenant under this Lease, and all that liability and obligation will, as of the time of the assignment or on the Commencement Date, whichever is later, automatically pass to the Landlord's assignee. This Lease will not be affected by any assignment, sale, or transfer of the Premises, and the Tenant shall attorn to the purchaser or other transferee. If a sale or conveyance by the Landlord of the Landlord's interest in the Premises other than a transfer for security purposes only, the Landlord shall be relieved from and after the date specified in any notice of transfer of all obligations and liabilities to the Tenant that accrue after that sale or conveyance on the part of the Landlord, except that funds in the possession of the Landlord at the time of transfer in which the Tenant has an interest will be delivered to the successor of the Landlord.

ARTICLE 11 DAMAGE AND DESTRUCTION

11.1 No Abatement of Rent.

No damage to or destruction of Improvements will affect an abatement or reduction in Rent or other obligation. The Tenant waives any provisions of law to the contrary.

11.2 Damage or Destruction.

If Improvements are damaged during the Lease Term by any casualty that is required to be covered by a policy of insurance to be maintained pursuant to Article 9, the Tenant shall repair or rebuild the Improvements so that the repaired or rebuilt Improvements have at least the same values as the Improvements immediately prior to the damage or destruction. At the option of the Landlord, the Landlord may have control of and direct the repair or rebuild of the Improvements.

ARTICLE 12 CONDEMNATION

12.1 Eminent Domain; Cancellation.

If all the Premises are taken by any entity with the power of eminent domain (a "Condemning Authority") or if the Premises are conveyed to a Condemning Authority by a negotiated sale, or if part of the Premises is so taken or conveyed so that the use of the remaining Premises is materially interfered with, or such that the Improvements cannot be rebuilt so that upon completion the Tenant may again use the Premises without substantial interference, the Tenant may terminate this Lease by giving the Landlord written notice on or before 60 days after the occurrence of any of the foregoing and that termination will be effective as of the date of the transfer to the Condemning Authority. If this Lease is terminated pursuant to this section 12.1, the Landlord shall promptly refund to the Tenant any Rent prepaid beyond the effective date of termination.

12.2 Partial Takings.

If part of the Premises or the Improvements are taken or conveyed without materially interfering with the use of the Premises, this Lease will not terminate, and Rent will not abate. In that event, the Landlord will receive the portion of the award attributable to the value of the fee title estate taken, and the Tenant will be entitled to all remaining awards and other compensation or sums, and the Tenant shall apply all those amounts the Tenant receives to the extent necessary to pay the cost of restoring the Improvements and the Premises to a complete architectural unit suitable for the Tenant's use on the Premises.

12.3 Basis of Awards.

No award for any taking will be apportioned—and the Tenant hereby assigns to the Landlord any award that may be made in the taking or condemnation—together with all rights of the Tenant arising from the award or any portion of the award, except that nothing contained in this section 12.3 will be deemed to give the Landlord any interest in or to require the Tenant to assign to the Landlord any award made to the Tenant for the taking of personal property and fixtures belonging to the Tenant, for the interruption of or damage to the Tenant's business, or for the Tenant's unamortized cost of leasehold improvements. No temporary taking of the Premises or the Tenant's right in the Premises or under this Lease will terminate this Lease or give the Tenant any right to any abatement of rent thereunder, and any award made to the Tenant by reason of a temporary taking will belong entirely to the Tenant, and the Landlord is not entitled to any portion of it.

ARTICLE 13 LANDLORD FINANCING

13.1 Landlord's Mortgage.

The Landlord is entitled to encumber the Landlord's interest in the Premises by one or more mortgages, deeds of trust, assignments of rents and leases, security agreements, or otherwise (in each case, a "Landlord Mortgage"). As a condition to any Landlord Mortgage, the Landlord shall obtain a nondisturbance agreement from each secured party providing that the secured party will not disturb the Tenant's enjoyment of the Premises under the Lease so long as the Tenant is not in default under the Lease beyond the applicable cure period.

13.2 Attornment.

If the holder of any Landlord Mortgage succeeds to the rights of the Landlord under this Lease, then at the option of that successor, the Tenant shall attorn to and recognize that successor as the Tenant's landlord under this Lease and shall promptly execute and deliver any instrument that may be necessary to evidence that attornment.

13.3 Prohibition of the Tenant's Mortgage.

The Tenant is not entitled to mortgage or encumber its interest in this Lease. Any encumbrance in breach of this section is null and void.

13.4 Subordination.

This Lease, at the Landlord's option, is subject and subordinate to the lien of any mortgages or deeds of trust in any amount or amounts whatsoever now or hereafter placed on or against the Premises, the Improvements, or on or against the Landlord's interest or estate therein, without the necessity of the execution and delivery of any further instruments on the part of the Tenant to effectuate the subordination. Notwithstanding anything to the contrary in this article or Article 15, this Lease will remain in full force and effect for the full term of this Lease, including any extensions, so long as the Tenant is not in default under the Lease. The Landlord agrees to provide to the Tenant a nondisturbance agreement from its lender and any subsequent lenders. The Tenant shall execute and deliver upon demand such further instruments evidencing the subordination of this Lease to the lien of any Landlord Mortgages as may be reasonably requested by the Landlord.

13.5 Estoppel Certificates.

(a) Delivery of Tenant Estoppel Certificate.

The Tenant shall on one or more occasions – upon ten days' prior written notice from the Landlord – sign, notarize, and deliver to the Landlord, or the holder of any Landlord Mortgage or other persons or entities as the Landlord may designate, a statement in writing, all limited to the Tenant's actual knowledge, (i) certifying that this Lease is unmodified and in full force and effect (or, if modified, stating the nature of the modifications and certifying that this Lease, as so modified, is in full force and effect) and the date to which the rent and other charges are paid in advance, if any; (ii) acknowledging that there are not any uncured defaults on the part of the Landlord hereunder, or specifying the defaults if any are claimed; (iii) acknowledging that the Tenant has unconditionally accepted the Premises, is in possession thereof, and no defense to enforcement of the Lease exists; (iv) agreeing to provide any Landlord mortgagee with the opportunity to cure defaults by the Landlord; and (v) agreeing not to amend, cancel, or assign (except to affiliates as approved by the Landlord) the Lease without the prior written consent of any holder of a Landlord Mortgage. Any such statement may be conclusively relied upon by any prospective purchaser or encumbrancer of the Premises.

(b) Consequences If Tenant Estoppel Certificate Not Delivered.

At the Landlord's option, the Tenant's failure to deliver the statement pursuant to section 13.5(a) within the required time will be a material breach of this Lease. The Tenant's failure will also be conclusive upon the Tenant (i) that this Lease is in full force and effect, without modification, except as may be represented by the Landlord; (ii) this Lease constitutes the entire agreement between the Landlord and the Tenant with respect to the Premises and, except as stated in this Lease, the Tenant does not claim any right, title, or interest in the Premises or any part thereof, (iii) that there are no uncured defaults in the Landlord's performance; (iv) that not more than one month's rent has been paid in advance; (v) that the Tenant is in possession of the Premises; (vi) that no defenses exist to the enforcement of the Lease; and (vii) that the Tenant agrees to be bound by this Lease.

ARTICLE 14 ADDITIONAL COVENANTS

14.1 Representations.

The Tenant hereby represents and warrants to the Landlord as follows: (a) The Tenant is duly organized, validly existing, and in good standing under the laws of the State of North Carolina. (b) The Tenant has the power and authority to enter into and to perform its obligations under this Lease. The execution and delivery of this Lease and performance by the Tenant of the Tenant's obligations under this Lease have been duly authorized by all necessary action. (c) This Lease has been duly executed and delivered by the Tenant. (d) The execution and delivery of this Lease and the performance of the terms of this Lease by the Tenant (i) will not conflict with or result in a violation of any applicable law or rule affecting the Tenant; (ii) will not conflict with or result in a violation of any judgment, order, or decree of any court or governmental agency; (iii) will not breach the terms of any instrument, document, or agreement to which the Tenant is a party or by which the Tenant or any of Tenant's property is bound. (e) No consent, license, approval, or authorization of any governmental authority, bureau, or agency is required for the execution, delivery, performance, validity, and enforceability of this Lease by or against the Tenant, except those that have previously been obtained.

14.2 Financial Condition.

On one or more occasions, the Landlord may request from the Tenant, and the Tenant shall deliver, a copy of the Tenant's most recent financial statements as to the Tenant's financial condition, including those prepared by an outside accountant, and all other information about the Tenant that the Landlord may reasonably request. The request may include, among other things, copies of the last two years' federal tax filings, profit and loss statements of the current and previous fiscal year, balance sheets as of the end of those years, copies of reports submitted to the chartering agency, financial audits, number of students enrolled, number of students on waiting lists, and all expenditures. The Tenant shall deliver the requested documents no later than 15 days after written request to the extent the documents are reasonably available, or if they are not reasonably available during that 15-day period, the Tenant shall use reasonable efforts to provide the requested documents as promptly as reasonably possible.

14.3 Charter Status.

The Tenant represents and warrants to the Landlord that the Tenant will obtain all necessary licenses and authorizations necessary to operate as a charter school (those approvals, the "Charter") pursuant to N.C. Gen. Stat. § 115C-218 et seq. The Tenant shall maintain the Charter as valid and in good standing at all times during the Lease Term. The Tenant shall comply with all applicable laws relating to charter schools (those applicable laws, "Charter School Regulations").

14.4 Lender Requirements.

The Tenant shall, at all times, be in compliance with all terms established or required by any third party lender ("Lender") relating to the Premises (those requirements, the "Lender

Requirements”) contained in any loan agreement (“Loan Agreement”) entered into between a Lender and the Landlord. Those requirements may include, without limitation, the following:

14.5 Charter School Requirements.

The Tenant shall comply with all requirements and covenants of its Charter as required by the charter authorizer (“Authorizer”) (the North Carolina Office of Charter Schools or the State Board of Education, as applicable). The Tenant shall provide the Landlord with copies of all correspondence required by the Authorizer and all financial reports required by the Authorizer and applicable department of education in the required form. The Tenant shall provide the Landlord with internally-generated quarterly financial statements before 45 days after the end of each calendar quarter. The Tenant shall provide the Landlord and the Lender with copies of the Tenant’s unqualified audited financial statements before 180 days after the end of the Tenant’s fiscal year. The Tenant shall operate the school in a manner to maintain the current enrollment and to achieve the enrollment projections provided by the Tenant to the Landlord during the Landlord’s due diligence. The Tenant acknowledges that its Education Management Organization (the “EMO”) is vital to the success of the Tenant and sudden changes to the EMO could harm the Tenant’s financial stability. The Tenant shall not amend, change, modify, or terminate its agreement with the EMO or engage a new EMO without the prior written consent of the Landlord, which consent shall not be unreasonably withheld.

14.6 Required Charter School Lease Disclaimer.

Every contract or lease into which the Tenant (as a charter school) enters shall include the following language: “No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State of North Carolina or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State of North Carolina or its political subdivisions.” This Lease shall be deemed to include that exact language.

ARTICLE 15 DEFAULT

15.1 Events of Default.

Any one or more of the following constitute an event of default (“Events of Default”) under this Lease:

(a) Breach of Obligations.

If the Tenant does any one or more of the following: (i) Fails to pay any Rent or other amount on or before the date due and that failure is not cured before five days after written notice from the Landlord; (ii) Fails to provide insurance coverage as required by this Lease, and that failure is not cured before ten days after written notice of the breach; (iii) Makes any material misrepresentation or any material false statement to the Landlord or the Landlord’s agents in any document delivered to the Landlord in connection with the negotiations of this Lease; (iv) Abandons or enters into

negotiations to abandon the Premises or vacate the Premises; fails to occupy the Premises upon the completion of the construction of the Premises; or admits that the Tenant does not intend to occupy the Premises upon completion of the construction of the Premises; (v) Breaches this Lease and that breach is not cured before 30 days after written notice of the breach, or if the cure will reasonably take longer than 30 days but not more than 60 days to cure, the cure is not started within the 30-day period or once started is not pursued diligently to completion.

(b) Bankruptcy.

If the Tenant (i) files a petition in bankruptcy, for reorganization, or for an arrangement pursuant to any federal or state bankruptcy law or any similar law; (ii) is adjudicated a bankrupt; (iii) makes an assignment for the benefit of creditors; (iv) admits in writing its inability to pay its debts generally as they become due; or (v) if a petition or answer proposing the adjudication of the Tenant as a bankrupt or its reorganization pursuant to any bankruptcy law or any similar law is filed in any court and the Tenant consents to or acquiesces in the filing and the petition or answer is not discharged or denied before 120 days after the occurrence of any of those events in this clause (v).

(c) Other Insolvency Events.

If a receiver, trustee, or liquidator of the Tenant or if all or substantially all of the assets of the Tenant or of the Premises or the Tenant's leasehold interest therein are appointed in any proceeding brought by the Tenant, or if any such receiver, trustee, or liquidator is appointed in any proceeding brought against the Tenant and is not discharged within 120 days after the occurrence thereof, or if the Tenant consents to or acquiesces in the appointment.

(d) Debt Service Coverage.

A failure of the Tenant to maintain a minimum debt service coverage ratio of 1:1 as reasonably calculated by the Landlord or a Lender. "Debt Service Coverage" means, for any fiscal year, the ratio obtained by dividing the Cash Available to Service Debt by the Annual Debt Service. "Cash Available to Service Debt" means (i) funds received from federal, state, and local governments, cash donations, and grants; (ii) minus total expenditures; (iii) plus depreciation and amortization (iv) plus income received from leases and rents; (v) plus interest income. "Annual Debt Service" means annual interest payments, annual lease and rent payments, the other annual payments due for all other liabilities listed on the Tenant's statement of financial position.

(e) Enrollment Hurdle.

If the Tenant fails to maintain an enrollment count of at least 500 students in year one of operations, at least 700 students in year two, and at least 900 students in each year after year two.

(f) Lender Requirements.

The failure of the Tenant to comply with the Lender Requirements in accordance with Section 14.4, or to cure such noncompliance within ten days of notice of noncompliance.

(g) License.

The failure of the Tenant to maintain its Charter or the failure of the Tenant to comply with the Charter School Regulations or other applicable law, and that failure is not cured before 15 days after written notice of the failure.

15.2 Remedies.

If there is an Event of Default, the Landlord has, among others, the following rights and remedies to the maximum extent available or permitted under applicable law:

(a) Right to Terminate.

The Landlord may give the Tenant notice of the Landlord's termination of the Lease. Upon the giving of notice, the term of this Lease and the estate hereby granted will expire and terminate on the date in the notice with the same effect as if that date were the date in this Lease fixed for the expiration of the Lease Term, and all rights of the Tenant hereunder will terminate. But the Tenant will remain liable as provided in this Lease. Upon termination of this Lease, all improvements to the Premises will automatically belong to the Landlord, except that the Tenant may remove all school-related furniture, trade fixtures, and equipment that belong to the Tenant pursuant to this Lease.

(b) Right to Re-enter.

At the Landlord's option and without waiving any default by the Tenant, the Landlord may continue this Lease in full force and effect and collect all Rent and any other amounts to be paid by the Tenant under this Lease as and when due. The Landlord may, whether or not the term of this Lease has been terminated, re-enter and repossess the Premises by summary proceedings, ejectment, or in any lawful manner the Landlord determines to be desirable and to remove all persons and property from the Premises. No re-entry or repossession of the Premises by the Landlord will be construed as an election by the Landlord to terminate this Lease unless a notice of that termination is given to the Tenant pursuant to section 15.2(a).

(c) Right to Change Tenant's EMO.

The Landlord may require the Tenant to change, amend, or terminate its agreement with the EMO and hire a EMO chosen by the Landlord in the Landlord's reasonable discretion.

(d) Reletting of the Premises.

At any time on one or more occasions after the re-entry or repossession of the Premises, whether or not the term of this Lease has been terminated, the Landlord shall use reasonable efforts to relet the Premises for the account of the Tenant at a rental that is reasonable in light of the then-existing market conditions in the community, in the name of the Tenant, the Landlord, or otherwise, without notice to the Tenant, for the term and on the other terms and for the uses as the Landlord may determine. The Landlord may collect and receive any rents payable by reason of that reletting. The Landlord is not obligated to relet the Premises for a purpose other than as a charter school.

(e) No Release.

No expiration or termination of the Lease pursuant to this Lease, by operation of law, or otherwise; no re-entry or repossession of the Premises; and no reletting of the Premises will relieve the Tenant of the Tenant's obligations under this Lease, all of which will survive any such expiration, termination, re-entry, repossession, or reletting.

(f) Damages.

If this Lease expires or is terminated or the Landlord re-enters or repossesses the Premises because of an Event of Default, the Tenant shall pay the Landlord all Rent, additional rent, and all other amounts due to the Landlord to and including the date of that expiration, termination, re-entry, or repossession. Thereafter, the Tenant shall, until the end of what would have been the term of this Lease in the absence of the expiration, termination, re-entry, or repossession, and whether or not the Premises has been relet, be liable to the Landlord for, and shall pay to the Landlord, as liquidated and agreed current damages all of the following: (i) all Base Rent on a current basis and all additional rent and other sums that would be payable under this Lease by the Tenant in the absence of the expiration, termination, re-entry, or repossession, less (ii) the net proceeds, if any, of the reletting affected for the account of the Tenant pursuant to this section 15.2(d), after deducting from those proceeds all expenses of the Landlord in connection with the reletting (including, without limitation, all repossession costs, brokerage commissions, attorneys' fees and expenses (including fees and expenses of appellate proceedings), employees' expenses, alteration and construction costs and expenses of preparation for the reletting, and other expenses related to the Tenant's default). The Tenant shall pay the current damages on the days on which Base Rent would be payable under this Lease in the absence of the expiration, termination, re-entry, or repossession, and the Landlord is entitled to recover the same from the Tenant on each such day.

15.3 Landlord's Rights.

Subject to applicable law, on or before 30 days after receipt of written notice by the Landlord of the Tenant, the Tenant shall (i) implement any reasonable administrative programs, oversight, or training reasonably requested by the Landlord; (ii) deposit all funds into an account specified by the Landlord; (iii) engage consultants selected by the Landlord to provide specialized or targeted technical assistance and promptly comply with instructions and recommendations from those consultants; and (iv) enter into a tenant management services agreement with a recognized tenant management company selected by the Landlord and promptly comply with instructions and recommendations from that management company.

15.4 Remedies Not Exclusive.

No right or remedy in this Lease is intended to be exclusive of any other right or remedy, and each and every right and remedy will be cumulative and in addition to any other right or remedy given under this Lease or available by applicable law.

ARTICLE 16 DISPUTE RESOLUTION

16.1 Mediation.

If a dispute arises out of or relates to this Lease, and if the dispute cannot be settled through negotiation, the parties shall first try in good faith to settle the dispute by mediation before resorting to arbitration, litigation, or some other dispute resolution procedure. The mediation will take place in North Carolina.

16.2 Arbitration.

(a) If a party believes that a dispute exists, the party may notify the other parties by written notice (a "Dispute Notice"). The Dispute Notice must identify and describe the dispute in reasonable detail. On or before 90 days after a Dispute Notice is delivered by one party to the other parties (that period, the "Final Position Period"), each party shall submit to the other parties the party's final and best position as to the dispute (that submission, a "Final Position"). A party may not change their Final Position after the Final Position Period unless agreed by all the parties. The parties may, however, make settlement proposals after the Final Position Period, but those proposals may not be submitted to or considered by the arbitrator. Promptly after the Final Position Period, and in no event more than 30 days after the Final Position Period, the parties shall meet and attempt in good faith to resolve the dispute. If the dispute is not resolved at that meeting, any party may submit the dispute to arbitration.

(b) Any dispute that is not settled through mediation or the process in section 16.2(a), will be settled by arbitration in North Carolina, in accordance with the North Carolina Uniform Arbitration Act (N.C. Gen. Stat. § 1-569.1 et seq.), and judgment on the award rendered by the arbitrator—if not paid or otherwise settled

in full before 30 days after the date of the award—may be entered in any court of competent jurisdiction.

(c) Subject to section 16.3, the arbitrator shall select one of the Final Positions of all parties. The parties acknowledge and agree to the risks associated with limiting the arbitrator to selecting one Final Position rather than making a general arbitration award. The parties shall use reasonable efforts to cause the arbitrator to render the arbitrator's decision on or before 90 days after the designation of the arbitrator, and the parties shall cooperate with each other and the arbitrator in the conduct of the arbitration to permit that timing. If the arbitrator determines the arbitrator cannot practically render a decision within the 90-day period, the arbitrator may extend the 90-day period to be the shortest reasonable period allowing for expedited discovery. All mediation and arbitration will be confidential. The unsuccessful parties shall pay all reasonable costs (including attorney's fees) related to the dispute of the prevailing party in an arbitration proceeding.

16.3 Final-Positions Approach Not Applicable to Cost Disputes.

Notwithstanding anything to contrary in this Article 16, the provisions of section 16.2 requiring the parties to submit (and the arbitrator to choose between) Final Positions will not apply to any dispute related to the costs payable by a party. For any such cost dispute or portion of a dispute that relates to costs payable by one party to another, no party is required to submit a Final Position, and the arbitrator shall make its determination without constraint as to the Final Positions of the parties.

(a) Purchase Option Grant of Option.

Provided no Event of Default has occurred and is continuing, the Landlord hereby grants to the Tenant an irrevocable option (the "Purchase Option") to purchase fee title to the Premises, free and clear of all liens and encumbrances except for Permitted Encumbrances (as defined below), pursuant to the form of purchase agreement attached as Exhibit D and to be signed by the Landlord and the Tenant in connection with this Lease. The Purchase Option is personal to the Tenant and may not be assigned except in connection with a permitted assignment of this Lease under Article 10. "Permitted Encumbrances" means (i) any Landlord Mortgage (as defined in Article 13), provided the Tenant attorns to the Lender as required therein; (ii) easements, restrictions, and encumbrances existing as of the date of this Lease; and (iii) any matters caused by the Tenant.

(b) Exercise of Option.

The Tenant may exercise the Purchase Option at any time after the twelfth (12th) month of the Lease Term and prior to the expiration of the Lease Term by delivering written notice (the "Exercise Notice") to the Landlord in accordance with Section 17.3. The Exercise Notice shall specify a proposed closing date (the "Closing Date"), which shall be a business day no less than sixty (60) days and no more than one hundred

twenty (120) days after the date of the Exercise Notice. Upon exercise, the parties shall execute the purchase agreement in the form of Exhibit D within thirty (30) days of the Exercise Notice. If the parties fail to agree on any modifications to Exhibit D, the matter shall be resolved pursuant to Article 16.

(c) Purchase Price.

The purchase price for the Premises (the “Purchase Price”) shall be (i) 120% of the total Land and Improvement Costs (as defined and trued-up in Exhibit C) between the twelfth (12th) and twenty-fourth (24th) month anniversary of the issuance of the certificate of occupancy by the requisite governing authority authorizing the Tenant to occupy the Premises (the “C of O”); (ii) 122% of the total Land and Improvement Costs between the twenty-fourth (24th) and forty-eighth (48th) month anniversary of the C of O; and (iii) thereafter, increased annually by the greater of 2.5% and the Consumer Price Index (“CPI”). The Purchase Price shall also include any accrued but unpaid Additional Rent, late fees, or other amounts due under this Lease, plus the Landlord’s reasonable closing costs (not to exceed 1% of the Purchase Price). Any dispute regarding the Purchase Price shall be resolved pursuant to Article 16, with interest accruing at 8% per annum on any disputed amount from the date of the Exercise Notice until resolution.

(d) Closing.

On the Closing Date, the Landlord shall convey the Premises to the Tenant by special warranty deed, free and clear of all liens except Permitted Encumbrances, and the Tenant shall pay the Purchase Price in immediately available funds. The parties shall prorate real estate taxes, utilities, and other expenses as of the Closing Date in accordance with Section 6.2. The Tenant shall be responsible for all transfer taxes, recording fees, and title insurance premiums. The Landlord shall provide a title affidavit and any other customary seller deliverables. If the Premises are subject to a Landlord Mortgage, closing shall be conditioned on the Lender’s release of the mortgage upon payment of the Purchase Price (or a portion thereof sufficient to satisfy the Loan Agreement, as defined in Article 13). The Tenant agrees to cooperate with the Landlord in obtaining any necessary Lender approvals.

(e) Condition of Premises.

The Tenant shall purchase the Premises “AS IS, WHERE IS,” without any representations or warranties from the Landlord except as expressly set forth in Exhibit D, subject to the Landlord’s obligations under Article 7 up to the Closing Date. The Tenant shall have the right to inspect the Premises prior to closing in accordance with Section 4.6.

(f) Effect on Lease.

i. Upon closing, this Lease shall terminate, and the Tenant shall have no further obligations hereunder except for those that expressly survive termination (e.g., indemnity under Article 9). If the Tenant fails to close after exercising the Purchase Option (other than due to Landlord's default), the Tenant shall pay the Landlord a fee equal to one (1) month's Base Rent as liquidated damages, and the Purchase Option shall terminate.

ii. All obligations of the Landlord and the Tenant included in Sections 4.3 (Environmental Compliance), 5.4 (Mechanics' Liens), Article 6 (Taxes and Assessments), Article 9 (Insurance and Indemnity), Article 16 (Dispute Resolution), and Article 17 (General Provisions) will survive the Tenant's exercise of the Purchase Option and the conveyance of the Premises to the Tenant.

(g) Charter School Compliance.

Exercise of the Purchase Option is conditioned on the Tenant's continued compliance with all Charter School Regulations (as defined in Section 14.5) and approval by the Authorizer, if required. The Premises shall continue to be used solely for educational purposes as a charter school post-closing, unless otherwise permitted by applicable law.

(h) Subordination.

The Purchase Option is subordinate to any Landlord Mortgage, and the Tenant agrees to execute any subordination or non-disturbance agreement reasonably required by the Lender pursuant to Section 13.4.

**ARTICLE 17
GENERAL PROVISIONS**

17.1 Broker's Commission.

The Tenant and the Landlord represent and warrant to each other that there are no claims for brokerage commissions or finder's fees in connection with this Lease, and each shall pay and indemnify the other against all liabilities arising from any claims, including related attorneys' fees, relating to claims arising out of the other's actions.

17.2 Quitclaim.

At the expiration or earlier termination of this Lease, the Tenant shall execute, acknowledge, and deliver to the Landlord, on or before five days after written demand, any quitclaim deed or other document deemed necessary or desirable by the Landlord's counsel to remove the cloud of this Lease from the real property subject to this Lease.

17.3 Notices.

Each party giving or making any notice, request, demand, or other communication (each, a “Notice”) pursuant to this Lease must give the Notice in writing and use one of the following methods of delivery, each of which, for purposes of this Lease, is a writing: personal delivery, registered or certified mail (in each case, return receipt requested and postage prepaid), nationally-recognized overnight courier (with all fees prepaid), facsimile, or PDF (portable document format) attached to an email. Any party giving a Notice must address the Notice to the appropriate person at the receiving party (the “Addressee”) at the address stated below or to another Addressee or another address as designated by a party in a Notice given to the other parties pursuant to this section. Except as may be expressly stated otherwise in this Lease, a Notice is effective only if the party giving the Notice has complied with this section and the Addressee has received the Notice. A Notice is deemed received as follows: (a) if a Notice is delivered in person, sent by registered or certified mail, or sent by nationally-recognized overnight courier, upon receipt as indicated by the date on the receipt; (b) if a Notice is sent by facsimile, upon receipt by the party giving the Notice of an acknowledgment or transmission report generated by the machine from which the facsimile was sent indicating that the facsimile was sent in its entirety to the Addressee’s facsimile number; and (c) if a Notice is sent as a PDF attachment to an email, upon proof the email was sent. If the Addressee rejects or otherwise refuses to accept the Notice, or if the Notice cannot be delivered because of a change in address for which no or improper Notice was given, then the Notice is deemed delivered and received by the Addressee upon the rejection, refusal, or inability to deliver. If a Notice is received after 5:00 p.m. on a business day where the Addressee is located, or on a day that is not a business day where the Addressee is located, then the Notice is deemed received at 9:00 a.m. on the next business day where the Addressee is located.

If to Landlord:

Charter One Development LLC or assigned entity

Attn: Taylor Brand

6913 E Rembrandt Ave, Suite 2

Mesa, AZ 85212

Facsimile: None

Telephone (for verification purposes only): 480-420-2101

Email: taylor@c1dev.com

With a copy to:

C1D Capeton, LLC (or successor)

Attn: Mitchell D. Schwab

1525 S Higley Rd, Suite 104

Gilbert, AZ 85296

Facsimile: None

Telephone (for verification purposes only): 307-413-8023

Email: mitchell@ironwoodcanyon.law

If to Tenant:

American Leadership Academy Capeton, Inc.

Attn: Robert Nelsen
14111 Capital Blvd Suite 2
Wake Forest, NC 27587
Facsimile: None Telephone (for verification purposes only): 480-420-2101
Email: rnelsen@charter.one

With a copy to:

American Leadership Academy Capeton, Inc.
Attn: Robert Plowman
6913 E Rembrandt Ave, Suite 1
Mesa, AZ 85212
Facsimile: None Telephone (for verification purposes only): 480-420-2101
Email: robert@charter.one

17.4 Confidentiality.

(a) Obligation to Maintain Confidentiality.

Except as otherwise required by law (including public records laws applicable to the Tenant as a charter school), the Tenant shall not, and shall cause each of the Tenant's directors, officers, employees, agents, and representatives (collectively, the "Representatives") not to disclose the Confidential Information to any person or entity other than the Representatives of the Tenant that need to know the Confidential Information for appropriate business purposes and agree to be bound by the provisions of this section.

(b) Definition of Confidential Information.

"Confidential Information" means all information relating to the terms of this Lease and the business of the Landlord or Charter One Development LLC, an Arizona limited liability company. The term "Confidential Information" excludes information that becomes generally publicly available other than as a result of disclosure by the Tenant or any of the Tenant's Representatives, information that becomes available to the Tenant on a nonconfidential basis from a third party that is not bound by a similar duty of confidentiality, and information that must be disclosed pursuant to an applicable public records law or other applicable law that requires the disclosure of the otherwise confidential information.

17.5 Amendments.

The parties may amend this Lease only by a written agreement signed by all of the parties that identifies itself as an amendment to this Lease.

17.6 Waivers.

The parties may waive any provision in this Lease only by a writing signed by the party or parties against whom the waiver is sought to be enforced. No failure or delay in exercising any right or remedy or in requiring the satisfaction of any condition under this Lease, and no act, omission, or course of dealing between the parties, operates as a waiver or estoppel of any right, remedy, or condition. A waiver made in writing on one occasion is effective only in that instance and only for the purpose for which the waiver was obtained. A waiver once given is not to be construed as a waiver on any future occasion or against any other person.

17.7 Severability.

If any provision of this Lease is determined to be invalid, illegal, unenforceable, (a) the remaining provisions of this Lease remain in full force if the essential terms of this Lease for each party remain valid and enforceable, and (b) the parties shall substitute a valid and enforceable provision that, to the maximum extent possible under applicable law, preserves the economic positions and original intentions of the parties as to the invalid, illegal, or unenforceable provisions.

17.8 Entire Agreement.

This Lease constitutes the final agreement between the parties. It is the complete and exclusive expression of the parties' agreement on the matters contained in this Lease. All prior and contemporaneous negotiations and agreements between the parties on the matters contained in this Lease are expressly merged into and superseded by this Lease. The provisions of this Lease may not be explained, supplemented, or qualified through evidence of trade usage or a prior course of dealings. In entering into this Lease, the parties represent, warrant, and agree that they have not relied upon the accuracy or completeness of, whether express or implied, any statement, information, representation, warranty, or agreement of another party except for those expressly contained in this Lease. There are no conditions precedent to the effectiveness of this Lease other than those expressly stated in this Lease.

17.9 Counterparts; Facsimile and Electronic Signatures.

The parties may sign this Lease in multiple counterparts, each of which constitutes an original, and all of which, collectively, constitute only one agreement. The signatures of all of the parties need not appear on the same counterpart, and delivery of a signed counterpart signature page by facsimile or electronically is as effective as signing and delivering this Lease in the presence of the other parties to this Lease. This Lease is effective upon delivery of one executed counterpart from each party to the other parties. In proving this Lease, a party must produce or account only for the signed counterpart of the party to be charged.

17.10 Transaction Costs.

Except as expressly provided in this Lease, each party will pay the fees and expenses of the party's agents, representatives, attorneys, and accountants and all the party's other fees and expenses incurred in connection with the negotiation, drafting, signing, delivery, and performance of this Lease and the transactions it contemplates.

17.11 Third-Party Beneficiaries.

This Lease does not and is not intended to confer any rights or remedies upon any person other than the signatories, except that the nonparties indemnified pursuant to this Lease and Charter One Development are express third-party beneficiaries of this Lease and may enforce this Lease as if a party to this Lease.

17.12 Interpretation.

This Lease will not be construed in favor of or against any party because of authorship or for any other reason.

17.13 Time of Essence.

With regards to all dates and time periods in this Lease, time is of the essence.

17.14 Additional Documents.

At the written request of a party, each other party shall provide the requesting party, or sign for the requesting party, any additional documents required to consummate the transactions contemplated by this Lease.

17.15 Governing Law.

The laws of the State of North Carolina (without giving effect to its conflict of laws principles) govern the interpretation, construction, performance, and enforcement of this Lease and all other matters arising out of or relating to this Lease. Any action or proceeding arising out of or relating to this Lease shall be brought exclusively in the state or federal courts located in Harnett County, North Carolina.

17.16 Rights and Remedies Cumulative.

Any enumeration of rights and remedies in this Lease is not intended to be exhaustive. Any party's exercise of any right or remedy under this Lease does not preclude the exercise of any other right or remedy. All of a party's rights and remedies are cumulative and are in addition to any other right or remedy in this Lease, any other agreement between the parties, or which may now or subsequently exist at law or in equity, by statute, or otherwise.

17.17 Waiver of Jury Trial.

Each party knowingly, voluntarily, and intentionally waives the party's right to a trial by jury to the extent permitted by law in any action or other legal proceeding arising out of or relating to this Lease and the transactions it contemplates. This waiver applies to any action or other legal proceeding, whether sounding in contract, tort, or otherwise. Each party acknowledges that the party has received, or has had the opportunity to receive, the advice of competent counsel related to this waiver.

17.18 Litigation Expenses.

If any legal action, arbitration, or other proceeding is brought under this Lease, in addition to any other relief to which a successful or prevailing party (the “Prevailing Party”) is entitled, the Prevailing Party is entitled to recover, and the non-Prevailing Party shall pay, all fees, taxes, costs, and expenses incident to the legal action, arbitration, appellate, bankruptcy, post judgment, or other proceedings and all other reasonable attorneys’ fees, court costs, expenses of the Prevailing Party, even if not recoverable by law as court costs, incurred in that action, arbitration, or proceeding and all appellate proceedings. For purposes of this section, the term “attorneys’ fees” includes paralegal fees, investigative fees, expert-witness fees, administrative costs, disbursements, and all other charges billed by the attorney to the Prevailing Party.

17.19 Not a Partnership.

This Lease does not constitute or create a partnership among the parties. No joint venture, partnership, or other joint undertaking is inferred from this Lease. No party to this Lease has the right or authority to make representations, act, or incur any debts on behalf of another party. No party is acting as an agent for an undisclosed principal or as a nominee.

17.20 Advice of Counsel.

Each party acknowledges and agrees that the terms of this Lease have been completely read and fully understood and voluntarily accepted by the party after having a reasonable opportunity to retain and confer with legal counsel. This Lease is entered into after a full investigation by the parties. The parties acknowledge and agree that Mitchell Schwab represents Charter One Development and its interest in this Lease and does not represent any other party to this Lease, has not given advice to any other party to this Lease, and has recommended to non-represented parties that they seek competent legal counsel related to this Lease.

17.21 Specific Performance.

The parties agree that irreparable damage would occur if any of the provisions of this Lease were not performed in accordance with the terms of this Lease and that the parties are entitled to specific performance of the terms of this Lease in addition to any other remedy at law or equity.

17.22 Required Charter School Disclaimer in Contracts.

Pursuant to N.C. Gen. Stat. § 115C-218.105 and related provisions, this Lease and any related documents shall expressly include the disclaimer set forth in Section 14.6 above.

[Remainder of page intentionally left blank]

[Signature page follows]

The parties are signing this Build-to-Suit Lease on the date stated in the introductory paragraph.

Charter One Development LLC or assigned entity

By: _____

Name:

Title:

American Leadership Academy Capeton, Inc.

By: _____

Name:

Title:

DRAFT

EXHIBIT A

Premises – Legal Description (Harnett County, North Carolina – to be attached upon acquisition)

DRAFT

Exhibit B

Facilities/Improvements (Site Plan, Admin Building Floor Plan, Classroom Building Floor Plan)

DRAFT

Exhibit C
Rent Schedule

For the period beginning on the Inspection Approval Date and ending August 31, 2029, Base rent is 10% of Land and Improvement Costs. Notwithstanding the prior sentence, the Landlord waives Base Rent for the first two full months of that period and defers an additional one month of rent for the third month of that period.

For the subsequent period ending August 31, 2030, Base Rent is 10% of Land and Improvement Costs.

For the subsequent period ending August 31, 2031, Base Rent is 10% of Land and Improvement Costs

For each subsequent period 12 month period, Base Rent will increase by the greater of 2.5% and the Consumer Price Index ("CPI"). CPI shall mean the latest twelve-month percentage change of all items as published by the US Bureau of Labor Statistics (or other successor administrator).

DRAFT

DRAFT



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

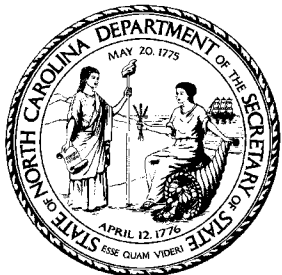
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

AMERICAN LEADERSHIP ACADEMY CAPETON, INC.

the original of which was filed in this office on the 2nd day of January, 2026.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 2nd day of January, 2026.

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: American Leadership Academy Capeton, Inc.

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: Gregg Sindere

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 14111 Capital Blvd Ste 2

City: Wake Forest State: NC Zip Code: 27587 County: Franklin

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: _____

City: _____ State: NC Zip Code: _____ County: _____

5. The name and address of each incorporator is as follows:

Gregg Sindere - 14111 Capital Blvd Ste 2 Wake Forest, NC 27587

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. Any other provisions which the corporation elects to include are attached.

9. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (480) 420-2101

Number and Street: 14111 Capital Blvd Suite 2

City: Wake Forest State: NC Zip Code: 27587 County: Franklin

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

10. **(Optional):** Listing of Officers (See instructions for why this is important)

11. **(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.

12. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 22 day of December, 2025.

American Leadership Academy Capeton, Inc.

Incorporator Business Entity Name

Gregg Sindors

Signature of Incorporator

Gregg Sindors 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.

Dissolution

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.

No Private Benefit

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 these Articles. 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.

Organizers

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.

BYLAWS
OF
AMERICAN LEADERSHIP ACADEMY CAPETON, INC.

A Non-Profit Corporation

ARTICLE I

NAME AND OFFICES

Section 1.01 Name. The name of the operation shall be American Leadership Academy Capeton, Inc. (hereafter, the “Corporation” or “School”).

Section 1.02 Principal Office. The nonprofit corporation’s principal office in the State of North Carolina is:

14111 Capital Blvd Suite 2
Wake Forest, NC 27587

The Board of Directors may change the principal office in the State of North Carolina from time to time.

Section 1.03 Other Offices. The Board of Directors may establish branch offices where the nonprofit corporation is qualified to conduct its activities.

ARTICLE II

MEMBERS

The nonprofit corporation will not have stock or members. Approval by the Board of Directors is sufficient for any action that would otherwise require approval by a majority or all members. All rights that would otherwise vest in the members will instead vest in the Directors.

ARTICLE III

DIRECTORS

Section 3.01 General Power. The Board of Directors will manage the nonprofit corporation’s property and business affairs including the operation of a charter school pursuant

to North Carolina Law. The Board of Directors must act consistently with federal law, state law, these Articles of Incorporation, and the Bylaws.

Section 3.02 Number. The nonprofit corporation's authorized number of Directors is at least 5 but not more than 7 Directors until changed by an amendment to these Bylaws by the Board of Directors. The Board of Directors will fix the number of directors; this number will comprise the entire Board of Directors.

Section 3.03 Selection and Term of Office. The Board of Directors will elect its Directors during the annual meeting of the Board of Directors at the conclusion of a Director's term. If no election is held at the annual meeting, the election will be held as soon as conveniently possible after the scheduled meeting date. When a Director is elected, the director shall serve a renewable term with no limits. The Board may establish an alternating term schedule to minimize Board turnover, as voted on by the Board of Directors. Each Director will serve until his or her successor has been elected or until his or her death, resignation, or removal.

Section 3.04 Filling of Vacancies. Subject to the provisions of Section 3.03, if any vacancy is caused by death, resignation, or removal of a Director, the remaining Directors, by majority vote, will elect a successor to hold office for the remaining term of the Director whose place is vacant. The successor will serve as a Director until the next regular election of Directors.

If the number of Directors is increased as provided in the Bylaws, the current Directors, by majority vote, will elect the appropriate number of additional Directors to hold office until the next regular election of Directors.

No reduction in the authorized number of Directors will have the effect of removing any Director before the expiration of his or her term.

Section 3.05 Resignation. Subject to the provisions of North Carolina law, any Director may resign by giving written notice to the nonprofit corporation's Secretary. The resignation will be effective when the Secretary receives the notice unless the notice specifies that the resignation will be effective on a later date. If the resignation is effective at a later date, a successor may be elected before that date but he or she will not take office until the resignation becomes effective.

Section 3.06 Removal. A Director may be removed for cause by two-thirds vote of all Directors then in office. The action will be taken at a regular meeting of the Board of Directors or at a special meeting called for that purpose. The proposed removal must be announced in the notice and sent to the Directors at least 48 hours before the meeting.

Section 3.07 Compensation of Directors. No stated salaries will be paid to the Directors for their services, but each Director may receive reimbursement from the nonprofit corporation for reasonable expenses incurred on behalf of the Corporation.

ARTICLE IV

MEETINGS

Section 4.01 Place of Meeting. The Board of Directors will hold its meetings at the nonprofit corporation's principal office or at any place the Board of Directors may from time to time select.

Section 4.02 Annual Meeting. The Board of Directors will hold its annual meeting during the month of May at the usual meeting time as established by the Board of Directors for electing Directors for the ensuing year and to transact other business that may be brought properly before the Board of Directors.

Section 4.03 Regular Meetings. The Board of Directors may hold regular meetings as determined by majority resolution of the Board of Directors. The resolution may authorize the chair to fix the specific date and place of each regular meeting, in which case notice of the meeting date and place must be given in the manner provided in these Bylaws. The notice need not specify the business to be transacted, nor the purpose of the meeting unless specifically required by North Carolina law or these Bylaws. The Board shall meet no less than eight (8) times during the fiscal year.

Section 4.04 Special Meetings. Special meetings of the Board of Directors may be called by the chair or called by the chair at the direction of not less than a majority of the Board of Directors, or as otherwise provided by law. The Board of Directors may only transact the specific corporate business announced in the notice for the special meeting.

Section 4.05 Public Notice of Meetings. Except as may be otherwise specifically provided in these Bylaws, the Board will post public notice to the official website of each meeting pursuant to North Carolina Law. The attendance of any person at any meeting constitutes a waiver of notice, except if a Director attends a meeting for the express purpose of objecting to the transaction of business at the meeting because the meeting is not lawfully called or convened.

Section 4.06 Quorum. The presence of a majority of the Directors then in office constitutes a quorum to transact business at all meetings of the Board of Directors. But if at any meeting less than a quorum is present, a majority of those present may adjourn the meeting to a different place and time.

Section 4.07 Meetings by Telephone or Video Conference. Any annual, regular, or special meeting may be held by conference telephone or video communication equipment, if all Directors participating in the meeting can hear one another. All participating Directors will be considered present in person at the meeting for all purposes.

Section 4.08 Required Vote. Except as may be provided otherwise in these Bylaws or the Articles of Incorporation, the action of a majority of the Directors at a meeting at which a quorum is present is the action of the Board of Directors.

ARTICLE V

OFFICERS

Section 5.01 Election, Tenure, and Compensation. The officers of the nonprofit corporation are the Chair, the Vice Chair, the Secretary, and the treasurer. The office of Secretary and treasurer may be combined into one position.

The Board of Directors will elect the officers at each annual meeting of the Board of Directors. If no election is held at the annual meeting, the election will be held as soon as conveniently possible after the scheduled meeting date. Each officer will serve until his or her successor has been elected or until his or her death, resignation or removal.

The Officers must be Directors. No officer may sign, acknowledge or verify any instrument in more than one capacity if the law or these Bylaws require the instrument be signed, acknowledged or verified by any two or more officers.

If any office (other than an office required by law) is not filled by the Board of Directors, or, once filled, later becomes vacant, the office and all references to the office in these Bylaws will be treated as inoperative until the office is filled as provided in these Bylaws.

All corporate officers and agents are subject to removal at any time by the majority vote of the Board of Directors.

Section 5.02 Powers and Duties of the Chair. The chair may execute all authorized bonds, contracts or other obligations in the name of the nonprofit corporation after approval by the board of directors. Unless otherwise specifically limited by the Articles of Incorporation and these Bylaws, the chair has all powers and authority otherwise permitted by the chair of a nonprofit corporation under North Carolina law. The chair is an ex-officio member of all the standing committees and will perform any other duties assigned from time to time by the Board of Directors. The chair or the chair's designee shall be the presiding officer at each Board Meeting.

Section 5.03 Powers and Duties of the Vice Chair. The Vice chair has all powers and authority otherwise permitted by the Vice chair of a nonprofit corporation under North Carolina law. The Vice chair will perform any other duties assigned from time to time by the Board of Directors or by the chair. In the absence of the chair, the Vice chair shall perform the duties of the chair.

Section 5.04 Powers and Duties of the Secretary. The Secretary shall:

- give notice of all meetings of the Board of Directors and all other notices required by law, the Articles of Incorporation or by these Bylaws;
- keep minutes of the meetings of the Board of Directors;

- perform all other duties that may be assigned to him or her from time to time by the Directors or the chair.

Unless otherwise specifically limited by the Articles of Incorporation or these Bylaws, the secretary has all powers and authority otherwise permitted by the secretary of a nonprofit corporation under North Carolina law. The duties of the secretary may be assigned to a third party by contract or by corporate resolution.

Section 5.05 Powers and Duties of the Treasurer The treasurer shall:

- have custody of all the funds and securities of the nonprofit corporation;
- keep full and accurate account of receipts and disbursements in books belonging to the nonprofit corporation;
- deposit all moneys and other valuables in the nonprofit corporation's name and credit in those depositories as the Board of Directors may designate from time to time;
- disburse the funds of the nonprofit corporation as ordered by the Board of Directors after taking proper vouchers for such disbursements;
- furnish to the chair and the Board of Directors an annual budget;
- furnish to the chair and the Board of Directors, whenever either of them requests, an account of transactions as treasurer and of the nonprofit corporation's financial condition; and
- furnish to the Board of Directors and to the donors of the nonprofit corporation within 60 days from the date that the nonprofit corporation's 990-PF is filed a written report of the nonprofit corporation's activities, receipts and disbursements during the tax year for which the 990-PF was filed.

Unless otherwise specifically limited by the Articles of Incorporation and these Bylaws, the treasurer has all powers and authority otherwise permitted by the treasurer of a nonprofit corporation under North Carolina law. The duties of the treasurer may be assigned to a third party by contract or by corporate resolution.

Section 5.06 Agents. The Board of Directors may designate agents of the nonprofit corporation as it considers necessary or advisable.

ARTICLE VI COMMITTEES

Section 6.01 Committees of the Board of Directors. The Board of Directors may, by majority vote, designate one or more committees. Each committee must consist of at least two Directors. Non-Board Members may be appointed to serve on Board Committees. The number of members of a committee shall be no less than two and no more than half the total number of the Board of Directors. The designation of committees and delegation of authority to the committees will not operate to relieve the Board of Directors, or any individual Director of any responsibility imposed on the Board of Directors or any individual members by law.

Section 6.02 Term of Office. Each committee member will serve until his or her successor is appointed unless the committee is terminated sooner by the Board of Directors, or the member is removed or resigns from the committee. Unless otherwise provided in the resolution of the Board of Directors designating a committee, each committee member will serve at the pleasure of the Board of Directors.

Section 6.03 Chair. Unless otherwise provided in the resolution of the Board of Directors designating a committee, each committee shall appoint a chairperson by majority vote of the committee.

Section 6.04 Vacancies. Vacancies in the membership of any committee may be filled by appointments in the same manner as the original appointments were made.

ARTICLE VII

LIABILITY AND INDEMNIFICATION

No Director or officer of the nonprofit corporation will be personally liable for the payment of the nonprofit corporation's debts and liabilities except as any Director or officer may be liable by reason of his or her own conduct or acts. However, relief from liability for the nonprofit corporation's debts will not apply in any instance where that relief is inconsistent with any provisions of the Internal Revenue Code applicable to organizations described in Section 501(c)(3).

Subject to the previous paragraph, the nonprofit corporation shall indemnify every Director or officer and his or her heirs, executors, and administrators, against expenses actually and reasonably incurred by him or her—as well as any amount paid upon judgment—in connection with any civil or criminal action, suit, or proceeding to which he or she may be made a party because of his or her role as a Director or officer of the nonprofit corporation.

This indemnification is being given since the Directors will be requested to act by the nonprofit corporation for the nonprofit corporation's benefit. This indemnification is exclusive of all other rights to which a Director may be entitled.

ARTICLE VIII

CORPORATE SEAL

The nonprofit corporation will not have a seal. If a seal is required for any corporate transactions, the words Corporate Seal followed by the signature of one or more officers on behalf of the nonprofit corporation shall constitute a proper affixing of the seal.

ARTICLE IX

FINANCIAL MATTERS

Section 9.01 Delegation by the Board of Directors. The Board of Directors may authorize any officer, employee or agent to enter into any contracts or to sign and deliver any instruments in the name of the nonprofit corporation. The authority granted by the Board of Directors may be general or confined to specific instances.

Section 9.02 Authority over Certain Funds. If at any time the nonprofit corporation is a beneficiary of a charitable lead trust, a charitable remainder trust, or other similar trust (Charitable Trust), and the Charitable Trust was established by a Director, an officer, or a substantial contributor to the nonprofit corporation, the Director, officer, or substantial contributor who established the Charitable Trust is prohibited from acting on matters concerning funds coming to nonprofit corporation from the Charitable Trust.

The Director who establishes a Charitable Trust must adhere to the Conflict-of-Interest Policy.

Any funds received from a Charitable Trust must be segregated into a separate accounting line item in the nonprofit corporation's financial records as provided in Section 9.07. For all purposes concerning any funds received from a Charitable Trust described above, the term substantial contributor has the same meaning as provided in Internal Revenue Code Section 507(d)(2)(A).

Section 9.03 Deposits. All nonprofit corporation funds will be deposited to the credit of the nonprofit corporation at those banks, trust companies or other depositories selected by the Board of Directors. But the Board of Directors may authorize any officer, employee or agent to select the banks, trust companies or other depositories into which the funds of the nonprofit corporation will be deposited.

Section 9.04 Checks and Drafts. All checks, drafts and other orders for payments of money, notes, or other evidences of indebtedness by the nonprofit corporation must be signed by those officers, agents or employees selected by the Board of Directors, and in the manner determined by majority resolution of the Board of Directors.

Section 9.05 Loans. The nonprofit corporation is prohibited from making any loans or borrowing any funds unless specifically authorized by a resolution of the Board of Directors. The authority granted by the Board of Directors may be general or confined to specific instances. The nonprofit corporation will not make any loans to its Directors or officers.

Section 9.06 Investments. The nonprofit corporation's funds may be invested in any investments selected by the Board of Directors or any investment manager appointed by the Board of Directors for that purpose. In making any investments, the Board of Directors or investment manager (as the case may be) should give due regard to balancing the need to preserve principal, to produce income and capital gains, and to achieve long-term growth of the nonprofit corporation's assets.

Section 9.07 Separate Account. The nonprofit corporation must segregate any funds received from a Charitable Trust into a separate accounting line item in the nonprofit corporation's financial records. The nonprofit corporation shall administer the separate account in such a manner as to allow tracing of the funds into and out of that account. The separate account must be administered and distributed by a separate fund committee, and the Director, the officer, or the substantial contributor who established the Charitable Trust from which the nonprofit corporation received the funds may not possess any power over this account or this separate fund committee.

Section 9.08 Expenses. The Board of Directors will pay all expenses of the nonprofit corporation including, but not limited to, custodian, management fees, legal fees, and accounting fees and charges first from revenue and then from the principal assets of the nonprofit corporation.

Section 9.09 Third Party Contracts. All third-party contracts must include the following language: No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

ARTICLE X

CONFLICT OF INTEREST POLICY

The Corporation shall adopt a conflict of interest and anti-nepotism policy pursuant to N.C.G.S. 115C-218.15(b).

ARTICLE XI

DISSOLUTION OF ASSETS

If the Corporation is granted a charter to operate a public charter school by the State Board of Education and the Corporation is subsequently dissolved or the charter is terminated or not renewed, then all net assets of the Corporation purchased for the school with public funds shall

be deemed the property of and distributed to the local school administrative unit in which the school is located in accordance with N.C. Gen. Stat. § 115C-218.100 or the corresponding provision of any future North Carolina charter school law. To the extent the Corporation possesses assets other than those subject to distribution pursuant to N.C. Gen. Stat. § 115C-218.100, upon termination, dissolution, or winding up of the affairs of the Corporation, the Directors shall, after paying or making provision for payment of all liabilities of the Corporation, distribute all such remaining assets among one or more organizations, which are organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of the Code and to which contributions are deductible under Section 170(c)(2) of the Code, or to federal, state, and local governments to be used exclusively for public purposes.

ARTICLE XII

MISCELLANEOUS PROVISIONS

Section 12.01 Fiscal Year. The fiscal year of the nonprofit corporation shall end on the last day of June.

Section 12.02 Singular and Plural; Gender. Unless the context requires otherwise, words denoting the singular may be construed as plural and words of the plural may be construed as denoting the singular. Words of one gender may be construed as denoting another gender as is appropriate within the context. The word or when used in a list of more than two items may function as both a conjunction and a disjunction as the context requires or permits.

Section 12.03 Headings of Articles, Sections, and Subsections. The headings of Articles, Sections, and Subsections used within these Bylaws are included solely for the reader's convenience and reference. They have no significance in the interpretation or construction of these Bylaws.

Section 12.04 Reference to Laws. All general or specific references to the Internal Revenue Code are to the Internal Revenue Code of 1986 as now in force or later amended, or the corresponding provision of any future United States revenue law. Similarly, any general or specific references to the laws of the State of North Carolina are to the laws of the State of North Carolina as now in force or later amended.

ARTICLE XIII

AMENDMENTS

The Board of Directors may amend, alter, or repeal the Bylaws or any specific provision of the Bylaws, and may from time to time make additional Bylaws. Amendments may only be implemented after approval by the North Carolina Office of Charter Schools or the State Board of Education pursuant to NCAC 06G.0510.

CERTIFICATE OF SECRETARY

KNOW ALL MEN BY THESE PRESENTS:

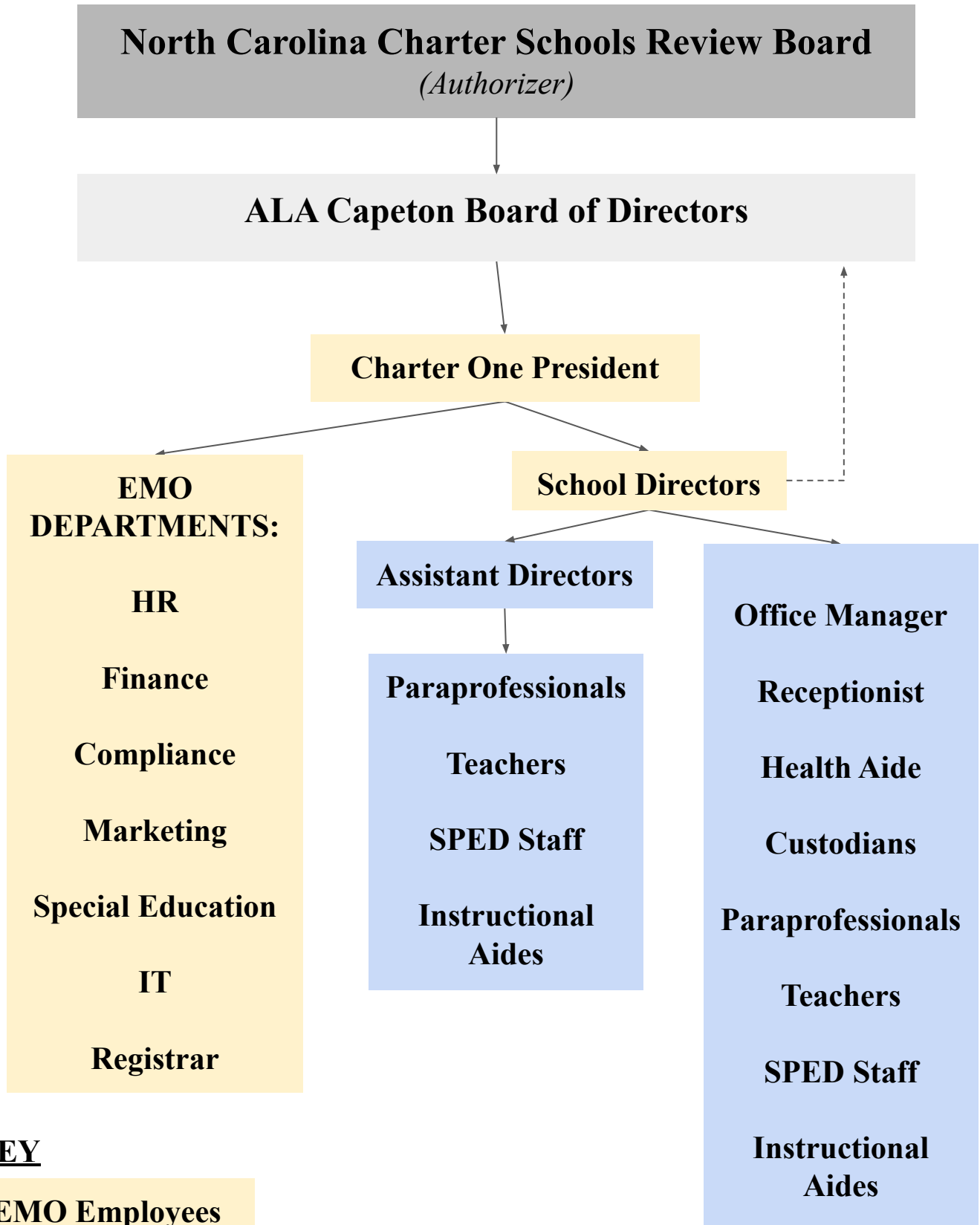
That the undersigned does hereby certify that the undersigned is the secretary of American Leadership Academy Capeton, Inc. a nonprofit corporation duly organized and existing under and by virtue of the laws of the State of North Carolina; that the above and foregoing Bylaws of said nonprofit corporation were duly and regularly adopted as such by the Board of Directors of said nonprofit corporation; and that the above and foregoing Bylaws are now in full force and effect.

A handwritten signature in cursive script, appearing to read "S. Needham", is written over a horizontal line.

Secretary

<u>Board Member Name</u>	<u>Board Title</u>	<u>Phone Number</u>	<u>Email Address</u>	<u>County of Residence</u>	<u>Current Occupation</u>	<u>Past or Present Professional Licenses Held</u>	<u>Any disciplinary action taken against any of these professional licenses?</u>
Dawn Forrest	President	919-609-0905	dawn.forrest@alacapeton.org	Wake	Vice President of Marketing - Greenfield Communities		
Erica Martinez	Vice President	919-744-5204	erica.martinez@alacapeton.org	Franklin	Retired Educator		
Dave Machado	member	704-472-7338	dave.machado@alacapeton.org	Wake	Executive Director NC Charter Coalition		
Stephanie Needham	Secretary/Treasurer	919-499-3341	stephanie.needham@alacape	Lee	Chief Academic/Operational Officer Pine Springs Preparatory Academy	NC Teachers license	
Glenn McFadden	member	919-890-3207	glenn.mcfadden@alacapeton	Harnett	Mayor of Lillington		

ALA Capeton Organizational Chart



KEY

EMO Employees

ALA Capeton Employees



Office of
CHARTER SCHOOLS
NC Department of Public Instruction

Enrollment Summary Table

Academic School Year	Grade Levels
Year 1	K-8
Year 2	K-8
Year 3	K-8
Year 4	K-8
Year 5	K-8

e

Total Projected Student Enrollment
900
900
900
900
900

**Academic
School Year**

Grade Levels

**Total Projected
Student Enrollment**

Year 1
Year 2
Year 3
Year 4
Year 5



Enrollment Demographics Table

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native	8	1%
Asian	9	1%
Black or African American	216	24%
Hispanic	243	27%
Native HI or Pacific Islander	8	1%
Two or More Races	64	7%
White	352	39%
Total number of students:	900	
EDS Subgroups		
Economically Disadvantaged Students	486	54%
Students with Disabilities	90	10%
English Language Learners	63	7%
Students Experiencing Homelessness	9	1%
Total number of EDS subgroup students:	648	72%



April 22, 2026

To whom it may concern:

Charter One, LLC is a valued client of First International Bank and Trust. Charter One, LLC has deposit accounts and loans with our institution that are in good standing and have been since the start of our relationship. We have gathered financial information from them, including tax returns, financial statements, and credit reports that show they are financially sound.

First International Bank and Trust has been in business for over 110 years, and aims to build long-term relationships with our clients. We are looking forward to maintaining a long-term banking relationship with Charter One, LLC. Please do not hesitate to contact me at 480-751-2743 or kharris@fibt.com.

Thank you,

Kayla Harris

Kayla Harris
Treasury Management Officer



Appendix F
ALA Capeton

ALA Capeton has yet to obtain 501(c)(3) status, The tax-exempt status will be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval by the CSRB.

RAISE Leadership Curriculum Overview

At Charter One, we are dedicated to the principle that every student has the potential to “Learn. Lead. Change the world!” This vision underpins our mission to provide the best educational experience for as many students as possible in a moral and wholesome environment, in support of the family.

To support this mission and vision, our Leadership Curriculum is centered around the core RAISE Values: Respect, Accountability, Integrity, Service, and Excellence. The RAISE Leadership Curriculum has been thoughtfully designed to reflect these guiding principles and ensure their integration into our educational practices.

Curriculum Structure

- **Weekly Lesson:** Each weekly lesson emphasizes one of the RAISE values.
 - **Grades K-12:** 20-minute leadership sessions
- **Grade-Specific Design:** Lessons are customized for each grade, focusing on age-appropriate character and leadership themes.

Lesson Format

Each lesson begins with a reading selection that complements the current unit in ELA (English Language Arts) or History.

- **Grades K-2:** The teacher reads the selection aloud to students.
- **Grades 3-12:** The text is either projected for group reading, read aloud by the teacher, or read in pairs.

Meaningful Connections

Following each reading, students participate in discussions designed to deepen their understanding of the RAISE value by connecting the lesson to real-life situations and essential guided questions. These discussions revolve around key questions that highlight the value of the week, encouraging students to reflect on the lesson’s takeaways and make meaningful connections to the text.



Student Tasks

Teachers facilitate RAISE Student Tasks designed to reinforce the weekly lessons, providing students with meaningful opportunities to demonstrate their understanding and application of each RAISE value as part of the leadership curriculum. Examples include:

- Journal entries
- Poems
- Letters
- Class debates

Each task is intended to solidify the value of the week in a creative and interactive format.

RAISE Curriculum Intergration

The RAISE values are designed to be woven into daily lessons across subjects. To support this integration:

- Additional guiding questions are provided, helping teachers connect the RAISE value of the week to either ELA or History lessons.
- These questions ensure that RAISE values are not limited to each weekly lesson but are reinforced throughout the week.

Additionally, the RAISE values are woven throughout all we do, not just in ELA and history. Our goal is to discuss the RAISE values in non-curricular ways and incorporate them into every aspect of our educational approach. The RAISE values are not merely included across subjects but are woven into the very fabric of our school culture.

Curriculum Alignment

The RAISE Curriculum Map has been thoughtfully designed to align each weekly leadership lesson with current units of study in either ELA or History. This alignment enables teachers to seamlessly connect leadership lessons to their regular academic instruction, fostering a comprehensive educational experience that integrates essential leadership values throughout the curriculum.



Scan the QR code to learn more about the RAISE Leadership Curriculum!

Curriculum Overview

The curriculum at Charter One is designed to provide students with a rich, engaging educational experience that promotes academic growth, critical thinking, and a lifelong love of learning. This overview highlights the key components and guiding principles of our curriculum, offering insight into how we support students in reaching their full potential. This document serves as an introduction to the educational foundation that drives student success across our system.

Charter One Academic Model

Charter One campuses adopt an explicit teaching approach centered on small learning increments, reteaching of concepts, and student mastery. Our curriculum is aligned with state standards and tailored to foster not only academic excellence but also critical thinking, creativity, and problem-solving skills among students.

English Language Arts K-5th Grade

Core Knowledge Language Arts

Core Knowledge Language Arts (CKLA) is a comprehensive, preschool through fifth-grade program for teaching reading, writing, listening, and speaking while also building students' vocabulary and knowledge across essential domains in literature, global and American history, and the sciences.



CKLA
Program Overview



CKLA
Videos

English Language Arts 6th-12th Grade

myPerspectives English

myPerspectives English program provides students with a diverse range of texts, including a blend of classical and contemporary poems, short stories, novels, plays, and other literary works. The curriculum maps offer a clear instructional framework, featuring essential questions, well-defined learning objectives, instructional resources, extension activities, and writing tools. All resources are accessed through Clever and aligned to the Charter One curriculum map.



Savvas
ELA Overview



Savvas
Realize in Action

Mathematics K-8th Grade

Eureka Math²

Eureka Math² is a comprehensive, PreK through 12 curriculum that carefully sequences mathematical progressions into expertly crafted modules. Eureka Math provides educators with a comprehensive curriculum, in-depth professional development, books, and support materials.



**Eureka Math²
K-8 Introduction**



**Eureka Math²
Resources Overview**



**Eureka Math²
Planning & Pacing**



**Eureka Math²
G7-G8
(PreAlgebra & Honors)**

Mathematics 9th-12th Grade

Savvas (AGA)

The Charter One math curriculum is designed to foster deep conceptual understanding, equipping students with the skills needed for graduation and success in any post-secondary academic pathway. By integrating multiple high-quality resources, including Savvas and OpenStax, we support both student and teacher success. With an emphasis on problem-solving, critical thinking, and real-world applications, our curriculum empowers students to develop a strong mathematical foundation for future opportunities.



**Savvas Realize
Instructional Platform**



**Engaging in Authentic
Mathematical Modeling**



**OpenStax Math
(registration required)**

Science K-5th Grade

Core Knowledge Science

Core Knowledge Science (CKSci) lessons include various technical approaches to observing, describing, recording, ordering, analyzing, testing, and comparing predictions to observations.



CKSci K-5
Design Principles



CKSci K-2
Three-Dimensional Approach



CKSci 3-5
Three-Dimensional Approach



CKSci K-2
Materials



CKSci 3-5
Materials

Science 6th-8th Grade

Experience Science

Experience Science empowers students to explore, experiment, and innovate, fostering a culture where they become both discoverers and practitioners of science. By encouraging peer collaboration and inquiry, it cultivates intellectual growth while strengthening scientific thinking, literacy, and argumentation—essential skills for future scientists and engineers.

Science 9th-12th Grade

Experience Science

Experience Science focuses on the investigational science practices appropriate to state-specific standards for high school. They ensure that students meet the engineering and technology, physical, life, and Earth and space standards and contain real-world challenges, and hands-on activities appropriate for preparing students for college and career readiness. Through this program, students explore science using a range of resources, including hands-on investigations, interactive simulations, Savvas texts, and digital platforms like Khan Academy, and OpenStax.



Savvas
Biology



Biology
Case Studies



Savvas
Chemistry



Savvas Realize
Instructional Platform



OpenStax Science
(registration required)

AMERICAN LEADERSHIP ACADEMY

28|29
NORTH CAROLINA
ACADEMIC CALENDAR

JULY 2028						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 4: Independence Day
- 24-31: Returning & New Teacher Training

AUGUST 2028						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 1-4: Returning & New Teacher Training
- 7: First Day of School

SEPTEMBER 2028						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 4: Labor Day (no school & offices closed)
- 5: Teacher Workday (no school) or Weather Make-up Day

OCTOBER 2028						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 6: Parent Teacher Conferences (no school)
- 16-20: Fall Break (no school)
- 23: Students Return/Q2 Begins

NOVEMBER 2028						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 9: Teacher Workday (no school) or Weather Make-up Day
- 10: Veterans Day (no school & offices closed)
- 22-24: Thanksgiving Break (no school & offices closed)

DECEMBER 2028						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 18-21: Semester Exams (Upper School)
- 22-31: Winter Break (no school)
- 25-29: Winter Break (no school & offices closed)

JANUARY 2029						
S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 1: Winter Break (no school & offices closed)
- 2-5: Winter Break (no school)
- 8-9: Teacher Workday (no school) or Weather Make-up Day
- 10: Students Return/Q3 Begins
- 15: MLK/Civil Rights Day (no school & offices closed)

FEBRUARY 2029						
S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

- 2: Lower School Student-Led Conferences Upper School Parent/Teacher Conferences (early release)
- 19: Presidents' Day (no school & offices closed)

MARCH 2029						
S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 12-16: Spring Break (no school)
- 19: Teacher Workday (no school) or Weather Make-up Day
- 20: Students Return/Q4 Begins
- 30: Good Friday (no school)

APRIL 2029						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 16-22: Finals
- 23: Last Day of School/End of Q4 (early release)
- 24-25: Teacher Workdays
- 28: Memorial Day (offices closed)

MAY 2029						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 16-22: Finals
- 23: Last Day of School/End of Q4 (early release)
- 24-25: Teacher Workdays
- 28: Memorial Day (offices closed)



KEY	 School Offices Closed	 Parent/Teacher Conferences	 Teacher Training		
	 No School	 First & Last Day of School	 Teacher Work Day	 Early Release	 Weather Make-up Days
	 Mid-terms/finals	 Beginning/End of Quarter			
	<p>Inclement Weather Days: Instructional hours in excess of 1025 will be used first. If additional days are needed, we will utilize teacher workdays.</p>				



SE School Letter Grade Historical Data

2 Director names with a forward slash indicate a leadership transition mid-way through the AY.

	EOG/C 2019-20	EOG/C 2020-21 <i>No Grade (Covid)</i>	EOG/C 2021-22	EOG/C 2022-23	EOG/C 2023-24	EOG/C 2024-25	EOG/C 2025-26	Accreditation Date
ALA Coastal			D Strait	C Strait	D Ahlert	C Ahlert, LaFave		10/31/22
ALA Charlotte			Aristotle F French	Aristotle F Scott	F C. Green	D C. Green		10/31/22
ALA Johnston				Turley, Hunsaker	D Turley, Garis	C Turley, Garis		10/31/23
ALA Monroe						D Thacker		10/31/24
BCCA	Inaugural year - no grade J. Roman		C Roman	D Mognet	C Franklin	C Franklin		07/30/21
BCLA					D Mognett, Legra	D Richardson, Legra		06/26/24
Valor Prep					D Roman, ___/B. Jones	D Roman, B. Jones		1/23/14
Wake Prep				Schubert, Cleveland	C Wyman, Cleveland	C Wyman, Cleveland		10/31/23
					SC Ready 2023-24	SC Ready 2024-25		Accreditation Date
ALA Lexington K-5					Good C. Davis	Average C. Davis		10/31/23
ALA Lexington 6-12					Middle School- Good High School-Average Gordon-Smith	Middle School- Average High School-Average Bucklew, Cheavers		10/31/23


CHARTER ONE
Arizona School Letter Grade Historical Data

AY. 2 Director names with a forward slash indicate a leadership transition mid-way through the

	AZMerit 2016-17	AZMerit 2017-18	AZMerit 2018-19	AZMerit 2019-20	AZM2 2020-21 <i>No Grade (Covid)</i>	AASA 2021-22	AASA 2022-23	AASA 2023-24	AASA 2024-25	Accreditation Date
LEA GPA & GRADE	GPA 3.16 B 6 campuses	GPA 3.66 B 6 campuses	GPA 3.44 B 9 campuses	GPA 3.44 B 9 campuses	-	GPA 2.77 B 9 campuses	GPA 3.20 B 10 campuses	GPA 3.75 A 12 campuses	A 12 campuses	
ASE/ AS K-12	B Enke/Foster	A Foster	A Foster	A Doughty	NA Doughty	B Doughty	B (K-12) Henderson, Doughty/Watson	A Henderson/Allen, Watson	B Allen, Watson	1/19/2017
AT							Year 1 No Score Klomp Predicted B	B Klomp/Kriznauski	A Gratzl	10/31/23
GIL	A R. Brown	A R. Brown	A Dunman	A Dunman	NA Dunman	B Middleton	B Middleton	A Middleton/Baker	A Baker	1/19/2017
GN K-12		Year 1 No Predicted Score Huso, Schubert	B Huso, Schubert	B McArthur, Schubert/Plowman	NA McArthur, Plowman	A Provonsha, Plowman	A Provonsha, Scatena	A Provonsha, Scatena	A Provonsha, Scatena	11/14/2017
GSE		Year 1 No Predicted Score Frame	A Frame	A Frame	NA Jones	C J. Brown	A J. Brown	A J. Brown	A J. Brown	11/14/2017
IW K-12	C Guttery, Schubert	B Guttery/Turley, Schubert/Disney	B Turley, Disney	B Turley, Disney	NA Turley, Henderson	B Turley, Henderson	B Bishop, Safsten	B Bishop, Safsten	A Bishop, Safsten	1/19/2017
Mesa	B Coleman	A Coleman	A Coleman	A Coleman	NA LeBio	A LeBio	C LeBio	A LeBio	A Henderson	1/19/2017
MN K-12										
QC K-12	B Roberts, Provonsha	B Moss, Provonsha	B Moss, Trejo	B Moss, Trejo	NA Moss, Trejo	B MGS, Jones	B MGS/Dixon, A. Lewis	A Dixon, A. Lewis	A Dixon/Lawrence, Crandell	6/21/2011
STV	A McLeod	A McLeod	B Cowper	B Cowper	NA Cowper	C Cowper	A Cowper	A Cowper	A Cowper	1/19/2017

	AZMerit 2016-17	AZMerit 2017-18	AZMerit 2018-19	AZMerit 2019-20	AZM2 2020-21 <i>No Grade (Covid)</i>	AASA 2021-22	AASA 2022-23	AASA 2023-24	AASA 2024-25	Accreditation Date
LEA GPA & GRADE	GPA 3.16 B 6 campuses	GPA 3.66 B 6 campuses	GPA 3.44 B 9 campuses	GPA 3.44 B 9 campuses	-	GPA 2.77 B 9 campuses	GPA 3.20 B 10 campuses	GPA 3.75 A 12 campuses	A 12 campuses	
ASE/ AS K-12	B Enke/Foster	A Foster	A Foster	A Doughty	NA Doughty	B Doughty	B (K-12) Henderson, Doughty/Watson	A Henderson/Allen, Watson	B Allen, Watson	1/19/2017
AT							Year 1 No Score Klomp Predicted B	B Klomp/Kriznauski	A Gratzl	10/31/23
GIL	A R. Brown	A R. Brown	A Dunman	A Dunman	NA Dunman	B Middleton	B Middleton	A Middleton/Baker	A Baker	1/19/2017
GN K-12		Year 1 No Predicted Score Huso, Schubert	B Huso, Schubert	B McArthur, Schubert/Plowman	NA McArthur, Plowman	A Provonsha, Plowman	A Provonsha, Scatena	A Provonsha, Scatena	A Provonsha, Scatena	11/14/2017
GSE		Year 1 No Predicted Score Frame	A Frame	A Frame	NA Jones	C J. Brown	A J. Brown	A J. Brown	A J. Brown	11/14/2017
Sierra Vista K-12										
SBE		Year 1 No Predicted Score D. Miller	B D. Miller	B D. Miller	NA D. Miller	B M. Lewis	B M. Lewis	A M. Lewis	A M. Lewis	11/14/2017
Vistancia K-12										10/2025
WF							Year 1 No Score Dunman, L. Taylor Predicted B A (K-6) B (7-8) C (9-12)	A Dunman, L. Taylor	A Dunman, L. Taylor	10/31/23
Virtual K-12						Year 1 No score Brewer Predicted B	B Richins	B Murray	B Murray	10/31/22

K-5 DAILY/WEEKLY SCHEDULE

Note: The daily schedule remains the same Monday-Friday.

		Kinder	1st	2nd	3rd	4th	5th
Attendance #	8:00	Bellwork	Bellwork	Bellwork	Bellwork	Bellwork	Bellwork
	8:05						
End #1	8:10	ELA	ELA	MATH	Math	ELA	ELA
	8:15	8:10-9:15	8:10-8:25	8:10-9:05	8:10-9:40	8:10-10:00	8:10-10:15
	8:20						
	8:25		SPECIALS				
	8:30		8:25-9:05				
	8:35						
	8:40						
	8:45						
	8:50						
	8:55						
	9:00		(40 min)	(55 min)			
	9:05		RECESS	SPECIALS			
	9:10		9:05-9:20	9:05-9:45			
	9:15	(70 min)					
	9:20	RECESS	ELA				
	9:25	9:20-9:35	9:20-10:50				
	9:30						
	9:35						
	9:40	ELA		(40 min)	ELA		
	9:45	9:35-10:35		RECESS	9:40-9:55		
	9:50			9:45-10:00			
	9:55				SPECIALS		
	10:00				9:55-10:35		
	10:05			MATH		RECESS	
	10:10			10:00-10:40		10:00-10:15	
	10:15						
	10:20					ELA	RECESS
	10:25					10:15-10:50	10:15-10:30
	10:30	(60 min)			40min		ELA/HISTORY
	10:35	LUNCH		(40 min)	ELA		10:30-10:45
	10:40	10:35-10:50		10:40-11:05	10:35-11:20		INTERVENTION
	10:45		(90 min)				10:45-11:15
	10:50	RECESS	LUNCH			INTERVENTION	
	10:55	10:50-11:05	10:50-11:05			10:50-11:20	
	11:00						
	11:05	SPECIALS	RECESS	LUNCH			
	11:10	11:05-11:50	11:05-11:20	11:05-11:20			
	11:15						
	11:20		ELA	RECESS	LUNCH	MATH	MATH
	11:25		11:20-11:45	11:20-11:35	11:20-11:35	11:20-11:35	11:15-11:50
	11:30						
	11:35			ELA	RECESS	LUNCH	
	11:40			11:35-1:25	11:35-11:50	11:35-11:50	
	11:45	40min					
Attendance #	11:50	INTERVENTION	INTERVENTION		ELA	RECESS	LUNCH
	11:55	11:50-12:30	11:50-12:30		11:50-1:05	11:50-12:05	11:50-12:05
	12:00						
	12:05					SPECIALS	RECESS
	12:10					12:05-12:45	12:05-12:20
	12:15						
	12:20						
	12:25	(40 min)	(40 min)				MATH
	12:30	MATH	MATH				12:20-12:55
	12:35	12:30-1:10	12:30-2:00				
	12:40						
	12:45					MATH	
	12:50					12:45-2:00	
	12:55						SPECIALS
End #2	1:00				INTERVENTION		12:55-1:35
	1:05	(45 min)			1:05-1:20		
	1:10	RECESS		(105 min)	RECESS		
	1:15	1:15-1:30		SCIENCE/ HISTORY	1:20-1:35		
	1:20			1:25-2:05	INTERVENTION		MATH
	1:25	MATH			1:35-1:55		1:35-1:55
	1:30	1:30-2:15					
	1:35						
	1:40						
	1:45						
	1:50						
	1:55				SCIENCE/ HISTORY		SCIENCE
	2:00		RECESS		1:55-3:00	SCIENCE	1:55-3:00
	2:05		1:50-2:05	RECESS		2:00-3:00	
	2:10	(35min)		2:05-2:20			
	2:15	SCIENCE/ HISTORY	SCIENCE/ HISTORY	INTERVENTION			
	2:20	2:25-2:55	2:00-2:25	2:20-3:00			
	2:25						
	2:30						
	2:35						
	2:40						
	2:45						
	2:50	(40 min)					
	2:55						
	3:00						

KINDERGARTEN WEEKLY SCHEDULE
 Note: The daily schedule remains the same Monday-Friday.

	Monday	Tuesday	Wednesday	Thursday	Friday
Attendance #	8:00	Bellwork	Bellwork	Bellwork	Bellwork
	8:05				
End #1	8:10	ELA	ELA	ELA	ELA
	8:15	8:10-9:15	8:10-9:15	8:10-9:15	8:10-9:15
	8:20				
	8:25				
	8:30				
	8:35				
	8:40				
	8:45				
	8:50				
	8:55				
	9:00				
	9:05				
	9:10				
	9:15	(70 min)	(70 min)	(70 min)	(70 min)
	9:20	RECESS	RECESS	RECESS	RECESS
	9:25	9:20-9:35	9:20-9:35	9:20-9:35	9:20-9:35
	9:30				
	9:35	ELA	ELA	ELA	ELA
	9:40	9:35-10:35	9:35-10:35	9:35-10:35	9:35-10:35
	9:45				
	9:50				
	9:55				
	10:00				
	10:05				
	10:10				
	10:15				
	10:20				
	10:25				
	10:30	(60 min)	(60 min)	(60 min)	(60 min)
	10:35	LUNCH	LUNCH	LUNCH	LUNCH
	10:40	10:35-10:50	10:35-10:50	10:35-10:50	10:35-10:50
	10:45				
	10:50	RECESS	RECESS	RECESS	RECESS
	10:55	10:50-11:05	10:50-11:05	10:50-11:05	10:50-11:05
	11:00				
	11:05	SPECIALS	SPECIALS	SPECIALS	SPECIALS
	11:10	11:05-11:50	11:05-11:50	11:05-11:50	11:05-11:50
	11:15				
	11:20				
	11:25				
	11:30				
	11:35				
	11:40				
	11:45	40min	40min	40min	40min
	11:50	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION
Attendance #	11:55	11:50-12:30	11:50-12:30	11:50-12:30	11:50-12:30
	12:00				
	12:05				
	12:10				
	12:15				
	12:20	(40 min)	(40 min)	(40 min)	(40 min)
	12:25	MATH	MATH	MATH	MATH
	12:30	12:30-1:10	12:30-1:10	12:30-1:10	12:30-1:10
	12:35				
	12:40				
	12:45				
	12:50				
	12:55				
End #2	1:00				
	1:05	(45 min)	(45 min)	(45 min)	(45 min)
	1:10	RECESS	RECESS	RECESS	RECESS
	1:15	1:15-1:30	1:15-1:30	1:15-1:30	1:15-1:30
	1:20				
	1:25	MATH	MATH	MATH	MATH
	1:30	1:30-2:15	1:30-2:15	1:30-2:15	1:30-2:15
	1:35				
	1:40				
	1:45				
	1:50				
	1:55				
	2:00				
	2:05	(35min)	(35min)	(35min)	(35min)
	2:10	SCIENCE/ HISTORY	SCIENCE/ HISTORY	SCIENCE/ HISTORY	SCIENCE/ HISTORY
	2:15	2:25-2:55	2:25-2:55	2:25-2:55	2:25-2:55
	2:20				
	2:25				
	2:30				
	2:35				
	2:40				
	2:45				
	2:50	(40 min)	(40 min)	(40 min)	(40 min)
	2:55				
	3:00				

1st GRADE WEEKLY SCHEDULE
 Note: The daily schedule remains the same Monday-Friday.

	Monday	Tuesday	Wednesday	Thursday	Friday
Attendance #	8:00	Bellwork	Bellwork	Bellwork	Bellwork
	8:05				
End #1	8:10	ELA	ELA	ELA	ELA
	8:15	8:10-8:25	8:10-8:25	8:10-8:25	8:10-8:25
	8:20				
	8:25	SPECIALS	SPECIALS	SPECIALS	SPECIALS
	8:30	8:25-9:05	8:25-9:05	8:25-9:05	8:25-9:05
	8:35				
	8:40				
	8:45				
	8:50				
	8:55				
	9:00	(40 min)	(40 min)	(40 min)	(40 min)
	9:05	RECESS	RECESS	RECESS	RECESS
	9:10	9:05-9:20	9:05-9:20	9:05-9:20	9:05-9:20
	9:15				
	9:20	ELA	ELA	ELA	ELA
	9:25	9:20-10:50	9:20-10:50	9:20-10:50	9:20-10:50
	9:30				
	9:35				
	9:40				
	9:45				
	9:50				
	9:55				
	10:00				
	10:05				
	10:10				
	10:15				
	10:20				
	10:25				
	10:30				
	10:35				
	10:40				
	10:45	(90 min)	(90 min)	(90 min)	(90 min)
	10:50	LUNCH	LUNCH	LUNCH	LUNCH
	10:55	10:50-11:05	10:50-11:05	10:50-11:05	10:50-11:05
	11:00				
	11:05	RECESS	RECESS	RECESS	RECESS
	11:10	11:05-11:20	11:05-11:20	11:05-11:20	11:05-11:20
	11:15				
	11:20	ELA	ELA	ELA	ELA
	11:25	11:20-11:45	11:20-11:45	11:20-11:45	11:20-11:45
	11:30				
	11:35				
	11:40				
	11:45				
Attendance #	11:55	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION
	12:00	11:50-12:30	11:50-12:30	11:50-12:30	11:50-12:30
	12:05				
	12:10				
	12:15				
	12:20	(40 min)	(40 min)	(40 min)	(40 min)
	12:25	MATH	MATH	MATH	MATH
	12:30	12:30-2:00	12:30-2:00	12:30-2:00	12:30-2:00
	12:35				
	12:40				
	12:45				
	12:50				
	12:55				
End #2	1:00				
	1:05				
	1:10				
	1:15				
	1:20				
	1:25				
	1:30				
	1:35				
	1:40				
	1:45				
	1:50				
	1:55				
	2:00	RECESS	RECESS	RECESS	RECESS
	2:05	1:50-2:05	1:50-2:05	1:50-2:05	1:50-2:05
	2:10				
	2:15	SCIENCE/ HISTORY	SCIENCE/ HISTORY	SCIENCE/ HISTORY	SCIENCE/ HISTORY
	2:20	2:00-2:25	2:00-2:25	2:00-2:25	2:00-2:25
	2:25				
	2:30				
	2:35				
	2:40				
	2:45				
	2:50				
	2:55				
	3:00				

2nd GRADE WEEKLY SCHEDULE
 Note: The daily schedule remains the same Monday-Friday.

	Monday	Tuesday	Wednesday	Thursday	Friday
Attendance #	8:00	Bellwork	Bellwork	Bellwork	Bellwork
	8:05				
End #1	8:10	MATH	MATH	MATH	MATH
	8:15	8:10-9:05	8:10-9:05	8:10-9:05	8:10-9:05
	8:20				
	8:25				
	8:30				
	8:35				
	8:40				
	8:45				
	8:50				
	8:55				
	9:00	(55 min)	(55 min)	(55 min)	(55 min)
	9:05	SPECIALS	SPECIALS	SPECIALS	SPECIALS
	9:10	9:05-9:45	9:05-9:45	9:05-9:45	9:05-9:45
	9:15				
	9:20				
	9:25				
	9:30				
	9:35				
	9:40	(40 min)	(40 min)	(40 min)	(40 min)
	9:45	RECESS	RECESS	RECESS	RECESS
	9:50	9:45-10:00	9:45-10:00	9:45-10:00	9:45-10:00
	9:55				
	10:00	MATH	MATH	MATH	MATH
	10:05	10:00-10:40	10:00-10:40	10:00-10:40	10:00-10:40
	10:10				
	10:15				
	10:20				
	10:25				
	10:30				
	10:35	(40 min)	(40 min)	(40 min)	(40 min)
	10:40	ELA	ELA	ELA	ELA
	10:45	10:40-11:05	10:40-11:05	10:40-11:05	10:40-11:05
	10:50				
	10:55				
	11:00				
	11:05	LUNCH	LUNCH	LUNCH	LUNCH
	11:10	11:05-11:20	11:05-11:20	11:05-11:20	11:05-11:20
	11:15				
	11:20	RECESS	RECESS	RECESS	RECESS
	11:25	11:20-11:35	11:20-11:35	11:20-11:35	11:20-11:35
	11:30				
	11:35	ELA	ELA	ELA	ELA
	11:40	11:35-1:25	11:35-1:25	11:35-1:25	11:35-1:25
	11:45				
	11:50				
Attendance #	11:55				
	12:00				
	12:05				
	12:10				
	12:15				
	12:20				
	12:25				
	12:30				
	12:35				
	12:40				
	12:45				
	12:50				
	12:55				
End #2	1:00				
	1:05				
	1:10				
	1:15				
	1:20	(105 min)	(105 min)	(105 min)	(105 min)
	1:25	SCIENCE/ HISTORY	SCIENCE/ HISTORY	SCIENCE/ HISTORY	SCIENCE/ HISTORY
	1:30	1:25-2:05	1:25-2:05	1:25-2:05	1:25-2:05
	1:35				
	1:40				
	1:45				
	1:50				
	1:55				
	2:00				
	2:05	RECESS	RECESS	RECESS	RECESS
	2:10	2:05-2:20	2:05-2:20	2:05-2:20	2:05-2:20
	2:15				
	2:20	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION
	2:25	2:20-3:00	2:20-3:00	2:20-3:00	2:20-3:00
	2:30				
	2:35				
	2:40				
	2:45				
	2:50				
	2:55				
	3:00				
	Math	95	100	95	90
	ELA	125	120	120	120
	Hist/Sci	40	45	55	55
	History				35
	Science				35
	Specials	40	40	40	40
	Intervention	55	50	45	50
	Lunch	30	30	30	30
	TOTAL	385	385	385	400

3rd GRADE WEEKLY SCHEDULE
 Note: The daily schedule remains the same Monday-Friday.

	Monday	Tuesday	Wednesday	Thursday	Friday
Attendance #	8:00	Bellwork	Bellwork	Bellwork	Bellwork
	8:05				
End #1	8:10	Math	Math	Math	Math
	8:15	8:10-9:40	8:10-9:40	8:10-9:40	8:10-9:40
	8:20				
	8:25				
	8:30				
	8:35				
	8:40				
	8:45				
	8:50				
	8:55				
	9:00				
	9:05				
	9:10				
	9:15				
	9:20				
	9:25				
	9:30				
	9:35				
	9:40	ELA	ELA	ELA	ELA
	9:45	9:40-9:55	9:40-9:55	9:40-9:55	9:40-9:55
	9:50				
	9:55	SPECIALS	SPECIALS	SPECIALS	SPECIALS
	10:00	9:55-10:35	9:55-10:35	9:55-10:35	9:55-10:35
	10:05				
	10:10				
	10:15				
	10:20				
	10:25				
	10:30	40min	40min	40min	40min
	10:35	ELA	ELA	ELA	ELA
	10:40	10:35-11:20	10:35-11:20	10:35-11:20	10:35-11:20
	10:45				
	10:50				
	10:55				
	11:00				
	11:05				
	11:10				
	11:15				
	11:20	LUNCH	LUNCH	LUNCH	LUNCH
	11:25	11:20-11:35	11:20-11:35	11:20-11:35	11:20-11:35
	11:30				
	11:35	RECESS	RECESS	RECESS	RECESS
	11:40	11:35-11:50	11:35-11:50	11:35-11:50	11:35-11:50
	11:45				
	11:50	ELA	ELA	ELA	ELA
Attendance #	11:55	11:50-1:05	11:50-1:05	11:50-1:05	11:50-1:05
	12:00				
	12:05				
	12:10				
	12:15				
	12:20				
	12:25				
	12:30				
	12:35				
	12:40				
	12:45				
	12:50				
	12:55				
End #2	1:00	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION
	1:05	1:05-1:20	1:05-1:20	1:05-1:20	1:05-1:20
	1:10				
	1:15				
	1:20	RECESS	RECESS	RECESS	RECESS
	1:25	1:20-1:35	1:20-1:35	1:20-1:35	1:20-1:35
	1:30				
	1:35	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION
	1:40	1:35-1:55	1:35-1:55	1:35-1:55	1:35-1:55
	1:45				
	1:50				
	1:55	SCIENCE/ HISTORY	SCIENCE/ HISTORY	SCIENCE/ HISTORY	SCIENCE/ HISTORY
	2:00	1:55-3:00	1:55-3:00	1:55-3:00	1:55-3:00
	2:05				
	2:10				
	2:15				
	2:20				
	2:25				
	2:30				
	2:35				
	2:40				
	2:45				
	2:50				
	2:55				
	3:00				

4th GRADE WEEKLY SCHEDULE
 Note: The daily schedule remains the same Monday-Friday.

	Monday	Tuesday	Wednesday	Thursday	Friday
Attendance #	8:00	Bellwork	Bellwork	Bellwork	Bellwork
	8:05				
End #1	8:10	ELA	ELA	ELA	ELA
	8:15	8:10-10:00	8:10-10:00	8:10-10:00	8:10-10:00
	8:20				
	8:25				
	8:30				
	8:35				
	8:40				
	8:45				
	8:50				
	8:55				
	9:00				
	9:05				
	9:10				
	9:15				
	9:20				
	9:25				
	9:30				
	9:35				
	9:40				
	9:45				
	9:50				
	9:55				
	10:00	RECESS	RECESS	RECESS	RECESS
	10:05	10:00-10:15	10:00-10:15	10:00-10:15	10:00-10:15
	10:10				
	10:15	ELA	ELA	ELA	ELA
	10:20	10:15-10:50	10:15-10:50	10:15-10:50	10:15-10:50
	10:25				
	10:30				
	10:35				
	10:40				
	10:45				
	10:50	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION
	10:55	10:50-11:20	10:50-11:20	10:50-11:20	10:50-11:20
	11:00				
	11:05				
	11:10				
	11:15				
	11:20	MATH	MATH	MATH	MATH
	11:25	11:20-11:35	11:20-11:35	11:20-11:35	11:20-11:35
	11:30				
	11:35	LUNCH	LUNCH	LUNCH	LUNCH
	11:40	11:35-11:50	11:35-11:50	11:35-11:50	11:35-11:50
	11:45				
	11:50	RECESS	RECESS	RECESS	RECESS
Attendance #	11:55	11:50-12:05	11:50-12:05	11:50-12:05	11:50-12:05
	12:00				
	12:05	SPECIALS	SPECIALS	SPECIALS	SPECIALS
	12:10	12:05-12:45	12:05-12:45	12:05-12:45	12:05-12:45
	12:15				
	12:20				
	12:25				
	12:30				
	12:35				
	12:40				
	12:45	MATH	MATH	MATH	MATH
	12:50	12:45-2:00	12:45-2:00	12:45-2:00	12:45-2:00
	12:55				
End #2	1:00				
	1:05				
	1:10				
	1:15				
	1:20				
	1:25				
	1:30				
	1:35				
	1:40				
	1:45				
	1:50				
	1:55				
	2:00	SCIENCE	SCIENCE	SCIENCE	SCIENCE
	2:05	2:00-3:00	2:00-3:00	2:00-3:00	2:00-3:00
	2:10				
	2:15				
	2:20				
	2:25				
	2:30				
	2:35				
	2:40				
	2:45				
	2:50				
	2:55				
	3:00				

5th GRADE WEEKLY SCHEDULE
 Note: The daily schedule remains the same Monday-Friday.

	Monday	Tuesday	Wednesday	Thursday	Friday
Attendance #	8:00	Bellwork	Bellwork	Bellwork	Bellwork
	8:05				
End #1	8:10	ELA	ELA	ELA	ELA
	8:15	8:10-10:15	8:10-10:15	8:10-10:15	8:10-10:15
	8:20				
	8:25				
	8:30				
	8:35				
	8:40				
	8:45				
	8:50				
	8:55				
	9:00				
	9:05				
	9:10				
	9:15				
	9:20				
	9:25				
	9:30				
	9:35				
	9:40				
	9:45				
	9:50				
	9:55				
	10:00				
	10:05				
	10:10				
	10:15	RECESS	RECESS	RECESS	RECESS
	10:20	10:15-10:30	10:15-10:30	10:15-10:30	10:15-10:30
	10:25				
	10:30	ELA/HISTORY	ELA/HISTORY	ELA/HISTORY	ELA/HISTORY
	10:35	10:30-10:45	10:30-10:45	10:30-10:45	10:30-10:45
	10:40				
	10:45	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION
	10:50	10:45-11:15	10:45-11:15	10:45-11:15	10:45-11:15
	10:55				
	11:00				
	11:05				
	11:10				
	11:15	MATH	MATH	MATH	MATH
	11:20	11:15-11:50	11:15-11:50	11:15-11:50	11:15-11:50
	11:25				
	11:30				
	11:35				
	11:40				
	11:45				
	11:50	LUNCH	LUNCH	LUNCH	LUNCH
Attendance #	11:55	11:50-12:05	11:50-12:05	11:50-12:05	11:50-12:05
	12:00				
	12:05	RECESS	RECESS	RECESS	RECESS
	12:10	12:05-12:20	12:05-12:20	12:05-12:20	12:05-12:20
	12:15				
	12:20	MATH	MATH	MATH	MATH
	12:25	12:20-12:55	12:20-12:55	12:20-12:55	12:20-12:55
	12:30				
	12:35				
	12:40				
	12:45				
	12:50				
	12:55	SPECIALS	SPECIALS	SPECIALS	SPECIALS
End #2	1:00	12:55-1:35	12:55-1:35	12:55-1:35	12:55-1:35
	1:05				
	1:10				
	1:15				
	1:20				
	1:25				
	1:30				
	1:35	MATH	MATH	MATH	MATH
	1:40	1:35-1:55	1:35-1:55	1:35-1:55	1:35-1:55
	1:45				
	1:50				
	1:55	SCIENCE	SCIENCE	SCIENCE	SCIENCE
	2:00	1:55-3:00	1:55-3:00	1:55-3:00	1:55-3:00
	2:05				
	2:10				
	2:15				
	2:20				
	2:25				
	2:30				
	2:35				
	2:40				
	2:45				
	2:50				
	2:55				
	3:00				

6th GRADE WEEKLY SCHEDULE
 Note: The daily schedule remains the same Monday-Friday.

	Monday	Tuesday	Wednesday	Thursday	Friday
Attendance #	8:00	Bellwork	Bellwork	Bellwork	Bellwork
	8:05				
End #1	8:10	MATH	MATH	MATH	MATH
	8:15	8:10-9:40	8:10-9:40	8:10-9:40	8:10-9:40
	8:20				
	8:25				
	8:30				
	8:35				
	8:40				
	8:45				
	8:50				
	8:55				
	9:00				
	9:05				
	9:10				
	9:15				
	9:20				
	9:25				
	9:30				
	9:35				
	9:40	ELA	ELA	ELA	ELA
	9:45	9:40-10:30	9:40-10:30	9:40-10:30	9:40-10:30
	9:50				
	9:55				
	10:00				
	10:05				
	10:10				
	10:15				
	10:20				
	10:25				
	10:30	RECESS	RECESS	RECESS	RECESS
	10:35	10:30-10:45	10:30-10:45	10:30-10:45	10:30-10:45
	10:40				
	10:45	ELA	ELA	ELA	ELA
	10:50	10:45-12:05	10:45-12:05	10:45-12:05	10:45-12:05
	10:55				
	11:00				
	11:05				
	11:10				
	11:15				
	11:20				
	11:25				
	11:30				
	11:35				
	11:40				
	11:45	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION
	11:50	11:45-12:05	11:45-12:05	11:45-12:05	11:45-12:05
Attendance #	11:55				
	12:00	LUNCH	LUNCH	LUNCH	LUNCH
	12:05	12:05-12:20	12:05-12:20	12:05-12:20	12:05-12:20
	12:10				
	12:15				
	12:20	RECESS	RECESS	RECESS	RECESS
	12:25	12:20-12:35	12:20-12:35	12:20-12:35	12:20-12:35
	12:30				
	12:35	HISTORY	HISTORY	HISTORY	HISTORY
	12:40	12:35-1:40	12:35-1:40	12:35-1:40	12:35-1:40
	12:45				
	12:50				
	12:55				
End #2	1:00				
	1:05				
	1:10				
	1:15				
	1:20				
	1:25				
	1:30				
	1:35	SPECIALS	SPECIALS	SPECIALS	SPECIALS
	1:40	1:35-2:10	1:35-2:10	1:35-2:10	1:35-2:10
	1:45				
	1:50				
	1:55				
	2:00				
	2:05				
	2:10	40 min	40 min	40 min	40 min
	2:15	SCIENCE	SCIENCE	SCIENCE	SCIENCE
	2:20	2:15-3:00	2:15-3:00	2:15-3:00	2:15-3:00
	2:25				
	2:30				
	2:35				
	2:40				
	2:45				
	2:50				
	2:55				
	3:00				

Commercial Insurance Indication

Date: 4/21/2026
 Charter School Name: American Leadership Academy Capeton
 Effective: To be Determined
 School Open Date: 2027
 Grades: K-8
 Location: Lillington, NC

To whom it may concern,

Below you will find the estimated insurance premium for American Leadership Academy – Capeton, a new K-8th Grade Charter School set to be built in the future in Lillington, NC.

Please keep in mind that this is a preliminary estimate, based by exposures and premiums of similar schools under the Charter One portfolio. These figures are subject to change and/or adjustment as specific details about the school become available.

COVERAGE	LIMIT	ESTIMATED PREMIUM	ESTIMATED RATING BASIS
General Liability (Incl. employee Benefits Liability)	\$1,000,000 Occurrence \$3,000,000 Aggregate	\$3,600	900 - K-8 th Grade Students 50 Faculty Members
Abuse/Molestation	\$1,000,000 Occurrence \$3,000,000 Aggregate	\$5,000	900 - K-8 th Grade Students 50 Faculty Members
Property	Building: \$15,351,336 BPP: \$780,000 Bus. Income \$5,000,000	\$25,988	Estimated Values / Limit
Inland Marine – PAC Endorsement	\$25,000	\$1,321	Flat Charge / No Scheduled Equipment
Crime (Employee Theft)	\$250,000	\$934	60 Employees
Non-Owned / Hired Auto Liability	\$1,000,000 Limit	\$2,359	No Scheduled Vehicles
Educators Legal Liability	\$1,000,000 Occurrence \$3,000,000 Aggregate	\$3,420	500 Faculty Members 700 Students
Student Accident	\$25,000	\$1,246	900 Students – No Sports
Umbrella	\$3,000,000	\$8,462	900 - K-8 th Grade Students 50 Faculty Members
Workers Compensation	\$1,000,000	\$9,218	70 Employees Incl. Faculty Total Payroll \$2,956,450
Cyber Liability	\$1,000,000	\$3,860	Estimated Revenue of \$9Mil
Total Estimated Premium		\$65,408.00	

This indication is not bindable. Please let us know should you have any questions or need anything else.

Sincerely,



Micah Rogers
 President

Start up

Year 0

EBITDA

Operating Revenue

Federal Revenues	
Federal Fund Revenue	
USDA Grants - Regular	
Total Federal Revenues	<hr/> -
State Revenues	
State Public School Fund Revenue	<hr/>
Total State Revenues	-
County Revenue	
County Appropriation	<hr/>
Total County Revenue	-
Local Revenue	
Sales - Lunch - Full Pay	
Rental of School Property	
Contributions and Donations	300,000.00
Interest Earned on Investments	
Other Local Operating Revenues	
Total Local Revenue	<hr/> 300,000.00
Total Operating Revenue	<hr/> 300,000.00 <hr/>
Operating Expenses	
Personnel	
Director and/or Supervisor	
Principal/Headmaster	100,000.00
Assistant Principal (Non-teaching)	50,000.00
Teacher	-
Instructional Support I - Regular Teacher Pay Scale	-
Teacher Mentor	-
Teacher Assistant - Other	
Teacher Assistant - NCLB	-
School-Based Specialist	
Monitor	-
Non-Certified Instructor	
Office Support	55,000.00
Technician	-
Substitute Teacher - Regular Teacher Absence	-
Substitute Teacher - Full-Time Non-Certified	
Driver	
Custodian	-
Cafeteria Worker	-
Skilled Trades	-

Manager	-
Supplementary and Benefits-Related Pay	-
Supplement/Supplementary Pay	
Tutorial Pay	
Employer's Social Security Cost - Regular	15,699.21
Employer's Retirement Cost - Regular	12,160.24
Employer's Hospitalization Insurance Cost	16,692.38
Employer's Workers' Compensation Insurance Cost	295.26
Employer's Unemployment Insurance Cost	1,193.13
Employer's Dental Insurance Cost	740.92
Employer's Life Insurance Cost	392.22
Other Insurance Cost	437.50
Total Personnel	<u>252,610.86</u>
Purchased Services	
Contracted Services	
Workshop Expenses	
Contracted Instructional Substitutes	
Marketing Expense	35,000
Reproduction Costs	
Psychological Contract Services	
Speech and Language Contract Services	
Public Utilities - Electric Services	
Public Utilities - Water and Sewer	
Waste Management	
Contracted Repairs and Maintenance - Land and Buildings	
Contracted Repairs and Maintenance - Equipment	
Rentals/Leases	
Travel Reimbursement	
Field Trips	
Telephone	
Postage	
Telecommunications Services	
Mobile Communication Costs	
Security Monitoring	
Certification/Licensing Fees	
Membership Dues and Fees	
Bank Service Fees	
Liability Insurance	
Property Insurance	
Scholastic Accident Insurance	
Tax Payments	
Total Purchased Services	<u></u>
Supplies and Materials	
Supplies and Materials	
Other Textbooks	
Computer Software and Supplies	
Repair Parts, Materials, and Related Labor, Grease, and Anti-Freeze	

Gas/Diesel Fuel	
Tires and Tubes	
Food Purchases	
Food Processing Supplies	
Other Food Purchases	
Furniture and Equipment - Inventoried	
Computer Equipment - Inventoried	
Sales and Use Tax Expense	
Improvements to Existing Sites	
Purchase of Furniture and Equipment - Capitalized	
Purchase of Vehicles	
License and Title Fees	
Total Supplies and Materials	-
Total Operating Expenses	252,610.86
EBITDA	47,389.14
Interest	
Depreciation	
Net Income	47,389.14

Frcst add
use use

98.59

106.16

-	
0.02	
0.03	0
0.27	0.02
0.01	
0.01	
0.02	0.01
0.00	
0.02	0.01
0.00	
0.02	
-	
-	
0.01	

-
0.00

0.08
0.06
0.08
0.00
0.01
0.00
0.00
0.00

10%

0.01
0.01

0.02
0.01
0.02



Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

School Information	
Name of charter school	ALA Capeton
Board Member's Information	
Board Members	Full name: David Machado
	Home Address: 512 Sage Oak Lane, Holly Springs, NC 27540
	Business Name & Address: NC Coalition for Charter Schools 512 Sage Oak Lane, Holly Springs, NC 27540
	Telephone No.: 704-472-7338

How were you recruited to join this Board of Directors?	Greg Sinderson asked me to join the Board
Why do you wish to serve on the board of the proposed charter school?	I believe strongly in high quality school choice
What is your understanding of the appropriate role of a public charter school board member?	Set policy and provide governance of charter school
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 can be an effective board member.	Previous Board I have served on: Lincoln Charter School Lincoln County YMCA Lincoln County Republican Party St. Dorothy Catholic Church Parish Council WCU Fraternity Alumni Board
Describe the specific knowledge and experience that you would bring to the board.	Charter school governance and operations

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	Wholesome, patriotic curriculum
What is your understanding of the school's proposed educational program?	N/A
What do you believe to be the characteristics of a successful school?	High academics, population reflects the community, service leadership
How will you know that the school is succeeding (or not) in its mission?	Monthly board meeting with reports from leadership and education partners

Governance

Describe the role that the board will play in the school's operation.	Governance, monitor fiscal budget,
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E-mail address: dmachado@nc.chartercoalition.org

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: Yes:

Educational History

Western Carolina University
BA Marketing & Management

Employment History

2/1/2025 to present, Executive Director of NC Coalition for Charter Schools
7/1/2022 to 2/1/2025, NC State Superintendent CSUSA
7/1/2016 to 6/30/2025, Executive Director for the Office of Charter Schools, NCDPI
8/1/20/24 to 6/30/2016, Chief Administrator Lincoln Charter School
Prior to 2024, Sales, Management, small business owner

<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>Monthly board meetings and reports from school leadership and education partners</p>
<p>How will you know at the end of five years if the school is successful?</p>	<p>Academic performance, enrollment and wait list</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>Provide guidance on governance, budget, support school in the community</p>
<p>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?</p>	<p>Bring it to the board chair and discuss at board meeting in closed session</p>

Certification

I, Dave Machado, 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 ALA Capeton Charter School is true and correct in every respect.

Board Member's Signature

Signature  **Date** 3-3-26

**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 and the license validity. Click or tap here to enter text.*

Dave Machado

Raleigh, NC 704-472-7338 davemachado54@gmail.com

WORK EXPERIENCE

Executive Director of the NC Coalition for Charter Schools | February, 2025 to present

- Lead organization that serves over 100 NC charter schools
- Work with Government Affairs team and Coalition counsel to advocate for favorable charter school laws at NC General Assembly
- Recruit new member schools
- Initiated Corporate Membership Program
- Recruit new Corporate members
- Liaison between Coalition and member schools
- Advocate at NCDPI for charter autonomy
- Manage Coalition annual budget
- Work with internal and external charter school stakeholders

NC State Superintendent | Charter Schools USA | July, 2022 to February 2025

- Led NC State team of 20 associates
- Recruited and Supervised 11 Principals
- Responsible for academic, financial and enrollment progress of 11 schools
- Charter Schools USA liaison with their respective school boards.
- Cultivate relationships with external stakeholders such as but not limited to NCDPI, NC General Assembly, Charter School Review Board, NC State Board of Education, various charter school organizations.

Executive Director | NC Office of Charter Schools | June, 2016 to July, 2022

- Ensure the policies and goals of the State Board of Education are implemented and met.
- Support charter schools across the state and monitor each school's academic, financial, and governance compliance.

- Oversee the day to day operations of OCS including the application process for new schools.
- Provide support for newly approved schools during their Ready to Open Planning Year.
- Manage the charter school renewal process
- Monitor charter school's performance against State and Federal requirements
- Provide professional development for all stakeholders including training for Boards, school leaders and teachers.
- Participate in risk management assessments and manages school closure procedures.

Chief ADMINISTRATOR | Lincoln Charter School | July, 2002 to June 2016

Lincoln Charter School, Lincolnton, NC

- Presided over an exemplary charter school of 1900+ students, 205 total staff including 155 teachers with a thirteen- million dollar yearly budget, grades K- 12 and 2 campuses.
- Upheld the school's mission to facilitate the development of college ready individuals through emphasis on rigorous academics and our community expectations: honesty, respect, empathy, responsibility, service and preparedness.
- Developed systems, procedures and appeal process to assure all discipline and attendance policies both local and state are followed.
- Oversaw hiring of staff and faculty, new hire orientation and conduct quarterly meetings with immediate subordinates to discuss expectations and performance.
- Meet regularly with department heads to discuss, formulate and implement programs to assure student success.
- Worked with site administrators and Curriculum Coordinators to implement timely and accurate teacher observations and provide immediate feedback.
- Designed a "Lincoln Charter School" specific evaluation model to assure staff met the needs of school's culture.
- Oversaw the construction of 4 building projects totaling \$19 million.

General Manager / Alray Tire and Service Center/ July 1994 – July 2002

- Reviewed financial statements, sales activity reports, and performance data to measure productivity and identify areas needing cost reduction or program improvement.
- Directed and coordinated sales campaigns and customer services programs to increase sales and ensure repeat customer business,
- Directed administrative and personnel duties and activities directly related to profitability of the business.
- Prepared staff work schedules and assign specific duties.
- Monitored inventory to ensure supplies and inventory were on-hand to provide needed goods and services within budgetary limits

Owner, General Manager Metro Tire Company, Lenoir, NC 1980-1994

- Owned and operated automotive sales and services business with increasing profitability.
- Hired and supervised mechanics, sales and clerical staff

EDUCATION

Western Carolina University, Cullowhee, North Carolina

Bachelor of Science, 1977

Business Administration/Marketing



Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign 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.

School Information

Name of charter school	ALA Capeton, Inc.
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Board Member’s Information

Board Members	Full name: Dawn Forrest
	Home Address: 2337 Spruce Shadows Ln., Raleigh, NC 27614
	Business Name & Address: Greenfield Communities, 8601 Six Forks Rd., #270, Raleigh, NC 27615
	Telephone No.: (919) 609-0905

	E-mail address:dforrest@greenfieldcommunities.com
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Board Member Application	
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Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/>
Educational History	<p>High School – Mainland Sr. High, Daytona Beach, FL Hillsborough Community College – Tampa, FL Some courses – USF – Tampa, FL</p>
Employment History	<p>2024-Present – VP of Marketing Greenfield Communities 2019-2024 – Marketing Consultant Greenfield Communities 2008-2024 – Marketing Director, JPM South Development 2002-2008 – Marketing Director, Wakefield Development Co. 2000-2002 – Regional Market Mgr., Haas Publishing/New Homes 1992-2000 – Nestle USA</p>
How were you recruited to join this Board of Directors?	Through Charter One and Greenfield Communities
Why do you wish to serve on the board of the proposed charter school?	I’ve spent much of my career helping build and guide communities, and this is an opportunity to contribute in a different but equally meaningful way. I’m particularly drawn to the role of governance—ensuring there is strong leadership, clear accountability, and a long-term vision in place. I

	believe effective boards create the structure and support that allow organizations to thrive, and I'm excited to help do that here.
What is your understanding of the appropriate role of a public charter school board member?	My understanding of the role of a board member of a public charter school is to provide governance, strategic direction, and accountability, while ensuring the school remains aligned with its mission and serves its students effectively.
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 can be an effective board member.	I currently serve as President of the HOA boards for Serenity POA and Capeton POA, providing governance oversight and supporting community operations. In each master-planned community, I have helped establish resident social committees and worked closely with them through the transition period until developer turnover was complete. I have also served on advisory committees focused on ensuring a smooth and successful transition from developer-led management to homeowner governance.
Describe the specific knowledge and experience that you would bring to the board.	I've spent over 20 years in leadership roles where I've had to balance strategy, financial oversight, and stakeholder alignment. In my current role, I work closely with executive teams on long-term planning and decision-making. Additionally, serving as HOA President has given me direct governance experience—working with boards, managing budgets, and making decisions that impact large communities.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	My understanding of the school's mission is reflected in its statement: <i>"In support of the family, provide the best educational experience to as many students as possible in a moral and wholesome environment."</i> To me, this emphasizes strong partnership with families, a commitment to academic excellence, and the importance of a positive, values-based school culture. As a board member, my role is to ensure decisions and long-term strategy remain aligned with these principles and support strong outcomes for students.
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<p>What is your understanding of the school’s proposed educational program?</p>	<p>My understanding is that the school’s educational program is “grounded in a rigorous, traditional academic model that emphasizes both strong academic outcomes and character development. Through collaboration with families and educators, the program focuses on building foundational knowledge while also developing leadership qualities through the R.A.I.S.E. values—Respect, Accountability, Integrity, Service, and Excellence”. The goal is to prepare students not only academically, but also as confident and responsible individuals.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>A successful school demonstrates strong academic outcomes, a positive and structured learning environment, and consistent alignment with its mission and values. It has effective leadership, engaged families, and a culture that supports both student achievement and character development. Long-term success is also reflected in student growth, retention, and a strong reputation within the community.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>The school’s success can be measured through a combination of academic performance, student growth, and school culture. This includes reviewing student achievement data, enrollment and retention trends, and feedback from families and staff. Just as important is whether the school is consistently demonstrating its stated values and maintaining alignment with its mission. If there are gaps in performance, culture, or consistency, those would be indicators that adjustments are needed.</p>

Governance

<p>Describe the role that the board will play in the school’s operation.</p>	<p>The board’s role is to provide governance, strategic direction, and oversight, not to manage daily operations. This includes setting clear expectations, ensuring financial and legal accountability, supporting school leadership, and monitoring performance. The board should remain focused on the mission and long-term success of the school while allowing the administration to manage day-to-day activities.</p>
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<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>At the end of the first year, success would be measured by a strong and stable school launch. This includes meeting enrollment goals, maintaining a safe and positive school culture, establishing effective leadership and staff, and demonstrating early indicators of academic progress. Financial stability and operational systems functioning as intended are also key indicators.</p>
<p>How will you know at the end of five years if the school is successful?</p>	<p>Over five years, success should be reflected in consistent academic achievement and growth, strong enrollment and retention, financial sustainability, and a positive reputation within the community. Additionally, a stable leadership team and a clear alignment between the school’s mission and its outcomes would indicate long-term success.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>The board should establish clear governance practices, including defined roles, policies, and accountability measures. It should set measurable goals, regularly review academic and financial performance, and support and evaluate the school leader. Ongoing communication, strategic planning, and a commitment to continuous improvement are essential to ensuring long-term success.</p>
<p>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?</p>	<p>I would address the situation promptly and professionally, starting with a direct and respectful conversation to understand the issue. If necessary, I would follow established board policies and governance procedures, ensuring transparency and documentation. The priority would be to protect the integrity of the board and act in the best interests of the school, even if that requires escalating the issue or taking formal action.</p>

I, Dawn Forrest, 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 ALA Capeton, Inc. Charter School is true and correct in every respect.

Board Member's Signature

Signature *Dawn Forrest*

Date 04/21/26

**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 and the license validity. [Click or tap here to enter text.](#)*

DAWN FORREST

2337 Spruce Shadows Ln.

Raleigh, NC 27614

(919) 609-0905

dawnforrest1@hotmail.com

EXECUTIVE PROFILE

Strategic marketing executive with 20+ years of experience leading brand development, demand generation, and large-scale community positioning within the real estate development industry. Proven track record of shaping high-performing marketing organizations, launching award-winning master-planned communities, and aligning cross-functional teams to drive measurable growth. Trusted leader with expertise spanning marketing strategy, land planning, and governance.

PROFESSIONAL EXPERIENCE

Greenfield Communities – Raleigh, NC

Vice President of Marketing | January 2024 – Present

Marketing Consultant | 2019 – 2023

Executive Leadership & Community Development

- Serve on executive leadership and land planning team, influencing product mix, lot sizing, builder selection, and long-term community vision
- Provide strategic input on new land acquisitions through market research, competitive analysis, and positioning strategy

Portfolio Oversight

- Lead marketing and operational oversight for two master-planned communities totaling **3,400+ homesites (1,200 and 2,200 lots)**
- Direct cross-functional alignment between development, sales, builders, and marketing teams

Brand & Market Leadership

- Developed and executed positioning strategy for *Serenity*, earning state recognition through the NCHBA **Community of the Year recognition for two consecutive years**
- Contributed to **27+ industry awards** since *Serenity*'s launch in October 2022

- Lead integrated marketing campaigns across digital, traditional, and experiential channels to drive demand and support absorption goals

Performance & Strategy

- Conduct ongoing competitive analysis and housing market research to inform pricing, product evolution, and go-to-market strategies
- Manage marketing budgets and optimize ROI across campaigns

Team & Partner Leadership

- Lead internal teams, agency partners, and builder collaborations to ensure consistent execution and brand alignment
 - Serve as liaison between builder partners and brokerage community to support sales success
-

JPM South Development Company – Raleigh, NC

Director of Marketing | 2002 – January 2024

- Led marketing strategy and execution for multiple award-winning master-planned communities
 - Directed brand development and launch strategies from concept through sellout
 - Managed marketing budgets, media planning, and campaign execution across digital and traditional channels
 - Oversaw community events, broker engagement, and homeowner communications
 - Partnered with developers, builders, and sales teams to align marketing with revenue goals
 - Implemented lead generation systems and performance tracking to optimize results
 - Represented communities in public forums, industry events, and stakeholder meetings
-

New Home Guide – Triangle Market

Regional Market Manager | 2000 – 2002

- Promoted within six months from Market Manager to Regional Market Manager
- Oversaw hiring, training, and operations across five markets

- Managed regional reporting, budgeting, and system improvements
-

Nestlé USA

Key Account Manager, Alcon Laboratories | 1999 – 2000

- Exceeded first-year sales goals by 25%
- Managed corporate retail accounts and regional merchandising teams

PR Manager / Tournament Director, Stouffer Hotels | 1992 – 1999

- Directed PR strategy and branding initiatives for hotel properties
 - Managed high-profile corporate and PGA Tour events, including executive-level stakeholder engagement
 - Led media relations, press events, and national brand exposure efforts
-

LEADERSHIP & GOVERNANCE

Chair, Board of Directors

ALA Capeton, Inc | 2026 – Present

- Provide governance, strategic direction, and organizational oversight
- Partner with leadership on long-term planning, financial stewardship, and community engagement

President, Homeowners Association (HOA)

Serenity & Capeton Communities | Current

- Oversee governance, operations, budgeting, and community standards for large-scale residential communities
 - Lead board meetings, vendor management, and homeowner engagement initiatives
-

EDUCATION

Hillsborough Community College

Associate of Arts in Business

AWARDS & PROFESSIONAL ACHIEVEMENTS

- Serenity: **Community of the Year (2 consecutive years)**

- **27+ industry awards** for Serenity since 2022 launch
 - Dozens of local, regional, and national awards for master-planned communities including Bedford, Wakefield Plantation, Renaissance Park, Traditions, 5401 North, Jordan Pointe, Inside Wade, Mackintosh on the Lake, Eagle Ridge, and 12 Oaks
 - Bedford at Falls River was recognized nationally as Community of the Year
 - Won nationally for Renaissance Park video presentation
-

COMMUNITY & PROFESSIONAL INVOLVEMENT

- Active involvement in community development initiatives and stakeholder engagement
 - Experience collaborating with boards, committees, and local organizations
 - Ongoing participation in industry associations and charitable initiatives
-

REFERENCES

Available upon request



Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

School Information

Name of charter school

American Leadership Academy Capeton

Board Member's Information

Board Members

Full name: Erica Martinez

Home Address: 10 Georgetown Woods Drive Youngsville, NC 27596

Business Name & Address:

Telephone No.: 919.744.5204

E-mail address: erica.martinez@alacapeton.org

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No:

Yes:

Educational History

University of Kutztown, Kutztown, PA
1994 Bachelor of Arts

Employment History

Charter One, Wake Forest, NC (2019-2025)
InnoVector Tech, Wake Forest, NC (2015-2019)
Thales Academy, Wake Forest, NC (2006-2015)

How were you recruited to join this Board of Directors?

I was asked to join this Board of Directors due to my numerous years of working in the education field both as a teacher and in administration as well as experience working for an Education Management Organization.

Why do you wish to serve on the board of the proposed charter school?

I would like to offer my experience in the private and charter education sector on a board with a goal to operate a school located in an area of need and desire. Lillington, NC families have expressed interest for a high quality charter school in their area.

<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>The role of a public charter school board member is to provide oversight, governance, fiduciary oversight, and ensure the school achieves academic success while in compliance with laws and the charter contract. Members do so by engaging in board meetings to review academic performance, compliance, fiscal review, and accountability of the school's operation. Members should also represent the school community and advocate for the school mission and vision.</p>
<p>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 can be an effective board member.</p>	<p>I have not previously served on a charter school board, however I do have vast knowledge and experience with charter schools and the board's role and responsibilities from my years working with an education management organization.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>I bring operational knowledge from my experience in education management as well as from years of teaching and administration in the private school sector in North Carolina.</p>

School Mission and Program

<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>The mission statement for ALA Capeton in essence is to support families in their educational choice for their children with the goal of offering equal opportunity to as many students as possible with a focus on the morals and values needed to become successful members in society.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>The school's proposed educational program is built on a Core Knowledge curriculum, RAISE Leadership values for Leadership and Character Development, Specialized Learning Programs and a well-rounded experience for extracurriculars as appropriate for grade levels.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>The characteristics of a successful school are evidenced by a focus on student achievement, positive culture, high quality instruction with an innovative approach to educating students.</p>

<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>The Board will know that the school in it's mission if it meets or exceeds the academic, operational, and financial goals within the charter contract. Success will be evidenced by strong community demand through waitlists, high student growth, high teacher retention, and appropriate fiscal management.</p>
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Governance

<p>Describe the role that the board will play in the school's operation.</p>	<p>The Board will serve as a governing board to hold the public trust and legal responsibility for the school's academic, financial, and operational viability.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>The Board will know that the school is successful at the end of the first year of operation if it meets state performance framework gauges. These would include academic performance, financial viability, operational and governance compliance, as well as retention and re-enrollment rates according to state accountability standards in North Carolina.</p>
<p>How will you know at the end of five years if the school is successful?</p>	<p>The school will be at a milestone for it's first renewal cycle which is the 5 year mark and the performance data will show long-term success based on trends of high student growth academically, financial sustainability, and operational and governance compliance.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>The charter school board would need to take steps to ensure the success of their school by establishing an annual accountability calendar, implementing appropriate governance oversight in how successfully results are achieved, delegate subcommittees for oversight of specific areas within the responsibility of the Board, plan strategically for future years successfully and meet legal and ethical standards.</p>
<p>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?</p>	<p>Board members are legally bound to act in the best interest of the school and ignoring unethical behavior can lead to liability or the school losing the charter, therefore any conflict should be brought to the attention of the Board Chair and if needed an Executive Session during a board meeting would be needed to discuss or consult with legal counsel.</p>

Certification

I, Erica Martinez, 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 American Leadership Academy Capeton Charter School is true and correct in every respect.

Board Member's Signature

Signature

A handwritten signature in black ink, appearing to read 'Erica Martinez', written in a cursive style.

Date 3/5/2026

**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 and the license validity. [Click or tap here to enter text.](#)*

Erica Ann Martinez

ericamart71@icloud.com ▪ (919) 744-5204 ▪ Youngsville, NC 27596

Professional Summary

Results-driven professional with 13 years of experience in Office and Project Management leading cross-functional teams to deliver complex startup projects. Skilled in optimizing workflows and strategic planning with a proven ability to deliver results in fast-paced environments. Committed to continuous improvement and delivering value through teamwork, innovation, and effective communication.

Relevant Experience

Project Manager, Business Development /SIS Team 09/2019 – 11/2025
Charter One, Wake-Forest, NC

- Led a cross functional business development team in school startups from project acquisition through development
- Managed a portfolio of simultaneous projects successfully completing projects on time and in budget
- Developed a comprehensive start up plan outlining key phases and activities

Office Manager/Project Manager *InnovectorTech*, 06/2015 – 05/2019
Wake-Forest, NC

- Assembled and led the project team, assigned duties and monitored progress, ensured timelines
- Maintained efficient office procedures, including payroll, scheduling, and office paperwork
- Provided resources to support project team

Office Manager and Administrative Assistant 06/2012 –06/2015
Thales Academy, Wake-Forest, NC

- Provided complex administrative support to the school administration
- Managed day-to-day activities of the school office, including correspondence, filing, and office duties
- Acted as a point of contact for parents, teachers, visitors, and external contacts, ensuring clear communication and customer service

Teacher

06/2006 – 06/2012

Thales Academy, Wake-Forest, NC

- Maintained open and respectful communication with students, parents, colleagues, supervisors, and staff regarding student progress
- Delivered instruction through demonstrations and discussions to facilitate understanding and encourage active participation
- Established a safe, productive, and respectful classroom that encouraged student well-being and curiosity

Professional Skills

Microsoft Office (Word, Excel, Outlook, PowerPoint)-Advanced Skills

Google Workspace (Drive, Docs, Sheets, Forms, Slides, Calendar, Meet)-Advanced Skills

Soft Skills

Project Management (Redbooth, ClickUp)

Data Analysis

Organizational Skills

Time Management

Communication (Verbal and Written)

Customer Service

Multitasking

Problem-Solving

Detail Orientated

Leadership and Teamwork

Bachelors Psychology, Kutztown University, Kutztown, PA 1994

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

School Information

Name of charter school	ACA Capeton
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Board Member's Information

Board Members	<table border="1"> <tr> <td data-bbox="446 1050 535 2001">Full name: Steven Glenn McFadden</td> </tr> <tr> <td data-bbox="357 1050 446 2001">Home Address: 710 W Fair Street Lillington NC 27546</td> </tr> <tr> <td data-bbox="256 1050 357 2001">Business Name & Address: Meyers Engineering/5708 Carriage Park Court, Fuquay Varina, NC 27526</td> </tr> <tr> <td data-bbox="173 1050 256 2001">Telephone No.: 9108903207</td> </tr> </table>			Full name: Steven Glenn McFadden	Home Address: 710 W Fair Street Lillington NC 27546	Business Name & Address: Meyers Engineering/5708 Carriage Park Court, Fuquay Varina, NC 27526	Telephone No.: 9108903207
Full name: Steven Glenn McFadden							
Home Address: 710 W Fair Street Lillington NC 27546							
Business Name & Address: Meyers Engineering/5708 Carriage Park Court, Fuquay Varina, NC 27526							
Telephone No.: 9108903207							

Describe the specific knowledge and experience that you would bring to the board.	Strong understanding of Local, County and State government. Very involved in the educational needs of Harnett County.
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School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	Opportunity to promote education growths in our community.
What is your understanding of the school's proposed educational program?	Traditional School educational program.
What do you believe to be the characteristics of a successful school?	Educational Growth in students and above average regional test scores.
How will you know that the school is succeeding (or not) in its mission?	Yearly Growth of students.

Governance

Describe the role that the board will play in the school's operation.	Set policy.
How will you know if the school is successful at the end of the first year of operation?	If early goals of the school are met.
How will you know at the end of five years if the school is successful?	If yearly growth metrics are met.
What specific steps will the charter school board need to take to ensure that the school is successful?	Have clear goals. Hire strong teachers. Have high expectations of students.
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?	Report my concerns to full Board.

Certification

I, Steven Glenn McFadden, 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 APA Capton Charter School is true and correct in every respect.

Board Member's Signature

Signature



Date

4-23-20

**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 and the license validity. Click or tap here to enter text.*

Glenn McFadden

Lillington, NC | 910-890-3207 | gmcfadden@meyersengineering.net

PROFESSIONAL SUMMARY

Dedicated and results-oriented Senior Project Manager with nearly 30 years of experience in water and wastewater utilities management, infrastructure construction, and public administration. Proven success in leading large-scale municipal and utility projects, including major water and sewer plant upgrades, storage tank installations, and distribution system expansions. Recognized for strong leadership, strategic planning, and community engagement through extensive civic involvement and public service.

EDUCATION

East Carolina University (ECU) — Bachelor's Degree, Graduated 1995

Fayetteville State University (FSU) — MBA Coursework, 1995–1997

PROFESSIONAL EXPERIENCE

Meyers Engineering, PLLC — Senior Project Manager (2024–Present)

- Lead and oversee engineering projects for municipal clients, focusing on water and wastewater infrastructure.
- Manage budgets, schedules, and multidisciplinary project teams to ensure successful delivery.

Harnett Regional Water (HRW) — Assistant Utility Director (2010–2024)

- Directed utility operations and major infrastructure improvements across the HRW system.
- Supervised maintenance, operations, and capital improvement programs for water and sewer facilities.

Harnett Regional Water (HRW) — Superintendent of Maintenance and Distribution (1997–2010)

- Managed water distribution maintenance, including system repairs, upgrades, and all capital expansion projects.
- Coordinated teams ensuring compliance with safety and regulatory standards.

Harnett Regional Water (HRW) — Water Plant Operator (1995–1997)

- Operated and maintained water treatment systems, ensuring compliance with water quality standards.

SPECIAL PROJECTS

- Project Manager for HRW Water Plant upgrades, expanding capacity from 6 MGD to 42 MGD.

- Project Manager for HRW 15 MGD Sewer Plant construction.
- Managed construction of multiple utility districts, overseeing water line installation ranging from 4" to 36".
- Directed construction of five elevated storage tanks, including two 1+ million-gallon tanks.
- Oversaw installation of two 5-million-gallon CROM ground storage tanks.
- Managed construction of sewer lift stations with capacities up to 25 MGD.

CERTIFICATIONS & LICENSES

- Grade A Surface Water Treatment License
- Grade A Distribution System License
- Grade 3 Collections System License
- Grade 2 Wastewater Treatment License

CIVIC AND COMMUNITY LEADERSHIP

- Mayor, Town of Lillington — 2005–Present
- Board of Commissioners, Town of Lillington — 2003–2005
- Board Member, Harnett Health Hospital — 2023–Present
- Past Board Member, North Carolina One Call

PROFESSIONAL STRENGTHS

- Project and Construction Management
- Utility Operations and Maintenance
- Strategic Planning and Budget Oversight
- Regulatory Compliance and Safety
- Community and Stakeholder Relations
- Leadership and Team Development

Charter School Board Member Information Form

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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.

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School Information

Name of charter school

ALA Capeton

Board Member's Information

Board Members

Full name: Stephanie Needham

Home Address: 213 E Harrington Ave. Broadway NC 27505

Business Name & Address: Pine Springs Preparatory Academy-
190 Rosewood Centre Dr. Suite 201 Holly Springs NC 27540

Telephone No.: 919-499-3341

E-mail address: sneedham@pinespringsprep.org

Board Member Application

<p>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</p>	<p align="center">No: <input checked="" type="checkbox"/> Yes: <input type="checkbox"/></p>
<p>Educational History</p>	<p><i>Campbell University</i> B.S. – Elementary Education – 1997 M.A. - Christian Education - 2000 <i>University of North Carolina at Wilmington</i> M.A. – Curriculum and Instruction Specialist - 2013</p>
<p>Employment History</p>	<p>Lee County Schools 1999-2017 -During my time in Lee County I was a teacher for various grade levels and served as a literacy coach from 2013-2017. Pine Springs Preparatory Academy 2017-Present -2017-2025: Elementary Principal -2025-Present: Chief Academic/Operations Officer</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>Gregg Sindors recruited me.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I am an advocate of school choice. In my role at Pine Springs I have experienced how helpful and valuable board members are in the success of the school. I would like to provide that same help and support to Capeton Charter.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>Board members help govern the management of property, business affairs and operations of the Charter School following NC laws. Board members serve a renewable 2 year term and participate in monthly meetings. Board Members also serve on committees to better the school community.</p>
<p>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 can be an effective board member.</p>	<p>I do not have previous experience serving on a charter school board but as a leader at a charter school I have worked closely with the board for the last 9 years to help manage and support growth and accountability.</p>

<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>I am a founding school leader with eight years of experience launching and managing a charter school. I have experience in charter startup operations, board collaboration, and maintaining compliance with state regulatory requirements through the North Carolina Department of Public Instruction. I have helped build effective systems, and lead teams through the critical early years of growth and accountability.</p>
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School Mission and Program

<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>The mission of ALA Capeton is to create a unique educational experience by combining academic excellence and character development. ALA Capeton will strive to help students be successful in and outside of the classroom and to help them become great leaders of tomorrow.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>The school will utilize the Core Knowledge curriculum and provide rigorous standards across all academic areas.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>A successful school focuses on making learning engaging and relevant for all students regardless of their background or ability. Learning is the constant and time is the variable. A successful school will have engaged and thriving students and families.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>A successful school will have a safe and welcoming environment with high academic expectations. It will foster a collaborative culture where staff are supported and student engagement is high. Consistent student growth and active communication will also be a sign of success.</p>

Governance

<p>Describe the role that the board will play in the school's operation.</p>	<p>The board focuses more on governance rather than daily management. Some key roles of the board include ensuring mission alignment, compliance, monitoring student performance and approving budgets and finance.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>I will know if the school is successful at the end of the first year if staff and students feel supported and families want to be a part of the school community.</p>
<p>How will you know at the end of five years if the school is successful?</p>	<p>School culture and growth will be key indicators of a successful school after 5 years.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>The board will need to support school leadership, focus on long term strategies and oversight and ensure all decisions align with the school's charter and mission.</p>
<p>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?</p>	<p>I would focus on documentation, confidentiality and follow formal procedures put into place to help protect the school's interests.</p>

Certification

I, Stephanie Needham, 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 AVA Capeton Charter School is true and correct in every respect.

Board Member's Signature

Signature S. Needham Date 3-5-26

**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 and the license validity. (Tick or tap here to enter text.)*

Stephanie Needham 919.499.3341

Education

Campbell university

B.S. – Elementary Education – 1997

M.A. - Christian Education - 2000

University of North Carolina at Wilmington

M.A. – Curriculum and Instruction Specialist - 2013

Professional Experience

Lee County Schools

Floyd L. Knight School 1999-2003

Homebound Teacher

Classroom Teacher Pre-k/Kindergarten Developmentally Delayed Students

B.T. Bullock Elementary School 2003-2013

2nd and 3rd grade Classroom Teacher

Mentor

Common Core Trainer

Literacy and Math RTI Chair

J Glenn Edwards Elementary School 2013-2017

3rd Grade Classroom Teacher

Literacy Specialist Serving K-5th Grades, Title 1 Chair, RTI chair

Pine Springs Preparatory Academy 2017-2025

Elementary Principal

Pine Springs Preparatory Academy 2025-Present

Chief Academic Operational Officer

Professional Recognition

County Recognition Teacher of The Year - B. T. Bullock Elementary School: 2011-12 and 2013-14 Teacher of The Year - J. Glenn Edwards Elementary: 2014-15 Top 25% of 3rd Grade Teachers in Lee County based on growth 2016

State Recognition

Governor's Teacher Network 2014-2015

Awarded bonus for being in top 25% of teachers in North Carolina based on growth 2016

School Start-up Plan

Milestone #	Milestone Name	Category	Task
1	Local Legal Landscape	LEGAL	Review legal landscape and climate relative to charter school law, decisions, etc. and make recommendation.
1	Local Legal Landscape	TECHNOLOGY	Ensure compliance with data security laws
4	Key Personnel	CORPORATE AND ADMINISTRATIVE TASKS	Create SAMS Account
4	Key Personnel	CORPORATE AND ADMINISTRATIVE TASKS	File IRS Form 1023 to obtain 501(c)3 Non-Profit tax status
4	Key Personnel	CORPORATE AND ADMINISTRATIVE TASKS	File Articles of Incorporation with the Secretary of State
4	Key Personnel	CORPORATE AND ADMINISTRATIVE TASKS	Obtain business license if goods are to be sold
4	Key Personnel	TRAINING	Measuring school and Administrator effectiveness
5	Financial Projections	FINANCE	Create/Refine Start-Up Budget
5	Financial Projections	FINANCE	Create/Refine 5-Year Budget
5	Financial Projections	FINANCE	Establish accounts payable process
5	Financial Projections	FINANCE	Develop purchase order template or purchase online requisition software
5	Financial Projections	FINANCE	Establish accounts receivable process
5	Financial Projections	FINANCE	Create forms for reimbursement, donations, receipts, etc.
5	Financial Projections	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Specify school furniture (Classroom, Office, Common-area)
5	Financial Projections	TECHNOLOGY	Draft technology plan with qualified personnel, include costs in appropriate budgets.
6	Campus Size	HUMAN RESOURCES	Create staffing plan
6	Campus Size	HUMAN RESOURCES	Write Position Descriptions
6	Campus Size	HUMAN RESOURCES	Create draft employee contract

School Start-up Plan

6	Campus Size	HUMAN RESOURCES	Staff Evaluations
6	Campus Size	HUMAN RESOURCES	Employee Contract
6	Campus Size	MARKETING	Create marketing collateral (videos, fliers, website, business cards, signs, postcards, shirts, emails, etc.)
7	Organize Board	TECHNOLOGY	Secure domain name
7	Organize Board	TECHNOLOGY	Design & develop school website
7	Organize Board	TRAINING	Provide BOD Training
7	Organize Board	TRAINING	Roles & Responsibilities of Board Members
7	Organize Board	TRAINING	Board Member authority & administrator relations
7	Organize Board	TRAINING	Fiduciary Responsibility
7	Organize Board	TRAINING	Education Law 101
8	Board Actions	CORPORATE AND ADMINISTRATIVE TASKS	Develop Teacher Handbook, obtain Board approval
8	Board Actions	CORPORATE AND ADMINISTRATIVE TASKS	Develop Parent Handbook, obtain Board approval
8	Board Actions	CORPORATE AND ADMINISTRATIVE TASKS	Develop Emergency Response Plan
8	Board Actions	FINANCE	Create Bank Account with authorized banking institution
8	Board Actions	FOOD SERVICES	Create lunch schedule
8	Board Actions	TRAINING	School Culture, policies & procedures
9	Begin Application	MARKETING	Complete demographics study for target market
9	Begin Application	MARKETING	Create a marketing plan based on demographics
13	Charter Approval	CORPORATE AND ADMINISTRATIVE TASKS	Establish Infinite Campus Account
13	Charter Approval	FINANCE	Secure Start-Up funding
13	Charter Approval	FINANCE	Apply for grants
13	Charter Approval	FINANCE	Loans, including NV state charter loan.
13	Charter Approval	FINANCE	Donations
13	Charter Approval	TECHNOLOGY	Apply for eRate grant, if applicable
13	Charter Approval	FACILITIES	Review transportation plan (if applicable)

School Start-up Plan

14	Intesify Marketing	ENROLLMENT	Collect student enrollments, establish system for organizing applications
14	Intesify Marketing	HUMAN RESOURCES	Attend education job fairs
14	Intesify Marketing	HUMAN RESOURCES	Post positions to online recruitment boards
14	Intesify Marketing	HUMAN RESOURCES	Purchase software/Create Database for Employee Documentation (DL, W4, Teach. Lic., SS, I-9, Job App., Fngprnt, etc.)
14	Intesify Marketing	MARKETING	Engage in community outreach efforts (Chamber, politicians, open houses, press releases, businesses, cottage mtgs, etc.)
14	Intesify Marketing	MARKETING	Informational meetings
15	Construction Site & Permits	FACILITIES	Obtain land
15	Construction Site & Permits	FACILITIES	Draft contract with facility developer or landlord.
15	Construction Site & Permits	FACILITIES	Get lease contact reviewed by Authority
15	Construction Site & Permits	FACILITIES	Submit plans to the local Health District for permit application and review of construction plans.
15	Construction Site & Permits	FACILITIES	Obtain adequate insurance and submit proof to the Authority
15	Construction Site & Permits	FACILITIES	Ensure compliance with ADA
15	Construction Site & Permits	FACILITIES	Obtain education occupancy from appropriate authority
15	Construction Site & Permits	FACILITIES	Facility access plan (eg keys, FOB, or other), purchase, & distribution
15	Construction Site & Permits	FOOD SERVICES	Purchase any necessary kitchen equipment
15	Construction Site & Permits	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Specify & purchase playground(s), install playgrounds

School Start-up Plan

15	Construction Site & Permits	MARKETING	Groundbreaking Ceremony
15	Construction Site & Permits	TECHNOLOGY	Purchase sound system(s), install – if applicable
15	Construction Site & Permits	TECHNOLOGY	Procure & install school security system, including cameras
15	Construction Site & Permits	TECHNOLOGY	Procure instructional technology (e.g. SMART Boards, document cameras, sound reinforcement, projection screens, etc)
16	Staffing, HR, Payroll, Grants, etc.	ENROLLMENT	Create enrollment form (paper and online)
16	Staffing, HR, Payroll, Grants, etc.	ENROLLMENT	Publish enrollment policy
16	Staffing, HR, Payroll, Grants, etc.	ENROLLMENT	Publish enrollment window, lottery date
16	Staffing, HR, Payroll, Grants, etc.	ENROLLMENT	Establish lottery procedure/ procure software, if necessary
16	Staffing, HR, Payroll, Grants, etc.	ENROLLMENT	Run lottery
16	Staffing, HR, Payroll, Grants, etc.	ENROLLMENT	Publish lottery results
16	Staffing, HR, Payroll, Grants, etc.	ENROLLMENT	Collect additional student information, request student records
16	Staffing, HR, Payroll, Grants, etc.	ENROLLMENT	Input student information into SIS (Infinite Campus)
16	Staffing, HR, Payroll, Grants, etc.	ENROLLMENT	Assign students to teachers/courses – create master schedule
16	Staffing, HR, Payroll, Grants, etc.	FINANCE	Obtain business credit/debit cards for authorized individuals
16	Staffing, HR, Payroll, Grants, etc.	FINANCE	Obtain check stock

School Start-up Plan

16	Staffing, HR, Payroll, Grants, etc.	FINANCE	Procure Accounting Software
16	Staffing, HR, Payroll, Grants, etc.	FINANCE	School lunch payment portal
16	Staffing, HR, Payroll, Grants, etc.	FINANCE	Point of Sale system
16	Staffing, HR, Payroll, Grants, etc.	FOOD SERVICES	Hire third-party vendor, if applicable
16	Staffing, HR, Payroll, Grants, etc.	FOOD SERVICES	Ensure staff has proper food handlers cards
16	Staffing, HR, Payroll, Grants, etc.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Establish vendor relationships as required (SPED, Custodial, Maintenance, Foodservices, IT Support, HR/Payroll, etc.)
16	Staffing, HR, Payroll, Grants, etc.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	City services (trash, sewer, water, power)
16	Staffing, HR, Payroll, Grants, etc.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Telephone, cell phone
16	Staffing, HR, Payroll, Grants, etc.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Internet
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Establish Payroll relationship with third-party vendor
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Establish State Retirement Account (if required)
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Establish Fingerprint Account with State Authority
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Create Employee Recruitment System
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Post online applications
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Interview applicants

School Start-up Plan

16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Hire qualified applicants
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Establish substitute teacher list
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Secure benefits providers (Health, Dental, Vision, Life Insurance, etc)
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Schedule benefits enrollment meeting
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Develop State Retirement System enrollment process
16	Staffing, HR, Payroll, Grants, etc.	SPECIAL POPULATIONS	Screen applications for homeless, IEP, 504, ELL, FRL students
16	Staffing, HR, Payroll, Grants, etc.	TECHNOLOGY	Setup SIS (Infinite Campus) account with all associated requirements, etc.
16	Staffing, HR, Payroll, Grants, etc.	TECHNOLOGY	Setup school assessment accounts, import students/courses/teachers, schedule assessments
16	Staffing, HR, Payroll, Grants, etc.	TECHNOLOGY	Establish any state reporting accounts, as necessary
16	Staffing, HR, Payroll, Grants, etc.	TECHNOLOGY	Establish school email accounts
16	Staffing, HR, Payroll, Grants, etc.	TRAINING	Technology training
16	Staffing, HR, Payroll, Grants, etc.	TRAINING	Infinite Campus training
16	Staffing, HR, Payroll, Grants, etc.	TRAINING	Google Docs or other email, document storage solution
16	Staffing, HR, Payroll, Grants, etc.	TRAINING	Assessment software
16	Staffing, HR, Payroll, Grants, etc.	TRAINING	Hardware training (eg Mac basics, Chromebook basics, etc)

School Start-up Plan

16	Staffing, HR, Payroll, Grants, etc.	TRAINING	Curriculum-Specific Training
16	Staffing, HR, Payroll, Grants, etc.	TRAINING	Instructional Practices Training
16	Staffing, HR, Payroll, Grants, etc.	FACILITIES	Curriculum Delivery Plan
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Verify/Confirm staffing levels are appropriate for enrollment
16	Staffing, HR, Payroll, Grants, etc.	HUMAN RESOURCES	Arrange for Student Health Staff training
16	Staffing, HR, Payroll, Grants, etc.	FINANCE	Campus Credit Cards
17	Facilities, Supplies, Equip.	FOOD SERVICES	Establish vendor relationships for necessary food items
17	Facilities, Supplies, Equip.	FOOD SERVICES	Get Health Department Inspection
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase school furniture
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Setup school furniture
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase IT equipment (outlined in IT section)
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase curriculum
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase instructional supplies (Copy paper, pens, pencils, white erase markers, art supplies, etc)
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase Custodial supplies (toilet paper, liners, soaps, solvents, vacuums, mops, brooms, etc) or hire third-party custodial provider
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase maintenance supplies (lawn care, tools, ladders, etc) or hire third-party provider

School Start-up Plan

17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase PE & recess equipment
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase office supplies (copiers, files, pens, pencils, labels, sticky-notes, etc)
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase American flags for each classroom
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase flags for flag-pole and common areas
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase items for organization and décor (filing cabinets, pictures, plants, etc.)
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Purchase safety items
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Nursing supplies
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Bullhorns, reflective vests, hand-held stop signs
17	Facilities, Supplies, Equip.	FURNITURE, FIXTURES, & EQUIPMENT/ PURCHASING	Traffic cones
17	Facilities, Supplies, Equip.	MARKETING	Meet the teacher
17	Facilities, Supplies, Equip.	MARKETING	Ribbon-cutting ceremony
17	Facilities, Supplies, Equip.	TECHNOLOGY	Install school network
17	Facilities, Supplies, Equip.	TECHNOLOGY	Install and program school telephonics system
17	Facilities, Supplies, Equip.	TECHNOLOGY	Purchase technology hardware & software
17	Facilities, Supplies, Equip.	TECHNOLOGY	Image school computers

School Start-up Plan

17	Facilities, Supplies, Equip.	TECHNOLOGY	Distribute technology assets, provide training (see below)
17	Facilities, Supplies, Equip.	TECHNOLOGY	Purchase/lease school multi-purpose copiers
17	Facilities, Supplies, Equip.	TECHNOLOGY	Connect copiers to network, computers to copiers
17	Facilities, Supplies, Equip.	TECHNOLOGY	Purchase & Install Projectors
17	Facilities, Supplies, Equip.	TECHNOLOGY	Program bell schedule
17	Facilities, Supplies, Equip.	TECHNOLOGY	Procure school visitor management system, setup
17	Facilities, Supplies, Equip.	TECHNOLOGY	Procure AV cables & extension cords
17	Facilities, Supplies, Equip.	TECHNOLOGY	Procure assistive technology, as applicable
17	Facilities, Supplies, Equip.	TECHNOLOGY	Purchase email backup system
17	Facilities, Supplies, Equip.	TECHNOLOGY	Establish secure school intranet, document management system
17	Facilities, Supplies, Equip.	TRAINING	Safety & emergency response
17	Facilities, Supplies, Equip.	TRAINING	Compliance (FERPA, IDEA, ESSA, ADA, etc)
17	Facilities, Supplies, Equip.	MARKETING	Back to School events
17	Facilities, Supplies, Equip.	FACILITIES	Create list of individuals who need building keys, and distribute
17	Facilities, Supplies, Equip.	FACILITIES	Formalize, train and assign lockup procedures

School Start-up Plan

17	Facilities, Supplies, Equip.	FACILITIES	Layout and insert PVC sleeves for flags
17	Facilities, Supplies, Equip.	FACILITIES	TCO & CofO on Facilities
17	Facilities, Supplies, Equip.	FACILITIES	Review and train staff regarding school traffic plan
17	Facilities, Supplies, Equip.	FACILITIES	Arrange for site security for ongoing construction (if applicable)
17	Facilities, Supplies, Equip.	FOOD SERVICES	Review facilities, equipment, etc. with Food Services
17	Facilities, Supplies, Equip.	TRAINING	Review and implement Leadership Program w/Binders
17	Facilities, Supplies, Equip.	TECHNOLOGY	Arrange for installation of copiers
POST	After Day One	MARKETING	Host community events
POST	After Day One	REPORTING	Submit >30 Days before first apportionment, pupil enrollment form: Name, Address, Phone, DOB, Student ID, Grade, P/G Name, Signature
POST	After Day One	REPORTING	Before Dec 31 of each school year, Immunization Report to the Division of Public and Behavioral Health
POST	After Day One	SPECIAL POPULATIONS	Conduct Child Find activities during first 45 days of school to identify any additional needs
POST	After Day One	SPECIAL POPULATIONS	Perform Gifted and Talented screening per established schedule
POST	After Day One	SPECIAL POPULATIONS	Adjust staffing plan to ensure necessary staff are in place to meet special needs
POST	After Day One	SPECIAL POPULATIONS	Purchase additional resources to meet special needs, as necessary.
POST	After Day One	SPECIAL POPULATIONS	Conduct transition IEP meetings, as necessary
POST	After Day One	SPECIAL POPULATIONS	Input IEPs, 504s, PLPs, and any other applicable documents into the SIS to ensure accessibility to applicable teachers

School Start-up Plan

POST	After Day One	TECHNOLOGY	Inventory technology hardware & software
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Start up

Year 0

EBITDA

Operating Revenue

Federal Revenues	
Federal Fund Revenue	
USDA Grants - Regular	
Total Federal Revenues	<hr/> -
State Revenues	
State Public School Fund Revenue	<hr/>
Total State Revenues	-
County Revenue	
County Appropriation	<hr/>
Total County Revenue	-
Local Revenue	
Sales - Lunch - Full Pay	
Rental of School Property	
Contributions and Donations	300,000.00
Interest Earned on Investments	
Other Local Operating Revenues	
Total Local Revenue	<hr/> 300,000.00
Total Operating Revenue	<hr/> 300,000.00 <hr/>
Operating Expenses	
Personnel	
Director and/or Supervisor	
Principal/Headmaster	100,000.00
Assistant Principal (Non-teaching)	50,000.00
Teacher	-
Instructional Support I - Regular Teacher Pay Scale	-
Teacher Mentor	-
Teacher Assistant - Other	
Teacher Assistant - NCLB	-
School-Based Specialist	
Monitor	-
Non-Certified Instructor	
Office Support	55,000.00
Technician	-
Substitute Teacher - Regular Teacher Absence	-
Substitute Teacher - Full-Time Non-Certified	
Driver	
Custodian	-
Cafeteria Worker	-
Skilled Trades	-

Manager	-
Supplementary and Benefits-Related Pay	-
Supplement/Supplementary Pay	
Tutorial Pay	
Employer's Social Security Cost - Regular	15,699.21
Employer's Retirement Cost - Regular	12,160.24
Employer's Hospitalization Insurance Cost	16,692.38
Employer's Workers' Compensation Insurance Cost	295.26
Employer's Unemployment Insurance Cost	1,193.13
Employer's Dental Insurance Cost	740.92
Employer's Life Insurance Cost	392.22
Other Insurance Cost	437.50
Total Personnel	<u>252,610.86</u>
Purchased Services	
Contracted Services	
Workshop Expenses	
Contracted Instructional Substitutes	
Marketing Expense	35,000
Reproduction Costs	
Psychological Contract Services	
Speech and Language Contract Services	
Public Utilities - Electric Services	
Public Utilities - Water and Sewer	
Waste Management	
Contracted Repairs and Maintenance - Land and Buildings	
Contracted Repairs and Maintenance - Equipment	
Rentals/Leases	
Travel Reimbursement	
Field Trips	
Telephone	
Postage	
Telecommunications Services	
Mobile Communication Costs	
Security Monitoring	
Certification/Licensing Fees	
Membership Dues and Fees	
Bank Service Fees	
Liability Insurance	
Property Insurance	
Scholastic Accident Insurance	
Tax Payments	
Total Purchased Services	<u></u>
Supplies and Materials	
Supplies and Materials	
Other Textbooks	
Computer Software and Supplies	
Repair Parts, Materials, and Related Labor, Grease, and Anti-Freeze	

Gas/Diesel Fuel	
Tires and Tubes	
Food Purchases	
Food Processing Supplies	
Other Food Purchases	
Furniture and Equipment - Inventoried	
Computer Equipment - Inventoried	
Sales and Use Tax Expense	
Improvements to Existing Sites	
Purchase of Furniture and Equipment - Capitalized	
Purchase of Vehicles	
License and Title Fees	
Total Supplies and Materials	-
Total Operating Expenses	252,610.86
EBITDA	47,389.14
Interest	
Depreciation	
Net Income	47,389.14

Frcst add
use use

98.59

106.16

-	
0.02	
0.03	0
0.27	0.02
0.01	
0.01	
0.02	0.01
0.00	
0.02	0.01
0.00	
0.02	
-	
-	
0.01	

-
0.00

0.08
0.06
0.08
0.00
0.01
0.00
0.00
0.00

10%

0.01
0.01

0.02
0.01
0.02

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 table.

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maximum of 3 LEAs. 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: 430-Harnett

What percentage of students from

LEA #2: 920-Wake

What percentage of students from

LEA #3: 260-Cumberland

What percentage of students from

Grade	Year 1			Year 2			
	LEA #1 430	LEA #2 920	LEA #3 260	LEA #1 430	LEA #2 920	LEA #3 260	LEA #1 430
Kindergarten	60	20	20	60	20	20	60
Grade 1	60	20	20	60	20	20	60
Grade 2	60	20	20	60	20	20	60
Grade 3	60	20	20	60	20	20	60
Grade 4	60	20	20	60	20	20	60
Grade 5	60	20	20	60	20	20	60
Grade 6	60	20	20	60	20	20	60
Grade 7	60	20	20	60	20	20	60
Grade 8	60	20	20	60	20	20	60
Grade 9							
Grade 10							
Grade 11							
Grade 12							
LEA Totals:	540	180	180	540	180	180	540

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



ects to enroll. In addition,
ose in the enrollment summary

imum of three LEAs.

icular level.

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

the LEA selected above will qualify for EC funding?	12%
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Year 3			Year 4			Year 5		
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	
920	260	430	920	260	430	920	260	
20	20	60	20	20	60	20	20	
20	20	60	20	20	60	20	20	
20	20	60	20	20	60	20	20	
20	20	60	20	20	60	20	20	
20	20	60	20	20	60	20	20	
20	20	60	20	20	60	20	20	
20	20	60	20	20	60	20	20	
20	20	60	20	20	60	20	20	
20	20	60	20	20	60	20	20	
180	180	540	180	180	540	180	180	

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

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State.

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:	430-Harnett		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,868.72	540	\$3,709,108.80
Local Funds	\$1,862.00	540	\$1,005,480.00
State EC Funds	\$5,114.52	65	\$331,420.90
Federal EC Funds	\$1,514.35	65	\$98,129.88
Total:			\$5,144,139.58

LEA #2:	920-Wake		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,592.81	180	\$1,186,705.80
Local Funds	\$4,152.00	180	\$747,360.00
State EC Funds	\$5,309.31	22	\$114,681.10
Federal EC Funds	\$1,514.35	22	\$32,709.96
Total:			\$2,081,456.86

LEA #3:	260-Cumberland		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$7,046.51	180	\$1,268,371.80
Local Funds	\$2,079.00	180	\$374,220.00
State EC Funds	\$5,309.31	22	\$114,681.10
Federal EC Funds	\$1,514.35	22	\$32,709.96

Total:

\$1,789,982.86

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 on 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 may need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 6,164,186	\$ 6,164,186	\$ 6,164,186	\$ 6,164,186
Local Per Pupil Funds	\$ 2,127,060	\$ 2,127,060	\$ 2,127,060	\$ 2,127,060
State EC Funds	\$ 560,783	\$ 560,783	\$ 560,783	\$ 560,783
Federal EC Funds	-	\$ 163,550	\$ 163,550	\$ 163,550
Other Funds*	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000
Working Capital*				
TOTAL REVENUE:	\$ 9,252,029	\$ 9,415,579	\$ 9,415,579	\$ 9,415,579

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



in federal funding in

Year 5	
\$	6,164,186
\$	2,127,060
\$	560,783
\$	163,550
\$	400,000
\$	9,415,579

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

ix M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 100,000	\$ 100,000	1	\$ 100,000	\$ 100,000	1	\$ 100,000	\$ 100,000	1	\$ 100,000	\$ 100,000	1	\$ 100,000	\$ 100,000
Assistant Administrator	1	\$ 85,000	\$ 85,000	1	\$ 85,000	\$ 85,000	1	\$ 85,000	\$ 85,000	1	\$ 85,000	\$ 85,000	1	\$ 85,000	\$ 85,000
Finance Officer			\$ -			\$ -			\$ -			\$ -			\$ -
Clerical	3	\$ 45,000	\$ 135,000	3	\$ 45,000	\$ 135,000	3	\$ 45,000	\$ 135,000	3	\$ 45,000	\$ 135,000	3	\$ 45,000	\$ 135,000
Food Service Staff	3	\$ 35,000	\$ 105,000	3	\$ 35,000	\$ 105,000	3	\$ 35,000	\$ 105,000	3	\$ 35,000	\$ 105,000	3	\$ 35,000	\$ 105,000
Custodians	2	\$ 50,000	\$ 100,000	2	\$ 50,000	\$ 100,000	2	\$ 50,000	\$ 100,000	2	\$ 50,000	\$ 100,000	2	\$ 50,000	\$ 100,000
Transportation Staff	2	\$ 25,000	\$ 50,000	2	\$ 25,000	\$ 50,000	2	\$ 25,000	\$ 50,000	2	\$ 25,000	\$ 50,000	2	\$ 25,000	\$ 50,000
School Social Worker	1	\$ 50,000	\$ 50,000	1	\$ 50,000	\$ 50,000	1	\$ 50,000	\$ 50,000	1	\$ 50,000	\$ 50,000	1	\$ 50,000	\$ 50,000
School Nurse	1	\$ 50,000	\$ 50,000	1	\$ 50,000	\$ 50,000	1	\$ 50,000	\$ 50,000	1	\$ 50,000	\$ 50,000	1	\$ 50,000	\$ 50,000
Library Media Specialists (Remote Charter Applicants)			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Admin and Support:	14		\$ 675,000	14		\$ 675,000	14		\$ 675,000	14		\$ 675,000	14		\$ 675,000
Instructional Personnel															
Core Content Teacher(s)	36	\$ 58,000	\$ 2,088,000	36	\$ 58,000	\$ 2,088,000	36	\$ 58,000	\$ 2,088,000	36	\$ 58,000	\$ 2,088,000	36	\$ 58,000	\$ 2,088,000
Electives/Specialty Teacher(s)	3	\$ 40,000	\$ 120,000	3	\$ 40,000	\$ 120,000	3	\$ 40,000	\$ 120,000	3	\$ 40,000	\$ 120,000	3	\$ 40,000	\$ 120,000
Exceptional Children Teacher(s)	4.32	\$ 55,000	\$ 237,600	4.32	\$ 55,000	\$ 237,600	4.32	\$ 55,000	\$ 237,600	4.32	\$ 55,000	\$ 237,600	4.32	\$ 55,000	\$ 237,600
Instructional Support	3	\$ 40,000	\$ 120,000	3	\$ 40,000	\$ 120,000	3	\$ 40,000	\$ 120,000	3	\$ 40,000	\$ 120,000	3	\$ 40,000	\$ 120,000
Teacher Assistants	3	\$ 40,000	\$ 120,000	3	\$ 40,000	\$ 120,000	3	\$ 40,000	\$ 120,000	3	\$ 40,000	\$ 120,000	3	\$ 40,000	\$ 120,000
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
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Total Instructional Personnel:	49.32		\$ 2,685,600	49.32		\$ 2,685,600	49.32		\$ 2,685,600	49.32		\$ 2,685,600	49.32		\$ 2,685,600
Total Admin, Support and Instructional Personnel:	63.32		\$ 3,360,600	63.32		\$ 3,360,600	63.32		\$ 3,360,600	63.32		\$ 3,360,600.00	63.32		\$ 3,360,600

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	14	\$ 4,700	\$ 65,800	14	\$ 4,700	\$ 65,800	14	\$ 4,700	\$ 65,800	14	\$ 4,700	\$ 65,800	14	\$ 4,700	\$ 65,800
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	14	\$ 2,000	\$ 28,000	14	\$ 2,000	\$ 28,000	14	\$ 2,000	\$ 28,000	14	\$ 2,000	\$ 28,000	14	\$ 2,000	\$ 28,000
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	14	\$ 350	\$ 4,900	14	\$ 350	\$ 4,900	14	\$ 350	\$ 4,900	14	\$ 350	\$ 4,900	14	\$ 350	\$ 4,900
Social Security	14	\$ 3,170	\$ 44,380	14	\$ 3,170	\$ 44,380	14	\$ 3,170	\$ 44,380	14	\$ 3,170	\$ 44,380	14	\$ 3,170	\$ 44,380
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Admin and Support Benefits:			\$ 143,080			\$ 143,080			\$ 143,080			\$ 143,080			\$ 143,080
Instructional Personnel Benefits															
Health Insurance	49.32	\$ 4,700	\$ 231,804	49.32	\$ 4,700	\$ 231,804	49.32	\$ 4,700	\$ 231,804	49.32	\$ 4,700	\$ 231,804	49.32	\$ 4,700	\$ 231,804
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	49.32	\$ 2,000	\$ 98,640	49.32	\$ 2,000	\$ 98,640	49.32	\$ 2,000	\$ 98,640	49.32	\$ 2,000	\$ 98,640	49.32	\$ 2,000	\$ 98,640
Social Security	49.32	\$ 3,170	\$ 156,344	49.32	\$ 3,170	\$ 156,344	49.32	\$ 3,170	\$ 156,344	49.32	\$ 3,170	\$ 156,344	49.32	\$ 3,170	\$ 156,344
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	49.32	\$ 350	\$ 17,262	49.32	\$ 350	\$ 17,262	49.32	\$ 350	\$ 17,262	49.32	\$ 350	\$ 17,262	49.32	\$ 350	\$ 17,262
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Instructional Personnel Benefits:			\$ 504,050			\$ 504,050			\$ 504,050			\$ 504,050			\$ 504,050
Total Personnel Benefits:			\$ 647,130			\$ 647,130			\$ 647,130			\$ 647,130			\$ 647,130
Total Admin & Support Personnel (Salary & Benefits):	14		\$ 818,080	14		\$ 818,080	14		\$ 818,080	14		\$ 818,080.00	14		\$ 818,080
Total Instructional Personnel (Salary & Benefits):	49.32		\$ 3,189,650	49.32		\$ 3,189,650	49.32		\$ 3,189,650	49.32		\$ 3,189,650	49.32		\$ 3,189,650
TOTAL PERSONNEL:	63.32		\$ 4,007,730	63.32		\$ 4,007,730	63.32		\$ 4,007,730	63.32		\$ 4,007,730	63.32		\$ 4,007,730

*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	\$ 27,000.00	\$ 27,000.00	\$ 27,000.00
Paper	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00
Computers & Software	\$ 500,000.00	\$ 350,000.00	\$ 150,000.00
Communications & Telephone	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
Copier leases	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
Other			
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees	\$ 1,110,243.54	\$ 1,129,869.51	\$ 1,129,869.51
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Student Accounting			
Financial	\$ 277,560.88	\$ 282,467.38	\$ 282,467.38
Other			
*** Insert rows and edit text as needed. ***			
Facilities			
Facility Lease/Mortgage	\$ 1,480,324.72	\$ 1,883,115.86	\$ 1,883,115.86
Maintenance	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
Custodial Supplies	\$ 127,000.00	\$ 127,000.00	\$ 127,000.00
Custodial Contract			
Insurance (pg19)	\$ 65,408.00	\$ 65,408.00	\$ 65,408.00
Other			
*** Insert rows and edit text as needed. ***			
Utilities			
Electric	\$ 65,000.00	\$ 65,000.00	\$ 65,000.00
Gas	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
Water/Sewer	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Trash	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Other			

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

Transportation

Buses	\$ 50,000.00		
Gas	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Oil/Tires & Maintenance	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Other			
*** Insert rows and edit text as needed. ***			

Other

Marketing	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00
Child nutrition	\$ 295,000.00	\$ 399,997.00	\$ 365,000.00
Travel			
Other			
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	\$ 4,182,537.14	\$ 4,514,857.75	\$ 4,279,860.75

OPERATIONS BUDGET: Instructional			
	Year 1	Year 2	Year 3
Classroom Technology			
Classroom/Student Devices			
Software (LMS, SIS, etc.)	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00
Wifi Access (Remote Charter Applicants)			
Other			
Instructional Contract			
Staff Development	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Other			
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials	\$ 135,000.00	\$ 135,000.00	\$ 135,000.00
Curriculum/Texts	\$ 405,000.00	\$ 405,000.00	\$ 405,000.00
Copy Paper	\$ 15,000.00		
Testing Supplies	\$ 8,000.00		
Other			
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	\$ 678,000.00	\$ 655,000.00	\$ 655,000.00
TOTAL OPERATIONS:	\$ 4,860,537.14	\$ 5,169,857.75	\$ 4,934,860.75

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

Year 4	Year 5
\$ 27,000.00	\$ 27,000.00
\$ 18,000.00	\$ 18,000.00
\$ 150,000.00	\$ 150,000.00
\$ 25,000.00	\$ 25,000.00
\$ 12,000.00	\$ 12,000.00
\$ 1,129,869.51	\$ 1,129,869.51
\$ 15,000.00	\$ 15,000.00
\$ 282,467.38	\$ 282,467.38
\$ 1,883,115.86	\$ 1,883,115.86
\$ 20,000.00	\$ 20,000.00
\$ 127,000.00	\$ 127,000.00
\$ 65,408.00	\$ 65,408.00
\$ 65,000.00	\$ 65,000.00
\$ 20,000.00	\$ 20,000.00
\$ 10,000.00	\$ 10,000.00
\$ 15,000.00	\$ 15,000.00

\$ 10,000.00	\$ 10,000.00
\$ 5,000.00	\$ 5,000.00
\$ 35,000.00	\$ 35,000.00
\$ 295,000.00	\$ 399,997.00
\$ 4,209,860.75	\$ 4,314,857.75

Year 4		Year 5	
\$	100,000.00	\$	100,000.00
\$	15,000.00	\$	15,000.00
\$	135,000.00	\$	135,000.00
\$	405,000.00	\$	405,000.00
\$	655,000.00	\$	655,000.00
\$	4,864,860.75	\$	4,969,857.75

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 4,007,730.40	\$ 4,007,730.40	\$ 4,007,730.40	\$ 4,007,730.40	\$ 4,007,730.40
Total Operations	M	\$ 4,860,537.14	\$ 5,169,857.75	\$ 4,934,860.75	\$ 4,864,860.75	\$ 4,969,857.75
Total Expenditures	N = J + M	\$ 8,868,267.54	\$ 9,177,588.15	\$ 8,942,591.15	\$ 8,872,591.15	\$ 8,977,588.15
Total Revenue	Z	\$ 9,252,029.49	\$ 9,415,579.29	\$ 9,415,579.29	\$ 9,415,579.29	\$ 9,415,579.29
Surplus / (Deficit)	= Z - N	\$ 383,761.95	\$ 237,991.14	\$ 472,988.14	\$ 542,988.14	\$ 437,991.14

Q52 Teacher Salary Scale

Teacher Salary Scale 2025-2026					
Years of experience	No Degree	Associates	Bachelors	Masters	Doctorate
0	\$42,000.00	\$46,000.00	\$50,000.00	\$54,000.00	\$58,000.00
1	\$43,000.00	\$47,000.00	\$51,000.00	\$55,000.00	\$59,000.00
2	\$44,000.00	\$48,000.00	\$52,000.00	\$56,000.00	\$60,000.00
3	\$45,000.00	\$49,000.00	\$53,000.00	\$57,000.00	\$61,000.00
4	\$46,000.00	\$50,000.00	\$54,000.00	\$58,000.00	\$62,000.00
5	\$47,000.00	\$51,000.00	\$55,000.00	\$59,000.00	\$63,000.00
6	\$48,000.00	\$52,000.00	\$56,000.00	\$60,000.00	\$64,000.00
7	\$49,000.00	\$53,000.00	\$57,000.00	\$61,000.00	\$65,000.00
8	\$50,000.00	\$54,000.00	\$58,000.00	\$62,000.00	\$66,000.00
9	\$51,000.00	\$55,000.00	\$59,000.00	\$63,000.00	\$67,000.00
10	\$52,000.00	\$56,000.00	\$60,000.00	\$64,000.00	\$68,000.00
11	\$52,500.00	\$56,500.00	\$60,500.00	\$64,500.00	\$68,500.00
12	\$53,000.00	\$57,000.00	\$61,000.00	\$65,000.00	\$69,000.00
13	\$53,500.00	\$57,500.00	\$61,500.00	\$65,500.00	\$69,500.00
14	\$54,000.00	\$58,000.00	\$62,000.00	\$66,000.00	\$70,000.00
15	\$54,500.00	\$58,500.00	\$62,500.00	\$66,500.00	\$70,500.00
16	\$55,000.00	\$59,000.00	\$63,000.00	\$67,000.00	\$71,000.00
17	\$55,500.00	\$59,500.00	\$63,500.00	\$67,500.00	\$71,500.00
18	\$56,000.00	\$60,000.00	\$64,000.00	\$68,000.00	\$72,000.00
19	\$56,500.00	\$60,500.00	\$64,500.00	\$68,500.00	\$72,500.00
20	\$57,000.00	\$61,000.00	\$65,000.00	\$69,000.00	\$73,000.00
21	\$57,500.00	\$61,500.00	\$65,500.00	\$69,500.00	\$73,500.00
22	\$58,000.00	\$62,000.00	\$66,000.00	\$70,000.00	\$74,000.00
23	\$58,500.00	\$62,500.00	\$66,500.00	\$70,500.00	\$74,500.00
24	\$59,000.00	\$63,000.00	\$67,000.00	\$71,000.00	\$75,000.00
25	\$59,500.00	\$63,500.00	\$67,500.00	\$71,500.00	\$75,500.00
26	\$60,000.00	\$64,000.00	\$68,000.00	\$72,000.00	\$76,000.00
27	\$60,500.00	\$64,500.00	\$68,500.00	\$72,500.00	\$76,500.00
28	\$61,000.00	\$65,000.00	\$69,000.00	\$73,000.00	\$77,000.00
29	\$61,500.00	\$65,500.00	\$69,500.00	\$73,500.00	\$77,500.00
30	\$62,000.00	\$66,000.00	\$70,000.00	\$74,000.00	\$78,000.00

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>
Principal/School Leader	1	1
Assistant Principal	1	1
Dean(s)		
Additional School Leadership*		1
Core Classroom Teachers (includes Specials teachers)		39
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)**		5
Student Support Positions (e.g. social workers, psychologists, etc.)		1
Specialized School Staff***		2
Teaching Aides or Assistants		3
School Operations Support Staff****	1	10
Total:	3	63

*Office Manager

** (0.5) ESL Teacher, (0.5) AIG Teacher, (4) EC Teachers

*** (1) Health Aide, (1) Level 1 IT Tech

(2) Bus Driver, (2) Custodians, (3) Food Service, (3)

Receptionist/Office

<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
1	1	1	1
1	1	1	1
1	1	1	1
39	39	39	39
5	5	5	5
1	1	1	1
2	2	2	2
3	3	3	3
10	10	10	10
63	63	63	63

Appendix A
ALA Capeton Interest List History

The ALA Interest List was launched on October 24, 2025. The table below shows the growth in the interest list in ALA Capeton.

Date	Number of families
November 7, 2025	424
November 26, 2025	644
December 19, 2025	824
January 30, 2026	1,145
February 27, 2026	1,306
March 27, 2026	1,480
April 10, 2026	1,577



Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Signatures of all Board Members must be provided in Section VII. The Board Chair must certify and provide signature in Section VIII. Any section 'Not Applicable' to the proposed charter school, indicate below with N/A and provide a brief explanation for providing such response in the corresponding text boxes.

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.

I. School Information

Name of charter school	America Leadership Academy Capeton
-------------------------------	------------------------------------

II. Selected Board Attorney

❖ The selected Board Attorney 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.

No: Yes: Not yet identified:

Name of Selected Board Attorney:	Steven Walker
Business/Law Firm Name:	Walker Law Office, PLLC
Business Address:	219 East Johnston Street, PO Box 29, Smithfield, NC 27577
Telephone No.:	984.200.1930
E-mail address:	steven@wlonc.com

III. Selected Board Auditor

❖ The selected Board Auditor has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

No: Yes: Not yet identified:

Name of Selected Board Auditor: Rebekah Barr
Business/Firm Name: Rebekah Barr, CPA
Business Address: 5422 Boswellville Road, Wilson, NC 27893
Telephone No.: 252-294-6294
Email address: contact@rbarrcpa.com

IV. Selected CMO/EMO

❖ 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.

No: Yes: Not yet identified:

Name of Selected Management Organization: Charter One
Business Address: 14111 Capital Blvd, Suite 2, Wake Forest, NC 27587
Telephone No.: 812-599-6530
Email address: gsinders@charter.one

V. Selected Financial Management Service Provider

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

No: Yes: Not yet identified:

Name of Selected Financial Management Service Provider:

Charter One

Business Address: 14111 Capital Blvd, Suite 2, Wake Forest, NC 27587

Telephone No.: 812-599-6530

Email address: gsinders@charter.one

VI. Selected Infinite Campus Service Provider

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

No: Yes: Not yet identified:

Name of Selected PS or IC Service Provider:

Charter One

Business Address: 14111 Capital Blvd, Suite 2, Wake Forest, NC 27587

Telephone No.: 812-599-6530

Email address: gsinders@charter.one

VII. Signatures of All Charter Board Members

1.	<i>Dawn Forrest</i>	2.	
3.	<i>[Signature]</i>	4.	
5.	<i>[Signature]</i>	6.	
7.	<i>[Signature]</i>	8.	
9.	<i>[Signature]</i>	10.	
11.		12.	
13.		14.	
15.		16.	

VIII. Certification of Board Chair

I, Dawn Forrest, 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 Charter Schools Review Board as Click or tap here to enter text. Charter School is true and correct in every respect.

Signature *Dawn Forrest*

Date *4/21/26*

Signature Page

The foregoing application is submitted on behalf of American Leadership Academy Capeton. 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: Dawn Forrest
Board Position: Chair
Signature: Dawn Forrest
Date: 4/21/26

Sworn to and subscribed before me this 21st day of April, 2026.

Notary Public: Jaime Dorsett Davis Official Seal:

My commission expires: January 2, 2028.





NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

Maurice "Mo" Green, Superintendent of Public Instruction

www.dpi.nc.gov

2026 Charter Application Fee Payment Form

***Form must accompany payment (certified check or money order) for processing.

(Please Type or Print Legibly)

Name:

Phone:

Gregg Sindera

812-599-6530

Name of Charter School:

American Leadership Academy Capeton

E-mail:

gsindera@charter.one

General Information

Non-Refundable Application Fee: \$1,000.00

Acceleration/Fast Track /Traditional Timeline Applicants: The Office of Charter Schools must receive your application fee and fee payment form no later than 5:00 pm. (EDT) April 24, 2026.

Payment Information

- Mail in Application Fee Payment Form with Certified Check or Money Order
- Facsimiles will NOT be accepted
- One registration form and fee per charter school

Payable To:
NC DPI
Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

NOTE: Applications submitted without the non-refundable fee, result in fee being declined by the bank as insufficient funds, or submitted after 5:00 pm EDT on the appropriate deadline, will be deemed incomplete.

FOR DPI USE ONLY

Budget Code: 201908 45100047 08A0000 0821345 2000

OFFICE OF CHARTER SCHOOLS

Ashley Baquero, Director of the Office of Charter Schools | ashley.baquero@dpi.nc.gov
6307 Mail Service Center, Raleigh, North Carolina 27699-6307 | (984) 236-2708