



Organization Information

Organization Name *

Darden-Perry Academy

Application Type *

Acceleration

Operator Type *

Independent

Primary Contact Name *

Dr. Rebecca Darden-Perry

Has the School Leader Been Identified? *

☒ Yes ☐ No

Proposed Leader Name *

Dr Rebecca Darden-Perry

Proposed School Leader Current Job/Position *

Lead Administrator / Executive Director

List any principal/leadership programs the proposed leader is currently enrolled in or have completed

Is Management Organization Used

☐ Yes ☒ No

Management Organization Name

Primary Contact Relation To Board *

Proposed Lead Administrator / Executive Director (n

Primary Contact Email *

drdarden-perry@ardenperryacademy.net

Proposed Leader Name *

Dr Rebecca Darden-Perry

Management Organization Contact Name

Primary Contact Phone *

9198802510

Management Organization Email

PrimaryContact Address *

2264 New River Inlet Road

Unit/Suite *

Unit 209

Zip Code *

28460

City *

Sneads ferry

State *

North Carolina

Proposed Leader Job *

Lead Administrator / Executive Director





1. Application Contact and Student Enrollment Information

Q1.Name of Proposed Charter School

Darden-Perry Academy

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

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

910-275-4756

Q3.Geographic County in which charter school will reside

New Hanover County, North Carolina

Q4.LEA/District Name

600 - New Hanover County

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.

Primary - 28405

Alternative - 28403

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:

a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or



b. 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

Q10. Projected School Opening Month

July 2027

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

- ☒ Yes (Year-Round)
- ☐ No



Applicant Comments :

Yes. Darden-Perry Academy will operate on a modified year-round calendar using a 9-week instructional cycle followed by a 2-week intersession model.

The year-round structure maintains the statutorily required instructional days and instructional hours under North Carolina law. The school calendar will meet or exceed the required 185 instructional days and minimum instructional hours. Intersessions will be strategically used for targeted remediation, academic enrichment, intervention services, and professional development for staff.

Participation in intersession academic support will be data-driven and aligned to the school's Multi-Tiered System of Supports (MTSS).

The calendar is aligned with transportation planning, staffing contracts, and budget projections and does not increase operational costs beyond those reflected in the five-year financial plan. Teacher contracts and compensation are structured to align with the modified year-round calendar model while maintaining compliance with state requirements.

This calendar structure supports academic continuity, reduces extended learning gaps, and strengthens ongoing progress monitoring while remaining operationally and fiscally sustainable.

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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Resources



Enrollment Summar...

Applicant Evidence :



Enrollment Summar...

Uploaded on **4/12/2026**

by **Rebecca Darden-
Perry**

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

Darden-Perry Academy will open serving grades K–8 in Year One with approximately 200 students. Beginning in Year Two, the school will phase in high school grade levels sequentially until reaching full K–12 implementation in Year Five with approximately 500 students.

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



How Projected Enrollment Targets and Grade Levels Were Determined

Projected enrollment targets and grade levels for Darden-Perry Academy were developed using a conservative, data-informed methodology grounded in New Hanover County Schools (NHCS) enrollment data, documented family interest, facility capacity, staffing feasibility, and multi-year financial modeling aligned with projected Average Daily Membership (ADM) revenue.

Reference Data and Regional Benchmarks

Enrollment projections were informed primarily by publicly available data from New Hanover County Schools, which serves approximately 25,000 PK–12 students. This provides a stable and sufficient enrollment base within the proposed service area.

Darden-Perry Academy’s projected enrollment represents a modest percentage of the local student population:

- Year 1 (approximately 200 students, grades K–8) represents approximately 1–2% of the NHCS K–8 population.
- Full implementation (approximately 500 students, grades K–12) represents approximately 2% of the total PK–12 population.

These percentages reflect realistic market-share assumptions consistent with sustainable charter school growth patterns.

Demand Evidence and Community Interest

Projected enrollment is supported by documented community interest, including:

- Website interest form submissions
- Enrollment interest surveys with grade-level data
- Monthly virtual information sessions
- Ongoing outreach with families and educators

Interest data was used to validate enrollment feasibility and grade-level demand patterns rather than to inflate projections beyond operational capacity.



Grade Configuration and Phased Growth Model

Darden-Perry Academy will open in July 2027 serving approximately 200 students in grades K–8.

This configuration was selected based on:

- Demonstrated family interest in elementary and middle grades
- Facility capacity and classroom availability
- Staffing feasibility for the ASL-English bilingual-bimodal dual-language instructional framework
- Startup operational considerations and phased implementation planning

Beginning in Year Two, the school will phase in high school grade levels sequentially until reaching full K–12 implementation in Year Five with approximately 500 students.

Enrollment Calculations and Methodology

Enrollment projections were developed using a cohort-based planning model aligned with class size targets, staffing capacity, instructional programming, and facility limitations.

Year 1 Opening Projection (Approximately 200 Students, Grades K–8)

- 9 grade levels (K–8)
- Approximately 20–24 students per grade level
- Target class size of approximately 18–22 students per classroom
- One classroom per grade level at opening, with flexibility for combined or split sections as operationally appropriate

Projected Growth Pattern

- Year 2: approximately 300 students
- Year 3: approximately 400 students
- Years 4–5: approximately 500 students with full K–12 implementation

Enrollment growth is driven by:

- Sequential addition of high school grade levels
- Increased cohort capacity as operational systems expand
- Gradual staffing and programmatic growth aligned with facility capacity



Facility and Capacity Alignment

Enrollment projections are directly aligned to facility capacity assumptions, including:

- Available instructional classrooms at opening
- Space for phased expansion without exceeding building capacity
- Alignment with safety, zoning, occupancy, and operational requirements

The proposed facility supports both the initial enrollment plan and projected long-term growth without requiring temporary instructional space or over-enrollment practices.

Financial and ADM Alignment

All enrollment projections were cross-checked against:

- ADM-based revenue projections
- Staffing plans and projected student-teacher ratios
- Student support services, including EC, EL, MTSS, and intervention supports
- Transportation and operational capacity assumptions

This iterative planning process was designed to ensure that enrollment targets remain both financially sustainable and operationally feasible throughout phased implementation.

Summary

Projected enrollment targets and grade levels were determined through a conservative, data-informed planning process grounded in local district enrollment data, documented family interest, facility capacity, staffing feasibility, and ADM-based financial modeling. The resulting projections support a July 2027 opening with approximately 200 students in grades K–8 and a sustainable pathway to approximately 500 students in grades K–12 by Year Five.

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.



Projected Regional Demographics and Long-Range Population Trends (10–25 Years)

Projected demographics for the proposed service area were analyzed using a long-range, data-informed approach grounded in publicly available population projections, school enrollment data, and regional demographic trends for New Hanover County and surrounding southeastern North Carolina communities. The analysis focuses on long-term population stability, school-age cohort trends, and sustainable enrollment capacity to support the proposed educational program and phased growth plan.

The nonprofit’s mailing address is located in North Topsail Beach; however, the proposed charter school service area is centered in New Hanover County and surrounding southeastern North Carolina communities.

Data Sources and Analytical Approach

The analysis draws upon multiple established sources commonly used in educational and regional planning, including:

- U.S. Census Bureau population data
- North Carolina Office of State Budget and Management (OSBM) population projections
- North Carolina Department of Public Instruction (NCDPI) enrollment data
- Regional planning and development reports

These sources were reviewed collectively to evaluate long-term population growth, school-age cohort stability, and demographic trends relevant to grades K–12.

Population Growth and School-Age Trends

New Hanover County continues to experience sustained population growth. According to OSBM projections:

- The population increased from approximately 226,900 in 2020 to more than 243,000 in 2024.
- The population is projected to reach approximately 291,000 by 2040.

This growth is driven largely by continued in-migration, including families relocating to southeastern North Carolina, contributing to ongoing demand for public school options.



New Hanover County Schools currently serves approximately 25,000 PK–12 students, reflecting a large and stable school-age population base within the proposed service area.

Darden-Perry Academy’s projected enrollment represents a modest share of the local student population:

- Year 1 (approximately 200 students in grades K–8) represents approximately 1–2% of the local K–8 population.
- Full implementation (approximately 500 students in grades K–12) represents approximately 2% of the total PK–12 population.

These percentages reflect realistic and sustainable enrollment assumptions and do not rely on aggressive market-share projections.

Alignment to Grade Configuration and Growth Plan

School-age population trends in New Hanover County are expected to remain stable with modest growth over the next 10–25 years, particularly within elementary and middle school grade bands due to continued regional growth and family migration patterns.

These trends support:

- The initial K–8 opening configuration
- The phased addition of high school grade levels
- Long-term sustainability of enrollment growth through full K–12 implementation

No significant long-term decline in school-age population is projected that would materially undermine the school’s enrollment assumptions or operational sustainability.

Projected Demographic Characteristics

The proposed service area reflects increasing demographic and linguistic diversity consistent with statewide trends. Key patterns include:

- Growth in Hispanic/Latino populations and multilingual households
- Continued diversity across racial, cultural, and socioeconomic groups
- Stable percentages of students with disabilities and English Learners (ELs)



Projected demographic percentages for Darden-Perry Academy are aligned generally with New Hanover County Schools averages and are intentionally stable across projection years to support consistency in:

- Staffing models
- Student support service planning
- Operational and financial projections

No subgroup populations are overestimated or projected for the purpose of increasing funding assumptions.

Connection to School Design and Community Demand

Darden-Perry Academy is designed as an open-enrollment public charter school serving a broad cross-section of students within a general education setting.

The school's ASL-English bilingual-bimodal dual-language instructional framework integrates English and American Sign Language throughout instruction to support language development, academic access, multimodal communication, and rigorous standards-aligned learning accessible to all students.

Regional population growth, increasing linguistic diversity, and continued family interest in innovative public school options support sustained long-term demand for the proposed educational program.

Summary

Long-range population growth, stable school-age cohorts, and increasing demographic diversity within New Hanover County and surrounding southeastern North Carolina communities provide strong evidence that sufficient demand exists to support the proposed enrollment plan.

Darden-Perry Academy's projected enrollment of approximately 200 students at opening and approximately 500 students at full K–12 implementation represents a modest and sustainable share of the regional student population and aligns with projected demographic trends over a 10–25 year planning horizon.



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



Projected enrollment demographics are informed by publicly available data from New Hanover County Schools and reflect realistic planning assumptions aligned with the school's proposed educational program, staffing structure, student support systems, and long-term operational capacity. All demographic projections are internally aligned with staffing plans, Exceptional Children (EC) service delivery, English Learner (EL) programming, and the school's five-year financial model.

Projected Students with Disabilities (SWDs) are generally aligned with state and district averages and are supported through a phased EC staffing model that includes licensed EC teachers and contracted related service providers. Projected English Learners (ELs) are consistent with regional demographic trends and will be supported through planned ESL licensure, WIDA assessment administration, language accessibility supports, and instructional programming aligned with the school's ASL-English bilingual-bimodal dual-language instructional framework.

Projected economically disadvantaged student percentages reflect stable planning assumptions and are incorporated into per-pupil revenue estimates, operational budgeting, and student support planning.

EDS subgroup percentages reflected within the enrollment table are calculated based on the number of students identified within one or more subgroup categories and therefore do not represent a percentage of total enrollment. These subgroup categories may overlap because individual students may qualify for multiple subgroup designations.

Demographic projections are intentionally stable across projection years to support realistic operational planning, staffing consistency, and sustainable financial forecasting. Enrollment will occur through an open-enrollment lottery process in compliance with North Carolina General Statute 115C-218.45.

Enrollment projections remain aligned with:

- Staffing plans
- Student support service delivery models
- Classroom capacity assumptions
- Per-pupil funding estimates
- Long-term financial sustainability planning

This alignment helps ensure that projected enrollment, staffing, operational capacity, and financial assumptions remain coherent, compliant, and operationally feasible throughout phased implementation.



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Resources



Enrollment Demogr...

Applicant Evidence :



Enrollment Demogr...

Uploaded on **5/16/2026**
by **Rebecca Darden-**
Perry

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



Darden-Perry Academy does not target, restrict enrollment to, recruit for, or prioritize admission for any specific subgroup of students. The school will operate as an open-enrollment public charter school accessible to all eligible applicants in full compliance with North Carolina General Statutes §115C-218.45.

The school's educational program is grounded in an ASL-English bilingual-bimodal dual-language instructional framework in which English and American Sign Language (ASL) are integrated throughout instruction to support language development, academic access, multimodal communication, and rigorous standards-aligned learning for all students within a general education setting.

American Sign Language is implemented as a world language and instructional language within the school's dual-language framework, comparable to other dual-language and language immersion educational models, and is not designed as a specialized program for a particular subgroup or disability category.

All students, regardless of background, language status, disability status, or educational need, will have access to the full academic program aligned with the North Carolina Standard Course of Study. The instructional framework is intended to support academic achievement, language development, and instructional accessibility within a broad and diverse general education population.

As a public charter school, Darden-Perry Academy will provide a full continuum of services for students with disabilities, English Learners (ELs), and other students requiring additional supports in accordance with applicable federal and state laws, including IDEA, Section 504, and Title III. Student services will be provided based upon identified educational need and legal entitlement rather than as part of a targeted enrollment model.

The school will not implement weighted lotteries or enrollment preferences beyond those permitted under North Carolina law. Admission will occur through an open and transparent lottery process whenever applications exceed available seats.

While the school's instructional framework incorporates American Sign Language and multimodal language supports throughout instruction, Darden-Perry Academy is designed to serve a broad cross-section of students and families and will remain fully open to all applicants.



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

☒ Yes

☐ No

Q19. Explanation (optional)



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).

Darden-Perry Academy

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

- ☒ Yes
- ☐ No

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



Appendix F – Federal Tax-Exempt Status

Appendix F includes the Internal Revenue Service determination letter confirming the applicant's federal tax-exempt status under Section 501(c)(3). The documentation is provided in full as required.

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Total Files Count: 10

Applicant Evidence :


Appendix_F_501c3let...

Uploaded on **4/12/2026**

by **Rebecca Darden-Perry**

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

Registered Agent Name:

Dr. Rebecca Darden-Perry

Registered Agent Address:

2264 New River Inlet Road, Unit 209

North Topsail Beach, NC 28460

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.

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Applicant Comments :

References to specific learner characteristics in the Articles of Incorporation reflect inclusive non-profit purpose language and a commitment to serving all students. This language does not indicate targeted recruitment, selective admissions, or specialized placement, and the school will operate as an open-enrollment general education public charter school in full compliance with N.C. Gen. Stat. 115C-218.45.

Applicant Evidence :


Appendix K Articles ...

Uploaded on **4/12/2026**
by **Rebecca Darden-Perry**

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.

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Applicant Evidence :


Appendix J Darden_P...

Uploaded on **5/16/2026**
by **Rebecca Darden-Perry**



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.

Preliminary review confirms that the site can accommodate instructional classrooms, administrative space, and required student services aligned to the proposed enrollment model. Zoning alignment has been reviewed at a preliminary level, and the property owner has agreed to initiate any required rezoning process to support charter school use.

Because a final lease agreement has not yet been executed, a physical address is not provided at this time. Upon charter approval, the school will finalize the facility agreement and provide the confirmed address to NCDPI prior to opening in full compliance with all requirements.

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.

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Applicant Comments :

The Executive Director participates on the Board in a non-voting, ex officio capacity only and does not exercise governing or fiduciary authority. The Executive Director does not participate in Board votes. All governing authority and fiduciary responsibility reside solely with the voting members of the Board of Directors.

Resources



Initial Members of t...

Applicant Evidence :



Initial Members of t...

Uploaded on **5/26/2026**
by **Rebecca Darden-**
Perry

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.



Governance Structure and Board Oversight

Darden-Perry Academy operates under a clearly defined governance–management structure in which the Board of Directors provides strategic oversight, fiduciary stewardship, and policy direction, while the Lead Administrator (Executive Director) is responsible for the day-to-day operation and management of the school. This structure ensures compliance with North Carolina charter law, establishes clear lines of accountability, and supports effective and sustainable school leadership.

Darden-Perry Academy will operate as an independent nonprofit corporation and will not contract with a Charter Management Organization (CMO) or Educational Management Organization (EMO). The Board retains full governing authority and fiduciary responsibility for the school. To strengthen fiscal oversight and ensure compliance, the school will engage an independent Certified Public Accountant (CPA) as a professional services vendor to support financial reporting review and annual audit preparation. Day-to-day data reporting, student information system integrity, and state reporting functions will be managed by a school-employed Data Manager under the supervision of the Executive Director. The CPA does not exercise governing authority or operational control.

The Board of Directors serves as the governing authority of the school and is responsible for safeguarding the school’s mission, vision, and charter agreement; adopting bylaws and Board policies; approving and monitoring the annual budget and financial reports; ensuring legal, regulatory, and charter compliance; and overseeing academic, operational, financial, and governance performance. The Board does not manage daily school operations.

Roles, Duties, and Responsibilities

The Board employs, supervises, evaluates, and, when necessary, dismisses the Lead Administrator, who serves as the Board’s sole employee and functions as the school’s chief executive. The Lead Administrator is responsible for implementing Board-approved policies, managing all school operations, supervising personnel, overseeing vendors and service providers, and ensuring the effective delivery of the instructional program.

All other school personnel are hired, supervised, evaluated, and dismissed by the Lead Administrator in accordance with Board-approved policies, the approved staffing plan and budget, and applicable state and federal law. The Board does not participate in individual personnel decisions, thereby preserving a clear separation between governance and operations consistent with best practices and the school’s bylaws.

Recruitment, Hiring, and Supervision of the Lead Administrator



The Board recruits and hires the Lead Administrator through a formal, transparent process that includes public posting of the position, application screening, structured interviews, reference checks, and final approval by Board vote. The Lead Administrator is evaluated annually using mission-aligned performance measures tied to academic outcomes, operational effectiveness, financial stewardship, and organizational compliance.

Ongoing supervision occurs through annual goal-setting, regular written and verbal reports at Board meetings, and performance monitoring aligned to the school's performance framework and multi-year strategic goals, rather than through direct involvement in daily operations. The Board retains sole authority to hire, evaluate, discipline, and, when necessary, dismiss the Executive Director in accordance with the employment contract, Board policy, and applicable due-process requirements. The Board conducts executive sessions without the Executive Director present when matters of evaluation, compensation, contract renewal, or disciplinary action are discussed.

Oversight, Monitoring, and Accountability

The Board exercises oversight through regular review of a mission-aligned performance dashboard that includes academic growth and achievement, bilingual–bimodal language development, enrollment and attendance, financial performance, governance compliance, and facility readiness and compliance milestones. Progress toward goals is reviewed at each regular Board meeting, documented in Board minutes, and used to require corrective action when performance indicators fall below established expectations.

The Board ensures compliance with all state and federal requirements, including criminal background checks for employees, contractors, and volunteers with direct student contact. Implementation responsibility rests with the Lead Administrator, while the Board fulfills its oversight role through policy adoption, reporting requirements, and compliance monitoring.

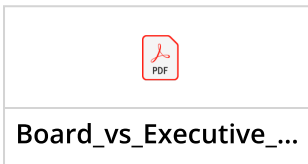
To preserve full governance independence, the Executive Director serves in a non-voting, ex officio capacity and does not participate in Board votes or executive sessions related to employment, compensation, or governance matters. The Board retains sole fiduciary authority and conducts executive sessions without the Executive Director present as necessary to ensure independent oversight consistent with North Carolina charter school law and best practices.

Succession Planning and Leadership Continuity



In the event of a planned or unplanned transition of the Executive Director, the Board will implement a structured succession process consistent with its bylaws and recruitment policies. The Board may appoint an interim leader to ensure operational continuity while conducting a formal search aligned to the school's mission, bilingual-bimodal instructional model, and performance expectations. This process includes defined performance criteria, transparent candidate evaluation procedures, and Board approval by vote. These safeguards ensure continuity of academic, financial, and organizational leadership while maintaining stability for students, families, and staff.

Applicant Evidence :



Uploaded on **2/22/2026**
by **Rebecca Darden-**
Perry

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



The Board of Directors consists of seven members, including six voting board members and one non-voting, ex officio Executive Director. The Executive Director is not included in the count of voting directors. This structure ensures a clear separation between governance and management while maintaining leadership continuity and organizational accountability.

The Board exceeds the statutory minimum requirement of five members and is structured to support effective governance, fiscal oversight, operational sustainability, and long-term strategic planning during the school's startup and growth phases.

Desired Board Composition

The Board is intentionally composed to provide expertise aligned to the school's mission, educational program, and operational needs. Areas of expertise represented on the Board include:

- Public education and instructional leadership
- Charter school governance and accountability
- Financial oversight and nonprofit fiscal management
- Compliance, policy, and organizational governance
- Fund development, philanthropy, and community partnerships
- Real estate, facilities planning, and lease evaluation
- Strategic planning and organizational leadership



The Board includes a licensed North Carolina real estate professional with experience in residential and commercial real estate transactions, strengthening the Board’s capacity in property evaluation, lease review, zoning considerations, and facility feasibility assessment. This expertise supports the Board’s ability to evaluate facility risks, assess operational suitability, and oversee facility acquisition and readiness planning aligned with the school’s projected July 2027 opening timeline.

Board composition is reviewed periodically to ensure the Board maintains the expertise, diversity of experience, and governance capacity necessary to oversee a high-performing K–12 public charter school as enrollment and operations expand.

Powers of the Governing Board

The Board of Directors holds full governing authority for Darden-Perry Academy and is responsible for managing the business and affairs of the school. The Board’s powers include:

- Upholding the school’s mission, vision, and charter agreement
- Employing, supervising, evaluating, and, when necessary, dismissing the Executive Director
- Adopting and amending bylaws, policies, and governance procedures
- Approving and monitoring the annual budget, financial reports, and independent audits
- Ensuring compliance with all applicable state and federal laws and North Carolina Department of Public Instruction requirements
- Establishing committees to support effective governance and operational oversight
-



Conducting annual board self-evaluations to assess governance effectiveness, compliance capacity, and strategic alignment with the school's mission and performance framework

The Board acts collectively and retains full governing authority at all times.

Darden-Perry Academy operates as an independent nonprofit corporation and does not contract with a Charter Management Organization (CMO) or Educational Management Organization (EMO). The Board does not delegate governing authority or school management authority to any external organization.

To support sound fiscal oversight, the Board will engage an independent Certified Public Accountant (CPA) with charter school experience as a professional services vendor to assist with financial reporting review, budget monitoring support, and annual audit preparation. The CPA does not exercise governing authority or operational control. All day-to-day financial operations, internal reporting functions, and state reporting responsibilities remain under the supervision of the Executive Director and designated school personnel. The Board retains full fiduciary responsibility and final decision-making authority.

Duties and Responsibilities of the Governing Board

The Board's primary responsibilities focus on governance, oversight, accountability, and strategic leadership rather than day-to-day management. Board duties include:

- Monitoring academic, operational, financial, and governance performance using a mission-aligned performance framework
- Reviewing performance data and reports during regular Board meetings
- Holding the Executive Director accountable through structured supervision and annual evaluation
- Ensuring financial sustainability, internal controls, and ethical governance practices



-

Maintaining transparency, public accountability, and accurate Board records

-

Monitoring facility readiness, zoning, inspection, and compliance milestones

-

Providing strategic oversight of facilities planning and long-term operational sustainability

Through this governance structure, the Board ensures that Darden-Perry Academy operates as a mission-driven, fiscally sound, and legally compliant public charter school with clear accountability for student outcomes and organizational performance.

The Board identified in this application will continue to serve as the governing board upon charter approval. References in the bylaws to an “Initial Governing Board” and “Permanent Board” reflect the transition from pre-authorization to post-authorization status only and do not indicate a change in board membership. The current Board will maintain continuous governance authority throughout the planning and implementation phases to ensure continuity, stability, and accountability.

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



Darden-Perry Academy's leadership structure is intentionally designed to combine strong operational leadership with disciplined governance oversight to support successful implementation of the school's educational model, startup operations, and long-term sustainability. The school's founder serves as Executive Director and Lead Administrator, providing day-to-day operational leadership aligned directly to the school's ASL-English bilingual-bimodal dual-language instructional framework, while the Governing Board retains full fiduciary authority, policy oversight, and accountability responsibilities consistent with nonprofit governance best practices.

Founder Qualifications

The Executive Director brings professional experience directly aligned to the implementation and oversight of the proposed school design. Areas of expertise include:

- Public education and instructional leadership
- Development and implementation of bilingual-bimodal instructional programming
- Inclusive general education program design
- Special education compliance and service delivery
- Accountability systems and regulatory alignment
- Family engagement and community-based educational programming

This experience supports implementation of the school's mission, instructional framework, staffing structure, student-support systems, and operational planning. The Executive Director's leadership capacity strengthens implementation readiness, program fidelity, and compliance oversight during startup and growth phases.

Collective Qualifications of the Governing Board

The founding Governing Board has been intentionally composed to provide complementary expertise in areas essential to charter school implementation, governance, operational sustainability, compliance oversight, and financial accountability.

Collectively, the Board brings expertise in:

- Charter school governance and accountability oversight
- Public education systems and instructional leadership
- Financial management, budgeting, and fiduciary oversight
- Nonprofit governance and legal compliance
- Exceptional Children services and educational equity



- Facilities planning, lease review, and operational sustainability
- Organizational leadership and community engagement
- Fund development and philanthropic outreach

The Board Chair, brings more than three decades of public education experience, including service as an NC DPI Monitoring Consultant responsible for monitoring 44 public school districts and 67 charter schools statewide. Her experience includes charter accountability, compliance monitoring, corrective action oversight, Exceptional Children oversight, and state accountability systems. This expertise provides substantial governance, compliance, and accountability capacity during startup implementation and ongoing school operations.

Additional board expertise includes:

- Senior public education leadership and district-level oversight
- Public school finance, budgeting, and audit readiness
- Open Meetings Law and public records compliance
- Policy alignment and governance documentation
- Exceptional Children program leadership and compliance oversight
- Data-informed decision-making and accountability systems
- Real estate transactions, facilities planning, lease review, and due diligence

The Board includes a licensed North Carolina real estate broker with residential and commercial transaction experience, strengthening the Board's capacity to evaluate facilities, review lease structures, assess operational feasibility, and support informed decision-making related to facility acquisition and readiness planning.

Governance Structure and Separation of Responsibilities

The Board maintains a clear distinction between governance and management responsibilities.

The Governing Board focuses on:

- Policy development and oversight
- Fiduciary stewardship
- Strategic planning
- Compliance monitoring
- Executive Director supervision and evaluation
- Organizational accountability



Day-to-day operational responsibilities are delegated to the Executive Director, ensuring appropriate separation between governance and administration.

Governance Capacity and Implementation Readiness

The Board demonstrates readiness to implement the proposed school design through:

- Adoption of bylaws defining governance roles and responsibilities
- Designated Board officers with defined oversight functions
- Regularly scheduled Board meetings and documented governance procedures
- Use of a mission-aligned performance framework to monitor academic, operational, and financial performance
- Engagement of charter-specialized professional advisors, including legal counsel and an independent CPA
- Structured oversight of facilities planning, budgeting, and operational readiness

These governance systems support accountability, compliance, operational sustainability, and long-term organizational growth.

Commitment to Sustainable Implementation

The Board recognizes that successful implementation of a public charter school requires both strong instructional leadership and disciplined governance oversight. The combination of the Executive Director's expertise in bilingual-bimodal instructional programming and the Board's collective strengths in governance, finance, compliance, facilities planning, accountability, and organizational leadership provides the capacity necessary to implement Darden-Perry Academy's educational design successfully.

The school's instructional framework, governance systems, staffing structures, operational procedures, and performance-monitoring systems are documented through formal Board-approved policies and planning materials to support long-term organizational stability, continuity, and sustainability beyond any individual leader.



Applicant Evidence :

	
Darden_Perry_Board...	Darden_Perry_Board...

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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.



Governance Structure, Evaluation of Success, and Stakeholder Representation

Darden-Perry Academy's governance structure and board composition are intentionally designed to support successful implementation of the school design, systematic evaluation of school performance, and meaningful stakeholder representation. Governance practices are aligned to the school's mission-aligned performance framework and multi-year goals to ensure accountability, transparency, and continuous improvement.

Ensuring School Success Through Defined Oversight Roles

The school operates under a governance–management model in which the Board of Directors provides strategic oversight, fiduciary stewardship, and accountability, while the Executive Director is responsible for implementing Board-approved policies and managing day-to-day operations. This clear separation of roles promotes operational effectiveness while ensuring accountability for results.

The Board's collective expertise in education leadership, charter governance, financial oversight, nonprofit compliance, and community engagement directly supports faithful implementation of the school's academic, operational, and organizational design. The Board also includes members with extensive experience in public education accountability, Exceptional Children oversight, nonprofit governance, financial stewardship, and facilities planning, strengthening the school's implementation and compliance capacity during startup and long-term operations.

Board oversight is intentionally focused on outcomes and performance indicators rather than operational micromanagement, supporting instructional fidelity, organizational stability, and long-term sustainability.

Board Evaluation of School Success

The Board evaluates school success using a mission-aligned performance framework that includes defined academic, operational, financial, and governance indicators, benchmarks, and reporting timelines. At each regular Board meeting, the Board reviews a performance dashboard that includes:

- Academic achievement and growth
- ASL-English bilingual-bimodal language development
- Enrollment and attendance stability
- Staffing and program readiness
- Financial performance, budget-to-actuals, and audit status
- Governance compliance and Board effectiveness



Progress toward annual and multi-year benchmarks is documented in Board records. Academic performance will be measured using state accountability indicators, including student proficiency, academic growth, and subgroup performance, in addition to internal benchmarks aligned to the school's ASL-English bilingual-bimodal instructional model. When performance indicators fall below established expectations, the Board requires corrective action and monitors follow-up. The Executive Director is evaluated annually using these same mission-aligned measures, ensuring alignment between Board oversight, leadership accountability, and school outcomes.

Continuous Improvement and Accountability

Performance data are reviewed according to an established reporting cadence, including monthly, quarterly, and annual review as appropriate to each indicator. This structured process allows the Board to monitor trends, assess implementation fidelity, and guide continuous improvement across academics, operations, finance, and governance.

The Board's use of standardized metrics, documented review cycles, and formal evaluation processes supports transparent decision-making, consistent oversight, and compliance with authorizer expectations of the North Carolina Department of Public Instruction.

Active Stakeholder Representation

The Board's composition supports stakeholder representation through members with professional and community connections to education, families, nonprofit organizations, and regional partners. Stakeholder perspectives are incorporated through public Board meetings, structured family engagement opportunities, community outreach, and ongoing review of stakeholder feedback and engagement indicators.

Input from families, staff, and community members is considered as part of the Board's strategic oversight through review of enrollment, attendance, engagement, and satisfaction indicators. This approach ensures that stakeholder voices inform decision-making while preserving the Board's independence, fiduciary responsibility, and accountability for outcomes.

Conclusion

By aligning governance practices directly to a mission-aligned performance framework, Darden-Perry Academy ensures that school success is clearly defined, systematically evaluated, and transparently monitored. The Board's ability to assess performance through established indicators,



hold leadership accountable, and remain responsive to stakeholders creates a governance system that supports effective implementation, continuous improvement, and long-term sustainability, consistent with the expectations of the North Carolina Department of Public Instruction and charter authorization process.

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?



Recruitment and Selection of Founding Board Members

Founding board members of Darden-Perry Academy were recruited and selected through a mission-aligned, board-led process consistent with the Board's governing authority and adopted bylaws. Candidates were identified based on demonstrated expertise relevant to effective charter school governance, including public education, nonprofit leadership, financial oversight, compliance, facilities planning, organizational leadership, fundraising, and community engagement.

Prospective members were evaluated for alignment with the school's mission, understanding of fiduciary and oversight responsibilities, and commitment to maintaining a clear separation between governance and management. Consideration was also given to ensuring the Board maintains the collective expertise necessary to support startup implementation, financial sustainability, operational readiness, and long-term organizational stability.

All founding members were formally appointed by Board action, agreed to comply with conflict-of-interest and ethics policies, and accepted the responsibilities of board service in accordance with the bylaws.

Vacancies and Appointment of New Board Members

In accordance with the bylaws, the governing board maintains a minimum membership of five (5) directors. Any vacancy occurring on the Board, including officer positions, is filled by majority vote of the remaining directors. The Board may appoint a qualified individual to serve for the remainder of an unexpired term or for a new term, as determined by Board action.

When a vacancy occurs, the Board identifies priority skills and expertise needed to support effective governance and school implementation, including governance capacity, financial oversight, compliance knowledge, operational expertise, and facilities planning experience. The Board conducts targeted outreach through professional networks, community referrals, and organizational partners to ensure balanced governance capacity.

Candidates are reviewed by the Board and seated upon approval by vote, completion of required disclosures, and agreement to comply with Board policies and bylaws.



Timeline and Continuity

The Board seeks to fill vacancies in a timely manner to ensure continuity of governance and oversight, with a general goal of seating new members within 60 to 90 days of a vacancy.

Recruitment timelines may be expedited when necessary to maintain governance capacity, officer roles, or critical expertise areas necessary for school startup.

Newly appointed directors receive orientation to the school's mission, bylaws, governance policies, performance framework, and Board expectations to support informed decision-making and effective participation in Board operations.

Conclusion

These recruitment, selection, and vacancy procedures ensure that the governing board remains properly constituted, compliant with its bylaws, and equipped with the collective expertise necessary to oversee Darden-Perry Academy effectively. By maintaining clear appointment authority, minimum membership requirements, and structured succession practices, the Board supports stable governance, responsible oversight, and sustained implementation of the school's design.

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



Group Ties to and Knowledge of the Target Community

Darden-Perry Academy's founding leadership and governing board bring strong knowledge of and meaningful ties to the target community through professional experience in North Carolina public education, nonprofit leadership, and sustained engagement with families, educators, and community partners within the region the school proposes to serve.

The school's founder and Executive Director brings deep professional experience grounded in general education leadership and inclusive instructional design. Through work in public, private, and state-level educational settings, the founder has extensive experience supporting diverse student populations and families navigating a wide range of educational needs within general education environments. This experience informs the school's design as an inclusive public charter school responsive to the academic, social, and communication needs of families in the community.

Darden-Perry Academy is designed as a dual language public charter school implementing a bilingual-bimodal English and American Sign Language (ASL) instructional model within a general education setting. Dual language programs are well established in North Carolina, and the school's model builds on this familiar instructional framework while responding to community interest in expanded language access and inclusive educational practices. The model is designed to serve a broad cross-section of students and families across the local and regional community.

Members of the governing board contribute additional community knowledge and connections through professional backgrounds in education, nonprofit leadership, governance, philanthropy, and community service. Community engagement efforts to date include ongoing outreach through informational sessions, direct communication with interested families, and collaboration with educators and community stakeholders within the region. Board members maintain ongoing relationships with educators, families, nonprofit organizations, and regional partners that support community outreach, enrollment engagement, and responsiveness to local needs. Several board members maintain direct ties to the New Hanover County community, where the school will be located, while additional members contribute diverse perspectives and regional partnerships that support the school's mission and future growth.

Together, the founder's experience and the board's collective community ties ensure that Darden-Perry Academy is grounded in an authentic understanding of the communities it intends to serve. The school's governance and leadership structure support ongoing engagement, transparency, and responsiveness to families and community stakeholders as the school opens and grows.



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.



Strategic Board Calendar and Meeting Schedule

Darden-Perry Academy's governing board operates under adopted bylaws and holds regular monthly meetings during the planning year and throughout school operations. This meeting frequency supports timely implementation, strong fiduciary oversight, and consistent monitoring of academic and operational performance. Additional meetings may be scheduled as needed to address time-sensitive or emergent matters.

Consistent with the bylaws, the Board may also hold special meetings, which may be called by the Board Chair or by any two directors with notice to all members. A majority of directors then in office constitutes a quorum, and Board actions are taken by majority vote of those present, except where otherwise specified in the bylaws. Directors may participate in meetings via electronic means when all participants can hear one another simultaneously.

Annual Strategic Oversight Cycle

The Board's strategic calendar is aligned to its governance, fiduciary, and accountability responsibilities and includes the following recurring oversight activities:

- Annual board organization and governance review: confirmation of officers and committee assignments; review of bylaws, conflict-of-interest disclosures, and required governance practices
- Budget and fiscal oversight cycle: review of budget development, approval of the annual budget, and ongoing monitoring of budget-to-actuals, financial statements, and audit status
- Performance framework monitoring: regular review of a mission-aligned dashboard tracking academic, operational, financial, and governance indicators, with corrective action required when performance falls below expectations
- Mid-year implementation review: assessment of instructional readiness, staffing, enrollment stability, and operational progress



-

Annual Executive Director evaluation: evaluation using mission-aligned performance measures tied to academic outcomes, operational effectiveness, financial stewardship, and organizational compliance

This structured calendar supports disciplined oversight, informed decision-making, and continuous improvement aligned to the school's mission and performance goals.

Committees and Advisory Bodies

Board Committees

In accordance with the bylaws, the Board may establish standing or ad hoc committees to support efficient governance. Committees serve in an advisory capacity, reviewing data, policies, and reports and preparing recommendations for consideration by the full Board. Committees may include Finance, Governance, Academic/Program Oversight, and Facilities/Building. All governing authority and final decision-making remain with the full Board acting collectively.

The Facilities/Building Committee, when utilized, supports Board oversight of facility planning, site evaluation, lease review, and operational readiness. Board expertise in real estate and facilities planning strengthens the committee's capacity to support responsible decision-making related to property selection, contract review, risk awareness, and long-term sustainability.

Advisory Committees and Councils

The bylaws also permit the formation of advisory committees or councils that do not exercise governing authority. If established, advisory bodies such as family or community advisory groups serve in a consultative role to strengthen stakeholder engagement and provide program-level feedback. Advisory bodies do not direct staffing, budgeting, or school operations.

Reporting Structure

The Board of Directors retains full governing authority for the school. Board committees report to the full Board through meeting updates and written recommendations. Advisory bodies, if formed, report to the Executive Director, who may summarize relevant input for Board consideration as part of strategic oversight and performance review.



The Board evaluates school success and leadership performance through the indicators, measures, and reporting cadence established in the school's Performance Framework, consistent with expectations of the North Carolina Department of Public Instruction.

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.



Board Orientation, Training, and Ongoing Professional Development

New Board Member Orientation (Within 30 Days of Appointment)

All newly appointed Board members of Darden-Perry Academy participate in a required orientation process within 30 days of appointment, overseen by the Governance Committee and conducted in accordance with the Board's bylaws and governance policies. Completion of orientation is required prior to full participation in Board decision-making.

The orientation process includes:

- Review of the school's mission, vision, and charter agreement
- Overview of the governance–management structure, including the distinct roles of the Board and the Executive Director
- Review of Board bylaws, conflict-of-interest and ethics policies, and Open Meetings requirements
- Introduction to the school's mission-aligned performance framework and multi-year goals
- Overview of fiduciary responsibilities, including budget oversight, audits, and internal controls
- Orientation to the school's general education dual-language English–ASL instructional model

The Governance Committee ensures that each new member receives a Board orientation packet and that completion of orientation and required disclosures is documented in Board records.

Required Initial Training (Within First 90 Days of Service)



Within the first 90 days of service, all new Board members are required to complete foundational charter governance training coordinated or approved by the Governance Committee. Required training topics include:

- Roles and fiduciary duties of charter school governing boards
- Financial oversight and budget monitoring responsibilities
- Academic oversight and effective use of performance data
- Legal and compliance responsibilities of charter governing boards

Training may be delivered through Board-led sessions or recognized charter governance resources. The Governance Committee tracks completion and reports training status to the full Board.

Ongoing Professional Development for Existing Board Members (Annual and As Needed)

The Governance Committee oversees ongoing Board development to ensure continued effectiveness, compliance, and alignment with the school's mission. All Board members participate in annual governance training, with additional professional development provided as needed based on Board self-evaluation, changes in law or policy, or the school's stage of growth.

Ongoing professional development includes:

- Annual governance and compliance training
- Review and interpretation of performance framework data, including academic, operational, and financial indicators
-



Financial oversight refreshers, including audit review and fiscal risk management

-

Academic oversight training focused on monitoring outcomes within a general education setting

-

Equity, access, and language inclusion training aligned to the school's instructional model and student population

Training will be supported through a combination of state-required charter governance training, guidance from legal counsel, financial oversight training provided in coordination with the school's contracted CPA, and Governance Committee-led training sessions aligned to Board responsibilities and performance oversight.

Participation Requirements and Accountability

Participation in orientation and required training is mandatory for all Board members. The Governance Committee monitors attendance and completion and reports compliance to the full Board. Failure to complete required training may result in delayed committee assignments or other actions consistent with Board policy and bylaws.

Conclusion

Through structured orientation, defined training timelines, and ongoing professional development, the Board ensures that all members are prepared to fulfill their fiduciary and oversight responsibilities effectively. This approach supports informed decision-making, strong governance, and consistent oversight aligned with the school's performance framework and expectations of the North Carolina Department of Public Instruction.

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.



Board Ethical Standards and Conflict of Interest Procedures

The governing board of Darden-Perry Academy operates under clearly defined ethical standards designed to ensure integrity, transparency, and public trust. The Board has adopted a formal Conflict of Interest Policy and Code of Ethics, and all Board members are required to act solely in the best interest of the school and its students, comply with applicable federal and state laws, and avoid any private benefit or personal advantage.

Board members are expected to exercise independent judgment and fiduciary responsibility; disclose any actual, potential, or perceived conflicts of interest promptly and fully; refrain from participating in decisions where a conflict exists; and conduct Board business with professionalism and accountability. Ethical standards and conflict-of-interest expectations are reviewed during Board orientation and reaffirmed annually.

Identification and Disclosure of Conflicts of Interest

The Board maintains formal procedures for identifying conflicts of interest. All Board members, officers, and key individuals complete annual written conflict-of-interest disclosures affirming compliance with the Board's Conflict of Interest Policy. Board members are also required to disclose any new or changed circumstances that could create an actual or perceived conflict as they arise.

Prior to discussion or action on any matter, Board members disclose any relevant financial, professional, or personal interests. The Board determines whether a disclosed interest constitutes a conflict of interest in accordance with its adopted policy.

Procedures for Addressing Conflicts of Interest

When an actual or perceived conflict of interest is identified:

- The interested Board member discloses the nature of the interest
- The interested Board member recuses themselves from discussion and voting and exits the meeting during deliberation
-



The remaining disinterested Board members review the matter and determine appropriate action

-

All disclosures, recusals, discussions, and votes are fully documented in Board minutes

When appropriate, the Board may seek independent legal, financial, or professional guidance to ensure decisions are fair, reasonable, and in the best interest of the school.

Existing or Potential Relationships and Mitigation Measures

The Board has reviewed existing relationships and identified no actual conflicts of interest that would compromise governance or decision-making at this time.

One potential perceived conflict involves the school's founder and Executive Director, who previously established a separate virtual educational resource initiative. This initiative operates independently from Darden-Perry Academy and is legally, financially, and operationally distinct.

To mitigate any actual or perceived conflict:

-

The Executive Director serves as a non-voting, ex officio member of the Board

-

The entities maintain separate governance, finances, staffing, and operations

-

No contracts, shared services, or financial relationships exist between the entities

-

Any future matter involving a related interest would require disclosure and recusal in accordance with Board policy

Board members with professional, philanthropic, or community affiliations disclose those relationships annually. If a Board decision involves an organization with which a member is affiliated, that member will recuse themselves from discussion and voting.



Oversight and Accountability

The Governance Committee monitors compliance with ethical standards and conflict-of-interest procedures and ensures that required disclosures are completed and documented. The full Board retains responsibility for enforcement and periodic review of the Conflict of Interest Policy to ensure continued compliance with nonprofit and public accountability standards and the expectations of the North Carolina Department of Public Instruction.

Conclusion

Through adopted ethical standards, formal disclosure requirements, recusal procedures, and documented oversight, the Board of Darden-Perry Academy ensures that conflicts of interest are identified, addressed, and mitigated appropriately. These safeguards protect the integrity of Board decision-making, maintain public trust, and ensure that all actions are taken solely in the best interest of the school and the students it serves.

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



Board Decision-Making Process for Developing School Policies

The governing board of Darden-Perry Academy develops and adopts school policies through a structured, transparent decision-making process designed to ensure that all policies are mission-aligned, legally compliant, and supportive of effective school operations.

Policy Development

Policy development may be initiated by the Board, a Board committee, or the Executive Director based on identified needs, legal or regulatory requirements, or operational priorities. Draft policies are informed by applicable federal and state law, guidance from the North Carolina Department of Public Instruction, charter school best practices, and alignment with the school's mission, charter, and instructional model.

When appropriate, draft policies are reviewed by a relevant Board committee such as the Governance or Finance Committee to assess alignment, clarity, and compliance. Committees serve in an advisory capacity only and prepare recommendations for consideration by the full Board.

Board Review and Adoption

Proposed policies are presented to the full Board at a regular or properly noticed meeting. Board members engage in discussion, request revisions or clarification as needed, and consider alignment with the school's charter, performance framework, and long-term goals.

Policies are adopted by majority vote of the Board in accordance with quorum and voting requirements established in the bylaws. All policy actions are documented in Board minutes and maintained as part of the school's official governance records.

Role of the Executive Director

The Executive Director provides operational input during policy development and is responsible for implementing Board-approved policies. The Board establishes policy direction and expectations but does not manage day-to-day procedures, thereby preserving a clear separation between governance and management.



Monitoring and Review

The Board conducts periodic review of adopted policies to ensure continued effectiveness, legal compliance, and alignment with the school's mission and performance framework. Policy revisions may be initiated in response to changes in law, authorizer guidance, performance data, or operational experience and follow the same review and approval process.

Conclusion

Through this structured decision-making process, the Board ensures that school policies are thoughtfully developed, legally sound, and consistently applied. This approach supports accountability, effective implementation, and responsible governance during startup and ongoing operations.

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.



Advisory Bodies, Councils, and Reporting Structure

Darden-Perry Academy may establish advisory bodies or councils to support stakeholder engagement, program feedback, and community connection as the school opens and grows. Any advisory bodies formed will serve in a non-governing, consultative role only and will not exercise decision-making authority over school operations, staffing, budgeting, or policy adoption.

Advisory Bodies and Roles

If established, advisory bodies may include family, community, or program-specific advisory groups formed to provide input on:

- Family and community engagement strategies
- School climate, culture, and communication
- Program implementation feedback related to the school's general education dual-language English–ASL instructional model

Advisory bodies exist solely to provide perspective and feedback and do not direct governance or management decisions.

Duties and Limitations

Advisory bodies:

- Do not govern, direct, or manage the school
- Do not hire, supervise, or evaluate staff
-



Do not control budgets or approve expenditures

-

Do not adopt policies or make binding decisions

Their role is limited to offering recommendations and insights to support continuous improvement and responsiveness to stakeholder needs.

Reporting Structure

Advisory bodies, if formed, report to the Executive Director, who is responsible for day-to-day operations and stakeholder engagement. The Executive Director may summarize advisory input for the Board of Directors as part of regular reporting and strategic oversight.

The Board of Directors retains full governing authority and does not delegate decision-making power to advisory bodies. Final decisions regarding policy, finance, staffing, and school operations rest exclusively with the Board and school leadership, consistent with the school's bylaws and governance structure and the expectations of the North Carolina Department of Public Instruction.

Conclusion

This advisory structure provides meaningful opportunities for stakeholder input while preserving a clear separation between governance, management, and consultation. By limiting advisory bodies to a non-governing role, Darden-Perry Academy strengthens community engagement and program responsiveness without compromising Board authority or operational clarity.

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



Grievance Procedures and Confidentiality Compliance

Process for Hearing and Addressing Grievances and Concerns

The governing board of Darden-Perry Academy ensures that grievances and concerns from parents and staff are heard through a clear, structured process that promotes timely resolution, fairness, and accountability while maintaining appropriate boundaries between governance and school operations.

Initial Resolution at the School Level

Concerns and grievances are first addressed at the school level in accordance with Board-approved policies. Parents and staff are encouraged to raise concerns directly with the appropriate teacher, supervisor, or administrator to support early and informal resolution. If a concern is not resolved at this level, it may be elevated to the Executive Director, who is responsible for reviewing the matter, communicating with involved parties, conducting or overseeing any required investigation, and implementing corrective action as appropriate.

Formal Grievance Procedures

The Board adopts written grievance policies for parents and staff that clearly outline procedures for submitting a formal grievance, defined timelines for review and response, investigation and documentation requirements, and protections against retaliation. These policies ensure consistency, transparency, and due process for all parties.

Board Oversight and Review

The Board's role in the grievance process is one of oversight rather than direct involvement in day-to-day operations. The Board does not intervene in individual personnel or student matters unless a grievance has been fully reviewed through administrative channels and a formal appeal is permitted under Board policy. When a grievance is appealed to the Board, the Board's review is limited to determining whether applicable policies, procedures, and legal requirements were followed and whether the decision was consistent with Board policy. The Board does not re-investigate facts or manage personnel matters. Board review occurs in compliance with open meetings and confidentiality requirements, and outcomes are documented in Board records as appropriate.

Confidentiality and Protection of Personally Identifiable Information (PII)



Personally identifiable information (PII) will be protected in accordance with applicable federal and state confidentiality laws, including FERPA and personnel privacy requirements. Reports to the Board will exclude identifying information and will be provided in summary form when appropriate.

FERPA Compliance Crosswalk

Grievance procedures are aligned with FERPA requirements. Student-specific information is maintained at the administrative level and is not shared with the Board except in de-identified summary form. Any Board review of confidential matters will occur in accordance with open meetings law and applicable confidentiality requirements.

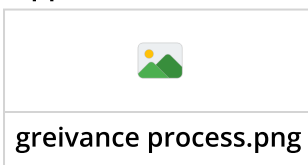
Monitoring and Continuous Improvement

The Board monitors grievance trends and resolution outcomes through periodic reports from the Executive Director that exclude personally identifiable information. This oversight allows the Board to identify systemic issues, inform policy review, and support a positive school climate while respecting confidentiality and administrative authority.

Conclusion

Through Board-approved grievance policies, clearly defined reporting pathways, administrative investigation, and appropriate Board oversight, Darden-Perry Academy ensures that parent and staff concerns are heard and addressed fairly and promptly. This process supports transparency, accountability, and trust while maintaining a clear separation between governance and daily school operations, consistent with expectations of the North Carolina Department of Public Instruction.

Applicant Evidence :



Uploaded on **2/16/2026**
by **Rebecca Darden-**
Perry

Q43. [Attach as Appendix Organizational Chart.](#)

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

Total Files Count: 5



Applicant Evidence :


Darden_Perry_Acade...

Uploaded on **2/16/2026**
by **Rebecca Darden-**
Perry

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 in Appendix as required. All required forms are completed in full.

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

Resources


Charter School Boar...



Applicant Evidence :

 Adams Pamela Boar...	 Adams Pamela Mem...	 McKeithan Glennda ...	 McKeithan Glennda ...
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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.**

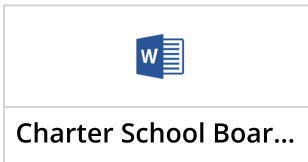
☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 50

Applicant Comments :

Individual background checks and signed disclosures for all proposed board members, uploaded as separate PDF files for DPI compliance review. Checkr has confirmed that alias checks were enabled and completed as part of the submitted criminal background screenings. Checkr also confirmed that alias searches are conducted internally through their screening process but are not displayed on customer-facing reports or downloadable PDFs. Supporting documentation from Checkr has been provided.

Resources



Charter School Boar...



Applicant Evidence :

 Brophy-Dick Alicia Si...	 Simmons Virginia Ba...	 Simmons Virginia Si...	 Brophy-Dick Alicia B...
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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 Approach and Phased Implementation

Staffing is phased to align with projected enrollment growth, student needs, and fiscal sustainability. Year 0 reflects planning-year leadership and operations only. During startup years, leadership roles are intentionally consolidated, and student support services are provided through contracted providers as needed.

As enrollment expands, instructional leadership, student supports, and specialized staff are added proportionally in accordance with the approved staffing plan and budget. Student culture and discipline are managed by the Principal and Assistant Principal, and Exceptional Children (EC) compliance is coordinated by a designated EC lead. This approach ensures appropriate oversight, legal compliance, and instructional continuity throughout phased growth.

Resources



Staffing Chart Templ...

Applicant Evidence :



Staffing Chart.xlsx

Uploaded on **5/16/2026**
by **Rebecca Darden-**
Perry

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



Board Strategy for Recruiting and Retaining High-Performing Teachers

The governing board recognizes that the recruitment and retention of high-performing teachers is essential to the successful implementation of the school's educational program and its long-term sustainability. The board's strategy emphasizes mission-aligned recruitment, supportive working conditions, professional growth, and retention through stability and instructional support, rather than reliance on unsustainable compensation practices.

Recruitment Strategy

The board supports a targeted recruitment approach focused on educators who are aligned with the school's ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students. Recruitment efforts prioritize:

- Mission alignment and instructional expertise, including experience with inclusive practices, collaborative instruction, visual and language-rich pedagogy, and working with Exceptional Children services
- Multiple recruitment pipelines, including educator preparation programs, university partnerships, professional networks, and national outreach for specialized positions
- Early and phased hiring, beginning during the planning year when feasible, to support onboarding, professional learning, and readiness prior to the opening of school
- Clear role expectations and performance standards, communicated during the hiring process to ensure strong mutual fit and instructional quality

The school will offer competitive compensation aligned with local district salary scales within available fiscal capacity and consistent with the approved five-year financial plan.

The board receives regular updates from the school leader on recruitment progress, staffing qualifications, and hiring timelines to ensure readiness and alignment with the approved staffing plan.

Retention Strategy

The board's retention strategy focuses on creating conditions in which effective teachers choose to remain at the school. Rather than relying solely on salary incentives, the board emphasizes:

- Supportive instructional leadership, including coaching, mentoring, and ongoing feedback



- Manageable class sizes and staffing ratios, allowing teachers to focus on high-quality instruction
- Professional growth opportunities, including instructional coaching, leadership pathways, and specialized training aligned to the school's ASL-English bilingual-bimodal dual-language instructional framework
- A collaborative school culture with shared planning time, co-teaching structures, and clear communication
- Stability and transparency, including consistent expectations, clear evaluation processes, and responsible staffing decisions

The board monitors retention through annual review of staff turnover data, working conditions, and professional development outcomes, using this information to guide policy and budget decisions. These strategies support educator well-being, instructional sustainability, and continuity of services for students, consistent with a Whole Child approach.

Board Oversight and Accountability

The board does not manage day-to-day hiring decisions but provides governance-level oversight by:

- Approving staffing plans and compensation frameworks
- Evaluating the school leader's effectiveness in recruiting, supporting, and retaining high-performing staff
- Reviewing annual staffing and professional development reports
- Ensuring staffing decisions remain aligned with enrollment projections, budget capacity, and instructional priorities

Conclusion

Through intentional recruitment, strong instructional support, and a stable working environment, the board demonstrates its capacity to attract and retain high-performing teachers who are well-suited to the school's mission and instructional framework. This approach reflects realistic planning, fiscal responsibility, and a commitment to long-term instructional quality.



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



Identified School Leader

The governing board has identified Dr. Rebecca Darden-Perry to serve as the school's Executive Director / Head of School for the first five years of operation.

Dr. Darden-Perry will serve as the Board's sole employee and is responsible for implementing Board policy, leading school operations, supervising all staff, and ensuring fidelity to the school's mission, instructional framework, and performance framework.

Qualifications and Leadership Background

Dr. Darden-Perry holds a Ph.D. in Special Education Administration, with a concentration in school leadership, instructional systems, compliance, and inclusive program design. Her doctoral preparation emphasized schoolwide leadership, organizational management, instructional oversight, and accountability, rather than classroom-level service delivery.

She brings more than 20 years of professional experience working across public, private, and state-supported educational settings and has served in roles including classroom teacher, instructional specialist, program developer, and systems-level leader.

Importantly, Dr. Darden-Perry is fluent in both spoken/written English and American Sign Language (ASL) and has extensive experience leading instructional environments where language access, visual pedagogy, and inclusive practices support all learners, including general education students.

Leadership of a General Education, Dual-Language School

Darden-Perry Academy is a general education public charter school implementing an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students.

Dr. Darden-Perry's leadership background is particularly well-suited to this model because:

- Her training in educational administration supports schoolwide leadership, staff supervision, instructional quality, and organizational effectiveness
- Her bilingual fluency allows her to lead a true dual-language instructional environment, supporting both English and ASL as languages of instruction



- Her experience designing inclusive instructional systems strengthens access for all learners without segregating or labeling students
- Her administrative expertise ensures compliance with accountability, staffing, and performance requirements for a general education public school

Her background supports high-quality instruction for general education students while also ensuring that students with disabilities are served appropriately within inclusive settings, consistent with state and federal law.

Alignment to the School's Instructional Framework

Dr. Darden-Perry is the architect of the school's ASL-English bilingual-bimodal dual-language instructional framework, which integrates English and ASL across all subject areas. She has led the development of:

- The K–12 dual-language instructional framework
- Curriculum alignment to the North Carolina Standard Course of Study
- Staffing and professional development models for bilingual instruction
- Inclusive service delivery within a general education setting
- The school's performance framework and growth plan

Her fluency in both instructional languages enables her to provide direct instructional leadership, support teacher development, and ensure fidelity to the dual-language framework across grade levels and content areas.

Board Oversight and Accountability

The governing board has established a clear governance–management structure to support effective leadership and accountability. Dr. Darden-Perry will be evaluated annually using performance measures tied to student academic outcomes, instructional quality, operational effectiveness, financial stewardship, and compliance. These measures align leadership accountability with academic growth, organizational effectiveness, and Whole Child outcomes.

The board maintains oversight through goal setting and performance monitoring while refraining from day-to-day operations, ensuring appropriate separation of roles.



Conclusion

The board's identification of Dr. Rebecca Darden-Perry as Executive Director reflects confidence in her qualifications as an educational administrator, bilingual instructional leader, and school founder. Her expertise in educational leadership, fluency in both English and American Sign Language, and experience designing inclusive, high-quality instructional systems position her to successfully lead a general education, dual-language K–12 public charter school from startup through full implementation.

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 Evidence :


Darden-Perry_Appe...

Uploaded on **2/14/2026**
by **Rebecca Darden-**
Perry

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



The relationship between Darden-Perry Academy's Board of Directors and school employees is structured to ensure clear lines of authority, accountability, and compliance with North Carolina charter law, while maintaining a firm separation between governance and day-to-day operations.

The Board of Directors serves as the school's governing body and is responsible for policy development, fiduciary oversight, strategic direction, and accountability for academic, financial, and operational performance. The Board does not manage daily school operations or supervise staff directly.

The Board employs, supervises, evaluates, and, when necessary, dismisses the School Leader, who serves as the Board's sole employee. The School Leader functions as the chief executive of the school and is responsible for implementing Board-approved policies, managing daily operations, and supervising all school personnel.

All other school employees, including teachers, instructional staff, and support personnel are hired, supervised, evaluated, and, if necessary, dismissed by the School Leader in accordance with Board-approved policies, the approved staffing plan and budget, and applicable state and federal law. The Board does not participate in individual personnel decisions involving school staff, ensuring a clear separation between governance and management.

The Board exercises oversight of school employees indirectly by approving personnel policies, employee handbooks, staffing frameworks, and evaluation systems, and by monitoring implementation through regular reports from the School Leader. Oversight occurs through goal setting, performance monitoring aligned to the school's Performance Framework, and formal evaluation of the School Leader, rather than through direct involvement in staff supervision.

The Board retains sole authority to discipline or dismiss the School Leader in accordance with the employment contract, Board policy, and applicable law, following due-process procedures. The School Leader is responsible for disciplinary actions involving all other employees and reports personnel compliance and staffing stability to the Board as part of regular oversight.

This governance–management structure is reinforced through Board bylaws, written policies, defined reporting protocols, and annual evaluation of the School Leader, and is designed to ensure effective leadership, accountability, and operational integrity while allowing school staff to focus on high-quality instruction and student outcomes.



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

The Board of Directors establishes and approves all personnel policies and employment procedures to ensure compliance with North Carolina law and accountability to the charter contract. The Board does not participate in the hiring, supervision, evaluation, or dismissal of school personnel other than the Executive Director.

The Board employs, supervises, evaluates, and, when necessary, dismisses the School Leader, who serves as the Executive Director of the Academy. The Executive Director is the only employee directly supervised by the Board and functions as the chief executive responsible for implementing Board-approved policies, managing daily operations, and supervising all school personnel.

The Executive Director is responsible for recruiting, hiring, supervising, evaluating, and dismissing all other school personnel in accordance with Board-approved policies, the approved staffing plan and budget, and applicable state and federal law, including criminal background-check requirements.

All employees, contractors, and volunteers with direct student contact are required to complete state and national criminal background checks prior to service. The Executive Director is responsible for implementing background-check procedures, while the Board provides oversight through policy adoption and compliance monitoring.

The Board retains sole authority to discipline or dismiss the Executive Director in accordance with the employment contract, Board policy, and applicable law. Disciplinary actions involving all other personnel are the responsibility of the Executive Director.

Oversight occurs through policy approval, regular reporting, and evaluation of the Executive Director rather than direct involvement in personnel decisions.

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



Proposed Salary Ranges and Employment Benefits

The governing board has approved salary ranges that are directly aligned to the school's five-year budget projections and staffing model as reflected in the submitted personnel budget. Compensation assumptions reflect conservative charter school benchmarks and are informed by local district comparisons. Salaries are based on role, licensure, experience, and enrollment-driven staffing needs, and are reviewed annually by the board.

Consistent with the staffing plan reflected in the financial projections, the majority of instructional positions are general education core content teachers, reinforcing the school's design as a rigorous general education public charter school with inclusive systems embedded to ensure access and excellence for all learners.

Salary ranges reflect positions across the startup and growth phases of the school. Not all roles are staffed in Year 1; positions are added incrementally as enrollment increases and recurring revenue supports expansion in accordance with the approved five-year financial plan.

Salary Ranges by Position Type

Employment Level	Budget-Aligned Salary Range
Executive Director / Head of School	\$90,000 – \$100,000
Assistant Director / Assistant Principal	\$75,000 – \$85,000
Instructional Coaches	\$65,000 – \$80,000
General Education Teachers (Bilingual English/ASL)	\$45,000 – \$58,000
Exceptional Children Teachers	\$50,000 – \$62,000
School Counselors / Student Support Staff	\$50,000 – \$65,000
Educational Interpreters	\$35,000 – \$50,000 (or hourly equivalent)
Instructional Assistants	\$28,000 – \$36,000



Data Manager / Office Support	\$35,000 – \$48,000
Contracted Services (Finance, Related Services, Custodial)	Market-based contractual rates

These ranges correspond to the staffing costs reflected in the five-year financial projections and do not assume salaries above those modeled in the approved budget. Final salary offers are contingent upon enrollment levels and available recurring state funding to ensure long-term fiscal sustainability.

Employment Benefits

The school plans to offer a benefits package consistent with public charter school norms and within the cost assumptions used in the five-year budget. Benefits are phased based on enrollment and financial capacity and reflect the personnel benefit projections included in the submitted financial plan.

Anticipated benefits include:

- Participation in the North Carolina State Health Plan or comparable employer-sponsored option
- Employer contributions to retirement benefits consistent with North Carolina charter school eligibility requirements (e.g., TSERS, as applicable)
- Paid sick leave and personal leave in accordance with school policy
- Paid holidays and scheduled school breaks
- Job-embedded professional development aligned to instructional roles
-



Stipends or supplemental pay for additional responsibilities (e.g., instructional leadership, mentoring, EC coordination), as budget allows

Part-time and contracted staff receive compensation and benefits consistent with the scope of their services and contractual agreements.

Board Oversight and Fiscal Alignment

The governing board ensures compensation sustainability by:

- Approving salary ranges consistent with budget projections
- Reviewing staffing costs annually as part of the budget approval process
- Aligning compensation decisions to enrollment levels and available recurring revenue
- Avoiding reliance on one-time funds for permanent salary obligations

Conclusion

The school's proposed salary ranges and employment benefits are fully aligned with the five-year budget, reflect conservative planning assumptions, and support recruitment and retention while maintaining long-term fiscal sustainability within a general education instructional model.

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



Procedures for Handling Employee Grievances and/or Termination

Employee Grievance Procedures

Darden-Perry Academy is committed to maintaining a fair, respectful, and professional work environment. The school has established a clear grievance process to ensure employee concerns are addressed promptly, consistently, and in accordance with applicable federal and state law.

Scope of Grievances

Employees may file a grievance related to working conditions, supervision, evaluations, disciplinary actions, or alleged violations of school policy. Grievances involving discrimination, harassment, or retaliation are addressed in accordance with the school's nondiscrimination and Title IX policies.

Step-by-Step Grievance Process

1.

Informal Resolution

Employees are encouraged to first seek informal resolution by discussing the concern with their immediate supervisor within a reasonable timeframe. Many issues can be resolved through clarification, mediation, or corrective action at this level.

2.

Formal Written Grievance

If the concern is not resolved informally, the employee may submit a written grievance to the School Leader. The written grievance must clearly describe the concern, relevant facts, and the requested resolution. The School Leader will review the grievance, conduct any necessary fact-finding, and issue a written response within a reasonable timeframe.

3.

Appeal to the Governing Board

If the grievance involves the School Leader, or if the employee believes the grievance was not resolved appropriately, the employee may submit a written appeal to the Governing Board. The Governing Board reviews grievances in an oversight capacity only and does not engage in day-to-day management. The Board does not serve as a substitute for management and does not conduct independent investigations of staff grievances. The Board may review documentation and render a written determination. The Board's decision is final.



All grievance proceedings are handled confidentially to the extent permitted by law and in compliance with applicable public-records requirements. Employees are protected from retaliation for filing a grievance in good faith.

Employee Discipline and Termination Procedures

Darden-Perry Academy maintains clear personnel procedures to ensure accountability, fairness, and compliance with employment law while supporting a professional, mission-aligned staff.

Authority and Responsibility

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The Governing Board employs, supervises, evaluates, and, when necessary, disciplines or dismisses the School Leader.

-

The School Leader hires, supervises, evaluates, disciplines, and terminates all other school personnel in accordance with Board-approved policies.

-

The Governing Board does not participate in individual staff hiring, discipline, or termination decisions, except with respect to the School Leader.

Progressive Discipline

When appropriate, employee discipline may follow a progressive approach, which can include verbal warnings, written warnings, performance improvement plans, or other corrective actions. The School Leader retains discretion to bypass progressive discipline in cases involving serious misconduct, violations of law or policy, concerns related to student safety, or behavior that materially undermines the school's mission or operations.

Termination Procedures

Employment may be terminated for cause, unsatisfactory performance, misconduct, violation of policy, failure to meet professional expectations, or other legitimate, non-discriminatory reasons. Termination decisions are documented in writing and communicated to the employee, including the



reason for termination and the effective date. All termination actions comply with applicable federal and state employment laws and due-process requirements when applicable.

Except where governed by a written employment contract or applicable law, employment at Darden-Perry Academy is at-will.

The School Leader reports personnel actions to the Governing Board as part of routine compliance and oversight reporting. The Governing Board does not engage in individual termination decisions.

School Leader Termination

The Governing Board retains sole authority to discipline or dismiss the School Leader in accordance with the employment contract, Board policy, performance evaluations, and applicable law. Any such action follows established due-process procedures and is documented in official Board records.

Policy Oversight and Compliance

The Governing Board approves and periodically reviews all personnel policies, including grievance and termination procedures, to ensure legal compliance, consistency with the school's mission, and alignment with North Carolina charter school requirements. Implementation of these policies is monitored through regular reporting and performance review rather than direct operational involvement.

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



Dual Responsibilities and Funding Sources

Darden-Perry Academy will open with a lean, startup-appropriate staffing model. Dual responsibilities are limited, intentional, and assigned only to positions reflected in the approved Year One staffing chart and operating budget.

In Year One, the Principal / School Leader serves in a dual capacity as both the instructional leader and chief administrator of the school. Responsibilities include instructional oversight, operational management, regulatory compliance, student services coordination, and reporting to the governing board. The Principal also serves as the Exceptional Children (EC) Administrator of Record. This position is funded through state and local per-pupil revenue as reflected in the approved operating budget.

Darden-Perry Academy implements an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students. As part of this instructional framework, core classroom teachers assume limited dual responsibilities consistent with a startup model. In addition to providing direct classroom instruction, teachers participate in schoolwide responsibilities such as implementation of the Multi-Tiered System of Supports (MTSS), collaboration in IEP development and accommodation planning, data analysis, family communication, and assigned supervisory duties. These instructional positions are funded through state and local per-pupil funds.

Exceptional Children (EC) services are delivered through an embedded, inclusive service model. The Principal, as EC Administrator of Record, holds North Carolina licensure in Exceptional Children Administration and is responsible for ensuring compliance with IDEA requirements, including Child Find obligations, evaluation timelines, IEP development, procedural safeguards, and due-process requirements. To further ensure regulatory fidelity during startup, the school will engage experienced contracted EC compliance support to monitor IDEA timelines, review documentation for accuracy, and support audit readiness during initial implementation. EC staffing and related services are funded through a combination of state, local, and federal IDEA allocations in accordance with allowable use requirements and as reflected in the approved budget.

No administrative salaries are charged to federal IDEA funds during Year One. Federal IDEA funds are used solely for allowable EC staffing and related services consistent with federal regulations.



The Year One staffing structure, identified dual-responsibility roles, and associated funding sources are directly aligned with the approved staffing chart and five-year financial plan, ensuring operational feasibility and fiscal sustainability.

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



Plans to Ensure Qualified Staffing for All Student Needs (SWD, ML, and AIG)

Darden-Perry Academy is committed to ensuring that all students, including Students with Disabilities (SWD), Multilingual Learners (ML), and Academically and Intellectually Gifted (AIG) students are served by qualified staff through an inclusive, general education–based instructional model supported by targeted expertise, embedded services, and contracted supports as needed.

Core Instructional Staffing

All core classroom teachers are appropriately licensed and highly qualified in their instructional areas and are trained to deliver standards-aligned instruction using differentiated, inclusive practices. Teachers implement accommodations, modifications, and instructional strategies to meet diverse learning needs within the general education classroom, consistent with the school’s bilingual-bimodal instructional model and Multi-Tiered System of Supports (MTSS).

Ongoing professional learning ensures staff are prepared to:

- Differentiate instruction based on student data
- Implement accommodations and modifications with fidelity
- Collaborate across service areas to support student progress
- Maintain high academic expectations for all learners

Students with Disabilities (SWD)

Darden-Perry Academy will serve SWD through an embedded service delivery model rather than standalone administrative positions during the startup phase.

-



The Principal / School Leader will serve as the Exceptional Children (EC) Administrator of Record and holds appropriate North Carolina licensure to oversee EC compliance. The EC Administrator ensures compliance with IDEA, including Child Find obligations, evaluation timelines, IEP development, procedural safeguards, manifestation determinations, and due-process requirements. During the startup phase, the school will also engage contracted EC compliance consultation to support documentation review, timeline monitoring, and audit readiness. All IEP services will be delivered by appropriately licensed EC teachers or qualified contracted providers, and the school will maintain compliance with state and federal reporting requirements.

-

Appropriately licensed instructional staff support IEP implementation, instructional accommodations, and progress monitoring within general education settings.

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Related services (e.g., speech-language, occupational therapy, physical therapy) are provided through contracted or itinerant providers as required by student IEPs.

-

Staffing assignments and services are reviewed regularly to ensure compliance, effectiveness, and alignment with student needs.

This approach ensures SWD receive required services in the least restrictive environment while maintaining a fiscally responsible staffing model aligned to enrollment.

Multilingual Learners (ML)

Multilingual Learners are supported through qualified general education staff trained in language-supportive instructional practices, including strategies aligned to WIDA standards.

-

Teachers implement sheltered instruction strategies, visual supports, and language scaffolds embedded within daily instruction.

-



Language development supports are integrated into core instruction rather than delivered through pull-out models, ensuring access to grade-level content.

-

When needed, the school utilizes contracted language support services or consultative expertise to support assessment, instructional planning, and compliance with state and federal requirements.

This integrated approach supports language development while maintaining inclusive classroom placement. The school will ensure full compliance with Title III and North Carolina English Learner (EL) requirements. A licensed ESL teacher or qualified contracted ESL provider will oversee identification procedures, administer the WIDA Screener and WIDA ACCESS assessments, coordinate service delivery, and monitor student progress. English Learners will receive services through a combination of direct instruction and push-in support within the general education classroom. The school will implement language instruction educational programs consistent with federal requirements and will maintain all reporting, parent notification, and accountability procedures required under Title III.

Academically and Intellectually Gifted (AIG) Students

AIG students are served through differentiation, enrichment, and acceleration within the general education classroom consistent with state and local AIG service requirements.

-

Teachers use flexible grouping, advanced instructional materials, project-based learning, and higher-order questioning to extend learning.

-

Instructional planning incorporates enrichment opportunities aligned to student interests and strengths.

-

As enrollment grows, the school may expand enrichment opportunities consistent with staffing capacity and student needs.



Darden-Perry Academy will implement an Academically and Intellectually Gifted (AIG) identification and service model aligned to the North Carolina AIG Program Standards. Identification will use multiple criteria, including achievement data, aptitude measures, classroom performance indicators, and teacher input. AIG services will include differentiated instruction, curriculum compacting, enrichment clusters, and advanced coursework opportunities as grade levels expand. The school will maintain documentation of identification procedures and service plans and will ensure compliance with state AIG requirements.

Staffing Adequacy and Ongoing Monitoring

Staffing adequacy is monitored through:

- Enrollment and subgroup data review
- Student progress and performance data
- Compliance monitoring for SWD and ML services
- Ongoing instructional observation and support

As enrollment increases and student needs evolve, Darden-Perry Academy will adjust staffing patterns, contract additional services, or differentiate roles as reflected in future staffing plans and budgets.

The school's staffing approach ensures that qualified personnel, supported by professional learning and external expertise when necessary, are in place to meet the needs of SWD, ML, and AIG students while maintaining alignment with the approved staffing chart and operating budget.

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



Darden-Perry Academy will evaluate teachers through a structured, standards-aligned evaluation system designed to support instructional quality, professional growth, and accountability. Teacher evaluation is overseen by the Principal / School Leader and is implemented consistently across grade levels.

Evaluation Framework

Teacher evaluations are based on the North Carolina Educator Evaluation System (NCEES), including the NC Teacher Evaluation Rubric, which aligns with state expectations for instructional practice and professional responsibilities, as permitted for public charter schools.

Evaluation Components

The evaluation process includes multiple measures to ensure a fair and comprehensive assessment of teacher effectiveness:

-

Formal and Informal Observations

Teachers participate in scheduled and unscheduled classroom observations conducted by the Principal / School Leader. Observations focus on instructional planning, delivery, classroom environment, differentiation, and student engagement.

-

Standards-Based Rubric Ratings

Observations are scored using the NC Teacher Evaluation Rubric to assess performance across instructional and professional practice standards.

-

Student Growth and Progress Monitoring

Evaluation includes consideration of student growth data, formative assessments, and evidence of student learning aligned to grade-level standards.

-

Professional Responsibilities

Teachers are evaluated on collaboration, communication with families, implementation of schoolwide systems (e.g., MTSS), and adherence to professional expectations.



-

Feedback and Professional Growth

Teachers receive timely, actionable feedback following observations. Evaluation results inform individualized professional learning and coaching supports.

Evaluation Cycle and Documentation

Evaluations are conducted annually and documented using state-approved evaluation tools and platforms, consistent with NCDPI requirements. Teachers participate in self-reflection, goal setting, and conferences as part of the evaluation cycle.

Use of Evaluation Results

Evaluation outcomes are used to:

-

Support continuous instructional improvement

-

Identify professional development needs

-

Inform personnel decisions in accordance with Board-approved policies

-

Ensure alignment between instructional practice and the school's mission and performance expectations

This evaluation system ensures teachers are supported, accountable, and evaluated using a recognized state framework, while remaining appropriate for the school's size, staffing structure, and startup phase.

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).



Roles, Responsibilities, Qualifications, and Licensure Requirements

Darden-Perry Academy employs a lean, qualified staffing model designed to ensure effective leadership, high-quality instruction, and full compliance with state and federal requirements. All personnel hired by the school must meet applicable licensure, credentialing, and professional qualification standards and demonstrate the capacity to effectively perform assigned job functions in support of the school's mission and educational program.

The school operates under a governance–management structure in which the Board of Directors employs the School Leader as its sole employee, and the School Leader is responsible for hiring, supervising, evaluating, and, when necessary, dismissing all other school personnel in accordance with Board-approved policies and applicable law.

Principal / School Leader

Roles and Responsibilities:

The Principal / School Leader serves as the chief instructional leader and administrator of Darden-Perry Academy. Responsibilities include overseeing daily school operations; supervising and evaluating instructional staff; ensuring implementation of the academic program; monitoring student performance and schoolwide outcomes; overseeing compliance with state and federal requirements; serving as the Exceptional Children (EC) administrator of record; and reporting regularly to the Board of Directors on academic, operational, and compliance matters.

Qualifications and Licensure:

The Principal / School Leader must hold a valid North Carolina principal or school administrator license or meet NCDPI requirements for charter school leaders, including appropriate educational leadership credentials and demonstrated experience in instructional leadership, school administration, and regulatory compliance.

Core Classroom Teachers

Roles and Responsibilities:

Core classroom teachers are responsible for delivering standards-aligned instruction in accordance with the North Carolina Standard Course of Study. Teachers implement differentiated instructional strategies; collaborate in Multi-Tiered System of Supports (MTSS) and IEP implementation; support



language development; communicate effectively with families; and contribute to schoolwide supervision and student support responsibilities.

Darden-Perry Academy implements an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students. Instruction is delivered consistent with this instructional framework utilizing both American Sign Language (ASL) and spoken/written English.

Teachers are trained to provide differentiated instruction, enrichment, and acceleration to meet the needs of Academically and Intellectually Gifted (AIG) students within the general education classroom.

Qualifications and Licensure:

Teachers must hold valid North Carolina teaching licenses appropriate to their assigned grade levels or content areas or meet charter school licensure flexibility provisions as permitted by law.

Darden-Perry Academy's staffing goal is for all teachers to be bilingual and capable of delivering instruction in both ASL and spoken/written English. The school's first hiring priority is to recruit and employ fully bilingual teachers who demonstrate proficiency in both languages sufficient for direct instruction. Bilingual proficiency is assessed through the hiring process, including interviews, instructional demonstrations, and reference checks.

Recognizing the documented shortage of fully bilingual teachers, the school has established a structured capacity-building ("grow-your-own") plan. When fully bilingual candidates are not available, the school may hire licensed teachers with strong content-area expertise and fluency in spoken/written English who demonstrate a documented commitment and aptitude to develop ASL proficiency. These teachers are supported through targeted professional learning, coaching, and mentoring and are assigned instructional responsibilities aligned to their current language strengths while progressing toward full bilingual instructional proficiency. Teacher language proficiency, instructional assignments, and professional growth are monitored by the School Leader to ensure continued fidelity to the bilingual-bimodal dual-language instructional framework and consistent language access for students.



Teacher Assistants / Instructional Support Staff

Roles and Responsibilities:

Teacher Assistants (TAs), when employed, support licensed teachers in the delivery of instruction and student supervision under the direction of the Principal / School Leader. Responsibilities may include assisting with small-group instruction, supporting classroom organization, reinforcing instructional strategies and accommodations, supporting student behavior and engagement, and assisting with supervision during transitions and non-instructional times.

Teacher Assistants do not serve as the primary instructor of record and work under the supervision of licensed teachers to support instructional effectiveness and student access to learning.

Qualifications and Licensure:

Teacher Assistants must meet all applicable North Carolina paraprofessional qualification requirements, including education and credentialing standards established by state and federal law. Teacher Assistants receive role-specific training related to instructional support, student confidentiality, behavior support, and implementation of accommodations as appropriate.

Staffing Model and Use:

Teacher Assistants are employed based on student needs, enrollment, and program requirements, including support for Students with Disabilities (SWD), language access needs, and classroom instructional support. The use of Teacher Assistants is flexible and responsive and does not replace licensed instructional staff. When employed, Teacher Assistants are assigned in a manner consistent with the school's instructional framework and approved staffing plan.

Exceptional Children (EC) Instruction and Related Services (Embedded Model)

Roles and Responsibilities:

Darden-Perry Academy does not employ a standalone Exceptional Children Director during the startup phase. EC services are delivered through an embedded service model in which appropriately licensed instructional staff support IEP implementation, instructional accommodations, and progress monitoring within general education settings. Related services are provided as required by student IEPs and coordinated to support access to the general education curriculum.

The Principal / School Leader oversees EC compliance, service delivery, and reporting requirements.



Qualifications and Licensure:

Staff providing EC instruction and case management must hold appropriate North Carolina EC licensure or credentials required to perform assigned duties. Related service providers (e.g., speech-language therapy, occupational therapy, physical therapy, counseling) are provided by contracted or itinerant professionals who hold all required state licenses and certifications.

Contracted and Itinerant Service Providers

Roles and Responsibilities:

The school may contract with qualified external providers to deliver specialized instructional supports, related services, transportation, custodial services, or other operational functions as needed. Contracted services are selected based on student needs, operational requirements, and compliance considerations.

Qualifications and Licensure:

All contracted providers must hold valid licenses, certifications, and credentials required by state and federal law and demonstrate experience serving public school or charter school populations. Contractors are subject to Board-approved procurement and oversight procedures.

Board Oversight and Assurance of Qualified Staffing

The Board of Directors ensures that all personnel hired by the school meet required qualifications and licensure standards through Board-approved personnel policies and oversight of the School Leader's hiring and evaluation practices. Staffing decisions remain aligned with the approved staffing chart and operating budget. As enrollment grows and student needs evolve, staffing roles may be refined or expanded in accordance with future staffing plans and budgets.

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



The Principal / School Leader is the position responsible for ensuring that all teachers at Darden-Perry Academy maintain required licensure and participate in appropriate professional development.

Teacher Licensure Responsibilities

The Principal / School Leader is responsible for:

- Verifying that all teachers hold valid North Carolina teaching licenses appropriate to their assigned grade levels or content areas, or meet charter school licensure flexibility provisions as permitted by law
- Monitoring licensure renewal timelines, continuing education requirements, and documentation through NCDPI licensure systems.
- Maintaining personnel records related to licensure and credentials
- Ensuring compliance with state and federal requirements related to teacher qualifications

Professional Development Responsibilities

The Principal / School Leader also oversees the planning, implementation, and monitoring of professional development for instructional staff. Professional learning is aligned to instructional priorities, student needs, and the school's high-fidelity bilingual-bimodal English/ASL instructional model.

Professional development includes:

- Instructional best practices aligned to the North Carolina Standard Course of Study
- Ongoing support for ASL development and bilingual instructional proficiency



-

Training aligned to the North Carolina World Language framework, including proficiency-based instruction and the three modes of communication (interpretive, interpersonal, presentational)

-

Use of evaluation feedback and student performance data to inform professional learning needs

The Board of Directors provides oversight by approving personnel policies and receiving regular reports from the Principal / School Leader to ensure licensure compliance and alignment of professional development to the school's mission. The Board does not engage in day-to-day licensure monitoring or professional development delivery.

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.



Professional Development Model and Licensure Compliance Plan

Darden-Perry Academy implements a strategic, embedded professional development (PD) model designed to ensure instructional quality, compliance with teacher licensure and certification requirements, and fidelity to the school's ASL-English bilingual-bimodal dual-language instructional framework. The professional development model is intentionally aligned to the school's projected staffing structure and operating budget.

Leadership and Oversight

The Principal / School Leader is responsible for overseeing all professional development and ensuring that teacher licensure and certification requirements are met in accordance with North Carolina and federal law. Responsibilities include monitoring licensure status, renewal timelines, and continuing education requirements; maintaining documentation; and aligning professional development to instructional priorities and staff needs. The Board of Directors provides oversight through policy approval and periodic review but does not engage in day-to-day professional development implementation.

Licensure and Certification Compliance

Darden-Perry Academy ensures that all instructional staff:

- Hold valid North Carolina teaching licenses appropriate to their assigned grade levels or content areas, or
- Meet charter school licensure flexibility provisions as permitted by law

The School Leader verifies licensure at hiring and monitors ongoing compliance, including renewal requirements and continuing education credits, using NCDPI licensure systems. Professional development activities are selected to support teachers in maintaining licensure and meeting state and federal certification requirements.

Professional Development Structure

Professional development is embedded, ongoing, and job-embedded, rather than reliant on additional administrative staffing or external consultants beyond budget capacity. The PD model includes:



School-Based Professional Learning

Regularly scheduled professional learning sessions focused on instructional best practices, differentiation, MTSS implementation, IEP collaboration, data-informed instruction, classroom management, and inclusive instructional practices.

ASL-English Bilingual-Bimodal Dual-Language Instructional Framework Alignment

Darden-Perry Academy implements an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students.

Professional development supports alignment to the North Carolina World Language framework, including proficiency-based instruction and the three modes of communication (interpretive, interpersonal, presentational). Ongoing ASL professional learning is provided to sustain fidelity to the school's bilingual-bimodal dual-language instructional framework.

Capacity-Building (“Grow-Your-Own”) ASL Development

When fully bilingual teachers are not available, licensed teachers receive structured ASL professional learning, coaching, mentoring, and guided practice to build instructional language proficiency. Progress is monitored and aligned to instructional assignments to ensure continued student access to instruction within the school's bilingual-bimodal dual-language framework.

Evaluation-Informed Professional Learning

Professional development priorities are informed by classroom observations, teacher feedback, staff evaluations, and student performance data to ensure relevance, instructional alignment, and continuous improvement.

Alignment to Staffing and Budget

The professional development model is intentionally aligned to the school's lean Year One staffing plan. All professional learning is:

- Led or coordinated by the Principal / School Leader
- Embedded within existing work schedules and instructional planning time
- Supported through budgeted professional development allocations without creating new staff positions



No additional instructional coaches, coordinators, or administrative roles are required to implement the professional development plan. Professional development funding aligns with the approved operating budget and does not rely on unfunded or speculative resources.

Continuous Improvement and Sustainability

As enrollment grows and staffing expands in future years, professional development structures may be refined to support additional roles, instructional pathways, and student needs. Any adjustments will remain aligned with staffing capacity, budget projections, and Board approval.

This professional development model ensures that teachers remain licensed, supported, and prepared to meet diverse student needs while maintaining fidelity to the school's instructional framework and compliance with state and federal requirements.

3.4. Staff Evaluations and Professional Development

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



The Principal / School Leader is the position responsible for maintaining teacher licensure requirements and overseeing professional development at Darden-Perry Academy.

Teacher Licensure Responsibilities

The Principal / School Leader is responsible for:

- Verifying that all teachers hold valid North Carolina teaching licenses appropriate to their assigned grade levels or content areas, or meet charter school licensure flexibility provisions as permitted by law
- Monitoring licensure renewal timelines, continuing education requirements, and documentation
- Maintaining personnel records related to licensure and credentials
- Ensuring compliance with state and federal requirements related to teacher qualifications

Professional Development Responsibilities

The Principal / School Leader also oversees the planning, implementation, and monitoring of professional development for instructional staff. Professional development:

- Aligns with the North Carolina Standard Course of Study and the school's ASL-English bilingual-bimodal dual-language instructional framework
- Supports teacher licensure maintenance and certification requirements
- Includes ongoing ASL professional learning aligned to the North Carolina World Language framework
- Is informed by classroom observations, feedback, staff evaluations, and student performance data

Darden-Perry Academy implements an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students.

The Board of Directors provides oversight by approving personnel policies and receiving periodic reports from the Principal / School Leader but does not engage in day-to-day licensure monitoring or professional development delivery.

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.



Staff Mentoring, Retention, Evaluation, and Licensure Compliance Plan

Darden-Perry Academy is committed to building and sustaining a high-quality, mission-aligned staff through intentional mentoring, supportive professional growth, and clear accountability systems. The school's approach to staff mentoring, retention, and evaluation is designed to support instructional excellence, uphold a high-fidelity ASL-English bilingual-bimodal dual-language instructional framework, and ensure compliance with all state and federal teacher certification and licensure requirements. The plan is aligned to the school's projected staffing structure and operating budget.

Leadership and Oversight

The Principal / School Leader is responsible for mentoring, evaluating, and retaining instructional staff and for ensuring ongoing compliance with teacher licensure requirements. The Board of Directors provides oversight through policy approval and periodic review of reports but does not engage in day-to-day personnel management.

Staff Mentoring and Professional Support

Darden-Perry Academy implements a job-embedded mentoring model appropriate for a startup charter school. New and continuing teachers receive structured support that includes:

- Orientation to the school's mission, ASL-English bilingual-bimodal dual-language instructional framework, and expectations for instructional practice
- Ongoing instructional guidance through classroom observation, feedback, and collaborative planning
- Support for implementing differentiated instruction, MTSS, and inclusive practices
- Targeted mentoring to support bilingual instructional practices and ASL language development

Darden-Perry Academy implements an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students.

Teachers hired without full ASL proficiency participate in a structured "grow-your-own" capacity-building model, which includes ASL professional learning, guided practice, coaching, and monitored progress toward bilingual instructional proficiency. Mentoring is provided within existing staffing



structures and does not require additional instructional or administrative positions. Mentoring and professional support are designed to promote educator well-being, instructional sustainability, and continuity of services for students, consistent with a Whole Child approach.

Staff Retention and Professional Growth

The school's staff retention strategy is grounded in support, clarity, and professional respect, rather than additional staffing layers. Retention efforts include:

- Clear role expectations and consistent instructional support
- Ongoing feedback tied to professional growth rather than punitive measures
- Professional learning aligned to teacher needs, student outcomes, and the school's educational program
- Opportunities to develop bilingual instructional expertise and leadership capacity over time

By fostering a collaborative, mission-driven environment and investing in staff capacity, Darden-Perry Academy promotes long-term staff retention while maintaining fiscal sustainability.

Staff Evaluation

Teachers are evaluated annually using a standards-aligned evaluation system consistent with North Carolina expectations, including the North Carolina Educator Evaluation System (NCEES) and the NC Teacher Evaluation Rubric.

The evaluation process includes:

- Formal and informal classroom observations conducted by the Principal / School Leader
- Standards-based performance ratings aligned to instructional and professional practice expectations
- Consideration of student growth and instructional impact
- Conferences that provide actionable feedback and guide professional development

Evaluation results are used to support instructional improvement, inform mentoring and professional learning, and guide personnel decisions in accordance with Board-approved policies.

Teacher Certification and Licensure Compliance

Darden-Perry Academy ensures compliance with state and federal teacher certification and licensure requirements through clear monitoring and documentation procedures.



The Principal / School Leader is responsible for:

- Verifying teacher licensure and certification at hiring
- Monitoring licensure renewal timelines and continuing education requirements using NCDPI licensure systems
- Maintaining personnel records related to licensure and credentials
- Ensuring teachers meet North Carolina licensure requirements or charter school licensure flexibility provisions as permitted by law

Professional development activities are selected to support teachers in maintaining licensure and meeting certification requirements.

Alignment to Staffing and Budget

This mentoring, retention, evaluation, and licensure plan is intentionally aligned with the school's projected staffing model and operating budget:

- All mentoring, evaluation, and professional development is coordinated by the Principal / School Leader
- Professional learning is embedded within existing work schedules and planning time
- No additional instructional coaches, coordinators, or administrative positions are required
- Funding for professional development aligns with the approved budget and does not rely on unfunded positions or speculative resources

As enrollment grows and staffing expands in future years, these systems may be refined to support additional roles, consistent with budget capacity and Board approval.

Conclusion

Through a coherent system of mentoring, evaluation, retention, and licensure oversight, Darden-Perry Academy ensures that staff are supported, accountable, and professionally prepared to deliver a high-quality bilingual-bimodal education. This approach reinforces the school's mission, supports diverse learner needs, and maintains alignment with staffing capacity, fiscal responsibility, and regulatory compliance.

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.



Professional Development Plan and Instructional Support

Darden-Perry Academy's professional development plan is designed to support the effective implementation of the school's ASL-English bilingual-bimodal dual-language instructional framework, inclusive instructional practices, and positive school culture. Professional development is ongoing, data-informed, and aligned to staff roles, student needs, and school improvement goals, while remaining consistent with the school's projected staffing and budget.

Darden-Perry Academy implements an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students.

Pre-Opening Professional Development and Induction

All staff participate in a planned pre-opening professional development induction period prior to the start of the school year, anticipated to include up to two weeks of onboarding and training.

Key components of the pre-opening induction include:

- English/ASL immersion training to establish consistent language access and bilingual instructional expectations across all settings
- Orientation to the school's mission, vision, values, and bilingual-bimodal dual-language instructional framework
- Curriculum alignment to North Carolina Standard Course of Study requirements
- Training on inclusive practices, MTSS, special education compliance, IEP implementation, and differentiation for diverse learners
-



Preparation for implementing instructional components associated with bilingual-bimodal dual-language instruction

This induction ensures staff begin the school year prepared to deliver instruction with fidelity and consistency.

Ongoing Professional Development Components

The school's professional development program includes the following core components:

Instructional Framework Implementation

Professional development focuses on effective implementation of bilingual-bimodal dual-language instruction, language access strategies, differentiated instruction, and inclusive instructional practices to ensure meaningful access and academic support for general education students, multilingual learners, students with diverse learning needs, and advanced learners.

Instructional Quality and Data Use

Staff receive training in standards-aligned instruction, formative and summative assessment, progress monitoring, and data-informed instructional decision-making to support continuous improvement in student outcomes.

Inclusive Practices and Compliance

Professional development includes training in special education compliance, MTSS implementation, accommodations and modifications, multilingual learner instructional strategies, and gifted education practices to ensure access to the general education curriculum.

Social-Emotional Learning and School Culture

The Positivity Project (SEL) is implemented as a schoolwide curriculum. All staff and teachers receive training on The Positivity Project to ensure consistent implementation of social-emotional learning, positive behavior supports, and trauma-informed practices across classrooms and schoolwide routines, consistent with a Whole Child approach.



School Culture and Professional Collaboration

Professional development supports collaboration through professional learning communities, structured planning time, collaborative problem-solving, and shared responsibility for student success.

Internal and External Professional Development

Professional development is delivered through a balanced combination of internal and external learning opportunities.

Internal Professional Development

Internal professional development includes:

- Staff-led training
- Mentoring and coaching
- Collaborative planning
- Professional learning communities
- Schoolwide instructional training aligned to organizational priorities

External Professional Development

External professional development may include:

- Workshops and conferences



-

Online learning opportunities

-

Vendor-supported training

-

Specialized training in ASL instruction, bilingual education, special education compliance, curriculum implementation, or instructional technology

External professional development is selected strategically to supplement internal capacity and does not require additional staffing positions.

Uniform and Individualized Professional Development

The professional development plan includes both uniform and individualized components.

Uniform Professional Development

Uniform professional development is provided to all staff and focuses on:

-

Shared instructional expectations

-

ASL-English bilingual-bimodal dual-language practices

-

SEL implementation

-

Compliance requirements

-

Schoolwide instructional systems and procedures



Individualized Professional Development

Individualized professional development is based on:

- Staff role and assignment
- Prior experience and instructional strengths
- Evaluation results and performance feedback
- Licensure requirements
- Professional Development Plans (PDPs)

Supports may include targeted coaching, role-specific training, ASL language development, or licensure-aligned coursework.

Evaluation data and staff feedback are used to refine professional development priorities and ensure relevance and effectiveness.

Alignment with Staffing, Budget, and Oversight

Professional development activities are implemented using existing leadership roles and allocated professional development resources and are fully aligned with the projected staffing model and approved budget.

The Principal / School Leader is responsible for implementation and monitoring, while the Governing Board provides oversight through policy approval and review of professional development priorities and expenditures.

This structure ensures professional development supports effective implementation of the educational program while maintaining fiscal responsibility and operational sustainability.



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 and Staff Induction Plan

Prior to opening, Darden-Perry Academy will implement a planned pre-opening professional development induction program for all staff, anticipated to include approximately two weeks of onboarding and training. This induction period is designed to ensure that teachers and support staff are fully prepared to implement the school's ASL-English bilingual-bimodal dual-language instructional framework, inclusive instructional practices, and schoolwide systems with fidelity from the first day of school. The induction applies to all instructional and support staff to ensure consistency, coherence, and readiness for school launch.

Darden-Perry Academy implements an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students.

The induction period is intentionally structured to address the unique instructional, linguistic, and access-related demands of a bilingual-bimodal charter school while remaining aligned to projected staffing and the Board-approved budget.

Week 1: English/ASL Immersion and Language Access Training (All Staff)

The first week of induction focuses on English/ASL immersion training to establish consistent language access and communication practices across all instructional and non-instructional settings. This training is foundational to the school's educational framework and prepares staff to integrate spoken/written English and American Sign Language throughout the school day.

Week 1 Training Includes:

- Schoolwide expectations for bilingual-bimodal communication and language access practices
- Academic discourse development and content-specific vocabulary across instructional settings
- Language modeling, scaffolding techniques, visual access strategies, and differentiated instructional supports
- Integration of English and ASL during instruction, transitions, collaborative learning activities, and student support interactions
- Inclusive communication practices that support full participation and accessibility for all students and staff



This immersive onboarding process ensures that all staff develop a shared understanding of effective bilingual-bimodal instructional practices, language access expectations, and inclusive learning environments prior to curriculum implementation.

Week 2: Instructional, Operational, and Compliance Readiness

The second week of induction focuses on instructional readiness, systems alignment, and compliance, integrating curriculum, instructional practice, collaboration, and school operations.

Mission, Culture, and Foundations

- Mission, vision, and core values
- School culture, equity, access, and inclusion
- Trauma-informed practices and social-emotional learning

Curriculum, Compliance, and Licensure

- Curriculum frameworks and instructional priorities
- Alignment to the North Carolina Standard Course of Study and graduation requirements
- Teacher licensure, certification, and professional responsibilities
- Special education compliance, IEP implementation, MTSS, multilingual learner, and gifted education expectations

Instructional Practice and Differentiation

- Instructional strategies aligned to the bilingual-bimodal dual-language framework
- Differentiated instruction and Universal Design for Learning (UDL)
- Classroom management and positive behavior supports
- Integrating social-emotional learning within academic instruction

Content-Specific Planning and Collaboration

- Content-area planning (ELA, mathematics, science, social studies, and CTE as applicable)
- Assessment alignment and interdisciplinary collaboration
- Schoolwide systems, schedules, and communication protocols

Systems Readiness and Practice

- Classroom setup and learning environment design
- Technology systems and instructional tools



- Family engagement and community partnerships
- Mock teaching sessions, peer feedback, and school-opening simulations

Preparation for Unique and Challenging Instructional Components

The induction program is specifically designed to prepare teachers to deliver the unique and challenging aspects of the school's educational program, including:

- Consistent English/ASL integration across content areas
- Language access within rigorous academic instruction
- Differentiation for students with disabilities, multilingual learners, and advanced learners
- Implementation of The Positivity Project (SEL) as a schoolwide curriculum, with all staff trained to embed SEL and positive behavior supports across classrooms and routines

This preparation ensures instructional consistency, high-fidelity program implementation, and equitable access for all students from the first day of school. These components ensure that teachers are not only trained in theory, but have practiced bilingual-bimodal instructional routines prior to serving students.

Alignment with Staffing, Budget, and Oversight

Pre-opening professional development is implemented using existing leadership roles and allocated professional development resources. The Principal / School Leader is responsible for coordination and implementation, while the Governing Board provides oversight through approval of professional development priorities and resource allocation. No additional staffing positions are required to execute the induction plan.

Outcome of the Induction Period

By the conclusion of the two-week induction, all staff will be:

- Aligned to the school's mission, instructional framework, and expectations
- Prepared to implement bilingual-bimodal dual-language instruction with fidelity
- Trained in inclusive practices, compliance requirements, and SEL implementation
- Ready to deliver high-quality instruction and support student success from the first day of school



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.



Darden-Perry Academy provides structured, ongoing professional development throughout the school year that is intentionally embedded within the school calendar, daily schedule, and staffing structure. This approach ensures staff readiness, instructional consistency, and compliance with licensure requirements while maintaining alignment with the approved budget.

Darden-Perry Academy implements an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students.

Pre-Opening Professional Development

Prior to the start of the school year, all staff participate in a planned pre-opening professional development induction, anticipated to include approximately two weeks (up to 10 days) of training. This induction prepares staff to implement the school's ASL-English bilingual-bimodal dual-language instructional framework, curriculum, instructional systems, and schoolwide practices with fidelity from the first day of school.

Professional Development During the School Year

During the academic year, professional development is provided through a combination of scheduled full-day sessions and job-embedded learning time, totaling approximately:

- 5–7 full professional development days per year, embedded within the school calendar (e.g., before student start dates, workdays, or designated PD days)
- Weekly job-embedded professional learning time (e.g., 60–90 minutes per week), integrated into the instructional schedule for collaborative planning, data review, and instructional refinement
- Ongoing coaching and feedback, provided through classroom observations and conferences conducted by the Principal / School Leader



This structure ensures that professional development is continuous rather than episodic and supports sustained instructional improvement.

Calendar and Daily Schedule Alignment

The school calendar is designed to include designated professional development days without reducing instructional time for students. In addition, the daily schedule incorporates protected planning and collaboration time that allows teachers to participate in professional learning without requiring substitute coverage or additional staffing.

Professional development is accommodated through:

- Scheduled workdays and professional development days on the school calendar
- Built-in planning periods and collaborative time during the instructional week
- Alignment of professional learning to existing instructional blocks and schedules

This design allows professional development to occur within contracted work hours and supports teacher licensure requirements without increasing staffing costs.

Staffing Structure and Budget Alignment

Professional development is coordinated and monitored by the Principal / School Leader and implemented using existing staff structures. No additional instructional coaches, coordinators, or administrative positions are required to support this plan.

Professional development funding aligns with the approved operating budget and supports:

- Instructional training aligned to the North Carolina Standard Course of Study
-



ASL-English bilingual-bimodal dual-language instructional practices

-

Social-emotional learning implementation (including The Positivity Project)

-

Licensure maintenance and professional growth

This approach ensures fiscal responsibility while maintaining high instructional quality.

Summary

Through a combination of pre-opening induction, scheduled professional development days, and job-embedded learning, Darden-Perry Academy provides sufficient time and structure for ongoing professional development. The school's calendar, daily schedule, and staffing model are intentionally designed to support this plan while remaining aligned to licensure requirements, instructional priorities, and budget capacity.

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.



Marketing Plan

Marketing and community outreach are central to the sustainability, equity, and community responsiveness of Darden-Perry Academy. The school will implement a comprehensive, data-driven, multilingual marketing and outreach strategy designed to reasonably reflect the racial, ethnic, socioeconomic, and linguistic composition of New Hanover County, the district in which the charter school will be located, in accordance with G.S. 115-218.45(e).

Darden-Perry Academy is an open-enrollment, tuition-free public charter school and does not employ selective admissions criteria. Recruitment and outreach efforts are intentionally inclusive, non-discriminatory, and designed to ensure equitable access to information for families across New Hanover County. Consistent with North Carolina's open-enrollment charter framework, outreach may also extend to neighboring counties; however, demographic alignment and recruitment monitoring will be anchored to New Hanover County data.

Community-Based Outreach and In-Person Engagement

The school will prioritize direct, relationship-based outreach throughout New Hanover County, with particular attention to historically underrepresented communities. Outreach strategies will include participation in community festivals, school fairs, library events, recreation center programs, and family resource gatherings across the county.

Marketing materials will be distributed through trusted community hubs, including community centers, pediatric and family health offices, faith-based organizations, small businesses, after-school programs, and neighborhood associations to ensure broad awareness across diverse populations.

All materials and information sessions will be provided in written English and American Sign Language, with additional language translations provided as needed to reflect the linguistic diversity of New Hanover County.

Media and Public Awareness

To ensure broad and inclusive visibility, the school will pursue earned media opportunities through press releases and outreach to local television, radio, digital news platforms, and community newsletters serving New Hanover County.

Public messaging will emphasize:

-



The school's tuition-free public charter status

-

Its open-enrollment admissions model

-

Its bilingual-bimodal English/ASL instructional framework

-

Its inclusive general education setting

Digital outreach will include a regularly updated website, social media engagement, and targeted digital advertising focused on zip codes within New Hanover County to support demographic alignment.

Higher Education and Community Partnerships

Strategic partnerships will support equitable outreach and community visibility. The school will collaborate with local colleges and universities, including the University of North Carolina Wilmington and Cape Fear Community College, to support educator pipeline development, community engagement initiatives, and public information sessions within New Hanover County.

Additional partnerships with community-based organizations will extend outreach into neighborhoods and populations historically underrepresented in charter enrollment.

Equity-Focused Recruitment Practices

Recruitment practices will adhere to the following principles:

-

No selective admissions criteria

-

Lottery-based enrollment when applications exceed capacity

-



Transparent communication of admissions timelines and procedures

-

Targeted outreach to ensure awareness across racial, ethnic, linguistic, and socioeconomic groups reflective of New Hanover County demographics

-

Clear messaging that the school is a public, tuition-free charter school open to all students

The school will not impose academic, language, or prior achievement requirements for enrollment.

Monitoring, Evaluation, and Continuous Improvement

All marketing and recruitment strategies will be reviewed quarterly to assess effectiveness and demographic representation.

Data monitored will include:

-

Inquiry and application rates by New Hanover County zip code

-

Enrollment demographics compared to New Hanover County district data

-

Digital engagement metrics

-

Community event participation

Enrollment data will be compared directly to New Hanover County demographic benchmarks to ensure reasonable reflection of the community served. Findings will be reviewed by school leadership and the governing board and used to refine outreach strategies annually.



Through intentional, multilingual, community-embedded, and data-driven marketing practices, Darden-Perry Academy will promote equitable access to information and enrollment opportunities and will reasonably reflect the racial, ethnic, and demographic composition of New Hanover County, consistent with district demographics and North Carolina charter school requirements.

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



Parents and other members of the community will be informed about Darden-Perry Academy through a comprehensive, multi-channel, and inclusive communication strategy designed to ensure equitable access to information for all families within the school's service area.

Centralized and Ongoing Communication

The school will maintain a public-facing website that serves as the primary information hub. The website will include program overviews, grade-level descriptions, enrollment timelines and application procedures, event calendars, Frequently Asked Questions (FAQs), and family resources. Information will be updated regularly to ensure accuracy, transparency, and timely access for families.

Print and Digital Information Materials

The school will develop and distribute program overview brochures, flyers, and enrollment guides that clearly explain the school's mission, instructional model, grade configuration, and application process. Materials will be designed using plain-language and visual accessibility principles and will be distributed both digitally and in print through community centers, libraries, clinics, local businesses, and partner organizations throughout the service area.

Family Engagement Events

Families and community members will be informed about the school through open houses, informational sessions, and community outreach events offered both in person and virtually. These events will provide opportunities for families to learn about the school's educational programs, ask questions, engage with school leadership, and participate in guided virtual or in-person school tours.

Events will be intentionally designed to support meaningful participation for families from diverse linguistic, cultural, and educational backgrounds. Appropriate communication access supports and language accommodations will be provided as needed to ensure accessibility, engagement, and inclusive family participation.

Direct Family Communication Channels

Once families express interest or apply, the school will provide regular updates through multiple communication channels, including text message notifications for key dates and reminders, email newsletters with school updates and enrollment information, and a secure family communication portal for sharing announcements, calendars, and school information. These systems ensure consistent, timely communication with families before and after enrollment.



Inclusive Outreach for All Learners

Outreach and communication efforts are designed to ensure equitable access to information for all families, including those with diverse learning, language, and communication needs. Communication materials and events will include visual and accessible formats, clear explanations of inclusive instructional and language-access practices, and outreach through community organizations, service providers, and parent networks that support diverse learners and families.

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



Strategy

During the planning year, Darden-Perry Academy will implement a comprehensive, equity-centered student recruitment strategy designed to build broad community awareness, ensure equitable access to enrollment information, and support projected enrollment targets. Recruitment strategies will use multiple outreach channels, including community-based engagement, digital and print communication, earned media, and partnerships with local organizations. All strategies are designed to reasonably reflect the racial, ethnic, socioeconomic, and linguistic demographics of the school's service area and to clearly communicate the school's public, tuition-free status.

Activities

Planning-year recruitment activities will include:

- Public information sessions and virtual enrollment meetings held regularly throughout the planning year
- Open houses and enrollment information nights for families and community members
- Outreach tables at community festivals, libraries, recreation centers, and family resource events
- Distribution of printed and digital materials through community centers, pediatric offices and family health clinics, faith-based organizations, small businesses, and other community hubs
- Media outreach through press releases and feature stories in local television, radio, online news platforms, and community newsletters
- Engagement through the school's public-facing website, online interest forms, email newsletters, and text message notifications



All activities and materials will be designed using plain-language and visual accessibility principles and will be inclusive of families with diverse learning, language, and communication needs.

Events

Recruitment events during the planning year will include:

- Virtual and in-person information sessions scheduled throughout the year
- Community-based outreach events and enrollment information nights
- Open houses aligned to the official enrollment window
- Enrollment support sessions to assist families with application procedures

Events will be structured to ensure equitable access and appropriate communication supports for all families.

Expressions of interest collected during the planning year are nonbinding and are used solely to inform outreach and enrollment readiness.

Responsible Parties

The Executive Director is responsible for leading, coordinating, and implementing all student recruitment efforts during the planning year, including outreach strategies, scheduling and facilitation of events, family communication, and coordination with community partners. The governing board provides oversight through approval of recruitment priorities, review of enrollment data, and monitoring of alignment with demographic and enrollment goals. Community partners and volunteers may support recruitment activities under the direction of school leadership.

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.



Equal Opportunity to Attend the School

Darden-Perry Academy is an open-enrollment, tuition-free public charter school designed to serve a diverse general education student population. The school does not use selective admissions criteria and does not screen students based on academic performance, disability status, language background, or socioeconomic status. When applications exceed available seats, students are admitted through a public lottery in accordance with state law.

Darden-Perry Academy implements an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students.

All outreach and recruitment efforts are intentionally designed to ensure equitable access to information and enrollment opportunities for families across the school's service area.

Outreach to Families in Poverty

The school will conduct outreach through trusted community locations and organizations that serve families experiencing economic hardship, including community centers, libraries, family health clinics, pediatric offices, faith-based organizations, and local businesses. Recruitment materials will clearly communicate that Darden-Perry Academy is a public, tuition-free school and that no fees or financial barriers exist for enrollment.

Outreach efforts will also emphasize the school's inclusive educational environment, year-round calendar, and student support systems designed to increase access and continuity for families with diverse needs.

Outreach to Academically Low-Achieving Students and Students at Risk of Academic Failure

Outreach materials and information sessions will emphasize the school's inclusive general education instructional program, small class sizes, embedded intervention and enrichment supports, and differentiated instructional practices designed to promote academic growth for a wide range of learners.

Recruitment messaging will clarify that the school serves students across the full academic spectrum within general education classrooms and provides differentiated instruction and student support services without academic screening or selective admissions criteria.



Equal Access for Students with Disabilities

Darden-Perry Academy is an inclusive general education public charter school that serves students with disabilities in accordance with IDEA, Section 504, and applicable state law. Information materials and family engagement activities will clearly communicate that students with disabilities are educated alongside their peers in general education settings with appropriate supports and services consistent with the least restrictive environment.

Recruitment materials will emphasize that students with disabilities are full participants in the school's educational program and extracurricular opportunities and that the school provides individualized supports, accommodations, and related services as required by law.

Outreach to English Learners and Multilingual Families

Outreach efforts will include accessible, plain-language communication strategies to reach families whose primary language may not be English. Recruitment materials and family engagement opportunities will describe the school's ASL-English bilingual-bimodal dual-language instructional framework, visual-first instructional practices, and emphasis on language development within a general education setting.

The school will utilize multiple communication formats, including visual and digital outreach, to support accessibility and understanding for diverse families and community members.

Outreach to Other Students at Risk of Academic Failure

Recruitment efforts are designed to reach students who may be underserved or at risk due to academic, social, linguistic, behavioral, or access-related barriers. Outreach materials and information sessions will emphasize the school's inclusive educational environment, embedded social-emotional learning supports, positive school culture, and student-centered instructional approach that supports engagement and academic success for all learners.

Marketing the School's Area of Focus

Darden-Perry Academy's area of focus is its ASL-English bilingual-bimodal dual-language instructional framework implemented within a rigorous, inclusive general education program.



Marketing materials, informational sessions, community outreach, and digital communications will describe the school as a public charter school in which students learn together using both American Sign Language and English as languages of instruction and communication.

Outreach efforts will highlight:

- The academic and cognitive benefits of bilingual education
- Language access and inclusive instructional practices
- Visual and language-rich instructional strategies
- Whole Child supports and social-emotional learning
- Opportunities for students to develop bilingual communication skills in English and ASL

Recruitment messaging will consistently reinforce that the school is open to all students and designed to serve a broad, diverse student population.

Equity Monitoring and Assurance

To ensure equitable access, the school will monitor inquiry, application, enrollment, and retention data by subgroup and geographic area. Enrollment demographics will be compared to district and county data, and outreach strategies will be adjusted as needed to ensure recruitment efforts reasonably reflect the diversity of the general education population served.

Through intentional outreach, inclusive recruitment practices, and ongoing monitoring of enrollment access, Darden-Perry Academy will provide all students with an equal opportunity to attend the school and participate fully in its educational program.

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



Established Community Organizations Targeted for Marketing and Recruitment

Darden-Perry Academy will target established, trusted community organizations and institutions throughout its service area to ensure broad awareness and equitable access to enrollment information for families. These organizations serve as effective outreach partners because they are frequented by families across diverse racial, socioeconomic, and educational backgrounds.

Targeted community organizations include:



Community Centers and Public Libraries

Used for distribution of printed materials, information displays, and outreach events serving families across neighborhoods and income levels.



Family Health Clinics and Pediatric Offices

Outreach through pediatric offices, family health clinics, and community health providers to reach families of young children and families seeking stable educational options.



Faith-Based Organizations

Churches and faith-based community organizations that serve diverse populations and act as trusted information hubs for families.



Local Nonprofit and Family Support Organizations

Organizations that support families, children, and youth, including those serving economically disadvantaged families and students at risk of academic failure.



Organizations Supporting Language Access and Family Engagement

Community organizations, parent networks, and service providers that support language access, family engagement, and inclusive educational practices, to ensure broad awareness of the school's dual-language English/ASL general education model and equitable access to information for all families.



-

Institutions of Higher Education and Community Colleges

Partnerships with local colleges and universities, including the University of North Carolina Wilmington and Cape Fear Community College, to support community engagement, educator pipelines, and outreach events.

-

Local Businesses and Community Hubs

Small businesses, recreation centers, and neighborhood hubs that serve as gathering places for families within the community.

Through collaboration with these established organizations, Darden-Perry Academy will ensure that marketing and recruitment efforts are community-embedded, inclusive, and accessible to families across the full range of the general education population served.

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.



Communication and Engagement with Parents and Community Members from Approval Through Opening

From the time the charter is approved through the school's opening, Darden-Perry Academy will implement a structured, inclusive, and multi-channel communication and engagement plan to ensure parents and community members receive timely, accurate, and accessible information regarding enrollment, school readiness, and the educational program.

Darden-Perry Academy implements an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students.

Ongoing Communication Following Approval

Following charter approval, the school will utilize a public-facing website as the primary information hub for families and community members. The website will provide regular updates regarding:

- Enrollment timelines and procedures
- Application and lottery information
- School readiness milestones
- Calendar and orientation dates
- Staffing and program updates
- Family resources and frequently asked questions

Information will be updated regularly to ensure transparency, consistency, and accessibility throughout the pre-opening process.

Direct Family Communication

Families who express interest or submit applications will receive ongoing communication through multiple channels, including:

- Email newsletters
- Text message notifications
- Telephone communication, as needed
- Digital enrollment and reminder systems



Communications will include reminders regarding enrollment deadlines, lottery procedures (if applicable), required documentation, orientation events, transportation updates, and opening-day expectations.

The school will utilize secure communication systems to maintain timely, organized, and consistent communication with families leading up to the first day of school.

Family and Community Engagement Events

Darden-Perry Academy will host virtual and in-person engagement opportunities throughout the planning and pre-opening period, including:

- Information sessions
- Open houses
- Enrollment assistance events
- Community meetings
- Orientation sessions for enrolled families

These events will provide opportunities for families and community members to learn about:

- The school's educational program
- The ASL-English bilingual-bimodal dual-language instructional framework
- Academic expectations and student supports
- School culture and social-emotional learning
- Transportation, scheduling, and operational procedures

Events will include opportunities for questions, feedback, and relationship-building and will be designed to ensure accessible communication for all participants.

Accessible and Inclusive Communication Practices

The school recognizes the importance of accessible communication for all families. Communication efforts will include:

- Plain-language written communication
- Visual and digital communication formats
- Accessibility supports during meetings and events, as appropriate
- Multiple communication methods to increase family access and participation



These practices support equitable access to information and reinforce the school's commitment to inclusion and language accessibility.

Community-Based Outreach and Presence

Darden-Perry Academy will maintain an active presence within the community through outreach events, partnerships, and informational distribution at trusted community locations. Outreach efforts may include:

- Community centers and libraries
- Family events and local organizations
- Educational and nonprofit partnerships
- Faith-based and civic organizations

These activities will continue following charter approval to support awareness, answer questions, and maintain community engagement during the pre-opening process.

Transparency and School Readiness Updates

As the opening date approaches, communication will increasingly focus on operational readiness and family preparation, including:

- Staffing and hiring updates
- School calendar confirmation
- Classroom and orientation information
- Student schedules and procedures
- First-day expectations and transition supports

Families will receive clear, step-by-step guidance to support a smooth transition into the school community.

Oversight and Responsibility

The Executive Director is responsible for coordinating all communication and engagement activities from approval through opening. The Governing Board provides oversight through review of communication plans, enrollment updates, and school readiness milestones to ensure alignment with the school's mission, equity commitments, and implementation timeline.



Commitment to Family and Community Partnership

Through transparent communication, accessible engagement practices, and ongoing community outreach, Darden-Perry Academy will foster strong relationships with families and community stakeholders beginning immediately after charter approval and continuing through the school's successful opening.

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



Parent Engagement in the Life of the Public Charter School

Darden-Perry Academy will actively engage parents as valued partners in the life of the public charter school through ongoing communication, meaningful participation opportunities, and inclusive schoolwide practices. Parent engagement is viewed as a core component of student success and school sustainability and is intentionally designed to be accessible, transparent, and inclusive of families across the general education population.

Darden-Perry Academy implements an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students.

Ongoing Communication and Information Sharing

The school will maintain consistent, two-way communication with parents through multiple channels, including:

- A public-facing school website
- Email newsletters
- Direct family communication systems
- Parent conferences and school notifications

These platforms will provide regular updates on academic programming, school events, calendars, policies, and opportunities for involvement, ensuring parents remain informed and connected to school life.

Family Engagement Events and School Activities

Parents will be invited to participate in schoolwide events and activities such as:

- Open houses
- Curriculum and family learning nights
- Student showcases and performances
- Volunteer opportunities
- Community-building events and celebrations



These activities provide opportunities for parents to engage directly with the school's educational program, ASL-English bilingual-bimodal dual-language instructional framework, and school culture while building relationships with staff and other families.

Inclusive Participation Opportunities

Engagement opportunities will be designed to accommodate diverse family schedules, languages, and access needs. Communication and events will include accessible formats and visual communication practices consistent with the school's inclusive educational framework.

Virtual participation options may also be offered, when appropriate, to increase access and family participation.

Parent Voice and Feedback

The school will encourage parent input through:

- Surveys and questionnaires
- Feedback opportunities during meetings and events
- Ongoing communication channels with school leadership
- Informal and formal opportunities for family engagement

Parent feedback will be reviewed by school leadership and used to inform school improvement efforts, communication practices, school climate initiatives, and family engagement planning.

Feedback is reviewed on an ongoing basis to support continuous improvement and responsiveness to family and community needs.

Partnership in Student Learning

Parents will be engaged as active partners in their children's education through:

- Regular updates on student progress and academic expectations
- Communication regarding curriculum and instructional approaches
- Guidance and resources to support learning at home
- Participation in meetings related to student support, interventions, accommodations, and educational planning, when appropriate



These practices strengthen the home–school connection and support student success across academic, social, and developmental areas.

School Culture and Whole Child Support

Parent engagement efforts also support the school’s Whole Child approach by encouraging collaboration among families, educators, and support staff to reinforce positive school culture, student well-being, and social-emotional development.

Families will receive information regarding schoolwide expectations, positive behavior supports, and social-emotional learning initiatives, including implementation of The Positivity Project.

Oversight and Responsibility

The Executive Director is responsible for implementing and monitoring parent engagement activities, while the Governing Board provides oversight to ensure engagement practices align with the school’s mission, equity commitments, and community values.

Commitment to Family Partnership

Through ongoing communication, inclusive engagement opportunities, and meaningful family participation, Darden-Perry Academy will foster strong partnerships with parents and caregivers as active members of the school community. These partnerships support student achievement, strengthen school culture, and contribute to the long-term success and sustainability of the school.

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.



Programs Offered to Parents and/or the Community

Darden-Perry Academy has identified several programs and engagement opportunities for parents and community members that support student success and directly align with the school's mission and vision. These programs are designed to strengthen the home-school connection, promote understanding of the school's ASL-English bilingual-bimodal dual-language instructional framework, and build an inclusive school community.

Darden-Perry Academy implements an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students.

Family Information Sessions and Workshops

The school will offer regular family information sessions, both virtually and in person, to provide parents and community members with information about:

- The school's educational program
- Academic expectations and student supports
- School schedules and operations
- Social-emotional learning and school culture
- The ASL-English bilingual-bimodal dual-language instructional framework

These sessions support informed family engagement, strengthen understanding of instructional practices, and promote alignment between home and school.

Community Engagement and Outreach Events

Darden-Perry Academy will host open houses, enrollment information nights, student showcases, and community engagement events that welcome parents and community members into the life of the school.

These events allow families and community stakeholders to:

- Learn about the school's mission and vision
- Observe instructional practices and student learning
- Build relationships with staff and other families
- Strengthen community partnerships and school involvement



These opportunities support transparency, trust-building, and long-term community engagement.

ASL and Language Access Awareness Opportunities

As part of its bilingual-bimodal dual-language focus, the school will provide opportunities for parents and community members to learn more about the use of English and American Sign Language (ASL) in instruction and communication.

These opportunities may include:

- Informational sessions regarding bilingual-bimodal instruction
- Demonstrations of visual and language-rich instructional practices
- Introductory ASL exposure or awareness activities for families and community members
- Family engagement activities that reinforce communication accessibility and language development

Increased family understanding of the instructional framework supports student engagement, communication access, and reinforcement of learning beyond the classroom.

Social-Emotional Learning and Whole Child Support

The school may offer family-oriented programming connected to school culture, student well-being, and social-emotional learning initiatives, including The Positivity Project.

These activities support:

- Positive relationships between home and school
- Reinforcement of character strengths and positive behavior supports
- Shared understanding of schoolwide expectations and student support systems

This approach aligns with the school's Whole Child philosophy and commitment to inclusive school culture.

Partnership-Based Community Programs

Through partnerships with local colleges, universities, nonprofit organizations, and community agencies, the school may engage parents and community members in activities that support:

- Educator development and recruitment pipelines



- Student learning experiences and enrichment opportunities
- Community involvement and volunteer engagement
- College, career, and civic awareness

These partnerships strengthen the school's connection to the broader community while supporting long-term sustainability and student opportunity.

Benefits to Students and Alignment to Mission and Vision

These programs benefit students by strengthening family engagement, increasing understanding of the school's instructional approach, and fostering a supportive, inclusive school culture.

When parents and community members are informed and engaged, students benefit from:

- Greater continuity between home and school
- Increased academic and social-emotional support
- Stronger communication and engagement
- Enhanced sense of belonging and community connection

Collectively, these programs support Darden-Perry Academy's mission to provide rigorous academics through an ASL-English bilingual-bimodal dual-language instructional framework and its vision of an inclusive school community where all students are prepared for future academic, social, and civic success.

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.



Student Admissions Policies and Procedures

Darden-Perry Academy is an open-enrollment, tuition-free public charter school. Admission policies and procedures are designed to ensure equitable access, transparency, and full compliance with North Carolina General Statutes §115C-218.45 and State Board of Education (SBE) requirements.

Open Enrollment Application Period and Tentative Dates

Darden-Perry Academy will not accept student applications until after final approval by the State Board of Education.

Tentative enrollment timeline during the planning year is as follows:

- Charter Approval by SBE: Prior to enrollment activities
- Open Enrollment Application Period: Spring 2027 (following final SBE approval)
- Application Deadline: Late Spring 2027 (exact date to be publicly posted after approval)
- Public Lottery (if required): Within ten (10) business days following the close of the enrollment window
- Enrollment Offers and Family Notification: Immediately following the lottery
- School Opening: July 2027

All final dates, deadlines, and procedures will be publicly posted on the school's website and communicated directly to families following approval.

Open Enrollment and Lottery Procedures

Darden-Perry Academy does not use selective admissions criteria and does not screen applicants based on academic performance, disability status, language proficiency, socioeconomic status, or any other protected characteristic.

If the number of applications exceeds available seats, a public lottery will be conducted in compliance with North Carolina charter school law. The lottery will be:

- Publicly noticed
- Open to observation
- Conducted in a fair and impartial manner
- Fully documented



Statutorily Permitted Enrollment Preferences

Only preferences expressly permitted by North Carolina law will be applied. These may include:

- Siblings of currently enrolled students
- Children of full-time employees of the charter school (within statutory limits)

No other preferences will be used. Any allowable preference will be clearly disclosed prior to the lottery and applied consistently and transparently.

Waiting List Procedures

- Students not offered admission through the lottery will be placed on a waiting list in the order determined by lottery results.
- The waiting list will remain active for the applicable academic year only.
- As seats become available, offers will be made in order of the waiting list.
- Families will be provided a defined timeframe to accept or decline an offer.
- If a family declines or does not respond within the designated timeframe, the offer will be extended to the next student on the waiting list.

Student Withdrawals, Re-Enrollment, and Transfers

Withdrawals

Parents or guardians may withdraw a student at any time by providing written notice. The school will document the withdrawal and transfer student records in accordance with state and federal requirements.

Re-Enrollment

Students who withdraw and later seek to return must reapply during a subsequent open enrollment period. Re-enrollment is subject to seat availability and lottery procedures, if applicable.

Transfers

- Students seeking to enroll after the open enrollment period must apply and will be admitted based on seat availability or waiting list status.
- Student records will be transferred promptly upon withdrawal in compliance with applicable laws and procedures.



Pre-Admission Activities

Darden-Perry Academy may offer voluntary informational activities, including:

- Information sessions
- Open houses
- Enrollment workshops

These activities are intended to:

- Provide information about the school's general education program and bilingual–bimodal English/ASL instructional model
- Explain enrollment timelines, procedures, and lottery processes
- Support informed family decision-making

Participation in these activities is voluntary, not required for admission, and does not confer any preference or advantage in the enrollment process.

Purpose and Oversight

All admissions, enrollment, lottery, and waiting list procedures will be implemented under the direction of the Executive Director, with oversight by the Board of Directors to ensure equity, transparency, and legal compliance. Policies will be reviewed annually and made publicly available.

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):



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

Q81. Does your board agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award?

- ☒ Yes
- ☐ No

Q82. Is the facility identified by the applicant feasible for opening on an accelerated schedule?

- ☒ Yes
- ☐ No

Q83. Demonstrate in narrative form, that the facility identified by the applicant is feasible for opening on an accelerated schedule.



Demonstration of Facility Feasibility for Opening on the Proposed Timeline

Darden-Perry Academy has identified a specific facility that is feasible for occupancy and operation within the proposed July 2027 opening timeline. Facilities planning has been conducted concurrently with charter development to ensure readiness while maintaining full compliance with state requirements regarding pre-approval commitments.

The governing board has completed preliminary due diligence on the identified site, including evaluation of its suitability for instructional use, capacity to support the proposed educational program, accessibility, parking, traffic flow, and general safety requirements. The facility is of sufficient size and configuration to accommodate the school's projected enrollment, instructional model, administrative needs, student support services, and operational functions.

The identified facility is a former technical college property that already contains existing classroom spaces, administrative offices, meeting areas, restroom facilities, and instructional infrastructure appropriate for educational use. Because the building was previously utilized for educational and institutional purposes, the facility requires significantly less structural modification than undeveloped or non-institutional commercial properties, which supports the feasibility of an accelerated opening schedule.

The board also includes a member with experience in commercial real estate, providing additional expertise in evaluating facility suitability, lease considerations, zoning feasibility, and development requirements. This expertise strengthens the board's ability to assess risk, monitor readiness timelines, and support timely execution of facility acquisition and occupancy preparation.

To demonstrate site viability while maintaining appropriate legal and financial safeguards, the school has advanced a non-binding Letter of Intent (LOI), prepared by legal counsel and submitted to the property owner. The LOI remains under consideration and has not been executed. No lease, sublease, or long-term financial obligation has been entered into prior to charter approval. All facility-related commitments remain contingent upon:

- Final charter approval by the North Carolina State Board of Education
- Governing Board authorization
- Completion of financial due diligence
- Required inspections and occupancy approvals



Written communication from the school's licensed real estate representative indicates that the property owner is willing to support required zoning or land-use approvals, including pursuing rezoning if necessary. This cooperation further supports the feasibility of the site and the school's ability to proceed promptly following charter approval.

Upon charter approval, the school will implement a defined facility execution plan aligned to the proposed opening timeline. The plan includes:

- Finalizing lease negotiations and execution
- Completing permitting and inspection processes
- Addressing any required code, accessibility, or safety modifications
- Installing instructional technology and operational infrastructure
- Furnishing classrooms and administrative areas
- Completing final occupancy readiness reviews

These activities are sequenced to run concurrently with staffing, enrollment, training, and operational readiness milestones to ensure the facility is fully prepared in advance of the planned school opening.

The school's facility timeline also includes built-in contingency periods for inspections, permitting, corrective actions, and final approvals, reducing implementation risk and strengthening readiness for opening.

Additionally, the Board has identified contingency facility options should the primary site become unavailable or delayed. This layered planning approach further demonstrates the school's operational readiness and commitment to opening on schedule.

Through preliminary due diligence, existing educational infrastructure, contingency-based legal protections, board-level facilities expertise, and a phased implementation strategy, Darden-Perry Academy demonstrates that the identified facility is feasible for opening within the proposed accelerated timeline while maintaining appropriate fiscal oversight, legal compliance, and operational readiness.

Q84. Attach as Appendix Acceleration Evidences to demonstrate that you have a facility secured for opening on an accelerated schedule. The Office of Charter Schools may



make site visits to accelerated facility locations.

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Total Files Count: 20

Applicant Comments :

Appendix Acceleration Evidences includes supporting documentation demonstrating that Darden-Perry Academy has identified a feasible facility and established an accelerated pathway toward occupancy and operational readiness for the proposed July 2027 opening.

Applicant Evidence :


Appendix Accelerati...

Uploaded on **4/22/2026**
by **Rebecca Darden-Perry**

Q85.The CSRB shall also consider the presence or absence of evidence of the following eight (8) factors in making its determination of whether to accelerate a planning year:



1. whether the mission and educational program outlined in the nonprofit board's application will provide parents and students with different educational opportunities than are currently available in the area;
2. whether local, state, or national nonprofit partnerships have committed to assisting the school;
3. whether the school will contribute to potential for economic and educational development of the region;
4. whether an organization that has experience in creating public schools is mentoring the applicant;
5. whether obstacles to educational reform efforts leave chartering as an available option;
6. whether an existing charter school board has agreed to mentor the applicant;
7. whether the nonprofit corporation has existed for more than two years; and
8. whether the proposed board has previously operated or currently operates a public charter school. Please confirm that you understand the above accelerated factors.

Please confirm that you understand the above accelerated factors.

- ☒ Yes
- ☐ No

Applicant Comments :

The applicant understands the accelerated planning year factors and has provided a comprehensive narrative addressing each criterion, including educational distinctiveness, governance capacity, partnerships, nonprofit readiness, and startup risk mitigation. Collectively, these factors demonstrate that the applicant has the governance capacity, facility readiness, and operational planning necessary to support opening within the proposed timeline.

Q86.Factor (1) Describe your school's unique mission and educational program.



Darden-Perry Academy provides a distinct educational opportunity not currently available within the region through implementation of an ASL-English bilingual-bimodal dual-language instructional framework within a general education public charter school setting.

Darden-Perry Academy implements an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students.

Unlike traditional language programs in which a second language is offered only as an elective or enrichment activity, Darden-Perry Academy integrates ASL and English throughout daily instruction, school culture, communication practices, and academic programming across all grade levels and content areas.

No existing public school within the proposed service region currently offers a schoolwide ASL-English bilingual-bimodal dual-language instructional framework operating within an inclusive general education model. The school therefore expands educational choice for families seeking innovative, language-rich, and inclusive instructional opportunities within a tuition-free public school setting.

The school's educational program combines:

- Rigorous instruction aligned to the North Carolina Standard Course of Study
- Dual-language instruction using English and ASL
- Inclusive general education classrooms
- Visual and language-rich instructional practices
- Embedded social-emotional learning and Whole Child supports
- Access-oriented instructional strategies designed to support diverse learners

The instructional framework is designed to serve a broad and diverse student population through open enrollment and does not limit participation based on disability status, academic history, or prior ASL experience.

By expanding access to bilingual education through an innovative ASL-English instructional framework, Darden-Perry Academy provides families within the region with a unique public educational option that is not currently available and supports broader educational innovation, inclusion, and language access within North Carolina public education.



Q87.Factor (2) Describe any local, state or national nonprofit partnerships that have committed to assisting the school.



Darden-Perry Academy has engaged in advanced national and regional nonprofit funding and partnership processes that demonstrate external validation, implementation readiness, and ongoing partnership development.

At the national level, the applicant completed the full application and final interview process for the Charter School Growth Fund (CSGF) Seed Grant. While funding was not awarded during the current cycle, Charter School Growth Fund representatives provided positive feedback regarding the school's leadership capacity, governance readiness, and educational program and encouraged the applicant to reapply following charter approval. The anticipated reapplication timeline aligns with the school's projected approval and opening schedule.

The applicant is also participating in a formal diligence and review process with NewSchools Venture Fund regarding a potential Planning Grant award. Notification is anticipated during the planning year. If awarded, the grant would support planning-year implementation activities including operational readiness, staffing preparation, professional development, and instructional program development.

These national funding and diligence processes reflect substantial third-party review of the school's governance structure, financial planning, academic framework, and implementation readiness.

At the regional and national levels, Darden-Perry Academy has also engaged in preliminary partnership discussions with representatives from multiple universities and educator preparation programs, including the University of North Carolina Wilmington, the University of North Carolina Pembroke, and the University of Texas, regarding potential future collaboration opportunities following charter approval.

Potential collaboration areas discussed include:

- Educator pipeline development
- Internship and practicum opportunities
- Professional development and instructional support
- Bilingual-bimodal instructional practices
- Research and innovation partnerships
- Community engagement initiatives

These discussions reflect the school's commitment to developing long-term partnerships that support teacher recruitment, instructional quality, and program sustainability as the school grows.



In addition, the school continues to engage community stakeholders, nonprofit organizations, and regional partners regarding future collaboration opportunities connected to student services, family engagement, and educational access initiatives aligned to the school's mission.

Any future grant funding or partnership support will supplement, but is not required for, the school's opening or core operations. Collectively, these partnerships, funding processes, and external engagements demonstrate organizational credibility, implementation readiness, and strong potential for long-term collaborative support.

Q88.Factor (3) Describe how the school will contribute to the potential for economic and educational development of the region.



Darden-Perry Academy will contribute to both educational and economic development within the region by expanding public educational choice, creating professional employment opportunities, strengthening educator pipelines, and increasing access to innovative instructional programming not currently available within the local public school landscape.

Educational Development

Darden-Perry Academy expands educational opportunity through implementation of an ASL-English bilingual-bimodal dual-language instructional framework within a general education public charter school setting.

Darden-Perry Academy implements an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students.

The school contributes to regional educational development by:

- Expanding public school choice for families seeking innovative instructional models
- Increasing access to bilingual and language-rich educational opportunities
- Promoting inclusive instructional practices and communication accessibility
- Supporting diverse learners within a general education environment
- Introducing instructional innovation that may inform broader educational practices within the region

The school's educational framework promotes language development, communication skills, collaboration, critical thinking, and inclusive peer interaction, preparing students for future academic success and civic participation.

In addition, the school's emphasis on bilingual communication, inclusive instruction, and Whole Child supports contributes to educational innovation and diversification within the region's public education landscape.

Economic Development

Darden-Perry Academy will also contribute to regional economic development through job creation, local purchasing, professional partnerships, and long-term workforce development.

The school will:



- Create professional employment opportunities for educators, administrators, instructional support staff, related service providers, and operational personnel
- Utilize local vendors, contractors, and service providers when feasible
- Generate economic activity associated with facility operations, instructional materials, technology, maintenance, and school services
- Support educator workforce development through potential university and educator preparation partnerships

The school's operational model also increases opportunities for professionals with bilingual, instructional, accessibility, and student-support expertise within the region.

The proposed facility reuse plan further contributes to economic development by activating and repurposing an existing institutional property for long-term educational use, supporting community investment and neighborhood utilization without requiring new large-scale construction.

Regional and Community Impact

Darden-Perry Academy is designed to serve students and families across the broader regional community while strengthening collaboration among schools, universities, nonprofit organizations, and community stakeholders.

As the school grows, it may contribute to:

- Expanded educator pipeline opportunities
- Increased community engagement and volunteerism
- Additional professional development and instructional collaboration opportunities
- Greater awareness of inclusive communication and bilingual educational practices

The school's long-term presence is intended to strengthen both educational opportunity and community capacity within the region.

Conclusion

Through educational innovation, workforce development, community partnerships, and responsible facility investment, Darden-Perry Academy is positioned to contribute positively to the educational and economic development of the region while expanding access to a unique public educational option for families.



Q89.Factor (4) Describe whether an organization that has experience in creating public schools is mentoring the applicant.

While Darden-Perry Academy is not formally affiliated with a charter management organization (CMO), the applicant benefits from structured guidance, governance expertise, and ongoing consultation from individuals and professional entities with substantial experience in charter school oversight, compliance, governance, finance, facilities, and public school operations.

The governing board is chaired by a retired state-level education leader who previously served as an NC DPI Monitoring Consultant and monitored 44 public school districts and 67 charter schools statewide. Her experience includes charter accountability, compliance monitoring, corrective action oversight, Exceptional Children oversight, and state accountability systems. This expertise provides significant governance and compliance capacity during startup implementation and ongoing operations.

The applicant also receives ongoing consultation and guidance from a former North Carolina charter school board chair with DPI experience and direct knowledge of charter governance, operational oversight, and startup implementation.

In addition, the governing board includes a member with professional experience in commercial real estate, providing expertise in facility evaluation, lease considerations, zoning awareness, contract review, and development feasibility. This internal governance capacity strengthens the school's ability to execute facilities planning efficiently and reduces implementation risk associated with site selection, occupancy readiness, and long-term operational planning.

The school also retains charter-specialized legal counsel and a Certified Public Accountant whose practice focuses exclusively on charter schools and nonprofit educational organizations. These professional advisors provide ongoing guidance related to regulatory compliance, governance procedures, financial oversight, audit readiness, budgeting, contracting, and operational implementation.

Collectively, the board's governance expertise, professional advisory structure, and ongoing consultation relationships provide the school with substantial charter-specific implementation support despite the absence of formal CMO affiliation. This layered governance and advisory structure significantly reduces startup risk and strengthens readiness for successful implementation within the proposed accelerated timeline.



Q90. Factor (5) Describe any obstacles to educational reform efforts that leave chartering as an available option.



Existing district structures present systemic barriers to implementing a full ASL-English bilingual-bimodal dual-language instructional framework within a general education public school setting. Traditional staffing structures, centralized program design, standardized scheduling models, funding limitations, and limited operational flexibility for schoolwide instructional innovation restrict the ability to implement this educational approach within existing district systems.

Currently, there are no schoolwide ASL-English bilingual-bimodal dual-language public school models operating within North Carolina's public education system. Based on guidance and discussions connected to North Carolina DPI World Languages programming, the proposed school would represent the first schoolwide ASL-English bilingual educational program of its kind within the state.

North Carolina currently supports multiple bilingual and dual-language educational models using spoken language pairings such as Spanish-English and other world languages; however, no existing public-school model in the state integrates both English and American Sign Language (ASL) throughout the instructional day across a general education setting for all learners.

Implementation of this educational framework requires flexibility in:

- Staffing and recruitment of bilingual instructional personnel
- Schoolwide language-access practices
- Scheduling and instructional delivery models
- Curriculum integration across content areas
- Professional development aligned to bilingual-bimodal instruction
- School culture and communication systems
- Inclusive instructional design and language-rich programming

These operational and instructional requirements are difficult to implement within traditional district structures that rely on standardized staffing formulas, centralized instructional models, and systemwide operational constraints.

Chartering provides the necessary autonomy to design and sustain an innovative public educational model while remaining fully accountable to state academic, financial, operational, and governance standards. The charter school structure allows the school to implement mission-aligned staffing, scheduling, instructional programming, and professional development systems specifically designed to support an ASL-English bilingual-bimodal dual-language instructional framework.



In addition, chartering creates the flexibility necessary to establish partnerships, recruit specialized personnel, implement innovative instructional practices, and scale the model over time in response to student and community needs.

Within the current statutory and operational environment, chartering represents the most viable and realistic mechanism for implementing this innovative educational approach and expanding public educational choice for families within the region.

Q91.Factor (6) Describe whether an existing charter school board has agreed to mentor the applicant.



Darden-Perry Academy does not currently maintain a formal mentorship agreement with an existing charter school board.

However, the proposed governing board includes substantial internal expertise in charter oversight, public-school accountability, governance, compliance monitoring, and operational readiness that significantly reduces startup risk and provides implementation capacity comparable to formally mentored applicants.

The governing board is chaired by a retired state-level education leader who previously served as an NC DPI Monitoring Consultant and monitored 44 public school districts and 67 charter schools statewide. Her experience includes charter accountability, corrective action oversight, Exceptional Children compliance, governance monitoring, and state accountability systems.

The applicant also receives ongoing consultation and guidance from a former North Carolina charter school board chair with DPI experience and direct familiarity with charter governance, startup implementation, and operational oversight.

In addition, the school retains charter-specialized legal counsel and a Certified Public Accountant whose practice focuses exclusively on charter schools and nonprofit educational organizations. These professional advisors provide ongoing support related to governance, finance, compliance, audit readiness, contracting, budgeting, and operational implementation.

Collectively, the board's governance expertise, advisory relationships, and charter-specialized professional support structure provide substantial implementation capacity and operational guidance despite the absence of a formal charter board mentorship agreement. This layered governance and advisory model strengthens readiness for accelerated implementation and supports long-term organizational sustainability.

Q92.Factor (7) Describe whether the nonprofit corporation has existed for more than two years.



The nonprofit corporation has existed for fewer than two years; however, substantial foundational organizational and governance structures have already been established to support implementation readiness and long-term operational stability.

Established organizational structures include:

- Federal 501(c)(3) tax-exempt status and North Carolina state tax-exempt recognition
- Adopted Articles of Incorporation and governing bylaws
- State charitable solicitation licensure
- Established nonprofit banking and financial controls
- Board-approved governance and oversight procedures
- Regularly scheduled governing board meetings with documented agendas, minutes, and formal board actions
- Engagement of charter-specialized legal counsel and financial advisors
- More than \$81,000 in documented private startup funding and organizational reserves

In addition, the organization has developed detailed operational, governance, financial, staffing, and facilities planning documents in preparation for school opening and accelerated implementation.

These established organizational systems, active governance practices, experienced board leadership, charter-specific advisory support, and documented startup capacity demonstrate organizational readiness sufficient to support accelerated implementation despite the nonprofit's relatively recent formation.

Q93.Factor (8) Describe whether the proposed board previously operated or currently operates a public charter school?



The proposed governing board has not collectively operated a public charter school; however, individual board members possess substantial experience in charter oversight, accountability monitoring, compliance review, governance, and public-school operations at the state level.

The governing board is chaired by a retired state-level education leader who previously served as an NC DPI Monitoring Consultant and monitored 44 public school districts and 67 charter schools statewide. Her experience includes charter accountability, corrective action oversight, Exceptional Children compliance, governance monitoring, and state accountability systems. This experience provides significant governance and implementation capacity during startup and ongoing operations.

The applicant also receives guidance and consultation from a former North Carolina charter school board chair with direct experience in charter governance, oversight, and operational implementation.

In addition, the governing board includes a member with experience in commercial real estate, providing expertise in facility evaluation, lease considerations, zoning awareness, contract review, and site readiness planning. This internal governance capacity strengthens the school's ability to execute facilities planning efficiently and reduces implementation risk associated with startup operations and occupancy readiness.

The school further benefits from charter-specialized legal counsel and a Certified Public Accountant whose practice focuses exclusively on charter schools and nonprofit educational organizations. These professional advisors support governance compliance, financial oversight, budgeting, audit readiness, contracting, and operational implementation.

Additionally, the founder and proposed Executive Director brings multiple years of experience operating a bilingual-bimodal educational support program and extensive experience in public, private, and state-supported educational settings, demonstrating leadership capacity, operational readiness, and expertise aligned to the school's educational model.

Collectively, the board's governance expertise, operational experience, professional advisory structure, and implementation planning provide substantial capacity to support successful accelerated startup and long-term organizational sustainability despite the absence of prior direct charter school operation by the full governing board.



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



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



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.

Darden-Perry Academy prepares students to thrive academically, socially, and civically through a rigorous, inclusive ASL-English bilingual-bimodal dual-language educational framework grounded in equitable communication access, evidence-based instruction, and Whole Child development.

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.



Darden-Perry Academy envisions an inclusive learning community where language is never a barrier to opportunity and students graduate bilingual in English and American Sign Language (ASL), academically prepared for college, career, civic engagement, and lifelong success.

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



Parental demand for Darden-Perry Academy has been assessed through multiple ongoing outreach, engagement, and information-sharing strategies designed to gauge interest in an ASL-English bilingual-bimodal dual-language public charter school.

Darden-Perry Academy implements an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students.

In September 2025, the founding team launched an informational website to communicate the proposed mission, educational model, grade configuration, and enrollment vision while providing a central access point for families seeking innovative and language-accessible educational opportunities. Website traffic, inquiry submissions, newsletter sign-ups, and follow-up communications have demonstrated sustained and increasing interest over time.

An online parent interest survey was distributed through the website and shared through family networks, educator contacts, social media outreach, and community organizations. The survey received responses from more than 300 families, including families residing across North Carolina as well as respondents from other states and countries. While enrollment is limited to North Carolina residents, the volume and geographic range of responses demonstrate significant interest in ASL-English bilingual educational opportunities and reflect broader unmet demand for language-accessible public education models.

Survey responses and family communications provided feedback regarding:

- Interest in bilingual educational opportunities
- Desire for inclusive and language-accessible learning environments
- Demand for innovative public-school options
- Interest in ASL instruction and bilingual communication development
- Support for Whole Child and inclusive educational practices

This feedback has informed program development, grade-level planning, communication strategies, and enrollment planning.

To assess sustained interest beyond initial inquiries, the founding team hosts recurring virtual information sessions and community engagement opportunities that allow families to learn more about the proposed charter school, ask questions, and engage directly with school leadership. These sessions provide ongoing opportunities for two-way communication and continued family engagement throughout the planning process.



Additional outreach efforts have included engagement with parent groups, libraries, schools, educational conferences, nonprofit organizations, and community-based organizations serving diverse student and family populations. Outreach has also included discussions with educators, universities, and regional stakeholders regarding interest in the school's innovative educational framework and potential future partnerships.

Collectively, these outreach, survey, and engagement efforts demonstrate meaningful and sustained parental and community interest in an ASL-English bilingual-bimodal dual-language public charter school. Feedback gathered through surveys, informational meetings, and community outreach continues to inform school planning and reinforces the demand for expanded language-accessible public educational options within North Carolina.

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.***



Darden-Perry Academy has documented sustained and growing parent and community interest through website engagement, public information meetings, parent interest surveys, speaking engagements, and community outreach activities.

Outreach began with the launch of the school’s public website in September 2025 and includes ongoing digital communication and informational outreach regarding the school’s ASL-English bilingual-bimodal dual-language instructional framework.

As of January 2026:

- The Parent and Guardian Interest Survey has received approximately 396 responses;
- Website engagement has exceeded 1,600 cumulative views;
- Monthly virtual public information meetings initiated in October 2025 have consistently reached attendance capacity;
- Community outreach and speaking engagements have generated continued family and community inquiries.

Additional supporting documentation, outreach summaries, and survey-derived data are included in Appendix A: Evidence of Community/Parent Support.

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Applicant Evidence :



Appendix A Evidenc...

Uploaded on **5/25/2026**
by **Rebecca Darden-**
Perry

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



Darden-Perry Academy has demonstrated sustained business, philanthropic, civic, and higher education engagement in preparation for charter approval and a proposed July 2027 opening. Engagement activities have included formal funding presentations, recurring public information sessions, statewide conference presentations, educator pipeline discussions, and ongoing community outreach efforts.

In November 2025, school leadership conducted a formal funding presentation with the Wilmington Endowment regarding the proposed school model and mission alignment. Regional foundation partners also participated in multi-stage funding discussions during late 2025, resulting in seed-level planning support and continued discussions regarding potential future contributions following charter approval.

The school has also maintained recurring monthly public information sessions since 2025 to engage community stakeholders and families. These meetings have demonstrated consistent attendance and ongoing community engagement regarding the proposed ASL-English bilingual-bimodal dual-language instructional framework.

In addition, school leadership has been invited to participate in statewide professional presentations and speaking engagements in Greensboro, Raleigh, and Wilmington during 2026, supporting broader dissemination of the school's educational model and community awareness efforts.

The school has also engaged in educator pipeline and internship discussions with higher education partners during 2025–2026 regarding potential future collaboration opportunities following charter approval.

While formal memoranda of understanding and final financial commitments remain contingent upon charter authorization, these documented engagements demonstrate sustained business, civic, philanthropic, and professional support and reflect readiness among community partners to assist with implementation following approval.



Applicant Evidence :


Darden-Perry_Acade...

Uploaded on **2/22/2026**
by **Rebecca Darden-**
Perry

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.](#)



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

Darden-Perry Academy will create new professional opportunities for teachers through a collaborative, site-based instructional framework in which educators have direct responsibility for the design, implementation, and continuous improvement of the school's learning program. Teachers will participate in curriculum development, instructional planning, assessment design, and data-informed decision-making at the school level. Educators will also serve in instructional leadership roles through grade-level teams, curriculum collaboration, and professional learning structures, ensuring that classroom expertise directly informs school practices and student outcomes.

Hold schools accountable for meeting measurable student achievement results

Darden-Perry Academy will be held accountable for measurable student achievement results through clearly defined academic, operational, and language-development goals aligned to the North Carolina Standard Course of Study and applicable state accountability requirements. Student progress will be monitored using multiple measures of proficiency and growth, including formative assessments, benchmark assessments, and state-required assessments. Data will be reviewed regularly to guide instructional adjustments, targeted interventions, enrichment opportunities, and continuous improvement planning. The school will report student achievement outcomes in accordance with North Carolina charter accountability requirements.

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

Darden-Perry Academy will expand public-school choice by offering an ASL-English bilingual-bimodal dual-language instructional framework within a tuition-free public charter school setting. American Sign Language (ASL) will be implemented both as a World Language and as a language of instruction and communication, providing families access to an innovative and inclusive educational option not currently available within the regional public-school landscape. The school's educational framework supports bilingual communication development, inclusive instruction, and language-rich learning opportunities for all students.



Improving student learning

Darden-Perry Academy will improve student learning by delivering rigorous, standards-aligned instruction within a language-rich educational environment designed to increase access, engagement, and academic achievement. Instruction will be grounded in Universal Design for Learning (UDL) principles to reduce barriers and provide multiple means of representation, expression, and engagement. This instructional framework supports literacy development, content mastery, communication skills, and critical thinking while maintaining high academic expectations for all students.

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

Darden-Perry Academy will increase learning opportunities for all students through inclusive instructional practices, UDL-aligned differentiation, and flexible learning pathways. The school will provide systematic supports for students who are academically at risk, students with disabilities, multilingual learners, and students demonstrating advanced academic potential through targeted interventions, enrichment opportunities, and individualized supports. These structures ensure equitable access to rigorous instruction while promoting academic growth and achievement for a diverse student population.

Encourage the use of different and innovative teaching methods

Darden-Perry Academy will encourage the use of innovative teaching methods through implementation of an ASL-English bilingual-bimodal dual-language instructional framework, Universal Design for Learning principles, interdisciplinary learning experiences, visual-first instructional strategies, and technology-supported access practices. These methods differ from traditional instructional approaches by embedding communication accessibility, instructional flexibility, bilingual learning, and student-centered design into daily instruction. The school's educational framework is intentionally designed to increase student engagement, language development, academic achievement, and inclusive participation while remaining fully aligned with state academic standards.

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) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).



Educational Need and Targeted Student Population

Darden-Perry Academy is an open-enrollment public charter school designed to serve a diverse student population reflective of the broader community and Local Education Agency (LEA). The school does not restrict enrollment to any specific subgroup and does not operate as a population-specific or specialized program.

Darden-Perry Academy implements an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students.

Targeted Student Population and Subgroups

While the school does not target enrollment to any single subgroup, the educational framework is intentionally designed to support students who benefit from language-rich, visually accessible, and inclusive instructional environments. This includes:

- Students with disabilities (SWD)
- Multilingual learners (MLL)
- Students from economically disadvantaged households
- Students seeking innovative dual-language educational opportunities
- Students who benefit from flexible and accessible instructional practices

The school will provide services to students with disabilities and multilingual learners in accordance with all applicable federal and state laws and regulations. Services for students with disabilities will be delivered through inclusive practices within the least restrictive environment (LRE), with placement and service decisions determined by IEP teams.

Multilingual learners will receive integrated language-development support embedded within the school's ASL-English bilingual-bimodal dual-language instructional framework. These services are part of the school's overall educational design and do not limit admissions or access.

Demographic Representation and Alignment with the LEA

Darden-Perry Academy anticipates serving a student population generally reflective of the racial, ethnic, socioeconomic, SWD, and multilingual learner demographics of the Local Education Agency and surrounding regional community.



The school's open-enrollment admissions process, outreach strategies, and inclusive educational framework are intentionally designed to promote equitable access across:

- Racial and ethnic groups
- Socioeconomic backgrounds
- Students with disabilities
- Multilingual learner populations
- Diverse family and community backgrounds

The school does not require prior ASL experience, disability status, or language background for enrollment. Because ASL is implemented as both a World Language and a language of instruction for all students, the educational framework expands access rather than creating barriers to participation.

The school will monitor inquiry, application, enrollment, and retention data to help ensure equitable access and demographic representation consistent with applicable North Carolina charter school requirements and G.S. 115C-218.45(e).

Educational Need

Review of publicly available academic, enrollment, and instructional data within surrounding educational settings indicates continued need for innovative public-school options that strengthen instructional accessibility, inclusive educational practices, language development, and student engagement for diverse learners.

In many traditional educational settings, communication access and learner supports are implemented primarily through accommodations or separate interventions rather than embedded directly into the core instructional framework.

Darden-Perry Academy addresses this need by integrating:

- ASL-English bilingual-bimodal instruction
- Universal Design for Learning (UDL) principles
- Inclusive instructional practices
- Visual and language-rich teaching strategies
- Whole Child supports

directly into daily instruction and schoolwide educational practices.



By embedding communication accessibility, bilingual learning, and instructional flexibility into the core educational program, the school expands equitable access to rigorous public education while remaining fully aligned to the North Carolina Standard Course of Study.

Conclusion

Through its open-enrollment structure, inclusive educational framework, and commitment to equitable access, Darden-Perry Academy is designed to serve a diverse student population reflective of the broader community while addressing demonstrated educational needs related to language access, instructional inclusion, and innovative public-school choice.

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 Trends, Academic Performance Outcomes, and Alignment of the Educational Model

The proposed school will be located within the Wilmington, North Carolina area and is intended to serve students and families within New Hanover County and surrounding communities. Enrollment and performance data for the surrounding community indicate continued demand for diverse public-school options and uneven academic outcomes among nearby schools.

New Hanover County Schools currently serves approximately 24,000 students and has experienced enrollment declines of approximately 10% over the past decade. This trend reflects changing family preferences and increasing interest in alternative public educational options that provide distinct instructional approaches and expanded educational choice within the region.

Academic performance outcomes among surrounding schools are mixed. Recent North Carolina school accountability data identified several nearby schools with performance grades below state expectations, including Freeman Elementary (F), College Park Elementary (D), Forest Hills Global Elementary (D), Snipes Academy (D), Noble Middle School (C), and New Hanover High School (C). These trends indicate continued need for additional public-school options that support academic growth, student engagement, communication accessibility, and differentiated instructional practices.

Darden-Perry Academy's educational framework is designed to address these needs through implementation of an ASL-English bilingual-bimodal dual-language instructional framework within a general education setting.

Darden-Perry Academy implements an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students.

Unlike programs in which ASL is offered only as an elective or enrichment opportunity, the proposed educational framework integrates English and ASL throughout the instructional day as languages of communication, instruction, and accessibility.

The school's educational framework is designed to support all learners through:

- Schoolwide bilingual-bimodal instruction using English and ASL
- Rigorous general education instruction supported by differentiated practices
- Visual-access instructional strategies that support comprehension, vocabulary development, and student engagement



- Language-rich classroom environments that strengthen communication and academic discourse
- Inclusive instructional practices designed to support students with diverse learning and communication needs
- Small-school structures that support individualized attention and close monitoring of student progress
- Family engagement practices designed to strengthen communication, accessibility, and community partnerships

The selected community would benefit from an additional public-school option that expands family choice while addressing academic performance variation, language accessibility, and the absence of a schoolwide ASL-English bilingual-bimodal dual-language public-school model within North Carolina's public education system.

Darden-Perry Academy's educational framework directly responds to these needs through rigorous academics, bilingual-bimodal instruction, inclusive communication practices, differentiated supports, and strong accountability for student growth and achievement.

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).



Darden-Perry Academy projects an initial enrollment of 200 students in Grades K–8 during Year 1, with phased growth to 500 students in Grades K–12 by Year 5, consistent with the school’s approved Enrollment Plan.

The proposed charter school will be located within New Hanover County Schools (NHCS). Based on publicly available Average Daily Membership (ADM) data, NHCS serves approximately 15,963 students in Grades K–8 and approximately 24,599 students in Grades K–12.

Using same-grade-level comparisons:

- The proposed Year 1 enrollment of 200 students in Grades K–8 represents approximately 1.25% of NHCS Grades K–8 ADM.
- The projected Year 5 enrollment of 500 students in Grades K–12 represents approximately 2.03% of NHCS Grades K–12 ADM.

Because enrollment will phase in gradually and represents a relatively small percentage of district ADM at comparable grade spans, the projected impact on the Local Education Agency is expected to be modest while supporting responsible growth aligned to demonstrated family demand, operational readiness, and long-term sustainability.

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?



Darden-Perry Academy differs from surrounding public schools by embedding bilingual communication, instructional accessibility, and inclusive educational design directly into the core general education program rather than treating these elements primarily as supplemental services or accommodations.

Darden-Perry Academy implements an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students.

While many surrounding schools address diverse learner needs through pull-out services, itinerant supports, or separate program models, Darden-Perry Academy is structured as a unified schoolwide educational framework in which students learn together within a consistent, language-rich instructional environment.

Unlike traditional instructional models in which communication accessibility and learner supports may vary by classroom, teacher, or grade level, Darden-Perry Academy provides a coherent schoolwide approach in which ASL is implemented both as a World Language and as a language of instruction across content areas. This framework supports continuity of instruction, consistent communication access, and sustained bilingual development as students progress across grade levels.

The school's instructional framework is grounded in Universal Design for Learning (UDL) principles and evidence-based instructional practices intentionally designed to support diverse learners within general education classrooms. Supports for students with disabilities, multilingual learners, and students requiring differentiated instruction are embedded into daily instruction and delivered primarily within the least restrictive environment (LRE), allowing students to remain engaged in rigorous academic learning while receiving appropriate supports and services.

Darden-Perry Academy is also unique in its commitment to bilingual-bimodal competency as an outcome for all students. By integrating English and ASL throughout instruction, communication, and school culture, the school promotes language development, literacy, critical thinking, communication skills, and inclusive peer interaction aligned with college, career, and civic readiness.

This educational framework expands access to innovative public-school opportunities not currently available within the region's public-school landscape and responds to identified needs related to instructional accessibility, inclusive schoolwide design, communication continuity, and differentiated support for diverse learners.



Collectively, these elements make Darden-Perry Academy a distinctive public-school option designed to expand educational choice while providing rigorous academics, bilingual communication development, and inclusive instructional practices within a unified schoolwide framework.

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.



Five-Year Goals and Accountability Framework

Darden-Perry Academy has established specific, measurable, and time-bound goals for its first five years of operation to ensure strong academic performance, operational effectiveness, financial sustainability, and disciplined governance oversight. Progress toward these goals will be monitored on a defined schedule and communicated consistently to the governing board and stakeholders.

Academic Goals (Years 1–5)

Goal 1: Student Growth and Achievement

Darden-Perry Academy will prioritize strong academic growth beginning in Year 1 and will demonstrate steady improvement in both growth and proficiency over the first five years of operation.

- **Year 1:** The school will meet or exceed expected growth on state assessments in all tested grade levels and subjects. At least 70% of students will meet or exceed expected growth targets on internal benchmark assessments in English Language Arts and Mathematics.
- **Year 2:** The school will exceed expected growth on state assessments in a majority of tested grade levels. At least 72% of students will meet or exceed benchmark growth targets.
- **Year 3:** At least 75% of students will meet or exceed expected growth on state assessments. Overall proficiency rates will meet or exceed district averages in at least one tested subject area.
- **Year 4:** At least 78% of students will meet or exceed expected growth. The school will meet or exceed district proficiency averages in both English Language Arts and Mathematics.
- **Year 5:** The school will exceed state growth expectations and meet or exceed district proficiency averages across tested subjects, positioning the school as a strong academic performer within the region.

Goal 2: Language Development and Biliteracy Outcomes

As an ASL-English bilingual-bimodal dual-language instructional framework, the school will monitor language development alongside academic achievement.

Darden-Perry Academy implements an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students.

- **Year 1:** One hundred percent of students will receive instruction through the ASL-English bilingual-bimodal dual-language instructional framework. Baseline language development data



will be collected for all students.

- **Year 2:** At least 75% of students will demonstrate expected progress on language-development benchmarks aligned to grade-level expectations.
- **Year 3:** At least 80% of students will demonstrate expected annual growth in language-proficiency measures.
- **Year 5:** Students completing program pathways will demonstrate functional bilingual competency aligned to established program performance indicators, with at least 85% meeting defined language-progression benchmarks.

Academic Monitoring and Reporting

Academic performance will be reviewed and communicated as follows:

- Internal assessment data reviewed monthly by school leadership
- Academic growth reports presented to the governing board quarterly
- State assessment and accountability results presented to the board annually upon release
- Annual academic performance summaries shared publicly with families and stakeholders

The governing board will use academic data to evaluate instructional effectiveness, guide professional development priorities, and support continuous improvement planning.

Operational Goals (Years 1–5)

Goal 3: Enrollment and Attendance

- **Year 1:** Enroll 200 students in Grades K–8 consistent with the approved charter plan.
- **Year 3:** Achieve projected enrollment growth consistent with approved expansion plans.
- **Year 5:** Enroll up to 500 students in Grades K–12 consistent with the approved enrollment plan.
- Beginning in Year 2, maintain an Average Daily Attendance (ADA) rate of at least 95% annually.

Goal 4: Staffing and Program Implementation

- Achieve 100% staffing with appropriately licensed or qualified personnel prior to the start of each school year.
- Maintain annual staff retention of at least 85% beginning in Year 2.
- Fully implement the ASL-English bilingual-bimodal dual-language instructional framework in all classrooms beginning in Year 1.
- Conduct annual staff evaluations aligned to school performance goals.



Operational Monitoring and Reporting

Operational metrics, including enrollment, attendance, staffing, and implementation readiness, will be reviewed monthly by school leadership.

A summary operational report will be presented to the governing board at least quarterly.

Key operational updates will be communicated to families and stakeholders through newsletters, public board reports, and school communication systems.

Financial Goals (Years 1–5)

Goal 5: Financial Stability and Compliance

- Adopt and maintain a balanced annual budget approved by the governing board each fiscal year.
- Maintain positive year-end fund balances throughout the charter term, with projected reserves increasing to approximately 6%–9% of annual operating expenditures after the initial startup year and sustained through conservative financial management practices.
- Receive clean annual independent financial audits with no material findings each year of operation.

Goal 6: Financial Oversight and Transparency

- Provide monthly financial statements, including budget-to-actual reports, cash-flow reports, and fund-balance updates, to the finance committee and governing board.
- Conduct an annual independent audit and present findings during a public governing board meeting.
- Maintain compliance with all state financial reporting requirements and deadlines.

Financial Monitoring and Reporting

Financial reports will be reviewed monthly by the finance committee and governing board.

Audit results will be presented annually during a public board meeting and made available in accordance with state requirements.



Governance Goals (Years 1–5)

Goal 7: Effective Board Governance

- Maintain 100% compliance with board training requirements, conflict-of-interest disclosures, and statutory obligations.
- Conduct an annual governing board self-evaluation beginning in Year 1.
- Review and update bylaws and key governance policies at least annually.
- Maintain full compliance with Open Meetings Law and public records requirements.
- Utilize board-level expertise, including professional experience in commercial real estate, to support facility oversight, lease review, and occupancy readiness planning.

Goal 8: Accountability and Stakeholder Communication

- Hold regularly scheduled public governing board meetings no fewer than monthly during the startup and planning year and at least quarterly thereafter.
- Ensure agendas and approved meeting minutes are posted publicly in a timely manner.
- Provide an annual school performance and financial report to stakeholders.

Governance Monitoring and Reporting

Governance performance will be reviewed annually by the board chair and governance committee.

Compliance documentation and accountability reports will be reviewed during public meetings and maintained in accordance with state requirements.

DPI-required reporting will be completed according to all applicable timelines and submission requirements.

Communication and Continuous Improvement

Progress toward academic, operational, financial, and governance goals will be communicated through:

- Monthly financial reports to the governing board
- Quarterly academic and operational reports
- Annual public performance reports
- Public board meetings with posted agendas and minutes
- Required DPI accountability submissions



The governing board will use these reports and performance measures to evaluate school effectiveness, guide continuous improvement efforts, monitor organizational sustainability, and ensure accountability to students, families, and the broader community.

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



The governing board will monitor progress toward attainment of Darden-Perry Academy's mission through a structured Mission-to-Metrics performance framework, as outlined in the attached Mission-to-Metrics Board Oversight Dashboard. This framework directly aligns mission priorities with specific, measurable performance indicators, assigns committee oversight responsibility, and establishes a defined reporting cadence.

Darden-Perry Academy implements an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students.

The governing board evaluates mission attainment across the following priority areas:

- **Academic Excellence:** English Language Arts, Mathematics, Science, and Social Studies growth, proficiency, and achievement trends using benchmark and state assessment data, reviewed quarterly by the Academic Performance Committee.
- **Equitable Language Access:** English-ASL language-development benchmarks and classroom access indicators, reviewed quarterly by the Academic Performance Committee.
- **Whole-Child Supports:** Attendance, engagement, and MTSS implementation indicators, reviewed quarterly.
- **Instructional Fidelity:** Implementation fidelity of the ASL-English bilingual-bimodal dual-language instructional framework, reviewed semi-annually.
- **Staff Capacity:** Teacher licensure, certification, and staff retention rates, reviewed quarterly by the Governance Committee.
- **Financial Stewardship:** Budget-to-actual reports, cash flow, fund balance, and annual audit outcomes, reviewed monthly and annually by the Finance Committee.
- **Governance Compliance:** Board training completion, policy alignment, and annual self-evaluation, reviewed annually by the Governance Committee.
- **Family and Community Engagement:** Enrollment trends, family participation, and community engagement indicators, reviewed annually by the full governing board.
- **Facility Readiness:** Lease execution, inspections, permitting, and occupancy readiness milestones, reviewed monthly during startup and quarterly following opening.

Mission-aligned data is presented on a structured schedule to ensure continuous oversight rather than retrospective review. Financial reports are reviewed monthly. Academic, operational, and staffing data are reviewed quarterly. Instructional fidelity measures are reviewed semi-annually. Accountability results, audit findings, and comprehensive mission-alignment reports are reviewed annually.



In addition, the Executive Director’s annual evaluation is directly aligned to these mission-based performance indicators. Academic growth outcomes, instructional fidelity, financial compliance, staffing stability, operational readiness, and community engagement measures are incorporated into the evaluation process to ensure leadership accountability tied directly to mission attainment.

Each year, the governing board conducts a formal mission-alignment review during which school leadership presents progress toward strategic goals, performance trends across dashboard metrics, areas requiring adjustment, and recommended improvement strategies. This review process allows the board to verify that school operations, instructional practices, resource allocation, and organizational priorities remain aligned with the school’s mission and strategic framework.

Through use of a clearly defined Mission-to-Metrics accountability framework, committee-based oversight, scheduled reporting intervals, and leadership accountability measures, the governing board will maintain ongoing, measurable evidence that Darden-Perry Academy is advancing its mission and fulfilling its commitments to students, families, and the broader community.

Applicant Evidence :


Mission_to_Metrics_...

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by **Rebecca Darden-**
Perry



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.



Overall Instructional Program, Methods, Assessment Strategies, and Alignment to Student Needs

Program Overview and Design Framework

Darden-Perry Academy is a K–12 public charter school implementing an ASL-English bilingual-bimodal dual-language instructional framework. The school integrates spoken English, written English, and American Sign Language (ASL) across academic settings to create a rigorous, language-rich educational environment grounded in academic excellence, bilingual development, multimodal communication, and standards-aligned instruction.

The instructional program is built upon three foundational commitments:

- Academic rigor aligned with the North Carolina Standard Course of Study
- Sustained bilingual language development in English and ASL
- Inclusive, standards-based instruction supported through tiered systems of intervention and student support

English serves as the primary language of academic literacy development and state accountability. American Sign Language is implemented both as a World Language and as an integrated instructional language throughout the educational program to support bilingual proficiency, metalinguistic awareness, collaborative communication, and academic engagement.

The instructional framework reflects research associated with dual-language immersion, biliteracy development, multimodal learning, and language acquisition models demonstrating that sustained bilingual education supports long-term academic achievement, communication development, and cognitive flexibility.

Phased K–12 Implementation and Vertical Alignment

Darden-Perry Academy will open serving grades K–8 and will phase in high school grade levels sequentially until full K–12 implementation is achieved. This phased approach is designed to support instructional coherence, staffing stability, program fidelity, and sustained bilingual language development across grade spans.

Curriculum and instructional systems are vertically aligned to support:



- Strong foundational literacy and numeracy skills in elementary grades
- Increasing analytical thinking and academic discourse in middle school
- Advanced coursework, research, and applied learning opportunities in high school

Language development is cumulative and intentionally scaffolded to support increasing bilingual proficiency and academic communication skills throughout the K–12 continuum.

Core Academic Program

Students receive standards-aligned instruction in:

- English Language Arts
- Mathematics
- Science
- Social Studies
- American Sign Language (World Language)
- Arts Education
- Health and Physical Education

Instruction integrates visual, signed, spoken, and written modalities across content areas to deepen comprehension, strengthen academic discourse, and support multimodal learning.

All curriculum aligns fully with the North Carolina Standard Course of Study and applicable DPI accountability expectations.

Major Instructional Methods

1. ASL-English Dual-Language Instructional Framework

The school implements an ASL-English bilingual-bimodal dual-language instructional framework in which English and American Sign Language are strategically integrated to support both content mastery and language development.

Teachers incorporate:

- Modeled bilingual academic discourse
- Explicit academic vocabulary instruction
- Structured cross-linguistic comparisons
- Visual scaffolds and multimodal representation



- Collaborative communication routines in English and ASL

American Sign Language functions both as a discrete academic subject and as an instructional tool supporting conceptual understanding across disciplines.

Instructional leadership monitors language integration, instructional rigor, and classroom implementation through regular observations, coaching cycles, and professional development systems.

2. Standards-Based, Content-Rich Instruction

Instruction emphasizes:

- Clearly defined learning targets
- Explicit teaching of core concepts
- Guided practice with feedback
- Independent application of skills
- Frequent checks for understanding

Literacy instruction includes structured reading development, analytical writing, vocabulary expansion, and disciplinary discourse. Mathematics and science instruction emphasize conceptual understanding, procedural fluency, reasoning, inquiry, and real-world application.

Instructional pacing guides support full coverage of grade-level standards and consistent instructional implementation.

3. Differentiation and Tiered Instruction

Darden-Perry Academy implements Universal Design for Learning (UDL) principles and a Multi-Tiered System of Supports (MTSS) to ensure all students receive appropriate levels of challenge and support.

Tier I

High-quality, standards-aligned core instruction for all students

Tier II

Targeted small-group intervention and instructional support based upon student data



Tier III

Intensive intervention and individualized supports when needed

Data-informed instructional decision-making is embedded throughout the instructional program. Enrichment opportunities are also provided for students demonstrating advanced mastery and accelerated academic growth.

This tiered framework supports high academic expectations while ensuring systematic instructional support for diverse learners.

4. Inquiry, Project-Based, and Collaborative Learning

Students regularly participate in:

- Project-based learning
- Inquiry-driven investigations
- Academic discussions and presentations
- Research activities
- Performance-based learning tasks

These instructional approaches strengthen higher-order thinking, communication skills, collaboration, and authentic bilingual application across content areas.

5. Social-Emotional and Executive Function Development

The instructional program intentionally embeds:

- Goal setting and reflection
- Collaborative problem-solving
- Executive functioning skill development
- Advisory supports and restorative practices

These structures strengthen academic persistence, organization, student engagement, and school connectedness.

Assessment and Accountability System



Darden-Perry Academy implements a comprehensive, data-informed assessment system aligned with state standards, bilingual language development goals, and instructional accountability measures.

Formative Assessment

Teachers utilize ongoing formative assessments including:

- Exit tickets
- Observations
- Student work analysis
- Language proficiency checks
- Academic discourse monitoring

Formative assessment data informs immediate instructional adjustments and targeted intervention planning.

Benchmark and Interim Assessments

School-wide benchmark assessments are administered at least three times annually to:

- Monitor student growth
- Identify instructional gaps
- Evaluate program effectiveness
- Guide intervention and enrichment decisions

Structured data review meetings occur following each benchmark cycle to support instructional planning and continuous improvement.

State-Mandated Assessments

Students will participate in all required North Carolina End-of-Grade (EOG) and End-of-Course (EOC) assessments. Instructional programming is aligned to support strong academic performance on all state accountability measures.

Performance-Based and Language Proficiency Assessment

Students demonstrate mastery through:

- Projects



- Portfolios
- Research presentations
- Academic discourse tasks in English and ASL

Language development is documented through a bilingual proficiency continuum utilizing calibrated rubrics and cross-classroom moderation practices to support scoring consistency and instructional alignment.

Meeting the Needs of the Student Population

Darden-Perry Academy is designed to serve a diverse public school population within an inclusive ASL-English bilingual-bimodal dual-language instructional framework.

The instructional program meets student needs by:

- Providing rigorous, standards-aligned instruction with clearly defined academic expectations
- Sustaining bilingual language development across the K–12 continuum
- Embedding multimodal instructional practices that support access and engagement for a broad range of learners
- Maintaining high academic expectations supported through tiered intervention systems
- Using systematic data analysis to support continuous student growth and instructional improvement

The instructional framework prepares students for college, careers, and civic engagement through the development of:

- Strong literacy and analytical reasoning skills
- Bilingual communication proficiency
- Cross-cultural competence
- Collaborative problem-solving abilities

The program integrates academic rigor, language development, instructional accessibility, and accountability within a coherent K–12 framework designed to support measurable academic growth and long-term student success.

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?



Educational Philosophy and Classroom Practice

Darden-Perry Academy's educational philosophy is grounded in the belief that all students learn best in inclusive, academically rigorous, language-rich environments that provide equitable access to instruction, high expectations, and meaningful engagement with content. The school is committed to educating diverse learners together within a general education setting through an ASL-English bilingual-bimodal dual-language instructional framework supported by evidence-based instructional practices, multimodal communication, and whole-child development.

Central to this philosophy is the belief that language access is foundational to learning rather than an accommodation. By integrating English and American Sign Language (ASL) throughout instructional settings, Darden-Perry Academy embeds multiple pathways for communication, comprehension, and academic engagement into daily classroom practice for all students.

English serves as the primary language of academic literacy development, state assessment participation, and accountability. American Sign Language functions both as a World Language and as an integrated instructional language supporting conceptual understanding, communication development, collaboration, and bilingual proficiency. This instructional approach supports academic rigor, cognitive flexibility, language development, and sustained student engagement while honoring varied learning profiles and communication strengths.

Translation to Daily Classroom Practice

The school's educational philosophy is translated into daily classroom practice through intentional instructional planning, flexible delivery methods, and active student engagement.

Teachers design lessons using Universal Design for Learning (UDL) principles to ensure that multiple means of representation, engagement, and expression are embedded throughout instruction from the outset. Visual supports, explicit modeling, collaborative learning structures, guided discourse, and multimodal instructional resources are routinely incorporated to make grade-level content accessible while maintaining high academic expectations.

Classrooms emphasize student-centered learning through regular opportunities for:

- Discussion and academic discourse
- Inquiry and problem-solving
- Collaborative learning
- Project-based learning



- Research and presentation activities

Students engage in interpretive, interpersonal, and presentational communication using signed, spoken, written, and visual modalities to demonstrate understanding across content areas.

Instructional grouping remains flexible and data-responsive, allowing teachers to differentiate instruction while maintaining inclusive classroom communities and consistent access to grade-level standards.

Curriculum Design and Instructional Planning

Curriculum design at Darden-Perry Academy is standards-aligned, vertically articulated, and proficiency-based.

All core academic content aligns with the North Carolina Standard Course of Study, while American Sign Language instruction aligns with World Language standards and the school's ASL-English bilingual-bimodal dual-language instructional framework.

Curriculum maps, pacing guides, and instructional units are intentionally designed to integrate academic content, language development, and multimodal instructional strategies across grade levels to ensure coherence, continuity, and increasing academic rigor throughout the K–12 continuum.

Teachers collaborate regularly within professional learning communities to analyze:

- Student work
- Assessment data
- Instructional outcomes
- Intervention effectiveness

This collaborative process supports curriculum refinement, pacing adjustments, targeted intervention planning, and instructional improvement.

Instruction emphasizes depth of understanding, application of knowledge, analytical thinking, and real-world relevance to prepare students for future academic, professional, and civic contexts.

Assessment and Feedback in Practice

Assessment practices reflect the school's philosophy by emphasizing student growth, reflection, authentic demonstration of learning, and continuous instructional improvement.



Teachers utilize:

- Formative assessments
- Performance-based tasks
- Projects and presentations
- Classroom observations
- Student work analysis

to monitor student progress and guide instructional decision-making.

Feedback is timely, specific, standards-aligned, and connected to clearly defined learning targets so students understand both their progress and next instructional steps.

Language development in English and ASL is monitored through performance-based assessments aligned to a bilingual proficiency continuum that allows students to demonstrate communication proficiency through authentic academic application rather than isolated skill assessment.

Whole-Child Development and Learning Environment

Darden-Perry Academy's educational philosophy extends beyond academics to support social-emotional development, self-awareness, student wellness, and positive school culture.

The school incorporates The Positivity Project to strengthen character development, relationship-building, empathy, and a sense of belonging within the school community.

Developmentally appropriate wellness practices, including mindfulness, movement, and activities such as yoga, are incorporated into the school day to support focus, self-regulation, emotional well-being, and student engagement. These practices supplement rather than replace standards-based instructional time and do not reduce access to core academic instruction.

Philosophy in Action

Together, these practices reflect an educational philosophy grounded in academic rigor, accessibility, inclusion, language development, and student belonging.

By intentionally translating these beliefs into daily classroom instruction, curriculum design, assessment practices, and student support systems, Darden-Perry Academy seeks to provide all students with consistent access to high-quality learning experiences aligned to the school's mission and designed to prepare students for success in college, career, and civic life.



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.



Typical Day Across Grade Levels

A typical day at Darden-Perry Academy reflects the school's commitment to inclusive, academically rigorous, standards-aligned instruction within a general education setting. Across all grade levels, students experience a structured daily schedule that integrates core academic instruction, bilingual language development, social-emotional learning, and whole-child supports.

Instruction is delivered through the school's ASL-English bilingual-bimodal dual-language instructional framework, which integrates visual, signed, spoken, and written communication to support access to grade-level content and meaningful student engagement. English serves as the primary language of academic literacy development, state assessment participation, and accountability.

Early Elementary (Grades K–2)

In the early elementary grades, the instructional day begins with a morning meeting that incorporates social-emotional learning, community-building routines, language development, and goal-setting activities. Teachers utilize interactive routines, visual supports, explicit modeling, and structured communication opportunities to establish classroom expectations and reinforce positive learning environments.

Core instruction in English Language Arts and mathematics occurs within extended instructional blocks that support explicit instruction, guided practice, collaborative learning, and targeted small-group intervention.

Literacy instruction emphasizes:

- Foundational reading skills
- Writing development
- Oral language growth
- Vocabulary development
- Early comprehension strategies

Mathematics instruction focuses on:

- Conceptual understanding
- Mathematical reasoning
- Visual problem-solving



- Academic discourse and explanation

Science and social studies are integrated through thematic and inquiry-based instructional units connecting literacy, content knowledge, and real-world experiences.

Teachers regularly incorporate:

- Universal Design for Learning (UDL) principles
- Flexible instructional grouping
- Visual scaffolds
- Multimodal instructional resources
- Hands-on learning experiences

Students also participate in special-area instruction including art, music, physical education, and developmentally appropriate wellness activities such as movement and yoga that support focus, self-regulation, and whole-child development without reducing access to core academic instruction.

Upper Elementary (Grades 3–5)

In grades 3–5, students transition into a more structured academic schedule while continuing to engage in integrated, student-centered learning experiences.

The instructional day includes dedicated blocks for:

- English Language Arts
- Mathematics
- Science
- Social Studies

All instruction remains aligned with the North Carolina Standard Course of Study.

Teachers increasingly emphasize:

- Collaborative learning
- Inquiry-based instruction
- Project-based learning
- Cross-curricular integration
- Academic discussion and presentation skills



Students may apply literacy skills during social studies research activities or utilize mathematical reasoning during science investigations and problem-solving tasks.

Instruction incorporates interpretive, interpersonal, and presentational communication opportunities allowing students to demonstrate understanding through discussion, writing, presentations, projects, and visual products.

Students also participate in intervention and enrichment periods where instruction is differentiated to address individual learning needs while maintaining access to grade-level standards and rigorous academic expectations.

Social-emotional learning continues through classroom structures, collaborative activities, and advisory-style supports.

Middle School (Grades 6–8)

Middle school students participate in a departmentalized schedule designed to support increasing academic independence and preparation for high school coursework.

A typical day includes core courses in:

- English Language Arts
- Mathematics
- Science
- Social Studies

Instruction is delivered through inclusive, standards-aligned practices emphasizing academic rigor, analytical thinking, bilingual communication development, and active student engagement.

Teachers incorporate:

- Seminar-style discussions
- Inquiry-driven instruction
- Collaborative problem-solving
- Analytical reading and writing
- Mathematical modeling
- Scientific investigation and reasoning

Students also participate in exploratory and elective courses including:



- Arts education
- Technology
- Healthful Living
- Wellness and yoga
- Introductory career exploration

An advisory period supports:

- Academic monitoring
- Goal-setting
- Organizational skill development
- Self-advocacy
- Social-emotional learning

High School (Grades 9–12)

High school students follow a schedule aligned with North Carolina Future-Ready Core graduation requirements.

A typical day includes credit-bearing coursework in:

- English Language Arts
- Mathematics
- Science
- Social Studies
- American Sign Language (World Language)
- Elective coursework
- Healthful Living
- Career-focused learning opportunities

Instruction emphasizes:

- Discipline-specific thinking
- Applied learning
- Research and analysis
- Collaboration
- Real-world problem-solving
- Authentic assessment



Teachers utilize:

- Project-based learning
- Research tasks
- Laboratory experiences
- Presentations
- Collaborative learning structures
- Performance-based assessments

Students may also participate in interdisciplinary projects, capstone experiences, and career exploration opportunities connecting academic learning to postsecondary pathways.

Advisory structures and wellness supports continue throughout high school to strengthen self-reflection, organization, balance, leadership development, and postsecondary readiness.

Instructional Methods Across Grade Levels

Across all grade levels, teachers primarily utilize:

- Standards-based instruction
- Explicit teaching and modeling
- Inquiry-based learning
- Project-based learning
- Collaborative learning structures
- Differentiated instruction
- Universal Design for Learning (UDL) principles
- Multi-Tiered System of Supports (MTSS)
- Formative assessment and data-informed instructional planning

Instructional practices are designed to maintain high academic expectations while supporting accessibility, language development, student engagement, and continuous academic growth for a diverse student population.



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?



Addressing Diverse Learning Needs and Academic Levels

Darden-Perry Academy's curriculum is intentionally designed to support diverse learners with varied academic levels, language backgrounds, learning profiles, and instructional needs within an inclusive general education setting.

Rather than relying upon separate instructional tracks or isolated programs, the school embeds accessibility, differentiation, multimodal instruction, and flexible supports directly into curriculum design and daily classroom practice to ensure that all students maintain access to rigorous, grade-level content aligned with the North Carolina Standard Course of Study.

Curriculum across all grade levels is standards-aligned, vertically articulated, and proficiency-informed. Teachers design instruction using Universal Design for Learning (UDL) principles to provide multiple means of:

- Representation
- Engagement
- Expression

This instructional approach allows students to access content in different ways and demonstrate learning through varied formats while maintaining consistent academic expectations and access to grade-level standards.

Instruction is scaffolded to support students requiring additional structure, reinforcement, or intervention while also providing opportunities for extension, enrichment, and deeper application for students demonstrating advanced mastery.

Flexible instructional grouping is used strategically to support targeted instruction without unnecessarily removing students from the general education environment.

The school's ASL-English bilingual-bimodal dual-language instructional framework integrates English and American Sign Language throughout instructional settings to support language development, comprehension, communication, and engagement. This multimodal instructional approach benefits a broad range of learners by embedding accessibility and multiple pathways for understanding directly into daily instruction.

Differentiation and Instructional Supports



Teachers differentiate instruction through:

- Adjusted pacing and instructional scaffolds
- Small-group instruction and targeted intervention
- Flexible instructional grouping
- Choice in learning tasks and assessment formats
- Embedded intervention and enrichment opportunities
- Multimodal instructional supports

Instructional supports are delivered primarily within the classroom setting or during designated instructional support periods to ensure students maintain access to grade-level curriculum and inclusive instructional environments.

Instructional decisions are guided by ongoing student performance data, formative assessment results, classroom observations, and demonstrated student need rather than static labels or predetermined placement structures.

Multi-Tiered System of Supports (MTSS)

Darden-Perry Academy implements a Multi-Tiered System of Supports (MTSS) designed to provide increasingly targeted levels of academic and instructional support while maintaining access to rigorous, standards-aligned instruction within a general education setting.

The MTSS framework emphasizes:

- Early identification of learning needs
- Data-informed instructional decision-making
- Timely intervention and support
- Ongoing progress monitoring
- Flexible adjustment of instructional strategies

Tier I — Core Instruction for All Students

Tier I includes:

- High-quality, standards-aligned core instruction
- Implementation of the ASL-English bilingual-bimodal dual-language instructional framework
- Universal Design for Learning (UDL) strategies embedded throughout instruction



- Ongoing formative assessment and classroom progress monitoring

Tier II — Targeted Instructional Supports

Tier II supports may include:

- Small-group targeted instruction
- Additional guided practice opportunities
- Adjusted pacing and instructional scaffolds
- Focused intervention aligned to identified skill deficits
- Short-term instructional support delivered within or alongside core instruction

Student progress is monitored regularly to determine intervention effectiveness and instructional responsiveness.

Tier III — Intensive Instructional Supports

Tier III supports may include:

- Increased intensity or frequency of intervention
- Individualized instructional strategies
- Collaboration among teachers, instructional leaders, intervention staff, and support personnel
- Frequent progress monitoring and instructional adjustment

Students may move fluidly among levels of support as instructional needs change and academic skills develop.

Instructional supports are coordinated with Exceptional Children (EC) services, multilingual learner supports, and other required interventions as applicable to ensure continuity, compliance, and instructional consistency.

MTSS implementation will not delay or replace required special education evaluations, eligibility determinations, or legally mandated services under IDEA.

Assessment Systems and Progress Monitoring

Darden-Perry Academy utilizes multiple measures to monitor student progress, guide instructional decisions, and evaluate program effectiveness.



Assessment systems include:

- Formative classroom assessments
- Performance-based learning tasks
- Interim benchmark assessments
- Student work analysis
- Progress monitoring tools
- State-required assessments aligned with the North Carolina Standard Course of Study

Teachers use assessment data to:

- Refine instructional planning
- Adjust pacing and grouping
- Identify intervention needs
- Provide enrichment opportunities
- Monitor academic growth

Language development in English and American Sign Language is monitored through a bilingual proficiency continuum aligned with the school's ASL-English bilingual-bimodal dual-language instructional framework. Students demonstrate language proficiency through authentic communication tasks and academic application rather than isolated skill assessment.

Teachers participate in regular collaborative data-review cycles to analyze student performance trends, identify instructional priorities, and implement responsive instructional adjustments.

Governance and Accountability Alignment

Aggregated student performance data, intervention outcomes, and instructional progress-monitoring information support schoolwide continuous improvement efforts and academic accountability systems.

School leadership monitors instructional implementation, student growth, intervention effectiveness, and program fidelity through ongoing review processes and instructional oversight.

The Governing Board reviews aggregated academic and programmatic data through regular performance-monitoring processes to assess progress toward the school's mission, academic goals, and accountability expectations.



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.



Curriculum Alignment to Mission, Student Population, and the North Carolina Accountability Model

Alignment to the School's Mission

Darden-Perry Academy's curriculum is intentionally designed to advance the school's mission of preparing students to thrive academically, socially, and civically through a rigorous, inclusive ASL-English bilingual-bimodal dual-language instructional framework that emphasizes equitable access, academic excellence, language development, and whole-child growth.

The curriculum integrates English and American Sign Language (ASL) throughout instructional settings, with ASL implemented both as a World Language and as an integrated instructional language across content areas.

The school proposes an innovative public charter model in North Carolina implementing an ASL-English bilingual-bimodal dual-language instructional framework across grades K–12 for all students rather than limiting participation to a specific subgroup. This design supports the school's mission by embedding bilingual and multimodal learning directly into the core academic program while expanding public-school choice and maintaining instructional coherence, accessibility, and academic rigor across grade levels.

Curriculum design aligns fully with the North Carolina Standard Course of Study, including applicable World Language standards, and emphasizes high expectations, college and career readiness, bilingual communication development, and equitable access to learning.

Alignment to the Target Student Population

Darden-Perry Academy is designed as an open-enrollment public charter school serving a general education student population reflective of the surrounding community.

The school anticipates serving students with varied:

- Academic levels
- Language backgrounds
- Learning profiles
- Instructional support needs



Because American Sign Language is integrated throughout the instructional framework as both a World Language and an instructional language, participation in the educational program is not dependent upon disability status, prior ASL exposure, language background, or subgroup identification.

Instead, all students participate in bilingual-bimodal learning as part of the core instructional program.

Curriculum and instructional planning are guided by Universal Design for Learning (UDL) principles, which proactively reduce barriers by embedding multiple means of:

- Representation
- Engagement
- Expression

This instructional approach allows educators to provide differentiated support while maintaining access to rigorous, grade-level curriculum within inclusive classroom settings rather than relying upon segregated instructional tracks.

State-Level Alignment and Consultation

Darden-Perry Academy is actively communicating with the North Carolina Department of Public Instruction World Language team to support appropriate alignment, implementation guidance, and accountability considerations for an ASL-English bilingual-bimodal dual-language program spanning grades K–12.

This consultation supports responsible program development, alignment with World Language standards, instructional fidelity, and compliance with applicable state expectations while preserving flexibility in instructional materials and curriculum implementation.

Alignment to the North Carolina Accountability Model

The curriculum is intentionally structured to support success under the North Carolina Accountability Model, which emphasizes:

- Student achievement
- Academic growth



- Subgroup performance
- Continuous school improvement

Instruction prioritizes:

- Mastery of grade-level standards in English Language Arts, mathematics, science, and social studies
- Ongoing monitoring of student progress to support measurable academic growth
- Data-informed instructional adjustments designed to improve outcomes for all students

Curriculum planning, assessment systems, instructional pacing, and intervention structures are aligned intentionally to support strong performance on state accountability measures while maintaining fidelity to the school's ASL-English bilingual-bimodal dual-language instructional framework.

Evidence Base for the Instructional Framework

Evidence Supporting the Curriculum Design

Research associated with high-quality dual-language and immersion models demonstrates that sustained, well-implemented bilingual instructional programs support strong academic outcomes while developing bilingual proficiency, communication skills, and cognitive flexibility across diverse student populations.

When implemented consistently over multiple years with coherent instructional design and strong program fidelity, dual-language instructional models are associated with:

- Long-term academic growth
- Improved literacy development
- Increased student engagement
- Positive outcomes across student subgroups

The curriculum is also grounded in research supporting Universal Design for Learning (UDL), which has been shown to increase instructional accessibility, engagement, and academic success by embedding flexibility directly into curriculum design rather than relying solely upon accommodations after instruction occurs.



Additionally, research associated with schoolwide social-emotional learning frameworks demonstrates positive effects on:

- Academic achievement
- Student engagement
- School climate
- Self-regulation
- Student well-being

These findings support the school's integrated approach to academic instruction and whole-child development within a general education setting serving diverse learners.

Driving Academic Improvement for All Students

Darden-Perry Academy's curriculum is designed to drive continuous academic improvement through:

- Standards-aligned curriculum mapping and vertical alignment across grade levels
- Frequent formative assessment and interim benchmark analysis
- Collaborative instructional planning and data-review cycles
- Multi-Tiered System of Supports (MTSS) implementation
- Integrated language development across content areas
- Responsive instructional adjustment based on student performance data

These structures support coherent instruction, timely intervention, continuous progress monitoring, and sustained academic growth for all students.

Closing Achievement Gaps

The curriculum is designed to reduce opportunity gaps by embedding accessibility, differentiation, multimodal communication, and responsive instruction directly into core classroom practice.

Sustained bilingual instruction, UDL-informed curriculum design, MTSS implementation, and data-informed instructional adjustment are associated in educational research with improved outcomes for historically underserved learners and reductions in long-term achievement gaps when implemented consistently and with instructional fidelity.



By maintaining high expectations while embedding flexible supports and multiple pathways for learning, Darden-Perry Academy seeks to promote equitable access to rigorous academic instruction for all students.

Accountability for Results

Curriculum effectiveness is monitored using multiple measures including:

- Formative classroom assessments
- Interim benchmark assessments
- Performance-based assessments
- Progress-monitoring systems
- State-required accountability assessments

Aggregated achievement, growth, subgroup, and implementation data are reviewed regularly by school leadership and reported to the Governing Board through ongoing performance-monitoring processes to support accountability, continuous improvement, and alignment with the school's mission and state expectations.

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.



Primary Instructional Strategies by Grade Span

Darden-Perry Academy expects all teachers to master a core set of instructional strategies designed to support academic rigor, equitable access, language development, and continuous growth for diverse learners within an inclusive general education setting.

Because the school implements an ASL-English bilingual-bimodal dual-language instructional framework, instructional staff are expected to integrate English and American Sign Language (ASL) strategically throughout instruction to support academic access, multimodal communication, bilingual development, and instructional clarity across content areas.

These instructional strategies are vertically aligned across grade spans and are designed to support developmental progression, college and career readiness, and success under the North Carolina Accountability Model, with English serving as the primary language of academic assessment and accountability.

Elementary School (Grades K–5)

Primary Instructional Strategies

Elementary teachers are expected to master:

- Explicit, systematic instruction in literacy and numeracy aligned with grade-level standards
- ASL-English bilingual-bimodal instructional practices integrating signed, spoken, written, and visual communication
- Universal Design for Learning (UDL) principles providing multiple means of representation, engagement, and expression
- Small-group differentiated instruction informed by formative assessment data
- Language-rich instructional practices supporting vocabulary development and comprehension
- Integrated thematic instruction connecting literacy, science, and social studies
- Frequent formative assessment and responsive instructional adjustment

Why These Strategies Increase Achievement

In the elementary grades, academic success is strongly connected to foundational literacy, numeracy, language development, and instructional accessibility.



Explicit instruction supports mastery of foundational academic skills, while multimodal instructional delivery increases comprehension, vocabulary development, and student engagement.

The school's ASL-English bilingual-bimodal dual-language instructional framework supports multiple pathways for communication and understanding, helping students access academic content through visual, signed, spoken, and written modalities.

Universal Design for Learning (UDL) and differentiated small-group instruction reduce instructional barriers while maintaining high academic expectations for all students.

Frequent formative assessment and targeted intervention support early identification of instructional needs, which research consistently associates with stronger long-term academic outcomes and reduced achievement gaps.

Middle School (Grades 6–8)

Primary Instructional Strategies

Middle school teachers are expected to master:

- Standards-aligned ASL-English bilingual-bimodal instructional practices across content areas
- Inquiry-based and problem-based learning
- Collaborative learning structures promoting academic discourse and peer interaction
- Strategic scaffolding and gradual release of instructional responsibility
- Explicit instruction in academic vocabulary, reading, writing, and analytical thinking across disciplines
- Data-informed differentiation through flexible grouping and targeted instructional supports
- Ongoing formative and interim assessment practices guiding instructional planning

Why These Strategies Increase Achievement

Middle school students benefit from instructional practices that promote engagement, independence, critical thinking, and deeper conceptual understanding.

Inquiry-based learning, collaborative discussion, and problem-solving structures encourage students to apply knowledge in meaningful ways while strengthening communication and analytical reasoning skills.



The ASL-English bilingual-bimodal dual-language instructional framework supports consistent language access to increasingly complex academic content while reinforcing academic vocabulary and communication development across disciplines.

Strategic scaffolding and gradual release structures support increasing student independence and confidence, while data-informed differentiation helps teachers address emerging instructional gaps without lowering expectations or limiting access to rigorous coursework.

These strategies support sustained academic growth during a critical developmental period in which achievement gaps often widen if interventions are not timely and instructionally responsive.

High School (Grades 9–12)

Primary Instructional Strategies

High school teachers are expected to master:

- Standards-aligned, discipline-specific instruction delivered through the ASL-English bilingual-bimodal dual-language instructional framework
- Project-based and applied learning connected to authentic, real-world contexts
- Explicit instruction in analytical reading, writing, research, reasoning, and problem-solving
- Performance-based assessment practices including projects, presentations, laboratory investigations, portfolios, and research tasks
- Ongoing formative assessment and structured feedback cycles
- Instructional strategies supporting postsecondary readiness, self-advocacy, and independent learning

Why These Strategies Increase Achievement

At the high school level, academic achievement depends increasingly upon students' ability to analyze complex information, apply knowledge independently, communicate effectively, and demonstrate mastery through authentic performance.

Discipline-specific bilingual instruction ensures students maintain access to rigorous academic content while continuing to strengthen language development, communication skills, and academic literacy.



Project-based learning and applied instructional experiences increase relevance, engagement, and real-world application of knowledge while supporting college and career readiness.

Performance-based assessments provide students with opportunities to demonstrate mastery through multiple formats aligned with postsecondary expectations.

Continuous feedback, explicit instruction in advanced literacy and reasoning skills, and structured academic supports strengthen both proficiency and academic growth on state accountability measures while preparing students for future academic and professional success.

Consistent Instructional Expectations Across All Grade Spans

Across all grade levels, teachers are expected to master:

- ASL-English bilingual-bimodal dual-language instructional practices
- Universal Design for Learning (UDL)
- Formative assessment and data-informed instructional adjustment
- Inclusive classroom practices maintaining high expectations for all students
- Collaborative instructional planning and reflective practice
- Multi-Tiered System of Supports (MTSS) implementation

Instruction is delivered directly by classroom teachers rather than through mediated instructional models, supporting stronger teacher-student relationships, consistent language modeling, instructional clarity, and meaningful student engagement.

Impact on the Student Population

Darden-Perry Academy is designed to serve a diverse general education student population reflective of the surrounding community, including students entering with varied academic levels, instructional needs, and language experiences.

By embedding accessibility, multimodal communication, differentiation, and responsive instructional practices directly into core classroom instruction, the school's instructional framework is designed to ensure all students maintain access to rigorous academic content and meaningful opportunities for academic growth.



These instructional strategies are associated with increased student engagement, improved academic outcomes, stronger language development, and sustained academic growth over time while supporting alignment with the North Carolina Accountability Model and the school's mission.

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.



Ensuring Student Readiness for Grade-to-Grade and Grade-Span Transitions

Darden-Perry Academy's instructional plan and graduation requirements are intentionally designed to ensure that students are academically, socially, organizationally, and developmentally prepared to transition successfully from grade to grade, between grade spans, and ultimately into postsecondary education, career pathways, and civic life.

Readiness is supported through:

- Vertically aligned curriculum
- Consistent instructional practices
- Clear performance expectations
- Comprehensive assessment systems
- Structured transition supports
- Ongoing progress monitoring
- Standards-aligned graduation requirements

Instructional Alignment and Grade-to-Grade Readiness

At every grade level, instruction aligns with the North Carolina Standard Course of Study and is delivered through the school's ASL-English bilingual-bimodal dual-language instructional framework, with English serving as the primary language of academic literacy development, state assessment participation, and accountability.

Teachers utilize:

- Explicit instruction
- Universal Design for Learning (UDL)
- Formative assessment
- Differentiated instructional supports
- Data-informed instructional planning

to ensure students maintain access to rigorous grade-level standards and develop the academic skills necessary for successful progression.

Student readiness for advancement is monitored continuously through:

- Classroom performance



- Formative assessments
- Benchmark assessments
- State-required assessments
- Progress-monitoring systems
- Teacher observations

When data indicate that additional support is needed, targeted interventions and instructional adjustments are implemented to strengthen student readiness prior to promotion or transition.

Social-emotional learning, executive functioning supports, and wellness practices are embedded throughout the instructional program to strengthen:

- Organization
- Self-regulation
- Collaboration
- Independence
- Academic persistence

Structured transition activities are incorporated across grade spans to help students adjust to increasing academic expectations, instructional complexity, and organizational responsibilities.

Assessment System Supporting Readiness and Transitions

Darden-Perry Academy implements a comprehensive assessment system aligned with North Carolina accountability requirements and the school's instructional framework.

The assessment system includes:

- Beginning-of-year diagnostic assessments
- Mid-year benchmark assessments
- Ongoing formative assessments
- Progress-monitoring tools
- Performance-based assessments
- State-required End-of-Grade (EOG) and End-of-Course (EOC) assessments

These measures are used to monitor student growth, identify instructional needs, guide intervention planning, and support readiness for promotion and grade-span transitions.



Beginning-of-Year and Mid-Year Assessments

At the beginning of each school year, students participate in diagnostic assessments aligned with grade-level standards to establish baseline performance in core academic areas.

These data are used to:

- Inform instructional planning
- Guide grouping decisions
- Identify intervention needs
- Establish academic growth goals

Mid-year benchmark assessments are administered to monitor student progress toward grade-level expectations and identify students who may require additional support or enrichment to remain on track for successful progression.

Instructional teams review assessment data regularly to guide instructional adjustments and intervention planning.

End-of-Grade (EOG) and End-of-Course (EOC) Assessments

Students in tested grades participate in all North Carolina End-of-Grade (EOG) and End-of-Course (EOC) assessments as required by state law.

These assessments serve as key indicators of academic proficiency and contribute to accountability, promotion, and graduation determinations in accordance with state policy.

Assessment results are used to:

- Verify mastery of grade-level and course-level standards
- Inform instructional improvements
- Guide targeted intervention and support
- Support readiness determinations for grade-span transitions
- Meet state accountability and reporting requirements

Elementary Grade-Level Readiness (Grades K–5)



In the elementary grades, readiness for promotion is determined through multiple measures including classroom performance, formative assessments, benchmark data, and state-required assessments.

Promotion decisions emphasize:

- Mastery of foundational literacy skills
- Development of mathematical reasoning
- Academic engagement
- Demonstrated readiness for increasingly complex grade-level instruction

Students requiring additional support receive targeted intervention and instructional reinforcement designed to address learning gaps and strengthen readiness before advancement.

Middle School Promotion and Transition Readiness (Grades 6–8)

Middle school students are expected to demonstrate mastery of grade-level standards through successful completion of coursework, benchmark assessments, and state-required testing.

Instruction emphasizes:

- Increasing academic independence
- Analytical thinking
- Organization
- Communication skills
- Academic responsibility

By the end of Grade 8, students are expected to demonstrate readiness for high school coursework through:

- Proficiency in core academic subjects
- Consistent academic engagement
- Appropriate attendance and participation
- Readiness for increased academic rigor and responsibility

Assessment and performance data are used to support transition planning and ensure students enter high school prepared for credit-bearing coursework.

High School Graduation and Postsecondary Readiness (Grades 9–12)



The high school program aligns with North Carolina Future-Ready Core graduation requirements.

Students complete required credits in:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Healthful Living
- American Sign Language (World Language)
- Electives and career-focused coursework

Students participate in all required End-of-Course (EOC) assessments.

Course grades, performance-based assessments, formative data, and EOC results are used to verify content mastery and readiness to progress through required course sequences.

Graduation readiness is determined through:

- Successful completion of required course credits
- Performance on state-required assessments
- Demonstrated academic growth and engagement
- Completion of applied learning and performance-based tasks when applicable
- Alignment of coursework and applied learning experiences with postsecondary expectations

Instructional programming emphasizes college readiness, career exploration, analytical thinking, communication skills, and real-world application of knowledge.

Phased K–12 Implementation and Transition Stability

Darden-Perry Academy will open serving grades K–8 and will phase in high school grade levels sequentially until reaching full K–12 implementation in Year Five.

This phased implementation model supports:

- Instructional continuity
- Program fidelity
- Stable relationship-building
- Consistent academic expectations



- Sustained bilingual language development

By allowing students to remain within a unified instructional framework as grade levels expand, the school minimizes disruptive transitions and strengthens long-term academic and social-emotional continuity.

Monitoring, Accountability, and Continuous Improvement

Student readiness for grade-level advancement and grade-span transition is monitored through:

- Academic achievement data
- Student growth measures
- Attendance
- Engagement indicators
- Mastery of standards
- Progress-monitoring systems

Instructional teams review student performance data regularly to guide instructional adjustments, intervention planning, and continuous improvement efforts.

Aggregated assessment, growth, and transition data are reviewed by school leadership and reported to the Governing Board through established performance-monitoring systems to ensure accountability to the school's mission, graduation expectations, and North Carolina accountability requirements.

Summary

Through vertically aligned instruction, standards-based graduation requirements, comprehensive assessment systems, structured transition supports, and phased K–12 implementation, Darden-Perry Academy is designed to ensure that students are prepared for each academic transition and graduate ready for college, career, and civic life.

The instructional plan emphasizes continuity, academic rigor, language development, instructional accessibility, and long-term student success within an inclusive general education setting aligned with North Carolina expectations.

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



Alignment of the Year-Round Academic Calendar to the School's Mission and Educational Plan

Darden-Perry Academy's year-round academic calendar is intentionally designed to support the school's mission of providing rigorous, inclusive, standards-aligned instruction within an ASL-English bilingual-bimodal dual-language instructional framework while promoting continuous academic growth, instructional accessibility, equitable support systems, and whole-child development.

The calendar aligns instructional pacing, assessment cycles, intervention planning, and multi-tiered instructional supports to ensure instructional coherence, responsiveness to student needs, and readiness for grade-level progression and grade-span transitions.

The academic year is organized into four nine-week instructional cycles separated by strategically scheduled intersession periods designed to support assessment, instructional adjustment, MTSS implementation, enrichment, and transition readiness. This structure supports sustained engagement with grade-level standards and continuous language development in both English and American Sign Language (ASL) while reducing extended interruptions in learning that may contribute to academic regression or loss of instructional momentum.

Each instructional cycle intentionally incorporates promotion readiness, transition planning, graduation monitoring, and postsecondary preparation aligned to developmental expectations across elementary, middle, and high school grade spans. Intersession periods function as scheduled breaks from the regular instructional calendar. Participation in intervention, enrichment, acceleration, or supplemental programming during intersessions is based upon identified student need and program availability. The majority of students and staff are not engaged in full instructional schedules during these periods.

Assessment cycles are intentionally embedded throughout each instructional cycle to support ongoing monitoring of student progress and timely instructional adjustment.

These assessment structures include:

- Beginning-of-cycle diagnostic measures establishing baseline performance
- Mid-cycle benchmark assessments monitoring progress toward grade-level expectations
- End-of-cycle assessments supporting promotion readiness and transition planning

This assessment framework aligns with the school's data-informed instructional model and the North Carolina Accountability Model while minimizing disruption to core instructional time.



The year-round calendar also supports implementation of the school's Multi-Tiered System of Supports (MTSS). Intersession opportunities may be utilized for:

- Targeted intervention
- Academic enrichment
- Skill acceleration
- Individualized instructional support

based upon student performance data and demonstrated instructional need.

This structure allows instructional teams to address emerging academic needs in a timely manner while maintaining student access to rigorous grade-level instruction during core instructional cycles.

Language development within the ASL-English bilingual-bimodal dual-language instructional framework is embedded throughout daily instruction and monitored continuously across instructional cycles using performance-based indicators aligned with academic tasks and communication expectations.

Language development data are reviewed during benchmark periods and instructional planning cycles to support instructional adjustments and readiness for increasing academic language demands across grade levels and grade spans. English remains the primary language of academic assessment participation and state accountability.

The calendar structure supports vertically aligned instruction by allowing instructional teams to monitor cumulative academic growth, language development, intervention effectiveness, and readiness for increasing rigor across grade spans.

The calendar additionally supports the instructional program by providing dedicated time for:

- Professional collaboration
- Curriculum alignment
- Data-review processes
- Instructional planning
- MTSS coordination
- Professional development

Educators utilize these structures to analyze student performance data, refine instructional strategies, align expectations vertically across grade levels, and maintain consistent implementation of bilingual-bimodal instruction, Universal Design for Learning (UDL), inclusive instructional practices, and



standards-aligned curriculum delivery.

Overall, the year-round academic calendar functions as a strategic component of Darden-Perry Academy's educational design. By intentionally aligning instructional time, assessment cycles, MTSS implementation, language development, and professional collaboration within a continuous learning framework, the calendar reinforces the school's mission, supports sustained academic growth for all students, and strengthens readiness for grade-level progression, grade-span transitions, graduation, and long-term postsecondary success.

Applicant Evidence :



Year-Round Academ...

Uploaded on **4/12/2026**
by **Rebecca Darden-**
Perry

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.



Structure of the School Day and Week

Darden-Perry Academy's daily and weekly schedule is intentionally designed to maximize instructional time, support sustained student engagement, and ensure equitable access to rigorous, grade-level instruction within an inclusive general education setting. The schedule balances extended core instructional blocks, bilingual language development, targeted academic supports, intervention opportunities, and whole-child practices to promote academic growth, instructional accessibility, and student well-being.

The school operates on a consistent five-day instructional week within a year-round calendar framework. Daily schedules are developmentally appropriate by grade span and are structured to support focus, instructional continuity, increasing academic independence, and sustained language development as students progress through the K–12 continuum.

Length of the School Day

The standard school day is approximately seven hours, inclusive of instructional time, transitions, lunch, and wellness supports.

- Start time: approximately 8:00 a.m.
- Dismissal time: approximately 3:00 p.m.

Lunch and transition periods are scheduled intentionally throughout the instructional day and are not counted toward core instructional minutes.

This schedule supports:

- Developmentally appropriate instructional pacing
- Family and transportation consistency
- Sustained student engagement
- Adequate instructional time for core subjects
- Compliance with North Carolina instructional hour requirements

The daily schedule is designed to provide meaningful engagement with academic content while avoiding excessive cognitive overload or fragmented instructional periods.

Alignment to Transportation and Staffing Assumptions



The structure of the school day and instructional week is intentionally aligned with realistic transportation and staffing assumptions.

A consistent 8:00 a.m. start time and 3:00 p.m. dismissal support efficient coordination with district and contracted transportation providers while maintaining scheduling patterns familiar to families and staff. The school does not rely upon staggered schedules or extended-day programming that could complicate transportation logistics or staffing sustainability.

Staffing assignments are aligned to extended instructional blocks rather than fragmented scheduling models. This structure supports:

- Instructional continuity
- Reduced transition loss
- Stronger teacher-student relationships
- Sustainable instructional workloads
- Increased opportunities for differentiated instruction

Core instruction is delivered by licensed classroom and content-area teachers within the regular instructional day.

Advisory, intervention, and enrichment periods are embedded within the daily schedule and staffed through flexible grouping structures and collaborative staffing models rather than requiring additional extended-day staffing positions.

The school's instructional design does not depend upon mandatory after-school programming or supplemental out-of-day instructional services to meet academic or intervention expectations. This structure supports operational sustainability, predictable staffing expectations, and instructional consistency while maintaining flexibility to respond to student needs within the regular instructional day.

Daily Instructional Time by Core Subject

Instructional minutes reflect approximate daily allocations and may vary slightly by grade span to support developmental appropriateness, course requirements, and instructional design. Core subjects are delivered through the school's ASL-English bilingual-bimodal dual-language instructional framework integrating spoken, signed, written, and visual communication throughout instruction.



Elementary School (Grades K–5)

Core Area	Approximate Daily Instructional Time
English Language Arts	90 minutes
Mathematics	60 minutes
Science	45 minutes
Social Studies	45 minutes
American Sign Language (World Language)	Embedded throughout instruction with designated instructional periods
Specials / Physical Education / Wellness	45–60 minutes

Elementary schedules emphasize:

- Extended literacy and numeracy instruction
- Integrated science and social studies learning
- Structured language development
- Movement and wellness opportunities
- Collaborative and inquiry-based learning experiences

Middle School (Grades 6–8)

Core Area	Approximate Daily Instructional Time
English Language Arts	60–70 minutes
Mathematics	60–70 minutes
Science	60 minutes
Social Studies	60 minutes
American Sign Language (World Language)	45–60 minutes



Advisory / Intervention / Enrichment

30–45 minutes

Middle school schedules support:

- Increasing academic rigor
- Discipline-specific instruction
- Advisory and organizational supports
- Targeted intervention and enrichment
- Student independence and executive functioning development

High School (Grades 9–12)

High school students follow a credit-bearing schedule aligned with North Carolina Future-Ready Core graduation requirements.

Core academic courses are typically delivered in instructional blocks ranging from approximately 55–90 minutes depending upon course design and scheduling structure.

Students enroll in coursework including:

- English Language Arts
- Mathematics
- Science
- Social Studies
- American Sign Language (World Language)
- Healthful Living
- Electives and career-focused learning opportunities

Advisory or seminar periods support:

- Academic monitoring
- Postsecondary planning
- College and career readiness
- Goal-setting and self-advocacy
- Social-emotional development

Weekly Schedule and Instructional Design



The weekly instructional schedule prioritizes consistency, instructional coherence, and sustained academic engagement while maintaining flexibility for targeted supports and enrichment opportunities.

Core academic subjects are taught daily or multiple times weekly to reinforce retention, language development, and mastery of grade-level standards.

Advisory, intervention, and enrichment periods occur regularly within the instructional week and are used for:

- Targeted academic intervention
- Progress monitoring
- Enrichment opportunities
- Executive functioning support
- Academic extension activities

Collaborative learning, inquiry-based instruction, project-based learning, and performance-based tasks are integrated throughout the instructional week to promote deeper understanding, communication development, and real-world application of knowledge.

Why the Schedule Is Optimal for Student Learning

The daily and weekly schedule is designed to support student learning through:

- Extended instructional blocks allowing for explicit instruction, guided practice, collaboration, and independent application
- Predictable daily routines supporting executive functioning, engagement, and positive classroom culture
- Balanced cognitive demands supported through varied instructional formats and movement opportunities
- Integrated language development with English and American Sign Language embedded throughout instructional settings
- Built-in opportunities for differentiation, intervention, and enrichment within the regular instructional day
- Reduced fragmentation of instructional time and minimized transition loss

This structure supports instructional continuity, sustained student engagement, and meaningful access to rigorous academic content for a broad range of learners.



The schedule provides sufficient instructional time to meet or exceed North Carolina instructional hour requirements while maintaining flexibility to respond to student needs without compromising instructional integrity, equity, or program coherence.

Alignment to Mission and Accountability

Darden-Perry Academy's daily and weekly schedule directly supports the school's mission by ensuring students have sustained access to rigorous, standards-aligned instruction delivered through an inclusive ASL-English bilingual-bimodal dual-language instructional framework.

The schedule supports:

- Academic growth
- Language development
- Instructional accessibility
- Whole-child development
- MTSS implementation
- Postsecondary readiness
- Alignment with the North Carolina Accountability Model

By integrating instructional rigor, structured supports, bilingual language development, and wellness practices within a coherent scheduling framework, the school's daily and weekly structure is designed to support long-term academic success and readiness across all grade levels.

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



Typical Day for a Teacher and Student During the School's First Year of Operation

During its first year of operation, Darden-Perry Academy will serve students in grades K–8 and operate within a structured, predictable instructional environment designed to establish strong routines, instructional consistency, inclusive practices, and full bilingual-bimodal language access from the outset of implementation.

The daily experience for both students and teachers reflects the school's general education instructional model and supports rigorous instruction, sustainable staffing structures, and operational stability during the start-up phase.

Typical Day for a Student (Year One: Grades K–8)

A student's day begins with arrival procedures and structured morning routines designed to support organization, relationship-building, communication development, and readiness for learning.

Morning classroom routines incorporate spoken, signed, written, and visual communication as part of the school's ASL-English bilingual-bimodal dual-language instructional framework to ensure students can engage meaningfully with instruction and classroom expectations.

Students spend the majority of the instructional day participating in extended academic blocks focused on grade-level standards in:

- English Language Arts
- Mathematics
- Science
- Social Studies

Instruction integrates English and American Sign Language (ASL) throughout classroom activities to support comprehension, academic discourse, language development, and engagement for diverse learners within an inclusive general education setting.

Teachers utilize:

- Explicit instruction
- Guided practice
- Collaborative learning structures
- Inquiry-based activities



- Flexible grouping
- Formative assessment

to support both academic rigor and instructional accessibility.

Lunch and transition periods are scheduled intentionally throughout the day but are not counted toward instructional time. Movement opportunities, wellness supports, and social-emotional learning practices are integrated throughout the instructional day to strengthen student focus, self-regulation, engagement, and classroom community.

Students also participate in a dedicated intervention or enrichment period embedded within the regular school schedule. During this time, students may receive:

- Targeted academic intervention
- Language reinforcement
- Enrichment opportunities
- Small-group support
- Extension activities

based upon ongoing student performance data while maintaining access to grade-level instruction and inclusive classroom environments.

Middle school students (Grades 6–8) experience increasing academic independence through:

- Discipline-specific instruction
- Structured academic discussion
- Collaborative problem-solving
- Advisory routines
- Organizational and self-advocacy supports

designed to prepare students for the increased rigor and responsibility associated with high school coursework.

The instructional day concludes with structured classroom closing routines focused on reflection, organization, communication, and preparation for dismissal.

Typical Day for a Teacher (Year One: Grades K–8)

A teacher's day begins with instructional preparation including review of:



- Lesson objectives
- Instructional materials
- Student progress indicators
- Assessment data
- Intervention plans

Teachers deliver instruction through extended instructional blocks aligned with the North Carolina Standard Course of Study and the school's ASL-English bilingual-bimodal dual-language instructional framework.

Instruction integrates English and American Sign Language throughout classroom activities to support instructional clarity, multimodal communication, accessibility, and student engagement.

During instructional periods, teachers implement evidence-based instructional practices including:

- Explicit instruction
- Guided practice
- Collaborative learning
- Inquiry-based learning
- Differentiated instruction
- Ongoing formative assessment

Teachers continuously monitor student understanding and adjust instruction through flexible grouping, scaffolding, targeted supports, and responsive instructional planning.

Teachers also participate in advisory, intervention, and enrichment periods as part of their regular instructional assignments. These periods allow educators to provide targeted academic and language support within the regular instructional day without relying upon extended-day programming or additional staffing structures.

Planning and collaboration are supported through scheduled professional collaboration periods, team meetings, and structured data-review cycles embedded throughout the instructional week.

During the first year of operation, collaborative planning focuses heavily on:

- Curriculum alignment
- Instructional consistency
- ASL-English bilingual-bimodal instructional practices
- Universal Design for Learning (UDL)



- Inclusive classroom structures
- MTSS implementation
- Assessment and intervention planning

School leadership provides ongoing coaching, feedback, and instructional support to strengthen program fidelity and ensure consistent implementation across classrooms during the school's foundational year.

First-Year Context and Program Continuity

Darden-Perry Academy's first-year K–8 implementation model is intentionally designed to establish strong instructional systems, consistent school culture, sustainable operational practices, and coherent bilingual language development prior to expansion into additional grade levels.

Beginning in Year Two, the school will phase in high school grade levels sequentially until reaching full K–12 implementation in Year Five.

This phased implementation structure supports:

- Instructional continuity
- Stable relationship-building
- Consistent academic expectations
- Sustained bilingual language development
- Gradual operational expansion

Students who remain enrolled as grade levels are added will experience a continuous and vertically aligned instructional program grounded in the school's ASL-English bilingual-bimodal dual-language instructional framework throughout their academic progression.

Q196. Will this proposed school include a high school?

- ☒ Yes
- ☐ No



Applicant Comments :

Darden-Perry Academy will open serving grades K–8 and will phase in high school grade levels sequentially beginning in Year Two until reaching full K–12 implementation in Year Five. The high school program will be implemented as part of this phased growth model, allowing students to experience a continuous and vertically aligned ASL-English bilingual-bimodal dual-language instructional framework throughout their secondary education.

Q197. Describe the high school's educational model and explain how the board will ensure that all NC graduation requirements will be met.



High School Educational Model and Board Oversight of Graduation Requirements

Darden-Perry Academy's high school educational model will be implemented as part of the school's phased growth plan following the establishment of a strong K–8 instructional foundation. The high school program will reflect the same core principles guiding the school's educational framework across all grade levels: rigorous standards-aligned instruction, inclusive general education practices, bilingual language development, instructional accessibility, and preparation for college, career, and civic life.

High School Educational Model

The high school program will operate as a college- and career-preparatory educational model aligned with North Carolina's Future-Ready Core graduation requirements.

Instruction will be delivered through credit-bearing coursework in:

- English Language Arts
- Mathematics
- Science
- Social Studies
- American Sign Language (World Language)
- Healthful Living
- Electives and career-focused coursework

The instructional program will emphasize:

- Discipline-specific literacy and academic language development
- Analytical reading, writing, research, and problem-solving
- Project-based and applied learning connected to real-world contexts
- Performance-based assessments including presentations, research tasks, laboratories, portfolios, and applied projects
- Increasing student independence, self-advocacy, and postsecondary readiness

Instruction will be delivered within inclusive general education settings through the school's ASL-English bilingual-bimodal dual-language instructional framework integrating spoken, signed, written, and visual communication throughout instructional settings.



American Sign Language will be offered as a World Language credit and integrated throughout instructional environments to support communication development, instructional accessibility, and academic engagement without replacing required academic content aligned with the North Carolina Standard Course of Study.

Students entering ninth grade will already have developed foundational academic, organizational, and bilingual communication skills through earlier grade levels at Darden-Perry Academy. This vertically aligned instructional model supports continuity, increasing academic rigor, and sustained language development across the secondary program.

Alignment to North Carolina Graduation Requirements

Darden-Perry Academy will ensure compliance with all North Carolina graduation requirements through intentional curriculum alignment, instructional oversight, assessment monitoring, and governance accountability structures.

High school course offerings will be mapped directly to North Carolina Future-Ready Core graduation requirements including:

- Required course credits
- End-of-Course (EOC) assessments
- State accountability measures
- Graduation pathway expectations
- Postsecondary readiness requirements

Course sequences, graduation requirements, assessment expectations, and instructional pathways will be reviewed annually to ensure continued alignment with North Carolina law, State Board of Education policy, and Department of Public Instruction guidance in effect during implementation.

Board Oversight and Accountability

The Governing Board plays a critical governance and accountability role in ensuring compliance with graduation requirements and maintaining academic oversight.

The board will fulfill these responsibilities by:

- Approving high school curriculum frameworks, course sequences, and graduation pathways aligned with North Carolina requirements



- Reviewing annual academic performance reports including:
 - Credit attainment
 - Course completion rates
 - Graduation progress indicators
 - State assessment results
 - Postsecondary readiness measures
- Monitoring compliance with state testing, accountability, and reporting requirements
- Ensuring that policies related to promotion, credit accrual, graduation, and accountability remain aligned with North Carolina law and Department of Public Instruction guidance
- Holding school leadership accountable for implementation fidelity and academic outcomes through established performance-monitoring systems

The Governing Board's role remains governance-focused rather than operational. The board is responsible for ensuring that systems, policies, accountability structures, and academic outcomes remain aligned with state expectations while school leadership manages day-to-day instructional implementation and operations.

Postsecondary Readiness and Student Outcomes

The high school program is designed to prepare students for success in postsecondary education, workforce pathways, military service, and civic engagement.

Instructional programming emphasizes:

- Academic literacy
- Communication skills
- Analytical reasoning
- Collaboration
- Research and problem-solving
- Independent learning
- Real-world application of knowledge

Students will participate in instructional experiences that strengthen both academic proficiency and postsecondary readiness including:

- Applied learning opportunities
- Research projects



- Performance-based assessments
- Career exploration
- Advisory and goal-setting supports

The vertically aligned instructional framework is designed to support continuous growth from elementary through high school graduation while maintaining instructional coherence and high expectations across grade spans.

Summary

Darden-Perry Academy's high school educational model is designed to provide rigorous, inclusive, and accessible instruction fully aligned with North Carolina Future-Ready Core graduation requirements.

Through phased implementation, vertically aligned curriculum design, comprehensive accountability systems, and strong Governing Board oversight, the school will ensure that students have access to the coursework, instructional supports, and academic expectations necessary to meet graduation requirements and prepare successfully for college, career, and civic life.

Q198.Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).



Graduation Requirements and Postsecondary Readiness

Darden-Perry Academy's graduation requirements are intentionally designed to ensure that students are academically prepared, skill-ready, and well-supported for successful transition into college, technical or trade programs, military service, or direct workforce entry.

Graduation expectations align with North Carolina's Future-Ready Core requirements and are implemented within an instructional model emphasizing academic rigor, instructional accessibility, bilingual communication development, real-world application of knowledge, and long-term postsecondary readiness.

Academic Readiness Through Future-Ready Core Alignment

All students will complete coursework aligned with North Carolina Future-Ready Core graduation requirements, including required credits in:

- English Language Arts
- Mathematics
- Science
- Social Studies
- American Sign Language (World Language)
- Healthful Living
- Electives and career-focused coursework

These requirements ensure that graduates meet state expectations for academic achievement and maintain eligibility for admission to North Carolina public universities, community colleges, technical programs, military pathways, and other postsecondary opportunities.

Coursework emphasizes:

- Analytical reading and writing
- Mathematical reasoning and problem-solving
- Scientific inquiry and data analysis
- Research and evidence-based communication
- Academic discourse and presentation skills

This academic foundation is designed to prepare students for the rigor of postsecondary coursework, technical training programs, military pathways, and workforce expectations.



College and Career Readiness Skills Embedded Across the Instructional Program

Graduation requirements at Darden-Perry Academy extend beyond credit accumulation to include development of transferable skills essential for postsecondary success.

Instruction and assessment practices emphasize:

- Critical thinking and analytical reasoning
- Problem-solving and decision-making
- Communication across multiple modalities
- Collaboration and professional responsibility
- Organization, time management, and self-advocacy
- Independent learning and goal-setting

The school's ASL-English bilingual-bimodal dual-language instructional framework further strengthens postsecondary readiness by supporting bilingual communication skills applicable across higher education, healthcare, education, public service, skilled trades, and increasingly accessibility-focused professional environments.

These competencies are reinforced through:

- Performance-based assessments
- Research projects
- Presentations and academic discourse
- Applied learning experiences
- Collaborative problem-solving tasks
- Authentic demonstrations of learning

These instructional experiences are intentionally designed to mirror expectations students may encounter in college, technical training programs, military environments, and workplace settings.

Career and Workforce Preparation

Elective coursework and applied learning opportunities are designed to support career exploration, workforce readiness, and practical skill development.

Students engage in instructional experiences emphasizing:

- Career awareness



- Applied problem-solving
- Professional communication
- Real-world application of academic content
- Postsecondary planning

As additional grade levels are phased into the school's high school program, Darden-Perry Academy intends to expand career-focused opportunities and pathway exploration aligned with student interests, workforce trends, and postsecondary goals.

The instructional program is designed to ensure graduates are prepared to transition successfully into employment, technical training programs, apprenticeships, military pathways, or higher education settings with relevant academic and professional skills.

Support for Multiple Postsecondary Pathways

Graduation requirements are intentionally structured to support multiple postsecondary pathways in recognition that students possess varied strengths, goals, and career interests.

Through advisory systems, academic planning, progress monitoring, and individualized guidance, students receive support aligned with their postsecondary aspirations, including:

- Four-year college enrollment
- Community college pathways
- Trade and technical certification programs
- Military service
- Direct workforce entry

Students receive ongoing guidance related to:

- Graduation requirements
- Credit attainment
- Postsecondary expectations
- Career exploration
- Academic and personal goal-setting

This planning structure supports informed decision-making and purposeful preparation throughout the high school experience.



Board Oversight and Continuous Alignment

The Governing Board supports postsecondary readiness and graduation accountability by monitoring:

- Graduation requirements
- Credit attainment trends
- Assessment outcomes
- Postsecondary readiness indicators
- Academic performance data
- Graduation pathway implementation

The board reviews academic performance reports and graduation-related outcomes through established accountability and performance-monitoring processes to ensure continued alignment with:

- North Carolina graduation requirements
- Postsecondary expectations
- Workforce readiness priorities
- State accountability standards

This oversight supports continuous refinement of instructional programming, graduation pathways, and student support systems as educational expectations and workforce needs evolve.

Summary

By aligning graduation requirements with North Carolina Future-Ready Core expectations, embedding college and career readiness skills throughout instruction, and supporting multiple postsecondary pathways through intentional planning and accountability structures, Darden-Perry Academy is designed to prepare graduates for success in higher education, technical training, military service, workforce entry, and civic life.

The school's instructional framework emphasizes academic rigor, bilingual communication development, instructional accessibility, and real-world application of knowledge to support long-term student success beyond graduation.

Q199.Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.



Systems and Structures Supporting Students at Risk of Not Meeting Graduation Requirements

Darden-Perry Academy will implement a coordinated system of early identification, progress monitoring, intervention, and student support structures designed to ensure that students at risk of academic failure, disengagement, or not meeting graduation requirements receive timely and targeted assistance.

These systems are designed to be proactive, data-informed, relationship-centered, and embedded within the regular instructional day to promote persistence, engagement, academic growth, and successful progression toward graduation and postsecondary readiness.

Early Identification and Progress Monitoring

The school utilizes multiple indicators to identify students who may be at risk academically, behaviorally, or organizationally, including:

- Academic performance data
- Attendance patterns
- Benchmark and formative assessment results
- Course completion and credit attainment
- Classroom participation and engagement
- Organization and assignment completion
- Social-emotional and behavioral indicators when applicable

Teachers regularly review classroom performance, progress-monitoring data, benchmark assessments, and intervention outcomes to monitor student progress toward grade-level expectations and graduation requirements.

At the secondary level, monitoring systems will additionally track:

- Credit accumulation
- Graduation pathway progress
- End-of-Course (EOC) assessment performance
- Postsecondary readiness indicators

This continuous monitoring structure allows staff to identify concerns early and implement responsive supports before academic gaps become long-term barriers to promotion, graduation, or postsecondary transition.



Multi-Tiered System of Supports (MTSS)

Darden-Perry Academy implements a Multi-Tiered System of Supports (MTSS) designed to provide increasingly targeted levels of support for students experiencing academic, language, organizational, or engagement-related challenges.

Tier I — Core Instruction and Universal Supports

Tier I includes:

- High-quality, standards-aligned instruction
- Implementation of the ASL-English bilingual-bimodal dual-language instructional framework
- Universal Design for Learning (UDL) principles embedded throughout instruction
- Consistent formative assessment and progress monitoring
- Inclusive classroom practices supporting access to grade-level instruction

These structures are designed to reduce instructional barriers, strengthen engagement, and support academic success for all students within the general education environment.

Tier II — Targeted Academic and Instructional Supports

Tier II supports may include:

- Small-group targeted instruction
- Embedded intervention periods
- Academic skill reinforcement
- Language-development supports
- Organizational and executive-functioning support
- Targeted progress monitoring

These supports are delivered during the regular instructional day whenever possible to maintain student access to rigorous grade-level instruction and inclusive classroom participation.

Tier III — Intensive and Individualized Supports

Tier III interventions may include:

- Increased intensity or frequency of intervention



- Individualized instructional planning
- Collaboration among instructional staff, intervention personnel, and support teams
- Frequent progress monitoring and instructional adjustment
- Coordinated academic and behavioral support planning when needed

Students may move fluidly among levels of support based upon ongoing performance data and demonstrated instructional need.

MTSS implementation will not delay or replace required special education evaluations, eligibility determinations, or legally mandated services under IDEA.

Advisory and Student Support Structures

Advisory systems play a central role in supporting students who may be at risk academically or organizationally.

Advisory periods provide opportunities for:

- Adult mentorship and relationship-building
- Academic check-ins
- Goal-setting and reflection
- Organization and executive-functioning support
- Attendance and progress monitoring
- Self-advocacy skill development

As high school grade levels are phased into the school, advisory systems will increasingly emphasize:

- Credit monitoring
- Graduation planning
- Postsecondary readiness
- Career exploration
- Academic pathway planning

These structures are designed to strengthen student connectedness, accountability, persistence, and long-term engagement with school.

Instructional Responsiveness and Inclusive Practices



Instructional practices at Darden-Perry Academy are intentionally designed to reduce risk factors associated with disengagement, academic failure, and dropout.

Teachers implement:

- Differentiated instruction
- Flexible grouping
- Responsive intervention
- Formative assessment
- Multimodal instructional supports
- Inclusive classroom practices

within the school's ASL-English bilingual-bimodal dual-language instructional framework.

By embedding instructional accessibility, language development, and intervention supports directly into classroom instruction, the school seeks to maintain high expectations while reducing unnecessary barriers to participation and achievement.

Students remain connected to grade-level curriculum and inclusive classroom environments while receiving targeted supports based upon identified instructional needs.

Family Communication and Engagement

Families are engaged as active partners in supporting student success and persistence.

The school maintains ongoing communication related to:

- Academic progress
- Attendance
- Intervention supports
- Graduation requirements
- Postsecondary planning
- Student engagement and well-being

When concerns arise, school staff collaborate with families to develop shared support strategies designed to strengthen attendance, engagement, organization, and academic success.

This partnership-based approach supports early problem-solving and coordinated intervention before challenges escalate.



Board Oversight and Accountability

The Governing Board supports accountability for student persistence, promotion, and graduation outcomes by reviewing aggregated data related to:

- Attendance
- Academic growth
- Intervention effectiveness
- Promotion and retention trends
- Credit attainment
- Graduation indicators
- Postsecondary readiness outcomes

Through regular performance-monitoring processes, the board holds school leadership accountable for effective implementation of support systems, instructional interventions, and continuous improvement efforts designed to reduce dropout risk and increase graduation success.

The board's role remains governance-focused and centered on policy alignment, accountability oversight, and long-term organizational effectiveness rather than day-to-day operational intervention.

Summary

Through coordinated early identification systems, MTSS implementation, advisory structures, inclusive instructional practices, family engagement, and strong accountability systems, Darden-Perry Academy is designed to proactively support students who may be at risk of not meeting graduation requirements.

These structures promote engagement, persistence, instructional accessibility, academic growth, and long-term student success while ensuring students remain supported on pathways toward graduation and postsecondary readiness.

Q200. Attach Appendix : 9-12 Core Content and Electives. Provide a visual description of the high school's graduation requirements including core content and electives. Please



ensure the projected staff and budget aligns with the course offerings and that all graduation requirements meet or exceed NC graduation requirements per state policy. (Link here: GRAD 004 ([☒ Upload Required File Type: pdf, image, excel, word Max File Size: 30 Total Files Count: 6](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=FYhmTd6kbflgnNa4JKS8jg==&ptid=muNUIKiR2jsXcslsh28JpBkiw==&secid=jwg5jo6sS2LBCiGslshpXYbqQ==&PG=6&IRP=0&isPndg=false)))</p></div><div data-bbox=)

Applicant Comments :

See attached document outlining projected high school core academic content, elective offerings, staffing and budget alignment, and compliance with North Carolina Future-Ready Core graduation requirements.

Applicant Evidence :



Appendix_9_12_Core...

Uploaded on **5/24/2026**
by **Rebecca Darden-**
Perry

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 :

See Appendix B for curriculum outlines by grade span, including sample graph-form curriculum outlines for core subjects aligned with the school's ASL-English bilingual-bimodal dual-language instructional framework.

Applicant Evidence :



Appendix B Curricul...

Uploaded on **5/24/2026**
by **Rebecca Darden-Perry**

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 :

See Appendix D for the proposed 2027–2028 yearly academic calendar, including 187 instructional days aligned with North Carolina instructional time requirements and the school's year-round instructional model.

Applicant Evidence :



Appendix D_ Yearly ...

Uploaded on **5/24/2026**
by **Rebecca Darden-Perry**



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

Applicant Comments :

Uploaded appendix provides representative daily and weekly schedules for each grade band the school ultimately plans to serve (K-5, 6-8, and 9-12), including bell schedules, MTSS/intervention blocks, advisory structures, elective scheduling, and governance review procedures.

Applicant Evidence :


Appendix E - Daily a...

Uploaded on **5/24/2026**
by **Rebecca Darden-Perry**

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.



Darden-Perry Academy will implement a comprehensive Multi-Tiered System of Supports (MTSS) to ensure early identification, targeted intervention, and continuous progress monitoring for students performing below grade level. The MTSS framework is designed to support academic achievement, language development, instructional accessibility, and whole-child growth while maintaining access to rigorous, grade-level instruction for all students.

The MTSS framework will operate within the school's phased implementation model, beginning as a K–8 program and adding high school grade levels sequentially until reaching full K–12 implementation in Year Five. This structure supports instructional continuity and sustained participation in the school's ASL-English bilingual-bimodal dual-language instructional framework across grade spans.

Universal Screening and Early Identification

All students will participate in schoolwide universal screening in literacy and mathematics at the beginning, middle, and end of each academic year using evidence-based, state-aligned assessment tools commonly utilized in North Carolina public schools and appropriate for diverse language and learning profiles.

Universal screening data are used to:

- Identify students at risk of academic difficulty
- Establish baseline academic performance
- Inform instructional and intervention placement
- Monitor growth trends over time

Early identification is prioritized to prevent academic gaps from widening, particularly in Grades K–2, where foundational literacy development is strongly associated with long-term academic success.



K–2 Literacy Emphasis

Darden-Perry Academy places a strong emphasis on foundational literacy development in Grades K–2 through evidence-based reading instruction and early intervention systems.

Instructional supports include:

- Explicit, systematic literacy instruction grounded in evidence-based reading practices
- Frequent formative assessment of phonological awareness, phonics, fluency, vocabulary, and comprehension
- Visual and multimodal instructional supports integrated through the ASL-English bilingual-bimodal dual-language instructional framework
- Immediate targeted intervention for students demonstrating early literacy risk indicators

This early literacy focus is designed to strengthen foundational reading skills, reduce the need for later remediation, and ensure students enter upper elementary grades prepared for increasing academic rigor.

Data-Based Problem Solving and Decision Making

Instructional teams engage in regular data-review and problem-solving cycles to analyze:

- Universal screening data
- Formative assessment results



-

Benchmark assessments

-

Progress-monitoring data

-

Intervention outcomes

Teams may include classroom teachers, intervention personnel, Exceptional Children (EC) staff, instructional leadership, and other support staff as appropriate.

These data-review processes are used to:

-

Match interventions to identified instructional needs

-

Monitor instructional effectiveness

-

Adjust intervention intensity and supports

-

Guide instructional planning and resource allocation

This collaborative structure supports timely and responsive instructional decision-making.

Tier I — High-Quality Core Instruction

All students receive high-quality Tier I instruction aligned with the North Carolina Standard Course of Study and delivered through the school's ASL-English bilingual-bimodal dual-language instructional framework.

Tier I instructional practices include:



-

Differentiated instruction

-

Flexible grouping

-

Universal Design for Learning (UDL)

-

Explicit academic language instruction

-

Visual and multimodal instructional supports

-

Integration of academic, communication, and social-emotional learning

Strong Tier I instruction is designed to reduce instructional barriers, support academic growth for diverse learners, and minimize the number of students requiring intensive intervention services.

Tier II — Targeted Small-Group Interventions

Students not demonstrating adequate progress through Tier I instruction receive Tier II interventions delivered in small-group settings in addition to core instruction.

Tier II supports are provided during protected MTSS/intervention blocks embedded within the regular instructional day to ensure students maintain access to grade-level curriculum and core instruction.

Tier II interventions may include:

-

Skill-specific targeted instruction

-



Increased instructional time

-

Reduced group size

-

Research-based intervention strategies

-

Structured progress monitoring

-

Language-development supports when appropriate

Intervention effectiveness is monitored continuously to determine responsiveness and guide instructional adjustments.

Tier III — Intensive Individualized Supports

Students demonstrating minimal response to Tier II interventions receive more intensive Tier III supports characterized by increased instructional intensity and individualized intervention planning.

Tier III supports may include:

-

Increased frequency and duration of intervention sessions

-

One-to-one or very small-group instruction

-

Diagnostic assessment to refine intervention planning

-



Collaboration with Exceptional Children personnel and support staff

-

Intensive progress monitoring and instructional adjustment

When appropriate, students may be referred for additional evaluation in accordance with IDEA requirements. MTSS implementation will not be used to delay or deny referrals, evaluations, or eligibility determinations for special education services.

Progress Monitoring and Instructional Responsiveness

All students participate in ongoing formative assessment and classroom progress monitoring.

Students receiving Tier II or Tier III interventions are monitored more frequently using skill-specific progress-monitoring measures aligned with intervention goals and instructional targets.

Progress-monitoring data are used to:

-

Intensify interventions when necessary

-

Modify instructional approaches

-

Transition students back to Tier I supports when appropriate

-

Identify when additional evaluation or services may be needed

This continuous progress-monitoring structure ensures that instructional supports remain dynamic, responsive, and data-informed.

Family Communication and Collaboration

Families are engaged as active partners in supporting students performing below grade level.



The school maintains ongoing communication regarding:

- Student progress
- Intervention plans
- Assessment results
- Attendance and engagement
- Academic goals and supports

When concerns arise, instructional teams collaborate with families to develop coordinated support strategies designed to strengthen student success both at school and at home.

Alignment to Whole-Child Development and Postsecondary Readiness

The MTSS framework supports whole-child development by addressing academic growth, communication development, executive functioning, social-emotional learning, and self-regulation within an inclusive educational environment.

The school's ASL-English bilingual-bimodal dual-language instructional framework supports development of competencies associated with the school's Portrait of a Graduate, including:

- Effective communication across multiple modalities
- Critical thinking and problem-solving



-

Collaboration and leadership

-

Adaptability and perseverance

-

Academic independence and self-advocacy

The phased K–12 implementation model supports sustained instructional continuity and long-term language development across grade spans.

Commitment to Student Outcomes

Through early identification, evidence-based literacy instruction, targeted interventions, embedded MTSS supports, continuous progress monitoring, and collaborative instructional planning, Darden-Perry Academy is designed to ensure that students performing below grade level receive timely, effective, and equitable support.

These systems are intended to accelerate learning, reduce achievement gaps, strengthen instructional access, and prepare students for long-term academic success, graduation readiness, and postsecondary opportunities.

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.



Founding Board Experience with Special Populations and Readiness Planning

Darden-Perry Academy's founding Governing Board consists of five voting members and one non-voting Executive Director, several of whom bring substantial professional experience working with diverse learners in educational, instructional, administrative, or school-adjacent settings.

Collectively, board members and leadership possess experience supporting:

- Students with disabilities
- Students served under Section 504
- Multilingual learners (MLs)
- Students identified as academically or intellectually gifted
- Students requiring intervention and academic support
- Students at risk of academic disengagement or dropping out

This collective expertise informs governance responsibilities, policy oversight, accountability structures, and long-term systems planning related to student services and instructional access.

Board-Level Experience and Oversight Capacity

Collectively, board members and leadership possess experience related to:

- Inclusive educational practices and differentiated instruction
- IEP and Section 504 processes, accommodations, and procedural safeguards
- Multi-Tiered System of Supports (MTSS) implementation
- Multilingual learner support and language-access planning
- Gifted education and advanced learning opportunities
- Academic intervention and student support systems
- Student engagement, persistence, and dropout prevention strategies

This expertise supports the Governing Board's ability to:

- Evaluate whether student support systems are implemented effectively
- Review subgroup performance and accountability data
- Ask informed questions regarding instructional and compliance practices
- Monitor implementation fidelity
- Ensure alignment with state and federal legal requirements



The collective experience of the Governing Board and school leadership strengthens organizational capacity to oversee equitable student supports while maintaining high expectations for all learners.

Governance Role and Separation of Duties

Consistent with North Carolina charter school law and nonprofit governance best practices, the Governing Board's role is governance-focused rather than operational.

The board is responsible for:

- Approving policies related to:
 - Exceptional Children (EC) services
 - Section 504 compliance
 - MTSS implementation
 - Gifted education
 - Student support systems
- Monitoring compliance with:
 - IDEA
 - Section 504
 - Title III
 - Applicable federal and state education requirements
- Reviewing academic growth, assessment, attendance, and subgroup performance data
- Holding school leadership accountable through established reporting and performance-monitoring systems

Day-to-day implementation responsibilities remain with school leadership and appropriately licensed instructional and support personnel.

This separation of governance and operations supports accountability, compliance, and effective organizational management.

Pre-Opening Readiness for Special Populations



Prior to student enrollment and the start of instruction, Darden-Perry Academy will implement a structured pre-opening readiness plan designed to ensure operational capacity to serve diverse learners effectively from the outset of operation.

Pre-opening preparation includes:

- Hiring or contracting with qualified Exceptional Children (EC) leadership and service providers
- Establishing procedures for:
 - IEP implementation
 - Section 504 processes
 - Referrals and evaluations
 - Progress monitoring
 - Documentation and compliance oversight
- Finalizing MTSS systems supporting:
 - Early identification
 - Intervention planning
 - Data-based instructional decision-making
- Providing staff training related to:
 - Inclusive instructional practices
 - Legal compliance requirements
 - Universal Design for Learning (UDL)
 - Language-access strategies
 - Progress-monitoring procedures
- Establishing collaboration protocols among:
 - General education teachers
 - Intervention personnel
 - Exceptional Children staff
 - School leadership

These systems are intended to ensure students receive timely, coordinated, and legally compliant support services within inclusive educational settings.



Ongoing Monitoring and Accountability

The Governing Board will monitor effectiveness of systems supporting diverse learners through regular review of:

- Academic growth and achievement data disaggregated by subgroup
- Attendance and engagement indicators
- MTSS implementation data
- Compliance reports
- Staffing and service-delivery updates
- Progress-monitoring and intervention outcomes

The board will additionally review policies and procedures annually to ensure continued alignment with:

- State and federal requirements
- North Carolina accountability expectations
- The school's mission and instructional framework
- Continuous improvement priorities

These oversight systems support accountability, compliance, and equitable access to rigorous instruction for all students.

Commitment to Equitable Student Outcomes

Through collective board expertise, intentional pre-opening planning, structured accountability systems, and ongoing governance oversight, Darden-Perry Academy is prepared to support students with diverse learning needs effectively and equitably within inclusive educational settings.

The school is committed to maintaining high academic expectations, instructional accessibility, legally compliant support systems, and responsive intervention structures designed to help all students succeed academically, socially, and developmentally.



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.



Darden-Perry Academy will ensure that Multilingual Learners (MLs) have equitable access to grade-level instruction through a comprehensive instructional plan that includes accurate identification procedures, standards-aligned English Language Development (ELD), integrated instructional supports, systematic progress monitoring, and appropriately qualified staffing. The school's ASL-English bilingual-bimodal dual-language instructional framework emphasizes visual, explicit, and multimodal instructional practices that support comprehension, language development, and academic access while maintaining high expectations for English language proficiency and academic achievement.

Methods for Identifying Multilingual Learners and Avoiding Misidentification

Home Language Survey (HLS)

All families enrolling students at Darden-Perry Academy will complete the North Carolina-required Home Language Survey (HLS) during enrollment. When the survey identifies a language other than English, the school will follow North Carolina Department of Public Instruction (NCDPI) procedures for multilingual learner identification and screening.

WIDA Screener Administration

Students identified through the Home Language Survey will be screened using the appropriate WIDA Screener assessment (Kindergarten or Grades 1–12) to determine eligibility for multilingual learner services in accordance with state requirements.

Safeguards to Avoid Misidentification

To prevent over-identification or under-identification of multilingual learners, the school will use multiple sources of information when reviewing student language needs.

Safeguards include:

- Review of prior educational records and previous ML identification status
- Family interviews and educational history reviews when appropriate
- Classroom observations and student work samples
- Collaboration among ML staff, classroom teachers, MTSS personnel, and Exceptional Children (EC) staff



These procedures help ensure that second-language acquisition needs are not misidentified as disabilities and that instructional decisions remain educationally appropriate and compliant with state guidance.

Instructional Programs, Practices, and Strategies for ML Students

Integrated English Language Development and Core Instruction

Multilingual learners will participate fully in the school's general education curriculum aligned with the North Carolina Standard Course of Study.

English Language Development (ELD) will be integrated within grade-level instruction to ensure students develop proficiency in:

- Listening
- Speaking
- Reading
- Writing

while maintaining access to rigorous academic content across all subject areas.

Instructional Practices and Supports

Instructional supports for multilingual learners include:

- Sheltered instruction strategies
- Explicit language objectives within content-area instruction
- Structured academic discourse opportunities
- Frequent comprehension checks
- Explicit academic vocabulary instruction
- Scaffolded reading and writing supports
- Graphic organizers and sentence frames
- Guided practice and small-group instruction
- Co-planning and collaboration between ML staff and classroom teachers
- Push-in instructional support when appropriate

Instructional supports are designed to increase access to grade-level content while simultaneously strengthening English language proficiency.



Visual and Multimodal Instructional Supports

Darden-Perry Academy's ASL-English bilingual-bimodal dual-language instructional framework incorporates visual, explicit, and multimodal instructional practices that support comprehension and engagement for multilingual learners.

Instructional strategies may include:

- Visual modeling and demonstrations
- Strategic use of gestures and visual cues
- Realia and visual supports
- Structured language routines
- Multiple opportunities for students to demonstrate understanding across modalities

Educational research related to second-language acquisition supports the use of visual and multimodal instructional strategies to strengthen vocabulary acquisition, comprehension, and retention.

American Sign Language and visual-gestural instructional supports are used to enhance comprehension and instructional access; however, they do not replace explicit English language development instruction or English proficiency expectations for multilingual learners.

English remains the language of accountability, assessment, and English language proficiency measurement for ML services.

Monitoring and Evaluating ML Student Progress

Ongoing Progress Monitoring

The school will monitor multilingual learner progress continuously through:

- Classroom-based formative assessments
- Standards-aligned benchmark assessments
- Language-development checks aligned to WIDA language domains
- Regular instructional team reviews of student progress
- MTSS progress-monitoring structures

Instructional supports and interventions will be adjusted based on ongoing student performance data and language-development needs.



Annual English Language Proficiency Assessment

All identified multilingual learners will participate annually in the WIDA ACCESS for ELLs assessment as required by North Carolina law and NCDPI guidance.

Exit Criteria and Post-Exit Monitoring

Students will exit multilingual learner services based on current North Carolina criteria, including:

- WIDA ACCESS overall composite score of 4.5 or higher, or
- Alternate ACCESS Performance Level 2 or higher when applicable

Exit decisions will be documented and communicated to families in accordance with state requirements.

Former multilingual learners will continue to be monitored following exit to ensure continued academic success and appropriate instructional progress. Additional supports may be provided if needed to support sustained achievement.

Qualified Staffing for Multilingual Learners

To ensure effective multilingual learner services and compliance with state requirements, Darden-Perry Academy will:

- Employ or contract with appropriately licensed English Language Development (ELD/ESL) educators
- Ensure ML staff are trained in:
 - WIDA standards
 - WIDA Screener administration
 - WIDA ACCESS administration
 - English language development best practices
- Provide ongoing professional learning for instructional staff related to:
 - Sheltered instruction
 - Language objectives
 - Culturally responsive practices
 - Multimodal instructional strategies



- Establish clear responsibilities related to:
 - ML identification
 - Service delivery
 - Compliance documentation
 - Assessment accommodations
 - Family communication
 - Collaboration with classroom teachers

All multilingual learner services, accommodations, and reporting procedures will align with North Carolina Department of Public Instruction requirements and applicable federal law.

Commitment to Equitable Access and Academic Success

Through accurate identification procedures, integrated English language development, evidence-based instructional practices, continuous progress monitoring, and qualified staffing, Darden-Perry Academy is prepared to support multilingual learners effectively and equitably.

The school's ASL-English bilingual-bimodal dual-language instructional framework, combined with explicit language instruction and visual instructional supports, is designed to strengthen comprehension, increase instructional access, and promote academic success while maintaining rigorous expectations for English language proficiency and grade-level achievement for all multilingual learners.

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.



Identification and Support of Gifted Students

Darden-Perry Academy will identify and support gifted students through a systematic, equitable, and data-informed approach that emphasizes advanced learning opportunities, instructional differentiation, enrichment, and continuous academic growth. The school recognizes that giftedness may be demonstrated across multiple domains and that students require appropriately challenging instruction, depth of learning, and opportunities for creativity, leadership, and intellectual exploration within an inclusive educational environment.

The school's ASL-English bilingual-bimodal dual-language instructional framework supports multiple modes of communication, inquiry, and expression, allowing gifted students to engage deeply with content while developing advanced academic and communication skills.

Identification of Gifted Students

Darden-Perry Academy will use a multiple-criteria identification process designed to ensure equitable identification practices and reduce reliance on any single assessment measure.

Identification data may include:

- Student performance on state and local assessments
- Classroom-based evidence, including:
 - Work samples
 - Projects
 - Performance tasks
 - Demonstrations of learning
- Teacher observations and recommendations using research-informed indicators of advanced learning behaviors
- Review of prior educational records, including previous AIG/gifted identification when available
- Academic growth and classroom performance trends

Identification decisions will be made through collaborative instructional team review using multiple data points to support consistency, equity, and transparency across grade levels and student groups.



The school will remain attentive to equitable identification practices to ensure that culturally and linguistically diverse students, multilingual learners, twice-exceptional students, and students from historically underrepresented groups are appropriately considered during the identification process.

Research-Based Instructional Programs, Practices, and Strategies

Gifted students will primarily be served through differentiated instruction and advanced learning opportunities embedded within the general education setting.

Research-based instructional practices include:

- Curriculum compacting to reduce unnecessary repetition and allow accelerated pacing when mastery is demonstrated
- Flexible grouping that allows collaboration with intellectual peers
- Differentiated assignments emphasizing depth, complexity, and higher-order thinking
- Inquiry-based and project-based learning
- Interdisciplinary learning opportunities
- Open-ended problem-solving and authentic performance tasks
- Opportunities for student choice, creativity, leadership, and independent investigation
- Extension activities aligned to demonstrated readiness and advanced performance

Instructional practices are designed to promote:

- Critical thinking
- Analysis and synthesis
- Research and inquiry
- Academic discourse
- Innovation and creativity
- Real-world application of learning

Within the school's ASL-English bilingual-bimodal dual-language instructional framework, gifted students may demonstrate understanding and advanced learning through signed, spoken, written, visual, and multimodal forms of communication.

As Darden-Perry Academy expands from a K–8 model to full K–12 implementation, gifted students will have increasing access to:

- Advanced coursework
- Leadership opportunities



- Enrichment experiences
- Postsecondary readiness activities
- Capstone and interdisciplinary learning opportunities aligned to readiness and demonstrated achievement

Monitoring and Evaluating Progress of Gifted Students

Gifted student progress will be monitored continuously through multiple measures of academic performance and growth.

Monitoring tools may include:

- Ongoing formative assessments
- Performance-based assessments
- Projects and demonstrations of learning
- Academic growth data
- Student portfolios
- Classroom observations
- Benchmark assessments
- Student goal-setting and reflection activities

Instructional teams will review student data regularly to:

- Adjust levels of instructional challenge
- Increase complexity or enrichment opportunities when appropriate
- Monitor academic growth and engagement
- Determine whether acceleration or additional supports are warranted
- Ensure students continue to receive rigorous and appropriately challenging instruction

This continuous review process supports responsiveness and flexibility in meeting the evolving needs of advanced learners.

Qualified Staffing for Gifted Students

Darden-Perry Academy will ensure gifted students are supported by qualified instructional staff with training and experience related to advanced learning and differentiated instruction.

Staffing supports include:



- Classroom teachers trained in differentiated instruction and enrichment strategies
- Professional learning focused on:
 - Gifted education best practices
 - Advanced learning strategies
 - Higher-order questioning
 - Inquiry-based instruction
 - Differentiation within inclusive classrooms
- Instructional leadership oversight to support implementation fidelity and curriculum alignment
- Collaboration among instructional staff to ensure continuity of advanced learning opportunities across grade spans

As the school grows, Darden-Perry Academy may also utilize:

- Specialized enrichment opportunities
- Community partnerships
- Advanced learning experiences
- Supplemental instructional resources

to expand opportunities for gifted and advanced learners.

Commitment to Advanced Learning and Academic Excellence

Through equitable identification practices, research-based instructional strategies, differentiated learning opportunities, ongoing progress monitoring, and qualified staffing, Darden-Perry Academy is committed to ensuring gifted students are appropriately challenged, engaged, and supported.

The school's inclusive instructional framework is designed to foster intellectual curiosity, creativity, leadership, academic excellence, and meaningful student growth while maintaining high expectations and equitable access to rigorous learning opportunities for all students.

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.



Identification and Records

Darden-Perry Academy will implement clear, legally compliant procedures to identify students who have previously been determined eligible for special education services under the Individuals with Disabilities Education Act (IDEA) or who are protected under Section 504 of the Rehabilitation Act. The school affirms that no student will be denied admission based on disability status and that all eligible students will receive services and accommodations in accordance with applicable federal and state laws.

The school's procedures are designed to ensure timely identification, continuity of services, accurate records review, and uninterrupted access to instruction and supports beginning at enrollment.

Post-Admission Identification Procedures

Following admission and acceptance of enrollment, Darden-Perry Academy will identify students with existing Individualized Education Programs (IEPs) or Section 504 Plans through multiple post-admission procedures, including:

- Enrollment forms allowing families to voluntarily disclose existing IEPs, Section 504 Plans, medical accommodations, or related services
- Review of cumulative educational records received from previous schools or districts
- Communication with families regarding current supports, accommodations, evaluations, and service history
- Formal requests for educational records through established records-transfer procedures consistent with:
 - FERPA
 - IDEA
 - Section 504
 - North Carolina records requirements

Information regarding disability status or accommodations is collected solely for purposes of instructional planning, service continuity, and legal compliance and is not used to determine admission eligibility or enrollment decisions.

Records Review and Continuity of Services



Upon identification of a student with an existing IEP or Section 504 Plan, the school will:

- Promptly request all relevant educational records, including:
 - Current IEPs
 - Eligibility documentation
 - Evaluation reports
 - Progress-monitoring data
 - Service logs
 - Section 504 Plans and accommodation documentation
- Review records immediately upon receipt by qualified personnel
- Implement comparable services and accommodations without unnecessary delay, consistent with federal and state requirements
- Ensure instructional access and continuity of supports while records are reviewed and services are finalized

When appropriate, the school will convene:

- IEP team meetings, or
- Section 504 team meetings

to review documentation, confirm services, discuss student needs, and make any necessary revisions in collaboration with families and relevant educational personnel.

Coordination Between Instructional and Student Support Teams

Darden-Perry Academy will establish collaborative procedures among:

- General education teachers
- Exceptional Children (EC) personnel
- Section 504 coordinators
- MTSS teams
- School leadership
- Related service providers, when applicable

This collaborative structure supports:

- Accurate implementation of accommodations and services
- Instructional continuity across settings



- Monitoring of student progress
- Timely communication with families
- Compliance with procedural safeguards and service requirements

The school's ASL-English bilingual-bimodal dual-language instructional framework, combined with inclusive instructional practices and Universal Design for Learning (UDL) principles, is designed to support instructional access for students with diverse learning and communication needs within general education environments.

Confidentiality and Records Management

Student records related to special education eligibility, Section 504 protections, evaluations, accommodations, and related services will be maintained confidentially in accordance with:

- FERPA
- IDEA confidentiality requirements
- Section 504 protections
- Applicable North Carolina student records laws

Access to confidential student information will be limited to authorized personnel with legitimate educational interests and responsibilities related to service delivery and student support.

Commitment to Compliance and Equitable Access

Through systematic post-admission identification procedures, prompt records review, coordinated service implementation, and collaborative instructional planning, Darden-Perry Academy will ensure that students with disabilities and students protected under Section 504 are identified accurately, supported appropriately, and served equitably beginning on the first day of enrollment.

These practices reflect the school's commitment to compliance with IDEA, Section 504 of the Rehabilitation Act, FERPA, and applicable North Carolina laws governing exceptional children services and student protections.



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.



Child Find Identification and Evaluation Procedures

Darden-Perry Academy will fulfill its Child Find responsibilities under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and applicable North Carolina laws by implementing systematic procedures to identify, locate, evaluate, and support students who may have disabilities and who may require special education or related services.

Child Find responsibilities apply to all enrolled students, including students advancing from grade to grade, transfer students, multilingual learners, students experiencing academic or behavioral difficulties, and students suspected of having disabilities that may impact educational performance.

The school's procedures are designed to ensure timely identification, legally compliant evaluation practices, equitable access to services, and safeguards against inappropriate identification.

Early Identification and Referral Procedures

Darden-Perry Academy will use multiple sources of data and ongoing instructional review processes to identify students who may require evaluation for special education or Section 504 services.

Identification methods include:

- Universal academic and behavioral screening measures
- Classroom-based formative assessments and observations
- Review of academic performance and growth trends
- Attendance and behavioral data review
- Parent concerns and referral requests
- Teacher and staff referrals
- MTSS progress-monitoring data
- Review of intervention response patterns

Concerns identified through these processes will be reviewed by a collaborative instructional problem-solving team that may include:

- General education teachers
- Exceptional Children (EC) personnel
- MTSS personnel
- School leadership
- Related service providers, when appropriate



- Parents or guardians

This collaborative process supports early identification and coordinated instructional decision-making.

Multi-Tiered System of Supports (MTSS)

When academic, behavioral, communication, or developmental concerns are identified, the school will implement targeted supports and interventions through its Multi-Tiered System of Supports (MTSS).

MTSS interventions may include:

- Targeted academic interventions
- Behavioral supports
- Small-group instruction
- Progress monitoring
- Instructional accommodations
- Language-development supports
- Increased instructional intensity

The purpose of MTSS is to provide early intervention and collect data regarding student responsiveness to instruction and support strategies.

However, MTSS will not be used to delay or deny referral for special education evaluation.

Parents may request an evaluation at any time, and all requests will be addressed in accordance with IDEA requirements, North Carolina policy, and required procedural timelines.

Referral and Evaluation Process

When a referral for evaluation is initiated, Darden-Perry Academy will:

- Provide parents with prior written notice explaining proposed actions and procedural safeguards
- Obtain informed parental consent before conducting evaluations
- Conduct comprehensive evaluations using multiple assessment tools and strategies
- Ensure evaluations are administered by qualified personnel



- Complete evaluations within timelines established by IDEA and North Carolina policy

Evaluations will assess all areas related to suspected disability and may include:

- Academic assessments
- Cognitive assessments
- Behavioral assessments
- Speech-language evaluations
- Functional and developmental assessments
- Classroom observations
- Adaptive behavior measures
- Social-emotional assessments, when appropriate

The evaluation process is designed to provide a comprehensive understanding of the student's educational needs and support informed eligibility decisions.

Nondiscriminatory Evaluation Practices

Darden-Perry Academy will ensure evaluations are:

- Nondiscriminatory
- Culturally responsive
- Administered in the student's native language or primary mode of communication when appropriate
- Selected and administered to minimize bias
- Appropriate for the student's age, developmental level, and suspected area of disability

The school's ASL-English bilingual-bimodal dual-language instructional framework and emphasis on multimodal communication support accurate interpretation of student performance and instructional access needs.

Safeguards to Avoid Misidentification

To avoid inappropriate identification of students for special education services, the school will implement multiple safeguards, including:

- Use of multiple data sources rather than reliance on a single assessment or indicator
- Review of instructional history and access to high-quality instruction



- Differentiation between disability-related needs and:
 - Limited English proficiency
 - Lack of instruction
 - Cultural or linguistic differences
 - Environmental or situational factors
- Collaboration among multidisciplinary team members
- Parent participation throughout the evaluation and eligibility process
- Review of intervention history and response-to-intervention data

The school recognizes the importance of distinguishing between language acquisition needs, instructional gaps, and disability-related educational needs to ensure equitable and legally compliant identification practices.

Eligibility Determination and Service Planning

Eligibility determinations will be made by a multidisciplinary team, including parents, using evaluation data and state eligibility criteria.

If a student is determined eligible for services:

- An Individualized Education Program (IEP) or Section 504 Plan will be developed within required timelines
- Services and accommodations will be implemented promptly
- Educational programming will be aligned to the student's identified needs
- Progress will be monitored continuously through instructional and compliance review processes

The school is committed to serving students within inclusive educational environments to the maximum extent appropriate in accordance with IDEA requirements.

Ongoing Monitoring and Compliance

Darden-Perry Academy will maintain ongoing Child Find compliance through:

- Annual staff training related to referral and evaluation procedures
- Regular review of MTSS and intervention data
- Monitoring of evaluation timelines and procedural safeguards



- Collaboration among instructional, intervention, and support teams
- Ongoing communication with families
- Review of subgroup performance and service-delivery data

School leadership and the Governing Board will monitor implementation of Child Find procedures to ensure compliance with federal and state requirements and equitable access to services for all students.

Commitment to Equitable Identification and Student Support

Through systematic screening, collaborative problem-solving, timely referral procedures, comprehensive evaluations, safeguards against misidentification, and legally compliant service planning, Darden-Perry Academy will ensure students who may require special education or Section 504 services are identified accurately and supported appropriately.

These practices reflect the school's commitment to equity, instructional access, inclusion, and compliance with IDEA, Section 504, FERPA, and applicable North Carolina laws governing exceptional children services and student protections.

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)



Management of Records for Students with Disabilities and Section 504 Plans

Darden-Perry Academy will implement secure, systematic, and legally compliant procedures for requesting, maintaining, protecting, and managing records related to students with disabilities and students served under Section 504 of the Rehabilitation Act.

All records management procedures will comply with:

- The Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act
- The Family Educational Rights and Privacy Act (FERPA)
- Article 9 of North Carolina General Statutes
- North Carolina Policies Governing Services for Children with Disabilities
- Applicable state records-retention requirements

The school's procedures are designed to ensure continuity of services, confidentiality of student information, accurate documentation, and ongoing legal compliance.

Requesting Records from Previous Schools

Following enrollment and identification of a student with an existing Individualized Education Program (IEP) or Section 504 Plan, Darden-Perry Academy will promptly initiate records requests from the student's previous school or educational agency.

Requested records may include:

- Current and prior IEPs
- Eligibility determinations
- Evaluation and reevaluation reports
- Section 504 Plans
- Accommodation documentation
- Progress-monitoring records
- Service logs
- Behavioral support plans
- Related service documentation
- Assessment and academic records

The school will:



- Use established records-transfer procedures consistent with FERPA and North Carolina requirements
- Maintain documentation of records requests and follow-up communication
- Coordinate with sending schools to ensure timely receipt of records
- Review records promptly upon receipt to support continuity of services

Pending receipt of records, the school will implement comparable services and accommodations consistent with available documentation and family input to avoid interruption of required supports.

Record Confidentiality (On-Site)

Darden-Perry Academy will maintain strict confidentiality of all records related to students receiving special education or Section 504 services.

Confidentiality procedures include:

- Maintaining records in secure, access-controlled locations
- Storing physical files in locked cabinets or secured office spaces
- Using password-protected electronic record systems with restricted user access
- Limiting access to records to authorized personnel with legitimate educational interests
- Protecting confidential information during meetings, communication, and service delivery activities
- Following secure procedures for copying, transmitting, and disposing of confidential records

The school will provide annual staff training regarding:

- FERPA requirements
- IDEA confidentiality protections
- Section 504 confidentiality obligations
- Appropriate handling of sensitive student information
- Records access and disclosure procedures

Parents and eligible students will retain all rights related to:

- Accessing records
- Reviewing records
- Requesting amendments
- Receiving procedural safeguards notices



in accordance with federal and state law.

Record Compliance and Documentation (On-Site)

To ensure legal compliance and accurate documentation, Darden-Perry Academy will:

- Maintain complete, current, and organized records for all students receiving special education or Section 504 services
- Document:
 - Eligibility determinations
 - Evaluation timelines
 - Service delivery
 - Accommodations and modifications
 - Progress monitoring
 - Meeting notices and participation
 - Prior written notices
 - Parent communication
 - Reevaluation requirements
- Use consistent documentation procedures aligned with state and federal requirements
- Monitor compliance timelines related to:
 - Annual reviews
 - Reevaluations
 - Service implementation
 - Progress reporting
 - Procedural safeguards

School leadership and designated compliance personnel will conduct periodic internal reviews to ensure records remain:

- Accurate
- Complete
- Current
- Legally compliant

Records will be retained and disposed of in accordance with North Carolina records-retention schedules and applicable federal requirements.



Coordination and Oversight

School leadership will oversee records-management procedures to ensure:

- Compliance with federal and state legal requirements
- Consistency among enrollment, instructional, intervention, and support personnel
- Accurate implementation of services and accommodations
- Timely communication among relevant staff
- Ongoing monitoring of compliance timelines and documentation requirements

Collaboration among Exceptional Children personnel, Section 504 coordinators, instructional staff, and school leadership will support continuity of services and accurate implementation of student supports.

Commitment to Compliance and Student Privacy

Through timely records requests, secure records-management systems, strict confidentiality procedures, accurate documentation practices, and ongoing compliance oversight, Darden-Perry Academy will ensure that records related to students with disabilities and students protected under Section 504 are managed responsibly, confidentially, and in full compliance with federal and state law.

These procedures support continuity of educational services, protection of student privacy, and equitable access to instructional supports for all eligible students.

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.



Darden-Perry Academy will meet the learning needs of students with mild, moderate, and severe disabilities through individualized programming, inclusive instructional practices, and access to the least restrictive environment (LRE) appropriate to each student, consistent with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, Article 9 of North Carolina General Statutes, and the North Carolina Policies Governing Services for Children with Disabilities.

The school is committed to providing equitable access to rigorous instruction, individualized supports, and meaningful participation in the general education environment while maintaining high academic and behavioral expectations for all students.

Least Restrictive Environment (LRE)

Darden-Perry Academy will educate students with disabilities alongside nondisabled peers to the maximum extent appropriate.

Removal from the general education environment will occur only when the nature or severity of a student's disability is such that education within the general education classroom, even with supplementary aids, services, accommodations, and supports, cannot be achieved satisfactorily.

Placement decisions will be:

- Individually determined by the IEP team
- Based on evaluation data and documented student needs
- Reviewed regularly
- Designed to maximize participation in general education settings whenever appropriate

Placement decisions will not be based on:

- Disability category
- Staffing convenience
- Administrative convenience
- Availability of existing programs or placements

The school recognizes that Least Restrictive Environment decisions must remain individualized and student-centered.

Instructional Programming for Students with Mild Disabilities



Students with mild disabilities will primarily be served within the general education setting with supports designed to ensure access to grade-level curriculum and instruction.

Supports may include:

- Accommodations and modifications aligned to IEP goals
- Co-teaching or push-in special education services
- Small-group instruction and targeted interventions
- Supplemental academic supports
- Assistive technology when appropriate
- Consultation and collaborative planning between general education and Exceptional Children (EC) staff
- Behavioral and organizational supports

Instructional supports are designed to maintain participation in rigorous standards-aligned instruction while addressing individual learning needs.

Instructional Programming for Students with Moderate Disabilities

Students with moderate disabilities may require a combination of general education participation and more specialized instruction.

Services and supports may include:

- Increased push-in or pull-out instructional services
- Small-group or individualized instruction
- Specialized instructional strategies aligned to IEP goals
- Behavioral intervention supports
- Related services such as:
 - Speech-language therapy
 - Occupational therapy
 - Physical therapy
 - Counseling services, when appropriate
- Assistive technology and accessibility supports
- Modified pacing, instructional materials, or assessment supports when appropriate



The IEP team will determine the balance between general education participation and specialized instruction based on the student's individual educational needs.

Instructional Programming for Students with Severe Disabilities

Students with severe disabilities will receive intensive, individualized instruction and supports designed to address complex academic, functional, communication, behavioral, and adaptive needs.

Services may include:

- Highly structured and individualized instruction
- Functional and academic skill development
- Intensive communication supports
- Behavioral intervention and positive behavior support planning
- Related services and specialized supports
- Assistive technology and adaptive equipment when appropriate
- Community-based or life-skills instruction, when aligned to student needs and IEP goals

Students with severe disabilities will continue to participate with nondisabled peers to the greatest extent appropriate through inclusion opportunities, school activities, electives, specials, advisory structures, and other school-based experiences.

The school remains committed to ensuring all students are valued members of the school community regardless of disability severity.

Inclusive Practices and Instructional Access

Across all levels of disability, Darden-Perry Academy will implement inclusive instructional practices designed to increase access, participation, and academic engagement.

Inclusive practices include:

- Universal Design for Learning (UDL)
- Differentiated instruction
- Flexible grouping
- Visual and multimodal instructional supports
- Supplementary aids and services
- Collaborative planning among instructional staff



- Integrated intervention supports
- Positive behavioral supports and restorative practices
- Assistive technology supports when appropriate

The school's ASL-English bilingual-bimodal dual-language instructional framework supports multimodal communication, visual instructional access, and flexible methods of engagement and expression within general education settings.

Instructional teams will collaborate regularly to ensure accommodations, modifications, and IEP services are implemented consistently and effectively.

Progress Monitoring and Instructional Responsiveness

Student progress toward IEP goals will be monitored continuously using:

- Classroom-based formative assessments
- Progress-monitoring tools
- Benchmark assessments
- Observation data
- Behavioral and functional data when appropriate
- Related service documentation

Instructional teams will review progress regularly to:

- Adjust instructional strategies and supports
- Increase intervention intensity when needed
- Review effectiveness of accommodations and services
- Ensure continued access to rigorous instruction
- Support student growth and independence

Families will receive regular progress reports aligned to IEP requirements and school reporting timelines.

Staffing and Collaborative Service Delivery

Darden-Perry Academy will employ or contract with appropriately licensed Exceptional Children personnel and related service providers as required by student needs and state regulations.



Staffing structures may include:

- Licensed EC teachers
- Instructional support personnel
- Related service providers
- Contracted specialists
- MTSS and intervention personnel
- General education teachers trained in inclusive instructional practices

Collaborative service delivery models will support coordination among:

- General education teachers
- EC staff
- Related service providers
- Intervention personnel
- School leadership
- Families

Professional learning will support staff understanding of:

- IDEA requirements
- Inclusive instructional practices
- IEP implementation
- Progress monitoring
- Behavioral supports
- Accessibility and accommodation practices

Commitment to Equitable and Inclusive Educational Services

Through individualized placement decisions, inclusive instructional practices, collaborative service delivery, and adherence to Least Restrictive Environment requirements, Darden-Perry Academy will ensure that students with mild, moderate, and severe disabilities receive equitable, appropriate, and legally compliant educational services.

The school is committed to supporting academic growth, communication development, independence, meaningful inclusion, and long-term student success while maintaining high expectations and equitable access to learning opportunities for all students.



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?



Educational Programs, Strategies, and Supports for Students with Disabilities

Darden-Perry Academy will provide a comprehensive continuum of special education services, instructional supports, and related services designed to meet the diverse educational needs of students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, Article 9 of North Carolina General Statutes, and the North Carolina Policies Governing Services for Children with Disabilities.

Services will be individualized through the IEP or Section 504 process and delivered in the least restrictive environment (LRE) appropriate to each student. The school is committed to ensuring students with disabilities receive equitable access to rigorous instruction, meaningful participation in the school community, and appropriate supports necessary for academic and functional success.

Continuum of Services

Darden-Perry Academy will provide a continuum of educational services and supports that may include:

- General education instruction with accommodations and consultative support
- General education instruction with push-in special education services
- Co-teaching instructional models
- Small-group pull-out instruction aligned to IEP goals
- Individualized instructional support
- Related services, including:
 - Speech-language therapy
 - Occupational therapy
 - Physical therapy
 - Counseling services
 - Other services required by student IEPs
- Behavioral intervention and support services
- Positive Behavior Intervention Plans (BIPs), when appropriate
- Assistive technology and accessibility supports
- Functional and adaptive skill instruction, when required
- Temporary or part-time alternative instructional settings when necessary to meet individualized student needs



Placement and service decisions will be determined individually by the IEP team based on:

- Evaluation data
- Present levels of academic and functional performance
- Student strengths and needs
- Progress-monitoring data
- Educational impact of the disability

Decisions will not be based on staffing convenience, disability category, or program availability.

Educational Programs and Instructional Strategies

Students with disabilities will receive instruction aligned with the North Carolina Standard Course of Study and individualized according to their IEP or Section 504 Plan.

Research-based instructional practices may include:

- Differentiated instruction
- Explicit and systematic instruction
- Small-group instruction
- Scaffolded learning supports
- Flexible grouping
- Multisensory instructional approaches
- Visual and multimodal instructional supports
- Positive behavioral interventions and supports
- Progress-monitoring systems
- Targeted intervention instruction
- Assistive technology integration
- Universal Design for Learning (UDL)

The school's ASL-English bilingual-bimodal dual-language instructional framework supports instructional accessibility through visual, signed, spoken, written, and multimodal methods of communication and engagement.

Instructional supports are designed to increase access to academic content while maintaining high expectations for student growth and participation.

Access to the General Education Curriculum



Darden-Perry Academy is committed to ensuring all students with disabilities have meaningful access to the general education curriculum and participation in the broader school community.

The school will ensure access through:

- Accommodations and modifications identified within student IEPs or Section 504 Plans
- Supplementary aids and services supporting participation in general education settings
- Collaborative planning between general education and Exceptional Children (EC) staff
- Inclusive instructional practices and co-teaching when appropriate
- Assistive technology and communication supports
- Embedded intervention and MTSS supports
- Ongoing progress monitoring and instructional adjustment
- Participation in electives, specials, extracurricular activities, advisory, and schoolwide programs to the maximum extent appropriate

General education teachers, EC personnel, related service providers, and instructional leadership will collaborate regularly to ensure students receive coordinated support and consistent implementation of accommodations and services.

The school's inclusive educational model is designed to maximize participation in rigorous grade-level instruction while supporting individualized learning needs.

Progress Monitoring and Review

Student progress will be monitored continuously through:

- Classroom-based formative assessments
- IEP goal progress monitoring
- Benchmark and diagnostic assessments
- Behavioral and functional data review
- Related service progress documentation
- MTSS data-review processes

Instructional teams will review student progress regularly to:

- Evaluate effectiveness of interventions and supports
- Adjust instructional strategies
- Modify accommodations or services when appropriate
- Increase instructional intensity when needed



- Ensure continued progress toward IEP goals and grade-level standards

Families will receive regular communication regarding student progress consistent with IEP reporting requirements and school reporting schedules.

Staffing and Collaborative Service Delivery

Darden-Perry Academy will employ or contract with appropriately licensed and qualified personnel to provide services across the continuum of supports.

Staffing may include:

- Exceptional Children (EC) teachers
- General education teachers trained in inclusive practices
- Related service providers
- Intervention personnel
- MTSS staff
- Instructional support personnel
- Contracted specialists when necessary

The school will provide ongoing professional learning related to:

- IDEA and Section 504 compliance
- Inclusive instructional practices
- Universal Design for Learning (UDL)
- Behavioral supports and intervention systems
- Assistive technology
- Progress monitoring and data analysis
- IEP implementation responsibilities

Collaborative service delivery structures will support communication and coordination among instructional, intervention, and support staff.

Commitment to Inclusive and Individualized Services

Through a comprehensive continuum of services, inclusive instructional practices, collaborative service delivery, and individualized supports, Darden-Perry Academy will ensure students with disabilities receive equitable, appropriate, and legally compliant educational programming.



The school is committed to providing access to the general education curriculum, supporting meaningful participation in the school community, promoting academic and functional growth, and maintaining high expectations for all students within inclusive educational environments.

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).



Darden-Perry Academy will ensure that all students with disabilities receive a Free and Appropriate Public Education (FAPE) in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, Article 9 of North Carolina General Statutes, and the North Carolina Policies Governing Services for Children with Disabilities.

The school will implement comprehensive systems, qualified staffing, legally compliant procedures, and ongoing oversight structures to ensure students with disabilities receive individualized services, equitable access to instruction, and meaningful educational benefit within the least restrictive environment (LRE).

Policies and Procedural Safeguards

Darden-Perry Academy will maintain and implement written policies and procedures governing all aspects of special education and Section 504 service delivery.

Policies and procedures will address:

- Child Find responsibilities
- Referral and evaluation procedures
- Eligibility determinations
- Development, implementation, and review of:
 - Individualized Education Programs (IEPs)
 - Section 504 Plans
- Provision of related services
- Parent participation and procedural safeguards
- Discipline procedures for students with disabilities
- Confidentiality and records management
- Due process and dispute-resolution procedures
- Compliance with required timelines and documentation standards

These procedures are intended to ensure protection of student rights and legally compliant implementation of services and supports.

Individualized Instruction and Access to Curriculum



Students with disabilities will receive individualized educational programming designed to meet their unique academic, functional, behavioral, communication, and developmental needs.

Instructional supports may include:

- Accommodations and modifications
- Specialized instruction aligned to IEP goals
- Push-in and pull-out services
- Co-teaching and collaborative instructional models
- Related services
- Behavioral supports and intervention plans
- Assistive technology
- Supplemental aids and services
- Embedded MTSS and intervention supports

All students with disabilities will have access to the North Carolina Standard Course of Study and participation in the general education curriculum to the maximum extent appropriate.

The school's ASL-English bilingual-bimodal dual-language instructional framework, combined with inclusive instructional practices and Universal Design for Learning (UDL), supports instructional accessibility and multiple methods of communication, engagement, and expression for diverse learners.

Qualified Staffing and Service Delivery

To ensure FAPE, Darden-Perry Academy will employ or contract with appropriately licensed and qualified personnel, including:

- Exceptional Children (EC) teachers
- Related service providers
- Intervention personnel
- Instructional support staff
- General education teachers trained in inclusive instructional practices

Staff assignments will be based on:

- Student service needs
- IEP requirements
- Caseload considerations



- Required related services
- Compliance obligations

The school will ensure that all services identified within IEPs and Section 504 Plans are implemented consistently and as written.

Ongoing professional learning will support staff understanding of:

- IDEA and Section 504 requirements
- IEP implementation responsibilities
- Inclusive instructional practices
- Behavioral supports
- Progress monitoring
- Accessibility and accommodation practices

Oversight and Compliance Monitoring

School leadership will oversee implementation of special education and Section 504 services through ongoing compliance-monitoring systems.

Oversight activities include:

- Review of IEP implementation and service delivery
- Monitoring compliance timelines related to:
 - Evaluations
 - Reevaluations
 - Annual reviews
 - Progress reporting
- Verification that accommodations, modifications, and related services are implemented appropriately
- Review of student progress-monitoring data
- Internal review of documentation and procedural compliance
- Prompt corrective action when concerns or noncompliance issues are identified

The Governing Board will receive periodic reports regarding compliance, subgroup performance, and implementation of student support systems as part of its governance and accountability responsibilities.



Family Engagement and Procedural Protections

Darden-Perry Academy recognizes families as essential partners in the educational process and will ensure parents are informed participants in all decisions related to student services.

The school will:

- Provide procedural safeguards notices consistent with IDEA and Section 504 requirements
- Include parents as equal participants in IEP and Section 504 meetings
- Communicate regularly regarding:
 - Student progress
 - Service delivery
 - Accommodations and supports
 - Evaluation and reevaluation processes
- Provide timely responses to family questions and concerns
- Maintain collaborative and student-centered decision-making processes

These practices support transparency, procedural compliance, and collaborative educational planning.

Continuous Improvement and Data Review

The school will use data and ongoing review processes to evaluate effectiveness of special education services and supports.

Data-review processes may include:

- Academic growth and achievement data
- Progress toward IEP goals
- Attendance and engagement indicators
- Behavioral and functional data
- Service-delivery reviews
- Family feedback
- Compliance-monitoring data

Instructional teams and school leadership will use this information to:

- Adjust instructional supports



- Improve service delivery systems
- Identify professional development needs
- Strengthen implementation fidelity
- Support continuous improvement efforts

Commitment to FAPE and Inclusive Educational Services

Through individualized instructional planning, qualified staffing, legally compliant procedures, collaborative service delivery, family engagement, and ongoing oversight, Darden-Perry Academy will ensure that students with disabilities receive a Free and Appropriate Public Education at no cost to families.

The school is committed to providing equitable access to rigorous instruction, meaningful participation in the school community, and educational services designed to support academic growth, independence, communication development, and long-term student success within inclusive educational environments.

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



Darden-Perry Academy will implement systematic procedures to ensure that Individualized Education Programs (IEPs) are implemented consistently, monitored regularly, and communicated clearly to families, students, and relevant staff in accordance with the Individuals with Disabilities Education Act (IDEA), Article 9 of North Carolina General Statutes, and the North Carolina Policies Governing Services for Children with Disabilities.

The school is committed to maintaining legally compliant, student-centered systems that support accountability, instructional responsiveness, and meaningful student progress.

IEP Implementation Procedures

Upon development, adoption, or transfer of an IEP, Darden-Perry Academy will ensure that all personnel responsible for implementing the IEP are informed of their responsibilities and have access to relevant information necessary to support the student appropriately.

Implementation procedures include:

- Reviewing IEP requirements with relevant instructional and support staff
- Providing staff access to portions of the IEP related to:
 - Accommodations
 - Modifications
 - Supplementary aids and services
 - Behavior supports
 - Service-delivery responsibilities
- Ensuring services, accommodations, and supports are implemented as written within the IEP
- Coordinating implementation among:
 - General education teachers
 - Exceptional Children (EC) staff
 - Related service providers
 - Intervention personnel
 - School leadership

The school will maintain procedures to ensure continuity of implementation across classrooms, instructional settings, and grade spans.



Progress Monitoring and Data Collection

Student progress toward IEP goals will be monitored continuously using multiple sources of data aligned to individualized student goals and service plans.

Progress-monitoring practices may include:

- Curriculum-based measures
- Formative assessments
- Classroom performance data
- Behavioral and functional data
- Service-provider documentation
- Observation data
- Benchmark assessments
- Progress-monitoring tools aligned to IEP goals

Instructional and support staff will collect and review data regularly to:

- Evaluate effectiveness of services and accommodations
- Adjust instructional strategies and interventions
- Monitor student growth and responsiveness
- Identify areas requiring additional support or revision

The school's progress-monitoring systems are designed to ensure instructional decisions remain responsive and data-informed.

Reporting Progress to Parents and Students

Darden-Perry Academy will provide parents with regular progress reports regarding student progress toward IEP goals.

Progress reports will:

- Be provided at least as frequently as report cards are issued for nondisabled peers
- Include information related to progress toward each IEP goal
- Use clear, understandable language
- Reflect current student performance and growth trends
- Identify areas of progress and ongoing instructional needs when appropriate



In addition to written reporting, the school may communicate with families through:

- Conferences
- Team meetings
- Phone calls
- Progress updates
- Collaborative problem-solving discussions

Students will be informed of their goals and progress in developmentally appropriate ways when appropriate to support:

- Self-awareness
- Self-advocacy
- Goal-setting
- Student engagement in the educational process

Team Review and Instructional Responsiveness

IEP teams will review student progress data regularly to determine whether instructional supports, accommodations, services, and goals remain appropriate and effective.

The school will:

- Conduct annual IEP reviews within required timelines
- Conduct reevaluations consistent with IDEA requirements
- Convene additional IEP meetings when necessary to address:
 - Lack of expected progress
 - Changes in student needs
 - Parent concerns
 - Service adjustments
 - Behavioral or academic concerns

Instructional teams will collaborate continuously to ensure services remain aligned to student needs and educational progress.

Oversight and Compliance Monitoring



School leadership and designated Exceptional Children personnel will oversee implementation of IEP procedures to ensure compliance and fidelity of implementation.

Oversight activities include:

- Monitoring service-delivery documentation
- Reviewing implementation of accommodations and modifications
- Monitoring compliance timelines
- Reviewing progress-reporting procedures
- Addressing implementation concerns promptly
- Conducting internal compliance reviews when necessary

The Governing Board will receive periodic reports related to implementation of student support systems and compliance oversight as part of its governance responsibilities.

Family Collaboration and Procedural Safeguards

Darden-Perry Academy recognizes families as essential partners in the IEP process and will maintain collaborative communication throughout implementation and review procedures.

The school will:

- Provide procedural safeguards notices consistent with IDEA requirements
- Ensure parent participation in IEP meetings and decision-making
- Respond to family concerns in a timely and collaborative manner
- Maintain documentation of communication and service implementation
- Support transparency regarding student progress and instructional planning

These procedures support trust, accountability, and collaborative educational decision-making.

Commitment to Fidelity, Accountability, and Student Success

Through systematic implementation procedures, ongoing progress monitoring, collaborative instructional review, regular family communication, and compliance oversight, Darden-Perry Academy will ensure that IEPs are implemented with fidelity and that students with disabilities receive services aligned to their individualized educational needs.



These systems support equitable access to instruction, meaningful educational progress, legal compliance, and continuous improvement in student outcomes within inclusive educational environments.

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



Darden-Perry Academy will ensure that students with disabilities receive all required related services, instructional supports, and specialized programming through a staffing model that includes appropriately licensed personnel, qualified related service providers, collaborative service-delivery structures, and ongoing compliance oversight.

All services will be provided in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, Article 9 of North Carolina General Statutes, and the North Carolina Policies Governing Services for Children with Disabilities.

The school is committed to ensuring that students receive individualized services necessary to support access to instruction, progress toward IEP goals, participation in the general education environment, and meaningful educational benefit.

Provision of Related Services

Related services will be provided based on individual student needs as determined through the IEP or Section 504 process.

Related services may include, but are not limited to:

- Speech-language therapy
- Occupational therapy
- Physical therapy
- Counseling or psychological services
- Behavioral support services
- Assistive technology services
- Audiology or hearing-related supports, when appropriate
- Orientation and mobility services, when required
- Other related services necessary to support educational access and student progress

Services will be delivered in accordance with:

- Frequency requirements
- Duration requirements
- Service-delivery models
- Least Restrictive Environment (LRE) considerations
- Student-specific IEP or Section 504 requirements



Service delivery may occur through:

- Push-in services within the general education classroom
- Pull-out instructional or therapy settings
- Small-group instruction
- Individualized services
- Consultative support models
- Integrated collaborative service delivery

The school's ASL-English bilingual-bimodal dual-language instructional framework and emphasis on multimodal communication support accessibility and coordinated instructional planning for students requiring related services and specialized supports.

Qualified Staffing Plan

To ensure appropriate and legally compliant service delivery, Darden-Perry Academy will employ or contract with appropriately licensed and qualified personnel based on projected student needs and enrollment patterns.

Staffing may include:

- Licensed Exceptional Children (EC) teachers
- Speech-language pathologists
- Occupational therapists
- Physical therapists
- School counselors
- School psychologists or contracted psychological services
- Behavioral support personnel
- Instructional support staff
- Related service providers as required by student IEPs

All personnel providing services will meet applicable:

- North Carolina licensure requirements
- Certification requirements
- Credentialing standards
- Professional qualification standards

The school may utilize a combination of:



- Directly employed personnel
- Contracted providers
- Specialized service partnerships

to ensure continuity and flexibility in service delivery as student needs evolve.

Staffing decisions will be based on:

- Student service requirements
- Caseload demands
- IEP and Section 504 obligations
- Enrollment growth
- Compliance responsibilities

rather than predetermined staffing ratios alone.

Collaboration and Integrated Service Delivery

Darden-Perry Academy will utilize collaborative service-delivery structures to support coordinated instructional planning and implementation.

Collaboration may include:

- Co-planning between EC staff and general education teachers
- Consultation among related service providers and instructional teams
- Integrated intervention and MTSS supports
- Shared progress-monitoring systems
- Collaborative problem-solving meetings
- Family participation in service planning and review

These collaborative structures are intended to ensure students receive coordinated support across instructional environments and service areas.

Oversight and Compliance Monitoring

School leadership and designated Exceptional Children personnel will oversee implementation of related services and staffing systems to ensure compliance and continuity of services.

Oversight activities include:



- Monitoring service-delivery documentation
- Reviewing IEP implementation fidelity
- Monitoring compliance timelines and caseloads
- Verifying provider licensure and qualifications
- Reviewing progress-monitoring data
- Addressing staffing or service-delivery gaps promptly
- Coordinating contracted and school-based service providers

The Governing Board will receive periodic reports related to student support systems, staffing capacity, and compliance oversight as part of its governance responsibilities.

Professional Development and Capacity Building

To support effective service delivery and inclusive instructional practices, Darden-Perry Academy will provide ongoing professional learning related to:

- IDEA and Section 504 compliance
- Inclusive instructional practices
- IEP implementation responsibilities
- Universal Design for Learning (UDL)
- Accommodations and modifications
- Behavioral intervention strategies
- Progress monitoring and data analysis
- Assistive technology and accessibility supports
- Collaborative instructional planning

Professional learning is intended to strengthen staff capacity to support students with disabilities effectively within inclusive educational settings.

Commitment to Appropriate Services and Equitable Access

Through qualified staffing, collaborative service-delivery structures, ongoing compliance oversight, and individualized educational planning, Darden-Perry Academy will ensure students with disabilities receive the related services and supports necessary to access instruction, participate meaningfully in the school community, and make educational progress.



The school is committed to maintaining legally compliant, student-centered systems that support equitable access, instructional inclusion, academic growth, communication development, and long-term student success for all students with disabilities.

11.4. Student Performance Standards

Q216. Describe how the school will measure student performance.



Darden-Perry Academy will measure student performance through a comprehensive, standards-aligned performance management system that evaluates academic achievement, student growth, instructional effectiveness, and development within the school's ASL-English bilingual-bimodal dual-language instructional framework. The school's assessment system is designed to ensure that instructional decisions are informed by timely, reliable, and actionable student data while maintaining alignment with the North Carolina Accountability Model.

The school's performance framework is grounded in four core commitments:

- Mastery of grade-level academic standards
- Measurable annual academic growth
- Development of bilingual proficiency in English and American Sign Language (ASL)
- Continuous instructional improvement through structured data analysis

Multiple Measures of Student Performance

Student performance will be evaluated using multiple measures to ensure a comprehensive understanding of academic progress and instructional needs.

Performance indicators may include:

- Mastery of the North Carolina Standard Course of Study
- Performance on state-required:
 -



End-of-Grade (EOG) assessments

-

End-of-Course (EOC) assessments

-

Standards-aligned benchmark and interim assessments

-

Curriculum-embedded formative and summative assessments

-

Classroom performance tasks and projects

-

Universal screening and progress-monitoring data

-

Literacy growth measures

-

Student portfolios and demonstrations of learning

-

English language literacy development

-

ASL proficiency development aligned to North Carolina World Language Essential Standards

This balanced assessment system supports instructional responsiveness and avoids reliance on any single assessment measure.

Measuring Academic Achievement



Academic achievement will be measured through student proficiency on grade-level standards and mastery of clearly defined learning objectives.

Measures of achievement include:

- Standards-based grading practices
- Classroom assessments aligned to instructional standards
- Quarterly or unit-based summative assessments
- Interim benchmark assessments
- State accountability assessments
- Performance-based demonstrations of learning

Teachers will utilize common assessment tools, calibrated rubrics, and collaborative scoring practices when appropriate to promote consistency and reliability across classrooms and grade spans.

Measuring Academic Growth

In addition to proficiency, Darden-Perry Academy will measure individual student growth to ensure students demonstrate meaningful progress regardless of entry point or prior performance level.

Growth measures may include:

- Fall, winter, and spring universal screening data



- Benchmark-to-benchmark growth analysis
- Ongoing progress-monitoring data
- Longitudinal academic performance tracking
- MTSS intervention progress data
- Student growth trends across grade spans

Growth targets will be reviewed regularly through structured instructional data-review cycles to evaluate effectiveness of instructional practices and intervention systems.

Measuring English and ASL Language Development

As part of the school's ASL-English bilingual-bimodal dual-language instructional framework, Darden-Perry Academy will monitor development in both English literacy and ASL proficiency over time.

English Language Development

English literacy growth will be measured through:

- Reading fluency and comprehension benchmarks
- Writing assessments aligned to grade-level standards
-



Vocabulary and academic language development

-

Classroom-based literacy assessments

-

State literacy performance measures

These measures support monitoring of academic language development and readiness for increasingly rigorous coursework.

ASL Proficiency Development

ASL proficiency development will be measured using standards-aligned performance assessments grounded in the North Carolina World Language Essential Standards.

Students may demonstrate progress in:

-

Expressive ASL communication

-

Receptive ASL comprehension

-

Academic discourse and narrative structure

-

Cultural and linguistic competence

-

Visual and multimodal communication skills

Assessment methods may include:

-



Performance-based assessments

-

Structured dialogue tasks

-

Video-recorded proficiency demonstrations

-

Student portfolios

-

Rubric-based language evaluations

ASL proficiency will be monitored developmentally across grade spans to support long-term bilingual language growth.

Structured Data Review and Instructional Accountability

Student performance data will be reviewed through a structured continuous-improvement process designed to support instructional responsiveness and accountability.

Data-review structures may include:

-

Grade-level data meetings

-

Benchmark review cycles

-

MTSS problem-solving meetings

-



Instructional leadership reviews

-

Progress-monitoring conferences

-

Curriculum and assessment alignment reviews

Instructional teams will analyze:

-

Proficiency trends

-

Growth patterns

-

Subgroup performance

-

Intervention effectiveness

-

Language-development progress

-

Priority standards requiring reteaching or enrichment

School leadership will conduct periodic instructional reviews to monitor progress toward academic, language-development, and school-improvement goals.

Monitoring Equity and Access



Performance data will be disaggregated and reviewed to ensure equitable outcomes and access to rigorous instruction across student groups.

The school will monitor:

- Academic growth across subgroups
- Participation in intervention and enrichment opportunities
- Access to grade-level curriculum
- Effectiveness of accommodations and supports
- Multilingual learner progress
- Progress of students with disabilities
- Advanced learner growth and participation

This review process supports equitable allocation of instructional resources and continuous refinement of instructional systems.

Alignment to Long-Term Outcomes

Student performance measures align to the school's long-term educational goals, including:

-



Sustained grade-level proficiency

-

Measurable annual academic growth

-

Development of bilingual communication skills in English and ASL

-

Readiness for advanced coursework and graduation requirements

-

Postsecondary readiness and long-term academic success

As the school expands through phased K–12 implementation, longitudinal student performance tracking will support analysis of cohort growth, instructional effectiveness, and sustained bilingual development over time.

Continuous Improvement Framework

Darden-Perry Academy's performance-management system operates within a structured continuous-improvement cycle:

- 1.

Assess

- 2.

Analyze

- 3.

Plan

- 4.

Implement



5.

Monitor

6.

Adjust

This process supports data-informed instructional decision-making and continuous refinement of curriculum, intervention systems, and instructional practices.

Through integration of academic performance measures, growth indicators, bilingual development monitoring, and structured instructional review processes, Darden-Perry Academy will ensure students demonstrate meaningful academic progress, sustained language development, and readiness for long-term educational success.

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 all state- and federally mandated assessments, Darden-Perry Academy will implement a comprehensive, balanced assessment system designed to provide timely, actionable data that supports instructional decision-making, academic growth, intervention planning, and continuous school improvement. The school's assessment framework integrates universal screening, diagnostic assessments, benchmark assessments, formative assessment practices, and structured progress monitoring aligned to the North Carolina Standard Course of Study and the school's ASL-English bilingual-bimodal dual-language instructional framework.

The assessment system is designed to ensure that instructional decisions are proactive, data-informed, and responsive to individual student needs while maintaining rigorous academic expectations for all students.

Additional Evaluation Tools and Assessments

Universal Screening Assessments

All students will participate in universal screening assessments in literacy and mathematics at the beginning, middle, and end of the school year.

These research-based screening tools will be used to:

- Identify students performing:
 - Above grade level
 - At grade level
 - Below grade level
- Detect potential academic skill gaps early
- Inform instructional grouping and differentiation
- Support MTSS decision-making
- Establish baseline growth data

Screening results will be reviewed promptly to guide immediate instructional planning and intervention decisions.



Diagnostic Assessments

When screening or classroom data indicates that a student may require additional support or advanced enrichment, diagnostic assessments will be administered to identify specific strengths and skill deficits.

Diagnostic assessments may provide information related to:

- Foundational reading skills
- Reading comprehension
- Vocabulary development
- Writing structure and mechanics
- Mathematical reasoning
- Computation and problem-solving skills

Diagnostic data will support targeted instructional planning, intervention design, enrichment opportunities, and progress-monitoring decisions.

Interim and Benchmark Assessments

Standards-aligned benchmark assessments will be administered at regular intervals throughout the school year.

These assessments are intended to:

- Measure progress toward grade-level standards
- Evaluate both proficiency and student growth
- Provide predictive indicators related to End-of-Grade (EOG) and End-of-Course (EOC) performance
- Identify priority standards requiring reteaching or instructional adjustment

Benchmark data will be analyzed through structured instructional data-review processes to support responsive instructional planning.

Curriculum-Embedded Formative Assessments

Teachers will use ongoing formative assessment strategies during daily instruction to monitor understanding and adjust instruction in real time.



Formative assessment practices may include:

- Exit tickets
- Checks for understanding
- Student work analysis
- Classroom discussion monitoring
- Performance tasks
- Observation data
- Student reflection activities

These practices support immediate instructional responsiveness and continuous feedback during the learning process.

Progress Monitoring

Students receiving targeted interventions or enrichment supports will participate in structured progress monitoring at regular intervals.

Progress-monitoring systems will be used to:

- Measure student response to instruction and intervention
- Evaluate effectiveness of instructional supports
- Determine whether interventions should continue, intensify, fade, or be modified
- Inform MTSS and instructional decision-making

Monitoring frequency will vary based on level of student need and intervention intensity.

Structured Data-Review and Instructional Planning

Darden-Perry Academy will implement a formal data-review process to ensure assessment results are used consistently and effectively across classrooms and grade levels.

Grade-Level and Instructional Data Meetings

Following major assessment windows, instructional teams will participate in structured data-review meetings.

During these meetings, teams may:



- Analyze proficiency and growth trends
- Review subgroup performance
- Identify priority standards and instructional gaps
- Evaluate intervention effectiveness
- Develop reteaching and enrichment plans
- Adjust pacing and instructional strategies
- Assign action steps and timelines

Meeting outcomes and instructional action plans will be documented to support accountability and follow-through.

Leadership Oversight and Schoolwide Review

School leadership will review assessment data regularly to:

- Monitor schoolwide performance trends
- Evaluate instructional effectiveness
- Review intervention systems
- Monitor subgroup growth and equity
- Align professional development to instructional needs
- Inform resource allocation and strategic planning

Quarterly instructional reviews will support continuous monitoring of student outcomes and school-improvement priorities.

Using Data to Improve Student Performance

Assessment data will directly inform:

- Instructional pacing adjustments
- Curriculum refinement
- Flexible instructional grouping
- Small-group intervention planning
- Enrichment opportunities
- MTSS decision-making
- Professional development planning
- Student goal-setting and academic support planning



Students identified for additional support will receive timely intervention aligned to grade-level standards while maintaining access to rigorous instruction.

Students demonstrating advanced mastery will receive enrichment and extension opportunities designed to promote continued academic growth and engagement.

Monitoring Equity and Student Growth

Assessment results will be analyzed at the:

- Student level
- Classroom level
- Grade level
- Subgroup level
- Schoolwide level

Data will be disaggregated to monitor:

- Academic growth
- Proficiency trends
- Equity of access
- Effectiveness of instructional supports
- Progress of students with disabilities
- Progress of multilingual learners
- Growth of advanced learners

This process supports equitable allocation of resources and targeted instructional planning for diverse learners.

Continuous Improvement Framework

Darden-Perry Academy's assessment system operates within a structured continuous-improvement cycle:

1. Assess
2. Analyze
3. Plan
4. Implement



5. Monitor

6. Adjust

This disciplined process ensures that instruction remains responsive, standards-aligned, and focused on measurable academic growth and long-term student success.

Through implementation of universal screening, diagnostic assessments, benchmark assessments, formative assessment practices, structured progress monitoring, and collaborative data-review systems, Darden-Perry Academy will maintain a proactive, data-driven instructional program designed to improve student performance, strengthen instructional effectiveness, and support sustained academic achievement for all students.

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.



Darden-Perry Academy will promote students from one grade level to the next based on clearly defined, standards-aligned criteria that reflect academic achievement, student growth, instructional readiness, and successful progression toward grade-level expectations. Promotion decisions will be guided by multiple measures to ensure fairness, consistency, and equitable consideration for all students, including students with disabilities, multilingual learners, and students receiving intervention or specialized supports.

The school's promotion policies will align with the North Carolina Standard Course of Study, applicable state laws and policies, and the school's commitment to maintaining rigorous academic expectations while providing appropriate instructional supports for diverse learners.

Promotion Standards and Criteria

Promotion decisions will be based on a comprehensive review of student performance and readiness indicators rather than any single assessment measure.

Promotion criteria may include:

- Demonstrated mastery of grade-level standards aligned to the North Carolina Standard Course of Study
- Evidence of academic growth over time
- Classroom performance and course completion
- Performance on:
 - Classroom assessments
 -



Benchmark assessments

-

Projects and performance tasks

-

State-required assessments, when applicable

-

Teacher observations and instructional recommendations

-

Review of student work and progress-monitoring data

-

Attendance and participation patterns when educationally relevant

No single test score, assessment, or performance indicator will serve as the sole determinant for promotion or retention decisions.

The school's ASL-English bilingual-bimodal dual-language instructional framework supports multiple methods of demonstrating understanding and academic growth through spoken, written, signed, visual, and multimodal instructional practices.

Promotion of Students with Disabilities and Other Specialized Learning Needs

Students with disabilities and students served under Section 504 will be considered for promotion using the same high academic expectations applied to all students while ensuring individualized educational needs and required accommodations are appropriately considered.

Promotion decisions for students with disabilities may include review of:

-

Progress toward IEP goals

-



Implementation of accommodations and modifications

-

Classroom performance and academic growth

-

Progress-monitoring data

-

Participation in interventions and specialized supports

-

Recommendations from instructional and support teams

Promotion decisions will be made in accordance with:

-

IDEA

-

Section 504 requirements

-

North Carolina promotion and retention policies

-

Individual student educational needs

Students will not be promoted or retained solely because of disability status, language status, or participation in specialized services.

For multilingual learners, instructional teams will also consider English language development progress and appropriate language-access supports when reviewing student performance data.

Intervention and Support Prior to Promotion Decisions



When a student is identified as at risk of not meeting promotion criteria, Darden-Perry Academy will implement additional instructional supports and intervention strategies prior to making promotion decisions.

Support systems may include:

- MTSS interventions
- Small-group instruction
- Academic intervention services
- Progress monitoring
- Targeted reteaching
- Enrichment or acceleration opportunities when appropriate
- Family conferences and collaborative support planning

Instructional teams will review multiple sources of data to determine:

- Specific academic needs
- Effectiveness of interventions



-

Student response to instruction

-

Additional supports necessary to improve student outcomes

The school's goal is to provide timely intervention and instructional responsiveness before retention becomes necessary.

Promotion Review and Decision-Making Process

Promotion decisions will involve collaborative review by instructional personnel and school leadership using multiple sources of student data.

The review process may include:

-

Teacher recommendations

-

Grade-level team discussions

-

Review of academic and growth data

-

Progress-monitoring documentation

-

Intervention history

-

Family communication and input



-

Review of accommodations and support implementation when applicable

Final promotion decisions will be made by school leadership in collaboration with instructional staff and relevant support personnel based on the totality of student performance information.

Communication of Promotion Criteria and Expectations

Promotion standards and expectations will be communicated clearly to students and families throughout the school year.

The school will provide information regarding promotion criteria through:

-

Student and family handbooks

-

Orientation materials

-

Beginning-of-year communication

-

Parent conferences

-

Report cards and progress reports

-

Ongoing communication regarding student performance and intervention needs

Families will be informed proactively when students are identified as at risk of not meeting promotion expectations, allowing opportunities for collaborative intervention planning and support.



Promotion and retention decisions will be communicated in advance of final end-of-year determinations whenever possible.

Grade-Level Readiness and Student Transition Support

Promotion policies are intended to support successful transition between grade levels and grade spans by ensuring students demonstrate readiness for increasingly rigorous instruction and academic expectations.

The school's promotion system is designed to:

- Maintain high academic expectations
- Support continuous academic growth
- Encourage early intervention and instructional responsiveness
- Promote equitable educational access
- Support student confidence and long-term academic success

Instructional teams will use promotion data to inform curriculum alignment, intervention planning, and continuous school-improvement efforts.

Commitment to Fairness, Equity, and Academic Readiness

Through the use of multiple performance measures, structured intervention systems, collaborative instructional review, and transparent communication with families, Darden-Perry Academy will ensure promotion decisions are fair, data-informed, and aligned to student readiness for continued academic success.



The school remains committed to maintaining rigorous academic expectations while providing individualized supports and equitable opportunities for all students to progress successfully from one grade level to the next.

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.



Darden-Perry Academy will establish clear, rigorous exit standards that define what students in the highest grade served will know and be able to do prior to promotion, transition, or graduation. These standards are aligned to the North Carolina Standard Course of Study, the school's academic expectations, and long-term readiness for advanced coursework, postsecondary education, career pathways, and civic participation.

The school's exit standards reflect its commitment to rigorous academics, bilingual communication development, critical thinking, problem-solving, collaboration, and student readiness within the ASL-English bilingual-bimodal dual-language instructional framework.

Because Darden-Perry Academy will expand through a phased grade-level implementation model, exit standards will be established and implemented appropriately for the highest grade served during each stage of school growth, with full high school graduation standards implemented once grades 9–12 are added.

Exit Standards During the K–8 Phase

During the school's initial K–8 phase, students completing the highest grade served will be expected to demonstrate readiness for successful transition into the next grade span through multiple measures of academic performance and developmental readiness.

Students exiting the highest grade served during the K–8 phase will demonstrate:

- Mastery of grade-level standards aligned to the North Carolina Standard Course of Study
- Growth in literacy, mathematics, scientific reasoning, and analytical thinking
- Ability to apply knowledge through:
 - Performance tasks
 - Projects
 - Collaborative problem-solving
 - Written and multimodal communication
- Development of academic and executive-functioning skills such as:
 - Organization
 - Persistence
 - Collaboration
 - Self-advocacy



- Responsible decision-making
- Increasing proficiency in expressive and receptive communication within the school's ASL-English bilingual-bimodal dual-language instructional framework

Student readiness for promotion or exit from the highest grade served will be determined through review of multiple measures, including:

- Academic performance
- Classroom assessments
- Benchmark and growth data
- Teacher recommendations
- Student work samples
- Progress-monitoring information
- Demonstration of essential competencies and readiness skills

No single assessment measure will determine student readiness for transition.

High School Graduation Standards (Future Grades 9–12)

Upon expansion into grades 9–12, Darden-Perry Academy will implement graduation standards aligned to North Carolina Future-Ready Core graduation requirements and state accountability expectations.

Graduating students will be expected to demonstrate:

- Completion of all state-required coursework and graduation credits
- Successful completion of required End-of-Course (EOC) assessments and accountability measures
- Mastery of grade-level academic standards
- Readiness for postsecondary education, technical training, military service, or workforce entry
- Effective written, spoken, signed, and multimodal communication skills
- Ability to apply knowledge through:
 - Research
 - Problem-solving
 - Collaboration
 - Performance-based learning



- Applied and interdisciplinary projects

Graduation standards will emphasize:

- Academic rigor
- Postsecondary readiness
- Critical thinking
- Communication skills
- Independent learning
- Civic responsibility
- Career and workforce readiness

Students will receive clear communication regarding graduation requirements beginning upon entry into high school and continuing throughout secondary enrollment.

Postsecondary and Long-Term Readiness Expectations

Graduates of Darden-Perry Academy will be expected to demonstrate readiness for success beyond high school through development of:

- Analytical reading and writing skills
- Mathematical reasoning and problem-solving
- Scientific inquiry and evidence-based thinking
- Research and presentation skills
- Collaboration and leadership skills
- Time management and self-advocacy
- Bilingual communication abilities in English and American Sign Language (ASL)
- Ethical decision-making and responsible citizenship

The school's instructional framework is designed to prepare students for participation in increasingly diverse, collaborative, and communication-rich educational and workforce environments.

Support Systems for Students at Risk of Dropping Out

As the school expands into high school grades, Darden-Perry Academy will implement proactive systems to support students at risk of academic disengagement or failure to meet graduation requirements.



Support systems may include:

- Early identification of risk indicators, including:
 - Attendance concerns
 - Course performance
 - Credit accumulation
 - Behavioral trends
 - Engagement patterns
- MTSS intervention supports
- Academic intervention and tutoring
- Advisory and mentoring structures
- Credit recovery opportunities when appropriate
- Individualized academic planning
- Family engagement and collaborative support planning
- Social-emotional and behavioral supports
- Postsecondary and graduation counseling

Instructional teams will collaborate regularly to monitor student progress and implement timely interventions designed to promote persistence, engagement, and successful completion of graduation requirements.

The school's inclusive instructional framework and emphasis on relationship-centered learning are intended to strengthen student engagement and reduce long-term dropout risk.

Communication of Exit Standards and Graduation Expectations

Exit standards and graduation requirements will be communicated clearly and consistently to students and families through:

- Student and family handbooks
- Course-planning materials
- Advisory and counseling structures
- Orientation and transition meetings
- Progress reports and conferences
- Graduation planning discussions



Requirements and expectations will be reviewed regularly to ensure alignment with North Carolina graduation policies and evolving postsecondary readiness expectations.

Commitment to Student Readiness and Long-Term Success

Through rigorous academic expectations, multiple measures of student readiness, structured intervention systems, and clearly defined graduation pathways, Darden-Perry Academy will ensure students exit the school prepared for continued educational success and long-term personal growth.

The school is committed to developing graduates who are academically prepared, effective communicators, collaborative problem-solvers, and responsible members of their communities who are equipped for success in college, career pathways, military service, and civic life.

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.



Darden-Perry Academy will cultivate a school culture grounded in academic rigor, inclusive community, bilingual communication, mutual respect, and whole-child development. The school's ethos reflects the belief that students thrive academically and socially when they are educated within environments that promote belonging, intellectual engagement, positive relationships, and meaningful participation in the school community.

The school's ASL-English bilingual-bimodal dual-language instructional framework is central to its identity and culture. Darden-Perry Academy recognizes language, communication, culture, and identity as essential components of learning and community-building and seeks to create an educational environment where all students are valued, supported, and challenged to achieve at high levels.

ASL-English Bilingual-Bimodal School Culture

Darden-Perry Academy's culture affirms that English and American Sign Language (ASL) are complete languages with distinct linguistic and cultural traditions. Students will learn and interact within an educational environment that values multiple modes of communication and promotes shared responsibility for communication accessibility and understanding.

This bilingual-bimodal environment is intended to:

- Normalize diverse communication styles and language use
- Promote empathy, cultural awareness, and perspective-taking
- Strengthen communication skills across modalities
- Support accessibility and participation for all learners
- Foster collaboration and respectful interaction
- Reinforce language diversity as an educational asset

By integrating bilingual-bimodal practices into daily instruction, routines, schoolwide communication, and student interactions, the school creates an environment where students develop confidence as learners, communicators, and members of an inclusive community.

Positive Academic Environment

Darden-Perry Academy's culture emphasizes high academic expectations combined with meaningful instructional support and strong student relationships.



The school will promote a positive academic environment through:

- Structured and predictable instructional routines
- Engaging, standards-aligned instruction
- Inclusive classroom practices
- Clear behavioral and academic expectations
- Consistent feedback and encouragement
- Collaborative learning opportunities
- Student-centered instructional approaches
- Recognition of student growth and achievement

Students will be encouraged to:

- Take intellectual risks
- Engage actively in learning
- Develop perseverance and resilience
- Participate in collaborative problem-solving
- View mistakes and challenges as part of the learning process

Instructional environments are designed to be language-rich, visually accessible, academically rigorous, and responsive to diverse learning needs.

Social-Emotional Learning and Character Development

Darden-Perry Academy will implement the The Positivity Project (P2) as a core component of its school culture and social-emotional learning framework.

Through P2, students will develop understanding of character strengths and positive relationship-building practices that support both academic and personal success.

Character strengths emphasized through the program may include:

- Perseverance
- Empathy
- Kindness
- Integrity
- Self-regulation
- Teamwork
- Gratitude



- Curiosity

The Positivity Project framework supports students in:

- Developing self-awareness and emotional regulation
- Building respectful relationships across linguistic and cultural differences
- Strengthening collaboration and communication skills
- Developing responsible decision-making skills
- Contributing positively to the school community

These practices align naturally with the school's ASL-English bilingual-bimodal dual-language instructional framework, where intentional communication, mutual respect, and shared understanding are foundational expectations.

Whole-Child Development and Student Belonging

Darden-Perry Academy embraces a whole-child approach that recognizes academic achievement, communication development, social-emotional growth, identity formation, and student well-being as interconnected components of long-term success.

The school culture is designed to ensure students feel:

- Safe
- Respected
- Included
- Academically supported
- Valued as individuals and community members

Students will have opportunities to develop:

- Leadership skills
- Self-advocacy
- Collaboration skills
- Cultural awareness
- Responsibility and independence
- Positive peer relationships

Schoolwide systems and routines will reinforce consistency, accountability, and community-building across grade levels.



Family and Community Partnership

Darden-Perry Academy recognizes families as essential partners in supporting student development and maintaining a positive school culture.

The school will promote family engagement through:

- Ongoing communication with families
- Collaborative problem-solving
- Family participation opportunities
- Clear communication of expectations and school values
- Inclusive school events and community-building activities

These partnerships strengthen trust, reinforce student success, and support continuity between school and home environments.

Staff Culture and Professional Expectations

The school will cultivate a professional culture that emphasizes collaboration, reflective practice, instructional responsiveness, and shared accountability for student success.

Staff members will be expected to:

- Maintain high expectations for all students
- Support inclusive instructional practices
- Engage in collaborative problem-solving
- Model respectful communication and professionalism
- Participate in continuous professional growth
- Contribute positively to the school community

Professional collaboration and consistency among staff are viewed as essential components of maintaining a strong and supportive educational environment.

Commitment to an Inclusive and Academically Rigorous School Ethos

Through intentional integration of academic rigor, bilingual-bimodal communication practices, inclusive instruction, social-emotional learning, and relationship-centered community structures, Darden-Perry Academy will cultivate a school culture that promotes intellectual growth, positive



social development, communication competence, and student belonging.

The school is committed to creating an environment where students are challenged academically, supported socially and emotionally, and prepared to engage thoughtfully and respectfully within diverse educational and community settings.

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.



Darden-Perry Academy will intentionally establish, teach, and sustain its school culture beginning on the first day of operation through explicit instruction, consistent routines, staff modeling, relationship-building, and ongoing collaboration among students, families, teachers, administrators, and support personnel.

The school's culture is grounded in high expectations, inclusive community, respectful communication, academic engagement, and whole-child development within the school's ASL-English bilingual-bimodal dual-language instructional framework.

The school recognizes that positive school culture is not assumed; it must be intentionally developed, reinforced, and modeled consistently across all aspects of the educational environment.

Establishing School Culture from the First Day of School

Beginning on the first day of school, students and staff will participate in structured orientation and community-building activities designed to establish a shared understanding of schoolwide expectations, routines, communication norms, and community values.

Initial culture-building practices will include:

-

Explicit instruction in:

-

Schoolwide behavioral expectations

-

Classroom routines and procedures

-

Communication expectations

-

Collaborative learning practices

-



Introduction to the school's ASL-English bilingual-bimodal dual-language instructional framework and expectations for respectful communication across modalities

-

Modeling and guided practice of:

-

Inclusive communication

-

Active participation

-

Peer collaboration

-

Respectful interaction

-

Structured community-building activities designed to strengthen student relationships and sense of belonging

-

Integration of social-emotional learning and character-development activities through the The Positivity Project (P2)

These practices are intended to establish consistency, predictability, and shared responsibility for maintaining a positive school environment.

Student Expectations and Community Norms

Darden-Perry Academy will maintain clearly defined schoolwide expectations that emphasize:

-



Respect

-

Responsibility

-

Communication

-

Collaboration

-

Academic engagement

-

Safety

-

Integrity

-

Inclusion

Students will receive explicit instruction and ongoing reinforcement related to:

-

Behavioral expectations

-

Classroom procedures

-

Transition routines



-

Communication practices

-

Conflict resolution and problem-solving

-

Self-regulation and emotional awareness

Expectations will be reinforced consistently across classrooms, common spaces, extracurricular activities, and schoolwide events to promote continuity and shared accountability.

Staff Preparation and Adult Culture-Building

Teachers, administrators, and support staff will participate in pre-opening and ongoing professional learning focused on consistent implementation of the school's culture and instructional expectations.

Staff preparation will include training related to:

-

Schoolwide behavioral expectations and routines

-

Inclusive instructional practices

-

Relationship-centered classroom management

-

The Positivity Project framework

-

Social-emotional learning practices



- Restorative and proactive behavior supports
- ASL-English bilingual-bimodal communication expectations
- Family communication and engagement practices

Staff members will be expected to:

- Model respectful and inclusive communication
- Reinforce schoolwide expectations consistently
- Maintain high expectations for all students
- Foster positive classroom communities
- Collaborate with colleagues to support consistency across settings

The school recognizes that adults serve as primary culture-builders and that consistency among staff is essential to maintaining a stable and positive learning environment.

Family Engagement and Partnership

Darden-Perry Academy will actively engage families as partners in establishing and sustaining school culture.



Families will receive information regarding:

- School values and expectations
- Behavioral and communication expectations
- Social-emotional learning practices
- The school's ASL-English bilingual-bimodal dual-language instructional framework
- Student support systems and community expectations

Family engagement opportunities may include:

- Orientation sessions
- Family handbooks
- Ongoing school communication
- Conferences and progress meetings
- Community events and workshops



-

Opportunities for collaboration and feedback

These partnerships help reinforce consistency between home and school while strengthening trust and shared responsibility for student success.

Acculturation of Students Entering Mid-Year

Darden-Perry Academy recognizes that students enrolling after the start of the school year require intentional support to transition successfully into the school community.

Students entering mid-year will participate in a structured onboarding and acculturation process designed to support academic, social, and cultural transition.

Mid-year acculturation supports may include:

-

A formal orientation process introducing:

-

School routines

-

Behavioral expectations

-

Communication practices

-

Instructional structures

-

Schoolwide procedures

-



Explicit instruction in expectations related to the school's ASL-English bilingual-bimodal dual-language instructional framework

-

Introduction to The Positivity Project concepts and schoolwide character-development practices

-

Designated peer supports or student ambassadors when appropriate

-

Staff check-ins and transition support

-

Review of academic placement, intervention needs, and support services

-

Family communication and orientation support

These systems are designed to help new students establish a sense of belonging quickly while minimizing disruption to academic and social adjustment.

Ongoing Reinforcement and Continuous Culture-Building

School culture will be reinforced continuously throughout the year through:

-

Daily routines and consistent instructional practices

-

Advisory and classroom-community activities

-

Continued social-emotional learning instruction



- Positive behavior recognition systems
- Reflection and restorative conversations
- Schoolwide assemblies and community-building events
- Reinforcement of expectations following breaks or transitions
- Collaborative problem-solving and student leadership opportunities

The school's instructional and behavioral systems are designed to create a stable, predictable, and supportive educational environment that promotes both academic engagement and positive student relationships.

Commitment to a Consistent and Inclusive School Community

Through intentional planning, explicit instruction, staff modeling, family partnership, and structured onboarding systems, Darden-Perry Academy will establish and sustain a positive school culture beginning on the first day of operation.

The school is committed to cultivating an inclusive, academically rigorous, and relationship-centered environment in which all students, including students entering mid-year, feel welcomed, supported, challenged, and valued as members of the school community.

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.



Student conduct at Darden-Perry Academy will be governed through a preventive, instructional, restorative, and legally compliant discipline framework aligned with the school's mission, educational philosophy, and ASL-English bilingual-bimodal dual-language instructional framework. The school believes that discipline should promote student growth, accountability, self-regulation, and restoration of community relationships while maintaining a safe, orderly, and academically focused learning environment.

The school's discipline approach is designed to reinforce the goals of the Education Plan by supporting high academic expectations, inclusive practices, respectful communication, positive relationships, and student engagement in learning.

Practices Used to Promote Effective Discipline

Darden-Perry Academy will prioritize prevention, relationship-building, explicit instruction, and restorative approaches to reduce behavioral concerns and strengthen positive school culture.

Preventive and instructional discipline practices may include:

- Explicit teaching of schoolwide behavioral expectations, routines, and communication norms
- Consistent modeling of respectful and accessible communication across spoken English and American Sign Language (ASL)
- Positive reinforcement and recognition of appropriate behavior, effort, growth, and leadership
- Restorative practices, including:
 - Guided reflection
 -



Problem-solving conversations

-

Conflict resolution

-

Opportunities to repair harm and rebuild relationships

-

Instructional responses to behavioral concerns, including reteaching expectations and behavioral coaching

-

Tiered behavioral supports aligned to the school's Multi-Tiered System of Supports (MTSS)

-

Social-emotional learning and character development through implementation of the The Positivity Project (P2)

-

Collaboration with families to reinforce consistent expectations and support student success

The school's ASL-English bilingual-bimodal dual-language instructional framework emphasizes intentional communication, accessibility, empathy, and mutual respect, which are integrated into behavioral expectations and schoolwide community norms.

Preliminary Offenses That May Result in Suspension or Expulsion

Darden-Perry Academy will maintain a formal Code of Student Conduct outlining behavioral expectations, disciplinary procedures, and progressive responses to misconduct.

Suspension or expulsion will generally be reserved for serious, unsafe, unlawful, or repeated behaviors that substantially disrupt the educational environment or threaten student or staff safety.

Preliminary offenses that may result in suspension or expulsion include:



-

Physical aggression or fighting

Intentional physical contact intended to cause harm or injury.

-

Assault on school personnel

Intentional physical attack or credible attempt to physically harm school staff.

-

Weapon possession or use

Possession, use, or threat of use of weapons on school property or during school-sponsored activities.

-

Possession, use, or distribution of controlled substances or alcohol

Including unlawful drugs, alcohol, or prohibited substances on school grounds or during school activities.

-

Serious bodily injury

Conduct resulting in substantial risk of death, severe physical pain, disfigurement, or impairment of bodily function.

-

Threats, intimidation, or harassment

Conduct that threatens safety, creates fear, or substantially disrupts the learning environment.

-

Bullying or cyberbullying

Repeated aggressive behavior that harms, intimidates, or interferes with a student's educational access.

-



Sexual harassment or sexual misconduct

Unwelcome conduct of a sexual nature that interferes with educational participation or safety.

-

Theft, robbery, or extortion

Taking property through force, intimidation, threat, or coercion.

-

Vandalism or intentional property damage

Intentional destruction or defacement of school or personal property.

-

Major or repeated disruption of school operations

Conduct substantially interfering with instruction, safety, or orderly operation of the school.

Disciplinary responses will be individualized, developmentally appropriate, and proportionate to the severity, frequency, and circumstances of the behavior.

Rights of Students with Disabilities

Darden-Perry Academy will fully protect the rights of students with disabilities during disciplinary proceedings in accordance with:

-

The Individuals with Disabilities Education Act (IDEA)

-

Section 504 of the Rehabilitation Act

-

North Carolina law and disciplinary procedures for students with disabilities

Students with disabilities will not be disciplined in a manner that denies access to a Free and Appropriate Public Education (FAPE).



The school will:

- Conduct Manifestation Determination Reviews (MDRs) when required by IDEA
- Follow all legal procedures regarding disciplinary removals and changes of placement
- Review behavioral supports, accommodations, and intervention plans when behavior may be related to disability
- Consider positive behavioral interventions and supports prior to exclusionary discipline when appropriate
- Utilize Interim Alternative Educational Settings (IAES) only when permitted under IDEA and applicable law
- Ensure students with Section 504 Plans receive all applicable procedural protections prior to significant disciplinary consequences

Disciplinary decisions involving students with disabilities will remain individualized and legally compliant and will not be based solely on disability status or administrative convenience.

Due Process Rights and Grievance Procedures

Darden-Perry Academy will comply with all applicable due process requirements under North Carolina General Statutes, including G.S. §115C-218.60 and Article 27 of Chapter 115C.

Dissemination of Policies and Student Rights



Discipline policies, due process rights, grievance procedures, and behavioral expectations will be communicated through:

- Student and family handbooks
- Enrollment and orientation materials
- Schoolwide communication
- The school website
- Parent meetings and informational sessions

Information will be provided in accessible formats, and translation or interpretation services will be available upon request.

Short-Term Suspensions

For short-term suspensions, students will receive:

- Notice of the alleged misconduct
- Explanation of the evidence or concern
- Opportunity to respond through an informal hearing process consistent with due process requirements



Parents or guardians will receive timely notification regarding disciplinary actions and next steps.

Long-Term Suspension, Expulsion, or Exclusion

For long-term suspension, expulsion, or exclusion proceedings, parents or guardians will receive written notice including:

- Description of the alleged misconduct
- Recommended disciplinary action
- Explanation of evidence supporting the recommendation
- Information regarding hearing procedures
- Opportunity to participate in disciplinary proceedings
- Information regarding appeal rights and review procedures

All disciplinary hearings and appeals will follow established school procedures and applicable state law.

Grievance and Appeal Procedures

The school will maintain formal grievance and appeal procedures consistent with state law and the school's charter agreement.

Procedures will include:



-

Clear timelines for filing grievances or appeals

-

Designated decision-making authority

-

Written documentation of decisions and outcomes

-

Communication regarding available next steps and procedural rights

The school is committed to maintaining fair, transparent, and consistent disciplinary procedures for all students and families.

Commitment to Safe, Fair, and Supportive Discipline

Through preventive discipline practices, restorative approaches, positive behavioral supports, legal compliance, and strong procedural protections for students and families, Darden-Perry Academy will maintain a safe, respectful, and academically focused educational environment.

The school's discipline framework is designed to support student accountability, communication development, relationship-building, and long-term student success while reinforcing the mission, values, and inclusive educational philosophy of the school.



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.



Darden-Perry Academy recognizes that exclusion and expulsion are serious disciplinary actions and will utilize these measures only when necessary to protect student safety, preserve the integrity of the educational environment, or address serious or persistent violations of the Code of Student Conduct. The school will comply fully with G.S. §115C-218.60, Article 27 of Chapter 115C of the North Carolina General Statutes, applicable federal law, and the terms of the Charter Agreement when implementing exclusion or expulsion procedures.

The school's discipline framework emphasizes prevention, intervention, restorative practices, and instructional supports whenever appropriate. Exclusion and expulsion are intended to serve as measures of last resort except in situations involving immediate safety concerns or severe misconduct.

Use of Exclusion or Expulsion

If exclusion or expulsion is utilized, it will be:

- Reserved for serious, unsafe, unlawful, or repeated behaviors that substantially disrupt the educational environment or threaten the safety of students, staff, or school operations
- Applied only after appropriate interventions, supports, and progressive disciplinary responses have been considered when feasible
- Implemented in a manner that is individualized, developmentally appropriate, and consistent with due process protections
- Based on consideration of:
 - Severity of the behavior
 - Frequency and pattern of misconduct
 - Student age and developmental level
 - Prior interventions and disciplinary history
 - Impact on school safety and operations
 - Individual circumstances surrounding the incident

In accordance with G.S. §115C-218.60, Darden-Perry Academy may exclude a student from the charter school and return the student to another school within the local school administrative unit following completion of all required due process procedures and consistent with the school's charter.

Communication with Parents and Guardians



The school will communicate promptly and clearly with parents or guardians whenever exclusion or expulsion is being considered.

Communication may include:

- Written notice describing:
 - The alleged misconduct
 - The recommended disciplinary action
 - The factual basis for the recommendation
- Information regarding:
 - Due process rights
 - Hearing procedures
 - Appeal rights
 - Timelines and next steps
- Contact information for school personnel responsible for coordinating the disciplinary process

Discipline policies, including exclusion and expulsion procedures, will be disseminated through:

- Student and family handbooks
- Enrollment materials
- Family orientation sessions
- The school website
- Ongoing school communications

Information will be made available in accessible formats, and interpretation or translation services will be provided upon request to ensure meaningful family access and participation.

Due Process and Alignment with State Law

Darden-Perry Academy will ensure that all exclusion and expulsion procedures comply fully with:

- G.S. §115C-218.60
- Article 27 of Chapter 115C
- Applicable federal law
- The Charter Agreement



The school will implement procedural safeguards that include:

- Notice of the alleged misconduct and proposed disciplinary action
- Opportunity for the student and family to respond prior to long-term suspension, exclusion, or expulsion
- Disciplinary hearings conducted in accordance with state law and school policy
- Written documentation of disciplinary decisions and outcomes
- Opportunity for appeal or review when applicable
- Clear communication of timelines and procedures to families

School leadership and, when appropriate, the Governing Board will oversee disciplinary procedures to ensure fairness, consistency, transparency, and legal compliance.

Students with Disabilities

When exclusion, expulsion, or long-term disciplinary removal is considered for a student with a disability, Darden-Perry Academy will comply fully with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and all applicable federal and state procedural protections.

The school will:

- Conduct Manifestation Determination Reviews (MDRs) when required
- Ensure disciplinary actions do not result in denial of a Free and Appropriate Public Education (FAPE)
- Continue educational services as required under IDEA and applicable law
- Review behavioral supports, accommodations, and intervention plans when behavior may be related to disability
- Utilize Interim Alternative Educational Settings (IAES) only when permitted under IDEA and applicable law

No student will be excluded or expelled solely on the basis of disability status.

Alignment with the School's Mission and Educational Plan

Darden-Perry Academy's discipline philosophy aligns with the school's mission and educational plan by emphasizing:



- Safe and orderly learning environments
- Inclusive educational practices
- Respectful communication
- Student accountability
- Restorative and instructional responses to behavior
- Social-emotional growth and relationship-building

The school's ASL-English bilingual-bimodal dual-language instructional framework reinforces the importance of communication, accessibility, empathy, and mutual respect within the school community.

Disciplinary systems are intended to support student growth and maintain access to learning whenever possible while ensuring the safety and well-being of all members of the school community.

Commitment to Lawful, Equitable, and Student-Centered Discipline

Through careful and limited use of exclusion and expulsion, transparent communication with families, strong procedural safeguards, and full compliance with state and federal law, Darden-Perry Academy will ensure disciplinary actions are implemented fairly, consistently, and in alignment with the school's educational mission and legal responsibilities.

The school remains committed to maintaining a safe, respectful, and supportive educational environment that promotes student success, accountability, and equitable access to education for all students.

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

- ☒ Yes
- ☐ No

Q225. Explanation (optional).

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):



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



Darden-Perry Academy is committed to ensuring that no student is denied access to the school due to transportation barriers while maintaining fiscal responsibility, operational sustainability, and compliance with all applicable state and federal laws. The school will implement a phased transportation plan designed to expand transportation access responsibly as enrollment, operational capacity, and financial resources increase over time.

The transportation plan aligns with the school's mission, the identified community need for additional public school choice options, the school's ASL-English bilingual-bimodal dual-language instructional framework, projected enrollment growth, and the school's long-term operational and financial planning.

Phased Transportation Model

During the initial startup years, Darden-Perry Academy will implement a phased transportation approach that balances equitable access with responsible stewardship of public funds and preservation of instructional resources.

During the early years of operation:

- Families will initially remain responsible for daily transportation to and from school
- The school will communicate transportation expectations clearly during recruitment, enrollment, and orientation processes
- Transportation planning and access expansion will be reviewed annually as enrollment increases and operational systems mature
- The school's financial model includes phased contracted transportation expenditures in future operational years as enrollment and budget capacity expand

This phased approach allows the school to prioritize startup instructional programming, staffing, student services, and facility stability during initial implementation while building toward expanded transportation access over time.

Equitable Access and Transportation Supports

To reduce transportation-related barriers during startup years, the school will implement supportive access strategies that may include:

- Transparent communication regarding transportation expectations prior to enrollment



- Outreach across the approved service area to ensure families understand transportation options and expectations
- Facilitation of voluntary family coordination opportunities such as carpools or shared transportation arrangements without assuming operational liability
- Consideration of centralized pickup or transportation partnerships as enrollment expands and operational feasibility improves
- Ongoing review of enrollment patterns and transportation needs during annual planning cycles

These efforts are intended to support reasonable access to the school while maintaining operational sustainability during phased implementation.

Transportation Oversight and Operational Management

As transportation services are phased into operations, Darden-Perry Academy plans to utilize contracted third-party transportation providers rather than operating an independent bus fleet during initial implementation years.

Contracted transportation providers will be selected based on:

- Demonstrated student transportation safety records
- Appropriate licensure and certifications
- Insurance coverage
- Compliance history
- Operational reliability
- Experience serving schools and student populations
- Capacity to meet accessibility requirements

Transportation oversight responsibilities will be managed by the Executive Director in coordination with designated administrative personnel and oversight from the Governing Board.

Oversight responsibilities may include:

- Vendor selection and contract management
- Monitoring transportation safety and compliance
- Route coordination and scheduling
- Review of transportation-related concerns
- Verification of required documentation and certifications
- Coordination regarding students requiring specialized transportation services



The Governing Board will maintain governance-level oversight related to transportation contracts, budgetary impact, and compliance monitoring.

Transportation for Students with Disabilities

Darden-Perry Academy will comply fully with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and all applicable state requirements regarding transportation for students with disabilities.

Transportation will be provided as a related service when required by a student's Individualized Education Program (IEP).

Transportation-related determinations will be made solely by the IEP Team based on documented student needs and may include consideration of:

- Accessibility requirements
- Safety needs
- Behavioral supports
- Health-related accommodations
- Specialized seating or equipment needs
- Supervision requirements

Transportation services for students with disabilities may be provided through appropriately licensed and contracted transportation vendors when necessary.

The school will ensure that transportation accommodations required by an IEP are implemented consistently and in accordance with applicable law.

Compliance with State and Federal Law

All transportation services and transportation-related procedures will comply with:

- G.S. §115C transportation requirements applicable to charter schools
- IDEA and Section 504 requirements
- North Carolina Department of Public Instruction guidance
- Federal and state transportation safety regulations
- Driver certification and background-check requirements
- Vehicle inspection and insurance requirements



- Applicable procurement and contracting requirements

Contracted transportation providers will be required to maintain all applicable:

- Licensure
- Insurance coverage
- Compliance documentation
- Safety certifications
- Driver qualification records

The school will monitor vendor compliance continuously as part of operational oversight responsibilities.

Budgetary Assumptions and Fiscal Impact

The school's financial projections include phased transportation expenditures beginning in future operational years as enrollment increases and transportation access expands.

Budget assumptions include:

- Contracted transportation services rather than immediate purchase and maintenance of a school-owned bus fleet
- Gradual scaling of transportation expenditures aligned to enrollment growth
- Transportation expenditures tied to operational capacity and demonstrated need
- Potential contracted specialized transportation costs for students requiring transportation as a related service under IDEA

This phased transportation structure allows the school to:

- Preserve instructional and staffing resources during startup years
- Avoid significant initial capital expenditures associated with purchasing buses
- Maintain budget flexibility during enrollment growth phases
- Expand transportation access responsibly over time

Transportation-related expenditures are incorporated into the school's long-term operational budget and Exceptional Children service planning.

Alignment with the School Mission and Educational Plan



The transportation plan aligns with the school's mission and educational design by:

- Supporting equitable student access
- Ensuring students with disabilities receive required transportation services when identified through the IEP process
- Preserving resources necessary to implement rigorous academic programming and the ASL-English bilingual-bimodal dual-language instructional framework
- Aligning operational expansion with enrollment growth and fiscal sustainability
- Demonstrating responsible stewardship of public funds

The phased transportation approach reflects the school's commitment to balancing accessibility, compliance, operational feasibility, and long-term sustainability while maintaining focus on instructional quality and student support systems.

Commitment to Safe and Equitable Student Access

Through phased implementation, careful operational oversight, compliance with state and federal law, and strategic budget planning, Darden-Perry Academy will implement a transportation plan designed to support safe, equitable, and sustainable student access to the school.

The school remains committed to reviewing transportation needs continuously as enrollment grows and operational capacity expands to ensure transportation systems evolve in alignment with student and family needs, legal requirements, and the school's long-term educational mission.

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.



Darden-Perry Academy will implement a phased student meal plan designed to ensure that no child lacks access to a daily meal while maintaining operational sustainability during the school's startup years. The school recognizes that consistent access to nutrition is essential to student well-being, academic engagement, attendance, and long-term educational success.

The school's meal plan aligns with the projected student population, startup operational model, long-term enrollment growth plan, and budget assumptions while prioritizing student dignity, equitable access, and responsible stewardship of public resources.

Startup Meal Service Model

During the initial startup phase, students will bring meals from home each instructional day. Students will be provided designated, supervised meal periods in safe and appropriate eating spaces during the school day.

The school will:

- Maintain structured and supervised lunch periods
- Provide reasonable accommodations for documented medical or dietary needs
- Ensure students have adequate time and space to eat meals
- Maintain procedures for food allergy awareness and student safety

The school recognizes that startup implementation of a full cafeteria program would require significant operational, staffing, equipment, compliance, and facility expenditures during the school's initial years of operation. The phased model allows the school to prioritize instructional programming, staffing, language-access supports, student services, and facility stabilization during startup implementation.



Emergency Meal Access and Food Security Supports

Darden-Perry Academy is committed to ensuring that no student goes without food during the school day due to temporary hardship, food insecurity, or unexpected circumstances.

To ensure immediate meal access when needed, the school will maintain a school-funded supply of shelf-stable emergency food items and snacks available for students who:

- Arrive without lunch
- Experience temporary family hardship
- Require emergency food assistance during the school day

Emergency food support will be provided discreetly and confidentially to protect student dignity and minimize stigma.

School staff will be trained to recognize indicators of food insecurity and to follow established procedures for connecting students and families with appropriate support services and community resources.

Support for Low-Income Students and Families

The school recognizes that some students and families may experience economic hardship or food insecurity and will implement supportive measures to assist families during startup years.

Support strategies may include:

- Referral to local food banks and food assistance programs
-



Coordination with backpack food programs and community meal providers

-

Referral to county and community child nutrition resources

-

Collaboration with local nonprofit and faith-based organizations when appropriate

-

Internal procedures for responding promptly to identified student needs

-

Expansion of meal-service supports as enrollment and operational capacity increase

These supports are intended to help ensure that food insecurity does not become a barrier to student attendance, participation, or academic success.

Phased Expansion of Contracted Food Service

As enrollment and operational capacity increase, Darden-Perry Academy plans to expand student meal access through contracted food service providers.

Contracted providers will be selected based on:

-

Compliance with health and safety regulations

-

Operational reliability

-

Cost effectiveness

-



Food safety standards

-

Vendor licensure and certifications

-

Experience serving schools or student populations

-

Ability to accommodate dietary and accessibility needs

The Executive Director, under oversight of the Governing Board, will oversee:

-

Vendor procurement and contract management

-

Compliance monitoring

-

Food-service implementation

-

Operational review and service quality

The school's long-term financial projections include phased food-service expenditures as operational capacity expands.

National School Lunch Program and Future Participation

The Governing Board will review student enrollment, operational capacity, community need, and financial feasibility annually to determine whether participation in the National School Lunch Program (NSLP) or Community Eligibility Provision (CEP) is appropriate in future operational years.



If the school elects to participate in NSLP or CEP in the future, Darden-Perry Academy will comply fully with all applicable:

- United States Department of Agriculture (USDA) requirements
- North Carolina Department of Public Instruction Child Nutrition requirements
- State and federal reporting obligations
- Meal eligibility and reimbursement requirements
- Nutrition and meal-pattern standards
- Health and sanitation regulations

Collection of Household Information

During enrollment and registration processes, the school will collect voluntary household income and demographic information from families through standard enrollment documentation and applicable meal-program forms when appropriate.

This information may be used to:

- Identify potential student needs
- Support operational and funding planning



-

Determine eligibility for future nutrition-related programs

-

Assist with student support planning

-

Inform future NSLP or CEP feasibility analysis

All information will be maintained confidentially and handled in accordance with applicable privacy and student records requirements.

If the school later participates in CEP, eligibility determinations would be based on applicable federal identified-student methodologies and participation thresholds established by USDA and state guidance.

Compliance with Health, Safety, and Student Welfare Requirements

All meal-service operations and contracted food-service arrangements will comply with applicable:

-

Local health and sanitation requirements

-

State food-service regulations

-

Federal child nutrition requirements

-

Food allergy and dietary accommodation procedures

-

Student welfare and safety standards



Contracted providers will be required to maintain all applicable licenses, inspections, certifications, and compliance documentation.

The school will maintain procedures related to:

- Food allergy awareness
- Emergency response protocols
- Meal supervision
- Sanitation and safety practices
- Confidentiality regarding student meal support

Budget Alignment and Fiscal Sustainability

The phased meal-service model aligns with the school's startup budget and long-term operational planning by:

- Avoiding significant startup cafeteria infrastructure costs
- Preserving instructional and staffing resources during initial years
- Allowing gradual expansion of meal-service capacity alongside enrollment growth



-

Maintaining budget flexibility during phased implementation

-

Supporting long-term operational sustainability

Projected food-service expenditures increase gradually over time within the school's operational budget assumptions as student enrollment and service capacity expand.

Alignment with Mission and Educational Plan

This meal-service plan aligns with the school's mission and educational plan by:

-

Supporting student wellness and readiness to learn

-

Ensuring students experiencing temporary hardship receive food support

-

Preserving resources necessary to implement rigorous academic programming and the ASL-English bilingual-bimodal dual-language instructional framework

-

Promoting equitable access and student dignity

-

Maintaining responsible stewardship of public funds during startup implementation

The school recognizes that student wellness, nutrition, belonging, and academic success are interconnected components of long-term student achievement.

Commitment to Student Wellness and Access



Through phased implementation, emergency food supports, community partnerships, long-term planning, and ongoing review of student needs, Darden-Perry Academy is committed to ensuring that no student lacks access to a daily meal due to financial hardship or temporary circumstances.

The school will continue evaluating student needs, operational capacity, and community resources annually to strengthen student meal access and support long-term student well-being and educational success.

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 :

Darden-Perry Academy will obtain and maintain all insurance coverage required under North Carolina charter school law, the Charter Agreement, and State Board of Education requirements. The school recognizes that appropriate insurance coverage is essential to protecting students, employees, board members, volunteers, school property, and public resources while ensuring operational continuity and legal compliance.

Appendix L includes an insurance proposal prepared specifically for Darden-Perry Academy that demonstrates projected coverage levels and estimated annual premium costs aligned to the requirements for operation of a North Carolina public charter school.

The attached proposal demonstrates coverage meeting or exceeding the minimum required limits for:

- Errors and Omissions / Educators Legal Liability: \$1,000,000 per occurrence
- General Liability: \$1,000,000 per occurrence
- Property Insurance and Business Personal Property Coverage
- Crime Coverage / Employee Dishonesty: \$250,000
- Automobile Liability: \$1,000,000 per occurrence
- Workers' Compensation Coverage as required by North Carolina law

The proposal also includes optional umbrella liability, abuse and molestation coverage, employment practices liability coverage, employee benefit liability coverage, and student accident coverage.



Upon binding of coverage, the North Carolina State Board of Education will be named as an Additional Named Insured on all applicable liability policies in accordance with State Board of Education charter school requirements.

The school will maintain insurance coverage through carriers rated A or better by AM Best, consistent with industry standards reflected in the attached proposal.

Insurance coverage will be reviewed annually by school leadership and the Governing Board to ensure continued adequacy, legal compliance, operational protection, and alignment with the school's enrollment growth, facility needs, transportation operations, and staffing structure.

The projected insurance costs reflected in Appendix L are incorporated into the school's operational budget and long-term financial planning to ensure sustainable compliance with all required coverage obligations.

Applicant Evidence :



appendix L insurenc...

Uploaded on **2/8/2026**
by **Rebecca Darden-Perry**

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

Bobbi F. Hammer

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).



Darden-Perry Academy will implement a structured, phased start-up plan aligned to the North Carolina charter approval process, DPI Ready-to-Open requirements, and a projected school opening during the last week of July 2027.

The implementation process includes coordinated activities related to governance, finance, facilities, staffing, academics, compliance, enrollment, and operational readiness. Planning-year implementation activities will occur primarily between Fall 2026 and July 2027 following charter approval.

The Executive Director, Dr. Rebecca Darden-Perry, serves as the primary operational lead responsible for coordinating start-up implementation activities, including compliance, facilities planning, staffing, curriculum and instructional planning, vendor coordination, enrollment readiness, and completion of Ready-to-Open requirements.

The Governing Board provides governance, fiscal oversight, policy approval, and compliance monitoring and does not engage in day-to-day operations. Board members serve on a volunteer, unpaid basis.

A contracted CPA will support accounting system setup, payroll planning, budget oversight, audit preparation, and financial compliance activities during the planning year, with formal CPA services beginning upon school opening.

The Board approved a phased Executive Director compensation structure (Option C) for the planning year. Compensation increases as operational responsibilities intensify closer to opening and falls within an annualized range of approximately \$85,000–\$105,000 (blended annualized approximately \$95,000). Compensation is contingent upon State Board approval, available start-up funds, and ongoing Board oversight. No compensation will be paid prior to State Board approval.

Major implementation activities include:

- Governance policy review and compliance preparation
- Facility readiness and contingency planning
- Curriculum and instructional material selection
- MTSS and Exceptional Children compliance planning
- Staff recruitment, onboarding, and background verification
- Financial system implementation and insurance coordination
- Ready-to-Open documentation and operational verification



Additional task-level implementation details, timelines, responsible individuals, operational phases, and readiness milestones are provided in the attached Start-Up Plan & Timeline documents and related planning-year governance materials.

Applicant Evidence :

		
Darden-Perry_Board...	Start-Up Plan & Tim...	Detailed Start-Up Pl...
Uploaded on 2/8/2026 by Rebecca Darden-Perry	Uploaded on 5/23/2026 by Rebecca Darden-Perry	Uploaded on 5/23/2026 by Rebecca Darden-Perry

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 of Directors recognizes that launching a new public charter school requires careful planning, disciplined financial oversight, operational readiness, and sustainable growth management. The Board anticipates that the primary startup challenges will include maintaining sufficient startup liquidity prior to receipt of state and local per-pupil funding, coordinating planning-year operational readiness activities, establishing sustainable enrollment growth, and ensuring all Ready-to-Open requirements are completed on schedule.

To address these challenges, the Board has adopted a conservative startup strategy focused on phased implementation, disciplined financial planning, operational oversight, and maintenance of documented startup reserves.

The school maintains a nonprofit business account with Corning Credit Union dedicated exclusively to startup and planning-year activities. As reflected in Appendix O, the organization has received more than \$81,000 in private and foundation donations designated for startup purposes.

Startup expenditures to date have remained intentionally limited and focused on essential planning-year activities, including:

- Legal and professional services
- Governance and compliance supports
- Outreach and community engagement
- Conference participation and vendor outreach
- Interpreter services
- Administrative and operational materials

Following these expenditures, the organization maintains approximately \$73,293.40 in remaining startup reserves.

The Board plans to utilize approximately \$40,000 of these documented organizational reserves to strengthen startup liquidity, operational stability, and cash-flow flexibility during the school's initial operational year while maintaining additional reserves for contingency planning and startup readiness.

The Board also anticipates operational startup challenges related to staffing, facilities readiness, enrollment implementation, vendor coordination, and compliance timelines. To address these areas, the school has developed phased implementation timelines, assigned operational responsibilities, and



established governance oversight procedures aligned to Ready-to-Open requirements and planning-year milestones.

The Executive Director serves as the primary operational lead responsible for coordinating startup implementation activities, while the Board maintains governance-focused oversight related to finance, policy, compliance, and organizational accountability.

The Board Treasurer reviews financial activity regularly, and all expenditures are aligned to board-approved priorities, internal financial controls, and long-term sustainability planning.

The Board anticipates continued growth in startup support through ongoing fundraising efforts, philanthropic outreach, community partnerships, and grant development while maintaining an operational budget that remains sustainable based primarily on projected public revenues rather than speculative funding sources.

Additional startup financial details, reserve documentation, and Year 0 expenditure information are provided in Appendix O: Start-Up (Year 0) Budget and Reserve Statement.

Applicant Evidence :



Appendix_O_Startup...

Uploaded on **5/16/2026**
by **Rebecca Darden-Perry**

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.



The Board of Directors recognizes that securing a compliant educational facility is a critical component of successful school implementation and has established a structured, phased facility acquisition process designed to ensure regulatory compliance, operational readiness, and fiscal responsibility.

The Board has authorized the Executive Director and Building Committee to identify, evaluate, and negotiate facilities suitable for school operations and capable of meeting all zoning, occupancy, accessibility, fire, health, and educational use requirements. The school is currently pursuing a facility with a pending Letter of Intent (LOI) while also maintaining contingency site options to reduce facility risk and preserve operational flexibility.

Prior to charter approval, the Board and Executive Director will continue to:

- Evaluate facility suitability and educational use compatibility
- Confirm zoning and land-use feasibility
- Conduct preliminary due diligence reviews
- Obtain preliminary contractor and renovation assessments, if needed
- Review occupancy classifications and code compliance requirements
- Negotiate lease or purchase terms containing charter and inspection contingencies
- Maintain contingency facility options if additional flexibility becomes necessary

The Board's facility strategy is intentionally designed to avoid assuming significant long-term financial obligations prior to final charter approval. Any pre-opening expenditures will remain limited, strategically necessary, and subject to Board approval.

Upon charter approval by the State Board of Education, anticipated in September 2026, the Board will move immediately to finalize and execute facility agreements that have been pre-negotiated with contingency protections. All lease or purchase agreements will include contingencies related to:

- Final charter approval
- Zoning and land-use compliance
- Completion of required inspections
- Issuance of the Educational Certificate of Occupancy (ECO)

Following execution of the facility agreement, the Executive Director will coordinate all required occupancy and operational readiness activities, which may include:

- Permitting and code compliance coordination
- Minor renovations or modifications



- Safety and accessibility upgrades
- Technology infrastructure installation
- Classroom furnishing and operational setup
- Regulatory inspection preparation

The school will work closely with qualified contractors, inspectors, local officials, and applicable state agencies to ensure compliance with all educational occupancy requirements. Required inspections are expected to include:

- State Fire Marshal inspections
- Local building inspections
- Health and sanitation inspections
- Accessibility and life-safety compliance reviews

Inspection scheduling will begin as early as allowable following lease execution to maintain alignment with the projected opening timeline. Any deficiencies identified during inspections will be corrected promptly and re-inspected as necessary.

The Board will receive regular facility progress updates throughout the planning and implementation process and will formally review facility readiness indicators prior to occupancy and student attendance. The school will not open until all required approvals have been obtained and the Educational Certificate of Occupancy has been issued.

The projected facility acquisition and occupancy timeline includes reasonable assumptions and buffer periods related to permitting, inspections, corrective actions, and final occupancy approvals.

Additional facility acquisition milestones, inspection phases, Educational Certificate of Occupancy steps, and implementation timelines are provided in the attached Facility Acquisition & Educational Certificate of Occupancy Timeline document.



Applicant Evidence :


Facility_Acquisition_...

Uploaded on **5/23/2026**
by **Rebecca Darden-**
Perry

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.



Darden-Perry Academy's facility plan is designed to support the school's ASL-English bilingual-bimodal dual-language instructional framework, projected enrollment growth, accessibility needs, and long-term operational sustainability. The facility model prioritizes instructional flexibility, visual communication access, safety, accessibility, and phased expansion aligned to enrollment growth and program implementation.

The school has identified a primary facility option of approximately 41,360 square feet, along with additional comparable contingency properties that meet similar criteria related to size, layout, accessibility, parking, zoning, and educational occupancy feasibility. This approach provides both operational readiness and flexibility should an alternate facility become necessary during final negotiations or regulatory review.

Projected Enrollment and Facility Phasing

Darden-Perry Academy will open serving grades K–8 with approximately 200 students and will expand gradually through phased grade-level growth until reaching full K–12 implementation with approximately 500 students.

The facility is designed to support phased operational activation, allowing the school to utilize only the instructional and operational spaces necessary during initial years while activating additional classrooms and program spaces as enrollment increases.

This phased approach supports:

- Fiscal sustainability
- Operational efficiency
- Gradual staffing expansion
- Long-term program continuity
- Reduced facility transition risk

The school's long-term plan is to remain within a single facility footprint whenever feasible in order to maintain program continuity and avoid disruption associated with future relocation.

Classroom Needs and Instructional Space

The facility plan supports both whole-group instruction and the small-group instructional, intervention, and student-support needs associated with the school's educational model.



Standard Instructional Classrooms

- Opening capacity: approximately 12 instructional classrooms
- Full K–12 implementation: approximately 20 instructional classrooms

Standard classrooms are projected to average approximately 850–950 square feet per classroom.

These classrooms are designed to support:

- General education instruction
- Flexible seating and instructional grouping
- Visual instructional access
- Technology integration
- Collaborative and multimodal instructional practices

Specialty and Student Support Spaces

The school also requires dedicated specialty and support spaces to support intervention, student services, and specialized instructional programming.

Specialty / Small-Group / Student Support Rooms

- Opening capacity: approximately 6 support rooms
- Full implementation: approximately 8 support rooms

Specialty and support rooms are projected to range from approximately 150–400 square feet depending on function and occupancy needs.

These spaces may support:

- Exceptional Children services
- Speech and related services
- Intervention and MTSS supports
- Assessment and evaluation activities
- Counseling and student support services
- Small-group instruction
- Administrative and conference needs

Larger flexible-use spaces may also be utilized for:



- Multipurpose activities
- Wellness and movement programming
- Labs or exploratory instruction
- Community and family engagement activities

Common Areas and Facility Amenities

Within the approximately 41,360-square-foot facility footprint, space allocation includes:

- Instructional classrooms
- Student support and intervention areas
- Administrative offices
- Conference and meeting spaces
- Staff workrooms and planning areas
- Multipurpose and shared-use spaces
- Restrooms and circulation areas
- Storage and operational support areas
- Safety and security infrastructure

The facility plan also prioritizes:

- ADA accessibility compliance
- Accessible communication and visual access
- Appropriate lighting and sightlines
- Assistive technology integration
- Life-safety and security requirements
- Technology infrastructure and instructional connectivity

These design considerations align directly with the school's ASL-English bilingual-bimodal dual-language instructional framework and support inclusive access for all students.

Short-Term and Long-Term Facility Planning

Short-Term Facility Plan

During startup and initial operational years, the school will activate only the instructional and operational spaces necessary to support opening enrollment and staffing levels.



Initial implementation priorities include:

- Core instructional classrooms
- Essential student-support spaces
- Administrative offices
- Operational and safety infrastructure

This phased activation model supports efficient use of operational funds during startup implementation.

Long-Term Facility Plan

As enrollment expands annually, additional classrooms and support spaces within the facility will be activated to support:

- Additional grade levels
- Expanded staffing
- High school implementation
- Increased student services
- Expanded elective and program offerings

The long-term facility strategy is designed to support enrollment growth without requiring major relocation or substantial disruption to school operations.

Facility Cost and Budget Reasonableness

The school's projected facility costs are based on identified property assumptions and proposed lease terms that are consistent with commercial educational-use market conditions within the region.

Projected facility costs include:

- Base Rent: approximately \$9.75 per square foot
- TICAM/Common Area Expenses: approximately \$3.50 per square foot
- Total projected occupancy cost: approximately \$13.25 per square foot
- Estimated annual facility cost: approximately \$551,020 annually

The proposed lease structure includes protections intended to align facility costs with operational readiness and regulatory compliance. Lease terms are structured so that rent obligations do not commence until:



- Final charter approval
- Confirmation of zoning compliance
- Completion of required inspections
- Issuance of the Educational Certificate of Occupancy (ECO)
- Or July 1, 2027, whichever occurs latest

These provisions reduce pre-opening financial risk and support alignment between occupancy costs and operational readiness.

The Board believes these facility assumptions are reasonable based on:

- Identified facility size and location
- Regional commercial lease conditions
- Educational occupancy requirements
- Planned enrollment growth
- Comparable educational-use properties within the region

Projected facility expenditures are incorporated into the school's operational budget and long-term financial planning to ensure fiscal sustainability and operational feasibility.

Alignment with Educational Program and Mission

The facility plan directly supports the school's educational mission and instructional model by providing:

- Flexible instructional environments
- Accessible and visually supportive learning spaces
- Space for individualized student supports
- Safe and inclusive educational environments
- Long-term operational scalability

The facility structure is intentionally designed to support rigorous academics, language-rich instruction, inclusive practices, and whole-child development while maintaining operational and financial sustainability throughout the school's phased growth model.



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.



Darden-Perry Academy's facility is designed to support the school's ASL-English bilingual-bimodal dual-language instructional framework, projected enrollment growth, and comprehensive educational programming through a combination of dedicated instructional spaces and flexible-use environments. The facility plan emphasizes accessibility, instructional flexibility, visual communication access, safety, and phased operational expansion aligned with enrollment growth.

The school's facility model allows specialized instructional and operational spaces to scale appropriately as grade levels and student enrollment increase while maintaining fiscal sustainability during startup implementation.

Science Labs and Science Instruction Spaces

During initial operational years, science instruction will occur within general instructional classrooms equipped to support hands-on investigations, collaborative learning, demonstrations, and inquiry-based instruction.

As enrollment expands and additional grade levels are added, larger classrooms and designated instructional areas will support:

- Lab-capable science instruction
- Hands-on experiments and investigations
- STEM and inquiry-based learning
- Science equipment and material storage
- Secondary-level science coursework

The facility plan allows for phased expansion of science instructional capacity as the school progresses toward full K–12 implementation.

Art and Creative Instruction Spaces

The facility includes space designated for visual arts and creative instructional programming.

During startup implementation:

- Flexible-use classrooms may support art instruction and creative programming
- Shared instructional spaces may be utilized efficiently across grade levels



As enrollment expands, the school may transition to more specialized art instructional spaces to support:

- Visual arts instruction
- Creative projects and exhibitions
- Student-centered enrichment activities
- Storage of instructional materials and student work

Technology and Computer Instruction Spaces

Technology access will be integrated throughout the instructional program using classroom-based instructional technology, student devices, and designated technology-enabled learning spaces.

The facility supports:

- Digital learning
- Online assessments
- Instructional technology integration
- Research and multimedia projects
- Assistive technology access

Rather than relying solely on a traditional fixed computer lab model, the school plans to implement flexible technology integration throughout instructional environments to support modern instructional delivery and accessibility.

Library and Media Center

The facility plan includes a library/media center space designed to support:

- Literacy development
- Independent reading
- Research and information literacy
- Digital resource access
- Collaborative learning
- Small-group instruction and enrichment activities

During initial years, the library/media center may operate as a shared or flexible-use instructional area and expand as enrollment increases and additional grade levels are added.



Performance, Movement, and Multipurpose Spaces

The facility includes multipurpose spaces capable of supporting:

- Student performances
- Assemblies
- Movement and wellness activities
- Enrichment programming
- Community events
- Advisory and group activities

These spaces are designed to provide operational flexibility while supporting whole-child development and school community engagement.

The school does not currently anticipate construction of a dedicated auditorium during startup implementation but will utilize available multipurpose spaces efficiently to support school programming and events.

Physical Education and Athletic Facilities

Physical education programming will be supported through:

- Indoor multipurpose instructional space
- Outdoor activity areas when available
- Shared-use or partner facilities as appropriate
- Structured movement and wellness programming

As enrollment expands and high school grades are added, the school may expand access to additional athletic or recreational facilities through partnerships, agreements, or phased operational growth.

The facility plan supports Healthful Living requirements and student wellness programming consistent with state instructional requirements.

Administrative and Operational Spaces

The facility includes operational and administrative spaces necessary to support school operations, student services, and staff collaboration, including:



- Main administrative office
- Reception and secure entry areas
- Satellite offices for student services and meetings
- Conference and family meeting spaces
- Teacher workrooms and planning areas
- Workroom/copy room
- Records and operational storage areas
- Staff collaboration and support spaces

These areas support daily school operations, communication, compliance activities, and student and family services.

Storage, Workrooms, and Support Areas

The facility includes dedicated and flexible storage and operational support areas for:

- Instructional materials
- Student records
- Technology equipment
- Classroom supplies
- Maintenance and operational needs

Teacher workrooms and collaboration spaces are designed to support:

- Instructional planning
- Professional collaboration
- Data review
- Preparation of instructional materials

Flexible-Use and Phased Facility Implementation

Many spaces within the facility are intentionally designed for flexible use during startup and early operational years.

This phased implementation approach allows the school to:

- Operate efficiently during lower enrollment years
- Activate additional spaces gradually as enrollment increases



- Maintain fiscal sustainability
- Preserve operational flexibility
- Adapt instructional spaces to evolving programmatic needs

As enrollment expands, spaces may transition from shared or multipurpose use into more specialized instructional environments.

Alignment with Educational Program and Accessibility Needs

The facility design directly supports the school's educational mission and ASL-English bilingual-bimodal dual-language instructional framework by emphasizing:

- Visual communication access
- Accessible instructional environments
- Flexible instructional grouping
- Small-group and individualized supports
- Integration of assistive and instructional technology
- Inclusive educational practices
- Safe and accessible learning environments

The facility structure is intentionally designed to support rigorous academics, inclusive instructional delivery, student support services, and long-term operational scalability while maintaining alignment with projected enrollment and budget assumptions.

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.



The proposed facility for Darden-Perry Academy consists of approximately 41,360 square feet and is designed to support the school's phased K–12 implementation, instructional model, accessibility needs, and projected enrollment growth.

The facility is a former technical college property with existing classroom infrastructure, administrative offices, instructional layouts, and educational-use features already in place. This existing educational configuration reduces the extent of major structural renovation typically associated with conversion of commercial or industrial properties into school facilities and supports cost efficiency during startup implementation.

Cost per Square Foot Breakdown

Projected facility costs are as follows:

Expense Category	Cost Per Square Foot	Estimated Annual Cost
Base Rent	Approximately \$9.75 per sq. ft.	Approximately \$403,260 annually
TICAM/Common Area Expenses	Approximately \$3.50 per sq. ft.	Approximately \$147,760 annually
Total Occupancy Cost	Approximately \$13.25 per sq. ft.	Approximately \$551,020 annually

The projected total occupancy cost is approximately \$45,918 per month.

Market Comparability

The Board believes the projected lease rate is reasonable and financially sustainable based on:

- Regional commercial lease conditions
- Comparable institutional and educational-use properties
- The facility's size and existing educational layout
- Existing classroom and office infrastructure
- Reduced renovation demands associated with former educational occupancy
- Accessibility and operational readiness considerations



The proposed rate is:

- Below or comparable to many traditional commercial office lease rates within the region
- Consistent with large-format institutional, educational, or repurposed educational facilities
- Operationally sustainable within the school's projected enrollment and budget assumptions

Because the facility previously operated as a technical college, many educational-use components already exist within the property, including:

- Classroom spaces
- Administrative offices
- Instructional layouts
- Shared-use educational areas
- Parking and circulation infrastructure

This existing infrastructure supports operational efficiency and may reduce startup modification costs compared to facilities requiring complete educational conversion.

Lease Structure and Financial Protections

The proposed lease structure includes contingency protections intended to align financial obligations with operational readiness and regulatory compliance.

Rent commencement is structured to occur only after:

- Final charter approval
- Confirmation of zoning compliance, if required
- Issuance of the Educational Certificate of Occupancy (ECO)
- Or July 1, 2027, whichever occurs latest

These protections reduce financial risk during the planning year and ensure that occupancy obligations are tied directly to the school's ability to operate legally and safely.

Budget Alignment and Sustainability

The projected facility costs are incorporated into the school's operational budget and long-term financial planning and are aligned with:

- Projected enrollment growth



- Staffing assumptions
- Operational scaling
- Facility utilization plans
- Long-term sustainability goals

The Board believes the proposed facility structure provides a financially reasonable and operationally appropriate solution capable of supporting the school's educational mission, ASL-English bilingual-bimodal dual-language instructional framework, accessibility needs, and phased K–12 growth model.

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.



The Board of Directors has established a structured facility contingency plan to ensure that Darden-Perry Academy can open safely, legally, and on schedule even if the primary facility is not fully ready for occupancy prior to the planned opening date.

The contingency plan is designed to reduce operational risk, maintain compliance with all applicable educational occupancy requirements, and ensure continuity of core instructional services during startup implementation.

The Board will activate contingency planning measures if the primary facility cannot satisfy inspection, permitting, occupancy, or Educational Certificate of Occupancy (ECO) requirements within a timeframe that could jeopardize the school's projected opening schedule.

Contingency Facility Strategies

The Board, Executive Director, and Building Committee will implement one or more of the following contingency strategies if necessary:

- Utilization of an alternative compliant educational facility identified through the school's contingency property review process
- Temporary use of compliant instructional space suitable for educational occupancy
- Partial occupancy of the primary facility if approved by regulatory authorities and sufficient for safe operation
- Phased occupancy and activation of instructional spaces while remaining facility preparation is completed
- Expansion of short-term leased or shared-use educational space if necessary

All contingency locations or temporary instructional spaces will be required to meet applicable:

- Zoning requirements
- Educational occupancy requirements
- Fire and life-safety standards
- Accessibility and ADA requirements
- Health and sanitation standards
- State and local inspection requirements

The school will not occupy or operate within any facility until all required approvals and occupancy authorizations have been obtained.



Immediate Spatial Needs at Opening

The Board has identified the minimum operational spaces necessary to support safe school opening and continuity of required educational services.

Priority operational spaces include:

- Core instructional classrooms
- Student support and intervention spaces
- Administrative and reception areas
- Restrooms and required operational infrastructure
- Staff work and planning areas
- Technology and communication infrastructure
- Safety and security systems

The school's phased operational model allows flexibility regarding activation of nonessential spaces during startup implementation.

Programmatic Adjustments if Temporary Space Is Needed

If temporary or contingency occupancy becomes necessary, Darden-Perry Academy will prioritize uninterrupted delivery of:

- Core academic instruction
- Exceptional Children services
- MTSS and intervention supports
- Student safety and supervision
- Required student services
- Compliance-related programming

Certain nonessential or expansion-based programs may be temporarily modified, delayed, consolidated, or phased in as additional facility space becomes available.

Examples may include:

- Certain elective offerings
- Expanded enrichment programming
- Specialized instructional spaces



- Larger multipurpose programming
- Additional secondary expansion spaces not immediately required for opening enrollment

Any temporary adjustments would be operational in nature and would not prevent the school from providing required instruction, student services, or legally mandated programming.

Governance and Oversight

All facility contingency decisions will require formal Governing Board review and approval.

The Board will work in coordination with:

- Legal counsel
- Contractors and architects, if applicable
- Regulatory agencies
- Inspectors
- Local officials
- The Executive Director and Building Committee

The Board will receive regular facility readiness updates and monitor implementation timelines, inspection progress, contingency planning activities, and occupancy readiness throughout the planning year.

Financial Protections and Risk Management

The school's facility agreements are structured to reduce financial risk during the planning year and startup implementation period.

Lease protections are designed so that major occupancy-related financial obligations do not begin until:

- Final charter approval
- Confirmation of zoning compliance
- Completion of required inspections
- Issuance of the Educational Certificate of Occupancy (ECO)
- Or other negotiated occupancy conditions are satisfied



These protections preserve operational flexibility and help ensure the school does not incur significant occupancy costs for a facility that is not legally approved for educational use.

Commitment to Safe and Timely School Opening

Through contingency facility planning, phased operational implementation, governance oversight, and proactive regulatory coordination, Darden-Perry Academy is committed to ensuring that students can begin school safely and on schedule even if adjustments to the primary facility timeline become necessary.

The Board believes this contingency framework provides appropriate operational flexibility while maintaining compliance, protecting public resources, and preserving continuity of the school's educational program and student services.

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



The Board of Directors has the capacity to effectively oversee facility acquisition, readiness, and long-term facility management through a combination of governance oversight, financial monitoring, operational planning, and access to professional expertise. The Board maintains a clear separation between governance responsibilities and day-to-day operational implementation while ensuring appropriate oversight of all major facility-related decisions.

The Board includes a licensed North Carolina real estate professional with experience in residential and commercial real estate, including property evaluation, transaction processes, lease review, market analysis, and negotiation support. While this board member's primary professional focus has been residential real estate, her knowledge of commercial property processes and real estate transactions strengthens the Board's ability to evaluate facility options, understand lease structures, assess feasibility considerations, and support informed decision-making related to facility acquisition.

In addition to real estate expertise, Board members collectively bring experience in:

- Organizational leadership
- Financial oversight and budgeting
- Contract review and risk management
- Strategic planning
- Vendor coordination
- Operational and compliance oversight

This collective expertise supports the Board's ability to oversee complex startup implementation activities, including facility readiness and operational planning.

The Board's facility-related responsibilities include:

- Reviewing and approving facility agreements, leases, and major expenditures
- Evaluating facility options and contingency planning strategies
- Supporting negotiation strategy and risk mitigation
- Monitoring facility readiness timelines and operational milestones
- Reviewing inspection and occupancy progress
- Ensuring alignment between facility costs, enrollment projections, and long-term financial sustainability

The Board does not directly manage construction, renovation, or day-to-day facility operations. Technical and operational implementation responsibilities are coordinated through the Executive Director and qualified external professionals.



The school anticipates utilizing professional service providers, contractors, inspectors, legal counsel, brokers, and other qualified vendors to support:

- Facility due diligence
- Lease negotiation support
- Permitting and compliance coordination
- Renovation or modification work, if necessary
- Inspection preparation
- Educational occupancy readiness

Day-to-day coordination of facility activities, including communication with property representatives, brokers, contractors, inspectors, vendors, and regulatory agencies, will be managed by the Executive Director under Board oversight.

This governance structure allows the Board to maintain appropriate accountability and fiscal oversight while ensuring technical and operational activities are managed by individuals with relevant expertise and implementation responsibility.

Through this governance-driven approach, the Board demonstrates sufficient capacity to oversee facility acquisition, occupancy preparation, potential build-out or modifications, and long-term operational readiness while maintaining compliance, fiscal discipline, and alignment with the school's projected opening timeline.

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):





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.

Appendix M (1 & 2) includes supporting documentation for organizational startup reserves and additional revenue assurances supporting Year 1 implementation.

Supporting documentation includes:

- Organizational bank records demonstrating available startup cash reserves;
- A documented private foundation pledge letter confirming startup support; and
- Financial documentation supporting the organization's planned use of approximately \$40,000 in startup reserves to strengthen Year 1 liquidity and operational stability.

The proposed operating budget remains primarily supported through projected state, local, and federal public funding revenues. Organizational reserves and philanthropic support are included to strengthen cash-flow stability and startup readiness during the initial implementation period.



Applicant Evidence :



Appendix M Revenu...



Appendix M Revenu...

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Q243.**Attach as Appendix N: Proposed Budget for Year 1 through Year 5** [Click here to access and download the Budget Template \(https://www.dpi.nc.gov/2026-nc-budget-template-final/download?attachment\)](#) **"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 Evidence :



Appendix N Propose...

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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.**



Based on the school's five-year financial projections, Darden-Perry Academy's operational break-even point is approximately 190 students during Year 1 implementation. The proposed Year 1 enrollment of 200 students provides a modest operational margin above the break-even threshold and supports financial stability in the event of minor enrollment fluctuations or timing differences in public funding distributions.

The school's break-even analysis reflects a conservative startup model that prioritizes core instructional staffing, operational readiness, and compliance while carefully managing fixed costs during the initial years of operation.

The staffing and operational structure also reflects the instructional requirements of the school's ASL-English bilingual-bimodal dual-language instructional framework, including instructional supports, language-development resources, accessibility considerations, and inclusive educational programming.

To maintain fiscal sustainability during startup implementation, certain operational supports, including contracted transportation and expanded food-service programming, are phased in gradually as enrollment increases and operational capacity expands.

Any annual operating surplus generated above the break-even point will primarily be retained as operating reserves to support cash-flow stability, future program expansion, facility readiness, and long-term financial sustainability.

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



The school's financial plan incorporates multiple safeguards designed to address the risk of revenues being delayed, lower than projected, or affected by enrollment fluctuations. The operating budget is based on conservative enrollment assumptions, phased operational growth, and careful alignment between staffing, expenditures, and projected public funding revenues.

The proposed Year 1 enrollment exceeds the school's projected break-even point, providing a modest operational margin and additional flexibility to absorb temporary revenue fluctuations or timing delays in state and local funding distributions.

The school also maintains organizational startup reserves that may be used to support cash-flow stability and continuity of operations during implementation if necessary. In addition, transportation services and expanded contracted food-service expenditures are intentionally phased in over multiple years and may be delayed, scaled, or adjusted further if revenues are materially lower than projected.

If anticipated revenues are delayed or reduced, the school will implement a tiered financial contingency response focused on preserving core instructional services and compliance obligations. Initial corrective actions may include:

- Utilizing available operating reserves to maintain continuity of instruction and student services
- Deferring non-recurring or discretionary expenditures
- Delaying certain technology purchases, instructional material expansions, or non-essential startup initiatives
- Adjusting timing of future staffing additions consistent with enrollment levels
- Utilizing contracted services and phased implementation strategies where appropriate
- Delaying expansion of elective or supplemental programming not required for core operations

The school's staffing structure is intentionally scalable, allowing enrollment-based adjustments while maintaining required instructional services, compliance obligations, and operational stability.

Financial management, payroll oversight, cash-flow monitoring, budget reporting, and compliance functions will be managed in coordination with the school's contracted CPA firm. This structure supports timely identification of budget variances, enrollment trends, and revenue concerns and allows the school to implement corrective actions proactively.



The governing board and Finance Committee will receive regular financial reports, including budget-to-actual reports, cash-flow projections, fund-balance updates, and enrollment monitoring data. The governing board retains authority to approve budget amendments, expenditure reductions, staffing adjustments, and other corrective actions necessary to maintain fiscal stability and long-term sustainability.

Through conservative budgeting, phased operational growth, reserve planning, scalable staffing, and ongoing financial oversight, Darden-Perry Academy has established a contingency framework designed to support stable operations even if revenues are delayed or lower than anticipated.

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.



Yes. The Year 1 operating budget includes approximately \$40,000 in organizational startup cash reserves to support startup liquidity, operational stability, and cash-flow management during the school's initial year of operation. These funds are currently maintained by the nonprofit organization and are supported through documented organizational bank records included in Appendix M (1).

In addition, the organization has received a documented private foundation pledge committing \$80,000 in startup support. Supporting documentation for this commitment is included in Appendix M (2).

The submitted operating budget remains operationally sustainable based primarily upon projected state, county, and federal public funding revenues. Organizational reserves and philanthropic support are included to strengthen startup readiness, cash-flow flexibility, and financial stability during the school's initial implementation period and are not required to maintain balanced long-term operations.

No loans or debt financing are required to support ongoing operations.

The organization may continue to pursue future grants, philanthropic partnerships, and potential in-kind contributions related to bilingual programming, instructional technology, student supports, professional development, and startup implementation activities. However, these future opportunities are considered supplemental and are not required for the financial viability of the submitted operating budget.

Appendix M includes supporting documentation verifying available organizational reserves and committed philanthropic support.

Applicant Evidence :



Appendix M Revenu...



Appendix M Revenu...

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



The budget is built on an overall student-to-teacher ratio of approximately 22:1 in Year 1, with ratios varying slightly by grade band and instructional needs. In the elementary grades, class sizes average approximately 20–22 students per teacher, while middle grades operate at approximately 22–25 students per teacher through shared instructional staffing and scheduling efficiencies.

As the school expands grade levels and enrollment increases in subsequent years, staffing is phased to maintain similar instructional ratios, with overall student-to-teacher ratios remaining generally within the 22:1 to 24:1 range.

The school’s staffing structure reflects an instructionally focused bilingual educational model that prioritizes language acquisition support, differentiated instruction, and culturally responsive teaching practices while remaining fiscally sustainable. Staffing growth is intentionally aligned with verified enrollment increases to ensure both instructional quality and long-term financial stability.

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



The Board of Directors collectively brings the qualifications and oversight capacity necessary to implement and monitor the school's financial plan effectively. Board members possess experience in education, nonprofit governance, organizational leadership, finance, and fiscal oversight, enabling the board to review financial information critically, ask informed questions, and make data-driven decisions that support the school's long-term sustainability.

The board includes a designated Treasurer who provides focused financial oversight and serves as the primary liaison between the board, school leadership, and the school's contracted CPA firm. The Treasurer works with the CPA firm to review financial statements, budget-to-actual reports, cash-flow projections, and variance analyses prior to presentation to the full Board, ensuring that financial information is accurate, timely, and clearly understood.

Financial management, accounting, payroll, and compliance reporting are outsourced to a licensed CPA firm experienced with public charter schools, providing professional expertise, internal controls, and ongoing financial monitoring. This structure allows the board to maintain strong fiscal oversight while reducing operational risk associated with in-house financial processing.

The full Board reviews financial reports at regular meetings and exercises its authority to approve budgets, monitor reserves, approve major contracts, and authorize corrective actions when necessary. Collectively, the board's governance experience, the Treasurer's focused oversight role, the use of professional financial services, and a conservative budgeting approach demonstrate the board's capacity to implement the financial plan successfully and respond proactively to changing financial conditions.

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 enrollment of one or more high-needs students with disabilities may increase instructional and support costs beyond initial projections, particularly in the areas of specialized staffing, related services, assistive technology, transportation accommodations, or individualized supports required to implement a student's IEP. The school recognizes that the timing and intensity of these needs may not always align precisely with projected Exceptional Children (EC) funding.

To address this possibility, the school's financial plan is designed with flexibility and safeguards. The budget includes EC staffing that may be scaled based on student needs, as well as the use of contracted related service providers on an as-needed basis rather than maintaining fixed staffing levels. This allows the school to respond promptly to student needs while managing costs responsibly.

In addition, the school maintains operating reserves that may be used as a short-term buffer to address unanticipated special education costs while appropriate funding adjustments or reimbursements are pursued. All available state and federal EC funding will be actively sought, and services will be provided in compliance with IDEA requirements.

Financial oversight by the Board of Directors, in coordination with the school's contracted CPA firm, ensures that the fiscal impact of high-needs placements is monitored closely and addressed proactively. These strategies enable the school to meet the needs of students with disabilities while maintaining overall financial stability.

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 school plans to outsource certain financial management functions, including accounting, payroll, financial reporting, and audit coordination, to qualified external vendors. The Executive Director, who serves as a non-voting member of the Board, is responsible for identifying and evaluating potential vendors based on demonstrated expertise with public charter schools, appropriate professional licensure, experience with state and federal compliance requirements, cost transparency, operational reliability, and the ability to provide timely and accurate financial reporting.

The Executive Director will present vendor recommendations to the Board of Directors for review and approval. The Board has identified a licensed CPA firm with extensive experience supporting public charter school financial operations and compliance requirements. All financial service providers will operate under written agreements that clearly define the scope of services, reporting expectations, internal controls, and compliance responsibilities.

The Board of Directors retains full fiduciary responsibility for all financial operations and does not delegate governance authority to any vendor. The Board Treasurer serves as the primary liaison between the Board, the Executive Director, and financial service providers. Financial reports prepared by vendors, including budget-to-actual statements, cash-flow analyses, and compliance documentation, are reviewed by the Treasurer and presented to the full Board at regularly scheduled meetings.

The Board exercises ongoing oversight by approving contracts, monitoring vendor performance, reviewing financial controls, and requiring corrective action when necessary. Through defined vendor selection criteria, Executive Director-led recommendations, written contracts, and active Board oversight, the school ensures that outsourced financial services are delivered with fidelity, transparency, and full compliance with applicable state and federal requirements.

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.



Yes. The school intends to contract for select services in order to maintain a lean and financially sustainable operational structure while ensuring professional expertise and compliance. Contracted services include financial management and payroll services through a licensed CPA firm experienced with public charter schools. The school may also utilize contracted providers for exceptional children–related services, such as specialized evaluations or related services, when student needs require supports beyond in-house staffing capacity. All contracted EC services funded with federal IDEA funds will comply with allowable use requirements, and contracts will be reviewed to ensure alignment with procurement policies, internal controls, and audit standards.

The school also plans to utilize contracted transportation and contracted food service providers as enrollment increases and operational capacity expands. These services will be phased in gradually during the school’s growth years in order to support student access while maintaining fiscal sustainability.

Contractors and vendors will be selected based on demonstrated experience with charter schools or public-sector entities, appropriate licensure or credentials, compliance history, cost transparency, operational reliability, and the ability to meet service timelines. The Executive Director will identify and evaluate vendors and present recommendations to the Board of Directors for review and approval.

Large purchases and service contracts will be subject to board approval and governed by board-adopted procurement and financial control policies to ensure fiscal responsibility, transparency, and compliance with applicable state and federal requirements.

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



The school's budget is intentionally aligned with Darden-Perry Academy's mission, instructional priorities, and operational model by directing the majority of expenditures toward staffing, instruction, student services, and implementation of the school's ASL-English bilingual-bimodal dual-language instructional framework rather than excessive administrative overhead.

Darden-Perry Academy implements an ASL-English bilingual-bimodal dual-language instructional framework in which American Sign Language (ASL) and English are used as languages of instruction and communication within an inclusive educational framework accessible to all students.

The budget reflects a phased staffing and operational model designed to support the school's curricular offerings while maintaining fiscal sustainability during startup implementation and planned enrollment growth.

The school's staffing structure and instructional expenditures reflect the educational requirements of the bilingual-bimodal framework, including:

- Language-development supports
- Differentiated instruction
- Inclusive educational practices
- Visual-access instructional strategies
- Curriculum and instructional materials aligned to the North Carolina Standard Course of Study
- Technology and instructional resources supporting bilingual communication and accessibility

The budget also prioritizes student services, MTSS implementation, professional development, and instructional supports necessary to serve a diverse student population within a general education setting.

Consistent with the school's phased operational approach, transportation services and contracted food-service programs are introduced gradually as enrollment increases. This strategy allows the school to prioritize instructional staffing, academic programming, and operational readiness during startup years while expanding student supports and access services as the school grows.

Transportation and food-service expenditures are intentionally scaled over time to maintain fiscal sustainability, operational efficiency, and alignment with enrollment growth and community needs.



Facility costs are reflected through a leased-facility structure that includes utilities and common-area maintenance, allowing the school to avoid significant capital expenditures and duplicative operational costs during startup implementation. The proposed facility supports the instructional and operational requirements of the school's educational framework while allowing phased occupancy and expansion aligned to enrollment growth.

One-time startup expenditures, including furniture, technology, instructional materials, and facility-preparation costs, are intentionally separated from recurring operational expenditures whenever possible to support long-term financial sustainability and accurate operational forecasting.

Year One Cash-Flow Management

The governing board recognizes that state and local revenue distributions may lag behind payroll and operational expenditures during the initial months of operation. To address this timing difference, the school will enter Year One with organizational startup reserves and planning-year funds sufficient to support approximately two months of operating expenditures prior to the first student day.

Beginning approximately six months prior to opening, the Treasurer, Finance Committee, and Executive Director will review detailed monthly cash-flow projections to ensure liquidity targets are maintained and expenditures remain aligned with verified enrollment and operational readiness benchmarks.

Staffing decisions during the initial enrollment ramp-up period will remain aligned to confirmed enrollment counts to prevent financial overextension and preserve operational stability.

The school will not rely on short-term borrowing, speculative revenue sources, or one-time grant funding to support recurring salary obligations or core operational expenses. One-time startup costs are segregated from recurring operational expenditures, and cash-flow stability is incorporated into the school's five-year financial model and monitored regularly through governing board oversight.

Overall, the budget demonstrates clear alignment between the school's mission, educational framework, curricular offerings, phased transportation and operational plans, facility strategy, and long-term financial sustainability goals.

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.



Darden-Perry Academy's goal is to maintain positive year-end fund balances throughout the charter term, with projected reserves increasing to approximately 6%–9% of annual operating expenditures after the initial startup year. During Year 1, the school anticipates a more conservative reserve level due to startup and implementation costs associated with opening the school.

The school will develop and maintain its fund balance through conservative budgeting practices, careful monitoring of expenditures, strategic enrollment growth, and ongoing financial oversight by the Board of Directors and school leadership. Annual budgets will prioritize operational sustainability, responsible cash-flow management, and the gradual growth of financial reserves to support long-term stability and unforeseen expenses.

The purpose of the general fund balance is to:

- Ensure cash-flow stability due to timing differences in state and local revenue distributions
- Provide a financial buffer for unexpected enrollment fluctuations
- Address unforeseen facility, staffing, transportation, food service, or operational needs
- Support long-term financial sustainability and strong financial management practices

The fund balance will be developed through conservative enrollment projections, disciplined expense management, preservation of annual operating surpluses, and phased operational growth aligned with verified enrollment increases.

The Board of Directors will:

- Review fund balance levels on a regular basis
- Monitor cash-flow projections and budget performance throughout the fiscal year
- Adjust discretionary expenditures as necessary to maintain fiscal stability
- Avoid reliance on one-time or grant funding for recurring operational obligations

Any year-end surplus will first be directed toward strengthening the school's fund balance before expansion of discretionary programming or non-essential expenditures.

This reserve approach reflects the Board's commitment to fiscal responsibility, sound governance, compliance with charter school best practices, and long-term organizational sustainability.

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



The school's financing structure is based primarily on projected public per-pupil revenues from state, local, and federal funding sources, supplemented during Year One by organizational startup reserves and documented philanthropic support to strengthen liquidity and operational stability during initial implementation.

The submitted operating budget remains operationally sustainable based primarily upon projected public funding revenues and does not rely upon loans, speculative revenue sources, or long-term debt financing for ongoing operations.

Facility Financing and Lease Structure

The school plans to operate within a leased facility structure, with facility costs reflected as operating lease expenses within the approved budget projections.

Under the proposed lease structure:

- The landlord is responsible for major building systems and capital repairs, including HVAC systems, roofing, structural components, parking areas, and major building maintenance.
- The school is responsible for utilities, routine operational expenses, minor repairs, custodial services, and day-to-day facility maintenance.

This lease structure minimizes exposure to significant capital-repair obligations during startup implementation while allowing the school sufficient operational control to support the educational program and phased enrollment growth.

The proposed facility also includes existing infrastructure components that reduce startup costs and support operational readiness, including established classroom spaces, network infrastructure, security systems, ADA-accessible features, and administrative areas.

Other Asset Financing

The school does not anticipate financing major operational assets through debt during the initial years of operation.

Furniture, instructional technology, classroom equipment, educational materials, and operational assets are expected to be acquired through:

- Budgeted operational purchases
- Organizational startup reserves



- Documented philanthropic support
- Phased purchasing aligned to enrollment growth
- Potential future in-kind contributions and community partnerships

The school's financial plan does not depend upon unsecured financing or uncommitted asset donations for core operational readiness.

Financial Risk Management and Sustainability

The school's operational and financing structure is intentionally designed to minimize financial risk through:

- Conservative enrollment assumptions
- Phased operational growth
- Limited administrative overhead
- Scalable staffing structures
- Segregation of one-time startup expenditures from recurring operational costs
- Avoidance of short-term borrowing for recurring expenses

This financing structure supports long-term sustainability, operational flexibility, cash-flow stability, and responsible fiscal management throughout the school's startup and growth years.

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.



Yes. The school has identified and secured access to a proposed facility that already contains several critical infrastructure components necessary to support school operations and instructional readiness. Existing secured assets associated with the facility include:

- Established classroom spaces
- Existing office and administrative spaces
- Internet wiring and network infrastructure
- Security camera systems
- ADA-accessible facilities
- Parking areas
- Restrooms and common areas
- Core building systems necessary to support instructional operations

These existing facility assets reduce startup infrastructure costs and support accelerated operational readiness.

The school will also require additional operational and instructional assets prior to opening, including:

- Student desks and chairs
- Classroom tables
- Teacher desks and office furniture
- Classroom storage furniture and shelving
- Office furniture
- Student and staff computers
- Instructional technology devices
- Classroom instructional materials and supplies
- Instructional display systems and classroom technology
- Curriculum materials aligned to the North Carolina Standard Course of Study

These additional assets have not yet been fully secured; however, they are expected to be obtained through a combination of:

- Budgeted operational purchases
- Organizational startup reserves
- Documented philanthropic support
- Continued fundraising efforts
- Community partnerships
- Potential future in-kind contributions following charter approval



The school has received preliminary expressions of support and partnership interest from individuals, universities, community organizations, and philanthropic supporters regarding potential future contributions of materials, resources, services, and operational support following charter approval.

While these anticipated contributions may strengthen the school's instructional environment and startup capacity, the school's ability to open and sustain core operations is not dependent upon uncommitted donations, speculative funding, or unsecured in-kind contributions.

The submitted financial projections and startup reserve documentation include sufficient planned expenditures to support acquisition of the essential operational assets necessary for opening and initial implementation.

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 school will ensure adequate internal controls through a layered governance and financial-management structure that emphasizes segregation of duties, professional oversight, independent review, safeguarding of assets, and governing-board accountability.

Day-to-day accounting, payroll processing, financial reporting, cash-flow monitoring, and financial record maintenance will be managed by a licensed CPA firm experienced in public charter school finance and compliance. The CPA firm will utilize standardized accounting systems and internal-control procedures designed to support accurate record keeping, compliance monitoring, financial transparency, and proper documentation of all financial transactions.

The Executive Director serves as the school's chief administrator and is responsible for overseeing daily operations, implementing board-approved policies, and initiating approved expenditures; however, the Executive Director does not independently process payroll, reconcile bank accounts, prepare financial statements, or conduct independent financial reconciliations.

The Executive Director serves as a non-voting member of the Board of Directors and does not participate in governing-board votes involving compensation, contracts, financial approvals, or matters presenting a conflict of interest.

The Board Treasurer and Finance Committee provide additional oversight through regular review of:

- Budget-to-actual financial reports
- Cash-flow projections
- Bank reconciliations
- Financial statements
- Accounts payable and expenditure reports
- Audit and compliance reports

These reports are prepared by the contracted CPA firm and reviewed prior to presentation to the full governing board.

The governing board retains authority to approve:

- Annual budgets and budget amendments
- Major contracts and leases
- Significant expenditures
- Financial policies and internal-control procedures
- Audit responses and corrective actions, if necessary



The school will also engage an independent external auditor, separate from the CPA firm providing accounting services, to conduct required annual financial audits. This independent audit function provides an additional layer of review related to financial accuracy, safeguarding of assets, adequacy of internal controls, segregation of duties, and compliance with applicable state and federal requirements.

Additional internal-control procedures will include:

- Dual authorization requirements for significant expenditures when appropriate
- Secure maintenance of financial and personnel records
- Inventory tracking procedures for technology and major operational assets
- Board review of monthly financial statements and annual audit findings
- Annual conflict-of-interest disclosures and policy compliance reviews
- Segregation of operational approval, accounting, reconciliation, and oversight responsibilities

Through this governance and financial-management structure, Darden-Perry Academy will maintain transparent financial practices, strong internal controls, accurate record keeping, safeguarding of assets, and clear segregation of duties consistent with public charter school accountability requirements.

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



The Executive Director of the school is a compensated employee and serves as a non-voting member of the Board of Directors. Compensation for this position is reviewed and approved by the governing board in accordance with board policy and applicable conflict-of-interest procedures. The Executive Director does not participate in board discussions or votes related to compensation, contracts, financial approvals, or other matters involving the position.

Other than the Executive Director's board-approved employment relationship, there are currently no known or anticipated related-party transactions involving members of the governing board, school leadership, employees, vendors, or their immediate family members.

No governing-board member or officer is expected to receive financial benefit through vendor contracts, procurement decisions, lease agreements, employment arrangements, or other compensated relationships involving the school.

The school has adopted conflict-of-interest policies requiring annual disclosure of any actual or potential related-party interests or transactions. Any future related-party transaction will be:

- Fully disclosed to the governing board
- Reviewed for compliance with applicable law and board policy
- Evaluated to ensure the transaction is fair, reasonable, and in the best interest of the school
- Approved only through appropriate governing-board action
- Documented in board records and meeting minutes

Any individual with an actual or potential conflict of interest will be required to recuse themselves from related discussions, deliberations, and votes.

This governance structure supports transparency, accountability, and compliance with nonprofit and public charter school conflict-of-interest requirements.

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.



Sharpe Patel PLLC

5815 Oleander Drive, Suite 250

Wilmington, NC 28403

910-784-9015- (office)

919-961-7496- (cell) Jay E. Sharpe

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):



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

Resources


Charter School Requ...

Applicant Evidence :


Charter School Requ...

Uploaded on **5/25/2026**
by **Rebecca Darden-**
Perry



15. Third-party Application Preparation

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

☐ Yes

☒ No



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

Resources



2026 Payment Form....



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 :

Pursuant to a duly noticed meeting and formal vote, the Board of Directors of Darden-Perry Academy authorized the Founder and Executive Director to prepare, complete, and submit the charter application on behalf of the organization, and authorized the Board Chair to execute all required assurances and signature documents consistent with the Board's governance-management framework.

Resources


Signature Page.docx

Applicant Evidence :


Signature Pagechair....

Uploaded on **2/10/2026**
by **Rebecca Darden-Perry**

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



Signature

Bobbi F Hammer

Final Status

Approver Comments



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

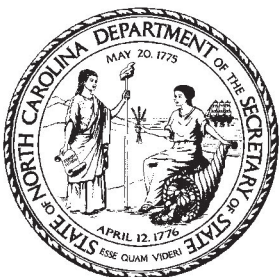
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

DARDEN-PERRY ACADEMY

the original of which was filed in this office on the 22nd day of September, 2025.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 22nd day of September, 2025.

Elaine F. Marshall

Secretary of State

Articles of Incorporation for Darden-Perry Academy

ARTICLE I – Name

The name of the corporation is Darden-Perry Academy.

ARTICLE II – Duration

The period of duration of the corporation is perpetual.

ARTICLE III – Purpose

This corporation is organized and shall be operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. The specific purposes of the Corporation include operating a tuition-free public charter school in North Carolina serving grades K–12, following the NC DPI framework, and serving all students including general education students, deaf, hard of hearing, deaf-blind, autistic, ADHD, gifted, and those with other exceptional needs.

ARTICLE IV – Members

The Corporation shall not have members. Governance shall be vested in its Board of Directors.

ARTICLE V – Registered Office and Agent

Registered Office Address: 2264 New River Inlet Road, Unit 209 North Topsail Beach, NC 28460
Registered Agent Name: Dr. Rebecca Darden-Perry

ARTICLE VI – Principal Office

Principal Office Address: 2264 New River Inlet Road, Unit 209 North Topsail Beach, NC 28460

ARTICLE VII – Incorporators

Incorporator: Dr. Rebecca Darden-Perry 2264 New River Inlet Road, Unit 209 North Topsail Beach, NC 28460

ARTICLE VIII – Board of Directors

Initial Board of Directors: 1. Dr. Rebecca Darden-Perry – 2264 New River Inlet Road, Unit 209, North Topsail Beach, NC 28460 2. Mike Lupo – 235 Thornton Drive, Hampstead, NC 28443 3. Dr. Robert

Nutt – 119 Summerset Landing, Hampstead, NC 28443 4. Rose Jones – 512 Goldeneye Court, Wilmington, NC 28411

ARTICLE IX – Educational Program

To serve general education students as the primary focus of the Academy, and to provide a comprehensive program within the general education curriculum that includes services and supports for students who are deaf, hard of hearing, deaf-blind, autistic, have ADHD, gifted and talented learners, and students with other exceptional needs, ensuring full access and inclusion for all students.

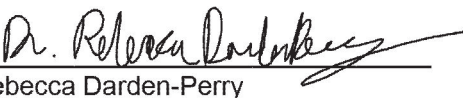
ARTICLE X – Limitations

Notwithstanding any other provision of these Articles, the Corporation shall not carry on any 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 (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

ARTICLE XI – Dissolution

Upon 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 shall be distributed to the federal government, or to a state or local government, for a public purpose.

IN WITNESS WHEREOF, the undersigned incorporator(s) have executed these Articles of Incorporation on this 7th day of September, 2025

Signature: 
Name: Dr. Rebecca Darden-Perry

Appendix F

IRS 501(c)(3) Determination Letter

Applicant: Darden-Perry Academy

Status: 501(c)(3) Approved

Public Charity Classification: IRC §170(b)(1)(A)(ii)

Effective Date of Exemption: September 22, 2025

The following pages include the official IRS Letter 947 confirming federal tax-exempt status.



Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

DARDEN-PERRY ACADEMY
C/O REBECCA DARDEN-PERRY
2264 NEW RIVER INLET ROAD UNIT 209
NORTH TOPSAIL BEACH, NC 28460

Date: 12/19/2025
Employer ID number: 39-4487061
Person to contact:
Name: Ben Kaiser
ID number: 5273426
Telephone: 877-829-5500
Accounting period ending: June 30
Public charity status: 170(b)(1)(A)(ii)
Form 990 / 990-EZ / 990-N required: Yes
Effective date of exemption: September 22, 2025
Contribution deductibility: Yes
Addendum applies: No
DLN: 26053721014155

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

Information for Charter Schools

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Letter 947 (Rev. 2-2020)
Catalog Number 35152P

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Stephen A. Martin

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Letter 947 (Rev. 2-2020)
Catalog Number 35152P

Acceleration Evidence – Facilities Readiness Narrative

Darden-Perry Academy has undertaken proactive, parallel facilities planning to support an accelerated July 2027 opening. The Governing Board has moved beyond conceptual planning by identifying a specific facility, establishing a legally structured pathway to site control, and verifying key feasibility factors necessary to support timely occupancy.

The school has identified a facility located at 5000 Market Street, Wilmington, North Carolina, consisting of approximately 41,360 square feet of existing building space with a dedicated parking area (Appendix A). The use of an existing structure eliminates the need for ground-up construction and significantly reduces development timelines, supporting an accelerated path to occupancy.

An attorney-drafted, non-binding Letter of Intent (LOI) has been formally submitted and is currently under active review by the sublandlord (Appendix B, Appendix D). The LOI defines material lease terms, including financial structure, occupancy conditions, and contingencies. All terms are expressly contingent upon charter approval, rezoning, and issuance of a Certificate of Occupancy. Rent commencement is aligned to these conditions, and refundable deposit provisions limit financial exposure. The LOI also includes exclusivity provisions, positioning the school to move directly to a binding sublease upon approval.

Zoning feasibility has been substantially de-risked. The property owner has committed to pursuing all required rezoning at their sole expense, and written communication from the City of Wilmington Planning Department confirms no anticipated barriers to approval (Appendix C). This dual confirmation significantly reduces entitlement risk and supports site feasibility.

The Governing Board has established a clear, compliant pathway to secure site control and proceed to occupancy immediately upon charter approval. Post-approval steps include execution of a final sublease, completion of rezoning, permitting, code compliance review, inspections, and issuance of a Certificate of Occupancy. These steps are aligned to allow concurrent progress where permissible, minimizing delays.

To further mitigate risk, the Governing Board has authorized contingency planning to secure an alternative facility, if necessary, that meets initial operational requirements while maintaining compliance with all statutory and safety standards.

Collectively, the evidence provided demonstrates that Darden-Perry Academy is positioned to efficiently secure its facility and proceed to occupancy upon approval, supporting a feasible and accelerated opening timeline.

Facilities Acceleration Timeline – Darden-Perry Academy (Opening July 2027)

Phase	Timeline	Key Actions
Pre-Approval	Current – Charter Decision	LOI submitted and under review; site identified; zoning feasibility confirmed; owner committed to rezoning
Post-Approval	0–30 Days	Execute sublease; finalize lease terms; initiate rezoning if needed
Permitting	30–120 Days	Complete rezoning; submit permits; code compliance review; begin modifications
Buildout	120–240 Days	Interior buildout; inspections; safety compliance; staffing alignment
Final Approvals	240–300 Days	Final inspections; Certificate of Occupancy
Opening Prep	Spring–Summer 2027	Classroom setup; hiring; enrollment finalization
School Opening	July 2027	Darden-Perry Academy opens

Darden-Perry Academy

Proposed Opening: 2027 | Facility Status: Identified and Actively Advancing

Site Identified and Under Active Negotiation (Non-Binding LOI Submitted)

Location: 5000 Market Street, Wilmington, NC
Size: ~41,360 sq ft existing building
Use: Public charter school (bilingual-bimodal model)
Parking: Dedicated parking area identified (Exhibit B)

Legal and Financial Positioning

- Attorney-drafted non-binding Letter of Intent (LOI) completed
- LOI formally submitted and under active review
- No lease or financial obligation executed
- All terms fully contingent upon charter approval

Zoning and Regulatory Readiness

- Property owner has agreed to pursue required rezoning at owner expense
- City of Wilmington Planning confirms no anticipated barriers to compliance

Timeline Readiness

- Existing building (no ground-up construction required)
- Lease commencement tied to charter approval, rezoning completion, and Certificate of Occupancy

Conclusion

Darden-Perry Academy demonstrates operational readiness to secure site control and proceed to occupancy immediately upon charter approval, supporting an accelerated opening timeline.

Acceleration Evidence – Facilities Readiness

Darden-Perry Academy has engaged in proactive, concurrent facilities planning aligned with an accelerated charter application timeline. The documentation included demonstrates that the school has identified a viable facility, established a legally structured pathway to secure site control, and confirmed feasibility factors necessary to support an expedited opening.

Site Identification and Viability

The school has identified a facility at 5000 Market Street, Wilmington, NC (~41,360 sq ft), suitable for school operations with adequate space and parking as shown in the exhibits.

Letter of Intent and Legal Positioning

A non-binding, attorney-drafted LOI has been submitted. No lease or financial obligation has been entered into; all actions remain contingent upon charter approval and governing board authorization.

Zoning and Regulatory Feasibility

The property owner has committed to pursuing rezoning at their expense. City communication indicates no anticipated barriers to compliance with applicable standards.

Facility Readiness

The facility is an existing structure suitable for adaptive reuse, reducing construction timelines and enabling accelerated occupancy upon approval.

Appendix A: Site Identification & Exhibits

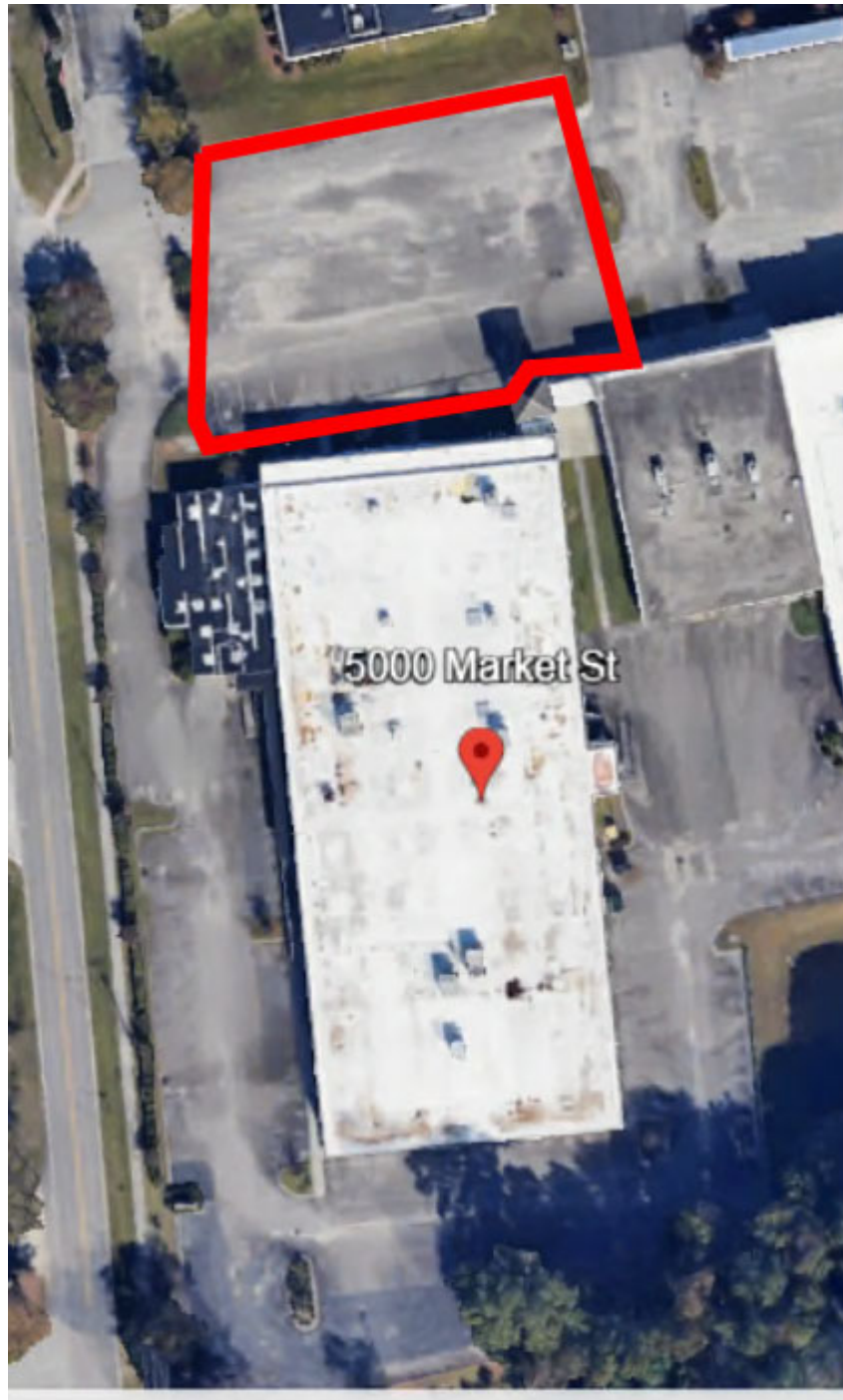
Exhibit A: Building Footprint – 5000 Market Street

Premises Generally Outlined in White



Appendix A: Exhibit B – Parking Area

Parking Area Generally Outlined in Red



Appendix B: Letter of Intent (LOI)

Non-Binding Letter of Intent

2/18/2026

Lindenwood Education System
209 S. Kings Highway Street
Saint Charles, MO 63301-1693

RE: Non-Binding Letter of Intent to Sublease

This letter shall serve as a non-binding Letter of Intent ("LOI") to sublease the certain building as described below to Darden-Perry Academy ("Sublessee"), from Lindenwood Education System ("Sublessor"), and joined by 5000 Market Street LLC ("Lessor"), in the capacity described below, on the following general terms and conditions:

1. Premises. The Premises shall consist of the entirety of the approximately 41,360 square foot building located at 5000 Market Street, Wilmington, North Carolina 28405, generally outlined on Exhibit A attached hereto and incorporated by reference. The Premises shall include the exclusive use of all parking spaces located within the northern front parking area of the Premises as generally outlined on Exhibit B attached hereto and incorporated by reference.
2. Intended Use. The Premises shall be used by Sublessee as a public charter school offering inclusive bilingual-bimodal education (the "Intended Use"). The Premises and the Property are not presently zoned to accommodate the Intended Use. Lessor joins this Letter of Intent to warrant that the Sublease contemplated herein is permitted pursuant to the Lease Agreement between Sublessor and Lessor, to indicate its consent to the Sublease contemplated herein, and to confirm its commitment to pursue and obtain, at its sole cost and expense, all rezoning approvals necessary to permit the Intended Use (the "Required Rezoning"). If the Required Rezoning is not complete as of the execution of the Sublease, Lessor agrees to join in the execution of the Sublease to acknowledge its obligation to pursue and obtain the Required Rezoning.
3. Term. The Initial Term shall be for a period of five (5) years, with the option to renew through the expiration of the Sublessor's term on March 31, 2033. At the expiration of the Sublessor's term, the Lessor and the Sublessee may contract to enter into a new lease agreement.
4. Rent. Annual Base Rent shall be calculated at Nine and 75/100 Dollars (\$9.75) per square foot, applied to 41,360 square feet, for a total Annual Base Rent of Four Hundred Three Thousand Two Hundred Sixty Dollars (\$403,260.00). Monthly Base Rent shall be Thirty-Three Thousand Six Hundred Five Dollars (\$33,605.00), payable in equal monthly installments.

In addition to Base Rent, Sublessee shall pay taxes, insurance, and common area maintenance ("TICAM") charges of Three and 50/100 Dollars (\$3.50) per square foot, for a total Annual TICAM charge of One Hundred Forty-Seven Thousand Seven Hundred Sixty Dollars (\$147,760.00), or Twelve Thousand Three Hundred Thirteen and 33/100

Dollars (\$12,313.33) per month. TICAM shall cover Sublessee's proportionate share of common area maintenance, insurance, property taxes, and those repairs and maintenance that Sublessor agrees to perform on behalf of Sublessee, together with certain utilities as reasonably allocated.

Sublessor shall be responsible for performing all repairs and maintenance to the building and Premises, except for those items expressly identified in the sublease between Sublessee and Sublessor (the "Sublease") as Sublessee obligations. Sublessee's payment of TICAM charges shall serve as reimbursement to Sublessor for such obligations.

5. Rent Commencement Date. Rent shall not be due or accruing until the Rent Commencement Date. The Rent Commencement Date shall be the latest to occur of the following:
 - A. Final charter approval by the North Carolina State Board of Education for the Darden-Perry Academy (the "Charter Approval");
 - B. Required Rezoning;
 - C. Issuance of a Certificate of Occupancy for the Intended Use; or
 - D. July 1, 2027.
6. Charter Approval Contingency. This LOI and any resulting Sublease are expressly contingent upon Charter Approval. If Charter Approval is not secured by September 30, 2026, Sublessee may terminate this LOI and the Sublease, and all deposits shall be refunded within five (5) business days.
7. Deposit. Upon execution of this Letter of Intent, Sublessee shall deliver to Sublessor a refundable deposit in the amount of Five Thousand and 00/100 Dollars (\$5,000.00) (the "Initial Deposit"). Upon Charter Approval, Sublessee shall deliver to Sublessor an additional refundable deposit in the amount of Ten Thousand and 00/100 Dollars (\$10,000.00) (the "Additional Deposit," and together with the Initial Deposit, the "Deposits").

The Deposits shall be fully refundable to Sublessee if any of the following events do not occur:

- A. Required Rezoning;
- B. Charter Approval obtained on or before September 30, 2026; or
- C. A final Sublease negotiated and executed by September 30, 2026, or by such other deadline as the parties may mutually agree in writing.

If none of the foregoing events occur, the Deposits shall be applied as a credit toward amounts due from Sublessee under the final Sublease, as more particularly set forth therein.

8. Compliance with N.C.G.S. § 115C. Sublessee acknowledges that, pursuant to N.C.G.S. § 115C-218.105(b), funds allocated by the North Carolina State Board of Education may be used by Sublessee only for operational or financing leases or subleases of real property or mobile classroom units to be used as school facilities, and for payments on loans obtained for facilities, equipment, or operations. Sublessee further acknowledges that State funds may not be used to obtain any other interest in real property or mobile classroom units, and that any land or buildings owned by Sublessee must be acquired solely through non-State sources.

Sublessee represents and agrees that no indebtedness of any kind incurred or created by Sublessee in connection with the Premises, this LOI, or the Sublease will constitute an indebtedness of the State of North Carolina or any of its political subdivisions, nor will any such indebtedness be secured by the faith, credit, or taxing power of the State or any of its political subdivisions. The Sublease shall expressly include this limitation on indebtedness as required by law.

Sublessor and Sublessee acknowledge and agree that the Sublease will comply in all respects with N.C. Gen. Stat. § 115C and all other applicable requirements governing charter school facility Subleases and charter school operations in North Carolina.

9. Exclusivity. Following the execution of this LOI, and in consideration of the Deposits and other good and valuable consideration, Sublessor agrees not to market, lease, or sublease the Premises to any other party on or before September 30, 2026. Both parties agree to maintain the confidentiality of this LOI and all related negotiations.
10. Expenses. Sublessee and Sublessor each agree to pay their own attorney, accountant, consultant, and other costs incurred with respect to the preparation of this LOI, the Sublease, and the consummation of the transactions contemplated hereby and thereby.
11. Brokers. Sublessee acknowledges that it has not retained the services of an investment banker, business broker, or other similar person as it relates to this transaction who would be entitled to a fee or commission.
12. Notice. Notice or other communications required or permitted hereunder shall be deemed sufficiently given: (a) when sent, if by electronic mail, with confirmation of receipt, (b) when delivered, if delivered personally to the intended recipient, and (c) one business day following deposit with a nationally recognized overnight courier service, in each case addressed to:

Sublessee: Darden-Perry Academy
Attn: Dr. Rebecca Darden-Perry
2264 New River Inlet Rd, Unit 209
N Topsail Beach, NC 28460
Telephone: (919) 880-2510
Email: drdarden-perry@dardenperryacademy.net

Sublessor: Lindenwood Education System
209 S Kingshighway St
Saint Charles, MO 63301-1693
Telephone: (____) ____ - ____
Email: _____@_____.com

Lessor: 5000 Market Street, LLC
12300 Peed Road
Raleigh, NC 27614-9286
Telephone: (____) ____ - ____
Email: _____@_____.com

The transaction contemplated by this LOI is conditioned upon the negotiation and execution by the parties of a mutually satisfactory definitive Sublease, which Sublease shall include such terms and provisions as the parties consider appropriate, specifically including, without limitation, representations and warranties, indemnification obligations, and other terms as are standard in similar transactions.

Except for the Lessor's agreements in Section 2, the deposit provisions of Section 7, Sublessor's exclusivity agreement set forth in Section 9, and the parties' confidentiality agreement set forth in Section 9, all of which are legally binding on the parties, this is a non-binding LOI and no party shall have any obligations or liabilities hereunder. This LOI, when executed by the parties, shall represent the good faith intent of Sublessee and Sublessor, but only the Sublease, when finalized and executed on behalf of each of the parties, shall constitute a binding agreement between Sublessee and Sublessor.

[Signature Page to Follow]

DARDEN-PERRY ACADEMY

By: _____
Dr. Rebecca Darden-Perry, Director

ACCEPTED AND AGREED TO THIS THE _____ DAY OF _____, 2026:

LINDENWOOD EDUCATION SYSTEM

By: _____

Title: _____

Name: _____

5000 MARKET STREET LLC

By: _____
Samer Khatib, Manager

Appendix C: Full Zoning Correspondence (Unedited for Verification)

Dr. Rebecca Darden-Perry <rdardenperry@gmail.com>

Fwd: Zoning Information: Charter School

1 message

Dr Rebecca Darden Perry <dardenperryacademy@gmail.com>
To: Rebecca <rdardenperry@gmail.com>

Sun, Feb 1, 2026 at 3:58 PM

From: **Jennifer Davidson, Realtor** <jenniferdavidson.ncrealty@gmail.com>
Date: Thu, Nov 13, 2025 at 2:22 PM
Subject: Fwd: Zoning Information: Charter School
To: Dr Rebecca Darden Perry

From: **Lindsey Hess** <lindsey@capefearcommercial.com>
Date: Wed, Nov 12, 2025 at 11:18 AM
Subject: Fwd: Zoning Information: Charter School
To: Jennifer Davidson, Realtor <jenniferdavidson.ncrealty@gmail.com>

From: Kathryn Thurston <Kathryn.Thurston@wilmingtonnc.gov>
Date: November 12, 2025 at 10:41:15 AM EST
To: Lindsey Hess <lindsey@capefearcommercial.com>
Cc: Brian Chambers <Brian.Chambers@wilmingtonnc.gov>, Grace Lamay <Grace.Lamay@wilmingtonnc.gov>
Subject: RE: Zoning Information: Charter School

Hi Lindsey,

Primary and secondary schools are permitted in the RB, subject to the following standards:

Section 18-167: School

A. College, university

Primary vehicular access to the school shall be provided by way of a collector or higher designation street, not a local street.

B. Primary, secondary

1. Primary vehicular access to the school shall be provided by way of a collector or higher designation street, not a local street. This provision shall not apply to institutions with 200 or fewer students.
2. Within the 1945 Corporate Limits, the maximum building footprint may be waived.
3. Outdoor recreational facilities, including, but not limited to, playgrounds and ball fields shall be buffered from any adjacent residentially-zoned lots with a vegetative buffer at least 15 feet in width.

I do not foresee issues meeting those standards.

Kathryn H. Thurston, AICP, CFM

Zoning Administrator/Floodplain Manager

City of Wilmington

Department of Planning and Development

PO Box 1810

Wilmington, NC 28402-1810

910.341.3249

www.wilmingtonnc.gov



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[@cityofwilm](#)

E-mail correspondence to and from this address is subject to the North Carolina Public Records Law and may be disclosed to third parties.

From: Lindsey Hess <lindsey@capefearcommercial.com>
Sent: Tuesday, November 11, 2025 1:08 PM
To: Kathryn Thurston <Kathryn.Thurston@wilmingtonnc.gov>
Cc: Brian Chambers <Brian.Chambers@wilmingtonnc.gov>; Grace Lamay <Grace.Lamay@wilmingtonnc.gov>
Subject: Zoning Information: Charter School

Hi Kathryn,

Can you confirm if a K–12 bilingual bimodal charter school is allowed in RB zoning for COW? This is for 5000 Market Street (formerly Miller Motte College).

Thank you,

Lindsey Hess, SIOR
Senior Vice President

Direct (910) 344-1016 **Mobile** (910) 508-4615

102 Autumn Hall Drive | Suite 210 | Wilmington, NC 28403



E-mail correspondence to and from this address is subject to the North Carolina Public Records Law and may be disclosed to third parties.

Appendix D: Broker Confirmation of LOI Status

Per broker confirmation, the Letter of Intent remains under active review by the sublandlord. Prior communication confirms the sublandlord is reviewing documentation and a response is anticipated.

From: Lindsey Hess <lindsey@capefearcommercial.com>
Sent: Tuesday, April 7, 2026 12:18 PM
To: lynnharrisccim@aol.com
Cc: Gray, Jami @ Phoenix <Jami.Gray@cbre.com>
Subject: FW: 5000 Market - Darden Perry

Hi Lynn,

Per your request, I am confirming again that the Letter of Intent is still under review with the Sublandlord – working on getting a response and will do so as soon as possible.

Thanks,

Lindsey Hess, SIOR

Senior Vice President

Direct (910) 344-1016 **Mobile** (910) 508-4615

102 Autumn Hall Drive | Suite 210 | Wilmington, NC 28403



From: Lindsey Hess
Sent: Thursday, March 26, 2026 3:03 PM
To: lynnharrisccim@aol.com
Cc: Gray, Jami @ Phoenix <jami.gray@cbre.com>
Subject: 5000 Market - Darden Perry

Hi Lynn,

Thanks for the call earlier. This email is to confirm that the sublandlord is reviewing the attached documentation and we will try to have you a response soon. Let us know if you need anything in the meantime.

Best,

Lindsey Hess, SIOR

Senior Vice President

Direct (910) 344-1016 **Mobile** (910) 508-4615

102 Autumn Hall Drive | Suite 210 | Wilmington, NC 28403



Facility Acquisition & Educational Certificate of Occupancy Timeline

Darden-Perry Academy — Proposed Opening July 2027

Phase	Timeline	Key Actions
Charter Approval	September 2026 (anticipated)	• Board authorizes facility acquisition process
Facility Criteria Finalized	June–July 2026	• Confirm size, zoning, accessibility, and compliance requirements
Facility Identification & Due Diligence	July–September 2026	• Site evaluation • Zoning confirmation • Legal review • Pending LOI under review with contingency protections
Board Approval of Facility Agreement	September–October 2026	• Approve contingent lease or purchase agreement following charter approval
Modifications & Preparation	October 2026–February 2027	• Minor renovations • Safety and accessibility upgrades
Fire Marshal & Building Inspections	February–April 2027	• State fire marshal inspection • Local building inspections
Health & Safety Approvals	April–May 2027	• Health and safety inspections • Final regulatory sign-offs
Educational Certificate of Occupancy	May–June 2027	• Submit documentation • Obtain ECO prior to occupancy
Final Facility Readiness	June–July 2027	• Classroom setup • Board readiness confirmation
School Occupation	Last week of July 2027	• School opens to students

Board Oversight Note: All facility agreements, expenditures, and readiness determinations require formal Board approval and are contingent upon charter authorization and regulatory compliance.

Darden-Perry Academy

Board Composition & Governance Strengths Matrix

The Governing Board of Darden-Perry Academy is intentionally composed to provide collective expertise in public education leadership, charter governance, financial oversight, compliance, facilities planning, accountability, community engagement, and organizational leadership. The Board operates in a governance and oversight capacity while delegating day-to-day operations to the Executive Director in alignment with North Carolina charter school governance expectations.

Board Member	Role	Board-Relevant Expertise & Strengths
Bobbie Fulk Grammer, M.S.	Board Chair	Former NC DPI Monitoring Consultant who monitored 44 public school districts and 67 charter schools statewide; expertise in charter accountability, compliance monitoring, corrective action oversight, governance leadership, EC oversight, and state accountability systems.
Dr. Pamela Adams, Ed.D.	Treasurer	Retired senior public education leader with expertise in public school finance, budgeting, fiduciary oversight, charter governance training, EC leadership, state and federal compliance, and organizational accountability.
Dr. Glennda McKeithan, Ph.D.	Secretary	Extensive experience in board governance, nonprofit leadership, Open Meetings Law compliance, public records requirements, policy alignment, ethical governance, and organizational accountability across K–12 and higher education systems.
Dr. Virginia Gill Simmons, Ph.D.	Board Member	Licensed North Carolina real estate broker with expertise in property transactions, facilities planning, contract review, due diligence, lease evaluation, nonprofit governance, and educational leadership.
Dr. Alicia Amanda Brophy-Dick, Ph.D.	Board Member	District-level Exceptional Children leader with expertise in public school systems, budget alignment, compliance oversight, accountability, educational equity, program leadership, and data-informed decision-making.
Rose Jones	Board Member	Provides community engagement, stakeholder outreach, organizational support, and mission-aligned board participation. Supports the Board's capacity to maintain strong community connections and broaden public engagement during startup implementation.
Dr. Rebecca Darden-Perry	Executive Director (Non-Voting Ex Officio)	Founder and operational leader with expertise in instructional leadership, bilingual-bimodal programming, startup implementation, school operations, compliance oversight, student support systems, and family engagement.

Collectively, the Board demonstrates capacity in charter school governance, public education systems, compliance oversight, fiscal stewardship, facilities planning, special education leadership, community engagement, and organizational accountability. These complementary strengths support Darden-Perry Academy's readiness to implement and sustain its proposed educational program in alignment with North Carolina charter school expectations.

Mission-to-Metrics Board Oversight Dashboard

Darden-Perry Academy

Mission Priority	Key Metrics	Board Review	Frequency
Academic Excellence	ELA, Mathematics, Science, and Social Studies growth, proficiency, and achievement trends using benchmark and state assessment data	Academic Performance Committee	Quarterly
Equitable Language Access	ASL-English language development benchmarks and access indicators across classrooms	Academic Performance Committee	Quarterly
Whole-Child Supports	Attendance, engagement, and MTSS implementation indicators	Academic Performance Committee	Quarterly
Instructional Fidelity	Implementation fidelity of the ASL-English bilingual-bimodal dual-language instructional framework	Academic Performance Committee	Semi-Annual
Staff Capacity	Teacher licensure, certification, and staff retention rates	Governance Committee	Quarterly
Financial Stewardship	Budget-to-actual reports, cash flow, fund balance, and annual audit outcomes	Finance Committee	Monthly / Annual
Governance Compliance	Board training completion, policy alignment, and annual self-evaluation	Governance Committee	Annual
Family & Community Engagement	Enrollment trends, family participation, and community engagement indicators	Full Board	Annual
Facility Readiness	Lease execution, inspections, permitting, occupancy readiness	Governance or Finance Committee	Monthly (startup), Quarterly (post-opening)

Board Action Item: Executive Director Compensation Options

Darden-Perry Academy | Planning Year (Post-Approval) 2026–2027

Purpose of This Action Item

The Board of Directors is asked to select and approve a compensation structure for the Executive Director during the post-approval planning year (2026–2027). This decision demonstrates Board authority, fiscal oversight, and leadership sustainability and aligns the charter application narrative, budget, and governance records with North Carolina charter expectations.

All compensation is contingent upon final charter approval and availability of funds.

Compensation Options for Board Consideration

Option A — Full Planning-Year Salary

Structure: Full annualized compensation for the entire planning year.

Compensation Range: \$100,000 – \$115,000 (annualized).

Board Considerations: Strong leadership stability; higher upfront financial commitment; may appear aggressive for a start-up.

Option B — Reduced / Start-Up Rate

Structure: Reduced annualized compensation during the planning year, transitioning to full operational salary upon opening.

Compensation Range: \$85,000 – \$95,000 (annualized).

Board Considerations: Conservative and fiscally cautious; acceptable to reviewers but less reflective of increasing workload later in the year.

Option C — Phased Compensation During the Planning Year

Structure: Compensation increases as workload intensifies closer to opening (e.g., early planning phase → facility, staffing, and enrollment phases).

Compensation Range: \$85,000 → \$105,000 (blended annualized approx. \$95,000).

Board Considerations: Matches compensation to workload; demonstrates fiscal discipline; often viewed favorably in charter applications.

Option D — Deferred Start with Defined Trigger

Structure: Compensation begins upon a defined trigger (e.g., facility secured, enrollment threshold met, grant release).

Compensation Range: \$90,000 – \$110,000 (annualized once triggered).

Board Considerations: Most fiscally conservative; requires clearly documented triggers; overuse may raise readiness questions.

Charter Application Consideration (For Board Awareness)

While all options above are permissible, Option C (Phased Compensation) is commonly viewed favorably by charter reviewers because it balances fiscal responsibility with leadership sustainability and reflects operational reality during the planning year. This information is provided for awareness only; the final decision rests solely with the Board.

Governance Safeguards

The Executive Director does not vote on compensation. All compensation decisions are Board-approved, documented in Board minutes, and reflected in the approved budget. Compensation transitions to an operational salary upon school opening (July 2027), subject to Board approval. This action complies with North Carolina charter governance standards and conflict-of-interest requirements.

Proposed Motion

I move that the Board approve Option ___ as the Executive Director compensation structure for the 2026–2027 planning year, with compensation set within the stated range and subject to available funds and the approved budget.

Vote Record (For Minutes)

☒ Approved ☐ Not Approved

Option Selected: *C*

Date: *1/4/26*

Board Chair Signature: *Bobbie Grammer*

Board Member Name	Board Title	Phone Number	Email Address	County of Residence	Current Occupation	Past or Present Professional Licenses Held	Any disciplinary action taken against any of these professional licenses?
Rebecca Darden-Perry	Executive Director (non-voting)	919-880-2510	executivedirector@ardenperryacademy.net	Onslow County	Lead Deaf/Hard of Hearing Teacher-Specialist, Onslow County Schools	North Carolina Professional Educator License – Exceptional Children Administrator (Active)	No
Bobbie Grammer	Board Chair	910-977-1588	Boardchair@ardenperryacademy.net	Avery County	Retired Public Education Administrator / Charter School Oversight	North Carolina Professional Educator License – Teacher (Active)	No
Pamela Adams	Board Treasurer	910-551-0402	Treasurer@ardenperryacademy.net	Cumberland County	Retired Education Consultant; Former Principal (Part-Time)	North Carolina Professional Educator License-School Administrator-Superintendent(Active)	No
Glennnda McKeithan	Board Secretary	919-749-9421	secretary@ardenperryacademy.net	Wake County	Retired Educator; Adjunct Professor, NC State University (Part-Time)	North Carolina Professional Educator License – Exceptional Children Administrator (Active)	No
Alicia A. Brophy-Dick	Board Director	704-657-3444	Alicia.brophy@ardenperryacademy.net	Samson County	Exceptional Children’s Director, Sampson County	North Carolina Professional Educator License – Exceptional Children Administrator (Active)	No
Rose Jones	Board Director	910-523-0499	rose.jones@ardenperryacademy.net	New Hanover County	Business Owner and Author	None	No
Virginia Gill Simmons	Board Director	843-450-6864	virginia.simmons@ardenperryacademy.net	New Hanover County	Licensed Real Estate Broker (North Carolina)	NC Real Estate License (Active)South Carolina Professional Educator License-School Administrator(Active)	No



Office of

CHARTER SCHOOLS

NC Department of Public Instruction

Enrollment Summary Table

Academic School Year	Grade Levels
Year 1	K-8
Year 2	K-9
Year 3	K-10
Year 4	K-11
Year 5	K-12

e

Total Projected Student Enrollment
200
275
350
425
500

**Academic
School Year**

Grade Levels

**Total Projected
Student Enrollment**

Year 1

Year 2

Year 3

Year 4

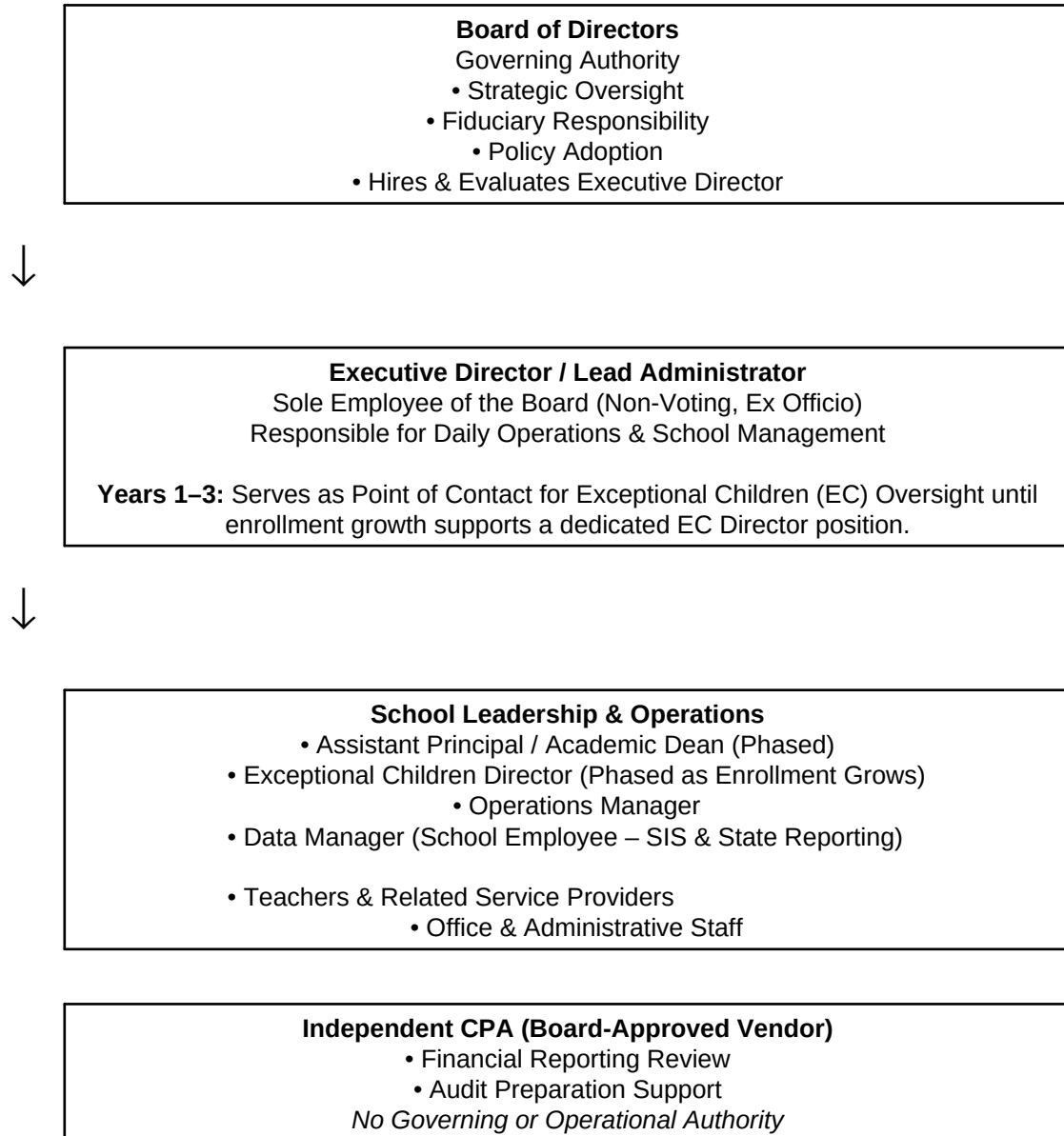
Year 5

Enrollment Demographics Table

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native	1	1%
Asian	4	2%
Black or African American	32	16%
Hispanic	38	19%
Native HI or Pacific Islander	0	0%
Two or More Races	11	6%
White	114	57%
Total number of students:	200	
EDS Subgroups		
Economically Disadvantaged Students	96	48%
Students with Disabilities	28	14%
English Language Learners	14	7%
Students Experiencing Homelessness	4	2%
Total number of EDS subgroup students:	142	71%

Darden-Perry Academy

Organizational Chart – Governance & Management Flow



Darden-Perry Academy operates as an independent nonprofit corporation and does not contract with a Charter Management Organization (CMO) or Educational Management Organization (EMO). The Board retains full governing authority and fiduciary responsibility.

Board of Directors vs. Executive Director Roles Darden-Perry Academy

Purpose: This document demonstrates compliance with North Carolina charter application expectations related to governance capacity, responsible leadership, financial oversight, and organizational management. It reflects a clear separation of governance and management roles, avoidance of conflicts of interest, and readiness to steward public funds responsibly.

Board of Directors – Governance and Oversight (Voting Authority)

- Approves the mission, vision, and long-term strategic goals of the school
- Approves the annual budget, financial controls, audits, and major contracts
- Adopts and monitors bylaws and Board-level policies
- Ensures compliance with state, federal, and charter requirements
- Hires, supervises, evaluates, and, when necessary, dismisses the Executive Director
- Monitors academic, financial, operational, and governance performance
- Safeguards public funds and ensures long-term organizational sustainability
- Provides oversight without involvement in day-to-day school operations
- Implements a formal succession and interim leadership plan in the event of Executive Director transition

Executive Director / Lead Administrator – School Management (Non-Voting)

- Implements the Board-approved mission, charter, and policies
- Leads academics, operations, staffing, and school culture
- Supervises and evaluates all school personnel
- Prepares budgets, plans, and reports for Board review and approval
- Manages daily school operations, vendors, and service providers
- Serves as the primary administrative and instructional leader of the school

Darden-Perry Academy

Board Qualifications & Expertise Matrix

The Governing Board of Darden-Perry Academy collectively provides expertise necessary to support charter school governance, academic oversight, financial stewardship, compliance, operational sustainability, and organizational leadership.

Board Member	Education	Finance	Governance	Compliance	Facilities	Community Engagement	EC/ Student Support
Bobbie Fulk Grammer	✓	✓	✓	✓			✓
Dr. Pamela Adams	✓	✓	✓	✓			✓
Dr. Glennda McKeithan	✓		✓	✓		✓	
Dr. Virginia Gill Simmons	✓		✓		✓	✓	
Dr. Alicia Amanda Brophy-Dick	✓	✓	✓	✓			✓
Rose Jones			✓			✓	
Dr. Rebecca Darden-Perry (Non-Voting Executive Director)	✓	✓	✓	✓		✓	✓

Collectively, the Board demonstrates capacity in public education leadership, charter school governance, fiscal oversight, compliance, Exceptional Children services, facilities planning, and community engagement aligned to the successful implementation of Darden-Perry Academy.

Darden-Perry Academy Academic Calendar 2027–2028

Legend / Key

Blue: Instructional Days (≥185)

Yellow: Intersession (2 Weeks)

Green: Winter & Spring Breaks

Red: NHCS Holidays / Workdays (No Students)

Orange: First Day of School/Last Day of School

Total Instructional Days: 187 (Meets NC requirement of ≥185 days / 1,025 hours)

July 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				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 Start	28	29	30	31

August 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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				

September 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6 H	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11 W	12	13	14	15	16
17	18	19	20	21	22	23

24	25	26	27	28	29	30
31						

November 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11 W	12	13
14	15	16	17	18	19	20
21	22	23	24	25 H	26 H	27
28	29	30				

December 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24 H	25
26	27	28	29	30	31	

January 2028

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17 W	18 W	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2028

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15 W	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

March 2028

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			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	

April 2028

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2028

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	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 H	30	31			

June 2028

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9 Last Day	10
11	12 W	13 W	14 W	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2028

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24 Begins	25	26	27	28	29
30	31					

Year-Round Academic Calendar Cross-Walk (Full Academic Year)

Four 9-Week Instructional Cycles with Intersessions

(Instruction • Assessment • MTSS • Promotion & Transition • ASL Proficiency Explicitly Embedded)

■ Instruction
 ■ Assessment
 ■ MTSS / Targeted Supports
 ■ Promotion & Transition Readiness

Calendar Phase	Elementary (K–5)	Middle (6–8)	High (9–12)
■ Cycle 1 (9 weeks)	■ Foundational literacy & numeracy ■ ASL routines, storytelling, explanations ■ BOY diagnostics ■ Baseline ASL indicators ■ Tier I adjustments ■ Grade-level readiness	■ Core content launch ■ BOY diagnostics + ASL tasks ■ Tier I adjustments ■ Organization routines	■ Credit-bearing coursework ■ Course baselines ■ Academic monitoring ■ Credit pacing
■ Intersession 1	■ Small-group literacy/math ■ Targeted ASL modeling ■ Readiness reinforcement	■ Language-supported reinforcement ■ Support for rising rigor	■ Credit support or enrichment ■ On-track review
■ Cycle 2 (9 weeks)	■ Integrated literacy, science, SS with ASL ■ Benchmark checks ■ Regrouping & scaffolds	■ Academic application ■ Interim assessments ■ MTSS adjustments	■ Discipline-specific instruction ■ Interim benchmarks ■ Targeted supports
■ Intersession 2	■ Tier II literacy/math ■ ASL reinforcement ■ Promotion trajectory check	■ Academic language supports ■ Early transition monitoring	■ Credit recovery / enrichment ■ Graduation pathway review
■ Cycle 3 (9 weeks)	■ Fluency & explanation in ASL ■ Mid-year benchmarks ■ Adjustments	■ Analytical reading/writing ■ Mid-year benchmarks ■ Grade-span planning	■ Research, labs, presentations ■ Mid-year exams ■ Graduation monitoring
■ Intersession 3	■ Skill reinforcement ■ Promotion readiness review	■ Grade-span bridge instruction ■ HS readiness indicators	■ Postsecondary readiness ■ Credit alignment
■ Cycle 4 (9 weeks)	■ Grade-level mastery ■ EOG-aligned practice ■ Final supports ■ Promotion decisions	■ High-rigor application ■ EOG/EOC prep ■ Gap-closing supports ■ Transition readiness	■ EOC-aligned instruction ■ EOC completion ■ Exam supports ■ Diploma eligibility
■ Summer / Transition Period	■ Rising-grade orientation	■ Middle/HS transition programs	■ Postsecondary planning

ASL proficiency development is monitored throughout each instructional cycle using performance-based indicators embedded in classroom instruction. Language progress is reviewed during benchmark periods and intersessions to support readiness for increasing academic language demands.

Appendix E - Daily and Weekly Schedules Darden-Perry Academy

This appendix provides sample daily and weekly schedules for each grade band (K-5, 6-8, and 9-12) that Darden-Perry Academy ultimately plans to serve. Schedules are designed to ensure instructional time compliance, implementation of the school's ASL-English bilingual-bimodal dual-language instructional framework, MTSS-aligned intervention structures, advisory supports, elective scheduling, and developmentally appropriate transitions.

Appendix E.1 - Sample Daily Schedule (Grades K-5)

Time	Daily Schedule Component	Core Focus	Notes
8:00-8:20	Arrival / Morning Meeting	SEL & Language Development	Visual schedule review; English and ASL integration
8:20-9:50	Literacy Block	English Language Arts with integrated ASL-English language development	Foundational reading and writing
9:50-10:40	Math Block	Mathematics	Hands-on instruction
10:40-11:00	MTSS / Intervention Block	Targeted Support	Small-group intervention or enrichment
11:00-11:30	Lunch	Nutrition & Social Skills	-
11:30-12:15	Recess	Physical Activity	-
12:15-1:00	Science / Social Studies	Inquiry-Based Learning	Alternating instructional days
1:00-1:40	Specials (Art, Music, PE, ASL Enrichment)	Exploratory Learning	Rotating schedule
1:40-2:00	Reflection / Dismissal Prep	Organization & Review	Daily wrap-up

Weekly Structure (K-5): Literacy and mathematics occur daily; science and social studies alternate by instructional cycle; specials rotate weekly; the MTSS / Intervention Block occurs daily for intervention or enrichment.

Appendix E.2 - Sample Daily Schedule (Grades 6-8)

Time	Daily Schedule Component	Core Focus	Notes
8:00-8:20	Advisory	SEL & Organization	Goal-setting and academic check-ins
8:20-9:20	Block 1	English Language Arts with integrated ASL-English language development	Integrated ASL-English bilingual-bimodal instruction
9:25-10:25	Block 2	Mathematics	-
10:30-11:15	MTSS / Intervention Block	Intervention / Enrichment	Flexible grouping
11:15-11:45	Lunch	-	-
11:50-12:50	Block 3	Science	Lab-based learning
12:55-1:55	Block 4	Social Studies or Elective	Alternating by day
2:00-2:30	Reflection / Dismissal	Study Skills	-

Weekly Structure (6-8): Core academic subjects meet at least four times per week; the MTSS / Intervention Block occurs daily; electives rotate by semester.

Appendix E.3 - Sample Daily Schedule (Grades 9-12)

Time	Daily Schedule Component	Core Focus	Notes
8:00-8:25	Advisory	Graduation Planning	Transcript and GPA monitoring
8:30-9:50	Block 1	Core Academic Course	ELA, Mathematics, or Science
9:55-11:15	Block 2	Core Academic Course	-
11:15-11:55	Lunch	-	-
12:00-1:20	Block 3	Core Academic or Elective Course	-
1:25-2:45	Block 4	Elective / Pathway Course	College and career aligned
2:45-3:00	Reflection / Dismissal	Organization	-

Weekly Structure (9-12): Students follow a block schedule with four instructional blocks per day; core academic courses meet multiple times per week; electives align to graduation and postsecondary pathways. Healthful Living coursework is scheduled within Block 3 or Block 4 by semester to ensure students earn the required graduation credit while maintaining access to core academic and pathway electives.

Weekly Bell Schedule Visuals

The following weekly bell schedule visuals illustrate consistent instructional blocks across the week for each grade band. These schedules align with projected staffing allocations and ensure adequate instructional coverage for core, elective, advisory, and MTSS/intervention periods.

Grades K-5 Weekly Bell Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:20-9:50	Literacy	Literacy	Literacy	Literacy	Literacy
9:50-10:40	Math	Math	Math	Math	Math
10:40-11:00	MTSS	MTSS	MTSS	MTSS	MTSS
12:15-1:00	Science	Social Studies	Science	Social Studies	Science
1:00-1:40	Specials	Specials	Specials	Specials	Specials

Grades 6-8 Weekly Bell Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20	Advisory	Advisory	Advisory	Advisory	Advisory
8:20-9:20	ELA	ELA	ELA	ELA	ELA
9:25-10:25	Math	Math	Math	Math	Math
10:30-11:15	MTSS	MTSS	MTSS	MTSS	MTSS
11:50-12:50	Science	Science	Science	Science	Science
12:55-1:55	SS/Elective	SS/Elective	SS/Elective	SS/Elective	SS/Elective

Grades 9-12 Weekly Bell Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:25	Advisory	Advisory	Advisory	Advisory	Advisory
8:30-9:50	Block 1	Block 1	Block 1	Block 1	Block 1
9:55-11:15	Block 2	Block 2	Block 2	Block 2	Block 2
12:00-1:20	Block 3	Block 3	Block 3	Block 3	Block 3
1:25-2:45	Block 4	Block 4	Block 4	Block 4	Block 4

Schedule Governance and Flexibility

Daily and weekly schedules are reviewed annually by school leadership and approved by the Governing Board to ensure continued alignment with instructional minute requirements, graduation expectations, staffing capacity, and student support systems.

Staffing Alignment Verification

The sample schedules align with projected staff full-time equivalent (FTE) allocations outlined in the staffing plan and budget. Core instructional blocks correspond to certified teaching assignments by content area, while MTSS, advisory, and intersession supports are coordinated through existing instructional and support staff roles. Staff assignments are structured to maximize instructional coverage and maintain compliance with projected staffing allocations and budget assumptions.

Appendix B: Curriculum Outline per Grade Span

Darden-Perry Academy

Purpose of Appendix B

This appendix provides curriculum outlines for each grade span the school will ultimately serve (K–12) and includes one sample curriculum outline in graph form for a core subject aligned to the school's mission for each grade span. Darden-Perry Academy's instructional model is grounded in an ASL-English bilingual-bimodal dual-language instructional framework integrating English and American Sign Language throughout instruction within a rigorous, inclusive general education setting aligned to the North Carolina Standard Course of Study.

Elementary English Language Arts (Grades K–5)

Component	Focus	Instructional Features
Reading	Phonics, fluency, comprehension	Visual supports, shared reading, ASL storytelling
Writing	Sentence structure, narrative, opinion	Modeled writing, multimodal expression
Speaking & Listening	Discussion and presentation skills	Signed, spoken, written, and visual communication
Language Development	Vocabulary and grammar	Explicit cross-linguistic connections between English and ASL
Assessment	Formative checks and performance tasks	Observations, work samples, portfolios

Middle School English Language Arts (Grades 6–8)

Component	Focus	Instructional Features
Reading	Literary and informational texts	Annotation, discussion, ASL summaries
Writing	Argument, explanatory, and narrative writing	Drafting workshops, peer review
Academic Language	Vocabulary and discourse development	Explicit language instruction
Research	Inquiry and synthesis	Guided projects and presentations
Assessment	Benchmarks and performance tasks	Rubrics, portfolios, conferencing

High School English Language Arts (Grades 9–12)

Component	Focus	Instructional Features
Text Analysis	Complex literary and informational texts	Seminar discussions, ASL/English analysis
Writing	Analytical, research, and reflective writing	Multi-draft writing process and feedback cycles
Research	Source evaluation and synthesis	Projects and presentations
Communication	Presentational and academic discourse	Signed, spoken, written, and visual communication formats
Assessment	Performance-based and course assessments	Rubrics, portfolios, exams

Summary

This appendix demonstrates a coherent, vertically aligned curriculum framework supporting Darden-Perry Academy's mission of inclusive, language-rich instruction. The curriculum outlines illustrate how core subjects are implemented across grade spans using instructional strategies aligned to the school's ASL-English bilingual-bimodal dual-language instructional framework and state standards. Curriculum implementation across all grade spans remains aligned with the North Carolina Standard Course of Study and the North Carolina Accountability Model.

Grades 9–12 Core Content and Electives High School Graduation Requirements Framework

Purpose and Context

Darden-Perry Academy will implement a comprehensive high school program aligned to North Carolina Future-Ready Core graduation requirements through a phased grade expansion model. The school will open serving grades K–8 and will phase in high school grade levels sequentially until reaching full grades 9–12 by Year Five, at which point the school will graduate its first cohort completing the full secondary program at Darden-Perry Academy. This document provides a visual and narrative description of the school's projected high school graduation requirements, including core academic content and elective coursework. All graduation requirements meet or exceed current North Carolina Department of Public Instruction graduation policy and are aligned with projected staffing capacity and budget assumptions.

Alignment to North Carolina Graduation Requirements

Darden-Perry Academy's graduation framework aligns to North Carolina Future-Ready Core graduation requirements for the standard high school diploma, which requires a minimum of 22 credits across core academic and elective areas. Students will also complete all state-required assessments and any additional graduation components required under North Carolina law and State Board of Education policy in effect during implementation.

Visual Overview: Graduation Credit Requirements (22 Credits)

Subject Area	Credits Required
English Language Arts	4
Mathematics	4
Science	3
Social Studies	4
Health & Physical Education	1
Electives	6
Total Credits	22

English Language Arts (4 Credits)

Students complete a four-year sequence aligned to North Carolina English I–IV standards. Instruction emphasizes reading, writing, speaking, listening, research, and analytical thinking. Coursework includes diverse texts and integrates the school's ASL-English bilingual-bimodal dual-language instructional framework to support comprehension, academic discourse, and authentic expression.

Mathematics (4 Credits)

Students complete: • NC Math 1

- NC Math 2
- NC Math 3

• A fourth mathematics course aligned to postsecondary goals (e.g., Precalculus, Statistics, or Financial Literacy)

Instruction emphasizes conceptual understanding, problem-solving, modeling, and real-world application.

Science (3 Credits)

Students complete a standards-aligned science sequence that includes: • Biology

- Earth/Environmental Science

• Chemistry or Physics (as determined by graduation pathway) Science instruction is inquiry-based and lab-supported, with bilingual-bimodal instructional strategies used to ensure full access to scientific reasoning and analysis.

Social Studies (4 Credits)

The required social studies sequence includes: • Civics (Grade 9)

- World History (Grade 10)

- American History (Grade 11)

• Economics & Personal Finance (Grade 12) Courses emphasize civic literacy, historical analysis, economic decision-making, and responsible citizenship.

Health and Physical Education (1 Credit)

Students complete the required Health and Physical Education credit, emphasizing wellness, fitness, and lifelong healthy habits. Instruction is delivered with bilingual-bimodal access.

World Language: American Sign Language (ASL)

American Sign Language is offered as a World Language credit option, with a projected sequence of ASL I–IV aligned to North Carolina World Language standards. ASL also functions as an instructional access language across content areas, supporting bilingual communication skills, academic engagement, and postsecondary readiness.

Elective Coursework (6 Credits)

Elective credits support student interests and postsecondary pathways while maintaining alignment to staffing and budget capacity. Elective offerings may include coursework in the following areas: • Arts Education

- World Languages

- Social Sciences

- STEM and applied learning

• Career exploration and leadership Elective offerings will be scaled responsibly based on enrollment growth, staffing availability, and budget resources.

Credit Awarding and Course Completion Expectations

High school course credit at Darden-Perry Academy is awarded based on a student's demonstrated mastery of course standards, as evidenced through multiple measures. These measures include successful completion of required coursework, performance on formative and summative assessments, and demonstrated application of skills and knowledge aligned to course objectives. Final course grades reflect ongoing academic performance rather than a single assessment. Students must demonstrate sufficient progress toward mastery to earn credit, consistent with North Carolina grading and accountability expectations. When students are not meeting course expectations, timely instructional supports and interventions are provided to support successful course completion. Promotion and credit decisions are guided by academic performance data and are supported through targeted interventions rather than automatic retention or course failure.

Staffing and Budget Alignment

All core academic courses required for graduation are supported by the school's projected staffing model and delivered by appropriately licensed educators. Elective offerings are designed to remain flexible and scalable as the high school grades are added. No graduation requirement depends on:

- Unfunded staffing positions

- Specialized facilities
 - External partnerships
 - Extended instructional time beyond the regular school day
- This structure ensures fiscal responsibility while maintaining full compliance with state graduation requirements.

Oversight and Accountability

The Governing Board provides oversight of graduation requirements and course implementation through regular review of academic performance data and compliance monitoring. School leadership ensures that graduation requirements remain aligned with state policy and that instructional programming supports readiness for college, career training, military service, or entry into the workforce.

Summary

Darden-Perry Academy's high school graduation framework:

- Meets or exceeds North Carolina Future-Ready Core requirements

- Establishes clear expectations for earning course credit
- Aligns with projected staffing and budget capacity
- Supports multiple postsecondary pathways
- Preserves flexibility through phased implementation
- Reflects the school's inclusive ASL-English bilingual-bimodal dual-language instructional framework

Visual Summary of Community and Parent Support

Darden-Perry Academy has documented strong and sustained parent and community support for the proposed English/ American Sign Language (ASL) dual-language public charter school through survey data, digital engagement, and public informational meetings.

Key Evidence of Parent Commitment and Demand (January 2026 Snapshot):

- 396 parent and guardian survey responses indicating interest in enrolling a child
- Families represent multiple North Carolina counties, demonstrating regional demand
- Highest program demand identified for:
 - English/ASL bilingual/bimodal programming
 - Arts education
 - STEM programming
- Grade-band interest is strongest at the elementary level (K–5), supporting the school’s proposed phased enrollment and growth model
- Families primarily learned about the school through social media and community networks, indicating organic, community-driven awareness

Engagement Beyond Surveys:

- Monthly public virtual information meetings (initiated October 2025), capped at 30 participants, have consistently reached capacity
- Survey respondents indicate willingness to:
 - Join interest email lists
 - Attend information sessions
 - Participating as early interest families
 - Volunteer or partner with the school

Together, these indicators demonstrate that families are not only aware of Darden-Perry Academy but are actively engaging in enrollment-related planning and decision-making. Survey participation, meeting attendance, and continued outreach engagement provide clear evidence of committed parent and community support for the proposed school.

January 2026 Snapshot

Key Indicators of Parent and Community Demand

- 396 parent and guardian survey responses indicating interest in enrollment
- Families from multiple North Carolina counties, demonstrating regional demand
- Highest program demand identified for:
 - English–ASL bilingual/bimodal programming
 - Arts education
 - STEM programming
- Strongest grade-level interest in K–5, supporting the school’s phased enrollment plan
- Primary awareness channels include social media and community networks, indicating organic, community-driven outreach

Engagement Beyond Surveys

- Monthly public virtual information meetings-initiated October 2025
- Sessions capped at 30 participants and consistently reached capacity
- Families indicate willingness to:
 - Join interest email lists
 - Attend information sessions
 - Participate as early/founding families
 - Volunteer or partner with the school

Together, these indicators demonstrate sustained parent commitment and community engagement in enrollment-related planning and confirm demand for Darden-Perry Academy.

Appendix A: Visual Evidence of Community and Parent Support

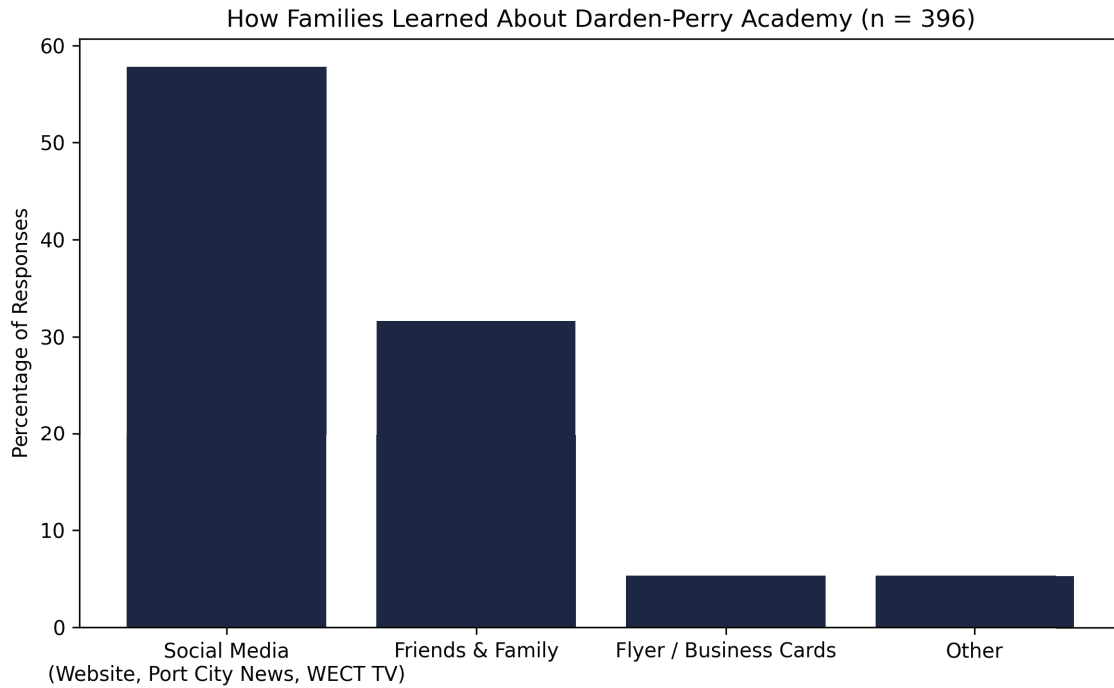


Figure A-1. Parent survey responses (n = 396) demonstrate that families primarily learned about Darden-Perry Academy through social media and community networks, indicating broad community awareness.

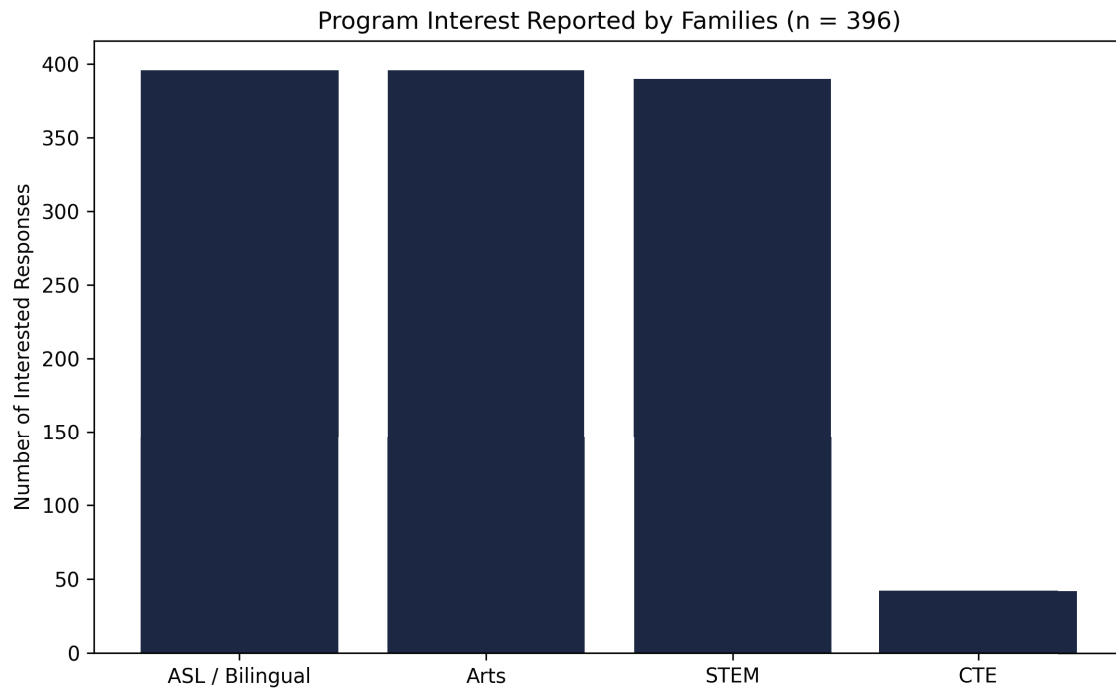


Figure A-2. Program interest data (n = 396; multiple selections permitted) indicate strongest demand for ASL/Bilingual programming, Arts, and STEM, with targeted interest in CTE pathways.

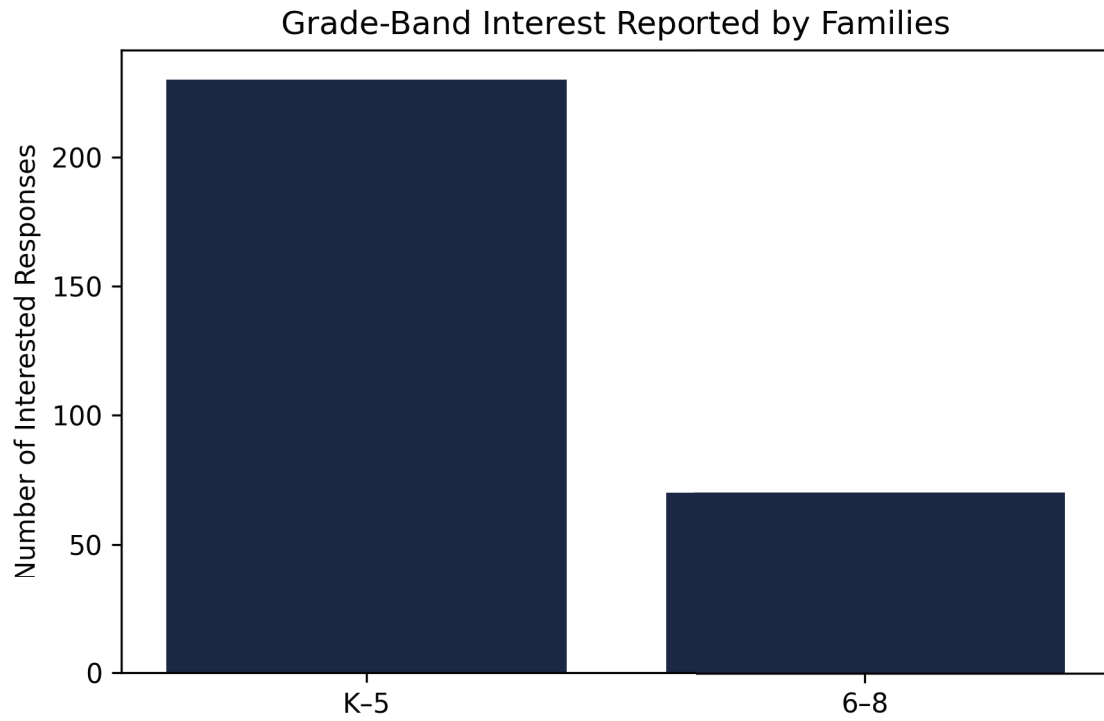


Figure A-3. Grade-band interest responses demonstrate the highest enrollment demand at the elementary level (K-5), supporting the proposed phased enrollment plan.

Community & Professional Engagement Summary (2025–2026)

Darden-Perry Academy

Darden-Perry Academy has demonstrated sustained business, philanthropic, civic, and higher education engagement in preparation for charter approval and a July 2027 opening. Engagement activities include formal funding presentations, awarded seed-level planning support, recurring community information sessions, scheduled professional conference presentations, and educator pipeline discussions.

Partner / Sector	Engagement Type	Date(s)	Evidence of Support	Post-Approval Intent
Wilmington Endowment	Formal funding pitch	November 2025	Positive reception; mission alignment affirmed	Requested notification upon charter approval
Regional Foundations	Multi-stage funding discussions	Nov–Dec 2025	Seed funding awarded for planning	Interest in annual contributions following approval
Community Stakeholders	Monthly virtual information sessions (attendance capped at 20)	Ongoing since 2025	Consistent attendance and engagement	Continued outreach and enrollment support
Professional Conferences	Statewide presentations (Greensboro, Raleigh, Wilmington)	February 2026	Scheduled speaking engagements	Ongoing professional dissemination
Higher Education Partners	Educator pipeline and internship discussions	2025–March 2026	University meetings scheduled; additional outreach ongoing	Formalize partnerships following approval

These documented engagements reflect tangible community, philanthropic, professional, and higher education support. While formal memoranda of understanding and financial commitments are contingent upon charter authorization, partner organizations have demonstrated sustained engagement and readiness to support implementation upon approval.

Darden-Perry Academy Interest

About Darden-Perry Academy

Thank you for your interest in **Darden-Perry Academy**, year-round public charter school set to open in **2027**. Our academy is committed to **academic excellence, inclusive education, bimodal (spoken English/American Sign Language) access**, and developing **confident leaders**. This survey helps us understand community interest as we plan for enrollment. Completing this form **does not obligate you to enroll your child**.

Darden-Perry Academy will be located in Wilmington, **North Carolina** and will serve **Kindergarten through 12th grade**. As the first bilingual-bimodal school in the state, our mission is to ensure that *every student* whether Hearing, Deaf, Hard of Hearing, Gifted, or Exceptional has full access to learning and communication in every classroom. Enrollment Planning

Darden-Perry Academy is a **proposed** K–12 public charter school currently seeking authorization. If approved, the school will open with an initial group of students and expand enrollment and grade levels gradually over time.

This phased launch model is designed to ensure high academic standards, full language access, and a strong school culture from the start.

Our program combines **rigorous academics** with **individualized supports**, preparing students for **college, career, and community leadership**. We believe that when schools honor every child's strengths, communication style, and culture, entire communities grow stronger.

Darden-Perry Academy provides a **high-quality public option** designed to meet diverse learning needs—building bridges between communities and empowering tomorrow's leaders.

* Indicates required question

1. Email *

2. **Parent/Guardian Name Last Name(s) ***

3. **Parent/Guardian First Name(s) ***

4. **Primary Language Spoken in the Home ***

Check all that apply.

☐ Spoken English

☐ Spanish

☐ American Sign Language

☐ Bi-Model

☐ Other:

5. **What programs interest you? ***

Check all that apply.

☐ ASL/English Bilingual Environment

☐ STEM & Robotics

☐ Arts & Music

☐ Gifted and Talented

☐ Leadership & Character Development

☐ Literacy Support

☐ Sports

☐ College & Career Pathways

☐ Exceptional Children

☐ Other:

6. **Relationship to Child ***

7. **Primary Phone Number**

8. **Email Address ***

9. **Home Address Street**

10. **Home Address City**

11. **Home Address State ***

12. **Home Address County**

13. **Home Address Zip Code**

14. **Student Name ***

15. **Date of Birth ***

Example: January 7, 2019

16. **Grade Level for 2027–2028 School Year ***

Check all that apply.

☐ Kindergarten

☐ 1st

☐ 2nd

☐ 3rd

☐ 4th

☐ 5th

☐ 6th

☐ 7th

☐ 8th

17. **Does the student have siblings who may also enroll? If yes, how many? ***

18. **Darden-Perry Academy will follow a year-round academic calendar. How do you feel about this model? ***

Mark only one oval.

☐ I like it

☐ Open to it

☐ Not sure

19. **Are you interested in after-school or intersession programs? ***

Check all that apply.

- ☐ Yes
- ☐ No
- ☐ Maybe

20. **How did you hear about us? ***

Mark only one oval.

- ☐ Social Media
- ☐ Friend or Family
- ☐ Community Event
- ☐ Website
- ☐ Flyer
- ☐ Other: _____

21. **I would like to ***

Check all that apply.

- ☐ Join the interest email list
- ☐ Attend information sessions
- ☐ Be a Early Interest Family
- ☐ Volunteer or partner with the school
- ☐ Other: _____

22. **Why are you interested in Darden-Perry Academy for your child? ***



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	Darden-Perry Academy
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Board Member's Information

Board Members	Full name: Rebecca Darden-Perry
	Home Address: 2264 New River Inlet Road, Unit 209 North Topsail Beach, NC 28460
	Business Name & Address: Darden-Perry Academy 2264 New River Inlet Road, Unit 209 North Topsail Beach, NC 28460
	Telephone No.: 919-880-2510

	E-mail address: drdarden-perry@dardenperryacademy.net
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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	I hold advanced degrees in education, including a doctorate in Special Education, with a professional focus on general education leadership, inclusive instructional design, and language access. My academic training emphasizes curriculum, instructional leadership, and program development within public education settings.
Employment History	I have over twenty years of experience in education across public school systems, state programs, and private educational settings. My professional background includes service as an educator, specialist, and educational leader supporting students, families, and educators across diverse learning environments. I have also served as a national presenter on communication development and social skills instruction for educators and professionals. I currently serve as the Executive Director / School Leader (non-voting) for the proposed Darden-Perry Academy.

How were you recruited to join this Board of Directors?	As the founder of Darden-Perry Academy, I initiated the formation of the governing board by recruiting qualified individuals with expertise in education, governance, finance, nonprofit leadership, and community engagement. I serve on the Board in an ex officio, non-voting capacity consistent with the school's bylaws.
Why do you wish to serve on the board of the proposed charter school?	I am deeply committed to the mission and long-term success of Darden-Perry Academy. Serving on the board allows me to contribute institutional knowledge, educational expertise, and continuity during the planning and startup phases while ensuring that governance authority remains with an independent, mission-aligned board.
What is your understanding of the appropriate role of a public charter school board member?	A public charter school board member serves as a fiduciary steward responsible for governance, policy, financial oversight, and accountability to the charter agreement. Board members set strategic direction, hire and evaluate the school leader, monitor performance, and ensure compliance, while refraining from day-to-day management of school operations.
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.	My experience includes educational leadership across multiple sectors, nonprofit governance support, strategic planning, program implementation, and accountability oversight. I bring a strong understanding of public education requirements, performance monitoring, and organizational leadership that supports effective board decision-making.
Describe the specific knowledge and experience that you would bring to the board.	I bring expertise in: • General education leadership and inclusive instructional design • Public school accountability and compliance • Dual language program development (English–ASL) • Strategic planning and school startup • Family and community engagement • Performance data analysis and continuous improvement

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	Darden-Perry Academy's mission is to provide a high-quality general education public charter school grounded in inclusive practices and a dual language English–American Sign Language model. The school is guided by the belief that language access, high expectations, and inclusive environments support success for all learners.
What is your understanding of the school's proposed educational program?	The school will operate as a general education dual language program, integrating English and ASL instruction within a rigorous academic framework aligned to North Carolina standards. ASL is offered as a world language pathway that supports bilingual development, college readiness, and workforce preparation.
What do you believe to be the characteristics of a successful school?	A successful school demonstrates strong academic outcomes, positive school culture, effective leadership, responsible financial stewardship, and meaningful family engagement.
How will you know that the school is succeeding (or not) in its mission?	Success is measured through academic performance data, progress toward Performance Framework goals, student engagement, staff retention, financial stability, and compliance with the charter agreement.

Governance

Describe the role that the board will play in the school's operation.	The Board governs through policy, oversight, and accountability. It hires and evaluates the Executive Director, monitors academic and financial performance, and ensures compliance while delegating day-to-day operations to school leadership.
How will you know if the school is successful at the end of the first year of operation?	Year-one success includes successful school launch, enrollment stability, effective staffing, implementation of the instructional program, and progress toward initial Performance Framework benchmarks.

How will you know at the end of five years if the school is successful?	Five years success includes sustained academic growth, organizational stability, financial health, strong governance practices, and fulfillment of the school's charter commitments.
What specific steps will the charter school board need to take to ensure that the school is successful?	The Board must maintain strong oversight, engage in strategic planning, monitor performance data, support leadership, and uphold ethical and fiduciary responsibilities.
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?	If I believed a board member was acting unethically or not in the school's best interest, I would follow the Board's Conflict of Interest and ethics policies, raise the concern appropriately, support disclosure and recusal as required, and ensure the matter is addressed through established governance procedures.

Certification

I, Rebecca Darden-Perry, 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 Darden-Perry Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature <u>Dr. Rebecca Darden-Perry</u>	Date <u>1/31/2026</u>
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**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.](#)*

Rebecca Darden-Perry, PhD

Executive Director / School Leader – Darden-Perry Academy (Proposed)

North Topsail Beach, NC | 919-880-2510 | drdardenperry@dardenperryacademy.net

Professional Summary

Educational leader with over 20 years of experience across public school systems, state programs, and private educational settings. Proven expertise in school leadership, program design, staff development, compliance, and inclusive instructional practices. Founder of a proposed general education public charter school utilizing a dual-language English–American Sign Language (ASL) model aligned to college and workforce readiness. National presenter with a strong record of building educator capacity and supporting families and professionals.

Education

PhD, Special Education – Northcentral University

Graduate Certificate, Deaf-Blindness – East Carolina University

MS, Special Education (Deaf/Hard of Hearing K–12) – St. Joseph's University

BS, Family Studies & Human Development (Birth–Kindergarten) – University of North Carolina at Greensboro

Leadership & Professional Experience

Lead Deaf / Hard of Hearing Specialist, Onslow County Schools (2021–Present)

District-level leadership supporting instructional quality, staffing, professional development, and compliance.

Founder & Educational Director, Darden-Perry School – Virtual Educational Resource Platform (2020–Present)

Founded and led a national educational support initiative operating as a separate entity from Darden-Perry Academy.

Deaf-Blind Teacher, Wake County Public School System (2019–2021)

Lead Deaf-Blind Educator, Eastern North Carolina School for the Deaf (2012–2019)

Lead Teacher / Administrator, Early Childhood & Private Schools (2000–2011)

Licensure & Credentials

North Carolina Professional Educator License (Active, expires 06/30/2030): EC Program Administrator; Deaf and Hard of Hearing K–12; Cross-Categorical K–12; Birth–Kindergarten; EC Adapted Curriculum K–12

Key Areas of Expertise

Executive leadership and school startup • General education program oversight • Dual-language and world language program development (English–ASL) • Staff supervision and evaluation • Public school compliance • Family and community engagement • Data-informed decision-making

Professional Recognition & Affiliations

NC Division for Communication Disorders – Distinguished Service Award • Delta Gamma Foundation for the Blind Fellowship • Gallaudet University Fellowship • Council for Exceptional Children • Council for Administrators of Special Education

Appendix O – School Leader One-Page Resume

Dr. Rebecca Darden-Perry

Founder & Proposed Executive Director / Head of School | Darden-Perry Academy (Proposed NC Public Charter School)

Professional Profile

Executive educational leader with more than 20 years of experience in K–12 public education and schoolwide program leadership. Demonstrated capacity to design and implement high-quality general education models grounded in strong Tier I instruction and data-driven decision-making. Darden-Perry Academy is intentionally designed as a rigorous general education public charter school, with inclusive systems embedded to ensure access and excellence for all learners. Fluent in English and American Sign Language (ASL), with expertise in bilingual-bimodal instructional systems aligned to North Carolina academic standards, accountability, and charter governance requirements.

Education

Ph.D., Special Education Administration (NC EC Administrator Licensure) – Northcentral University

M.Ed., Special Education (K–12 Deaf/Hard of Hearing) – Saint Joseph’s University

B.S., Human Development & Family Studies (Birth–Kindergarten) – UNC Greensboro

Professional & Leadership Experience

Lead Deaf / Hard of Hearing Specialist – Onslow County Schools, NC

- District-level instructional leadership and educator supervision
- Inclusive instructional systems aligned to NC Standard Course of Study
- Data analysis, compliance monitoring, and accountability reporting
- Strengthened Tier I instruction to reduce inappropriate referrals

Founder & Administrator – Darden-Perry School

- Designed bilingual-bimodal instructional frameworks
- Provided educator professional development and family engagement systems
- Led operational planning and program implementation

National Presenter & Educational Consultant

- Delivered professional learning on instructional systems and inclusive practices
- Supported schools in strengthening core instruction for diverse learners

Licensure & Credentials

North Carolina Licensed Exceptional Children Administrator | Teacher License – Deaf/Hard of Hearing (K–12) | Birth–Kindergarten License

Areas of Expertise

Schoolwide instructional leadership | General education systems design | Dual-language program development (English/ASL) | Staff supervision & professional growth | Charter school planning & implementation | Governance & accountability oversight

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

Darden-Perry Academy

Board Member's Information

Board Members

Full name: Pamela Adams

Home Address: 3217 Trogdan Drive, Fayetteville, NC 28306

Business Name & Address:

Telephone No.: 910-551-0402

E-mail address: padams3635@gmail.com

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

Doctor of Education (Ed.D.) in Educational Leadership, Fayetteville State University

Master of School Administration, Fayetteville State University

Bachelor of Science in Special Education, Winston-Salem State University

Employment History

Educational Consultant (Part-Time), Global Special Education Associates – Provides governance training, compliance guidance, and technical assistance to charter school boards and public-school systems, with a focus on fiscal oversight and special education program effectiveness.

Executive Director of Exceptional Children's Services, Cumberland County Schools (NC) – Provided district-level leadership for Exceptional Children programs, managed complex operating budgets, and ensured compliance with state and federal requirements, including IDEA.

Principal / Assistant Principal, Massey Hill Classical High School, Cumberland County Schools (NC) – Provided instructional leadership, personnel supervision, and oversight of school operations.

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How were you recruited to join this Board of Directors?	I was recruited to join the Board of Directors through a professional conversation with an existing board member, Glenda McKeithan, who shared information about Darden-Perry Academy and its mission. After expressing interest, I met with members of the Darden-Perry Academy Board of Directors to discuss the school's vision, governance structure, and leadership needs. Following this discussion, the Board formally voted to appoint me to the Board of Directors in the role of Treasurer.
Why do you wish to serve on the board of the proposed charter school?	I wish to serve on the Board of the proposed charter school because its mission aligns strongly with my commitment to diversity, equity, and inclusive educational practices. The school's bilingual-bimodal, dual-immersion model in English and American Sign Language represents an innovative and equitable approach to language access that is both unique and groundbreaking within North Carolina's public education system. Serving on the Board allows me to support a mission-driven program that expands educational opportunities and advances inclusive excellence for all students.
What is your understanding of the appropriate role of a public charter school board member?	A public charter school board member is responsible for providing effective governance and fiduciary oversight while ensuring the school operates in alignment with its approved charter, mission, and applicable state and federal laws. Board members set policy, monitor academic and financial performance, hire, support, and evaluate the school leader, while maintaining a clear distinction between governance and day-to-day operations. The board is also responsible for ensuring accountability, ethical leadership, and long-term sustainability of the 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.	I have extensive experience relevant to charter school board service through senior leadership roles in public education and direct work supporting charter school governance. As an educational consultant, I have provided governance training, compliance guidance, and technical assistance to charter school boards and administrators. Previously, I served as Executive Director of Exceptional Children's Services for a large public school district, where I oversaw complex budgets, ensured compliance with state and federal requirements, and supported strategic planning and accountability. This experience equips me to serve as an effective board member by contributing strong fiduciary oversight,

	governance expertise, and a clear understanding of the board's role in supporting school success.
Describe the specific knowledge and experience that you would bring to the board.	I bring extensive knowledge and experience in public school finance, budgeting, and fiscal oversight, along with a strong understanding of charter school governance and state and federal compliance requirements. My background includes executive leadership in North Carolina public education, oversight of large and complex operating budgets, and direct experience supporting charter school boards through governance training and technical assistance. I also bring expertise in Exceptional Children services and inclusive practices, which supports informed decision-making and oversight aligned with the school's mission and long-term sustainability.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	My understanding of the school's mission and guiding beliefs is that Darden-Perry Academy is committed to providing an inclusive, high-quality public education through a bilingual-bimodal, dual-immersion model in English and American Sign Language. The school is grounded in the belief that language access, equity, and diversity are essential to student success and that all students benefit from an educational environment that values inclusive practices, academic rigor, and meaningful access to communication.
What is your understanding of the school's proposed educational program?	My understanding of the school's proposed educational program is that it will implement a rigorous, standards-aligned curriculum delivered through a bilingual-bimodal, dual-immersion model in English and American Sign Language. The program is designed to ensure full language access for all students while promoting academic achievement, inclusive practices, and equity. Instruction will integrate general education and Exceptional Children supports, emphasizing high expectations, culturally responsive teaching, and preparation for long-term academic and postsecondary success.

What do you believe to be the characteristics of a successful school?	A successful school is characterized by a clear and mission-driven vision, strong instructional leadership, and high expectations for all students. It provides equitable access to learning, delivers a rigorous and standards-aligned curriculum, and uses data to inform continuous improvement. Successful schools also demonstrate strong governance and fiscal responsibility, foster positive relationships with families and the community, and maintain a safe, inclusive environment that supports both academic achievement and student well-being.
How will you know that the school is succeeding (or not) in its mission?	The school's success will be measured by its ability to meet the goals outlined in its charter through multiple indicators, including student academic performance, growth data, and progress toward language proficiency goals. Additional measures will include compliance with accountability standards, financial stability, and evidence of equitable access and inclusive practices. Regular review of data, reports, and performance outcomes by the Board will be used to monitor progress, identify areas for improvement, and ensure the school remains aligned with its mission.

Governance

Describe the role that the board will play in the school's operation.	The Board will provide governance and fiduciary oversight to ensure the school operates in alignment with its approved charter, mission, and applicable state and federal requirements. The Board will set policy, monitor academic and financial performance, hire and evaluate the school leader, and ensure accountability while maintaining a clear separation between governance responsibilities and day-to-day school operations.
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How will you know if the school is successful at the end of the first year of operation?	The school will be considered successful at the end of its first year if it demonstrates progress toward the goals outlined in its charter, including strong initial student academic growth, effective implementation of its bilingual-bimodal educational model, and evidence of inclusive and equitable practices. Additional indicators will include compliance with accountability and reporting requirements, sound financial management, stable enrollment, and positive feedback from students, families, and staff. Board review of academic, operational, and financial data will be used to evaluate first-year performance and guide continuous improvement.
How will you know at the end of five years if the school is successful?	At the end of five years, the school will be considered successful if it has consistently met or exceeded the academic, operational, and financial goals outlined in its charter. Indicators of success will include sustained student achievement and growth, successful implementation of the bilingual-bimodal dual-immersion model, strong language proficiency outcomes, and demonstrated equity and access for all students. Long-term success will also be reflected in financial stability, positive accountability ratings, strong governance practices, staff retention, and continued family and community engagement, as evidenced through data reviewed annually by the Board.
What specific steps will the charter school board need to take to ensure that the school is successful?	To ensure the school's success, the Board will establish strong governance structures and clear policies aligned with the approved charter and applicable laws. The Board will hire, support, and evaluate an effective school leader; monitor academic, financial, and operational performance through regular data review; and ensure fiscal responsibility and compliance. Additionally, the Board will engage in ongoing training, conduct strategic planning, maintain ethical oversight, and foster positive relationships with families, staff, and the community to support long-term sustainability and continuous improvement.
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?	If I believed that one or more board members were acting unethically or not in the best interests of the school, I would address the concern promptly and professionally by following the Board's established policies, code of ethics, and conflict-of-interest procedures. I would seek to raise the issue through appropriate internal channels, such as the

	Board Chair or executive session, and support fact-based discussion and documentation. If necessary, I would advocate for corrective action, additional training, or legal guidance to ensure decisions align with the school's mission, fiduciary responsibilities, and applicable laws, while prioritizing transparency, accountability, and the best interests of students.
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Certification

I, Pamela Adams, 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 Darden-Perry Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature

Pamela Adams

Date 2/7/2026

**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.](#)*

Pamela Adams, Ed.D.

Treasurer, Board of Directors
Darden-Perry Academy

Board Leadership & Financial Oversight Profile

Dr. Pamela Adams is a retired senior public education leader with more than 20 years of executive experience in North Carolina public education. She currently works part-time as an educational consultant with Global Special Education Associates, supporting charter schools and public school systems through governance training, compliance guidance, and program improvement. Her background provides strong fiduciary leadership aligned with North Carolina public charter school expectations.

Core Competencies Relevant to Charter School Governance

- Public school finance, budgeting, and fiscal oversight
- Oversight of large, complex operating budgets
- Charter school governance and board training
- State and federal compliance requirements (including IDEA)
- Strategic planning and organizational leadership
- Personnel supervision and evaluation
- Exceptional Children (EC) services and inclusive practices

Professional Experience**Educational Consultant (Part-Time)**

Global Special Education Associates

Provides training and technical assistance to charter school boards, administrators, and instructional leaders focused on governance, compliance, fiscal responsibility, and special education program effectiveness.

Executive Director of Exceptional Children's Services

Cumberland County Schools, North Carolina

Provided executive oversight of district-wide EC programs, managed complex budgets, and ensured compliance with state and federal funding requirements.

Principal / Assistant Principal

Massey Hill Classical High School, Cumberland County Schools, North Carolina

Education

Doctor of Education (Ed.D.), Educational Leadership – Fayetteville State University

Master of School Administration – Fayetteville State University

Bachelor of Science, Special Education – Winston-Salem State University

Board Contribution as Treasurer

As Treasurer, Dr. Adams provides oversight of budgeting, financial monitoring, and fiduciary compliance, strengthening the Board's capacity to ensure fiscal integrity, transparency, and long-term sustainability.



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	Darden-Perry Academy
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Board Member's Information

Board Members	Full name: Glennda Kashner McKeithan
	Home Address: 3448 Lacewing Drive, Zebulon, NC 27597
	Business Name & Address: The University of Kansas Dept of Special Education Autism Programs 1122 W. Campus Rd, JRP Lawrence, KS 66045
	Telephone No.: 919-749-9421
	E-mail address: glennda.mckeithan@gmail.com

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?	Yes
Educational History	• PhD, Curriculum & Instruction Research Special Education NCSU, Raleigh NC, 2016 • EdS, Curriculum Instructional Specialist Education Administration NCSU, Raleigh NC, 2015 • MEd, Curriculum & Instruction Behavior Special Education NCSU, Raleigh NC, 1995 • BA, English Language and Literature NCSU, Raleigh NC, 1992
Employment History	I bring more than 30 years of experience across K–12 and higher education, with a professional background that includes classroom teaching, school leadership, teacher preparation, and university faculty roles. I currently serve as an Associate Teaching Professor and Co-Area Coordinator in the Department of Special Education at the University of Kansas, following earlier roles as a Lecturer and Autism Programs Associate. I have also taught as adjunct faculty at several universities, including North Carolina State University and William Peace University. Prior to higher education, I spent over two decades in public schools as a general and special education teacher, department chair, behavior support specialist, and administrator. This experience gives me a strong understanding of governance, instructional quality, inclusive practices, and the systems necessary to support school success.
How were you recruited to join this Board of Directors?	I learned about Darden-Perry Academy through my professional relationship with the Executive Director. We have served together for several years on the North Carolina Council for Exceptional Children Board of Directors and within the North Carolina Division for Communication Disorders. Through those roles, I became familiar with the school's mission and vision and expressed interest in supporting the development of the school. Based on my background and alignment with the school's goals, I was invited to join the Board of Directors.
Why do you wish to serve on the board of the proposed charter school?	I wish to serve on the Board of Directors because I truly believe in the vision of Darden-Perry Academy and the impact it can have on students and families. Throughout my career, I have seen how inclusive, thoughtfully designed schools can change outcomes, and this model reflects the kind of educational environment I would want for any child. Serving on the board allows me to contribute my experience while working alongside others who are equally committed to building a strong, supportive school community that helps both Deaf, Hard of Hearing, and hearing students thrive.
What is your understanding of the appropriate role of a public charter school board member?	I see the role of a public charter school board member as providing guidance, oversight, and support rather than managing the day-to-day operations of the school. Board members help keep the school focused on its mission, ensure policies and procedures are followed, and support sound decision-making related to finances, accountability, and student outcomes. Just as important, board members work together respectfully, follow established roles, and communicate responsibly so that school leadership can do their work effectively and the school can continue moving forward in a positive direction.

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 have served on several nonprofit and professional boards over the years, so I am comfortable with how boards function and the responsibility that comes with those roles. Through my work with the North Carolina Council for Exceptional Children and its divisions, I've held a variety of leadership positions and worked closely with other board members to support planning, policy decisions, and conference and program oversight. These experiences, along with my background in K–12 schools and higher education, have helped me understand how to collaborate effectively, stay focused on the big picture, and support leadership while keeping the organization's mission at the center of decision-making.
Describe the specific knowledge and experience that you would bring to the board.	I bring a strong understanding of public education systems, inclusive educational systems, inclusive practices, and charter governance, informed by decades of experience in both K–12 schools and higher education. I also bring experience reviewing policies, interpreting state and federal requirements, supporting organizational accountability, and working collaboratively within board structures. Most importantly, I bring a practical, student-centered perspective and a commitment to thoughtful decision-making that supports the long-term success of the school.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	My understanding of the school's mission is to create an inclusive public school where Deaf, Hard of Hearing, and hearing students learn together and have full access to high-quality instruction. The school is guided by the belief that learning in a bilingual-bimodal environment benefits all students and that inclusion, clear communication, and high expectations lead to stronger academic and social outcomes. The goal is to prepare students for college, careers, and life by building a supportive school community that values differences and shared learning.
What is your understanding of the school's proposed educational program?	My understanding of the school's educational program is that it is a year-round, K–12 public charter school built around a bilingual-bimodal model using spoken English and American Sign Language. The program is designed for Deaf, Hard of Hearing, and hearing students to learn together in general education classrooms, with instruction intentionally planned to be accessible to all learners. The school focuses on strong academics, social-emotional learning, and college and career readiness, while expanding grade levels over time in a thoughtful and sustainable way.
What do you believe to be the characteristics of a successful school?	I believe a successful school is one where students feel safe, supported, and challenged academically. It has clear goals, strong leadership, and teachers who are well-prepared and supported in their work. A successful school also values communication and collaboration, uses data to guide decisions, and builds positive relationships with families and the community. Most importantly, it is a place where all students are given meaningful opportunities to grow and succeed.

How will you know that the school is succeeding (or not) in its mission?	I would know the school is succeeding in its mission by looking at both student outcomes and the overall health of the school community. This includes student progress and achievement, strong attendance and engagement, and evidence that both Deaf, Hard of Hearing, and hearing students are learning and thriving together. I would also look at family satisfaction, staff retention, and whether the school is meeting its academic, operational, and compliance goals. If those areas show consistent growth and alignment with the mission, it would indicate the school is on the right path.
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Governance

Describe the role that the board will play in the school's operation.	The board's role is to provide oversight and guidance rather than manage the school's daily operations. The board is responsible for setting and protecting the school's mission, approving policies and budgets, ensuring legal and financial accountability, and supporting the Executive Director in leading the school. Board members work together to make informed decisions, monitor progress toward goals, and help ensure the school operates responsibly and in alignment with its charter.
How will you know if the school is successful at the end of the first year of operation?	At the end of the first year, I would consider the school successful if it has established a strong foundation. This would include stable leadership and staffing, smooth daily operations, and clear systems in place for instruction, communication, and student support. I would also look for positive student engagement, steady academic progress, family satisfaction, and evidence that the school is meeting its charter, compliance, and financial responsibilities. A successful first year is less about perfection and more about building a solid, sustainable base for growth.
How will you know at the end of five years if the schools is successful?	After five years, I would consider the school successful if it is meeting or exceeding its academic goals, operating in a financially sound and responsible way, and maintaining strong enrollment and staff retention. I would also look for evidence that the school is fulfilling its mission by effectively serving Deaf, Hard of Hearing, and hearing students together, with positive outcomes for students and strong support from families and the community. Long-term success means the school is stable, trusted, and positioned to continue growing and improving.
What specific steps will the charter school board need to take to ensure that the school is successful?	To ensure the school is successful, the board will need to stay focused on strong governance and clear oversight. This includes hiring and supporting effective school leadership, approving sound policies and budgets, and regularly reviewing data related to academics, finances, and operations. The board also needs to maintain clear roles, follow established procedures, and communicate consistently and responsibly. By working collaboratively, staying mission-focused, and holding the school accountable while providing support, the board can help create the conditions for long-term success.

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?	If I believed a board member was acting unethically or not in the best interests of the school, I would first approach the situation thoughtfully and professionally, assuming positive intent whenever possible. I would follow established board policies and address concerns through appropriate channels, such as bringing the issue to the Board Chair or Executive Director rather than discussing it informally. If necessary, I would support using formal board procedures to review the concern and ensure the school's mission, legal responsibilities, and ethical standards are upheld. My priority would always be protecting the school, maintaining trust, and resolving issues in a respectful and responsible way.
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Certification

I, Glennnda McKeithan, 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 Darden-Perry Academy is true and correct in every respect.

Board Member's Signature

Signature 	Date 1/15/26
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**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.*

Dr. Glennnda McKeithan
Board Director – Secretary
Zebulon, NC | glennnda.mckeithan@gmail.com | 919-749-9421

BOARD GOVERNANCE SUMMARY

Education leader with 30+ years of experience in public K–12 education, higher education, and nonprofit governance. Brings strong capacity in board operations, compliance, policy alignment, ethical governance, and organizational oversight, aligned to NC DPI Charter School Board expectations.

BOARD ROLE: SECRETARY

Maintains official board records (agendas, minutes, motions); ensures compliance with Open Meetings Law and public records requirements; supports alignment between board actions, bylaws, policies, and charter commitments; facilitates documentation for DPI reporting and audits; upholds ethical governance and transparency.

BOARD & GOVERNANCE EXPERIENCE

North Carolina Council for Exceptional Children (NC CEC) — *Executive Board Member, Past President, Secretary* (2014–Present)

Provides executive-level governance oversight, maintains official records, supports fiscal oversight, strategic planning, and compliance.

North Carolina Division for Communication Disorders (DCD) — *Board Member, Secretary* (2014–Present)

Supports governance operations, documentation, ethical standards, and organizational accountability.

PROFESSIONAL EXPERIENCE (GOVERNANCE-RELEVANT)

Public K–12 Education: 20+ years

Higher Education (Teacher Preparation & Leadership): 18 years

Institutions include NC State University, William Peace University, University of Kansas, University of Illinois.

EDUCATION & CREDENTIALS

PhD, Curriculum & Instruction (Special Education), NC State University

EdS, Curriculum & Instructional Specialist (Education Administration), NC State University

MEd, Curriculum & Instruction (Special Education), NC State University

BA, English, NC State University

Licensure: NC Licensed Educator | National Board-Certified Teacher



Charter School Board Member Information Form

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School Information

Name of charter school	Darden-Perry Academy
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Board Member's Information

Board Members

Board Members	Full name: Alicia Amanda Brophy-Dick
	Home Address: 1006 Tidings Road, Leland, NC 28451
	Business Name & Address:
	Telephone No.: 704.657.3444

	E-mail address: dr.aliciabrophy@gmail.com
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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?	☒ Yes or No
Educational History	Degrees: Ph.D. 2011 University of North Carolina at Charlotte, Special Education M.Ed. 1998 Auburn University, Special Education - Autism/Behavior Disorders B.S. 1997 Auburn University, Speech Language Pathology & Audiology H.S. 1993 Alamo Heights High, Alamo Heights, Texas
Employment History	SAMPSON COUNTY PUBLIC SCHOOLS, CLINTON, NC, July, 2019 – Present • Exceptional Children’s Program Director UNIVERSITY OF NORTH CAROLINA WILMINGTON, Department of Early Childhood, Elementary, Middle, Literacy, and Special Education, Wilmington, NC, July, 2011 – May, 2019. • Assistant Professor UNIVERSITY OF NORTH CAROLINA CHARLOTTE, Department of Special Education and Child Development, Charlotte, NC, August, 2008 – December, 2011. • Graduate Research Assistant CABARRUS COUNTY PUBLIC SCHOOLS, Concord, NC, August 13, 2007 – June 2008 • Behavioral Focus Self-Contained Exceptional Children Teacher at Jay M. Robinson High MONTGOMERY COUNTY PUBLIC SCHOOLS, Maryland • Mainstream Coordinator for the Bridge Program at Gaithersburg Middle and High Schools, June 16, 2006 – July 15, 2007 • Special Educator and Grade Level Case Manager for the Bridge Program at Gaithersburg Middle, June 30, 2003 – June 15, 2006 • Special Education Resource Teacher and On-Site Coordinator for the Collaborative Action Process at Maryvale Elementary School, January, 1999 – June 30, 2003 BENDER JEWISH COMMUNITY CENTER OF GREATER WASHINGTON, Rockville, Maryland, September 2000 – May 30, 2007. • Behavioral Support Specialist for the Shema V’Ezer Program • Head Inclusion Camp Counselor

How were you recruited to join this Board of Directors?	A longtime colleague and friend of mine reached out to me to solicit my interest in possibly being a Board member and asked if she could share my contact information with Rebecca Darden-Perry, who formally asked me if I would be interested in serving on the Board.
Why do you wish to serve on the board of the proposed charter school?	I wish to serve on the board to support a public charter school committed to equitable access, strong instruction, and innovative language-rich learning for all students. My professional experience in public education has shown me the importance of thoughtful governance, resource alignment, and systems-level planning in creating sustainable schools that serve diverse learners well.
What is your understanding of the appropriate role of a public charter school board member?	My understanding of my role as a public charter school board member is to help establish the mission, hire and evaluate the administrator; approve the annual budget; ensure legal compliance, and provide strategic, community-focused oversight (i.e., inclusive of all stakeholders).
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.	While I have not previously served on a charter school board, my experience as a public school administrator and higher education faculty member has required regular interaction with school boards and governing bodies. Through these roles, I have gained a strong understanding of governance structures, fiduciary oversight, transparency, and the board's responsibility in ensuring accountability and student outcomes.
Describe the specific knowledge and experience that you would bring to the board.	I bring experience in public education systems, budgeting oversight, and data-driven decision-making, along with a strong understanding of governance responsibilities within publicly funded schools. My background supports effective board-level oversight related to policy, performance monitoring, compliance, and long-term planning.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	When Darden-Perry Academy is achieving its mission, it will operate as a high-performing, fully accessible K–12 public charter school where Deaf, Hard of Hearing, and hearing students learn together through a bilingual-bimodal instructional model using American Sign Language (ASL) and English. Language access will be embedded across instruction, communication, and schoolwide systems to ensure full participation for all students. Darden-Perry Academy will graduate students who are academically prepared, bilingual-bimodal in ASL and English, socially and emotionally grounded, and ready for college, careers, and meaningful civic participation, reflecting a sustainable and inclusive school model aligned with its long-term vision and goals.
What is your understanding of the school's proposed educational program?	The academic program will provide rigorous, standards-aligned instruction across all grade levels in English Language Arts / Literary Arts (ASL and English), Mathematics, Science, and Social Studies. Instruction will be vertically aligned from kindergarten through high school to ensure students are academically prepared for increasing rigor and postsecondary expectations. Across K–12, students will develop bilingual-bimodal proficiency in ASL and English, with ASL treated as a full academic language integrated into literacy, content instruction, performance, and assessment. Fairview Learning will be used to supplement ASL instruction and strengthen language foundations. At the high school level, students may pursue ASL I–IV, including opportunities aligned to college credit transfer and preparation for recognized ASL proficiency assessments. The school will provide comprehensive educational experience that includes arts education, social-emotional learning, and wellness. Students will participate in visual and performing arts across grade levels, with advanced pathways available in high school. A schoolwide implementation of The Positivity Project, along with integrated physical education, movement, and a K–12 yoga program, will support student well-being, self-regulation, and a positive school climate. As students enter the upper grades, instruction will be aligned with North Carolina's Future-Ready Core graduation requirements and will prepare students for college-preparatory coursework and Career and Technical Education (CTE) pathways, which may include hands-on, career-aligned courses connected to student interests and regional workforce needs.
What do you believe to be the characteristics of a successful school?	I believe schools must be rigorous, however, they must also meet the needs of all learners. For example, for gifted students, we must provide opportunities for them to excel and experience personal growth, however we must also work to help fill gaps when students struggle in not only academic areas, but in social-emotional or behavioral areas too. Successful schools provide clear expectations to facilitate the achievement of all students and work toward achieving those expectations collaboratively under effective leadership. Students and staff must also feel that they are in a safe and secure environment, and a school should work to engage parents and community stakeholders within the education process (i.e., a shared vision and focus). Instruction should be data-driven, and educators should receive professional development (inclusive of reflection and mentoring/coaching) to improve their practice.

How will you know that the school is succeeding (or not) in its mission?	The school's success in its mission will be measured by a blend of quantitative and qualitative data, including test scores, student growth metrics, and stakeholder feedback. Key indicators include improved academic performance, high attendance rates, strong student confidence, and community engagement. Ultimately, a successful school aligns its daily actions and curriculum with its core values. We have a rubric that will be utilized (to be discussed further) that will help us measure it's success with regard to mission.
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Governance	
Describe the role that the board will play in the school's operation.	The governing board will monitor progress toward Darden-Perry Academy's mission through a structured system of performance monitoring aligned to the school's Performance Framework and Five-Year Goals. At each regular board meeting, the board will review a mission-aligned performance dashboard that includes academic growth and achievement, bilingual-bimodal (ASL and English) language development, enrollment and attendance stability, financial performance, and governance compliance.
How will you know if the school is successful at the end of the first year of operation?	Using the Performance Framework, for the first year we will know if the school is successful through the following: it meets or exceeds expected annual growth in ELA & Math; $\geq 80\%$ of students meet annual progress targets; enrollment of 200 students (K–8); $\geq 95\%$ attendance; 100% positions are filled prior to start of school year; school maintains a balanced budget and fiscally meets startup benchmarks; and with regard to governance - required policies are adopted, board training is complete, and dashboards reviewed at every meeting.
How will you know at the end of five years if the school is successful?	Using the Performance Framework, for the end of 5 years we will know if the school is successful through the following: it meets or exceeds state proficiency averages for ELA & Math; $\geq 90\%$ of students meet annual progress targets; 500 students (K–12); $\geq 95\%$ attendance; sustained staffing & program fidelity; balanced budget and annual reserve growth as well as positive year-end balances; and with regard to governance - 100% ongoing charter and legal compliance and continued data-driven oversight.
What specific steps will the charter school board need to take to ensure that the school is successful?	The board will track progress against clearly defined annual and multi-year benchmarks, require corrective action when indicators fall below expectations, and evaluate the School Director annually using mission-aligned performance measures. Results will be documented in board minutes and summarized annually to ensure transparency, accountability, and continuous improvement. Progress toward these goals will be reviewed through the Performance Framework's academic, financial, and organizational indicators and communicated according to the reporting cadence listed. This alignment ensures consistent oversight, transparency, and continuous improvement throughout the charter term.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or	I would address concerns using established board policies and governance procedures, beginning with board leadership and consultation with legal counsel as appropriate. If the matter involved a legal or ethical reporting obligation, I would follow required protocols, including notification to

not in the best interests of the school?	NCDPI when necessary.
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Certification

I, Alicia Brophy-Dick, 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 Darden-Perry Academy is true and correct in every respect.

Board Member's Signature

Signature <i>Alicia A. Brophy-Dick</i>	Date 1/29/2026
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**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.*

ALICIA AMANDA BROPHY-DICK, Ph.D.

Leland, North Carolina

dr.aliciabrophy@gmail.com | 704-657-3444

BOARD GOVERNANCE | PUBLIC EDUCATION SYSTEMS | STUDENT ACCESS & ACCOUNTABILITY

Public education leader with extensive experience in district-level administration, higher education, and program oversight. Brings deep knowledge of governance structures, compliance, budgeting, and accountability within publicly funded education systems. Committed to board-level oversight that supports strong instruction, equitable access, and sustainable school operations.

PROFESSIONAL LEADERSHIP EXPERIENCE

Exceptional Children's Program Director, Sampson County Public Schools | 2019–Present

Senior leadership role overseeing districtwide program compliance, budget alignment, staffing coordination, and performance monitoring within a large public school system. Responsibilities include policy implementation, cross-department collaboration, and data-informed decision-making to support student outcomes.

Assistant Professor, University of North Carolina Wilmington | 2011–2019

Higher education faculty role focused on educator preparation, systems-level improvement, and research-informed instructional practice within public education.

Previous Public Education Roles

Special education teacher, program coordinator, and graduate research assistant within multiple public school districts and university settings.

EDUCATION

Ph.D. – Special Education, University of North Carolina at Charlotte

M.Ed. – Special Education, Auburn University

B.S. – Speech Language Pathology & Audiology, Auburn University

BOARD-RELEVANT EXPERTISE

Governance & Accountability; Public School Finance & Budget Oversight; Compliance & Risk Management; Data-Informed Decision-Making; Policy Development; Educational Equity & Access



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

Darden-Perry Academy

Board Member's Information

Board Members

Full name: Bobbie Fulk Grammer

Home Address: Newland, North Carolina

Business Name & Address:
Retired – Public Education / Charter Oversight

Telephone No.: 910-977-1588

	E-mail address: Chipper145@aol.com
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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	Bachelor of Science in Elementary Education and Mental Retardation, University of Iowa Master of Science in Curriculum and Media, Iowa State University
Employment History	I have over forty years of experience in public education, including service in district-level leadership, state-level monitoring and accountability, and charter school oversight. My career includes work with the North Carolina Department of Public Instruction, charter management organizations, and local education agencies, with responsibilities related to compliance, program quality, and system improvement.
How were you recruited to join this Board of Directors?	I was invited to join the founding board by Dr. Rebecca Darden-Perry based on my experience in charter school governance, state-level oversight, and public education accountability in North Carolina.
Why do you wish to serve on the board of the proposed charter school?	I wish to serve on the board to support the development of a high-quality public charter school grounded in strong governance, accountability, and equitable access. I believe effective board leadership

	is essential to ensuring the school fulfills its mission and public responsibilities.
What is your understanding of the appropriate role of a public charter school board member?	A public charter school board member is responsible for governance and oversight, including setting policy, approving budgets, monitoring academic and financial performance, ensuring legal and ethical compliance, and evaluating the School Director. Board members provide strategic direction and accountability while maintaining a clear separation from day-to-day operations.
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 have extensive experience working with charter schools through state-level monitoring, compliance reviews, and system oversight, including monitoring dozens of charter schools across North Carolina. I have also served in leadership roles supporting charter school operations, accountability, and school improvement initiatives.
Describe the specific knowledge and experience that you would bring to the board.	I bring deep knowledge of charter school governance, public accountability systems, compliance requirements, and performance monitoring. My experience supports strong board decision-making related to policy development, risk management, financial oversight, and long-term sustainability.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	Darden-Perry Academy is committed to providing a high-quality, inclusive educational environment that promotes equity, access, and strong academic outcomes. The school values effective instruction, language access, accountability, and preparation for college, career, and civic life.
What is your understanding of the school's proposed educational program?	The school will provide standards-aligned instruction across all content areas within a bilingual-bimodal learning environment using English and American Sign Language. The program emphasizes academic rigor, language development, and inclusive practices that support diverse learners.

What do you believe to be the characteristics of a successful school?	A successful school demonstrates academic growth, effective leadership, responsible financial management, positive school culture, family engagement, and consistent alignment with its mission and charter obligations.
How will you know that the school is succeeding (or not) in its mission?	The board will review academic performance data, enrollment and attendance trends, financial reports, and compliance indicators on a regular basis to assess progress toward the school's mission and goals.

Governance

Describe the role that the board will play in the school's operation.	The board will provide governance and oversight by setting policy, approving budgets, monitoring academic and financial performance, ensuring compliance with laws and charter requirements, and evaluating the School Director. The board will not engage in daily school operations.
How will you know if the school is successful at the end of the first year of operation?	The school will be successful if it launches with stable enrollment, effective leadership, sound financial practices, full staffing, and early indicators of academic engagement aligned with the charter's Year 1 goals.
How will you know at the end of five years if the school is successful?	Long-term success will be reflected through sustained academic growth, strong enrollment and retention, financial stability, effective governance, and students graduating prepared for college, career, or other post-secondary pathways.
What specific steps will the charter school board need to take to ensure that the school is successful?	The board must establish clear policies, approve responsible budgets, hire and evaluate effective leadership, monitor performance data, engage in ongoing training, and maintain transparency, accountability, and strong governance practices.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	I would address concerns using established board policies and procedures, beginning with board leadership. If necessary, I would support consultation with legal counsel and follow required reporting protocols to protect the integrity of the school and public trust.

Certification

I, Bobbie Fulk Grammer, 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 Darden-Perry Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature Bobbie F. Grammer Date 2/1/2026

**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](#)*

BOBBIE FULK GRAMMER, M.S.

Newland, North Carolina

910-977-1588 | Chipper145@aol.com

BOARD CHAIR | CHARTER GOVERNANCE | STATE-LEVEL OVERSIGHT & COMPLIANCE

Senior education leader with over four decades of experience in public education, state-level oversight, and charter school accountability. Brings deep expertise in governance, compliance, performance monitoring, and board leadership. Extensive experience working with traditional public schools and charter schools across North Carolina, supporting high-quality programming, legal compliance, and continuous improvement.

BOARD & GOVERNANCE EXPERIENCE

Board Chair, Darden-Perry Academy | 2024–Present

Provides board leadership, facilitates governance processes, oversees policy development, supports executive leadership, and ensures compliance with charter requirements and public accountability standards.

STATE & SYSTEMS-LEVEL LEADERSHIP

Monitoring Consultant, North Carolina Department of Public Instruction | 2002–2014

Monitored 44 traditional school districts and 67 charter schools statewide. Supported implementation of outcome-based monitoring systems and contributed to state accountability reporting (SPP/APR). Conducted compliance reviews, data analysis, and corrective action oversight.

Special Education Supervisor, National Heritage Academies | 2014–2020

Provided system-level oversight for multiple charter schools, supporting compliance, program quality, staff readiness, and school openings across multiple states.

PUBLIC EDUCATION LEADERSHIP (SELECTED)

Exceptional Children Program Coordinator & Specialist – Cumberland County Schools (1992–2002)

Oversaw districtwide programming, transition services, staff development, and compliance for multiple schools and programs.

EDUCATION

M.S. – Curriculum & Media, Iowa State University

B.S. – Elementary Education & Mental Retardation, University of Iowa

LEADERSHIP & PROFESSIONAL SERVICE

President, North Carolina Council for Exceptional Children (2024–2025); Vice President & State Leadership Roles (1997–Present); Chair, Vocational Rehabilitation Council; Recipient, NC DPI Distinguished Service Award

VIRGINIA GILL SIMMONS, Ph.D.

Wilmington, North Carolina

vsimmons4583@gmail.com | 843-450-6864

REAL ESTATE | EDUCATIONAL LEADERSHIP | NONPROFIT GOVERNANCE | FACILITIES PLANNING

Experienced real estate professional and education leader bringing expertise in facilities planning, property evaluation, and nonprofit governance. Provides board-level capacity in real estate and facility oversight, strengthening Darden-Perry Academy's ability to make informed decisions related to site selection, lease review, contracts, and long-term sustainability.

PROFESSIONAL LEADERSHIP EXPERIENCE

Licensed Real Estate Broker, Intracoastal Realty | North Carolina | 2016–Present

Provides expertise in property transactions, contract review, site evaluation, negotiations, and due diligence supporting responsible real estate decisions.

Principal and Director of Adult Education, Horry County Schools

Senior leadership roles involving program oversight, compliance, staffing coordination, and strategic program management.

State Coordinator of Special Education and Gifted Programs, West Virginia Department of Education

Leadership in program development, policy implementation, and statewide educational initiatives.

Founder and President, Russia, and West Virginia: A Partnership for Exchange Foundation (501c3)

Nonprofit governance leadership includes strategic planning, financial stewardship, and oversight of over four hundred international exchanges.

EDUCATION

Ph.D. – Special Education & Educational Administration, Kent State University

M.S. – Special Education, Marshall University

B.S. – Elementary Education, English, Social Studies, West Virginia State College

BOARD-RELEVANT EXPERTISE

Real Estate & Facilities Planning; Lease & Contract Review; Nonprofit Governance; Strategic Planning; Educational Leadership; Risk Awareness; Community Partnerships

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

Darden-Perry Academy

Board Member's Information

Board Members

Full name: Rose Marie Jones

Home Address: 512 Goldeneye Ct. Wilmington, NC 28411

Business Name & Address:
Jones Ventures and Journeymen Recovery Homes
512 Goldeneye Ct. Wilmington

Telephone No.: 910-523-0499

	E-mail address: Rosejones.author@gmail.com
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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	New Hanover Co Sheriff Citizen Academy Nov 2018 UNCP Grad 2018 BA CFCC Grad 2016 Associate Southeaster mental Health Training (multiple certifications) CFCC Certificate 4/2001 Argosy University May 2010-Jan 2012 transferred to CFCC Federal Aviation Association- certified investigator 2001
Employment History	Jones Ventures 2012-current Journeymen Recovery Homes LLC 2011- current Coastal Southeaster United Care 2011-(closed) Department of Defense NC Battleship 6/11-7/2011 Miracles in Progress 2/2004-7/2011 Advance Auto Parts/PDQ Div. 11/2006-9/2009
How were you recruited to join this Board of Directors?	I was invited to meet with members of the founding team, including Dr. Rebecca Darden-Perry, to learn more about the mission and governance needs of Darden-Perry Academy. Through these conversations, it became clear that my background in philanthropy, nonprofit board service, and community engagement could support the board's work and the long-term sustainability of the school.

Why do you wish to serve on the board of the proposed charter school?	I wish to serve on the board to support a public charter school committed to equity, access, and strong educational outcomes for students and families. I believe that effective governance, ethical stewardship, and strong community partnerships are essential to building a sustainable school that fulfills its public mission and serves the community responsibly.
What is your understanding of the appropriate role of a public charter school board member?	A public charter school board member serves in a governance and oversight role. This includes setting policy, approving budgets, monitoring academic and financial performance, ensuring legal and ethical compliance, and evaluating the School Director. Board members are responsible for strategic direction and accountability and do not participate in the school's day-to-day operations.
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 have served on several nonprofit and community organization boards, including in officer and secretary roles. Through this experience, I have developed an understanding of board governance, fiduciary responsibility, ethical oversight, meeting procedures, and collaborative decision-making. While I have not previously served on a charter school board, I am committed to board training and to following established governance structures to support the school's mission
Describe the specific knowledge and experience that you would bring to the board.	I bring experience in nonprofit governance, philanthropic support, and community engagement, along with a strong commitment to ethical stewardship and accountability. My background allows me to contribute thoughtfully to board discussions, support responsible decision-making, and help strengthen partnerships and long-term sustainability for the school.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	Darden-Perry Academy is a public charter school committed to providing an inclusive, language-rich educational environment that promotes equity, access, and academic success. The school values strong instruction, accountability, and full participation for all students while preparing them for college, career, and civic life.
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What is your understanding of the school's proposed educational program?	The school's program provides standards-aligned instruction across core academic areas, supported by a bilingual-bimodal approach using English and American Sign Language. The program emphasizes academic growth, language development, social-emotional learning, and preparation for future educational and career pathways.
What do you believe to be the characteristics of a successful school?	A successful school demonstrates strong academic growth, effective leadership, positive school culture, family engagement, responsible financial management, and adherence to its mission and charter commitments.
How will you know that the school is succeeding (or not) in its mission?	The board will monitor student academic progress, enrollment and attendance data, financial performance, and compliance indicators through regular reports and performance reviews. These measures will allow the board to assess whether the school is meeting its mission and making necessary adjustments.

Governance

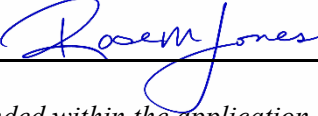
Describe the role that the board will play in the school's operation.	The board will provide strategic oversight, approve policies and budgets, monitor academic and financial performance, ensure compliance with laws and charter requirements, and evaluate the School Director. The board will maintain a clear separation between governance and daily school operations.
How will you know if the school is successful at the end of the first year of operation?	The school will be successful if it is launched with stable enrollment, effective leadership, sound financial practices, full staffing, and early indicators of academic engagement aligned with the charter's Year 1 goals.
How will you know at the end of five years if the school is successful?	Long-term success will be reflected through sustained academic growth, strong enrollment and retention, financial stability, effective governance, and students graduating prepared for college, career, or other post-secondary pathways.

What specific steps will the charter school board need to take to ensure that the school is successful?	The board must set clear strategic goals, approve responsible budgets, hire and evaluate strong leadership, review performance data regularly, engage in ongoing training, and maintain clear governance boundaries while ensuring transparency and accountability.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	I would address concerns using established board policies and governance procedures, beginning with board leadership. If necessary, I would support consultation with legal counsel and follow required reporting protocols to protect students, public trust, and the integrity of the school.

Certification

I, Rose Marie Jones, 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 Darden-Perry Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature 	Date January 14, 2026
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**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.](#)*

ROSE MARIE JONES

Wilmington, North Carolina

rosejones.author@gmail.com | 910-523-0490

BOARD GOVERNANCE | PHILANTHROPY | COMMUNITY ENGAGEMENT

Philanthropist and community leader with experience supporting nonprofit organizations through board service, donor stewardship, and ethical governance. Brings a strong commitment to public service, fiscal responsibility, and accountability, with a focus on strengthening mission-driven organizations and supporting equitable access in public education.

PHILANTHROPIC & GOVERNANCE EXPERIENCE

Nonprofit Board Service

- American Honor Guards of North Carolina – Executive Board Member / Secretary
- Human Wall for Fallen Soldiers – Executive Board Member / Secretary
- Family Promise / Wilmington Interfaith Hospitality Network – Board Member
- Rolling Thunder Chapter 3 – Executive Board Member / Secretary

Business & Philanthropic Leadership

Owner, Jones Ventures LLC | 2021–Present

Provide fiscal oversight, responsible resource management, and philanthropic support for community-based initiatives and nonprofit partnerships.

EDUCATION

Bachelor of Arts – Sociology, University of North Carolina at Pembroke

Associate of Arts – Psychology / Criminal Justice, Cape Fear Community College

CORE BOARD SKILLS

Nonprofit Board Governance; Philanthropic Stewardship; Donor & Community Relations; Ethical Oversight; Fiscal Awareness; Policy Adherence; Confidentiality & Accountability

Note: Prior governance experience includes nonprofit and community boards; no prior charter school board service.

INSURANCE PROPOSAL
PREPARED FOR:

Darden-Perry Academy

PRESENTED BY:

**School
Insurance
Advisors**

Insurance with a Twist

Account Executive: Brendan Van Popering
Address: 8318 Pineville Matthews Road, Suite 266
Charlotte, NC 28226
Phone: (704) 543-1544
E-Mail: Brendan@VPInsure.com
Policy Term: To Be Determined - 2027



This presentation is designed to give you an overview of the insurance coverages we recommend for your company. It is meant only as a general understanding of your insurance needs and should not be construed as a legal interpretation of the insurance policies that **Will** be written for you. Please refer to your specific insurance contracts for details on coverages, conditions, and exclusions.

COMMERCIAL PROPERTY COVERAGE

Named Insured:	Darden-Perry Academy
Carrier Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD
Street Address	(Tentative) 5000 Market Street, Wilmington, NC, 28405

Limits	Property Description	Deductible	Co-Ins	Valuation
\$ 100,000	Business Personal Property	\$ 1,000	80%	RC
\$ N/A	Building			

REPLACEMENT COST VALUATION

This loss valuation method pays for the cost to repair or replace damaged items with like kind and quality without deduction for depreciation. This is important since you could face a substantial loss if you must replace property at today's prices but receive only the depreciated value of the property that was destroyed.

SPECIAL CAUSES OF LOSS COVERAGE

This coverage will protect covered property against direct physical loss arising from any cause not specifically excluded. The advantage of this form is that the insurance company must prove that a loss is specifically excluded in order to deny coverage under the policy.

COMMERCIAL GENERAL LIABILITY

Named Insured:	Darden-Perry Academy
Carrier Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Coverage Written On:	[X] Occurrence Form [] Claims Made Form	
	Retro:	
LIMITS	COVERAGE DESCRIPTION	
\$ 1,000,000	Each Occurrence - Bodily Injury and Property Damage	
\$ 2,000,000	General Aggregate	
\$ 2,000,000	Products and Completed Operations Aggregate	
\$ 1,000,000	Personal and Advertising Injury	
\$ 500,000	Damage to Rented Premises (each occurrence)	
\$ 10,000	Medical Expense (any one person)	

Crime Coverage: Employee Dishonesty

LIMITS	COVERAGE DESCRIPTION
\$ 250,000	Crime – Employee Dishonesty

UMBRELLA (optional)

LIMITS	COVERAGE DESCRIPTION	Avg Premium per million
\$ 1,000,000	Umbrella Coverage	\$ 1,000

COMMERCIAL GENERAL LIABILITY SCHEDULE OF EXPOSURES

Loc	Classification	Class Code	Premium Basis (s)
1	SCHOOLS – Charter	47476	200

PROFESSIONAL LIABILITY

Named Insured:	Darden-Perry Academy
Carrier Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

LIMITS		COVERAGES
\$	1,000,000	Educator's Legal Liability (per claim limit)
\$	2,000,000	Policy Aggregate
\$	1,000,000	Directors and Officers Liability

Abuse & Molestation Coverage (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 2,000,000	Abuse & Molestation

Employment Related Practices (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 2,000,000	Employment Related Practices

Employee Benefit Liability (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 1,000,000	Employee Benefit Liability

WORKERS' COMPENSATION POLICY

Named Insured:	Darden-Perry Academy
Carrier Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Limits		<u>Coverage Description</u>
	As Required	Workers' Compensation
\$	500,000	Employer's Liability-Each Accident
\$	500,000	Employer's Liability - Disease-Policy Limit
\$	500,000	Employer's Liability - Disease-Each Employee

Workers' Compensation Rating Basis

Loc	Code	Classification	Est. Payroll	Rates
All	8868	SCHOOL PROFESSIONAL EMPLOYEES & CLERICAL		0.48
All	9101	SCHOOL-ALL OTHER EMPLOYEES		2.6

****Payroll of employees x Rate = Total Premium**

COMMERCIAL AUTOMOBILE COVERAGE

Named Insured:	Darden-Perry Academy
Carrier Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Limits		Coverage Description
\$	1,000,000	Combined Single Limit-Bodily Injury and Property Damage - if the school has vehicles
\$	5,000	Medical Payments (each insured)

HIRED AND NON-OWNED AUTO COVERAGE

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000	Each Occurrence

COMMERCIAL AUTOMOBILE SCHEDULE

Vch #	Year	Vehicle Make Vehicle Model Serial Number	Liab	Med Pay	PIP	UM	UIM	Specified Causes of Loss or Comprehensive	Collision Deductible
0001		TBD	X	X		X	X	[] Specified Causes [X] Comprehensive \$ Ded	\$
0002		TBD	X	X		X	X	[] Specified Causes [X] Comprehensive \$ Ded	\$

****Premium = Est. \$850 / per bus (Year 2000 School bus)**

STUDENT ACCIDENT POLICY

Named Insured:	Darden-Perry Academy
Carrier Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Number of eligible students:

- 200

Description of Benefits:

- Full Excess Plan 4
- Accident Medical Expense **\$10,000**
- Including Dental up to \$100 per tooth
- \$0 Deductible
- 52 week Benefit Period

Principal Sum:

- \$10,000 Death
- \$20,000 Dismemberment

DESCRIPTION OF HAZARDS:

This coverage will protect covered property against direct physical loss arising from any cause not specifically excluded. The advantage of this form is that the insurance company must prove that a loss is specifically excluded in order to deny coverage under the policy.

COVERAGE RECOMMENDATIONS SPECIFICALLY FOR:

Darden-Perry Academy

OUR PROPOSAL MAY OR MAY NOT HAVE INCLUDED ALL EXPOSURES THAT YOUR BUSINESS MAY EXPERIENCE. THE FOLLOWING COVERAGES WILL TREAT SOME OF THE MAJOR EXPOSURES THAT WE WOULD LIKE FOR YOU TO CONSIDER (PREMIUMS PRESENTED UPON REQUEST AND RECEIPT OF COMPLETE UNDERWRITING INFORMATION):

FLOOD INSURANCE---This coverage is used to provide protection against loss due to water damage that arises from flooding, surface water, tides, tidal waves and the overflow of any body of water.

EARTHQUAKE COVERAGE---This coverage is used to provide protection for loss due to earth movement including earthquake shocks and volcanic eruption.

Loss Control Program---A written loss control and/or safety program should be developed, implemented and monitored by you to minimize your exposure to loss.

Employee Benefits Review Procedures--- To reduce the possibility of employee benefits administration errors, written procedures should be established for employee indoctrination and on-going servicing procedures.

Contracts Reviewed---All contracts should be reviewed routinely by legal counsel to ensure that you are not assuming any unintended liability, including hold harmless agreements, lease arrangements, contracts of carriage or purchase orders.

PREMIUM SUMMARY

Coverage Description

1.	Workers Compensation	\$	4,200.00
2.	Business Property		
	Property	\$	650.00
	General Liability	\$	2,000.00
	Professional Liability	\$	3,600.00
	<i>(optional coverage)</i>	\$	<i>2,500.00</i>
3.	Umbrella	\$	1,000.00
4.	Commercial Auto (No buses only Hired & non-owned auto coverage)	\$	550.00
5.	Student Accident Policy	\$	500.00
6.	Crime Coverage - \$250,000	\$	375.00

THE [REDACTED] FOUNDATION

Post Office Box 19067
Raleigh, North Carolina 27619

November 21, 2025

Dr. Rebecca Darden-Perry, Ph.D.
Founder and Director
Darden-Perry Academy
Wilmington, North Carolina

Dear Dr. Darden-Perry:

It was so good to have you and your colleagues at the Foundation meeting last week. Thank you for your detailed presentation about the Darden-Perry Bilingual-Bimodal Charter School in Wilmington. The benefits to the children and the community that will be seen through a school like this are far-reaching.

I am pleased to let you know that the [REDACTED] Family Foundation is pledging \$80,000 to be given to the school before December 31, 2025.

It is a privilege to be a part of this unique charter school project. I look forward to hearing from you as you proceed to getting the school's charter.

Sincerely,


[REDACTED]

President
The [REDACTED] Family Foundation

/sse

CC: [REDACTED]

Darden-Perry Academy Charter Application

Start-Up Plan & Timeline Summary

Darden-Perry Academy will follow a structured multi-phase implementation process leading to a projected school opening in July 2027. This summary aligns directly with the detailed implementation timeline and reflects governance, operational, staffing, academic, financial, compliance, and Ready-to-Open milestones.

Implementation Phases

Phase	Timeline	Primary Focus
Phase 1	Sept 2025 – Feb 2026	Application development and submission
Phase 2	May – July 2026	CSRB/DPI review and clarifications
Phase 3	Fall 2026 – June 2027	Planning-year implementation activities
Phase 4	Spring – July 2027	Ready-to-Open verification
Phase 5	Last Week of July 2027	Official school opening

Leadership & Governance

Executive Director: Dr. Rebecca Darden-Perry

Planning-year implementation activities will be supervised through a phased leadership model with Board oversight, compliance monitoring, and financial accountability procedures.

Board of Directors: Volunteer governing body responsible for fiscal oversight, policy approval, compliance monitoring, strategic governance, and Ready-to-Open accountability.

Financial Oversight

A contracted CPA will assist with accounting system setup, payroll planning, budget oversight, audit preparation, and compliance reporting during the planning year. Formal CPA billing and full financial service implementation will begin upon school opening.

Academic & Staffing Readiness

Darden-Perry Academy will implement curriculum selection, bilingual-bimodal instructional planning, MTSS and EC compliance procedures, staff recruitment, onboarding, operational readiness activities, and employee compliance verification throughout the planning year to ensure alignment with DPI Ready-to-Open expectations.

Ready-to-Open Activities

Final implementation activities include operational readiness verification, staffing confirmation, governance compliance documentation, enrollment verification, final walkthrough procedures, and DPI submission requirements prior to school opening.

Implementation Notes

- No individuals receive compensation prior to State Board approval.
- Planning-year compensation remains contingent upon available start-up funds and Board oversight.
- Governance and operational activities remain aligned with DPI Ready-to-Open requirements.

Detailed Start-Up Plan & Timeline

Governance & Compliance

Timeline	Implementation Task	Responsible Party	Current Status
Sept 2025 – Feb 2026	Complete charter application development and submission	Executive Director	Completed
May – July 2026	Respond to CSRB and DPI follow-up requests	Executive Director	Ongoing as needed
Completed	Review and adopt governance policies	Governance Committee	Completed
Ongoing	Conduct board meetings and compliance monitoring	Board of Directors	Currently active
Spring 2027	Prepare Ready-to-Open governance documentation	Executive Director	Pending

Finance & Fiscal Management

Timeline	Implementation Task	Responsible Party	Current Status
Planning Year	Establish accounting and payroll systems	Contracted CPA	Billing deferred until school opening
Monthly	Review budget projections and financial reports	Treasurer & CPA	Ongoing oversight
Fall 2026	Finalize insurance and vendor contracts	Executive Director	Pending
Quarterly	Present financial updates to governing board	Treasurer	Ongoing
July 2027	CPA services officially begin upon school opening	Contracted CPA	No CPA fees incurred prior to opening

Facilities & Operations

Timeline	Implementation Task	Responsible Party	Current Status
Completed	Identify primary school facility	Executive Director & Building Committee	Primary property identified
Fall 2026	Review contingency facility options	Building Committee	Completed
Jan 2027	Coordinate inspections and occupancy requirements	Executive Director	Pending
Feb – April 2027	Install classroom furniture and technology	Executive Director	Pending
Spring 2027	Complete facility readiness documentation	Executive Director	Pending

Academic Program Implementation

Timeline	Implementation Task	Responsible Party	Current Status
Completed	Develop bilingual-bimodal instructional framework	Executive Director	Framework developed
Fall 2026	Finalize curriculum and instructional materials	Executive Director	In progress
Completed	Establish assessment and MTSS procedures	Executive Director	Completed
Spring 2027	Complete EC compliance and student support planning	Executive Director	Pending
Spring 2027	Provide staff training and onboarding	Executive Director	Pending

Staffing & Human Resources

Timeline	Implementation Task	Responsible Party	Current Status
Jan 2027	Post instructional and operational positions	Executive Director	Pending
Feb – April 2027	Conduct interviews and candidate selection	Executive Director	Pending
Spring 2027	Complete onboarding and employment documentation	Executive Director	Pending
Spring 2027	Conduct required background checks and compliance verification	Executive Director	Pending
Spring 2027	Issue employment contracts and staffing assignments	Executive Director	Pending

Ready-to-Open Activities

Timeline	Implementation Task	Responsible Party	Current Status
Spring 2027	Compile operational readiness evidence	Executive Director	Pending
Spring 2027	Verify enrollment, staffing, and governance readiness	Executive Director & Board Chair	Pending
Spring 2027	Submit final documentation to DPI	Executive Director	Pending
July 2027	Conduct final operational walkthrough	Executive Director & Board	Pending
Last Week of July 2027	Open Darden-Perry Academy	Executive Director & Board	Projected opening

Evidence of Community and Parent Support (January 2026 Snapshot)

Survey-Derived Tables

All numerical data reflects the most recent available information as of January 2026 and is expected to continue increasing as outreach and engagement efforts remain ongoing.

Overview

Darden-Perry Academy has documented sustained and growing community and parent interest through digital outreach, structured meetings, surveys, and speaking events. This evidence demonstrates demand for an inclusive English/American Sign Language (ASL) dual-language public charter school.

Website Engagement

Launch Date: September 2025. Website analytics show an average of approximately 446 views during active reporting periods, with over 1,600 cumulative views and direct email inquiries responding to blog and informational content.

Parent and Guardian Interest Survey

Survey hosted on the school website since September 2025 and remains continuously open. As of January 2026, approximately 396 responses have been recorded across multiple North Carolina counties, with additional national and limited international interest tracked for informational purposes only.

County / Location	Interested individual students
New Hanover County, NC	60
Pender County, NC	33
Onslow County, NC	40
Other NC Counties (Outliers)	212
Out of State (Informational Only)	45
Out of Country (Informational Only)	6
Total Survey Responses	396

Program Area	Selected Interest	Demand Level
ASL / Bilingual-Bimodal	396	Very High
Arts Education	396	Very High
STEM	390	Very High
Career & Technical Education (CTE)	42	Emerging

Monthly Public Information Meetings

Virtual meetings-initiated October 2025, held monthly on the last Sunday. Attendance capped at 20 participants and sessions have consistently reached capacity.

Speaking Engagements and Community Outreach

Presentations at conferences, universities, and community events with attendance ranging from approximately 30–200 participants, generating follow-up inquiries from families and partners.

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>
Principal/School Leader	1	1
Assistant Principal		
Dean(s)		
Additional School Leadership		
Core Classroom Teachers		8
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		2
Student Support Positions (e.g. social workers, psychologists, etc.)		
Specialized School Staff(interpreters)		0.5
Teaching Aides or Assistants		2
School Operations Support Staff		1

Year 2

Year 3

Year 4

Year 5

1

1

1

1

1

1

10

13

15

17

3

4

5

6

1

2

3

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DARDEN-PERRY ACADEMY

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Direct Inquiries To: 1-800-677-8506
Corning Credit Union, One Credit Union Plaza
P.O. Box 1450 Corning, NY 14830-1050

ACCOUNT NUMBER: XXXXXX310

STATEMENT PERIOD: 03/01/2026 - 03/31/2026

SUMMARY OF YOUR STATEMENT INFORMATION

Shares	Beginning Balance	Total Deposits	Total Withdrawals	Ending Balance
0001 BUSINESS SAVINGS				
0009 BUSINESS CHECKING	\$73,861.02	\$9.35	-\$576.97	\$73,293.40

ID 0001 - BUSINESS SAVINGS

DIVIDENDS EARNED YTD: \$0.00

Date	Eff Date	Transaction Description	Deposit	Withdrawal	Balance
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ID 0009 - BUSINESS CHECKING

DIVIDENDS EARNED YTD: \$27.53

Date	Eff Date	Transaction Description	Deposit	Withdrawal	Balance
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03/31/2026		Ending Balance			\$73,293.40
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YEAR TO DATE SUMMARY

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Date	Eff Date	Transaction Description	Deposit	Withdrawal	Balance
------	----------	-------------------------	---------	------------	---------

ID 0009 - BUSINESS CHECKING

DIVIDENDS EARNED YTD: \$27.53

Date	Eff Date	Transaction Description	Deposit	Withdrawal	Balance
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03/31/2026		Ending Balance			\$73,293.40
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YEAR TO DATE SUMMARY

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THE [REDACTED] FOUNDATION

Post Office Box 19067
Raleigh, North Carolina 27619

November 21, 2025

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I am pleased to let you know that the [REDACTED] Family Foundation is pledging \$80,000 to be given to the school before December 31, 2025.

It is a privilege to be a part of this unique charter school project. I look forward to hearing from you as you proceed to getting the school's charter.

Sincerely,


[REDACTED]

President
The [REDACTED] Family Foundation

/sse

CC: [REDACTED]

Appendix O: Start-Up (Year 0) Budget Darden-Perry Academy — Proposed Opening 2027

Year 0 Start-Up Revenue

Revenue Source	Amount
Private & Foundation Donations (received)	\$81,000+
Total Start-Up Revenue Received	\$81,000+

Year 0 Start-Up Expenditures (To Date)

Expenditure Category	Purpose	Status
Legal & Professional Services	Charter counsel; governance; legal review	Paid
Governance & Board Operations	ASL interpreters; compliance materials	Paid
Outreach & Community Engagement	Advertising; printed materials; banners	Paid
Community Events & Conferences	Vendor tables; outreach materials; swag	Paid
Administrative & Operational	Cell phone; office & pitching materials	Paid
Total Year 0 Expenditures		~\$7,700

Current Start-Up Cash Balance

Item	Amount
Start-Up Funds Remaining (latest reconciliation)	\$73,293.40

Fiscal Controls: All Year 0 funds are held in a nonprofit business account with Corning Credit Union. Expenditures are reviewed by the Board Treasurer. Approximately \$40,000 of the documented startup reserves will be utilized to strengthen startup liquidity, operating stability, and cash-flow flexibility during the school's initial operational year. Remaining startup reserves will continue to support planning-year readiness, startup purchases, and operational contingency planning. Year 0 funds are maintained separately from the Planning Year operational budget.

Board Startup Reserve Statement

The Board of Directors has adopted a conservative startup financial strategy designed to ensure operational stability during the school's startup and planning phases. Startup donations and organizational reserves have been intentionally maintained in a separate nonprofit business account and monitored regularly by the Board Treasurer. The organization has received more than \$81,000 in startup donations and currently maintains approximately \$73,293.40 in remaining startup reserves following limited Year 0 expenditures. The Board plans to utilize approximately \$40,000 of these reserves to strengthen liquidity and cash-flow stability during the school's first operational year while maintaining additional reserves for contingency planning and startup readiness. The school's operational budget remains sustainable based primarily on projected public revenues, and the startup reserves provide an additional layer of financial stability during implementation and initial enrollment growth.

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 three 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: 650-New Hanover

What percentage of students from

LEA #2:

What percentage of students from

LEA #3:

What percentage of students from

Grade	Year 1			Year 2			
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	650			650			650
Kindergarten	23			30			35
Grade 1	23			30			35
Grade 2	22			30			35
Grade 3	22			30			35
Grade 4	22			30			35
Grade 5	22			30			35
Grade 6	22			25			33
Grade 7	22			25			30
Grade 8	22			23			30
Grade 9				22			25
Grade 10							22
Grade 11							
Grade 12							
LEA Totals:	200	0	0	275	0	0	350

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?	13%
---	-----

the LEA selected above will qualify for EC funding?	
---	--

the LEA selected above will qualify for EC funding?	
---	--

Year 3			Year 4			Year 5	
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
		650			650		
		40			45		
		40			45		
		40			45		
		40			45		
		40			45		
		40			45		
		38			45		
		35			38		
		35			35		
		30			35		
		25			30		
		22			25		
					22		
0	0	425	0	0	500	0	0

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

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State.

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:		650-New Hanover		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,490.50	200	\$1,298,100.00	
Local Funds	\$1,371.00	200	\$274,200.00	
State EC Funds	\$5,338.82	26	\$136,139.91	
Federal EC Funds	\$1,514.35	26	\$38,615.93	
Total:			\$1,747,055.84	

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

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

	Total:	\$0.00
--	--------	--------

Total Budget: Revenue Projections Year 1 through Year 5

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

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying 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	\$ 1,298,100	\$ 1,784,888	\$ 2,271,675	\$ 2,758,463
Local Per Pupil Funds	\$ 274,200	\$ 377,025	\$ 479,850	\$ 582,675
State EC Funds	\$ 136,140	\$ 187,192	\$ 238,245	\$ 289,297
Federal EC Funds	-	\$ 38,616	\$ 67,578	\$ 82,059
Other Funds*	\$ 40,000	-	-	-
Working Capital*				
TOTAL REVENUE:	\$ 1,748,440	\$ 2,387,721	\$ 3,057,348	\$ 3,712,494

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate questions from those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, they should 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 B.



in federal funding in

Year 5	
\$	3,245,250
\$	685,500
\$	340,350
\$	96,540
\$	-
\$	4,367,640

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

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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	\$ 95,000	\$ 95,000	1	\$ 95,000	\$ 95,000	1	\$ 98,000	\$ 98,000	1	\$ 101,000	\$ 101,000	1	\$ 104,000	\$ 104,000
Assistant Administrator	0	\$ 75,000	\$ -	0	\$ 75,000	\$ -	0	\$ 75,000	\$ -	1	\$ 77,000	\$ 77,000	1	\$ 79,000	\$ 79,000
Finance Officer		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Clerical		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Food Service Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Custodians		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Transportation Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
School Operations Support Staff/data manager	1	\$ 42,000	\$ 42,000	1	\$ 43,000	\$ 43,000	1	\$ 45,000	\$ 45,000	1	\$ 46,000	\$ 46,000	1	\$ 46,000	\$ 46,000
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Admin and Support:	2		\$ 137,000	2		\$ 138,000	2		\$ 143,000	3		\$ 224,000	3		\$ 229,000
Instructional Personnel															
Core Content Teacher(s)	8	\$ 48,000	\$ 384,000	10	\$ 49,000	\$ 490,000	13	\$ 50,000	\$ 650,000	15	\$ 51,000	\$ 765,000	17	\$ 52,000	\$ 884,000
Electives/Specialty Teacher(s)	0.5	\$ 50,000	\$ 25,000	1	\$ 51,000	\$ 51,000	2	\$ 52,000	\$ 104,000	3	\$ 53,000	\$ 159,000	4	\$ 54,000	\$ 216,000
Exceptional Children Teacher(s)	2	\$ 52,000	\$ 104,000	3	\$ 53,000	\$ 159,000	4	\$ 54,000	\$ 216,000	5	\$ 55,000	\$ 275,000	6	\$ 56,000	\$ 336,000
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants	2	\$ 28,000	\$ 56,000	3	\$ 29,000	\$ 87,000	4	\$ 30,000	\$ 120,000	5	\$ 31,000	\$ 155,000	6	\$ 32,000	\$ 192,000
Specialized School Staff(interpreters as needed)		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
contracted PT/OT/SLP		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel:	12.5		\$ 569,000	17		\$ 787,000	23		\$ 1,090,000	28		\$ 1,354,000	33		\$ 1,628,000
Total Admin, Support and Instructional Personnel:	14.5		\$ 706,000	19		\$ 925,000	25		\$ 1,233,000	31		\$ 1,578,000.00	36		\$ 1,857,000

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			
Paper			
Computers & Software			
Communications & Telephone			
Copier leases			
Other			
Management Company			
Contract Fees			
Other			
Professional Contract			
Legal Counsel	\$ 15,000.00	\$ 10,000.00	\$ 8,000.00
CPA/Accounting Services	\$ 40,000.00	\$ 50,400.00	\$ 52,920.00
Financial			
Other			
Facilities			
Facility Lease + TI CAM	\$ 551,020.00	\$ 567,551.00	\$ 584,578.00
Maintenance			
Custodial Supplies			
Custodial Contract			
Insurance (pg19)	\$ 12,875.00	\$ 13,519.00	\$ 14,195.00
Other			
Utilities			
Utilities	\$ 30,000.00	\$ 52,000.00	\$ 55,000.00

Transportation			
Buses			
Gas			
Oil/Tires & Maintenance			
Contracted Transportation		\$ 25,000.00	\$ 60,000.00
Other			
Marketing			
Contracted Food Service		\$ 35,000.00	\$ 75,000.00
Travel			
Other			
Total Administrative & Support Operations:	\$ 648,895.00	\$ 753,470.00	\$ 849,693.00

OPERATIONS BUDGET: Instructional		Year 1	Year 2	Year 3			
Classroom Technology							
Instructional Technology(Devices & Classroom	\$	30,000.00	\$	60,000.00			
Instructional Contract							
Staff Development							
Contracted Student Services(Speech, OT,Psyc	\$	80,000.00	\$	130,000.00			
Books and Supplies							
Instructional Materials/Curriculum & Supplies	\$	50,000.00	\$	110,000.00			
Total Instructional Operations:		\$	160,000.00	\$	300,000.00	\$	320,000.00
TOTAL OPERATIONS:		\$	808,895.00	\$	1,053,470.00	\$	1,169,693.00

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

Year 4	Year 5
\$ 8,000.00	\$ 8,000.00
\$ 55,566.00	\$ 58,344.30
\$ 602,115.00	\$ 620,179.00
\$ 14,905.00	\$ 15,650.00
\$ 58,000.00	\$ 60,000.00

\$ 125,000.00	\$ 200,000.00
\$ 125,000.00	\$ 175,000.00
\$ 988,586.00	\$ 1,137,173.30

Year 4		Year 5	
\$	70,000.00	\$	80,000.00
\$	150,000.00	\$	160,000.00
\$	130,000.00	\$	140,000.00
\$	350,000.00	\$	380,000.00
\$	1,338,586.00	\$	1,517,173.30

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 894,525.50	\$ 1,177,751.00	\$ 1,601,446.00	\$ 2,073,432.00	\$ 2,507,432.00
Total Operations	M	\$ 808,895.00	\$ 1,053,470.00	\$ 1,169,693.00	\$ 1,338,586.00	\$ 1,517,173.30
Total Expenditures	N = J + M	\$ 1,703,420.50	\$ 2,231,221.00	\$ 2,771,139.00	\$ 3,412,018.00	\$ 4,024,605.30
Total Revenue	Z	\$ 1,748,439.91	\$ 2,387,720.80	\$ 3,057,347.71	\$ 3,712,493.65	\$ 4,367,639.59
Surplus / (Deficit)	= Z - N	\$ 45,019.41	\$ 156,499.80	\$ 286,208.71	\$ 300,475.65	\$ 343,034.29

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	Darden-Perry Academy

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: Alex C. Dale
	Business/Law Firm Name: Ward and Smith, P.A
	Business Address: 127 Racine Drive, Wilmington, NC 28403
	Telephone No.: P: 910-794-4895

	E-mail address: lymaslyk@wardandsmith.com
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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: Jay E. Sharpe, CPA, CFE
	Business/Firm Name: Sharpe Patel PLLC
	Business Address: 5815 Oleander Drive, Suite 250 Wilmington, NC 28403
	Telephone No.: 910-784-9015 (direct) 919-961-7496 (cell)(Jay E. Sharpe)
	Email address: jay@sharpepatelcpa.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: N/A – Darden-Perry Academy does not contract with a CMO/EMO. The Board retains full governance and operational authority and has sufficient charter-specific expertise, supplemented by a CPA and legal counsel with expertise in charter schools, to manage school operations independently.
	Business Address:
	Telephone No.:

	Email address: N/A
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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: BearmanCPA PLLC Business Address: 124 Cavalier Drive, Wilmington, NC 28403 Telephone No.: 919-508-0638 Email address: nigel@bearmancpa.com

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: PowerSchool, LLC Business Address: 150 Parkshore Drive Folsom, CA 95630 Telephone No.: (877) 873-1550 Email address: info@powerschool.com

VII. Signatures of All Charter Board Members

1.	<i>Dr. Rebecca Darden-Perry</i>	2.	<i>Wanda McKeen</i>
3.	<i>Patricia Adams</i>	4.	<i>Lincoln Bradley Dick</i>
5.	<i>Virginia Simmons</i>	6.	<i>Rose M. Jones</i>
7.		8.	
9.		10.	
11.		12.	
13.		14.	
15.		16.	

VIII. Certification of Board Chair

I, Bobbie F. Grammer, as Board Chair, certify 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 Darden-Perry Academy Charter School is true and correct in every respect.

Signature

Bobbie F. Grammer

Date

4/17/2026



Signature Page

The foregoing application is submitted on behalf of Board of Directors of Darden-Perry Academy. 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: Bobbie Grammer
Board Position: Chair
Signature: *Bobbie Grammer*
Date: 2-8-26

Sworn to and subscribed before me this 8th day of February, 2026.

Notary Public: *Matthew Wade Johnson* Official Seal:

My commission expires: October 11th, 2026.

