



**PUBLIC SCHOOLS OF NORTH CAROLINA**

STATE BOARD OF EDUCATION William C. Harrison, Ed.D., *Chairman*  
DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*  
WWW.NCPUBLICSCHOOLS.ORG

Dear Letter of Intent submitter,

Public charter school applications to open in 2014 are due to the Office of Charter Schools no later than March 1, 2013 at **12 noon**. **NO** application will be accepted after that time.

Complete applications consist of one (1) single-sided, signed and notarized copy and one (1) CD or flash drive containing two (2) electronic documents, one (1) PDF of the narrative and one (1) PDF of the full appendices. See the application instructions to ensure you follow ALL requirements.

Application copies can be delivered in one of three ways.

1. **Hand delivered** before February 28<sup>th</sup>, 2013 5:00 P.M.  
NCDPI building: Office of Charter Schools (2<sup>nd</sup> Floor North Side)  
301 North Wilmington Street, Raleigh, NC
2. **Hand delivered** on March 1, 2013 by 12 Noon  
NCDPI building: Room 150  
301 North Wilmington Street, Raleigh, NC
3. **Mail Service** by March 1, 2013 12 Noon  
The Office of Charter Schools  
6303 Mail Service Center  
Raleigh, NC 27699-6303

***\*All mail service packages must be received by NCDPI Mail Service no later than 12 noon on March 1, 2013***

The content of the Letter of Intent is NOT binding, however a submitted Letter of Intent must be on file for you to submit an application. When you submit your application you will be asked to provide information regarding your submitted Letter of Intent for purpose of verification.

We anticipate a large volume of applications being submitted; to further assist the OCS staff include this letter in your submitted application as the cover page. Please complete the following information as it reads on the Letter of Intent.

**Letter of Intent Information:**

Lead applicant   Parcel Eddins  

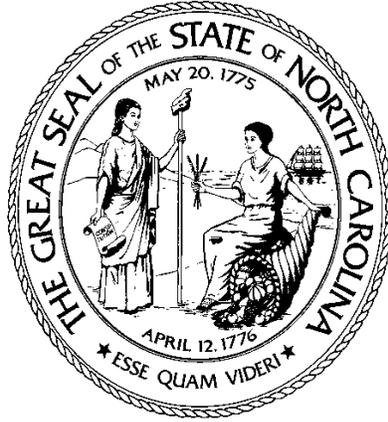
Proposed name of the charter school   Appalachian Heritage Academy  

County of proposed location   Buncombe County (in Asheville City School District)  

If you have any questions please contact Tom Miller in the Office of Charter Schools at 919-807-3492.

**OFFICE OF CHARTER SCHOOLS**

Joel E. Medley, Ph.D., *Director* | joel.medley@dpi.nc.gov  
6303 Mail Service Center, Raleigh, North Carolina 27699-6303 | (919) 807-3491 | Fax (919) 807-3496



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

**Public charter schools opening the fall of 2014**

See **Resource Manual** for Assistance  
(Available late November 2012)

**Due by 12:00 noon, March 1, 2013**

North Carolina Department of Public Instruction  
NCDPI/Office of Charter Schools  
301 N. Wilmington Street  
Raleigh NC 27601-2825  
919-807-3491

Mailing Address:  
6303 Mail Service Center  
Raleigh, NC 27699-6303

**CHARTER SCHOOL  
2013 Application Process  
To open a charter school in the 2014-2015 school year**

**APPLICATION DUE DATE/TIME**

**January 4, 2013**

A letter of intent to apply for the 2014-2015 school year **must** be received in the Office of Charter Schools **no later than 12:00 noon**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.

**March 1, 2013**

A complete application package, one (1) single-sided, signed, and notarized original hard copy, one (1) PDF electronic version of the narrative, and one (1) PDF electronic version of the appendices (i.e. labeled flash drive) must be received in the Office of Charter Schools **by 12:00 noon**.

**March 8, 2013**

A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide evidence to the Office of Charter Schools (i.e. signed letter).

**APPLICATION SPECIFICATIONS**

Applicants **MUST** submit applications prior to the deadline March 1, 2013 at 12:00 noon; applicants are to use the following specifications:

1. All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in Times New Roman font.
2. Each major section (Mission, Purposes and Goals, Education Plan, Governance, Operations and Capacity, and Financial Plan) must begin on a separate page, as indicated in the template document. Do not exceed 50 pages for the proposal narrative. (Title Page, Table of Contents, and Appendices are not included in the narrative page limit.)
3. If a particular question does not apply to your team or proposal, **keep the section heading**, respond “Not Applicable,” AND state the reason this question is not applicable to your team or proposal. The questions may be deleted.
4. All required Appendices should be clearly titled and include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...).
5. Review all elements of your application for completeness before submitting. An incomplete application may result in the elimination of the application.
6. Late submissions will not be accepted. No exceptions.

7. Provide confirmation to the Office of Charter Schools that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

2013 Application Questions: If you have questions regarding the 2013 application process, please contact the Office of Charter Schools via email at [officeofcharterschools@dpi.nc.gov](mailto:officeofcharterschools@dpi.nc.gov).

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**I. APPLICATION CONTACT INFORMATION**

**Name of proposed charter school: Appalachian Heritage Academy**

**Has the organization applied for 501(c)(3) non-profit status: Yes No X**

**Name of non-profit organization under which charter will be organized or operated:**  
Appalachian Heritage Foundation

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

**Name of contact person: Darcel Eddins**

**Title/Relationship to nonprofit: Board Chair**

**Mailing address: Appalachian Heritage Foundation, PO Box 898, Asheville NC 28802**

**Primary telephone: 828-257-4000 Alternative telephone: 828-333-8223**

**E-Mail address: AshevilleBCP@gmail.com**

**Name of county and local education agency (LEA) in which charter school will reside:**  
**County: Buncombe**  
**LEA: Asheville City Schools (111)**

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

No: X

Yes: If so, Public  or Private:

If yes, please provide the current school or organization web site address:

If a private school, give the name of the private school being converted:

If a traditional public school, give the name and six-digit identifier of the traditional public school being converted: --

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

No: X

Yes:

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in.

What is the name of the nonprofit organization that governs this charter school?  
Appalachian Heritage Foundation

**Grade Levels Served and Total Student Enrollment:**

Projected School Opening: Year Month **August**

Will this school operate on a year round schedule?

No:

Yes: X

Proposed Grade Levels Served and Total Student Enrollment (10 years)

	<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected student Enrollment</b>
	2014-15	9,10	100
	2015-16	9,10,11	150
	2016-17	9, 10, 11, 12	200
	2017-18	9, 10, 11, 12	200
	2018-19	9, 10, 11, 12	200
	2019-20	9, 10, 11, 12	200
	2020-21	9, 10, 11, 12	200
	2021-22	9, 10, 11, 12	200
	2022-23	9, 10, 11, 12	200
	2023-24	9, 10, 11, 12	200
	2024-25	9, 10, 11, 12	200

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application and that the founding board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications may not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Darcel Eddins Board Chair  
Signature Title

\_\_Darcel Eddins\_\_ Darcel Eddins 2/22/2013  
Printed Name Date

## II. MISSION and PURPOSES (No more than three total pages in this section)

### **Mission:**

State the Mission of the proposed charter school in **one hundred words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.

The mission statement of the proposed charter school is as follows:

**The Appalachian Heritage Academy empowers students to deepen relationships with our environment and community by integrating the wisdom of the Southern Appalachian region with 21st century skills.**

### **Educational need and Targeted Student Population of the Proposed Charter School:**

1. Provide a description of 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. Describe the rationale for selecting the location and student body.

Our target population is the high school students of Asheville and surrounding area, many of whose families have a strong interest in sustainable living and arts. Our school will be located in the Asheville City School District, which is 78% majority (white) and 22% minority. Buncombe County as a whole is approximately 90% majority and 10% minority. There are 25,000 students in the Buncombe County system, and about 4,000 students in the Asheville City system. The median income in Buncombe County is about \$40,000, with 11% of the population below the poverty line.

We wish to be located in the Asheville City School District for two main reasons. First, the location of our school and lack of school buses shall not be a barrier to any student resident of Asheville City who wishes to attend, because we will be located on the public bus line in a central location. It is possible that we may be located within the City Limits but outside the Asheville City School District. Our school will attract students who are interested in alternative education, but who do not have the transportation resources to attend a school out in the county far from the inner city neighborhoods in which they reside. Our marketing efforts are targeted toward inner city families, and we expect that our demographics will be at least 11% very low income students, and at least 20% minority ethnicity. Second, the central Asheville location will allow our students access to the many artists and craftspeople in the near downtown and River Arts District areas. Approximately 45% of jobs in Buncombe County are unskilled service or sales jobs, which are generally lower paid. Our school seeks to strengthen community ties and the local economy through our apprenticeship program.

2. What will be the projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect for the local LEA(s) that may be impacted?

Our projected enrollment in our fifth year is 200 students. If 50% come from the Asheville City Schools, then that will be 100/4200 or about 2% of the ACS district. If

50% come from the Buncombe County Schools, then that will be 100/25,000 or about 0.4% of the BCS district.

3. Explain how the charter school's education plan will compare to or differ from that of the local LEA(s).

AHA is unusual in that it draws on the cultural heritage of a particular region. We define Appalachian heritage to include skills of self-reliance, resilience, and sustainability, the knowledge and connections to utilize regional resources, and the strengthening of community connections, all of which are necessary in addressing the challenges of the 21st Century. Our elective courses will focus on sustainable agriculture and arts/crafts. While Asheville High has an incredible array of courses, they do not offer courses in Appalachian heritage skills.

Because of our small size, our schedules will have an element of flexibility not possible in a larger school. Students will have two periods most days during which they can receive individual or small group interaction with teachers, whether they are struggling and need directive support or are academically gifted/motivated and working on an independent study.

Our apprenticeship program offers a unique supported experience for both the student and the community partner. Community partners will receive special training to help them mentor students effectively during the apprenticeship. Students will gain real world skills in an area of their choice, while the community partner will gain the investment of time and energy into their business by the student and the school. Students will base their senior projects on their apprenticeship experiences, and receive continued support at school as they work on this academically oriented project.

Our board chair has met with the Superintendent of Asheville City Schools to discuss how we might work in partnership and collaboration. This was a positive and productive meeting, and hopefully indicates a collaborative relationship in the future, with potential for resource sharing that will benefit all the high school students in this area. We recognize that ACS is an excellent system, and our desire is to create a school that will enhance student choice, rather than competing with already existing programming.

4. In the appendices (Appendix A), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).

**Purposes of the Proposed Charter School:** In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

The Six Legislative Purposes of a Charter School are:

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

Teachers will work in Professional Learning Communities (PLC's) for continuous professional development and improvement. Teachers will be responsible for determining learning objectives for their courses within the parameters of state and national standards as well as the specific outcomes determined at the school level, while the administration of the school will be responsible for making time and resources available to teachers so that they can do this work. In-service professional development will frequently be lead by staff members in their areas of expertise. Teachers will have common planning daily, and will be expected to work together to create interdisciplinary lessons and units.

2. Hold schools accountable for meeting measurable student achievement results.

The board will monitor certain aspects of the school to ensure it is achieving mission-based goals, including rigorous student performance goals. The school will participate in all state-required testing. The board will also monitor the principal via the North Carolina School Executive Principals Evaluation Process.

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

One of the main focuses of AHA is to provide students, through agriculture and the arts, with a greater variety of educational paths and career choices. Outdoor, experiential agriculture and creative work give students with varied abilities the opportunity to succeed in different ways. Internships and community partnerships provide students with opportunities to gain vocational and professional skills in real-world settings. Our program will directly teach community-building skills such as conflict resolution and cooperative group work. AHA will have a strong system in place for parents to be an active part of the school community.

4. Improving student learning.

AHA's program is student-centered, with a strong student leadership component. Student learning will be improved at AHA through real-world, hands-on experience and small class size. Our education program includes built-in structures for personalized support such as the seminar class, mentoring, and lunch advising. Our holistic curriculum improves students' ability to achieve academically by directly teaching study skills and communication skills. Our program supports the whole student by providing creative outlets for personal expression, and by building community.

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

AHA provides several avenues for students to design and receive support for personalized goals that are unique to each student. One of these avenues is the apprenticeship with senior project, which allows students to challenge themselves at the level appropriate to their needs in a field that interests them. Personalized growth plans, supported through the yearly seminar class, help students pursue individualized goals. Active, experiential learning and creative arts give at-risk and all students an outlet for positive expression of emotions, personal growth, and a sense of tangible achievement. The seminar class and lunch advisory times are built into each student's schedule, and

can serve to provide increasingly directive support from staff OR increasingly student-directed projects.

6. Encourage the use of different and innovative teaching methods.

Teachers will plan interdisciplinary teaching projects. Because student responsibility, community connections, and relationships are integral to AHA's mission, all classes will utilize student-led group work and peer mentoring as a significant aspect of the curriculum. By using community partners as teachers for some elective courses as well as for apprenticeship placements, our faculty will have the opportunity to develop and implement a course to "train the teachers" who may not have traditional education backgrounds.

**Goals for the Proposed Charter School:**

1. How will the governing board know that the proposed public charter school has attained their mission statement? What metrics will be used to gauge that success, and how often will the metrics be reviewed in your analysis?

Unless otherwise stated, all metrics will be monitored annually.

- a. Student performance standards--The board will monitor student performance standards outlined below in question 2 at the midpoint of the school year and at the end of the school year.
- b. Retention--Retention rate shall be measured in two ways. 1) The retention rate shall be calculated for each academic grade level by dividing the number of students on the last day of the academic year by the number of students on the last day of the previous academic year. For sophomores, the rate shall be a minimum of 80%, with the rate to increase by 5% each year thereafter. For juniors and seniors, the rate shall be a minimum of 90% with the rate to increase by 3% each year thereafter. 2) Students who un-enroll will be asked the reason why they are leaving. The rate of students leaving during or after their sophomore, junior, and/or senior years because they are dissatisfied with the school shall be no more than 5% in any given year.
- c. Student body--The student body will reflect the race and class composition of the City of Asheville or County of Buncombe, depending on the location of the school, to within 10% margin of error. If the composition of the population at large changes, then that change shall be reflected in the student body within four (4) years..
- d. Community Partnerships--By the 2016-17 academic year, there will be a minimum number of community partnerships sufficient to place every senior in an off-campus apprenticeship. Each year thereafter, the number of community partnerships shall increase or remain constant.
- e. Compliance with all applicable laws, regulations, and terms of the charter contract--Board members will be familiar with these regulations and ensure compliance. Board process for every decision will include compliance with laws, regulations, and terms of charter.
- f. Financial performance and viability--The school will operate at a viable financial level. This will be monitored quarterly by the board. The board will contract for an audit of finances at appropriate intervals.
- g. Board performance--The board will evaluate its own performance and adherence to our group agreements annually.
- h. School improvement plans—The board will request a school improvement plan to be updated annually, and will monitor it annually or at a greater frequency as appropriate.
- i. School leadership effectiveness—This will be measured according to success on student

performance standards, teacher working conditions survey, teacher retention, and the NC School Executive Rubric. The board will use the North Carolina School Executive Principal Evaluation Process as an ongoing component of ensuring leadership effectiveness.

2. Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over the first five years of the schools existence.
  - a. Individual and student academic growth as measured by Student Portfolios: Students and mentors will co-create Individual Growth Plans with goals that address academic, personal, and social growth. In the first year, 80% of students will receive a grade of "proficient" as determined by the school staff, with the rate to increase by 5% each year thereafter. "Proficiency" will be defined as a combination of academic excellence and alignment to the school mission. Portfolios will include the following:
    1. Overall academic proficiency will be measured by student grades, which are determined by rubrics created in teacher-led professional learning communities. At minimum, 80% of students will perform at 2.5 GPA in the first year, 70% of students will perform at 3.0 GPA, and 60% of students will perform above a 3.5 GPA, with a 5% increase in percent of students performing at this benchmark each year.
    2. Success in apprenticeships and senior project will be measured using a rubric, including attendance, apprentice master feedback, and academic rigor and relevance of project.
    3. Community Service: Students will do at least 15 hours during 9th grade, 20 in 10th, 25 in 11th, and 30 in 12th. All community service hours must be aligned with our mission. The school will assist in connecting students with opportunities for service.
  - b. Student attendance --We will have a minimum of 95% attendance each year.
  - c. Performance on outside tests such as ACT--At least 80% of 11th graders during the 2015-16 school year will score at a level high enough to have a 50% chance of getting a B or higher in their first credit-bearing college course. Each year thereafter, the percent of students scoring at this level will increase by 5%.
  - d. Post Graduation Success--Success will be defined in many ways, including enrollment and graduation from institutes of higher education, enrollment and graduation from training and certification programs, employment in skilled position, successful maintenance of a family, and domestic or international service (Peace Corps, US armed forces, etc.). Graduates will be surveyed and contacted annually for at least 5 years post-matriculation. At least 80% of graduates will be classified as "successful" within 5 years after matriculation, with a 5% increase for each successive graduating class.
  - e. Graduation Rates--In the 2016-17 academic year, students will graduate at a minimum rate equal to 5% higher than that year's state graduation rate. Each year thereafter, graduation rates will improve by a minimum of 5% each year compared to the previous year. Once the school has reached a 100% graduation rate, then this rate shall be maintained every year thereafter.

### III. EDUCATION PLAN (No more than ten total pages in this section)

**NOTE:** *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation could deem the application incomplete.*

#### **Instructional Program:**

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

The overall instructional program supports the study of Appalachian heritage, specifically in agriculture and arts. Major instructional methods are student-centered, emphasizing opportunities for student leadership in research, creative expression, and formation of meaningful products. Students will work in cooperative groups to achieve common goals for which members are mutually accountable. Experiential learning is emphasized through problem-based learning, project-based learning, multidisciplinary projects, paideia-type seminars, and appropriate use of technology. (See references for research supporting the above methods, in Appendix R.)

Assessments will be based upon the learning objectives collaboratively determined by teachers in Professional Learning Communities (DuFour & Marzano), in accordance with the State requirements and AHA mission-based objectives. Assessments will include frequent formative assessments providing data that teachers use to modify instruction, as well as summative assessments to measure what has been learned and whether or not the objectives for learning have been achieved. Common assessments will be used whenever feasible to aid teachers in continuous improvement and professional development. Students will know how they are to be evaluated before they begin their work, and are expected to perform at a high level of rigor.

Our program will help students acquire the skills they need to be successful adults. By emphasizing student leadership, career skills, and student-led projects in the community at large, we are meeting the need of the target population to create new businesses and industries, as well as revitalizing “traditional” industry such as agriculture. Our focus on collaboration, effective communication, and diversity in the student body will also help to re-integrate a community that is currently diverse but somewhat fractured by segregation.

#### **High School Curriculum and Instructional Design:**

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

Students will work individually on projects as well as in collaborative groups, as they need to know how to do both once they enter the workforce. They will take an active leadership role in classes, with opportunities to present, teach, and initiate their own projects. Teachers will primarily act as facilitators who provide and maintain clear structures for all student activities. Students will have opportunities to work on more advanced or modified independent projects as

appropriate, with the guidance of mentors who meet with them during lunch-time advisory periods and other specified times.

Classes will be heterogeneous (non-tracked, inclusive of mixed ability levels), and will be taught in mixed age groups as much as possible. Our target class size is 20 students or less. Classes will mirror the Professional Learning Community processes that both the faculty and board engage in for their own projects and decision-making. The principles of unity, self-determination, collective work and responsibility, cooperation, creativity, and purpose are common themes in all courses.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence for one core subject (specific to the school's purpose) (Appendix B1).
2. As Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered in year one through year five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.
3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

State Superintendent June Atkinson has stated that making sure students have the academic skills to choose whatever path they want to follow is critical for high school graduates. The AHA curriculum allows students to focus in agriculture and/or arts, drawing on Appalachian heritage to gain practical skills for a variety of locally sustainable trades. Our agriculture and arts focus and experiential learning in community not only build workforce skills but also align with our mission of deepening relationships with environment and community. The senior apprenticeship and senior project also prepare students directly for the workforce.

**North Carolina Accountability Model:**

- 100% of our students will pass Algebra II and higher. AHA ensures this by providing support for struggling students as well as providing opportunity for advanced students to take higher level courses, including courses at AB Tech (the local community college) or other higher education institutions when possible.
- Our courses are aligned with CCSS and ACT standards, and taught at a level of rigor to prepare students for both ACT and college. 80% of students during the 2015-16 school year will score at this level, with a 5% increase of student scoring at this level each year thereafter.
- 100% of juniors will earn at least a silver level on the WorkKeys Performance test. Students can take this test at AB Tech, and accommodations are available for EC students.
- A high graduation rate will be ensured in the following ways: Our small class size and built-in support system will ensure that all students experience appropriate support, and our mission of empowering students will be fulfilled through peer mentoring, shared leadership, and student-centered, experiential learning. The seminar class, which students take all four years, will provide them with high school study and organizational skills, assistance with apprenticeship, college, and career plans, and individualized

support including the development of personal 4-year plans. All students will be matched with individual teacher mentors, with whom they can meet during built-in advisory periods at lunchtime.

- Every senior will be required to complete an apprenticeship, as well as a graduation project that includes the presentation of a product (research paper, work of art, demonstration, etc.) relevant to the apprenticeship. AHA will facilitate and monitor apprenticeship placements through partnerships in the community. Student apprentices will develop professional connections and skills, gain real-world work experience, and benefit their communities. The apprenticeship supports our mission of connecting with local community and integrating traditional with 21st century skills.

We define “Southern Appalachian heritage skills” as including but not limited to: self-reliance, sustainable practices, interdependence, practical arts, and use of local resources. These skills inspire our course curriculums and elective options. Our region hosts a strong sense of pride in local heritage. The Asheville area is also known throughout the country as a center for sustainable building, living, and permaculture initiatives, as well as a diverse focus in the arts. Many families move to the Asheville area with a desire to live more sustainably, but then homeschool their children because no schools in the area currently offer a curriculum with this focus. AHA will bring together traditional Appalachian culture, our unique Asheville culture, and the individual heritage of every student by addressing our shared interests in community, arts, and sustainability.

4. 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.

Teachers must be trained to provide differentiated instruction in mixed classrooms, including coaching students in acquisition of skills by employing increasing levels of support as necessary. Mixed-ability classrooms provide opportunities for student leadership and mentoring, increased confidence and academic challenge for students of all levels, and a de-segregated, diverse setting that mirrors the complex environments of the real world. Teachers must be trained to work with different ability levels, including working with ELL students through the use of programs such as SIOP (Sheltered Instruction Observation Protocol). In their Professional Learning Communities, teachers must also be able to determine differentiated learning objectives for students and design assessments that align with specific skills taught, in order to accurately assess what has been learned, and use assessment data to inform instruction. Skill in assessment and understanding of how to use student data allows teachers to modify instruction in order to increase student achievement.

Teachers must know how to direct cooperative groups. In order to collaborate effectively and fairly, students need to learn specific skills for dividing labor, setting goals, communicating, and holding each other accountable, and teachers must be able to facilitate and monitor these structures. Teachers also need to know how to facilitate discussions about controversial topics in order to improve the critical thinking, understanding of moral complexity, and respectful communication skills that students need to achieve academically and to become responsible citizens and capable communicators in diverse careers and communities.

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

Students will take the future-ready core course of study requirements to attend a 4-year university or other post-secondary institution. The seminar course will give them specific study, organizational, and other skills necessary for succeeding in school, so that university or college-bound students are prepared for the heavier course load and responsibility that those institutions require. The senior apprenticeship will help students build professional connections, gain real-world professional experience, and develop soft skills that will be useful in any trade.

One of the factors that leads to success in life is an overall sense of confidence, critical intelligence, and self-determination that helps people to relate interpersonally and make positive choices. AHA students will graduate as well-adjusted citizens prepared to take charge of their own lives, through a curriculum that also addresses social development and builds connection to heritage in a region that has struggled with misunderstanding and negative stereotypes from both within and without.

6. Provide a school academic calendar (minimum of 185 instructional days or 1,025 hours) and a brief narrative on how the calendar coincides with the tenets of the proposed mission and education plan.

We have chosen a modified year-round calendar for three main reasons. 1) The LEA in which we are located, Asheville City (111), is moving toward a modified year-round. We desire to coincide with ACS so that families will be able to follow a consistent calendar if they have children in different schools. 2) It allows us to better focus on our mission by aligning with the agricultural calendar and allowing for more outdoor and experiential education in the summer. 3) It allows us more time for professional development, to support our goals of community-building and special teacher training as described above in question #4. The board reserves the right to change this calendar if necessary to meet the needs of the student body and school mission.

## 2014-15 Appalachian Heritage Academy Calendar

NC Regulations:  
 185 student days  
 At least 10 TWD  
 At least 10 Annual leave  
 Must have veteran's day off

**Summary of Calendar:**

Days in classroom:  
 First Quarter . . . . . 44  
 Second Quarter.....42  
 Third Quarter.....43  
 Fourth Quarter.....44  
 Summer Quarter.....12  
**TOTAL CALENDAR DAYS 185**

**Teacher Days**

Instructional days: 185  
 TWD: 13

**CALENDAR LEGEND**

- Half Day
- Regular
- TWD
- End
- Holidays
- Vacation Days
- Last day of quarter/semester

July					Student Days
M	T	W	Th	F	
21	22	23	24	25	
28	29	30	31	1	

August					Student Days
M	T	W	Th	F	
4	5	6	7	8	5
11	12	13	14	15	10
18	19	20	21	22	15
25	26	27	28	29	20
September					
1	2	3	4	5	24
08	09	10	11	12	29
15	16	17	18	19	34
22	23	24	25	26	39
29	30				
October					
		01	02	03	44
06	07	08	09	10	44
13	14	15	16	17	44
20	21	22	23	24	49
27	28	29	30	31	54
November					
03	04	05	06	07	59
10	11	12	13	14	63
17	18	19	20	21	68
24	25	26	27	28	71
December					
01	02	03	04	05	76
08	09	10	11	12	81
15	16	17	18	19	86
22	23	24	25	26	
29	30	31			
January					
			01	02	
05	06	07	08	09	
12	13	14	15	16	91
19	20	21	22	23	95
26	27	28	29	30	100
February					
02	03	04	05	06	105
09	10	11	12	13	110
16	17	18	19	20	114
23	24	25	26	27	119
March					
02	03	04	05	06	124
09	10	11	12	13	129
16	17	18	19	20	
23	24	25	26	27	
30	31				
April					
		01	02	03	134
06	07	08	09	10	139
13	14	15	16	17	144
20	21	22	23	24	149
27	28	29	30		
May					
				01	154
04	05	06	07	08	159
11	12	13	14	15	164
18	19	20	21	22	169
25	26	27	28	29	173
June					
01	02	03	04	05	177
8	9	10	11	12	82
15	16	17	18	19	
22	23	24	25	26	

Professional Development Days

- July 28
- July 29
- July 30
- July 31
- August 1
- August 29 (1/2 day)
- October 17
- November 10 (1/2 day)
- January 9
- January 20 (1/2 day)
- February 17 (1/2 day)
- March 17
- May 26 (1/2 day)

**HOLIDAYS:**

- Labor Day (9/1)
- Veteran's Day (11/11)
- Thanksgiving Day (11/27)
- Christmas Day (12/25)
- New Year's Day (1/1)
- Martin Luther King Day (1/19)
- President's Day (2/16)
- Memorial Day (5/25)

## Special Programs and “At-Risk” Students

1. Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.

The Appalachian Heritage Academy will set up multiple safeguards to keep students from “falling through the cracks”. Each freshman will be paired with a faculty mentor; the mentor will serve in this role for the rest of the student’s time at AHA (whenever possible). Our schedule allows for a mid-day 30-minute advising period that will be used for regular mentor meetings, academic tutoring, club meetings, college advising, and special events. Teachers will provide tutoring on a rotating basis, and interested older students will be trained to tutor younger students. A required seminar class each year will focus on teaching students the skills they need to be successful in high school and beyond. Teachers will use the PLC model to identify learning objectives and assess whether or not students have mastered those objectives. When data shows that intervention is needed, the advising period will be used to hold conferences for students who are struggling academically, and these students will be placed in an increasing directive and supportive seminar session until they are back on track. The small size of our school is a preventive measure in itself, as it allows teachers and staff to provide more individualized attention to each student.

Recognizing how important parent involvement is to student success, faculty will regularly communicate with parents about the academic progress of their students through phone calls, emails, and regular parent-teacher conferences. Furthermore, AHA will hold family workshops and disseminate newsletters and messages regarding steps families can take to help their students be successful in school.

2. Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:
  - a) Methods for identifying ELL students.

All entering students will be asked on their enrollment form about the language spoken in their homes as well as what language they first learned. Additional information will be gathered from students’ previous schools. Subject teachers and mentor teachers will refer students whose language skills suggest a need for testing. Students who are identified as potential ELL students will be assessed with the WIDA Model for grades 9-12.

- b) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.

ELL students will have their own personal plans based on their strengths and challenges as well as on the NCDPI ELD SCS. Teachers will be trained to use the WIDA Performance Definitions.

All students will have mentor teachers with whom they regularly meet. Peer tutoring will assist ELL students to apprehend more of the educational material. Teachers will be trained in Sheltered Instruction Observation Protocol (SIOP) on an as-needed basis to work with ELL students. Additional services will be contracted out to a licensed professional or provided by staff.

- c) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

Progress, success, and readiness to exit ELL services will be monitored on a regular basis by way of: 1) meetings between subject area teachers and mentor teachers to discuss the progress and effectiveness of ELL programming, 2) formal communication of progress to parents in quarterly Progress Reports and Report Cards, 3) meetings between mentor teachers and their students to discuss progress and student needs, and 4) formal assessments of student progress. ELL students will have additional student folders stored inside the regular student records folder.

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

Students will be identified as intellectually gifted in several ways. First, enrollment forms will include a question asking if there has been a previous placement in AIG. Second, staff will review student folders from previous schools to see if there has been a previous placement. Third, students can be referred by staff due to observations, evidence from EOC scores, and classroom assessments. The AIG committee will review information for potential AIG students to see if they have 4 out of 6 identifiers (85+% on EOCs, 90+% on report cards, parent recommendation, teacher recommendation, community member recommendation that includes evidence of high community involvement, and 80+% on the Cognitive Abilities Test on either the Verbal Battery or the Quantitative Nonverbal ) and always including either the EOC or CogAt scores. The CogAt will be administered if three of the other factors are considered likely to qualify a student.

In addition to these strategies, all students will be able to do supported independent and small group study and projects to enrich and extend their learning, regardless of whether or not they are identified AIG.

- a) Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

Once students are identified, the AIG Committee will plan out a selection of opportunities for each student based on the student's strengths. Subject teachers will implement these plans as part of differentiated instruction in their classes. Students qualified through the AIG Identification Committee will have the opportunity to take classes at the community college, work as peer tutor leaders, and potentially take AP classes at AHA. They will meet regularly with their mentor teachers to formulate avenues to apply their interests more deeply in academic subjects, and will be able to create their own independent studies or small group projects as their schedules allow. Students will have as much choice for individualizing their program of study as possible.

- b) Plans for monitoring and evaluating the progress and success of intellectually gifted students.

Progress and success of AIG students will be monitored on a regular basis by way of: 1) meetings between subject area teachers and mentor teachers to discuss the progress and effectiveness of ELL programming, 2) formal communication of progress to parents in quarterly Progress Reports and Report Cards, 3) meetings between mentor teachers and their students to discuss progress and student needs, and 4) formal assessments of student progress. AIG students will have additional student folders stored inside the regular student records folders.

## 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)* Amendments of 2004 (20 U.S.C. 1400 et seq.), 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 educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

### Identification and Records

1. 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.

AHA will follow students’ existing IEP and 504 plans with developmentally relevant adjustments for high school. Teachers will refer students whose behavior or test scores suggest a likely need for identification and protection under IDEA. AHA will use the NCDPI Statewide forms for the identification and renewal process.

AHA will perform an annual review to ensure that students’ needs are being met. When students need re-evaluating on the standard three-years cycle, AHA will follow all laws and best practices ensuring that IEP teams, called Student Nurturing Teams, are composed of an EC specialist, an administration member, a classroom teacher, the parent or guardian, and the teacher-mentor for the student. We will implement all recommendations from the IEP and 504 committees so that students will have the accommodations they need to learn in a meaningful, thriving way. (NOTE: the term “Student Nurturing Team” is subject to change.)

2. 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.

The federal mandate Child Find is primarily focused on toddlers and the transition to kindergarten. The aspect that is related to this high school is that parents who believe their child could be a potential candidate for special services will contact AHA in writing at the time of enrollment. AHA will act on teacher and mentor observations as well as independent evaluations performed by licensed professionals. AHA will post current Child Find posters in the school office.

3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.

- a) Requesting Records from previous schools

Upon enrollment by a student with an existing IEP or 504, AHA will send a formal request for the student’s records to the student’s previous school within 15 days.

- b) Record Confidentiality (on site)

All student records held by AHA will be stored in a secure location, the school office or the EC office. All records will remain in the office unless signed out by a professional employee of AHA, whereupon the professional has the responsibility to keep such records secured. All records will be returned to the office as soon as reasonably possible.

- c) Record Compliance (on site)

AHA will follow all standard compliance expected of an LEA as stated in the 2008-2009 Guiding Practices published by NCDPI and as stated by NC 1502-17.

### Exceptional Children's Education Programming

1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.

Appalachian Heritage Academy's basic plan is for as much inclusion, following the Least Restrictive Environment clause, as is reasonably possible. We believe it is best for all members of a community to learn and grow together regardless of personal abilities. AHA will provide highly qualified teachers, as defined by NCLB and the State of North Carolina, in each of the core academic subjects, and train them to teach students of all abilities and disabilities inclusively as members of an interconnected community.

Small class size, peer tutoring, regular mentor-student meetings, and hands-on experiential learning allow opportunities for those of less common learning modalities to demonstrate their comprehension of lessons. AHA focuses on studying Appalachian heritage in arts and agriculture. As these are primarily experiential in their modalities, students who learn differently have other avenues to achieve. The senior apprenticeship is an excellent way for EC students to integrate into their community and be successful in nontraditional ways that are practical.

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

AHA will provide materials adapted to EC students and assistive technology needed to access those materials as per NCDPI's 2008-2009 Guiding Practices and NC 1501-2.3. Students will meet regularly with their mentor teachers for informal conversations so that AHA is apprised of the condition of its students.

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

It is the responsibility of each subject area teacher to ensure that s/he is following the directions of each EC student's IEP in his/her class. The teacher mentor of each EC student will include an evaluation in quarterly progress reports and report cards that describes how the IEP is being implemented. Staff will meet regularly to review what practices are being used in each class to ensure that students' IEPs are implemented. Any documents will be copied to parents. Parents will be invited to all meetings about their students.

4. Describe the proposed plan for providing related services.

AHA will contract as needed for services which staff cannot provide. AHA will acquire assistive technology as needed.

### Student Performance Standards

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

The standards are percentages based on 1) student portfolios developed from individual growth plans, including grades, community service, and apprenticeship and senior project evaluation, 2) student attendance, 3) performance on outside tests such as ACT, 4) post-

graduation success, and 5) graduation rates. Please see Question #2 (on “student achievement performance goals”) under Goals for the Proposed Charter School in Section II Mission and Purposes for a detailed description of these performance standards and their measurements.

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

Teachers will work in Professional Learning Communities (PLC’s) as much as possible to create common assessments (both formative and summative) to collect data on what has been learned and how instruction can be improved. Teacher-led PLCs will create rubrics and share them with students at the beginning of courses to guarantee that students know what they are to learn and how they are to demonstrate that they have learned. The refined curriculum and assessments will be a part of school records. The evaluation and assessment model will be based upon ideas described in *Leaders of Learning* by DuFour and Marzano.

Student learning will be measured through student portfolios, which include grades, personal growth plans, apprenticeship and senior project evaluation, and community service. These aspects align with our mission of whole-person growth and empowerment, service to community, and real-world experience that leads to deeper learning and understanding.

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

Students must earn a minimum of seven credits to be promoted to the next grade level. Special needs students will need to meet the modified goals specified in their IEPs in order to gain credit for each course they take. Because disabilities in an identified area can also affect student performance in other areas, AHA will make adjustments to IEP plans as necessary.

Promotion criteria will be communicated in the student handbook, during the four-year planning aspect of the freshman and sophomore Seminar curriculum, and through regular communication from teachers to parents about student progress.

4. Provide the public charter school’s exit standards for graduating students. These standards should set forth what students in the last grade served will know and be able to do.

All students must complete a year-long apprenticeship and a senior project based on their apprenticeship. The senior project will be a product determined by the student and his/her mentor, and it will be graded by a rubric created by a PLC at AHA. Through the completion of the apprenticeship and senior project, students will demonstrate (and be evaluated for) skills they have learned through this experience as well as through the Seminar courses and throughout their high school years: these include soft skills such as communication skills, creative problem-solving, leadership and initiative, and personal effectiveness that will help them be more productive members of the workforce. In addition, students will leave their apprenticeship having mastered a professional skill or skill set.

## High School Graduation Requirements

1. If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts.

AHA will implement the Future-Ready Core requirements. In order to achieve the elective requirements, we will offer at least Spanish 1 & 2, and students can choose an elective course concentration in arts education, agricultural science, or CTE. CTE classes can be taken through A-B Technical Community College, where students can participate in the Career and College Promise Program. Regardless of the elective course concentration students wish to complete, all students must take one arts education and one agricultural science class in order to graduate.

Grade-point averages (GPAs) are calculated based on a quality point conversion using a 4.0 scale with some exceptions. Students will be able to earn one extra “HONORS” quality point in core courses by completing enrichment projects that demonstrate a mastery level above highly proficient. Students enrolled in AP courses and/or college courses at AB Tech that are eligible for transfer to a state university will receive one extra quality point. However, the board reserves the right to modify this system if it appears to hinder students’ competitiveness when applying for college.

AHA will not calculate class rank as we do not wish to create a school environment where students are competing against one another, but rather an environment where students are invested in each other’s success. In order to give colleges and scholarship committees a deeper understanding of the success of our students, transcripts will include GPA, courses completed with grade, community service hours acquired each year, leadership activities, and information on the student’s apprenticeship (including number of hours completed and duties). Furthermore, transcripts will include a profile of the school that explains our unique education model.

2. Explain the plan for graduating students with special education needs.

Special needs students will have a plan formulated for them to meet graduation requirements when their IEP is written. As the IEP is adjusted or re-written, adjustments to the student’s plan will be made and implemented. Each individual will also make a four-year plan that may contain modified graduation goals, modified assessment, and/or modified instruction. Individuals will meet with their Student Nurturing Teams to re-evaluate their graduation goals at least annually. AHA will endeavor for EC students to meet the same graduation standards as regular education students as close as is reasonably possible while meeting individual’s identified needs.

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

Since each student will have a faculty mentor, there will be a consistent adult keeping up with the academic progress of each student according to the goals s/he set during the freshman seminar class. When a student has measurable and realistic goals, and when s/he is held accountable for reaching those goals, the student is more likely to be successful. The mentor will communicate with the student’s teachers and family members. If a student is not reaching his/her goals, and appears to be at-risk of dropping out, then the level of involvement of the family, mentor, and school counselor will increase. As faculty members, all mentors will understand the graduation requirements and be able to guide their students on the path toward graduation.

## Student Conduct:

Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.

Our student conduct plan is based on our core values of student empowerment, personal responsibility, community collaboration, and experiential learning. We use aspects of the Restorative Justice model (see references below) to support these values. This model focuses on teaching students the consequences of their actions, repairing harm done, and re-integrating troubled students into the community, in order to support all students' growth and give them a better chance of succeeding academically. Suspension and expulsion will be used only when absolutely necessary, e.g. for safety or legal purposes. Please see Appendix C for further details on this model and its benefits.

AHA believes that if students feel involved in the student conduct plan and have opportunities for leadership in the school, they will be more motivated to uphold positive conduct and act as role models. By empowering students through independent real-world projects, the peer mentor program, input in classroom rule-making, and leadership opportunities, AHA will inspire students to act with an awareness of their moral responsibility to the larger group. By fostering a spirit of relationship-building in our Education Plan through components like group work and community involvement, we will instill in students the importance of everyone working together and holding each other accountable. AHA will also provide regular training in anger management, communication, and other social skills through the Seminar course, in order to prevent discipline problems and improve behavior. Bullying, peer pressure, and prejudice will be directly addressed in this and other classes through safe, structured discussions.

When addressing discipline problems, AHA will utilize a combination of strategies as appropriate to the type and severity of the problem, including classroom intervention, teacher-student dialogue, conflict mediation, parental involvement, and restorative conferences. These conferences are structured conversations which can involve the student in question, any victim(s) of an abusive act (if they wish to be present), family or other relations, and other affected community members. Sometimes a peer jury, consisting of students who have been specially trained for this purpose, will be present. Through a structured dialogue managed by the school counselor and/or other trained faculty/ administrator, the student who misbehaved will be assisted in recognizing the effect of his/her actions on others and in determining a suitable reparation, which may include service. (See Appendix C for more details.)

We recognize that this model will be new to many people. Orientation to the code of conduct will be part of an orientation for families and students at the beginning of the school year. We will hire an outside restorative practices trainer to train the school counselor as well as select teachers and staff. Part of our model is a spirit of self-reflection among all administrators, faculty, and staff, which they role model to students and which helps them to adjust the program to student needs.

For evidence of success of Restorative Justice Practices in schools, please see <http://www.restorativejustice.org/programme-place/02practiceissues/schools-1> or "Safety With

Dignity,” 2009 by the NY Civil Liberties Union  
([www.nyclu.org/files/Safety with Dignity.pdf](http://www.nyclu.org/files/Safety_with_Dignity.pdf))

Provide a draft copy of the student handbook within the appendices (Appendix C).

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 regards 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.

**IV. GOVERNANCE, OPERATIONS and CAPACITY (No more than ten total pages in this section)**

**NOTE:** Please answer all sections completely. Do not use “same as LEA” or “whatever the law states”. Lack of proper documentation could deem the application incomplete.

**Private Nonprofit Corporation:**

\*The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: Appalachian Heritage Foundation

Mailing Address: PO Box 898

City/State/Zip: Asheville, NC 28802

Street Address: 74 Brownwood Ave, Asheville NC 28806

Phone: 828-257-4000

Fax:

Name of registered agent and address: Aja Wright 74 Brownwood Ave Asheville NC 28806

FEDERAL TAX ID:

**Tax-Exempt Status 501 (c)(3)**

The private nonprofit listed as the responsible organization for the proposed charter school has received

501 (c)(3) status:

Yes (copy of letter from federal government attached: Appendix D)

X No

**NOTE:** If the non-profit organization has yet to obtain the 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

**Governance and Organizational Structure of Private Non-Profit Organization:**

The private nonprofit corporation 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.

Please complete the table provided depicting the founding members of the nonprofit organization.

<b>Board Member Name</b>	<b>Board Title</b>	<b>County/State of Residence</b>	<b>Current Occupation</b>
Darcel Eddins	Chair	Buncombe NC	ED, Bountiful Cities
Mindi Friedwald	Secretary	Henderson NC	Substitute teacher (NC license in secondary English)
Aja Wright	Member	Buncombe NC	Math Teacher at School of Inquiry and Life Sciences, working toward Masters of School Administration
Dan Swing	Member	Buncombe NC	IT Consultant, parent
Brook Thompson	Member	Buncombe NC	GEAR UP Family and Community Facilitator
Robin Funsten	Member	Buncombe NC	Youth Mediation Coordinator for The Mediation Center in Transylvania County
Andrew Weatherly	Member	Buncombe NC	GED Teacher at AB Tech Community College
Iindia Pearson	Member	Buncombe NC	Electrician, working toward Finance degree, parent

**Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)**

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



compliance with applicable laws, financial viability and stability, and monitoring school leadership effectiveness.

Committees of the board serve to provide continuous monitoring over specific areas determined by the board. As the operational executive of the board, the Principal is required to attend all board committee meetings unless otherwise noted.

The Executive Committee is chaired by the board chair, and is composed of the officers of the board. Its role is to interface with the State Board of Education, monitor legal compliance in all areas of board and school function, and monitor principal effectiveness. The Executive Committee Chair is the Chair of the board.

The Learning Committee is chaired by the principal, and is composed of teachers, EC/ELL/AIG teachers, a student council representative, the safety team (composed of principal and other staff), and other stakeholders. It oversees student performance outcomes and teacher performance outcomes, and interfaces with the School Improvement team.

The Family Committee is chaired by a parent board member, and is composed of parents, community partners, other stakeholders, and a student council representative. It oversees the relationship between parents and the school, and interfaces with the Parents' Organization.

The Community Committee is chaired by a board member, and is composed of parents, partners, stakeholders, the community coordinator, and a student council representative. It oversees community partnerships and projects, as well as marketing and outreach, and interfaces with the community coordinator at the school.

The Finance Committee is chaired by the board treasurer, and is composed of various stakeholders, including parents and partners. It is responsible for overseeing the school budget, supporting business aspects of the school, seeking funding through grants and donations, and contracting audit services.

The Policy Committee is chaired by the board secretary. It oversees the maintenance of written documents of the board, most particularly the Board Policy Handbook, Employee Handbook, and Parent/Student Handbook.

The board requires that the principal hold a current NC Principal's license, as well as a teaching and leadership philosophy that is aligned with the mission of the school. It will recruit the lead administrator by advertising the opening internally to the staff of the school, and then by advertising to the public at large in print and electronic job postings. The board will select candidates to be interviewed based upon their resumes and letters of interest, and will determine the interview questions. Once a lead administrator has been hired, the board will engage in the NC School Executive Principal Evaluation Process. It will also monitor the success of the lead administrator via the school and student performance metrics set out in this charter.

3. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

The board will be composed of 8-12 parents, educators, and community stakeholders. Its powers are to hire/fire the lead administrator, approve other hires, approve budget and monitor financial success, and plan events on behalf of the school. Its duties are to monitor school function, hold itself accountable for educational and financial success, seek additional

resources for the school, and facilitate the building of the school's reputation in the community. The key skills of the board are team-building, financial planning, marketing, creating and maintaining a community network, conflict resolution, goal setting, communication, problem-solving, consensus decision-making and evaluation. The board will also include members with expertise in curriculum/ instructional design, parenting, art, and agriculture.

Diverse perspectives on the board (parents, educators, community partners) will ensure that the vision of the school is supported in its many aspects. The board's decision-making will be based on principles of Dynamic Governance, a consensus-based process. This process aligns with our mission of community collaboration and building relationships, and serves as a model for how the school is governed. One of our current board members is already on another board that uses Dynamic Governance, and so is familiar with the process; another board member is registered to attend a two-day training in March on Dynamic Governance (<http://www.dynamicgovernanceinstitute.com/training/>), and will train the rest of the board over the course of the following 2-3 board meetings.

Success is defined by student performance standards, student and teacher retention, composition of student body, number and strength of community partnerships, compliance with laws, financial stability and viability, board performance, achievement of school improvement plan goals, and principal performance on the NC Principal Evaluation.

The board ensures active and effective representation of stakeholders in two ways. First, committees of the board are structured to interface with stakeholders in specific and meaningful ways. Second, the board will have a constant recruiting cycle where new and highly qualified board members are sought out, and applications will be held in reserve so that any opening on the board can be filled by a qualified person as soon as possible. Ongoing training in board operation will ensure the continual development of the board as a whole.

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

The AHA was first envisioned by staff at ArtSpace Charter school, with one board member a former teacher of ArtSpace, and one board member also sitting on the ArtSpace governing board. Other founding board members have been recruited by word of mouth, particularly through community networks at the three existing K-8 charter schools in the area, and through our community interest meetings. We have also sought board members through the professional networks of seated board members. Interested board members answered and submitted the first half of Appendix E as an application to the board.

Moving forward, the board will constantly seek and recruit highly qualified new board members so that we have a list of applications on file to fill any positions that become vacant. The board will actively recruit from the families of our students, our community partners, and the community at large.

5. How often will the board meet?

The board will meet monthly. Committees will meet on the schedule appropriate for their tasks, which may be quarterly, monthly, or more frequently. The board will have at least one annual "retreat" day for major evaluation and planning tasks.

6. 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 Policies Draft: Appendix H).

Orientation of new board members shall consist of: a. attendance of at least one regular board meeting; b. an orientation meeting with a subset of the board where the mission, duties, and expectations are discussed; c. attendance of at least one faculty meeting; d. a visit to the school during instructional hours; e. receipt of the board handbook and any other pertinent documents and information.

Professional Development for the board will include (but is not limited to) the following topics: governance training, board performance review, finance review and financial planning, goal setting, evaluating the principal, building and maintaining community partnerships, grant seeking/planning/writing, understanding student performance standards, outreach to diverse communities, and marketing and reputation-building for the school. The board will follow the “Board Development and Monitoring Schedule” as outlined in our Board Policy Manual (Appendix H), and the board reserves the right to change this schedule as needed to increase board and school success.

7. 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.

All board members must sign both the Board Member Code of Ethics and the Conflict of Interest Policy (see Appendix H: Board Policy Manual for copies of those policies). This Code of Ethics requires that board members provide equitable, responsive, and unbiased service to all AHF stakeholders, represent the interests and ideals of the organization rather than private interests or goals, respect confidentiality at all levels, approach decisions with an open mind and the intention to support the community as a whole, and ongoingly build and improve the skills necessary for the most effective operation of the board and school.

At this time, there are no actual conflicts of interest on the board. There are several members of the board who would be qualified for staff positions in the school. Should those members choose to apply for a staff position, their role on the board would be limited according to the Conflict of Interest policy.

An ongoing procedure for mitigating perceived conflicts is to ensure that our board processes are transparent and accurately minuted. If such a conflict is perceived, this will be specifically addressed in our public minutes.

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

The creation or revision of school policy shall occur when the need for such is revealed or necessitated by: regular monitoring of school or board operation, strategic development planning, new laws or regulations, legal counsel, recommendation by the State Board of Education, or an unforeseen occurrence.

Policy changes will be proposed in our open board meetings. The board will review any background information needed to make a decision. If necessary, the board will conduct research to acquire the needed information. Board members will ask clarifying questions until all members understand the need for the policy change and the proposed policy completely. Board

members will voice any concerns they have about the proposed policy change. The board will come to a consensus about the policy. Consensus is defined as agreement to the point that there are no outstanding mission-based concerns.

9. 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.

Parents Organization: This group is composed of volunteer parents, an elected teacher representative, an elected student representative, and volunteer community partners. Each member shall serve a term of one year, and meetings are open to the public. The role of this group is to support the school by planning events, acquiring resources, facilitating communication among all stakeholders, providing a forum for stakeholder ideas and concerns, and identifying potential school improvement goals. The chair of the board's Family Committee will be the liaison with this group.

Student Council (SC): This group is composed of students elected by their peers, as well as a staff facilitator. Each member shall serve a term of one year, and meetings are open to any student or staff member. The role of this group is to provide a forum for student ideas and concerns, as well as to plan student events. Student Council will elect two of its members to represent it at the Parents Organization meetings. Student Council will provide a monthly report to the School Improvement Team.

School Improvement Team (SIT): This group is composed of the principal and teachers, and is open to community stakeholders. The role of this group is to identify, plan, and evaluate improvement goals for the school. The SIT will elect one of its teacher members to sit on the Parents Organization. The principal and the Faculty Representative will report monthly to the Board of Directors. The SIT representative will report monthly to the Parents Organization.

Safety Team: This group is composed of the principal, Facility Manager, and other staff. Its role is to create and maintain safety plans for the school that include but are not limited to: fire, tornado, lockdown procedures, and monitoring visitors to the school. The safety team is a subset of the School Improvement Team.

### **Governance and Organizational Structure of Private Non-Profit Organization** **(continued)**

#### **Include in the Appendices:**

10. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).
11. 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 (Appendix F).
12. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix G)
13. Copy of any board policies if adopted already (Appendix H).
14. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).

**Proposed Management Organization (Educational Management Organization or Charter Management Organization)**

*If the proposed school does not intend to contract with an education service provider, mark “Not Applicable” and follow the direction #3 in the Application Specifications.*

Not Applicable. We will not be using a EMO or CMO.

**Private School Conversions:** *complete ONLY if the proposed charter is a private school conversion. Otherwise, mark “Not Applicable” and follow the direction #3 in the Application Specifications.*

Not Applicable. We are forming a new school and not converting from a private school.

**Charter School Replication:** *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark “Not Applicable” and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*

Not Applicable. We are forming a new school and not replicating an existing school.

**Projected Staff:**

Provide, as Appendix K, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I and align with the proposed budget.

**Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

1. Explain the board’s strategy for recruiting and retaining high-performing teachers.

We will advertise in local print and electronic media, including *The Urban News* (an e-news targeted towards the African American community) and *La Noticia* (a regional Spanish language newspaper). Hiring for teaching and other positions will be delegated to the principal, who will form a hiring committee (HC).

Teachers will be encouraged to stay employed with the AHA in several ways. First, competitive wages and benefits will be offered to the greatest extent possible. Second, teachers will have a schedule with various types of planning time built in: personal, PLC/data team, and times for meetings. Third, teachers will both lead and receive professional development that will increase their skills as professionals, and they will have input into the types of PD offered. Fourth, teachers will be surveyed to assess their satisfaction levels and what can be done to increase their satisfaction. The board and principal will use this data to determine and implement, to the greatest extent feasible, organizational changes that will increase teacher satisfaction. Fifth, teachers will be evaluated in an objective and fair manner, and will receive specific and timely feedback on their performance.

2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.

Faculty will elect one of their members to serve on the Board of Directors. This faculty member will not have any power as an individual, since the board must speak with one voice. No director will have the power to give directives to any staff member, for that power shall be reserved for the principal. The board can, with one voice, give directives to the principal. The principal can give directives to the staff. While staff and board will work closely together through Board Committees, the chain of command is whole board to principal to staff.

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

The Hiring Committee (HC) will place job postings in electronic and print media in both local classifieds as well as national professional job boards. Once resumes and cover letters have been received, they will be assessed to determine: level of qualification, level of experience, evidence of previous success, alignment with our mission, and ability to take on multiple roles.

Interviews and reference checks will be conducted by the HC. The HC will choose the most qualified candidate, and the principal shall have "tie breaking" power should the HC be unable to agree. A criminal background check shall be conducted before the position is offered. Once the position is offered, the candidate will sign a contract. Contracts signed by candidates and the principal shall be presented to the board for final approval.

Dismissal of personnel shall be in accordance with board policy. As "at will" employees, employees in any position may be terminated for any legal reason by the principal. Any employee who has been dismissed for cause will be ineligible for reemployment. Any terminated employee has a right to appeal the termination to the Appalachian Heritage Foundation Board. If the board decides to hear the appeal of termination, its decision will be final.

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

Licensed employees will be paid at minimum according to the state salary schedule. Classified full time employees include office staff and maintenance staff. These positions will be paid \$25,000 to \$40,000 depending upon duties and experience.

All full-time employees receive FICA benefits. All full-time employees are salaried, and are not expected to work on school holidays, or during times that are not included in their contract (e.g. in the case of 10 month employees). Part-time teaching staff shall be paid half of their state salary, with FICA benefits. Part-time teaching staff are not expected to work any days the school is closed, and are expected to attend professional development days.

Adjunct staff (teachers who teach one class) shall be paid according to the number of students in their class, less the fee for a criminal background check and liability insurance. Adjunct staff receive FICA benefits. Part-time classified staff shall be paid an hourly wage commensurate with duties and experience, and shall receive paid holidays (according to our school calendar) that fall during the pay period in which they worked.

5. Provide the procedures for employee grievance and/or termination.

The Grievance Policy is discussed in detail in our Board Policy Handbook.

Once the Executive Committee has received a grievance according to appropriate procedure, it will convene within 30 days to deliberate the grievance. The Executive Committee can dismiss the grievance, request more information, or make a recommendation to the board. Once the Committee has made a final disposition of the grievance as described above, all records created or submitted during the process are to be forwarded to the School Attorney for safekeeping. Grievance records are not maintained as public documents and are not to be disclosed, published or released. Committee members may not make any public comments regarding the specific grievance, deliberations or disposition.

6. Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.

All full time teaching staff will have additional non-instructional duties during the school day that include monitoring students. During the first two years of operation, the counselor may have community outreach duties. Faculty members will elect one person for each of the following roles: board representative, Parents Organization representative, Student Council advisor, and Community Committee representative. The board reserves the right to define roles with dual responsibilities depending upon the skill sets of staff who are hired. At this time, all positions are funded through the ADM funding.

7. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.

All teachers will have training in teaching diverse populations, with particular attention to providing enrichment for gifted students and monitoring/assessment of independent study projects, appropriate use of IEP/504 modifications, and teaching ELL students in a heterogeneous classroom.

Our budget includes ELL support and one EC teacher position.

8. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).

Understanding of and philosophical alignment with the school's mission is a requirement for all positions.

The principal shall serve as the strategic, instructional, cultural, human resource, managerial, external development, and micro political leader for the school as defined in the North Carolina School Executive: Principal Evaluation Standards. The principal must have a current NC Administrator license.

Full and part-time teaching staff shall perform their required duties in accordance with the NC Professional Teaching Standards, which include demonstration of leadership, establishing a respectful environment for a diverse student population, knowing their content, facilitating learning for all students, reflecting on their practice, and contributing to students' academic success. Math, Science, English, History, EC, and ELL teachers must hold a current license for the area they teach.

Adjunct teachers do not have to be licensed, but must show they are masters of the content they propose to teach. Adjunct teachers will be required to take an in-service professional development course that includes instruction about the developmental needs of the students, holding high standards, assessing student performance, and adherence to laws, regulations, and policies.

The school counselor shall perform the duties as outlined in North Carolina Professional Counseling Standards. They must hold a current NC School Counselor license and be able to implement a comprehensive school counseling program.

The Office Manager must have experience managing an office, preferably at a school. The office manager should demonstrate skill with organizational systems, appropriate software, budgets, and grant writing. A college degree is preferred but not required.

The Facility Manager will perform a combination of custodial and building maintenance duties, and is responsible for ensuring the building is in accordance with fire code and other safety codes. A college degree is preferred but not required.

### Staff Evaluation and Professional Development

1. Identify the positions responsible for maintaining teacher licensure requirements and professional development.

It is the task of each teacher to maintain and furnish records of any outside professional development to the principal. The principal will do the necessary record-keeping for maintenance of CEU records from in-service Professional Development. The principal will ensure that licenses are updated annually.

2. Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.

All teachers will participate in state-required evaluation systems, for example, the McRel teacher evaluation system. They will also create an annual Individualized Growth Plan, and meet with the principal to discuss those goals. The principal will observe and monitor teachers and evaluate them according to their self-selected goals.

Teachers will have opportunity to earn CEUs through in-service such that they can maintain their licensure requirements. They will work in Professional Learning Communities in order to provide mentoring and continual improvement for staff. All teachers will be a part of the School Improvement Team.

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

Most professional development (PD) will be conducted internally by various members of the staff. When appropriate, we will employ community partners who specialize in areas for a particular PD subject. Our preference will be to locate a qualified trainer in the local area, to reduce costs associated with travel and lodging. When possible, creative compensation such as a

work exchange will be used as payment. Topics include Professional Learning Communities, Dynamic Governance, differentiated instruction for diverse learners, using and training students in conflict mediation, teaching study skills, and coaching students in the development of leadership skills.

Content-specific professional development will be conducted externally on an individual basis, but will be facilitated and supported by the school. We also encourage teachers to be members of professional organizations such as NCCTM (North Carolina Council of Teachers of Mathematics) or NSTA (National Science Teachers Association).

4. Provide a schedule and explanation of professional development that will take place prior to 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.

There will be 5 days of professional development prior to the opening of the first school year. The order in which these topics are addressed is subject to change. On one of the evenings during this professional development week, we will have an open house for students and families. We will contract the services of a trainer for Implementing Code of Conduct and for Differentiating for a Diverse Classroom.

7/28

Creation of a collaboration document for entire staff, instruction in how to do this with students  
Student handbook, employee handbook

Daily schedules and expectations

Implementing the Code of Conduct, part 1: Introduction

7/29

Basics of Dynamic Governance and nominations for faculty representative to the Board  
How to work in a PLC--PLCs will have initial meetings to set goals and deadlines for the year.  
Looking at Student Data in a PLC.

7/30

How to teach study skills, how to provide levels of increasingly directive support for students.  
Code of Conduct, part 2: supporting struggling students  
How to differentiate in a very diverse classroom, including classroom management, modification of goals and assessments, supporting and evaluating student design of independent/small group study.

7/31

Code of Conduct, part 3: Minor and major problems and appropriate response  
How to use and teach mediation.

Planning for interdisciplinary units.

8/1

PLC meetings--Planning to use student data to drive instruction during first 9 weeks  
Planning for future professional development days  
Completing Individual Growth Plan  
Time to work in classrooms.

5. 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.

Our proposed calendar has 13 full TWD and 5 half TWD. The calendar provides for one day of inservice each quarter, and one day of time for teachers to work on grades and PLC meetings. The half days will be used for in-service where full and part-time teachers will work to train adjunct teachers before their courses commence. Some inservice presentations will be created by staff, some by community partners, some by the Principal, and some by several parties working collaboratively.

All teachers will have one hour of common planning time daily, before the students' instructional time begins, for the purpose of professional development via PLC meetings.

### **Enrollment and Marketing:**

Reaching the full capacity for enrollment will be critical to obtain 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 GS 115C.238.29F(g) (1-7) carefully.

#### Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (*G.S.115C-238.29F(g)(5)*).

We will continue to hold community meetings and send representatives to other meetings such as the Pisgah View Garden meeting or PTA meetings at charter and private schools. Our website will give updated information about how to participate in the development of our programs. We are coordinating with the Parents for Educational Freedom Parent Liaison Initiative to work together on outreach to the community. Our contact, Connie Medford, has many connections in the Latino community here in Asheville.

We have already had one radio interview. We will do more radio interviews with Asheville FM. We will also write press releases to local and regional publications, including *The Urban News*, *La Noticia*, *MountainXpress*, and *Asheville Citizen Times*. Our intention is to do a press release shortly after March 1, 2013 with details about our program. We will continue to publicize our school and meetings by flyering in grocery stores and community centers such as the YWCA.

#### Parent and Community Involvement

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

The Family Committee will host or attend pre-existing community meetings to educate community members about the Appalachian Heritage Academy and the admission process. We

will collaborate with the Parent Liaisons from Parents for Educational Freedom in NC to raise awareness about charter schools and our school in particular. AHA will host an Open House with pot luck meal before school begins and also at mid-year. AHA will also have a Title I Parent Involvement Plan in accordance with federal Title I regulations, with meetings subject to NC General Statute 143-318.10. The plan will be developed by a team including Title I Teacher, other school faculty and staff, parents, and community members, and will be approved by the principal.

Meetings for prospective students and parents will also be open to community members. The Community Committee will work to create, develop, and maintain partnerships with organizations and individuals who share our values and wish to support our education plan. Community members will be invited to share their expertise with students through the apprenticeship program, classroom presentations, hosting field trips, and special assemblies.

We will also hold meetings for prospective apprenticeship masters once the school has been approved, and some of the prospective apprenticeship masters will help us develop the training methods for this program. We recognize that community involvement is integral to the success of the school, thus faculty and staff will be constantly communicating with partners and reflecting on ways to better integrate their various knowledge and skills into our curriculum. Community members will be notified, in accordance with open meeting laws, of all meetings via a bulletin board at the school, newsletters, and a calendar on our website.

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

Our plan is based upon “Epstein’s Framework of Six Types of Involvement” and aligns with our mission.

*Parenting: Help all families establish home environments to support children as students.* This includes home visits for students new to AHA, neighborhood meetings to help families understand schools and to help schools understand families, and, if possible and in collaboration with community partners, parent education and other courses or training for parents (e.g., GED, college credit, family literacy).

*Communication: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.* This includes conferences with every parent at least once a year, with follow-ups as needed on improving grades. To the greatest extent possible, we will have language translators to assist families as needed. AHA will communicate regularly with families through useful notices, memos, phone calls, and will provide clear information on choosing schools, choosing courses, programs, and activities within schools, and all school policies, programs, reforms, and transitions. The Family committee of the board will interface with the Parents Organization at monthly meetings that will include workshops on academic skills, the college admission process and financial aid, and conflict resolution skills.

*Volunteering: Recruit and organize parent help and support.* Families will be asked to volunteer at the school 10 hours a year. Parents will be notified of various opportunities through the Parents Organization, a monthly newsletter, phone calls from administration, and AHA’s website. An annual survey will be used to identify parents’ available talents, times, and locations. Volunteering may be coordinated by the Community Committee and/or the parent representative on the Board of directors.

Learning at Home: *Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.* AHA will provide such information through interactive calendars, family participation in student goal-setting, and a regular schedule of homework that requires students to discuss and interact with families.

Decision-making: *Include parents in school decisions, developing parent leaders and representatives.* The Community Committee, designed for parent leadership and participation, will have a member who also sits on the board to ensure that parents are a true force in decision-making and are fully informed about school operations.

Collaborating with Community: *Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.* AHA will provide information for students and families on community health, cultural, recreational, social, summer academic, and other programs. AHA will require community service and a senior apprenticeship for all students, through community partnerships. Alumni will participate in school programs for students.

### Admissions Policy

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

1. Tentative dates for application period; enrollment deadlines and procedures.
  - a. For the **Current** school year, applications will be accepted until the twentieth day of the academic year.
  - b. For the **Following** school year, applications will be accepted beginning the first day of the current school year. All completed applications must be received prior to the first Monday in March at 4:00 to be included in the AHA Lottery, while others will be placed on the wait lists in the order received.

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

By law (NCGS 115C-238.29F(g)6), charter schools must conduct a lottery to fill any openings by grade level. If the number of completed applications received by the annual lottery date **exceeds** the capacity of the grade level, then students will be admitted by lottery. If the number of completed applications received by the annual lottery date **is less than** the capacity by grade level, then students will be admitted on a first-come basis until school capacity is reached.

Currently enrolled families are contacted in January and asked if they have any siblings to be enrolled and included in the lottery. Sibling applications should be returned by the first Monday in March at 4:00. Siblings are admitted via the procedure outlined above.

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

### Wait List:

A wait list for each grade level will be established whenever Appalachian Heritage Academy's capacity is exceeded, and students on the list will be contacted if and when an opening occurs. A separate wait list will be maintained for each grade level. Applicants will be

updated on their wait list placement periodically in the spring and summer. When an opening becomes available, applicants will be offered a slot according to the order of the Grade Level Wait List. The applicant will be notified and given a specified time frame in which to accept or decline the opening.

Wait list applications will be held until a new enrollment period begins. After this, the applications will be archived. Families will be contacted regarding the new enrollment period, upcoming lottery dates, and PIN/Open House dates, and will be given new blank applications.

#### Withdrawals and Transfers

Please see the procedure described under #5 “student withdrawals and transfers” below.

#### Re-enrollment

Students who withdraw their application before the 20th day of the school year can re-apply and be placed on the wait list. Students who withdraw after the 20th day of the school year can re-apply for the next school year. Students will be eligible to apply for the next grade after the highest grade for which they have credit. If a student drops out and does not complete the school year at another school or homeschool, then they must re-apply for the grade they have not yet completed. AHA does not accept senior applications EXCEPT in the case where the student has completed the junior year at AHA, has not completed the senior year at another school or homeschool, and will not turn 22 or older during the next school year.

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

Students who wish to enter the 9th grade without having passed 8th grade must show that they are academically and socially ready to enter high school. There are no other pre-admission requirements.

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

The Parent/guardian will complete a withdrawal form that includes the name and contact information for the school they will be transferring to, a grade request, and list of any outstanding materials borrowed by the student. All teachers will provide a current grade for the student if the request occurs during the semester. Any items belonging to the school will be returned or billed to the parent/guardian. If the school to which the student is transferring sends a records request, then the cumulative file and current grades will be securely sent to the new school. Copies of these records will be retained in a secure location for seven years and then destroyed.

**Projected Enrollment 2014-2015 through 2018-2019**

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

**\*The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.**

Identify LEA from which students will probably come:

LEA #1: Asheville City (111)

LEA #2: Buncombe County (110)

LEA #3:

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
9th	25	25		25	25		25	25		25	25		25	25	—
10th	25	25		25	25		25	25		25	25		25	25	—
11th				25	25		25	25		25	25		25	25	—
12th							25	25		25	25		25	25	—

**Transportation Plan:**

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget

proposal. Appalachian Heritage Academy (AHA) will encourage parents to provide transportation for their children to school and will take an active role in promoting and helping to organize carpools. AHA will also make sure that its location is within the Asheville City Transit System and will work with the City Transit System to provide quick access to the school directly from the downtown bus terminal. We have budgeted funds to provide reduced annual bus passes to students whose families are living at or below federal poverty rates. We have also budgeted a limited amount of funds each year for alternative transportation by a contracted provider.

### **School Lunch Plan:**

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.

AHA will work with the National School Lunch Program, North Carolina Cooperative Extension/Buncombe County, and NC Division of Public Health Nutrition Services to ensure that students will be provided quality, healthy options for lunch.

We are working on locating property that will allow AHA to have a full cafeteria, and if this is not possible we are already working with GO! Kitchen Ready program located here in Asheville to provide daily ready-made hot meals. Counts for school lunch will be taken at the end of each day and followed up the next morning to determine quantities to be prepared. Parents utilizing AHA's lunch plan will prepay by sending a check and lunch account payment form. Each child's lunch account balance will be viewable through the parent portal in the computer system. We will use a service such as "My Hot Lunchbox" to manage ordering information.

Application information will be available to determine eligibility for Free and Reduced Lunch according to the 2014-15 income level chart. If financial circumstances change, applications can be submitted at any time during the school year. AHA will also make every effort to accommodate special dietary needs.

### **Civil Liability and Insurance (GS 115C-238.29F(c)):**

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

<b><u>Area of proposed coverage</u></b>	<b><u>Proposed amount of coverage</u></b>	<b><u>Cost (Quote)</u></b>
<b><u>Comprehensive General Liability</u></b>	1,000,000 per occurrence__	\$250
<b><u>Officers and Directors/Errors and Omissions</u></b>	1,000,000 per claim	\$701__
<b><u>Property Insurance</u></b>	2,000,000	Unknown
<b><u>Motor Vehicle Liability</u></b>	1,000,000 per occurrence	Unknown
<b><u>Bonding Minimum/Maximum Amount</u></b>	250,000 __	Unknown —
<b><u>Other-Workers Compensation</u></b>	—	\$3,5000
<b><u>Total Cost</u></b>		\$16,000 __
While we are not able to show itemized quotes for insurance, we have used the \$16,000 for total insurance based upon the budget of Francine Delany New School for Children.		

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



million. We anticipate that we will be leasing for our first two years, and then will take steps to purchase a facility. It is possible that we may need to be located within the City Limits but outside the Asheville City School District.

We have identified a potential site at 32 Banks Street, Asheville, NC 28801. The facility is 25,000 square feet and is for sale at \$1.25 million. We could potentially lease this site for two years and then purchase it. This price will allow us to make the capital improvements to the property that would be required to create the ideal environment for learning about urban agriculture, arts, community building, and academic subjects.

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 minimum space we can use is 5 classrooms, and an office sufficient for reception, administrator, and space for two teachers for planning. For a short time, we could operate from a limited space of a minimum of 5,000 square feet.

During this temporary situation, some of our programming in arts, agriculture, PE, and science labs would be limited. Our board chair is the Executive Director of the non-profit Bountiful Cities, which owns several agriculture sites, including their flagship garden of 1.5 acres with one covered outdoor classroom facility and outdoor kitchen, a greenhouse, and a wood-fired oven. Bountiful Cities has offered the use of this space for our school, and this will serve as a site for agriculture and science, and potentially PE and arts.

Potential short-term rental opportunities abound. One option is the Masonic Temple in downtown, which rents space for classes. We also can potentially rent the community spaces from the French Broad Food Co-op, the YWCA, the Orange Peel (a relatively large music venue), or various local churches. Again, our former board member, Aaron Johnson, has expressed his willingness to help us acquire a short term facility if this is necessary.

**VI. FINANCIAL PLAN**

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

**Budget: Revenue Projections from each LEA 2014-15**

<p><b>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</b></p> <p><i>The formula for figuring these allotments can be found in the <u>Resource Manual Finance Section.</u></i></p>	<p>See <b>Charter School Dollars per ADM</b> on the following link for per pupil allotments by county.  <a href="http://dpi.state.nc.us/fbs/allotments/support/">http://dpi.state.nc.us/fbs/allotments/support/</a></p> <p>All per pupil amounts are from the 2012-2013 year and would be approximations for 2014-2015.            Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on federal funding in year one to meet budgetary goals.            These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in 2014-2015.            For local funding amounts, applicants will need to contact their local offices or LEA.</p>			
	<p><b>LEA #1 (Asheville City Schools 111)</b></p>			
	<b>Revenue</b>	<b>2012-2013 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2014-2015</b>
	<b>State Funds</b>	4760.46	50	238,000
	<b>Local Funds</b>	4604.80	50	230,240
	<b>Federal EC Funds</b>	3649	5	18,245
	<b>Totals</b>	9365.26	50	486,485
	<p><b>LEA #2 (Buncombe County Schools 110)</b></p>			
	<b>Revenue</b>	<b>2012-2013 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2014-2015</b>
	<b>State Funds</b>	4605.66	50	230,283
<b>Local Funds</b>	1783.37	50	89168.50	

<b>Federal EC Funds</b>	3649	5	18,245
<b>Totals</b>	6389.03	50	337696.50

**LEA #3 (Insert LEA Name & Code)**

<b>Revenue</b>	<b>2012-2013 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2014-2015</b>
<b>State Funds</b>			
<b>Local Funds</b>			
<b>Federal EC Funds</b>			
<b>Totals</b>			

**Total Budget: Revenue Projections 2014-15 through 2018-2019**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
- <i>State ADM Funds</i>	<u>\$468,306</u>	<u>\$702,459</u>	<u>\$936,612</u>	<u>\$936,612</u>	<u>\$936,612</u>
- <i>Local Per Pupil Funds</i>	<u>\$319,408.50</u>	<u>\$479,112.75</u>	<u>\$638,817</u>	<u>\$638,817</u>	<u>\$638,817</u>
- <i>Exceptional Children Federal Funds</i>	<u>\$36,490</u>	<u>\$54,735</u>	<u>\$72,980</u>	<u>\$72,980</u>	<u>\$72,980</u>
- <i>Other Funds*</i>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
- <i>Working Capital*</i>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
<b>II.</b>	<u>\$824,204.50</u>	<u>\$1,236,306.75</u>	<u>\$1,648,409</u>	<u>\$1,648,409</u>	<u>\$1,648,409</u>
<b>III.</b>					
<b>IV. TOTAL INCOME</b>	<u>\$824,204.50</u>	<u>\$1,236,306.75</u>	<u>\$1,648,409</u>	<u>\$1,648,409</u>	<u>\$1,648,409</u>

**\*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 statements, etc., on the availability of these funds.**

**Assurances are needed to guarantee these additional sources of revenue are available. Please include these as Appendix P.**

**Personnel Budget: Expenditure Projections 2014-15 through 2018-2019**

This Personnel list may be amended to meet the needs of the charter school: This list should align with the projected staff located in the Operations Plan (Appendix K).

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	# Staff	Salary per	Total salary	#	Salary per	Total salary									
<b>Personnel:</b>															
Lead Administrator	1	50,000	50,000	1	50,000	50,000	1	50,000	50,000	1	50,000	50,000	1	50,000	50,000
Office Manager	1	35,000	35,000	1	35,000	35,000	2	35,000	70,000	2	35,000	70,000	2	35,000	70,000
Core Content Teacher(s)	5	35,000	175,000	8	35,000	280,000	10	35,000	350,000	10	35,000	350,000	10	35,000	350,000
ELL Support	.25	n/a	4,536	.25	n/a	6804	.5	n/a	9072	.5	n/a	9072	.5	n/a	9072
Electives/Specialty Teacher(s)	2	35,000	70,000	3	35,000	105,000	4	35,000	140,000	4	35,000	140,000	4	35,000	140,000
Exceptional Children Teacher(s)	1	35,000	35,000	1.5	35,000	52,500	2	35,000	70,000	2	35,000	70,000	2	35,000	70,000
Food Service Staff	1	30,000	30,000	1	30,000	30,000	1.5	30,000	45,000	1.5	30,000	45,000	1.5	30,000	45,000
School Counselor	1	40,000	40,000	1	40,000	40,000	2	40,000	80,000	2	40,000	80,000	2	40,000	80,000
Community Coordinator	0			.5	35,000	17,500	1	30,000	30,000	1	30,000	30,000	1	30,000	30,000
Building Maintenance	1	30,000	30,000	1.5	30,000	45,000	2	30,000	60,000	2	30,000	60,000	2	30,000	60,000
<b>Total Personnel</b>	13.25		469,536	18.75		661,804	26		904,072	26		904,072	26		904,072
<b>Benefits:</b>	# Staff	Cost Per	Total												
Medicare	13.25	1.2%	5634.43	18.75	1.2%	7,941.65	26	1.2%	10,848.86	26	1.2%	10,848.86	26	1.2%	10,848.86
Social Security	13.25	6.45%	30,285.07	18.75	6.45%	42,686.36	26	6.45%	58,312.64	26	6.45%	58,312.64	26	6.45%	58,312.64
<b>Total Benefits</b>			35,919.5			50,628.00			69,159.50			69,159.50			69,159.50
<b>Total Personnel Budget</b>			570,455.5			712,432.00			973,231.5			973,231.50			973,231.50

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

**Operations Budget: Expenditure Projections 2014-15 through 2018-2019**

<b>Projections</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
Insurance	16000	16,000	16,000	16,000	16,000
Background Checks	3,000	4500	6,000	6,000	6,000
Rent/Mortgage	85000	100000	100000	100,000	100,000
Utilities (heat, electricity, water/trash, phone, internet)	15000	18000	21000	25,000	25,000
Instructional Supplies	10000	15000	20000	25,000	35,000
Office supplies	9000	13500	18000	23,000	30,000
Maintenance supplies	4000	6,000	12,000	12,000	12,000
Testing Materials	2000	4,000	6,000	6,000	6,000
Events Budget	1,000	1200	1400	3,600	4,500
Employee Recruitment	1000	1000	1000	1,000	1,000
Teacher/Employee Development	5,000	7500	10000	37,500	45,000
Transportation	5,000	7500	10000	15,000	20,000
Marketing	4,000	6000	8000	22,500	27,000
Legal Services	1000	1000	1000	1,000	1,000
Financial Services	6,000	9000	12000	20,000	24,000
Reproduction Costs	7000	10500	14000	17,500	22,000
Art Services/Materials	10,000	10000	15,000	15,000	15,000
Agriculture Services/Materials	10,000	10000	15,000	15,000	15,000
Child Nutrition	15000	22500	30000	37,500	45,000
Tecnology and IT services	10,000	15000	20000	37,500	45,000
Reserve	34,749	61,815.34	82,420.45	82,420.45	82,420.45
<b>Totals</b>	<b>\$253,749</b>	<b>\$340,015</b>	<b>\$418,820</b>	<b>\$518,520</b>	<b>\$576,920</b>

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

**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2014-2015</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
TOTAL EXPENDITURES (PERSONNEL)	570,455.5	712,432.00	973,231.5	973,231.5	973,231.5
TOTAL EXPENDITURE (OPERATIONS)	253,749	340,015	418,820	518,520	576,920
TOTAL EXPENDITURES	824,205.50	1,129,987.85	1,392,052.45	1,491,752.45	1,550,151.95
TOTAL REVENUE	824,204.50	1,236,306.75	1,648,409	1,648,409	1,648,409
ANNUAL NET PROJECTIONS	0	106,318.90	256,356.55	156,656.55	98,257.05

**Budget Narrative:** (No more than one and a half pages)

1. Describe the budgetary projections and explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

The analysis utilized to project our enrollment figures were based on the strategic plan and goals of AHA. If our budget projections are lower than anticipated we will adjust this budget according to our reserves and break-even point.

2. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.

Appalachian Heritage Academy will outsource payroll and audits and manage day-to-day accounting and purchasing through the administrative staff. The criteria and procedures for the selection of contractors will be: agencies that are familiar with charter schools, agencies with recommendations from established charter schools or other trusted partners, and agencies that provide quotes within the parameters of our budget.

3. Explain how the spending priorities align with the school’s mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

<b>Mission Based Features</b>	<b>Reflection in Budget</b>
Small class sizes	* Student to Classroom teacher ratios are 15:1 or better in all phases, including contingency plans.
Supporting a diverse student body	* Student to EC teacher ratio at 100:1 in all phases. * In year 5, 8% of operations budgeted for professional development including training in managing a diverse classroom and

	differentiation for advanced students.
Focus on acquisition of community building and mediation skills	✳ Student to Counselor ratio is 100:1 in all phases except year 2, when it is 150:1. <i>Note that NC state average is 374:1.</i>
Focus on arts and agriculture	✳ Student to Arts & Agriculture teacher ratios are 50:1, or about 15% of salary budget. ✳ 5-8% of operations costs budgeted for agriculture and arts supplies/services.
Focus on healthy eating and lunch as a community building activity	✳ 2 full time nutrition staff positions at full capacity. ✳ 7-8% of operations costs budgeted for school lunch program.
Community partnerships, including apprentice masters and specialist adjunct teachers	✳ At capacity, one full time position budgeted for “Community Coordinator” to maintain and support our community network. ✳ At capacity, \$6,000 budgeted for background checks, or approximately 60 background checks per year.
Teacher leadership and training of community partners.	✳ By year 5, \$45,000 budgeted for professional development, or about 8% of operations budget.
Continual search for resources to support education plan.	✳ By year 5, \$27,000 budgeted for marketing, or about 5% of operations budget.
No barrier to students because of location or transportation.	✳ By year 5, \$20,000 budgeted for transportation, or about 3.5% of operations budget. ✳ Budgeted funds for lease/mortgage that will allow us to have a facility located in the inner city.
<b>Sustainable financial plan to ensure continued operation.</b>	<b>✳ 5% of total revenue in reserve every year except year 1 when reserve is 4.2% of total revenue.</b>

4. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school’s core operation depends.

Appalachian Heritage Academy does not have any funds, property or other resources available from lending institutions, corporation, foundations and or grants at this time. Our board is committed to aggressively pursuing opportunities for grants and donations as soon as we receive provisional acceptance. We also plan to work with financial institutions to secure financing for purchase of a building as soon as possible.

5. Discuss the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. What is the school’s break-even student enrollment figure for each of the first five years?

Our budget is conservative in that we have allowed for 50% of the students to come from Buncombe County. Our marketing efforts will be geared towards students living in Asheville City School district, some of whom are not in the ACS LEA already, and those students bring a much higher level of local funding. Year one is based upon using our reserve funds. In years 2-5, we are keeping our reserves and using our net only. The first set of numbers use our original staffing plan, the second are with one fewer classroom teacher position.

	year 1	year 2	year 3	year 4	year 5
Number of classroom teachers	7	11	14	14	14
number of students we can lose	4	13	33	20	12
<b>number of students we need</b>	<b>96</b>	<b>137</b>	<b>167</b>	<b>180</b>	<b>188</b>
student teacher ratio	14:1	12:1	12:1	13:1	13:1
number of classroom teachers	6	10	13	13	13
number of students we can lose	9	19	38	25	18
<b>number of students we need</b>	<b>91</b>	<b>131</b>	<b>162</b>	<b>175</b>	<b>182</b>
Student teacher ratio	15:1	13:1	13:1	13:1	14:1

6. Year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

When we get provisional approval we will be doing aggressive marketing and outreach to potential students and families. In January 2014 after receiving full approval from the Office of Charter Schools, we will take student applications. Each month the Board will align the proposed budget with number of applicants and implement our continued outreach plan to ensure that we have full enrollment.

**Financial Audits:** (No more than a half of a page)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school.

At the end of each fiscal year, the AHF Board of Directors will oversee selection of an independent auditor (CPA) and annual audit of the School's financial practices and records. The School will contract with a licensed North Carolina CPA, authorized by LGC to conduct financial audits for charter schools. The audit conducted will verify the accuracy of the School's financial statements, verify accurate attendance and enrollment accounting practices, and review the School's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the School to ensure compliance with state law and the requirements for a non-profit corporation. It is anticipated that the annual audit will be completed by the due date imposed by the LGC. The Executive Committee will review any audit exceptions or deficiencies and report to the School's Board of Directors with recommendations on how to resolve them. In accordance with GS 115C238.29F(f), the School will comply with the reporting requirements established by the State Board of Education in the Uniform Education reporting System, and will report at least annually to the State Board of Education the information required by the State Board.

Provide the name and contact information of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. If a firm has yet to be identified please list the firms the board has investigated.

Board has investigated the following firm:

Name: Acadia NorthStar LLC

Address: PO Box Drawer 10, Rutherfordton, NC 28139-0110

Phone Number: 855-263-8520

Fax Number:

**VII. AGREEMENT PAGE**

LEA Impact Statement:

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will be located. The applicant must submit their application to the LEA within **seven (7) days** from the due date so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

Applicant Signature:

The foregoing application is submitted on behalf of **Appalachian Heritage Foundation**. 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.

Print/Type Name: Darcel Eddins

Board Position: Chair

Signature: Darcel Eddins 2/22/2013 Date:

Sworn to and subscribed before me this  
\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public Official Seal

My commission expires: \_\_\_\_\_, 20\_\_\_\_.