



A project-based middle and high school
for students with intellectual and developmental
disabilities in Wake County

Charter School Application for opening in the fall of 2014

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Dynamic Community Charter School

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

Name of non-profit organization under which charter will be organized or operated: Dynamic Community Charter School, Inc.

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: Diane Morris

Title/Relationship to nonprofit: Board President

Mailing address: PO Box 5789, Cary, NC 27512-5789

Primary telephone: 919-931-1702 **Alternative telephone:** 919-466-9519

E-Mail address: dynamiccommunityhs@gmail.com

Name of county and local education agency (LEA) in which charter school will reside:

County: Wake

LEA: 920

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

No: ☒

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: ☒

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?

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year **2014** Month **August**

Will this school operate on a year round schedule?

No: ☒

Yes: ☐

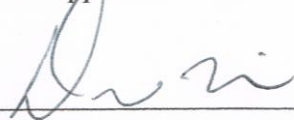
Proposed Grade Levels Served and Total Student Enrollment (10 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	6-10	80
Second Year	6-11	96
Third Year	6-12	112
Fourth Year	6-12*	116
Fifth Year	6-12*	120
Sixth Year	6-12*	124
Seventh Year	6-12*	126
Eighth Year	6-12*	126
Ninth Year	6-12*	126
Tenth Year	6-12*	126

*Because the Dynamic Community Charter School will serve students with intellectual and developmental disabilities, we predict that one-quarter of each 12th grade class will stay at the school past that grade and until they reach their 22nd birthday, as is their right under North Carolina General Statute 115C- 107.1.

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.



Signature

Diane Morris

Printed Name

Board President

Title

2/28/13

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:

At the Dynamic Community Charter School, we believe students with developmental and intellectual disabilities can continue to grow and develop throughout middle and high school. They deserve an education that empowers them and unleashes their creativity and talents. Their education should equip them with the cognitive, problem-solving, and collaborative skills they will need in order to live independent and fulfilling lives as adults. They deserve to be challenged, encouraged, and given the opportunity to be active participants in the learning process. They deserve a school environment that is safe and respectful, where their opinions, personalities and talents are valued.

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 students who have developmental and/or intellectual disabilities and are currently in regular-education classrooms but are struggling or are served in self-contained classrooms. [“Self-contained classrooms” are small classes with low student-to-teacher ratios for students with certain types and levels of disability.]

This population is currently underserved by charter schools in North Carolina. According to the data available on the NC Department of Public Instruction’s Statistical Profile website, in the 2010-11 school year there were 30,783 students in North Carolina’s traditional public schools with the diagnoses of autism, intellectual disability-mild, intellectual disability-moderate, or intellectual disability-severe. That is 2.18% of the total school population, based on a total statewide ADM for 2010-11 of 1,409,895. However, North Carolina’s charter schools served only 457 students with these diagnoses in 2010-11 – 1.1% of the total 2011 ADM for charter schools of 41,238.

The discrepancy is even starker in Wake County. Of the LEA’s 142,351 students in 2011, 2.25% had the aforementioned diagnoses. But the 13 charter schools in operation in Wake County in 2010-11 served only 51 of these students – 0.83% of their 6119 students. Furthermore, these charter schools served no students with diagnoses of intellectual disabilities-moderate or intellectual disabilities-severe.

Wake County is the ideal location for this school because it has the largest population of students with autism and intellectual disabilities in North Carolina. In fact, it serves 16.7% of all students with autism in the state.

Although the NC Department of Public Instruction does not provide data on the racial or ethnic composition of its special-education population, an examination of the composition of those Wake County students who took the NC EXTEND1 and NC EXTEND2 (alternate assessments designed to measure grade-level competencies of students with disabilities) in 6th grade shows that minority students are over-represented (based on their share of the total student population) among these students. Therefore, we expect that minority students will make up a share of the school population similar to—and perhaps slightly larger than—their share of Wake County’s total student population.

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?

The ADM for Wake County Schools for Month 1 of 2012-13 was 148,019. We estimate 55 students

from Wake County will attend DCCS in 2014-15, which would represent 0.037% of the district's ADM.

The ADM for Durham County Schools in Month 1 of 2012-13 was 32,084. We estimate 20 students from Durham County will attend DCCS in 2014-15, which would represent 0.062% of the district's ADM.

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

DCCS's educational program will be built around four pillars: Project-Based Learning, Competency-Based Grading, Collaborative Problem-Solving, and Teacher-Directed Programming.

Project-based Learning – Each student at DCCS will have a customized education plan that addresses vital life skills – the ability to work with others, think for oneself, use knowledge acquired during previous experiences to solve problems, and deal with the unexpected. DCCS will use project-based learning (PBL) to achieve these outcomes. Students will collaborate on projects, and their tasks within those projects will incorporate both academic and non-academic (flexible thinking, problem solving, collaboration, social skills, communication skills, self-regulation, and self-advocacy) goals. Project-based learning will empower our students with the skills they need to live, work, and thrive in the unpredictable “real” world of higher education or the workplace. Deliberate targeting and development of such skills is vital for students with developmental and intellectual disabilities if they are to live independent and fulfilling lives as adults.

Project-based learning is especially beneficial to students with disabilities. Research shows that “students with average to low verbal ability... learned more in PBL classes than in traditional classes.” (*Summary of Project-based Learning*, Center for Excellence in Leadership of Learning, June 2009) Furthermore, a study from the Buck Institute of Education showed that low-ability students who used PBL “increased their use of critical-thinking skills including synthesizing, evaluating, predicting and reflecting by 446%....”

PBL uses many of the same principles used in Relationship Development Intervention, a developmental therapy most often used with children with autism but which can further the development of students with other intellectual and developmental disabilities as well. For example, PBL uses scaffolding, which are learning aids, models, and training strategies designed to ensure activities stay within a student's “zone of proximal development”—that place where a student is challenged and engaged but not overwhelmed. PBL also uses the master-apprentice relationship (also known as guided participation): “...like masters, teachers should scaffold instruction by breaking down tasks; use modeling, prompting, and coaching to teach strategies for thinking and problem solving; and gradually release responsibility to the learner.” (*Motivating Project-based Learning: Sustaining the Doing, Supporting the Learning*, Educational Psychologist, 1991) Both of these are core techniques of Relationship Development Intervention and essential for promoting the mental and emotional development of children with developmental and intellectual disabilities.

Competency-Based Grading – The unique students of DCCS will have a wide range of strengths and needs. Many of them will have mastered certain subjects but fallen years behind in others. Our competency-based grading system will enable teachers, parents and students to gain a true and accurate understanding of the students' abilities and will empower teachers to develop customized academic goals for students based on their current skills rather than their age-assigned grade level. Such a system ensures our students will not be left behind and will have the opportunity to learn, grow and develop. In addition, we will incorporate Universal Design of Learning guidelines into our curriculum and projects in order to give students multiple pathways for learning, engaging, and demonstrating their competency.

Collaborative Problem-Solving – Perhaps the most important skills DCCS can help our students develop are those that enable them to deal with frustrations and negative emotions in appropriate and productive ways. Collaborative Problem-Solving is an approach to dealing with behavioral challenges developed by Harvard psychologist Dr. Ross Greene. Using CPS, teachers and parents will identify the lagging cognitive or communication skills contributing to a student's behaviors and, in collaboration with the student, will develop a plan for helping the student learn those needed skills. (Find more details about CPS in the Student Conduct section.)

Teacher-Directed Programming – DCCS teachers will face a unique but exciting challenge—creating projects that teach academic and non-academic goals to students with intellectual and developmental disabilities. The only way they will be successful is to work together and use each other’s experiences and ideas to address challenges and create a school that truly empowers these students. For this reason, DCCS’s educational program will be teacher-directed. Lead teachers will oversee the development of projects and the fulfillment of students’ goals and will promote collaboration among teachers, specialists, and parents.

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. – DCCS will have lead teachers who will oversee project development and accountability for student success. All teachers will work with parents to determine students competency-based academic and non-academic goals and will work together to create projects that challenge all students. Our teachers will be relieved from the demands of inappropriate curricula and will instead be able to focus on the growth and development of our special-needs students.
2. Hold schools accountable for meeting measurable student achievement results. – Often, when students with developmental and intellectual disabilities reach middle school, the school’s focus shifts from furthering their cognitive development to teaching them functional skills they can do at their current developmental level – as if they have no potential for additional growth. DCCS rejects that assumption and will show that these students can continue to learn, grow and develop throughout their teenage years.
3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system. – DCCS will provide students with intellectual and developmental disabilities and their parents with a unique educational environment dedicated to ensuring students reach their greatest potential. Our project-based-learning methods will provide our students with opportunities to use their academic knowledge in real-world activities and will empower them with the problem-solving, flexible-thinking, and collaboration skills they will need to be successful in life.
5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students. – Perhaps no students are at greater risk of academic failure than students with intellectual and developmental disabilities. According to DPI’s 5-year cohort graduation rate report, of students with disabilities who entered 9th grade in 2007-08, only 64.2% had graduated five years later. Unfortunately, DPI does not break down this data by type of disability, but we believe it is highly likely that the graduation rate for students with intellectual and developmental disabilities is actually much lower. We want to not only ensure that students stay in school and are successful, but that every child who has the ability to earn a diploma, rather than a certificate, does.
6. Encourage the use of different and innovative teaching methods. – Our approach of using project-based learning with individualized assignments designed to address students’ academic and non-academic goals will free teachers to develop innovative ways to meet the needs of their students. DCCS aims to not only profoundly enrich the lives of our students; we strive to create an educational program that could serve as a national model for special education.

Goals for the Proposed Charter School:

- 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?

The board will ensure the success of the school and its lead administrator and lead teacher(s) by engaging in periodic review by the board, requiring self-assessment by the lead administrator and lead teacher(s), conducting a survey or review of the parents and/or engaging qualified outside professionals to review their competency and successes. The board will require regular reports on student academic measures, effectiveness of the education program, teacher and staff development and training and systems and procedures to ensure academic and developmental growth of our students.

At the end of each school year, the governing board will review the results of parent surveys and students' competency-based results to determine if the school is 1) providing students with a quality education that furthers their cognitive development and 2) equipping students with the cognitive, problem-solving, and collaborative skills they will need in order to live independent and fulfilling lives as adults.

Parent surveys will gauge parents' satisfaction with the following:

- a) Academic goals – Were the student's competency-based academic goals appropriate for their student's developmental level? Was the student challenged but not overwhelmed?
- b) Non-academic goals – Were the student's non-academic goals (related to flexible-thinking, problem-solving, collaboration, self-advocacy, social skills, communication, etc.) appropriate? Did the skills learned at school carry over into the student's home environment?
- c) Project-Based Learning – Were the projects and the student's project tasks beneficial to the student's education and development?
- d) Collaborative Problem-Solving – If the student had behavioral issues during the school year, was the CPS process helpful in teaching him or her the skills needed to cope with frustration and negative emotions? Were there improvements in the student's behavior at home?

The governing board will review students' project rubrics and competency-based grades in order to ensure that students are receiving a quality education that is appropriate for their academic skills and developmental level and promotes their intellectual growth.

- 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.

Academics – By year 3, 60% of students will advance by one grade level in mathematics and language arts each school year. By year 5, this benchmark will be at 70%. By year 5, of students on the Future-Ready Core or Future-Ready Occupational diploma track who began at the school in grade 6, 80% will score a Level III or IV on their English and Algebra (or equivalent Common Core tests) end-of-course tests. By year 7, of students not on a diploma track who began at the school in grade 6, 70% will score at least a Level 3 on the ACT's WorkKeys assessments in Applied Mathematics and Reading for Information.

Post-graduation – By year 5, 80% of students leaving DCCS with diplomas will go on to post-secondary education or employment within one year, and 80% of students who leave DCCS with a certificate will go on to employment or volunteer work within one year.

School's standing locally and nationally – By year 5, DCCS will be recognized as a model for education of students with developmental and educational disabilities. DCCS's lead administrator, lead teachers, and board president will be invited to speak at a total of at least a dozen disability or education events a year, both in North Carolina and in other states.

Fundraising – By year 5, DCCS will bring in a minimum of \$500,000 annually in foundation and government grants, individual donations, and donated business services.

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.

Instruction Method -- Project-Based Learning (PBL)

Each classroom will work on a project – lasting weeks, months, or even an entire semester – and each student will have tasks that incorporate both academic and non-academic (flexible thinking, problem solving, social skills, etc.) goals. Project-based learning will empower our students with the skills they need to go on to live, work, and thrive in higher education or the workplace. Project-based-learning methods “engage students in creating, questioning, and revising knowledge, while developing their skills in critical thinking, collaboration, communication, reasoning, synthesis, and resilience (Barron & Darling-Hammond, 2008)” (<http://www.edutopia.org/pbl-research-learning-outcomes>). These goals are especially important for students with developmental and intellectual disabilities; only by intentionally focusing on the development of these skills can we ensure our students will have the skills necessary to live fulfilling and meaningful lives as adults.

Our teachers will incorporate students’ individual academic goals, pulled from the Common Core State Standards and the North Carolina Essential Standards, into their project tasks. By addressing these goals through projects, our students will more effectively absorb the knowledge and be better able to use that knowledge. The curriculum will be delivered and incorporated into the projects using the Universal Design of Learning framework.

Curriculum Design -- Universal Design of Learning (UDL)

As is recommended by the Common Core State Standards for the education of children with disabilities (<http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf>), DCCS will implement the Universal Design of Learning (UDL) guidelines in its development of projects and curricula. The Center for Applied Special Technology (CAST) developed the UDL, and its premise is that curricula must be adaptable to individual learners in order to give each student the chance to access the lessons and demonstrate what they know.

As stated in the UDL Guidelines, version 2.0 ([http://www.udlcenter.org/sites/udlcenter.org/files/UDL_Guidelines_Version_2.0_\(Final\)_3.doc](http://www.udlcenter.org/sites/udlcenter.org/files/UDL_Guidelines_Version_2.0_(Final)_3.doc)): “UDL helps address learner variability by suggesting flexible goals, methods, materials, and assessments that empower educators to meet these varied needs. ...The UDL framework encourages creating flexible designs from the start that have customizable options, which allow all learners to progress from where they are and not where we would have imagined them to be.”

Most importantly, UDL is designed to turn students in “expert learners” -- students who (1) can use their prior knowledge and experience when learning something new and can turn new information into meaningful and useable knowledge; (2) can formulate plans for learning by devising effective strategies for tackling a problem; and (3) are motivated by the mastery of learning itself. This correlates perfectly with the mission and goals of DCCS. Rather than teaching our students how to do a specific job, which is often the goal of traditional middle and high schools for students with intellectual and developmental disabilities, we seek to ensure our students have the skills they need to learn throughout their lives and to

be successful at whatever work, educational or recreational goals they choose to pursue. For additional information on UDL, please see the graphic organizer of the UDL guidelines created by CAST on Appendix R-1.

Assessment Strategies for Academic Goals

Because they will have intellectual and developmental disabilities, we anticipate the students of DCCS will have a wide range of skills and challenges, and their academic skills may not match their age-assigned grade level. Many of them will have mastered certain subjects but fallen years behind in others. For this reason, DCCS will use a competency-based grading system, will enable teachers, parents and students to gain a true and accurate understanding of the students' abilities and create goals that challenge students but are appropriate to their developmental and academic levels.

For each project, each student will have a rubric of competencies, pulled from the Common Core and State Essentials Standards, that are appropriate for the student's academic skill level. Teachers will determine students' skill level for mathematics, language arts and science by reviewing previous academic records and state test results, as well as any notes or analyses from psychologists, therapists or other specialists that are in the students' files or made available to the school by the students' parents. Goals for the other curriculum areas – information technology, arts education, social studies, healthful living, and guidance – will be determined through review of previous records and through consultation with parents and students. The parents and students may have certain priorities they wish to focus on that will immediately improve a student's well-being and independence. For example, in the area of healthful living, the parents of a student who is obsessed with germs and hand-washing may feel it is especially important for the student to work on the goal "Create positive stress management strategies (9.MEH.1)," instead of the goal of "Analyze wellness, disease prevention, and recognition of symptoms (9.PCH.1)." Furthermore, conversations with parents may reveal certain strengths that are not evident in the student's academic record. For example, parents may note that a student has a strong memory for geographic directions on a local level, and the teacher may focus on social studies goals involving maps, with the long-term goal of greater success in social studies throughout the rest of his academic career.

There will be multiple methods through which students will be able to demonstrate their understanding of a specific goal. In addition to giving students written or computerized tests to judge competency, teachers will also give students project-based assignments that will give them the opportunity to demonstrate competency. For example, a student who struggles to answer comprehension questions regarding a simple passage may be able to draw a picture that demonstrates he understands the content. Or, a student who cannot solve geometry problems on paper may be able to demonstrate comprehension through a hands-on activity, such as measuring a flowerbed and accurately calculating how many cups of dirt will be needed to fill it.

As described above (Instructional Program, Assessment Strategies for Academic Goals) DCCS will use Competency-Based Grading. The Council of Chief State School Officers and the International Association for K-12 Online Learning have conducted considerable research on competency-based learning. Our system draws from the excellent resources on their website, www.competencyworks.org, and uses Sanborn Regional High School in New Hampshire (<http://web.sau17.org/schools/high-school/347-grading>) and Chugach School District in Alaska (<http://www.edutopia.org/chugach-school-district-reform>) as models.

Competencies are the essential concepts and skills expected to be mastered in a course of study. A competency-based system is built around these five elements:

- a. Students advance upon mastery.
- b. Competencies include explicit, measurable, transferable learning objectives that empower students.
- c. Assessment is meaningful and a positive learning experience for students.
- d. Students receive timely, differentiated support based on their individual learning needs.
- e. Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Each course will have a rubric based on up to six competencies, which will come from the Common Core

and State Essential Standards. Parents and students will know exactly what the competencies are for each course through syllabi, and they will be kept up to date on students' progress toward each competency through quarterly progress reports and regular teacher communication. At any given time, teachers, parents, and students will be able to access current competencies as well as all future competencies for each graduation track. This empowers students to steer the course of their educations and track their progress in a cohesive and organized way.

Assessment Strategies for Non-academic Goals

In order to ensure that we “equip [our students] with the cognitive, problem-solving, and collaborative skills they will need in order to live independent and fulfilling lives as adults,” each student will have non-academic goals. These goals will cover the following areas:

- Flexible-thinking – accepting changes in routine, coming up with more than one way to do something, recognizing that some statements are not meant literally, recognizing that there is more than one way to look at a situation or problem
- Problem-solving – using previously obtained knowledge and experience to tackle a new problem, trying different approaches if a first attempt is unsuccessful
- Collaboration – working with others, integrating another's input into your own ideas, recognizing when to take the lead and when to let a peer take the lead on an assignment
- Social skills – engaging with peers and engaging with others in appropriate manners (e.g., understanding the difference between how one engages with a teacher and how one engages with a sales clerk)
- Communication skills – expressing one's thoughts or emotions and understanding the thoughts and emotions expressed by others
- Self-regulation – responding to stress, frustration and emotions in a way that addresses one's needs but is not disruptive, disrespectful or dangerous
- Self-advocacy – speaking up for oneself, making decisions about one's life and education, identifying people and resources that can be of help, knowing one's rights and responsibilities

Teachers, therapists, the special education coordinator, parents, and the student (if possible) will work together to develop the student's goals for each semester. The teacher will give the student project-based tasks that help him work on and achieve these goals, and the assessments of these goals will be based on the teacher's observations as well as reports from parents and others on improvements in the student's skills outside of school.

6-8 and High School Curriculum and Instructional Design:

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

DCCS classrooms will be designed to create a diverse learning environment of students with different strengths and challenges. All students in a given classroom will work on the same project, although each student's tasks within a project will be customized to address his or her academic and non-academic goals. Each project group will include students with different strengths and challenges and may include students at different grade levels. The goal in determining the composition of each classroom will be provide students with opportunities to collaborate on tasks with peers who have a variety of strengths. Each classroom will have 5 to 10 students, depending on the students' instructional needs, and will have one teacher and at least one teacher's assistant.

Teachers will combine project-based learning with some direct instruction as needed to help students understand their lessons and, for those students operating on grade level and working toward a diploma, to ensure they can pass the necessary standardized tests.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each division (elementary, middle, high) the school would ultimately serve.
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.
By pulling our students' goals from the Common Core Standards and State Essential Standards, we ensure that our students will have the knowledge and skills they need to be successful in the workplace or in high education settings, and those students doing work on grade level will have the skills and knowledge to score Level III or IV on the North Carolina's standardized tests. Through Project-Based Learning, we will ensure our students internalize their lessons and enable them to use their knowledge to solve problems, gain independence, and further their educations. Even our students who cannot reach the cognitive level necessary to earn a diploma will have thinking and living skills that will empower them and dramatically enhance their quality of life. Through Competency-Based Grading, we will ensure that our students have goals appropriate to their skill levels rather than to their ages. By incorporating Universal Design of Learning guidelines, we will provide students with multiple ways to get information and to demonstrate their competencies so their disabilities do not prevent them from accessing the curriculum.
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. We expect that our teachers will use a variety of strategies, and that the strategies will vary from one student to the next. Our children will be exposed to both direct and indirect instruction and other strategies based on their abilities including journaling, independent research, peer groups, discussion, and more. Teachers will be expected to master the approach of project-based learning and competency-based grading. They will be expected to learn the guidelines of Universal Design of Learning and be able to implement those guidelines to ensure all students can access the curriculum. They will be expected to learn how to implement Collaborative Problem-Solving in order to address behavioral issues.
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). By learning the curriculum through projects, DCCS students will not only pick up life skills that could be used for future employment, but they will also learn their own strengths and abilities. This self-awareness and the experience of being useful and appreciated will help our population of students with intellectual and developmental disabilities find their place in the workforce. By also offering required credits for graduation and college applications, capable students will be able to pursue college after high school.
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 chose to model our calendar after Wake County's traditional school year calendar for three reasons: (1) many of our students will have siblings who do not have intellectual or developmental disabilities and will not attend our school, so keeping our calendar close to the Wake County's calendar will make coordination of schedules easier on families; (2) there are few options available for childcare, camp, or other activities for students with significant special needs during track-out sessions, but there are more options available during the summer; and (3) for students heading to college, it is essential that they graduate in June in order to ensure that they are eligible for fall admissions.

Our calendar varies from the Wake County traditional calendar in the following ways: (1) we include more teacher work days in order to encourage and support collaboration between teachers and to give them time to put together materials for projects; (2) we will not include any early-release days, as those are stressful for families and students; and (3) because of the additional teacher work days, our calendar extends later into June than Wake County's traditional calendar does.

Dynamic Community Charter School 2014-2015 Calendar

August 2014	September 2014	October 2014	November 2014	<div>First/Last Day of School</div> <div>Holidays</div> <div>Winter/Spring Break</div> <div>Teacher Work Days</div>
M Tu W Th F	M Tu W Th F	M Tu W Th F	M Tu W Th F	
	1			
4 5 6 7 8	8 9 10 11 12	6 7 8 9 10	3 4 5 6 7	
11 12 13 14 15	15 16 17 18 19	13 14 15 16 17	10 11 12 13 14	
18 19 20 21 22	22 23 24 25 26	20 21 22 23 24	17 18 19 20 21	
25 26 27 28 29	29 30	27 28 29 30 31	24 25 26 27 28	
December 2014	January 2015	February 2015	March 2015	
M Tu W Th F	M Tu W Th F	M Tu W Th F	M Tu W Th F	
1 2 3 4 5		2 3 4 5 6	2 3 4 5 6	
8 9 10 11 12	5 6 7 8 9	9 10 11 12 13	9 10 11 12 13	
15 16 17 18 19	12 13 14 15 16	16 17 18 19 20	16 17 18 19 20	
22 23 24 25 26	19 20 21 22 23	23 24 25 26 27	23 24 25 26 27	
29 30 31	26 27 28 29 30		30 31	
April 2015	May 2015	June 2015	July 2015	
M Tu W Th F	M Tu W Th F	M Tu W Th F	M Tu W Th F	
		1 2 3 4 5		
6 7 8 9 10	4 5 6 7 8	8 9 10 11 12	6 7 8 9 10	
13 14 15 16 17	11 12 13 14 15	15 16 17 18 19	13 14 15 16 17	
20 21 22 23 24	18 19 20 21 22	22 23 24 25 26	20 21 22 23 24	
27 28 29 30	25 26 27 28 29	29 30	27 28 29 30 31	

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.

Our competency-based grading system ensures that students will have academic goals that are within their capabilities. However, if a teacher observes—through informal assessments, project work, assignments or tests—that a student is struggling to meet those goals, the following process will be initiated. First, the teacher will meet with a lead teacher, the special education coordinator, other teachers and therapists who work or have worked with the student, and the student's parents to review the student's work and discuss if there have been any changes in the student's behavior at home or any changes in the student's life that could account for a decrease in performance. The team will discuss the student's behavior and performance in and out of school in order to determine what changes are necessary to ensure the student's success.

If the team determines the student's goals are inappropriate, the teacher and lead teacher will create new goals that challenge the student but are within his capabilities. If the team determines the goals are within the student's capabilities if he had additional support or modifications, the team will come up with a plan to provide those supports or modifications, including if necessary calling an IEP meeting to make changes to the student's IEP. If the team determines the student's performance is due to behavioral challenges, the Collaborative Problem-Solving process will be initiated (see Student Conduct below).

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. A Home Language Survey will be included in the enrollment package. This will ensure not only that DCCS identifies students who may be English Language Learners, but also that we identify parents who may need materials sent home from the school translated into their native languages.
 - 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. As a school for students with intellectual and developmental disabilities, we will have many students with language difficulties, even those who come from English-speaking households. As with our other language-impaired students, our Project-Based Learning approach will empower our English Language Learners by giving them opportunities for hands-on learning. DCCS will contract with interpreters and/or English as a Second Language teachers as necessary in order to ensure that our teachers can work with parents in developing students' academic and non-academic goals and that our ELL students are getting whatever support they need to achieve their goals. This may include after-school English language tutoring.
 - c) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

As with all DCCS students, monitoring of students' progress on project rubrics and our intervention plan (described above) for helping students who are not meeting their academic and non-academic goals will ensure that our ELL students are successfully and will enable us to determine when ELL services are no longer needed.
3. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
 - a) Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

DCCS's Competency-Based Grading will allow gifted student to learn at a pace that challenges them. Each student will have academic goals based on their ability levels in each subject area. Therefore, students who are gifted in some areas but may struggle in others can have goals that fit their abilities to ensure they are always challenged and engaged.
 - b) Plans for monitoring and evaluating the progress and success of intellectually gifted students.

Monitoring and evaluating for intellectually gifted students will be the same as that for all DCCS students, as our Competency-Based Grading ensures all students will receive an education that challenges them.

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.

Once DCCS has identified its students for the coming year, we will contact each student's parents, ask if the student has a current IEP or 504 plan, and request a copy of the plan and any recent

progress reports. Although we will also contact the student's previous school for records, getting the plan and reports from the parents will expedite project planning and goal development.

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.

We anticipate that every student at DCCS will be eligible for special education services. Teacher observations and the student's success in reaching his customized academic and non-academic goals will be used to determine if a student who is not receiving special education or related services needs them. If a teacher observes—through informal assessments, project work, assignments or tests—that a student is struggling to meet his goals, the same process as outlined above under Special Programs and "At-Risk" Students, Question 1, will be implemented.

If the IEP team determines it needs more information about the student's capabilities and challenges, DCCS will contract with a psychologist for an evaluation or assessment.

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 – DCCS will submit official records request forms to the students' previous schools.
 - b) Record Confidentiality (on site) – All student records will be kept in locked cabinets in the office of the DCCS Special Education Coordinator.
 - c) Record Compliance (on site) – DCCS's Special Education Coordinator will be in charge of ensuring compliance with IEPs and 504 plans, including the provision of services and annual reviews.

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.

We anticipate that all students at DCCS will be exceptional children, and our entire education program is built around ensuring that their needs are met and that they are successful in school and in life after school. Rather than the traditional continuum of services, DCCS will provide different class sizes and student-teacher ratios (with the largest class size being ten students with a teacher and a teacher assistant) to ensure each student has the support he needs to meet his academic and non-academic objectives. DCCS plans to contract with therapists and other specialists as necessary in order to ensure our students have whatever supports they need, although we hope to raise enough private funds to have both a speech therapist and an occupational therapist as full-time staff.

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).

We anticipate that all students at DCCS will be exceptional children, and our entire education program is built around ensuring they receive a FAPE, their needs are met, and they are successful in school and in life after school.

DCCS will ensure that all parents receive a copy of the DPI's Procedural Safeguards and will ensure those safeguards are followed as required by law. These include access to records, notice, the opportunity for mediation of disputes, and the right to a due process hearing.

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

The DCCS special education coordinators will be in charge of monitoring IEPs and working with staff in order to ensure all IEP goals are being met and services outlined in the IEP are being provided. Parents will receive IEP progress reports with their students' quarterly report cards.

4. Describe the proposed plan for providing related services.

DCCS plans to contract with therapists and other specialists as necessary in order to ensure our students have whatever supports they need, although we hope to raise enough private funds to have both a speech therapist and an occupational therapist as full-time staff.

Student Performance Standards

- a) Describe the student performance standards for the school as a whole.

To move to the next academic level in any given content area, students must earn a final grade of 70% or higher overall. They must also earn 70% or higher in each specific competency for that course.

Grade Calculation:

- The overall course grade is calculated by averaging each final competency grade within that course.
- Each competency grade is calculated by averaging formative and summative assessment scores that relate to that competency, using the following formula (assessments types previously described above):
 - Formative assessments represent 40% of the competency grade.
 - Summative assessments represent 60% of the competency grade.

Some of our students with significant disabilities will receive a certificate of high school completion, but others will be on a diploma track. The students who will fully graduate may even be completing all the requirements for college entrance. In this case, a student will remain a senior until he/she has mastered the competencies of all required courses. We expect that a portion of our students will remain in high school longer than 4 years.

Instead of traditional letter grades, our report cards will reflect grading practices based solely on competency mastery progress. Once the formative and summative assessments for each competency and then each course have been calculated using the 40/60 ratio, the final score will fall into one of the following categories on the competency mastery continuum:

Score = Letter Grade = Level

90-100 = E = Exceeding

80-89 = M = Meeting

70-79 = IP = In Progress

65-59 = LP = Limited Progress

64 and below = NM = Not Met

All final scores within IP, M, and E categories would qualify for course credit as "passing" the class.

- b) 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.

Throughout instruction of new concepts, teachers will use formative and summative assessments to evaluate student learning and will adapt instruction to fit students' needs. Formative assessments are in-progress snapshots used to monitor student learning and drive immediate instruction decisions. They may include skills checks such as quizzes used for practice or reinforcement, classroom openers or exit slips, first drafts of writing assignments, questions administered during instruction, graphic organizers and worksheets, informal observations of student work, pre-tests, homework, and other class work. Summative assessments are used to evaluate student learning at the end of an instructional unit, and the data from summative assessments identifies individual gaps in learning which are specific to each student. These assessments may include performance tasks, authentic learning tasks, enrichment activities that support the demonstration of competency proficiency, tests, projects, writings (term papers, position papers, essays, stories, lab reports, summaries, etc.), presentations, problem-based inquiry tasks, and other comprehensive or cumulative assignments.

Summative assessments will be designed by teachers in collaboration with each other and the lead teachers. When teams develop performance tasks, they will consider the following factors:

- Relationship to standards – Tasks will target the Common Core and Essential Standards as well as any additional standards that relate to the completion of the task. For example, a student writing an editorial about global warming would use the content from a science standard but would also address the process standards related to research, reading, writing, and technology. The task requirements would include the language of the standard to ensure students’ understanding of key concepts.
- Relevancy – Tasks will simulate real-life topics or problems that tie into the students’ lives. Authentic tasks correlated to standards and meaningful learning experiences motivate students and make learning more memorable now and more transferable to adult life.
- Structure – Some tasks are highly structured or prescriptive so students know exactly what they are supposed to do. Other tasks are open-ended or loosely structured to challenge students to engage in higher-order thinking, critical problem-solving, and creative expression.
- Grouping – Tasks can accommodate different groupings that are based on students’ readiness, interests, or preferred modes of learning. The products or projects that the groups complete vary, depending on students’ choices of presentation methods. Students working in teams learn how to use appropriate social skills for interactions and learn how to understand and appreciate one another’s differences. Group discussions on content issues can have a profound influence on students’ cognitive development.
- Rigor – Tasks should reflect high expectations for all students, regardless of their readiness levels. Some students may need different strategies or a different time allotment, but all students should be provided with tasks that are respectful of their skill levels so that every student’s work is equally motivating, equally relevant, and equally important.
- Subjectivity – Most performance tasks cannot be assessed by objective-style tests. Because of the performance components, tasks are subjective and need to be assessed using criterion-based tools such as checklists or rubrics. Checklists and rubrics provide scaffolding to support students’ understanding of the standards, but they also allow for individuality, creativity, originality, and independence.
- Cognitive level - Tasks require students to go beyond the recall and comprehension levels of basic academics and utilize the higher levels of application, synthesis, evaluation, and creation of original ideas. Students must make decisions and use appropriate critical and creative problem-solving skills to demonstrate deep understanding of key concepts and the ability to transfer that understanding to other areas of life, including the workplace.

[Adapted from Burke, Kay, *Balanced Assessment: From Formative to Summative*, 2010, pgs 52-3, (sourced from: Sanborn Regional High School 2012-2013 Grading Guidelines, web.sau17.org/images/stories/Administration/curriculum/srhs%20grading%20guidelines.pdf)]

- c) 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.

For every calendar year that passes, our students will be identified as being in the next consecutive grade level. This will foster a sense of community among students as friendships and healthy peer relationships are crucial to our unique students’ development as functional citizens. But regardless of what grade a student is labeled as, each student will still be working on academics at their own competency level as determined by each content area’s competency rubric.

Grading practice and promotion criteria will be communicated to our parents and students via student/parent contracts, course syllabi, and/or our school website.

- d) 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.

Students will leave DCCS at a higher developmental and cognitive level than at which they arrived. Those students going on to higher education will have the academic knowledge they need to be successful as well as the thinking and flexibility skills needed to adjust to new environments and expectations. Those

students moving into the workplace will have the knowledge and skills they need to learn any job within their intellectual capacity. And all of our students, regardless of the degree of their disability, will have the self-regulation and self-advocacy skills they will need to be as independent as possible in their adult lives.

High School Graduation Requirements

- a) 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.

High School Graduation Standards		
Subject Area	Future Ready Core Course of Study Requirements	Occupational Course of Study Course of Study Requirements
English	4 Credits English I, II, III and IV or a designated combination of 4 courses	4 Credits OCS English I*, II*, III and IV
Mathematics	4 Credits Integrated Math I, II, III plus a 4 th course aligned with student's post high school plans and abilities	3 Credits OCS Intro to Mathematics OCS Algebra I* OCS Financial Management
Science	3 Credits A physical science course, Biology and an environmental science	2 Credits OCS Applied Science OCS Biology*
Social Studies	4 Credits Civics and Economics, World History, American History I and American History II	2 Credits OCS Social Studies I OCS Social Studies II
Foreign Language	2 Credits Required for admission to a university in the UNC System. May be omitted post secondary plans do not require.	Not Required
Health & PE	1 Credit Health/Physical Education	1 Credit Health/Physical Education
Electives	6 Credits total 2 Credits: Arts Education, Career and Technical and/or Foreign Language 4 Credits: Arts Education, Career and Technical and/or any other subject area beyond requirements above (e.g., English, Mathematics, Science or Social Studies)	6 Credits total OCS Preparation I, II, III and IV** Plus additional electives in Arts Education, Career and Technical and/or any other subject area beyond requirements above (e.g., English, Mathematics, Science or Social Studies) Recommended that at least one elective be in Arts Education
Career/Tech	Not Required – May be elective	4 Credits Career/Technical Education Electives***
Total	22 Credits	22 Credits

*OCS Courses aligned with College Track Courses in English I, English II, Integrated Math I and Biology

**OCS Preparation I, II, III and IV may be taught using North Carolina Virtual Public School OCS Blended learning program.

<http://www.ncvps.org/index.php/courses/ocs-blended/>

*** Career/Technical Education Electives will be aligned with Project Based Class each semester.

The only exceptions to the requirement are for students who are enrolled in the OCS or have an IEP and documented disability that will prevent them from mastering the required Math courses. Once a student is exempt, the exemption holds until the student exits public school.

Some of our students will be on the Future-Ready Core graduation track. Our school will offer all required courses within our block schedule, either on site or via virtual school. Students will have a minimum of 8 blocks per school year. Students will earn credit for a course when they have met a minimum mastery level for the competencies of that course.

Credit is awarded for a course if a student meets both of the following two conditions:

1. The student earns a final overall grade of 70% (In Progress) or higher for the course.
2. The student earns a grade of 70% (In Progress) or higher for each course competency as determined by the final report card for the course.

Grade point averages will be calculated traditionally, but according to our school-specific competency based letter grades.

Exceeding - 4 grade points

Meeting - 3 grade points

In Progress - 2 grade points

Limited Progress - 1 grade point

Not Met - 0 grade points

Transcripts will include expected information including courses with corresponding grades and the student's grade point average.

- b) Explain the plan for graduating students with special education needs.

DCCS is built around the strengths and challenges of students with special needs. We expect that our students will successfully progress toward graduation whether on the Future-Ready Core track or Future-Ready Occupational track. We also expect that some students will spend more than 4 years in our school and we will continue to provide education until they age out according to the law.

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

First, school staff will be attentive to any factors that may be influencing a student's lack of progress. Personal or emotional issues may be addressed through collaborative problem solving. Classroom and academic issues may be addressed by making IEP service or accommodation changes. School staff will try to address the root of the problem whenever possible. Secondly, lack of progress can be directly addressed by the Student Support Team. The Student Support Team (SST) identifies struggling students and coordinates services and initiatives related to academics, attendance and positive school culture to ensure that all students receive appropriate support and necessary intervention. The SST also has the function of assessing the impact of the interventions on the identified student, the classroom and the teacher before referring the students to a special education committee. The school support team is comprised of teachers, administrators, guidance counselors, parents and specialists. The diversity of the committee members allows for a greater number of possible interventions and also for the interventions to have a higher level of cross implementation. With the Dynamic Community School designed around a project based learning style, interventions can be more creatively implemented leading to a higher level of success in keeping students in the least restrictive environment.

Educators, parents or students can request assistance from the student support team. The team will then use a data-based, collaborative process to assess student academic and/or behavioral needs. From this process, goals will be identified. The next stage would be to identify strategies for support and intervention. Finally, the team would evaluate the effectiveness of the interventions on the student and school environment.

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.

We believe our students will exhibit fewer negative behaviors at DCCS than they may have exhibited in other settings because we will ensure that they are engaged, involved and respected. However, we recognize some students may not have the coping skills necessary to deal with the frustrations involved in developing problem-solving and flexible-thinking skills. Therefore, DCCS's approach to dealing with discipline issues will follow the Collaborative Problem Solving (CPS) model.

CPS was developed by Dr. Ross Greene, an associate clinical professor of psychology at Harvard Medical School. Through his decades of working with children with behavioral challenges, Dr. Greene found that "challenging behavior is a form of developmental delay." Children exhibit negative behaviors because they do not have the cognitive or communication skills they need to express and address their feelings and frustrations. The two major tenets of Dr. Greene's Collaborative Problem-Solving (CPS) approach are as follows (taken from his website, www.livesinthebalance.org):

First, social, emotional, and behavioral challenges in kids are best understood as the by-product of lagging cognitive skills in the domains of flexibility/adaptability, frustration tolerance, and problem-solving (rather than as attention-seeking, manipulative, limit-testing, or a sign of poor motivation). In other words, challenging behavior is a form of developmental delay. Second, these challenges are best addressed by collaboratively solving the problems that are setting the stage for challenging behavior (rather than through reward and punishment programs and intensive imposition of adult will).

Collaborative Problem Solving is a natural extension of the overall mission and education plan of the Dynamic Community Charter School. The school's mission is to teach students the skills they will need to live fulfilling and independent lives as adults, and perhaps no skills are more important than those that empower one to deal with stress, frustration, and the unexpected.

While the simple disciplinary technique of providing consequences (rewards for good behaviors, loss of privileges or time-outs for bad behavior) may work for some students and some behaviors, our school will use CPS to address more challenging behavior problems, which likely stem from the student's developmental delay.

Under the CPS strategy, the first step is for teachers and parents will conduct an assessment of the student using the Assessment of Lagging Skills and Unsolved Problems (See Appendix R-2), which is a discussion guide to help teachers and parents think through a child's behavior problems, identify the child's lagging skills, and identify the specific expectations the child is having difficulty meeting.

With the assessment in hand, the teachers, the parents, and the student will create a Proactive Plan. In Collaborative Problem Solving, the collaboration happens between the student and the teacher and/or parents. They have a conversation about the behavior and what's triggering it, and together they develop strategies for avoiding future problems. Because the child has a role in developing the plan, he learns how to think through a difficult situation, rather than just react. The role of the teachers and the parents is to provide the child with the support he needs (through reminders, modified academic expectations, guidance in how to express certain emotions, or other accommodations) until he learns the skills he needs to be able to cope with frustration and difficult situations. These skills will empower and serve him throughout his life.

For students who do not have the communication skills necessary to explain the triggers for their behaviors and to participate in the development of a plan, the teachers and parents will work together to develop supports (e.g., books and exercises to help him learn to identify emotions and pictures for expressing them) that empower the student to express feelings and to make choices

that will enable him to cope with those feelings.

The teachers and administrators of DCCS will understand that behavior problems cannot be addressed overnight. The student will need support in implementing the Proactive Plan, and the plan may require revising. However, the result of a successful Proactive Plan is a student with the skills he needs to be successful in life.

Corporal Punishment: DCCS will not use corporal punishment, defined in NC General Statute 115C-390.1 as “the intention infliction of physical pain upon the body of a student as a disciplinary measure.” The use of corporal punishment on a student by any teacher, staff member or volunteer will be grounds for dismissal and possible referral to local police.

Expulsions: Dynamic Community Charter School strives to provide its students with an educational environment that is safe and free from bullying. In order to create that safe environment, students who bring weapons or drugs on school grounds will be expelled.

“Weapons” includes the following, as defined in NC General Statute 115C-390.1:

- Destructive device – an explosive, incendiary, or poison gas device, such as a bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, device similar to any of the devices listed.
- Firearm – a weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosion; the frame or receiver of any such weapon; any firearm muffler or firearm silencer.

DCCS’s anti-drug policy mirrors that of the Wake County School District: “No student shall possess, use, distribute, sell, possess with intent to distribute or sell, or conspire or attempt to distribute or sell, purchase, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, other controlled substance, any alcoholic beverage, malt beverage, fortified wine, other intoxicating liquor, drug paraphernalia, counterfeit substance, any unauthorized prescription drug, or any other chemicals or products with the intention of bringing about a state of exhilaration, euphoria, or of otherwise altering the student’s mood or behavior. The proper use of a drug authorized by valid medical prescription from a legally authorized health care provider shall not be considered a violation of this rule when the drug is taken by the person for whom the drug was prescribed.” Any student caught engaging in such activity will be immediately suspended from DCCS, and the school’s lead administrator will notify the Board of Directors of the recommendation for expulsion.

Except for in instances involving weapons or drugs, DCCS will be a no-expulsions school.

Suspensions: DCCS will not suspend students as a punishment for behavior. We will suspend students under two circumstances only. (1) Repeated bullying -- If the teachers and administrators determine a student is purposefully targeting and harassing or abusing another student, we will implement the Collaborative Problem-Solving measures. However, our primary responsibility is to the targeted student. Therefore, if the bullying behavior persists, the student will be suspended. (2) Dangerous behavior – A student may be placed on suspension if the teachers and administrators determine a student is a danger to himself or others *and* they need time to develop a Proactive plan (preferably in partnership with the student and parents) to ensure his successfully and safe return to school.

In any case of suspension, the CPS process will continue with the student and parents after school hours for the duration of the suspension in order to ensure that an effective plan is in place before the student returns to school. No suspensions will be for longer than five school days.

Grievance Process: Parents will receive a phone call of their student’s suspension or the lead administrator’s recommendation of expulsion the same day the decision is made. Written notice will be mailed to home address, along with a form to be returned to the school verifying the parents’ reception of the notice, a form for requesting an appeal of the decision, and an explanation of the appeal process, the student’s and parents’ rights, and the option of appealing the board’s decision to a court of law.

The student or the student's parents may appeal a suspension or expulsion by returning the request for appeal form to the school, postmarked within seven business days for the original notice being mailed to the home address. The Board of Directors will notify the student and/or parents of the date of the appeal hearing, making every reasonable effort to schedule the hearing within seven business days of the request. The Board may select two or more board members to hear the appeal on behalf of the entire Board. A video recording will be made of the hearing.

The lead administrator, lead teacher, or the student's teacher will present their understanding of the events that lead to the suspension or expulsion decision. Then the parents and/or student will have the opportunity to present their understanding of the events.

The Board of Directors will make every reasonable effort to render a written decision within five school days. The decision of the Board will be final, although DCCS recognizes the right of the student or parent to appeal an adverse decision to a court as allowed under state or federal law.

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

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: Dynamic Community Charter School, Inc.

Mailing Address: PO Box 5789

City/State/Zip: Cary, NC 27512-5789

Street Address: 1706 Seabrook Avenue, Cary, NC 27511

Phone: 919-931-1702

Fax: none

Name of registered agent and address:

David W. Berry

Wells Fargo Capitol Center

150 Fayetteville Street, Suite 2300

Raleigh, NC 27602

FEDERAL TAX ID: 46-1987155

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)

☒ 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:

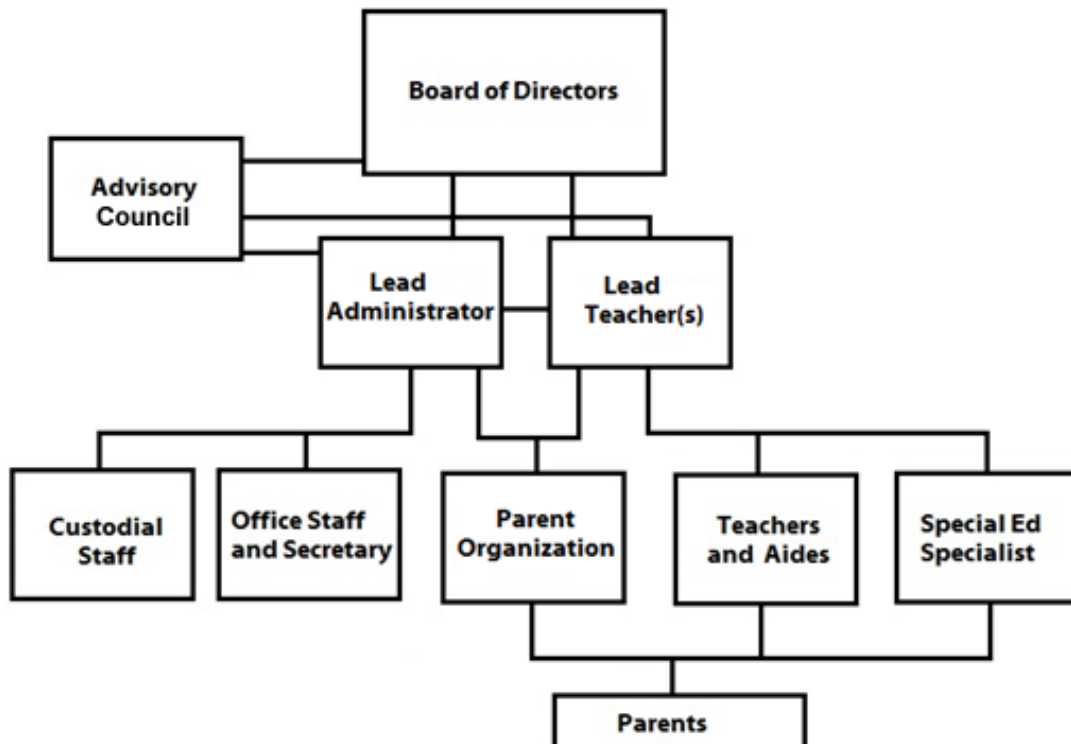
The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
Diane Morris	President	Wake, North Carolina	Writer/Editor
Sara Turner	Secretary	Wake, North Carolina	Special Education Teacher
Gerard Gyles	Treasurer	Wake, North Carolina	Certified Public Accountant
David Berry		Wake, North Carolina	Attorney
Amy Cameron		Wake, North Carolina	Developmental Therapy Consultant, Business Owner
Melissa Rasberry		Durham, North Carolina	Project Management Director
Jessica Meymandi		Wake, North Carolina	Cued Speech Transliterator

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).



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

The Board's primary duties are to govern the school and oversee the lead administrator and lead teacher(s). Additionally, the board will engage in strategic and long-term planning to ensure the success of the school. The Board will also ensure that the school operates in compliance with State Board of Education-approved charter school application and all applicable laws of North Carolina including those governing charter schools (N.C.G.S. 115C-238.29). The board is responsible for ensuring the legal and ethical integrity of Dynamic Community Charter School and maintaining accountability through establishing policies for the board and staff and adhering to all governing laws, regulations, the Articles of Incorporation and the Bylaws. The board will ensure adequate and timely reporting as required by applicable charter school and other laws and protect the school, staff, volunteers and students by ensuring compliance with applicable OSHA laws. The board members also serve as public representatives of the school to the community.

The Board will hire the lead administrator and lead teacher(s). The board will support and review the performance of the lead administrator and lead teacher(s). Additionally, the board will ensure effective organizational planning by approving an organizational plan with concrete, measurable goals that follow the mission and vision of the school. The board will also ensure proper management of all of the school's resources by approving the annual budget, monitoring financial reports, approving accounting and personnel policies, providing for an independent annual audit as specified and required by the charter school application and state law, and ensuring the maintenance of adequate insurance to protect students, staff, visitors, the board and the assets of the school.

Additional responsibilities include determining, monitoring and strengthening the programs and services provided by the school and measuring outcomes for academic, personal and developmental achievement of the students. The board will ensure adequate resources by approving and assisting with fundraising targets and goals, and each board member will make an annual gift that is personally meaningful.

The board may develop committees comprised of a subset of board members and headed by a chairperson with the requisite expertise. Committees will assist the board by conducting research on critical issues to enable the board as a whole to focus on the big picture (e.g., strategic planning, policy development, and financial management). Committees increase member buy-in and ensure work is fairly distributed.

The board's decision-making process will follow certain steps including but not limited to: describing the problem, brainstorming potential solutions, establishing a fact-finding committee to pursue additional information (if needed), identifying the most viable options, evaluating choices in the light of Dynamic Community Charter School's mission statement, evaluating the cost and benefits, and evaluating the impact of potential solutions. Decisions will be made in accordance with the requirements of the by-laws requiring a quorum and a majority of members.

The DCCS board will identify and hire a capable lead administrator and lead teacher(s) who share the mission and vision of the school. The board is also responsible for the annual evaluation of the administrator and the setting of professional goals for improvement. The board will support the lead administrator and lead teacher(s) by ensuring that they have the necessary resources to accomplish their goals and by conveying confidence in their day-to-day decisions.

Dynamic Community Charter School will hire a lead administrator who is both an instructional and a business leader. The lead administrator will manage the facility and finances, oversee instructional and operational staff, engage with students, elevate school culture and morale, represent the school to parents and the community, manage conflict, promote the school, ensure the school meets all local, state, and federal laws, encourage academic and professional excellence, and guide the school toward meeting its goals.

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.

(a) The initial board comprises seven (7) members. The board shall not exceed fifteen (15) members. The initial board members are grouped into three terms with the two members' terms expiring the first year, two members' terms expiring the second year, and three members' terms expiring the third year. Subsequent terms will be three years for every board member. Board members may serve one additional term or be replaced according to the by-laws. Therefore, board members may serve up to six years total, ensuring that there is continuity on the board and a historical knowledge and perspective to continue the successful mission and purpose of Dynamic Community Charter School. A minimum of three parents (and/or legal guardians) of current students will serve on the board at all times.

The board composition includes an attorney with commercial real estate experience, a certified public accountant, a special education educator, an instructional operations specialist from the Center for Teaching Quality, and dedicated parents and individuals with fundraising experience. The board may add members with additional qualifications when the board identifies additional skills desired.

The board has the powers specifically enumerated in the Articles of Incorporation and the Bylaws. The board's primary role is to ensure that Dynamic Community Charter School follows its mission in any action undertaken by the school. Board members will have four primary roles: fulfilling governance functions, reaching out to the community, giving time and money to the school, and using their skills and expertise on behalf of the school.

(b) The board will ensure the success of the school and its lead administrator and lead teacher(s) by engaging in periodic review by the board, requiring self-assessment by the lead administrator and lead teacher(s), conducting a survey or review of the parents and/or engaging qualified outside professionals to review their competency and successes. The board will require regular reports on student academic measures, effectiveness of the education program, teacher and staff development and training and systems and procedures to ensure academic and developmental growth of our students.

(c) By requiring a minimum of three parents (and/or legal guardians) on the board at all times, Dynamic Community Charter school will ensure effective representation of the key stakeholders, the parents of the children served by the school.

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?

Determining the composition of the initial board was driven in a large part by ensuring that the right qualifications would be brought to the governing board for Dynamic Community Charter School to succeed. Effective charter school boards benefit from having members with a range of specific skills including school operations, legal, financial and educational backgrounds. See "Creating and Sustaining High-Quality Charter School Governing Boards: A Guide for State Policymakers," from The National Resource Center on Charter School Finance and Government. See also Stella Cheung and Joe Nathan, "What Works? Governing Structures of Effective Charter Schools" (Minneapolis, Minn.: University of Minnesota, Hubert H. Humphrey Institute of Public Affairs, Center for School Change, 1999), and Frank Martinelli, "Creating and Effective Charter School Governing Board" (St. Paul, Minn.: The Charter Friends National Network, 2000).

Given this framework, the initial board members were recruited to make sure Dynamic Community Charter School has a board member qualified and trained in school operations (Melissa Rasberry), a lawyer (David Berry), a certified public accountant (Gerard Gyles) and a special education teacher (Sara Turner). Additionally, there is a board member trained in Relationship Development Intervention (RDI) and other successful therapies for exceptional children as will be served by Dynamic Community Charter School (Amy Cameron). Diane Morris is the parent of two special-needs students and had the vision and dedication to bring all of these individuals together and has the drive to ensure that Dynamic Community

Charter School will be a success; she has agreed to serve as the initial President of the board. The remaining board slot is filled by a dedicated parent with fundraising skills (Jessica Meymandi).

No board positions are currently open. The founding board members will establish a policy for replacing retiring board members which may include forming a committee to assist in member development. This process of recruiting new board members to fill openings would start with developing a profile of the present board and determining the types of expertise needed at the current stage of school development. The board and/or committee will recruit potential board members who can commit sufficient time and who are dependable, committed and motivated to the mission and vision of Dynamic Community Charter School.

5. How often will the board meet?

The Board will meet no less than monthly once the school is operational to discuss emerging issues and receive committee reports. The board will meet more often as needed to open the school once preliminary approval is received. Additionally, there will be a board retreat once the charter school application is approved to develop goals and a timetable for actions to ensure successful opening and operation of the school. The board may have detailed working meetings focused on a single topic, such as facility expansion, budget development or strategic planning.

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).

The Dynamic Community Charter School board will engage in initial board training based on the models provided by the “Creating an Effective Governing Board Guidebook - Charter Schools from Charter Schools Tools” (see CharterSchoolTools.org) and “Board Meetings: A Guide for Charter Schools” by Marci Cornell-Feist. The following activities will take place before DCCS receives preliminary approval of its charter school application, in order to ensure that the board can “hit the ground running” when approval is received:

- March 2013
 - All board members will be required to view the archived webinar on Roles and Responsibilities of Charter School Board Members, given on February 5, 2013 and available through the Office of Charter Schools’ NC Board Fundamentals website.
 - All board members will be required to attend or view the archived version of the Office of Charter School’s webinar on Strategic Planning, to be held on March 3.
 - All board members will be required to read “Board Meetings: A Guide for Charter Schools.”
- April 2013
 - All board members will be required to attend or view the archived version of the Office of Charter School’s webinar on School Policies, to be held on April 2.
 - At least two board members will view the webinar Exploring Funding Opportunities for Charter Schools on the National Charter School Resource Center website.
 - The board will receive a training from a volunteer fundraising professional in order to begin to develop a fundraising plan.
- May 2013
 - At least four board members will attend or view the archived version of the Office of Charter School’s webinar on Financial Viability, to be held on May 7.
 - All board members will be required to view the Board Governance 101 webinar on the National Charter School Resource Center website.
 - The board will engage in an online discussion of the lessons from both webinars.
- June 2013
 - At least three board members will attend or view the archived version of the Office of Charter

School's webinar on Committee Development, to be held on June 2.

After the DCCS application receives preliminary approval, the DCCS board will hold a planning retreat. Board members will receive additional trainings throughout 2013 on human resources, charter school law, special education law, finances, operations, and other topics to ensure proper board governance and effective communication, management and operations by the board. In addition, the board will use additional resources for training such as periodic webinar training on charter school board governance issues by the National Charter School Resource Center.

The Board will also engage in periodic self-assessment to ensure excellence in governance and that the mission and vision of Dynamic Community Charter School are being met. For an example of the type of self-assessment, see <http://www.cde.state.co.us/cdechart/guidebook/gov/pdf/P2PSelf-Assessment.pdf>.

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.

The board of directors of Dynamic Community Charter School, Inc. approved and adopted a comprehensive Conflicts of Interest Policy in its Consent of Initial Board of Directors in Lieu of Organizational Meeting pursuant to N.C. Gen. Stat. 55A-8-21. The purpose of the Conflicts of Interest Policy is to protect the interests of Dynamic Community Charter School, Inc. when the board is contemplating entering into a transaction or arrangement that may benefit the private interest of an officer or board member.

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

The board's first priority will be to adopt those policies that are required by the articles of incorporation, charter school application, charter contract, and/or North Carolina law. The second priority is to establish policies that will further the vision and mission of the school.

To ensure adoption of proven practices and to avoid adoption of any unsound or illegal policies, the board will research established policies at other charter schools. The board will then craft policy language, consider amendments and revisions, adopt the policies in accordance with the Articles of Incorporation and Bylaws and any applicable governing laws or regulations, and document the date of adoption. If federal or state law or North Carolina Department of Public Instruction or Charter School rules change, then the board will update and amend the policy in question to maintain compliance.

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.

There are two entities listed on the organizational chart: the Advisory Council and the Parent Organization. The Advisory Council will be comprised of individuals with qualifications and expertise in serving older children and/or adults with developmental delays and/or intellectual disabilities. The mission and vision of Dynamic Community Charter School is to educate and develop children with developmental and/or intellectual disabilities to their highest potential through project-based learning. Having Advisory Council members who understand the challenges in learning, daily living and post-secondary education opportunities for these students is essential in ensuring that the projects will be designed and carried out to maximize the educational, developmental and occupational benefit for each child.

The current Advisory Council members are:

- Holly Richard, Executive Director, Tammy Lynn Center for Developmental Disabilities
- Mark Newmiller, Director, North Carolina State Disability Services Office
- Michele L. Hall, Interim Director of Compensatory Education, Wake Technical Community College
- Kim Moser, Senior Youth Director, YMCA of the Triangle

- Nikki Speer, Program Director of Specialized Recreation and Inclusion Services, Raleigh Parks and Recreation

Parent Organizations are an important part of any school. However, in a typical school not oriented toward children with developmental and/or intellectual disabilities, parents of a such children are in the minority and as such do not have adequate representation and voice to ensure the board, the administration and the staff are doing the best they can to ensure each child maximizes his or her potential. At Dynamic Community Charter School, all children are welcomed and valued. It is the goal to make sure each child reaches his or her maximum potential educationally and developmentally. Parent participation will be valued and encouraged. The Parent Organization will be a key fundraiser, will assist in raising the public recognition and perception of the school, will encourage and facilitate parent volunteering and participation, and will be a resource for all of the parents to ensure student success.

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

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

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

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.

DCCS is committed to hiring a highly qualified, talented and diverse community of teachers and support staff who share the same educational philosophy as DCCS. In an effort to reach the widest range of educators seeking the opportunity to join this innovative school, DCCS will advertise in national, regional, and local newspapers and publications, including the News and Observer and Education Week. We will also post advertisements in print and online at various universities, schools of education, alternative schools, professional associations, teachers' unions and public schools. DCCS will utilize Teachers to Teachers.com; The National Charter Alliance for Charter Schools Jobs Board; and announcements via the DCCS website and Facebook page to post openings.

In order to retain quality personnel, DCCS will encourage staff to exercise initiative in program development, leadership, and service to school and community. Staff will create individual professional development goals on an annual basis, and administration will strive to provide meaningful opportunities for development through support for workshops, conferences, on-site training, research and exchanges. To assist in retaining quality personnel, leadership will conduct annual job satisfaction surveys, as well as exit interviews with anyone leaving the school, and will use the results to rethink or refine policies and practices. If a position within the school becomes open, the leadership team will seek qualified candidates from among current staff and qualified internal candidates will be given preference over outside applicants. All teachers will be required to take part in extensive staff development activities before school begins in August 2014.

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.

The Board's primary duties are to govern the school and oversee the lead administrator and lead teacher(s). The Board will hire the lead administrator and lead teacher(s). The board will support and review the performance of the lead administrator and lead teacher(s). The board will review staff evaluations conducted by the lead administrator and lead teacher(s) at the end of each school year. Also, the board will review recommendations from the lead administrator and lead teacher(s) regarding the hiring or dismissal of any DCCS employee and will make the final decisions in such matters.

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

A committee of DCCS board members, the lead teacher(s) and lead administrator will comprise an interview team that will select qualified applicants. All applicants will be asked to submit a cover letter that states their qualifications and their education philosophy, as well as a resume and the names of three references. After reviewing the resumes, the interview team will decide which candidates to interview and will develop and use an interview rubric. The interview process may involve up to three separate interview sessions. Upon selecting candidates for hiring, background checks and detailed reference checks will be conducted. If the interview team is satisfied with the results of those checks, the lead administrator will present the team's recommendations to the Board of Directors for approval.

DCCS does not have tenure or guaranteed employment. The employee or DCCS may terminate employment at any time, with or without reason, so long as there is no discrimination and no violation of

applicable federal or state law. If, following a full and complete review, a teacher's performance is judged to have been unsatisfactory or less than adequate during the period under review, the lead teacher(s) and lead administrator may initiate termination of employment procedures, as outlined above. Staff and faculty may be dismissed for just cause as defined by NC General Statute 126-35.

DCCS will obtain a criminal record history check on all new employees from the State Bureau of Investigation or from other qualified source(s) prior to their initial employment.

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

DCCS's goal will be to train and retain the most highly qualified staff possible. To do this, they will seek to build a quality working environment and to compensate individuals appropriately. As the school evolves and establishes a financial reserve, this may include bonus pay as outlined by the Board of Directors. Because the effective education of our students requires a low teacher-student ratio as well as related services like speech and occupational therapy, DCCS will do extensive fundraising in order to pay competitive salaries. We plan to raise enough money through private donations, foundation grants, and government grants to pay the following salaries:

- Lead teachers -- \$45,000 to \$55,000, depending on experience and certifications
- Teachers -- \$35,000 to \$50,000, depending on experience and certifications
- Lead administrator -- \$45,000 to \$55,000, depending on experience and certifications
- Special Education Coordinator -- \$35,000 to \$50,000, depending on experience and certifications

In addition, we hope to raise enough money to hire a full-time speech therapist and full-time occupational therapist, each with a salary range of \$35,000 to \$45,000, depending on experience and certifications.

DCCS will pay the premiums to provide all staff with health insurance through the State Health Plan. After five years, we hope to be able to provide employees with a retirement plan with a matching contribution of 2% of salary.

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

DCCS's goal is to have open, honest communications to ensure building relationships of trust between staff and their supervisors. However, if a problem or concern arises that an employee feels has not been appropriately addressed by his/her immediate supervisor, he/she needs to take the following steps:

1. The individual needs to set up a meeting to openly discuss the issue or problem. It is possible the person's supervisor is unaware of the issue. This gives him/her the opportunity to address the issue and hopefully solve the problem.
2. If the problem cannot be resolved by talking to the individual's direct supervisor or the problem is with the direct supervisor and the person feels uncomfortable discussing it, he or she may bring the issue to the supervisor's supervisor or another supervisor at the same level as his or her supervisor. If the issues still is not resolved, the employee may file a formal grievance with the board of directors.
3. An employee may file a grievance with the board by sending a letter to the board president stating the issue, what steps have been taken to resolve the issue, what resolution is sought, and any supporting documentation. Within 10 working days of receiving the letter, the board president will do one of the following: (a) request a meeting with the person filing the complaint, (b) respond in writing to the person, or (c) schedule the issue to be discussed at the next Board of Director meeting. If the employee is not satisfied with the results of the board president's actions, he or she may request a meeting with the full board. If the board rejects that request, whatever decision had been made or action taken by the board president will be final. If the board accepts that request, whatever decision is made or action is taken by the board following that meeting is final.

If an employee finds it necessary to resign his position, he should do so in a positive, professional manner that will reflect well on their personnel record. Employees are requested to give a minimum of two (2) weeks' notice. Employees with health insurance coverage will be entitled to continue their coverage under COBRA.

Any employee who resigns or is terminated will be responsible for returning all school property they have in their personal position. Failure to do so will result in the cost of these items being deducted from the employee's final paycheck.

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

The Lead Teacher(s) will split their time between working in their own classrooms and coaching other teachers. The Lead teacher(s) may offer direction in areas like course planning, professional development, special education, standardized testing improvement or other subjects, depending on the needs of the department. The Lead teacher(s) also will serve as a liaison between teachers and the Board of Directors. In general, lead teachers observe department members in the classroom to determine sources of frustration and possible solutions. In some cases, lead teachers select appropriate materials and textbooks for their departments. They also might communicate with parents when necessary or help parents gain access to outside educational resources for their children. Lead teachers must ensure the confidentiality of all student and family information.

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.
As outlined in our Education Plan, our individualized, competency-based approach will ensure that the needs of all special-needs and gifted students are met. DCCS will contract with an ESL teacher or translator in necessary in order to meet the needs of ELL students.
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).

Lead Administrator

Job Description: To serve as the chief administrator of a school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.

Required Qualifications:

- Three+ years of experience as an administrator
- Excellent written and verbal communication skills
- Experience with planning, implementing, and balancing a school budget
- Familiarity with non-profit organization and operation
- Outstanding human resource skills
- A track record for creating collaborative, positive work environments

Preferred Qualifications:

- Five+ years of experience as a classroom teacher
- Expert knowledge of project-based learning

Responsibilities:

- Developing the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the total school program
- Ensuring that the educational program is compatible with the legal, financial, and organizational requirements of a North Carolina charter school
- Providing activities that facilitate the professional growth of the school staff and enhance the quality of the educational program

- Identifying the annual objectives for the instructional and extracurricular programs of the school
- Ensuring that instructional objectives for a given subject and/or classroom are developed, and involving the faculty and others in the development of specific curricular objectives to meet the needs of the students
- Supervising and appraising the performance of the school staff in partnership with the lead teachers
- Maintaining strong communications inside and outside of the school
- Working with the Parent-Teacher Organization and addressing concerns raised by parents
- Orienting new staff and students to the school
- Encouraging the use of community resources and building strong ties with parents and community partners
- Managing, directing, and maintaining records on the materials, supplies, and equipment, which are necessary to carry out the daily school routine.

Special Education Coordinator

Job Description: To provide leadership and support to students and teachers for the exceptional children's programs at the school, including maintaining all federal and state required paperwork and scheduling associated progress meetings.

Required Qualifications:

- Three+ years of experience as a special education coordinator (preferably at the district level)
- Excellent written and verbal communication skills
- Experience with planning and implementing IEP and other progress meetings
- Outstanding human resource skills
- High attention to detail

Preferred Qualifications:

- Three+ years as a classroom teacher
- Knowledge of project-based learning

Responsibilities:

- Providing effective leadership in developing comprehensive program plans and implementing and evaluating the planned programs
- Working with teachers to ensure students' goals are being met and to address behavior issues when necessary
- Ensuring IEP compliance
- Maintaining records/reports/inventories in accordance with local/state/federal policies
- Serving as parent liaison, in conjunction with classroom teachers
- Offering professional development support, as needed

Assistant Administrator

Job Description: To support the Lead Administrator with various aspects of school operations.

Required Qualifications:

- Five+ years of experience as an administrative assistant
- Excellent written and verbal communication skills
- Experience with planning, implementing, and balancing a school budget
- Familiarity with non-profit organization and operation

- Outstanding human resource skills

Responsibilities:

- Maintaining financial records in coordination with the lead administrator
- Overseeing the master calendar and facility schedule
- Overseeing facility maintenance and repairs
- Organizing student orientation and registration activities
- Helping and supporting teachers as needed
- Helping the lead administrator carry out decisions in a fiscally responsible and accurate manner
- Coordinating school services and resources (e.g., textbooks and other supplies)
- Assisting in completion of records for local, state, and federal reporting

Lead Teacher

Job Description: To provide instructional support and mentoring to all teaching staff, and to plan, instruct, and organize instructional environments, which help students learn subject matter and skills that will contribute to their educational and social development.

Required Qualifications:

- Eight+ years of experience as a classroom teacher
- North Carolina Professional Educator's License
- Excellent written and verbal communication skills
- Experience with planning, designing, and implementing professional development activities
- Outstanding human resource skills
- A track record for creating collaborative, positive work environments

Preferred Qualifications:

- Three+ years of management experience
- Expert knowledge of project-based learning
- National Board Certification

Responsibilities:

- Assisting in the development of standards-based curriculum and assessment opportunities and project-based learning activities
- Collaborating with colleagues to mentor and support teachers to improve effectiveness
- Supporting new teachers and others in need of development
- Observing and providing peer assistance for colleagues
- Demonstrating instructional leadership
- Leading the adoption of curriculum resources consistent with the school's educational program
- Developing the school-wide professional development plan
- Leading teacher evaluation processes
- Using data to organize, plan, and set goals for staff and students
- Establishing a safe and orderly classroom environment
- Recognizing the influences on a child's development, personality, and performance
- Adapting teaching strategies to meet individual learning needs
- Developing authentic learning opportunities, based on the principles of project-based learning

Teacher

Job Description: To plan, instruct, and organize instructional environments, which help students learn subject matter and skills that will contribute to their educational and social development.

Required Qualifications:

- Three+ years of experience as a classroom teacher
- North Carolina Professional Educator's License
- Excellent written and verbal communication skills
- Outstanding human resource skills
- A track record for creating collaborative, positive work environments

Preferred Qualifications:

- Knowledge of project-based learning

Responsibilities:

- Demonstrating instructional leadership
- Using data to organize, plan, and set goals
- Establishing a safe and orderly classroom environment
- Collaborating with colleagues to mentor and support teachers to improve effectiveness
- Recognizing the influences on a child's development, personality, and performance
- Adapting teaching strategies to meet individual learning needs
- Developing authentic learning opportunities, based on the principles of project-based learning

Teacher's Assistant

Job Description: To provide support to the teachers, with specific responsibility for assisting in the supervision and instruction of students, observing and documenting student progress, implementing plans for instruction, and assisting students with special health care needs.

Required Qualifications:

- Three+ years of experience as a teacher's assistant
- Excellent written and verbal communication skills
- Outstanding human resource skills
- A track record for creating collaborative, positive work environments

Responsibilities:

- Adapting classroom activities, assignments, and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives
- Administering immediate first aid and medical assistance as instructed by a health care professional (e.g. diapering, tube feeding, colostomy bags, medication, etc.)
- Communicating with supervising instructional staff and professional support personnel for the purpose of assisting in evaluating progress and/or implementing IEP objectives
- Monitoring students during assigned periods within a variety of school environments
- Participating in the implementation of IEP goals and student behavior plans
- Performing clerical tasks (e.g. making copies, filing, etc.)
- Providing instruction, under the supervision of the teacher, to the students in a variety of individual and group activities

Speech Therapist

Specific job descriptions, required qualifications, and responsibilities will be developed, based upon the contractual scope of work and needs of Dynamic Community Charter School.

Occupational Therapist

Specific job descriptions, required qualifications, and responsibilities will be developed, based upon the contractual scope of work and needs of Dynamic Community Charter School.

Staff Evaluation and Professional Development

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

It will be the responsibility of the Lead Administrator to oversee the teacher licensure and professional development recordkeeping for Dynamic Community Charter School. The procedures outlined in question 2 of this section will be followed to ensure a safe, effective teaching and auxiliary staff.

All professional personnel who hold or are eligible to hold clear licensure in their respective employment areas will hold personal responsibility for establishing and maintaining licensure with the Division of Professional Services, North Carolina Department of Public Instruction. License renewal is also the sole responsibility of the individual. Documentation must be presented in a timely fashion to ensure all professional development responsibilities are met for a continuing license.

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 staff at Dynamic Community Charter will:

- Share the vision for the school;
- Understand the concepts and strategies required for project-based learning and its potential for students with developmental or intellectual disabilities;
- Observe and prepare an environment that meets the needs of all students;
- Value and respect the unique opinions, personalities, and talents of each student;
- View parents as partners and seek to build strong parent engagement in the learning environment;
- Successfully pass a criminal background check.

Consequently, mentoring will begin during the hiring process for Dynamic Community Charter School. All applicants will be questioned about their core beliefs and assessed for their "goodness of fit" with the school's mission and educational program. Any strengths and deficiencies will be noted and utilized to develop an initial professional development plan for the school as a whole as well as personalized plans for individual teachers. For example, if the interview process reveals that the skill of identifying driving questions, which lead to authentic learning opportunities, is not as strong in several teacher candidates then the professional development workshops for the start of the school year may focus on this skillset. Further, individuals who demonstrate strong ability in this area will be tapped to serve as mentors for their peers. The mentoring process will, therefore, be fluid with teachers taking on the role of "mentor" and "mentee," as appropriate for their knowledge and skills.

Teachers new to the profession will be provided formal mentors who share similar student loads as well as support from the Lead Teacher. Because of the collaborative nature of project-based learning, all efforts will be made to pair teachers on the same team to facilitate communications. Mentors will be encouraged to meet with their assigned novices on an ongoing basis, with sub coverage provided by the Lead Teacher (as needed) for peer observation and planning.

By tapping the expertise of the teachers on staff, less outside experts will be required to implement

professional development activities. Teachers appreciate when their expertise is recognized and valued, thereby increasing the retention rates (and in turn, reducing the financial burden often caused by expensive external consultants).

Teacher evaluation is a mandated duty and responsibility for Dynamic Community Charter's administration as dictated by the North Carolina State Board of Education; however, its purpose will extend beyond the required paperwork. All teachers will receive an annual evaluation, based upon at least four observations throughout the school year. In addition, the Lead Administrator will work collaboratively with individual teachers to develop personalized professional development plans, which outline their areas of strength and needs for improvement in six domains: planning and preparation for learning; classroom management; delivery of instruction; monitoring assessment and follow-up; family and community outreach; and professional responsibilities. The Lead Administrator and Lead Teacher will conduct informal observations to provide formative feedback over the course of the school year. The same tenets for project-based learning will be implemented for teachers as well as the students—with a goal of improvement and authentic learning, not punishment, in the evaluation process.

At least three meetings will be scheduled to assess the teachers' progress toward their professional development plans—within one month of school start, at the end of the second quarter, and within one month prior to the end of the year. The summative evaluation will take into account student growth, as evidenced by project portfolios and other exemplars of student learning.

Criminal background checks are required by law and will be conducted before any applicant is offered a faculty, staff, administrative, or volunteer position.

In addition, the school will follow all federal guidelines to ensure the teaching staff are deemed "highly qualified," per No Child Left Behind standards. Teachers will be required to hold a Baccalaureate degree (or higher), proven experience, and licensure in the subject(s) taught. This will be critically important for our targeted student population at the Dynamic Community Charter School, as all classroom teachers will be required to hold the exceptional children's licensure for their teaching assignment and demonstrate subject knowledge and teaching skills in those content areas by passing the Praxis II exams in the core academic areas they teach.

Dynamic Community Charter will accept "highly qualified" status for teachers from other states, upon submission of documentation that they have achieved such designation (e.g., satisfactory test scores, HOUSSE completion, or National Board Certification, as permissible by No Child Left Behind).

To meet North Carolina state law, a minimum of 50% of Dynamic Community Charter School's teachers will hold either a valid continuing North Carolina license that matches their teaching assignment or a temporary North Carolina license, while they work to complete required testing and/or coursework.

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.

The professional development plan for Dynamic Community Charter School will be created by a staff council, comprised of the administration and at least three representatives of the teaching and support staff. A variety of data will be utilized to inform the school's plan, including (but not limited to) new teacher hire interviews, student assessment scores, teacher surveys, and informal feedback. Core components will include: professional learning community meetings for teacher teams, peer observation, instructional modeling, after-school workshops, and summer institutes.

As described in question 2 of this section, teachers themselves will design and implement the majority of the professional development opportunities—utilizing their own strengths and resources to share new knowledge and skills with their peers. Teacher teams will be expected to meet on a regular basis (e.g., once per week) to discuss student work and problem-solve instructional issues. These professional learning communities will determine their own agendas, based on their unique needs as a teacher team (rather than dictated requirements imposed by administration). Teachers will also be encouraged to observe their colleagues’ classrooms and “test out” new strategies through instructional modeling. After-school workshops and summer institutes will be arranged, based upon feedback received by the staff council. The principles behind project-based learning and authentic engagement will underscore all teachers’ professional learning as well.

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.

The staff council will develop and disseminate a needs assessment prior to the start of each school year to determine the focus of the initial professional development days (recommended duration of three days, with time provided for teachers to work in their classrooms). Each induction period will cover (at a minimum) any changes to school policies or procedures, new school-wide programs, and logistical information related to the student population, schedule, and services provided. Teachers and administration will work collaboratively to develop the remainder of the agenda. Potential topics may include: advanced elements of project-based learning, integration of technology into classroom instruction, and building strong partnerships with parents of students with developmental or intellectual disabilities. The specific structure and timeline for the first three days will be co-developed and designed by the staff council and teachers identified for exceptional strengths in the identified areas of need. Ongoing support and knowledge and skill development will extend beyond this initial workshop period, with activities and learning opportunities included in teachers’ personal professional development plans.

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.

Teachers will be trusted as professionals to complete the requirements set forth by the North Carolina Department of Public Instruction to maintain a clear and continuing license for instruction. Therefore, the expected number of days/hours for professional development may vary, depending upon the experience and expertise of the teachers at Dynamic Community Charter School. The school’s calendar and daily schedule will allow teachers to identify their areas of need and seek resources—whether human or instructional—to develop their knowledge and skills. DCCS has additional teacher work days in its calendar in order to provide teachers with time to collaborate and share ideas. Professional development days will be set aside throughout the year, with input from teachers about how this time should be spent (rather than dictated by school administration). The staffing structure will facilitate personalized learning through the Lead Teacher role, which will offer support and availability to cover classes for peer observation.

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)*).

Fortunately, there are strong networks for parents for students with intellectual and developmental disabilities in the Triangle. DCCS has already reached out to parents through some of these networks. The school has a Facebook page with more than 100 “likes,” and we have an email list of more than 100 individuals.

Once our school is approved, we will increase our marketing efforts by distributing our flyers through the following networks and offices:

- Occupational, physical, and speech therapy offices throughout the Triangle
- The Wake County and Durham County chapters of the Autism Society
- The Arc chapters of Wake and Durham counties
- Family Support Network of Wake County
- Triangle Down Syndrome Network
- Wake County Human Services and Durham County Social Services
- Alliance Behavioral Health and the many agencies that provide services to families in Wake and Durham counties

Because these agencies serve people of every income level, race, and ethnicity in the Triangle, we are confident we will reach a population reflective of Wake County’s demographic composition.

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.
DCCS has already launched a regular e-newsletter, which we will continue to use to engage parents and community members. We will also seek to engage new community members through our Facebook page.
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.
DCCS believes parent involvement is vitally important to a school – especially for students with developmental and intellectual disabilities, as they may not be able to communicate with their parents about their experiences and discoveries at school. To encourage parent involvement, DCCS will welcome parents who wish to volunteer or observe, as long as they inform their student’s teacher at least a day in advance. In addition, DCCS will hold regular Project Nights, where parents can bring their students, learn about the project they have just finished, and view their students’ work.
Parents of students enrolled in DCCS will be asked to volunteer four hours a month at the school. Parents can fulfill these hours by assisting teachers by putting together materials for projects, attending field trips, doing office work, or helping with maintenance or repairs at the school.

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.
DCCS’s application period will begin in April and close at the end of June. Parents will have to fill out a simple application packet including the following:
 - An application that gives the student’s name, address of residence, date of birth, current school, and current or just completed grade
 - A signed document confirming that the parents understand the target population and educational

program of the school (as explained in a short pamphlet, available both printed and on the DCCS website)

- A request form for student's records (only to be used if the student is enrolled through the admissions process)
- A school transfer request form records (only to be used if the student is enrolled through the admissions process)

DCCS will be open to all students eligible under the guidelines established in G.S. 115C-238.29F. Any child that is qualified under the laws of the State of North Carolina for admission to a public school is qualified for admission to Dynamic Community Charter School provided they have submitted an application (which will be available on the DCCS website) and they meet age and grade requirements.

Prior to enrollment, the following documentation for each accepted student must be submitted by his/her parent or legal guardian:

- Certified copy of birth certificate
 - Immunization records
 - Health assessment by the student's healthcare provider
 - Social security number
 - Records transferred from previous school, including any IEP/504; test scores; and behavioral records
 - Emergency contact information
2. Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.
- If DCCS has more applicants than available spaces in a given grade level, applicants will be assigned a number for lottery purposes, and numbers will be chosen at random. No criteria for admission will be utilized other than a completed application form and residence in North Carolina. After the lottery is completed, a waiting list will be formed and maintained for the entire school year, in the event that space becomes available. Students who do not wish to attend must notify the school in the time frame allotted in their notification. Dynamic Community Charter School will send either a "Notice of Acceptance" or a "Wait-Listed" letter to the parent of each applicant. The parent or legal guardian of each child accepted must then confirm the child's eligibility for enrollment and intention to enroll within 14 days of receipt of the notice of acceptance.
3. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- Waiting lists: After the lottery is completed, a waiting list will be formed and maintained for the entire school year, in the event that space becomes available. DCCS will send a letter to the students' parents notifying them that their students have been wait-listed. Students on the waiting list but not admitted for a given school year will be required to file a new application to be considered for admission in a later year.
- Transfers and withdrawals: To transfer from or withdraw from DCCS, the following steps will need to be followed:
1. The student and parent shall sign an official Withdrawal Form
 2. Library and course books checked out to the student will be collected
 3. Copies of most current report card, transcript, interims reports, signed withdrawal form and attendance summaries will be given to the student in a closed and sealed envelope
 4. Withdrawal Form will be completed by teachers for most current 9 week grade
 5. Withdrawal Form will be forwarded to school of transfer
 6. The student's cumulative file will be mailed to the school to which the student is transferring upon receipt of cumulative file request
- Re-enrollment: Students who wish to re-enroll in DCCS after transferring from or withdrawing from DCCS will have to reapply. They will not be given any preference in the lottery process.
4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.

DCCS teachers will endeavor to meet with the parents of each student before the beginning of the school year in order to get the parents' input on the student's strengths and challenges, past school experiences, and possible academic and non-academic goals. Students who wish to be involved in this process may attend those meetings as well. DCCS will request from the parents any school records, including IEPs and progress reports, as well as evaluations or therapy reports in order to assist them in creating quality goals for the student before the school year begins.

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

Transfers and withdrawals: To transfer from or withdraw from DCCS, the following steps will need to be followed:

1. The student and parent shall sign an official Withdrawal Form
2. Library and course books checked out to the student will be collected
3. Copies of most current report card, transcript, interims reports, signed withdrawal form and attendance summaries will be given to the student in a closed and sealed envelope
4. Withdrawal Form will be completed by teachers for most current 9 week grade
5. Withdrawal Form will be forwarded to school of transfer
6. The student's cumulative file will be mailed to the school to which the student is transferring upon receipt of cumulative file request

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Wake (920)

LEA #2 Durham (320)

LEA #3 _____

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.**

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
6 th	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -
7 th	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -
8 th	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -
9 th	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -
10 th	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -
11 th	____ -	____ -	____ -	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -	<u>12</u>	<u>4</u>	____ -

12 th	____ —	____ —	____ —	____ —	____ —	____ —	<u>12</u>	<u>4</u>	____ —	<u>14*</u>	<u>6*</u>	____ —	<u>16*</u>	<u>12*</u>	____ —
<u>80</u>				<u>96</u>			<u>112</u>			<u>116</u>			<u>120</u>		

*Because the Dynamic Community Charter School will serve students with intellectual and developmental disabilities, we predict that one-quarter of each 12th grade class will stay at the school past that grade and until they reach their 22nd birthday, as is their right under North Carolina General Statute 115C- 107.1.

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.

Transportation will be provided consistent with the requirements of G.S. 115C-238.29F(h). Dynamic Community Charter School will contract transportation services for students whose Individual Education Plan (IEP) stipulates so.

Notwithstanding the foregoing, Dynamic Community Charter School will be primarily a carpool school. DCCS's staff will help work with parents to coordinate an effective carpool system.

However, to ensure that transportation is not a barrier to equal access to all students, DCCS or a committee of DCCS parents will assist in arranging transportation for those students in need of assistance. Parents may fulfill their volunteer requirements to the school by providing a student in need with transportation to and from school each day. As permitted by G.S. 115C-238.29F(h), DCCS will not provide transportation to students who live within one and half-miles of the school or to students who reside in counties other than the county where DCCS is located.

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.

Because many students with special needs have dietary restrictions, allergies, or strict food preferences, DCCS will not provide lunch. Students will be expected to bring their lunches and snacks to school with them. However, the parents of any student who qualifies for reduced-price or free lunch will receive assistance from the school. This assistance may come in the form of finding another parent willing to fulfill his volunteer requirement to the school by providing such a student with lunch every day, or the school may provide the parent with a monthly \$20 grocery store gift card.

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.

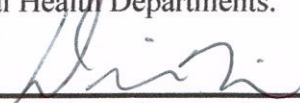
Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$3,058
Officers and Directors/Errors and Omissions	\$1,000,000		Included
Property Insurance	\$50,000		\$250
Motor Vehicle Liability	\$1,000,000		\$181
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332
Other	Varies		\$6,361
Total Cost			\$10,182

*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.

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C-238.29F (a).

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.


(Board Chair Signature)

2/28/13
(Date)

Facility:

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

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).

The DCCS board will engage a commercial real estate broker to conduct a market survey of the best available properties within DCCS's budget and spatial requirements. (See Market Survey conducted for DCCS by commercial real estate firm Jones Lang LaSalle to estimate facility budget as an example in Appendix N.) The DCCS board will negotiate and secure the best available facility as the lowest possible cost.

The board will ensure that the facility meets all applicable fire, safety and sanitation standards established by state and local authorities. Prior to initial school occupancy, DCCS will ensure that a local building inspector inspects the building(s) and issues to the school a certificate of occupancy for school usage. Additionally, before beginning classes and annually thereafter, DCCS will have the local Fire Marshal and Health Department inspect the school facility. DCCS will keep original inspector-completed forms on file at the school.

Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.

If the facility first identified by the board is not ready, the board will again conduct a market survey and negotiate a lease for the best available property within DCCS's budget and spatial requirements. DCCS will begin with five grades (6th-10th grade) and will have two classrooms per grade for a minimum of ten classrooms, plus a larger space for projects. DCCS does not anticipate cutting any programs initially due to facility constraints.

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

SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL

The formula for figuring these allotments can be found in the Resource Manual Finance Section.

See **Charter School Dollars per ADM** on the following link for per pupil allotments by county.

<http://dpi.state.nc.us/fbs/allotments/support/>

- 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.

LEA #1 (Wake - 920)

Revenue	2012-13 Per Pupil Funding	Project ed LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,434.28	60	\$266,056.80
Local Funds	\$2,031.00	60	\$121,860.00
EC Funds	\$3,743.48	60	\$224,608.80
Totals			\$612,525.60

LEA #2 (Durham - 320)

Revenue	2012-13 Per Pupil Funding	Project ed LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,554.57	20	\$91,091.40
Local Funds	\$3,165.50	20	\$63,310.00
EC Funds	\$3,743.48	20	\$74,869.60
Totals			\$229,271.00

Total ADM

80

Total State Funds \$357,148.20

Total Local Funds \$185,170.00

Total EC Funds \$299,478.40

TOTAL FUNDS \$841,796.60

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

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
- <i>State ADM Funds</i>	<u>\$357,148.20</u>	<u>\$428,577.84</u>	<u>\$500,007.48</u>	<u>\$517,985.18</u>	<u>\$535,962.88</u>
- <i>Local Per Pupil Funds</i>	<u>\$185,170.00</u>	<u>\$222,204.00</u>	<u>\$259,238.00</u>	<u>\$269,631.00</u>	<u>\$280,024.00</u>
- <i>Exceptional Children Federal Funds</i>	<u>\$299,478.40</u>	<u>\$359,374.08</u>	<u>\$320,979.40</u>	<u>\$434,243.68</u>	<u>\$449,217.60</u>
- <i>Other Funds*</i>	<u>\$20,400.00</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
- <i>Working Capital*</i>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
TOTAL INCOME	<u>\$862,196.60</u>	<u>\$1,010,155.92</u>	<u>\$1,178,515.24</u>	<u>\$1,221,859.86</u>	<u>\$1,265,204.48</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

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	<i>#</i>	<i>Salary per</i>	<i>Total salary</i>	<i>#</i>	<i>Salary per</i>	<i>Total salary</i>	<i>#</i>	<i>Salary per</i>	<i>Total salary</i>	<i>#</i>	<i>Salary per</i>	<i>Total salary</i>	<i>#</i>	<i>Salary per</i>	<i>Total salary</i>
Personnel:															
Lead Administrator	1	30,000	30,000	1	30,900	30,900	1	31,827	31,827	1	32,782	32,782	1	33,765	33,765
Special Education Coordinator	1	30,000	30,000	1	30,900	30,900	1	31,827	31,827	1	32,782	32,782	1	33,765	33,765
Administrative Assistant	1	20,000	20,000	1	20,600	20,600	1	21,218	21,218	1	21,855	21,855	1	22,510	22,510
Lead Teacher(s)	2	30,000	60,000	2	30,900	61,800	2	31,827	63,654	2	32,782	65,564	2	33,765	67,531
Teachers	8	23,000	184,000	10	23,690	236,900	12	24,401	292,808	13	25,133	326,725	13	25,887	336,527
Teacher's Assistants	8	15,000	120,000	11	15,450	169,950	13	15,914	206,876	14	16,391	229,473	14	16,883	236,357
Speech Therapist (contracted)	1	15,000	15,000	1	17,000	17,000	1	18,000	18,000	1	20,000	20,000	1	20,000	20,000
Occupational Therapist (contracted)	1	15,000	15,000	1	17,000	17,000	1	18,000	18,000	1	20,000	20,000	1	20,000	20,000
Professional Development	0	0	10,000	0	0	10,000	0	0	10,000	0	0	10,000	0	0	10,000
Total Personnel	23		484,000	28		595,050	32		694,209.90	34		759,179.82	34		780,455.22
Benefits:	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>
Health Insurance	22	5185.92	114090.24	23	5185.92	119276.16	26	5185.92	134,833.92	26	5185.92	134,833.92	26	5185.92	134,833.92
Medicare	22	1.45%	7018	23	1.45%	8,628.23	26	1.45%	10,066.04	26	1.45%	11,008.11	26	1.45%	11,316.60
Social Security	22	6.20%	30008	23	6.20%	36,893.10	26	6.20%	43,041.01	26	6.20%	47,069.15	26	6.20%	48,388.22
Total Benefits			151,116.24			164,797.49			187,940.98			192,911.18			194,538.74
Total Personnel Budget			635,116.24			759,847.49			882,150.88			952,091.00			974,993.96

Operations Budget: Expenditure Projections 2014-15 through 2018-2019
***Applicants may amend this table and the position titles to fit their Education and Operations Plans.**

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Books and Supplies	Project Materials	\$5,000.00	\$5,000.00	\$6,000.00	\$6,000.00	\$6,000.00
	Curriculum/Texts	\$3,000.00	\$5,000.00	\$5,000.00	\$3,000.00	\$2,000.00
	Copy Paper	\$2,500.00	\$3,000.00	\$3,000.00	\$3,200.00	\$3,500.00
	School Supplies	\$1,750.00	\$2,000.00	\$2,300.00	\$2,400.00	\$2,400.00
	Testing Supplies	\$500.00	\$1,000.00	\$1,500.00	\$2,000.00	\$2,000.00
	Furniture	\$30,000.00	\$10,000.00	\$8,000.00	\$2,000.00	\$2,000.00
Technology	Technology Hardware	\$10,000.00	\$8,000.00	\$5,000.00	\$3,000.00	\$3,000.00
	NC Virtual Public School	\$1,752.00	\$2,628.00	\$4,380.00	\$5,256.00	\$6,570.00
	Network/Internet	\$2,800.00	\$3,000.00	\$3,200.00	\$3,300.00	\$3,400.00
	Office Software	\$2,750.00	\$3,000.00	\$3,000.00	\$3,100.00	\$3,100.00
Human Resources Costs	Legal Counsel	\$1,000.00	\$1,000.00	\$1,500.00	\$1,500.00	\$1,500.00
	NC Wise	\$6,000.00	\$6,000.00	\$6,000.00	\$6,100.00	\$6,100.00
Rents and Debt Services	Facility Lease/Mortgage	\$109,250.00	\$112,575.00	\$170,800.00	\$175,980.00	\$181,160.00
	Maintenance	\$1,000.00	\$1,000.00	\$1,500.00	\$1,500.00	\$1,500.00
	Custodial Supplies	\$9,000.00	\$9,000.00	\$14,000.00	\$14,000.00	\$14,000.00
Utilities	Phone	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00
	Electric	\$7,000.00	\$7,000.00	\$7,300.00	\$7,400.00	\$7,500.00
	Water/Sewer/Trash	\$600.00	\$600.00	\$700.00	\$700.00	\$700.00
Other	Insurances	\$10,182.00	\$10,691.10	\$11,225.66	\$11,786.94	\$12,376.28
	Marketing Plan	\$500.00	\$200.00	\$200.00	\$200.00	\$200.00
	Transportation Plan	\$3,000.00	\$4,000.00	\$5,000.00	\$6,000.00	\$6,000.00
	Food Plan	\$200.00	\$200.00	\$300.00	\$360.00	\$500.00
	Payroll/Audit Services	\$15,000.00	\$17,000.00	\$18,000.00	\$19,500.00	\$21,000.00
TOTAL OPERATIONS		\$224,784.00	\$213,894.10	\$279,905.66	\$280,282.94	\$288,506.28

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)	\$635,116.24	\$759,847.49	\$882,150.88	\$952,091.00	\$974,993.96
TOTAL EXPENDITURE (OPERATIONS)	\$224,784.00	\$213,894.10	\$279,905.66	\$280,282.94	\$288,506.28
TOTAL EXPENDITURES	\$859,900.24	\$973,741.59	\$1,162,056.53	\$1,232,373.94	\$1,263,500.25
TOTAL REVENUE	\$862,196.60	\$1,010,155.92	\$1,178,515.24	\$1,221,859.86	\$1,265,204.48
ANNUAL NET PROJECTIONS	\$2,296.36	\$36,414.33	\$16,458.71	-\$10,514.08	\$1,704.23

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

Please include additional information that showcases all assumptions for your budgetary calculations.

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?

We received our local allotment numbers directly from the Wake County Schools and Durham County Schools budget departments. DCCS anticipates every student we have will qualify for exceptional children funds.

Our salary projections are low – considerably lower than our proposed salary ranges outline in our Projected Staff section above. The funding sources we can work with for this application are inadequate to provide our students with the low student-teacher ratio they need as well as related services. However, we have already identified additional funding sources—including numerous federal grants and foundation grants—that will enable us to meet our salary range. In addition, the survey results presented in Appendix A show there is considerable and passionate support for the development of this school. Therefore, we are confident we can secure donations from individuals and foundations. In total, we estimate we need to raise \$230,000 in addition to the state, local, and EC money included in the budget above. We are confident we can reach that goal once we have preliminary approval. If we do not reach that goal, we will lower our salary ranges accordingly. We have heard from numerous special-education teachers who are excited about the opportunity to teach students in a way that promotes their development, empowers them and prepares them for adulthood, and we believe they will happily come to work at DCCS even if we cannot meet our target salary ranges.

We also recognize that we will not receive state exceptional children's funds until after the April child count, and therefore we may have to take out a loan in the beginning of the school year against those anticipated funds.

As we plan for DCCS to be a small school with low student-teacher ratios, our current enrollment numbers are already as low as will likely work for budgetary purposes. We have included 10th grade in our opening year because we want to give those students who are not being well-served in the traditional public high schools—especially those who will be staying in school until the age of 22 and therefore still have up to seven years of high school ahead of them—the opportunity to attend. If we do not get as many 10th graders as we projected, we will add slots at the 9th grade level. We believe we will get 8th grade students, even though they will be in their last year of middle school, because our opening year will likely be their only chance to attend DCCS. If we do not get as many 8th graders as we projected, we will add slots to the 6th and 7th grade levels. Slots opened through withdrawals or transfers at the high school level will be added to the 6th or 9th grade; slots opened through withdrawals or transfers at the middle school

level will be added to the 6th grade.

Because DCCS will serve students with intellectual and developmental disabilities, we predict that one-quarter of each 12th grade class will stay at the school past that grade and until they reach their 22nd birthday, as is their right under North Carolina General Statute 115C-107.1. If less than one-quarter of a 12th grade class stays at the school past that grade, we may add slots to the 6th or 9th grade levels.

Many of our operational budget projections are based on budget documents and advice we received from existing charter schools.

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.

DCCS's lead administrator will be responsible for ensuring the school's finances are in order. The lead administrator and the Board of Directors will do all purchasing and accounting. DCCS will contract out payroll and auditing services. The Board will select these contractors by collecting recommendations from other charter schools and conducting interviews. Criteria for selection will include an excellent reputation among other charter schools; extensive experience with non-profits, grants and charter schools; and reasonable fees.

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.

Our budget includes considerable funds for purchasing materials for our project-based learning. We hope that in addition, parents will donate some materials. (Our school asks parents to volunteer four hours a month at the school, but as an alternative parents can donate materials; \$15 of school supplies = 1 volunteer hour.) Because DCCS will be a small school, we offer those students planning to go to college the opportunity to meet their foreign language requirements and other electives by taking NC Virtual Public School courses.

We have included \$10,000 a year for professional development. While Project-Based Learning, Competency-Based Grading, Collaborative Problem Solving, and teacher collaboration are pillars of our education plan, we recognize it will be difficult if not impossible to staff our school with teachers who have expertise in all four of these areas. Therefore, we have included these funds in order to bring in experts who can educate and train our teachers on these pillars.

As illustrated in this chart, DCCS plans to have a reserve at the end of year two. We believe we will need to expand our space – from approximately 9,500 square feet to 14,000 square feet – in year three; we hope to find a location that allows us to expand without moving. Therefore, our hope is to have a small reserve at the end of years 2 and 3 to help cover the costs of the expansion.

	2014-15	2015-16	2016-17	2017-18	2018-19
PERSONNEL EXPENDITURES	\$635,116.24	\$759,847.49	\$882,150.88	\$952,091.00	\$974,993.96
FACILITY AND RELATED EXPENDITURES	\$119,250.00	\$122,575.00	\$186,300.00	\$191,480.00	\$196,660.00
OTHER EXPENDITURES	\$105,534.00	\$91,319.10	\$93,605.66	\$88,802.94	\$91,846.28
REVENUES (state, local and EC allotments and committed donations only)	\$862,196.60	\$1,010,155.92	\$1,178,515.24	\$1,221,859.86	\$1,265,204.48
REMAINING FUNDS	\$2,296.36	\$36,414.33	\$16,458.71	-\$10,514.08	\$1,704.23
LAST YEAR'S REMAINING FUNDS	\$0.00	\$2,296.36	\$38,710.69	\$55,169.40	\$44,655.33
TOTAL REMAINING FUNDS	\$2,296.36	\$38,710.69	\$55,169.40	\$44,655.33	\$46,359.56

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.

We have secured a donation of \$20,400 in tables from Carolina Farmhouse (see Appendix P), and we have received numerous offers of small donations (usually \$1000) from individuals. However, we believe our primary sources of needed additional funds will come from federal grants, foundation grants, and family foundation donations. We have already identified two promising federal grants that could provide the school with considerable funds, up to \$200,000. In addition, we have identified no fewer than five North Carolina-based foundations with a history of providing funds to disability-related organizations and/or innovative charter schools. We also plan to work through bank-affiliated foundations to secure donations and/or charitable loan terms.

We believe DCCS has excellent fundraising potential because we will serve a population for which there is a desperate need for alternatives to the traditional school system and because our education plan is truly innovative and has the potential to become a national model.

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?

As laid out in our personnel budget, we plan to add teacher and teacher assistant position in years 2, 3 and 4. If we have fewer students than expected, we may not need to add as many positions.

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

If our revenue projections, including fundraising, are not met, we will turn to the many parents and professionals who are passionate and even desperate to see DCCS become a reality. We will call on parents to be unpaid volunteers and fill our numerous teacher assistant positions and possibly our administrative assistant position. We will also ask speech and occupational therapists to donate their time to the school; instead of having one speech therapist working 10 to 15 hours a week at the school, we may have five therapists donating 2 to 3 hours of their time each week.

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. The Board shall interview no fewer than three firms to conduct a financial audit. The Board's Treasurer will lead these interviews and work with the chosen firm during the audit. While a specific auditing firm has not been chosen, DCCS has had preliminary conversations with the following firms:

Thomas, Judy & Tucker, P.A.

4504 Falls of Neuse Road
Suite 504
Raleigh, NC 27609
Ph:919.571.7055
Fax:919.516.0277

Batchelor, Tillery and Roberts, LLP, CPA

Jim Black
3605 Glenwood Avenue, Suite 350
Raleigh, NC 27612
Phone (919) 787.8212
Fax (919) 783.6724

Petway, Mills & Pearson, P.A.

Raleigh Office
5116 Bur Oak Circle
Raleigh, NC 27612
Phone (919) 781.1047
Fax (919) 781.1052

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:

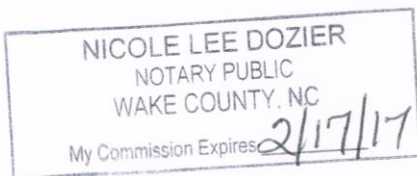
The foregoing application is submitted on behalf of Dynamic Community Charter School, Inc. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Diane Morris

Board Position: President

Signature: _____

Date: Feb 28, 2013



Sworn to and subscribed before me this

28th day of February, 2013.

Nicole Lee Dozier
Notary Public Official Seal

My commission expires: 2/17, 2017.