



# PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION William C. Harrison, Ed.D., *Chairman*

DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

Dear Letter of Intent submitter,

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

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

Application copies can be delivered in one of three ways.

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

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

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

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

### **Letter of Intent Information:**

Lead applicant \_\_\_\_\_

Proposed name of the charter school \_\_\_\_\_

County of proposed location \_\_\_\_\_

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

### **OFFICE OF CHARTER SCHOOLS**

Joel E. Medley, Ph.D., *Director* | joel.medley@dpi.nc.gov

6303 Mail Service Center, Raleigh, North Carolina 27699-6303 | (919) 807-3491 | Fax (919) 807-3496

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

# Envision Science Academy



---

**Stimulate the whole mind.  
Educate the whole child.**

---

## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

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

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

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

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

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

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

**APPLICATION DUE DATE/TIME**

- January 4, 2013      A letter of intent to apply for the 2014-2015 school year must be received in the Office of Charter Schools no later than 12:00 noon. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.
- March 1, 2013      A complete application package, one (1) single-sided, signed, and notarized original hard copy, one (1) PDF electronic version of the narrative, and one (1) PDF electronic version of the appendices (i.e. labeled flash drive) must be received in the Office of Charter Schools by 12:00 noon.
- March 8, 2013      A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide evidence to the Office of Charter Schools (i.e. signed letter).

**APPLICATION SPECIFICATIONS**

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

1. All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in Times New Roman font.
2. Each major section (Mission, Purposes and Goals, Education Plan, Governance, Operations and Capacity, and Financial Plan) must begin on a separate page, as indicated in the template document. Do not exceed 50 pages for the proposal narrative. (Title Page, Table of Contents, and Appendices are not included in the narrative page limit.)
3. If a particular question does not apply to your team or proposal, keep the section heading, respond “Not Applicable,” AND state the reason this question is not applicable to your team or proposal. The questions may be deleted.
4. All narrative content pages should be numbered and the name of school should appear at the top of ALL pages
5. All required Appendices should be clearly titled and include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...).
6. Review all elements of your application for completeness before submitting. An incomplete application may result in the elimination of the application.
7. Late submissions will not be accepted. No exceptions.
8. Provide confirmation to the Office of Charter Schools that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

TABLE OF CONTENTS

|  |    |
|--|----|
| Section I. Application Contact Information                                 | 3  |
| Proposed Grades Served and Total Enrollment Table                          | 4  |
| Section II. Mission and Purposes   | 5  |
| Educational Need and Targeted Student Population                           | 5  |
| Purposes of Proposed Charter School  | 6  |
| Goals for the Proposed Charter School                                      | 7  |
| Section III. Education Plan  | 8  |
| Instructional Program  | 8  |
| K-8 Curriculum and Instructional Design                                    | 10 |
| High School Curriculum and Instructional Design                            | 13 |
| Special Programs and “At-Risk” Students                                    | 13 |
| Exceptional Children   | 14 |
| Student Performance Standards  | 16 |
| High School Graduation Requirements  | 17 |
| Student Conduct and Discipline   | 17 |
| Section IV. Governance, Operations and Capacity                            | 18 |
| Governance and Organizational Structure of Private Non-Profit Organization | 18 |
| Proposed Management Organization (EMO or CMO)                              | 22 |
| Private School Conversions   | 22 |
| Charter School Replication   | 23 |
| Projected Staff  | 23 |
| Staffing Plans, Hiring, and Management                                     | 23 |
| Staff Evaluation and Professional Development                              | 26 |
| Enrollment and Marketing   | 29 |
| Parent and Community Involvement   | 29 |
| Admissions Policy  | 30 |
| Projected Student Enrollment (Table)                                       | 33 |
| Transportation Plan  | 34 |
| School Lunch Plan  | 34 |
| Civil Liability and Insurance  | 34 |
| Health and Safety Requirements   | 35 |
| Facility   | 35 |
| Section V. Financial Plan  | 37 |
| Budget Revenue Projections from Each LEA (Table)                           | 38 |
| Total Budget Revenue Projections 2014-2019 (Table)                         | 40 |
| Personnel Budget: Expenditures 2014-2019 (Table)                           | 41 |
| Operations Budget: Expenditures 2014-2019 (Table)                          | 42 |
| Total Budget Projections (Table)   | 43 |
| Budget Narrative   | 44 |
| Financial Audits   | 46 |
| Section VI. LEA Impact Statement   | 47 |
| Section VII. Signature Page  | 48 |
| Section VIII. Appendices   | 49 |

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: **Envision Science Academy**

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:  
**Envision Science Academy, 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: **Arunee Monica Cutno**  
Title/Relationship to nonprofit: **Board President & Founder**  
Mailing address: **P.O. Box 2054, Wake Forest, NC 27588**  
Primary telephone: **919-435-4002**  
Alternative telephone: **919-523-7744**  
E-Mail address: **info@EnvisionScienceAcademy.com**

Name of county and local education agency (LEA) in which charter school will reside:  
County: **Wake or Franklin Counties**  
LEA: **Wake or Franklin County School Systems**  
**Although ESA is striving to target Wake Forest, NC, there is a possibility that the school could fall just across the Wake line into Franklin County due to current availability of suitable real estate choices directly in Wake Forest. Wake, Franklin, and Granville Counties have acknowledged receipt of our application via the LEA Impact Statements.**

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: **Not applicable because Envision is not converting from a traditional public or private school.**

If a private school, give the name of the private school being converted: **Not applicable because Envision is not a private school.**

If a traditional public school, give the name and six-digit identifier of the traditional public school being converted: - - **Not applicable because Envision is not a public school.**

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. **Not applicable because Envision is not a replication of another charter school.**

What is the name of the nonprofit organization that governs this charter school?  
**Envision Science Academy, Inc.**

Proposed Grades 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           | <b>K-6</b>   | <b>252</b>                         |
| Second Year          | <b>K-7</b>   | <b>414</b>                         |
| Third Year           | <b>K-8</b>   | <b>594</b>                         |
| Fourth Year          | <b>K-8</b>   | <b>630</b>                         |
| Fifth Year           | <b>K-8</b>   | <b>648</b>                         |
| Sixth Year           | <b>K-8</b>   | <b>648</b>                         |
| Seventh Year         | <b>K-8</b>   | <b>648</b>                         |
| Eighth Year          | <b>K-8</b>   | <b>648</b>                         |
| Ninth Year           | <b>K-8</b>   | <b>648</b>                         |
| Tenth Year           | <b>K-8</b>   | <b>648</b>                         |

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

Arunee Monica Cutno  
 \_\_\_\_\_  
 Printed Name

Board President & Founder  
 \_\_\_\_\_  
 Title

02/28/13  
 \_\_\_\_\_  
 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 of Envision Science Academy is to provide innovative instruction through experiential learning with a focus on science, technology, engineering, arts, and mathematics (STEAM) in order to prepare elementary and middle school students to compete, lead, and excel in the global marketplace.**

### 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.

**Envision Science Academy (ESA) believes children should be exposed to STEAM education as early as possible. It will be more difficult for students to engage effectively in the higher levels of STEAM if the concept is not introduced earlier. Hence, we are focusing on elementary through middle school. In essence, we are creating a pipeline of early STEAM learners who will later feed into STEAM related high schools and beyond. Although ESA is striving to target Wake Forest there is a possibility that the school could fall just across the Wake line into Franklin County due to current availability of suitable real estate choices directly in Wake Forest. Wake, Franklin, and Granville Counties have acknowledged receipt of our application via the LEA Impact Statements. Because of the characteristics of the region, the population of ESA will be reflective of the region's diversity in ethnicity, gender, non-English speaking status, disability, and socioeconomic status. We strive to reflect this in our school's population. ESA would not "target" any population in particular, but, it is anticipated that our applicant pool will consist of students who are motivated to become critical and creative thinkers in the global marketplace. According to parents surveyed, there is a need for more educational choices and one focused on STEAM to compliment the current offerings in the northeastern Wake County and surrounding areas. There is only one charter school, Franklin Academy, in the vicinity of Wake Forest; the next closest is Quest Academy, a K-8 year-round charter school which is 14.5 miles away. With respect to STEAM schools, the closest school with a similar instructional theme is Hilburn Academy, a traditional K-8 public school which is 21.3 miles away from the heart of Wake Forest.**

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 projected enrollment is 252 in the first year; 414 in the second year; 594 in the third year; 630 in the fourth year; and 648 in the fifth through tenth year. We estimate that 90% of our student population will come from Wake County, 7% from Franklin County, and 3% from Granville County. As evidenced below, our projected**

**enrollment represents a less-than-1% impact on the local LEA's ADM based on the first year's enrollment target of 252 students:**

| LEA           | Projected Enrollment | Approximate ADM | % Impact |
|---------------|----------------------|-----------------|----------|
| Wake Co.      | 227                  | 148,000         | 0.15     |
| Franklin Co.  | 18                   | 8,500           | 0.21     |
| Granville Co. | 7                    | 8,400           | 0.08     |

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

**ESA is the first non-replicated charter school of its kind in our targeted region of northeastern Wake, Franklin and Granville Counties. The vision of ESA is to provide a STEAM based education with smaller class settings, project-based learning, and differentiated instruction where students are encouraged to work to their fullest potential. The rigorous instructional program has an interdisciplinary structure that integrates technology throughout multiple subjects.**

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).

**Evidence through narrative, a sample survey and results, and a sample flier from a community information session is provided in Appendix A.**

#### Purposes of the Proposed Charter School

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

The Six Legislative Purposes of a Charter School are:

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

**Teachers will receive extensive training and mentoring through our partnership with North Carolina State University (NCSU) in the areas of STEAM. Other professional development opportunities may include membership in related associations, training in classroom management and organization, technology training, and attendance/presentation at conferences. Visits to other schools and meetings with field experts will be proposed on an individual basis and supported whenever possible.**

2. Hold schools accountable for meeting measurable student achievement results.  
3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

**ESA will compliment the current school offerings and provide parents with another educational choice, especially in the northeastern Wake County and surrounding areas where the choices are relatively few. According to parents surveyed, there is a need for more educational choices and one focused on STEAM in our targeted region. There is only one charter school in the Wake Forest vicinity, and the next closest STEAM schools, Hilburn Academy, is 21.3 miles away.**

4. Improving student learning.

**Our goal is to *stimulate the whole mind* in order to *educate the whole child*, as stated in our motto. ESA students will be actively engaged in hands-on learning and**

**differentiated instruction where they are encouraged to work to their fullest potential. Integration of the Arts with STEM enhances student engagement and learning and unlocks creativity and innovation. STEAM education helps to develop well-rounded students who can reflect logically and culturally, enhancing their competitive advantage in an ever-changing global economy.**

5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.
6. Encourage the use of different and innovative teaching methods.  
**To ensure success from each student, ESA teachers must use multiple means of reaching students. The following are proposed, innovative teaching methods as described in detail in the *Educational Plan* section of this application: project-based learning, differentiated instruction, small group learning, interdisciplinary teaching, and technology integration.**

#### Goals for the Proposed Charter School

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

**The board will know that we are attaining our mission if the following metrics are achieved or exceeded: students' application of STEAM knowledge and core standards as demonstrated by their performance on End-of-Grade (EOG) tests and other state and federally mandated assessments; enrollment goals (i.e. diverse applicant pool and increased number of applicants) and growth targets; balanced and financially sound annual audits; and low teacher turnover. These goals will be evaluated annually or more frequently as each metric becomes available.**

2. Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over the first five years of the schools existence.

**ESA will administer and utilize all state required testing: End-of-Grade (EOG), End-of-Course (EOC), state writing, and any alternate test versions, such as NC EXTEND. Teachers on each grade level will utilize formative, summative, authentic assessment, and rubrics to target student growth and modify specific learning outcomes. Students in grades 5 and 8 will also be administered the NC Science Assessment. All students enrolled will undergo a pre-assessment that will be compared with all subsequent assessments. This data will be analyzed and used to measure and evaluate student progress and to update a student's profile. The school will utilize an assessment system that will support and provide students, families, and staff with the information they need to meet high academic standards and make continuous improvement. ESA will monitor student and school data to ensure that students who are not meeting grade-level standards will be provided additional support. The school also seeks to ensure that students have successful early experiences with science and technology interpreted through engineering and the arts, all based in mathematical elements, thus encouraging confidence in the areas that are needed to pursue careers in STEM fields. ESA will assess the STEAM components through pre-assessment, formative, summative and e-Portfolios.**

### 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.

**”After a certain high level of technical skill is achieved, science and art tend to coalesce in esthetics, plasticity and form. The greatest scientists are artists as well.” – Albert Einstein**

**Envision Science Academy is planning to deliver an instructional program focused on science, technology, engineering, arts, and mathematics (STEAM), while using the Common Core State Standards and the North Carolina Essential Standards as the foundation. Integration of the Arts (language arts and fine arts) with STEM enhances student engagement and learning and unlocks creativity and innovation. The STEAM based program aims to develop well-rounded students who can reflect logically and culturally, enhancing their competitive advantage in an ever-changing global economy. In order to engage students, Envision will incorporate various innovative instructional methods in the educational program, including project-based learning, differentiated instruction, small group learning, interdisciplinary teaching, and technology integration. Core classes – taken everyday – will include science, math, language arts, and social studies. Specialty classes (specials) – taken once per week – will include art, music, physical education, media and foreign language. Below is a brief description of how we plan to enhance each core and specialty class with innovation:**

- 1. Science – The interdisciplinary approach will integrate science with technology, the arts and other core subjects. Science kits and real life challenges will be used to deliver hands-on, project-based learning. Programmatic collaboration with other STEAM schools, local universities, high schools, businesses, and organizations will enhance classroom learning and provide mentoring opportunities. Enrichment activities and competitions will further solidify classroom instruction.**
- 2. Mathematics – Employing grade-appropriate math activities will not only make learning new math skills fun, but the students may retain them longer and apply them to the real world. Math activities may include the use of manipulatives, online games, competitions, making peer instructional videos, and taking the classroom outside to measure, count, and graph.**
- 3. Language Arts – Language arts and science teachers may collaborate to help students develop strong reading, writing, and speaking skills through interdisciplinary projects. Creative writing may incorporate the use of technology to research, analyze and synthesize information. Student will use digital libraries to do research, create digital presentations or websites with embedded video clips, and publish their work to the internet to share with others.**
- 4. Social Studies – By integrating the arts, social studies will liven up using a story approach with hands-on projects. Global learning will be emphasized as students study**

geography, history, and various cultures, languages, and economies. Activities may include field trips to government and civic sites, videoconferencing with schools around the world, and student-lead projects.

5. **Art** – Art and science will converge as students engage in project-based learning. Students will study art appreciation, the role that art plays in science, artist and their styles/period, and students may create imitations of their work. Hands-on activities dealing with concepts like the seasons, landmasses, color theory, or nature allow students to combine art and science.
6. **Music** – Students will merge music with math and technology while learning to compose their own music. Software will be used to create music, which will be performed by the school choir or instrumentalists. Initially, we will introduce the Suzuki method to the students through the use of recorders. In the future, we may add a strings program where the Suzuki method may also be applied.
7. **Physical Education** – In addition to traditional sports (volleyball, soccer, basketball, etc.), we would incorporate non-traditional physical activities such as yoga, Pilates, Zumba, and other cardio dance programs.
8. **Media** – Media will incorporate instruction on keyboarding and how to conduct research, book club, and enrichment clubs (e.g. chess, robotics, etc.).
9. **Foreign Language** – Mandarin will be offered the first year; Spanish will be added as the budget allows. Activities may include classroom instruction, partnering with a local Chinese language immersion school, videoconferencing with sister schools in China, field trips to Chinese markets and restaurants, attending Chinese festivals and events, celebrating Chinese New Year, and the use of Chinese CDs, YouTube videos and books.

Envision will research and utilize proven curricula that support the mission and goals of the school. Curricula we are considering include, but are not limited to:

Engineering is Elementary (K-6)  
 Interactive Science (K-8)  
 Science & Technology Concepts (K-8)  
 Everyday Mathematics (K-6)  
 enVisionMATH Common Core (K-6)  
 Digits (6-8)  
 Connected Mathematics (6-8)  
 STC Literary Series (K-5)  
 The Reader's Journey (6-8)  
 myWorld (K-8)

In an effort to *educate the whole child*, we feel character education and volunteerism are important in developing respectful, compassionate, and ethical global citizens. The school will partner with parents to foster students' positive character traits, such as honesty, self-discipline, and integrity, which may address discipline, academic, and safety concerns. Envision may implement character education school-wide through posters, contests, announcements, and the use of school agendas with character trait affirmations. Volunteerism is an avenue for students to learn about social causes and giving back. It teaches social skills, strengthens their community, instills a sense of pride, and reminds

them to be thankful. Students may participate in mini and year-long community projects, conduct clothing and food drives, and raising money for charitable causes.

Envision Science Academy will design its programs to meet the student performance standards adopted by the State Board of Education and those contained in the charter. Student assessments will be conducted as required for charter schools by the State Board of Education. The curriculum at Envision Science Academy will be data driven, both on a small scale and a large scale. Data collected from benchmark exams and End of Grade (EOG) tests will be assessed to determine whether the curriculum as whole is effective from year to year. Adjustments may be made to the curriculum, materials and teaching strategies if deficiencies are identified. Assessments, such as Smarter Balanced, are also an integral part of a strong differentiated curriculum. Students will be given an entry exam for reading and math in order to identify abilities and educational needs. Students will be assessed on a regular basis for content knowledge, in written form and through projects, rubrics, skills assessments and portfolios. The Cognitive Abilities Test (CogAT) will also be used during third grade, in addition to teacher recommendations and observations, to identify students as Academically and Intellectually Gifted (AIG).

Our diverse targeted population includes K-8 students in the Wake, Franklin, and Granville Counties who are motivated to become critical and creative thinkers in the global marketplace. According to parents surveyed, there is a need for more educational choices and one focused on STEAM to compliment the current offerings in the northeastern Wake County and surrounding areas. There is only one charter school, Franklin Academy, in the Wake Forest vicinity, and the next closest STEAM school, Hilburn Academy, is 21.3 miles away. Envision Science Academy will strive to serve the needs of its students by meeting each child at his/her educational level. Lesson plans may include “stretch” groups, where students who quickly master the content can move beyond the lowest levels of cognition – knowledge and comprehension – and begin the process of application. Likewise, students who are struggling may enter “boost” groups, where they may receive the remediation needed to stay on course academically.

#### K-8 Curriculum and Instructional Design

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

At the elementary school level, students in grades K-3 will be taught in self-contained classrooms for core subjects to minimize disruptions. Transitions will be limited for this group due to their need for structure as early learners. In grades 4-5, students will remain with their homeroom groups but rotate among core subject teachers for their grade. In the initial years, teachers may teach a block of two subjects, say a science/math block and a language arts/social studies block. As the number of classes per grade grows, teachers may move to teaching only one subject. Teachers will be expected to collaborate to provide a seamless, interdisciplinary instructional program across their grade level.

The interdisciplinary approach will continue into the middle school. Students will remain with their homeroom groups but rotate among core subject teachers for their grade.

Teachers across a grade level will work in teams to provide a seamless, hands-on experience for students. Arranging the core classrooms into clusters on one hall will limit transition time and distractions.

A typical day may begin at 8:30 AM with instruction in core subjects, lunch, recess and a different special class each day. The specials proposed are art, music, media, foreign language, and physical education. Students will go to separate rooms for specials and lunch – providing teachers with planning time each day. The learning process would include whole class instruction, small group learning, and project-based learning. “Flipping” the classroom is a concept we may introduce to minimize lecture time and maximize application time. The school day may end at 3:30 PM when students prepare for departure. The interdisciplinary structure will integrate technology throughout multiple subjects. Technology will be an instructional and investigative tool to keep students engaged; it will complement, not replace, hands-on experiences. As funding allows, smart boards and document projectors will be purchased for all classrooms. Mobile computer labs and tablets will supplement desktop computers in the classroom. Envision Science Academy is committed to keeping class sizes at 18 students or lower. Differentiated instruction works best when teachers have fewer students to serve. Smaller class sizes also improve the safety and efficacy of hands-on activities and explorations – lowering the student to teacher ratio, and allowing the teacher to attend to individual students.

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) the school would ultimately serve.  
**The curriculum and assessment will be aligned with the Common Core State Standards and the North Carolina Essential Standards. A sample course scope and sequence for elementary and middle school science is provided in Appendix B.**
2. Identify how this curriculum aligns with the proposed charter school’s mission, targeted student population, and North Carolina Accountability Model.  
**The curriculum aligns with the mission of Envision Science Academy, which is to provide innovative instruction through experiential learning with a focus on STEAM in order to prepare elementary and middle school students to compete, lead, and excel in the global marketplace. The curriculum will follow and expand upon the Common Core State Standards and the North Carolina Essential Standards. The curriculum also aligns with the READY Accountability Model because the Common Core State Standards and the North Carolina Essential Standards form the foundation of the curriculum. Envision will further enhance the curriculum with STEAM components. Our targeted population, K-8 students who are motivated to become critical and creative thinkers in the global marketplace, will learn, process and apply the information in a way that will deepen their understanding. As a result, students will not only pass the accountability benchmarks and EOG tests, but be prepared for future educational and career goals.**
3. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.  
**Teachers will be expected to master and implement the following primary instructional strategies:**

1. **Project-based learning** – Students will engage in complex tasks based on challenging questions or problems that involve problem solving, decision making, design, research, investigation, and reflection. The teacher may facilitate, but not direct, the project as students must organize their own work and manage their own time. Students will use rubric-based self-assessments to become reflective practitioners. Students learn from these hands-on experiences and are able to apply them to the real world. Project-based learning emphasizes critical and creative thinking skills by allowing students to discover that there are many ways to solve a problem.
  2. **Differentiated Instruction** – Students will be provided with various avenues to acquire content and process information. Delivery of instruction is individually student centered, instead of a "one size fits all" approach. Differentiated instruction is a way of proactively adjusting teaching methods to accommodate each student's readiness level, individual interests, and learning preference in order to achieve maximum growth as a learner. Teachers will utilize instructional materials and assessment measures that are fair, flexible, challenging, and engaging so that all students within the classroom can learn effectively, regardless of differences in ability.
  3. **Small Group Learning** – In addition to whole class instruction, students will participate in small group learning which allows them to develop problem solving, interpersonal, presentational and communication skills, all beneficial to life in the real world. These generic skills are difficult to develop in isolation and require feedback and interaction with other individuals. The teacher will facilitate to ensure group progress, but the work will be managed by the students. The material learned is just as important as the group's ability to function and achieve a common goal.
  4. **Interdisciplinary Teaching** – Students will be instructed using an integrated, interdisciplinary teaching method in which a common theme is studied across more than one subject area. Teachers from multiple disciplines might work together to form an interdisciplinary lesson on a particular theme. This approach allows students to correlate the teachings to multiple target outcomes and allows for more in-depth learning and retention of information.
  5. **Technology Integration** – Students will apply computer and technology skills to learning and problem-solving. Integrating technology with the standard curriculum enhances learning in a multidisciplinary setting and allows for more advanced learning among broad topics. The focus of each lesson is the curriculum outcome, not the technology. Effective technology integration is achieved when students are able to select appropriate technological tools to help them obtain information in a timely manner, analyze and process the information, and present it professionally. Technology will be an integral part of how the classroom functions and as accessible as all other classroom tools.
4. 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.

**Envision is proposing extending the school year to 190 instructional days. Each quarter is 47-48 days long. Summer break will be shortened to eight weeks. With a STEAM based curriculum, teacher development is critical. Therefore we are proposing four**

**full-days of staff development training. We have included five teacher workdays before the beginning of school for orientation, which includes professional development, planning time, and classroom preparation. Throughout the year, teachers will have five full workdays, particularly at the end of each quarter to allow time to prepare for parent-teacher conferences. After the school year ends, teachers have two workdays for teachers to finalize grading and close-out. A 2014-2015 academic calendar is provided in Appendix R.**

#### High School Curriculum and Instructional Design

**Not applicable because Envision is an elementary/middle school.**

#### Special Programs and “At-Risk” Students

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

**The school will house a Student Intervention Team (SIT) with a representative from each of the following grade clusters: K-2, 3-5, & 6-8. Other SIT members may include the referring teacher, parent or guardian, special education representative or differentiation specialist, and/or an administrator. Teachers concerned with the academic progress of their students, after implementing classroom strategies and tracking progress, would make a referral to SIT. The team would meet within 7 to 10 days of the referral to develop intervention strategies. After implementation, the team would reconvene within 3 to 5 weeks to monitor the student’s progress and assess the data. The data will be used to design the best course of action for the student.**

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.

**English Language Learners (ELL) are screened through the Home Language Survey (HLS) which is required for all students registering for school in Wake County. Based on the HLS, the student may need to take a state-mandated English proficiency test to determine the level of language support needed. The student will receive ELL services in the school if he/she meets the entrance criteria.**

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

**ELL teachers will provide high-quality instruction by incorporating differentiation, cooperative learning, reading comprehension strategies, and higher-order thinking skills. ELL instruction develops language as it delivers content so students can gain access to the standard course of study while acquiring the necessary English language and academic skills.**

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

**Students will have ELL plans containing customized goals to meet their needs and facilitate growth. ELL teachers will meet regularly to update and develop the goals, progress reports will be sent home mid-quarter, and report cards will be sent home at the end of each grading period. ELL students will be assessed annually using the EOG and other tests to determine if they are ready to exit from ELL services.**

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

**Academically and Intellectually Gifted (AIG) students will be identified through the Test of Cognitive Skills (TCS), an assessment utilized by some North Carolina public schools. Additionally, teacher observations and on-going assessments will be used.**

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

**Competent and passionate teachers will be recruited and trained to meet the needs of AIG and all students. Teachers will provide challenging instruction, differentiated curriculum, and supplemental resources. AIG students may participate in enrichment activities and competitions on a school, district, state and national level. Programmatic collaboration with businesses and organizations will provide AIG students with experiences that best meet their needs and tap into their full potential.**

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

**AIG students will have an Individualized Education Plan (IEP) with goals specifically tailored to meet the individual's needs and facilitate growth in the area which they are gifted. IEPs are often associated with exceptional children. Our goal is to eliminate the stigma and focus on the customized goal-setting aspects of an IEP. Teachers will meet regularly to update and develop the goals, progress reports will be sent home mid-quarter, and report cards will be sent home at the end of each grading period.**

### 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.  
**During the enrollment process, if a student has an Individualized Educational Plan (IEP) during the intake process, the student's file will be requested from the child's previous school. The school will also use North Carolina Window of Information on Student Education (NCWise) to flag all students identified within NC who are eligible for special education services. The data will be reviewed, evaluated, and modified according to the specified needs of their IEP. If a student is eligible for any type of special education services, the student will be placed in the evaluation process to ensure that he/she meets NC eligibility requirements.**
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.

**Students who may be eligible for special education services may be identified through written referrals from parents, teachers, and the Student Intervention Team (SIT).**

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  
**The school will request the student’s records from the previous school when the parent signs a release of information form.**
  - b. Record Confidentiality (on site)  
**Records, containing each exceptional child’s access sheets, will be stored in a locked and limited-access location. Records are only accessible by authorized users and must be signed out for tracking purposes.**
  - c. Record Compliance (on site)  
**The administration would monitor records to ensure compliance with state and federal mandates.**

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.  
**The school will strive to provide programs, strategies and additional supports to Exceptional Children (EC) using various models – inclusion, regular education, resource, or self-contained settings.**  
**We will strive to comply with Federal and State regulations for serving EC students, which includes access to public education, use of assistive devices/services, access to the least restrictive environment, IEPs and related teams, ongoing evaluations, annual updates to the parent/guardian, placement in special programs, and adapted curricula.**
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).  
**Educational programs will be designed to meet the individualized unique learning needs of each child. Programs will be designed to provide access to the general curriculum and meet the grade-level standards established by the State.**  
**Although learning outcomes for exceptional children reflect the same learning targets as their peers’, exceptional children may need certain accommodations to meet learning outcomes. Therefore, exceptional children may be provided additional educational opportunities, such as customized, advanced, and challenging instruction, highly qualified personnel, extended time and individualized instruction, tutoring, and small group instruction.**
3. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.  
**Comprehensive Exceptional Children Accountability System (CECAS), a means to manage and analyze EC data, will be used to automate the IEP process. Upon student eligibility, a written IEP will be executed immediately after parental consent. Annual IEP meetings will be held and may include, but not limited to, the student, parents, classroom teachers, EC teachers, and the SIT team. Parents and teachers will be provided a copy of the IEP, and updates will be communicated regularly. Reports will be reviewed on a regular basis to ensure that compliance is maintained.**
4. Describe the proposed plan for providing related services.

**Envision will strive to arrange services for those students who qualify for occupational therapy (OT), physical therapy (PT), speech therapy (ST), and special transportation.**

### Student Performance Standards

1. Describe the student performance standards for the school as a whole.  
**Students will meet or exceed the performance standards set by the North Carolina Department of Public Instruction. Students will demonstrate a developmentally appropriate level of STEAM knowledge, think critically to develop solutions to complex problems, apply the rigors of STEAM inquiry methodologies to real world challenges with global significance, effectively communicate with different audiences, and demonstrate literacy in reading and writing.**
2. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.  
**In addition to state and federally mandated tests, we propose to use the following evaluation tools and assessments:**
  1. **Performance assessments will be used to evaluate the student’s ability to apply high-order thinking skills in a format that is more centered on the student. Evaluated results will be used to inform the direction of the student’s program, as well as assess the need for re-teaching, further scaffolding or enrichment. In addition, the results will be used to assess the rigor of the curriculum.**
  2. **e-Portfolios will be used to track cumulative performance and growth each year. Evaluated portfolios at mid-year and end-of-year with a student-led portfolio conference will inform the direction of the student’s program, as well as being a component for identification for advanced placement. In addition, the level of complexity of the products will be used to assess the rigor of the curriculum.**
  3. **Benchmark testing, aligned with the EOG, will be completed quarterly to measure the progress of the students on a standardized testing platform. Evaluated results will be used to inform the direction of student progress toward the EOG, as well as the rigor of the curriculum.**
  4. **Rubric-based self assessments and having students graph their assessment scores will allow students to become reflective practitioners, holding the students accountable for their efforts and performance.**
3. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.  
**Students must pass all core subjects before being promoted to the next grade level. Students in kindergarten are evaluated on personal growth, social skills, school work and the Common Core State Standards and North Carolina Essential Standards using the following grading scale: Excellent, Satisfactory, Improving, Needs Improvement, Unsatisfactory, and Not Applicable. Students in first through eighth grade are evaluated on personal growth, social skills, class work, homework, tests/quizzes and the Common Core State Standards and North Carolina Essential Standards using the following grading scale: A (100 – 93), B (92 – 85), C (84 – 77), D (76 – 70), and F (69 – 0). If a student makes more than 3 D's or 2 F's in core subjects for the yearly average, the student is required to repeat the grade. However, it is at the discretion of the**

**principal to make the final decision. Promotion criteria will be communicated to parents and students at the beginning of the school year through the Student and Parent Handbook. Parents and students will review the handbook and acknowledge that they have received, read and understood the rules, policies and procedures by signing a contract.**

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

**The exit standards for graduating eighth grade students include their demonstration of academic proficiency in all content areas in the course of study, proficiency or advanced level on the EOG, and completion of a local community service project that integrates the core competencies of STEAM.**

#### High School Graduation Requirements

**Not applicable because Envision is an elementary/middle school.**

#### Student Conduct and Discipline

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.

**To attract and retain the best teachers and staff, and make the classrooms efficient and successful, discipline needs to be consistent and strict in the school. All students will be expected to adhere to strict code of conduct, requiring them to show respect for themselves and others. Parents will be involved very early in the disciplinary process, even for recurring minor infractions to best keep the lines of communication open between parents, teachers, students and administrators. Successful schools require parents to buy in to the need for discipline and good behavior. Envision Science Academy will use the Time to Teach Discipline Method. This method offers a time for offending students to regroup and return to the classroom. If the student disrupts the classroom again, the parent(s) or guardian(s) may be called immediately. This plan aligns with the school's mission and educational plan; by having smaller class sizes and engaging instruction, we will diminish discipline problems.**

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

Be sure to include:

1. Practices the school will use to promote effective discipline.
2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.
4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

**Appendix C contains a draft copy of Envision's Parent and Student Handbook, which includes student conduct and discipline policies.**

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: **Envision Science Academy, Inc.**  
 Mailing Address: **P.O. Box 2054**  
 City/State/Zip: **Wake Forest, NC 27588**  
 Street Address: **516 Tryst Ln, Wake Forest, NC 27587**  
 Phone: **919-435-4002**  
 Fax: **None**  
 Name of registered agent and address: **Arunee Monica Cutno, 516 Tryst Ln,  
 Wake Forest, NC 27587**  
 FEDERAL TAX ID: **46-1560554**

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

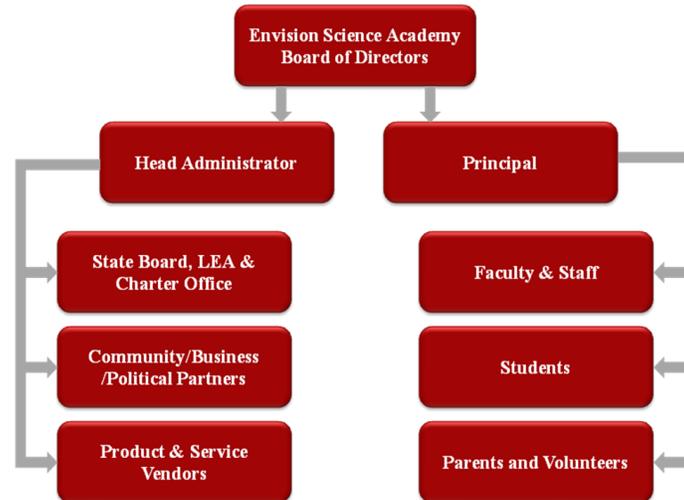
The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

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

| Board Member Name          | Board Title                | County/State of Residence   | Current Occupation                    |
|----------------------------|----------------------------|-----------------------------|---------------------------------------|
| <b>Arunee Monica Cutno</b> | <b>President</b>           | <b>Wake County, NC</b>      | <b>Financial Advisor</b>              |
| <b>Marla Mills-Wilson</b>  | <b>Vice President</b>      | <b>Granville County, NC</b> | <b>Clinical Oper. Assoc. Director</b> |
| <b>Portia Scott</b>        | <b>Secretary/Treasurer</b> | <b>Wake County, NC</b>      | <b>Engaged Parent</b>                 |
| <b>Diego Torres</b>        | <b>Board Member</b>        | <b>Wake County, NC</b>      | <b>Attorney</b>                       |
| <b>Carolyn Ellis</b>       | <b>Board Member</b>        | <b>Vance County, NC</b>     | <b>Educator</b>                       |
| <b>Georgia Grant</b>       | <b>Board Member</b>        | <b>Wake County, NC</b>      | <b>Dir. of Human Resources</b>        |
| <b>Roland E. Lewis Jr.</b> | <b>Board Member</b>        | <b>Wake County, NC</b>      | <b>Sales &amp; Marketing</b>          |
| <b>John Szwed</b>          | <b>Board Member</b>        | <b>Wake County, NC</b>      | <b>Financial Advisor</b>              |
| <b>Sonal Krishna</b>       | <b>Board Member</b>        | <b>Wake County, NC</b>      | <b>Engaged Parent</b>                 |

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.

**A non-profit board of directors governs Envision Science Academy. The board of directors performs any and all duties imposed on them collectively and individually by law, the Articles of Incorporation, or the Bylaws. The Board currently has seven standing committees – Finance, Personnel, Fundraising, Public Relations, Facilities, Governance, and Education. Each director serves on at least one committee. The roles and responsibilities of each committee are described in the Bylaws. Envision’s board is responsible for governing the school with the following five major responsibilities:**

- Promoting the school’s mission,
- Fulfilling the school’s legal responsibilities,
- Hiring and supervising the principal and head administrator,
- Establishing school policies, and
- Overseeing the school budgeting and fundraising.

**The board will recruit the principal and head administrator through various means, such as executive recruiters, school leadership programs, conferences, and networking. The board would interview and hire the principal and head administrator by majority vote. Board supervision may include bi-weekly meetings with the principal and administrator for the first six months of the school opening. Then the board may move to monthly meetings as routines have been established. During the meetings, there will be goal setting, establishment of metrics, and 360-degree feedback.**

3. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on

the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

**The board of directors shall constitute no less than seven and no more than eleven members. Paid employees, such as the principal and head administrator, may serve on the board of directors only as non-voting members. The board shall perform any and all duties imposed on them collectively and individually by law, the Articles of Incorporation, or the Bylaws. Envision Science Academy is currently governed by a non-profit board of directors comprised of dedicated individuals who bring qualities of leadership, service, and expertise in a range of fields. The strategic recruitment of the board members was critically important as each person brings his/her own personal and professional experiences, expertise, perspectives and contacts. Envision's board reflects the diversity of the communities served which strengthens our position to execute the school's mission and confidently face opportunities and challenges. In addition to being parents who are passionate about education, our board is currently represented by members with the following areas of expertise: fundraising, law, human resources, finance, education, sales/marketing, business, management, engineering, science, and technology.**

**The board will ensure that the school is an educational and operational success by ensuring that:**

- **Student performance reflects a solid grasp of STEAM knowledge and core standards as evidenced by high marks on EOGs and other state and federally mandated assessments.**
- **Enrollment goals (i.e. diverse applicant pool and increased number of applicants) and growth targets are met or exceeded.**
- **Annual independent audits are financially sound.**
- **Administrator and staff turnover is minimized.**

**To ensure that there will be active and effective representation of key stakeholders, including parents, all board meetings will be open to the public, as required by law. The board of directors will provide notice of board meetings through the school's website, Facebook page, and other appropriate public locations, such as the library. The board meetings may be held at a consistent time, day and location each month in order to increase accessibility for parents and community members to attend. At each meeting, the agenda will include time for public comments. The board may also conduct annual parent surveys in order to collect valuable feedback.**

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

**The three initial founding board members strategically recruited other board members for their diverse personal and professional experiences, expertise, perspectives and contacts. The current board of directors consists of nine members who were selected based on their firm commitment to the mission, vision, and objectives of Envision Science Academy. There are currently no vacant positions on ESA's board. However, election procedures as described in the Bylaws should be followed if a position becomes available.**

5. How often will the board meet?

**The regular meeting of the board of directors shall be held at least monthly at a consistent time, day and location as designated by the board. The annual meeting of the board shall be held within 3 months after the close of the fiscal year for the purpose of holding elections, approving financial reports, and transacting other business.**

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).

**New member orientation takes place after the nomination, election, and appointment of the prospects to the board of directors. After the new members have been brought onto the ESA board, a board orientation meeting should be scheduled immediately. The following is a proposed agenda for the board orientation:**

**I. Board Introduction**

**II. School Overview (mission, vision, history, educational program, etc.)**

**III. Board Participation (roles, responsibilities, attendance, committees, etc.)**

**IV. Document Review (bylaws, charter contract, minutes, budget, calendar, etc.)**

**V. Closing (mentor/mentee pairing, next board meeting, etc.)**

**During the first three months, training for new board members will continued on a regular basis. The new members may be assigned board mentors to answer questions and help the new members become acquainted. The new members are expected to quickly become involved in their chosen committee assignments and continue orientation to the work of that specific committee.**

**Ongoing board training includes orientation, professional development, and support for new and existing board members. The purpose of ongoing board training is to provide:**

- **Information needed to be knowledgeable and effective**
- **Opportunities to share experiences and best practices**
- **Special leadership training to officers and committee chairs**
- **Seminars and workshops on emerging school issues and topics related to committee assignments and interests**
- **Access to articles and other resources on relevant topics**
- **New learning and fresh perspectives through committee rotations**
- **Opportunities to speak with parents, students, and volunteers to deepen understanding of school issues**

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 will adopt the following conflict of interest policy:**

**“No director, officer, or agent of the Corporation shall obtain any direct or indirect economic stake in any entity participating in the programs of the Corporation, and the Corporation shall not employ any individual who serves as a director or officer of such an entity or an individual who owns a stake in any such entity. It is the policy of the Corporation that no director, officer, or agent of the Corporation shall receive any personal or private benefit resulting from the activities of the Corporation or from the receipt of funds by the Corporation from the State of North Carolina or from any other**

**source, apart from reasonable compensation for services rendered and reimbursement for reasonable expenses incurred in the conduct of the business of the Corporation. In furtherance of this policy, the Board of Directors shall have the power to make such rules and regulations concerning conflicts of interest as it deems appropriate.”**

**To avoid actual conflicts or mitigate perceived conflicts, a board member shall make a full disclosure of interests to the board prior to engaging in any contract or transaction. The board shall determine by majority vote whether the disclosure shows that a conflict of interest exists or can be construed to exist. If a conflict is deemed to exist, the board member shall not vote on, nor use his/her personal influence on, nor be present during the discussion or deliberations with respect to, the contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The board may adopt formal policies requiring regular annual statements from board members to disclose existing and potential conflicts of interest.**

8. Explain the decision-making processes the board will use to develop school policies.  
**The board of directors will establish a committee to develop or address school policies. The committee will bring its recommendations to the board, who will then review the recommendations and ensure that it aligns with the mission of the school. The board will review, discuss and vote on the school policies.**
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.  
**Envision’s board does not have nor anticipate forming any advisory bodies, councils, or associations.**

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). still under development
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 because Envision does not intend to contract with an education service provider.**

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 because Envision is not a private school conversion.**

*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 because Envision is not a replication of an existing charter school.**

#### Projected Staff:

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

#### Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

1. Explain the board's strategy for recruiting and retaining high-performing teachers.  
**Envision Science Academy will strive to recruit top-tier diverse talent reflective of our mission and goals. We will seek teaching personnel with experience in differentiated instruction, project-based learning, technology integration, and interdisciplinary teaching methods. We will require a portion of our staff to have a focus in science, technology, engineering, and/or math. We will take a broad recruiting approach to include advertisements in local venues, like Triangle Help Wanted and the North Carolina Employment Security Commissions website, as well as internet sites specific to recruiting teachers, like Teachers-Teachers.com, SchoolSpring.com, TeachForAmerica.org, Teach4NC.org, and EducationAmerica.net. We will also work with local universities to post openings (NCSU, UNC, NCCU, etc.). Additionally, we will optimize use of our website and Facebook page, as well as have open houses and career fairs to recruit personnel. Engagement of staff is the key to retention, as well as a progressive environment and culture that encourages passion, collaboration and innovative thinking. Training and professional development is also a key factor in retention. Professional development goals will be established annually for each staff member; ESA will strive to provide meaningful opportunities for development through support for workshops, conferences, on- and off-site training, research and exchanges. To assist in retaining quality personnel, leadership will conduct annual job satisfaction surveys and exit interviews, from which the results will be used to refine policies and practices.**
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 teachers and other staff members would report to the principal, and the principal would report to the board of directors. The custodian and other product/service providers would report to the head administrator, who reports to the board of directors. See Appendix L for a draft of the employee handbook.**
3. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

**ESA will have a structured interview process based on behavioral interviewing, including phone screening and face to face interviews with the board and newly hired senior teaching staff (i.e. the principal, who will be hired first). Teaching a model lesson and sharing a written Personal Teaching Philosophy will be required of the finalists. There will be a structured debrief on each candidate based on established hiring criteria and profile. An interview rubric will be developed and used. All final candidates will complete an application with a release to do a background check, reference check, and drug test. Final candidates will receive a contract as well as a job description outlining the duties and responsibilities of their position. Contracts will be for a term of one year, and termination may be at the discretion of the employee and/or employer. Criminal background checks, reference checks, and drug tests will be conducted for all personnel by a third party vendor at the time of hire. Decisions not to hire or rescind a job offer based on this information will be made by the board. Dismissal of personnel will include the following progressive discipline policy, as outlined in the employee handbook.**

**Disciplinary Guidelines:**

- Verbal counseling or warning
- Written warning
- Formal improvement plan and/or probationary period
- Termination

**All written warnings will include the verbiage that if the issue is not corrected, additional action can be taken, up to and including termination.**

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

**Envision will offer salaries competitive with that of Wake County. The actual salary will be based on the individual’s experience, licenses, and certifications.**

| <b><u>POSITION TITLE</u></b>            | <b><u>SALARY RANGE</u></b> |
|---|----------------------------|
| <b>Principal</b>                        | <b>\$80,000 - \$95,000</b> |
| <b>Head Administrator</b>               | <b>\$65,000 - \$80,000</b> |
| <b>Curriculum Director</b>              | <b>\$65,000 - \$80,000</b> |
| <b>Administrative Assistant</b>         | <b>\$25,000 - \$35,000</b> |
| <b>Core Teachers K-8</b>                | <b>\$35,000 - \$55,000</b> |
| <b>Exceptional Children Teacher</b>     | <b>\$35,000 - \$55,000</b> |
| <b>English Language Learner Teacher</b> | <b>\$35,000 - \$55,000</b> |
| <b>Art Teacher</b>                      | <b>\$35,000 - \$55,000</b> |
| <b>Media Teacher</b>                    | <b>\$35,000 - \$55,000</b> |
| <b>Physical Education Teacher</b>       | <b>\$35,000 - \$55,000</b> |
| <b>Music Teacher</b>                    | <b>\$35,000 - \$55,000</b> |
| <b>Foreign Language Teacher</b>         | <b>\$35,000 - \$55,000</b> |

**Employees will qualify for Medical, Dental, and Vision benefits under the proposed healthcare plan. We propose to offer a healthcare plan where a portion of coverage may be paid by Envision. Coverage may include employee-only, employee+1, and employee+family. Other benefits include social security, 403(b), disability, and paid**

**time off. Final decisions regarding the benefits package will be made after broker quotes are obtained.**

5. Provide the procedures for employee grievance and/or termination.  
**A grievance policy would be provided in the employee handbook prior to the beginning of the school year. If an employee has a grievance with another staff member, he/she would file a verbal and written complaint with the principal. If an employee has a grievance with the principal or someone with whom the principal has a conflict of interest, grievance would be filed with the board of directors. No employee will be the subject of retaliation. Grievances will be responded to within 24 hours. Employee termination may be immediate depending on the seriousness of the violation. Termination of contracts may be at the will of the employee and/or employer. The board may choose not to renew an employee's contract for the following school year. Termination of employment during the year may happen immediately if the employee violates any item in The Standards for Professional Conduct for NC Educators. Termination of employment during the year due to job performance may happen if there is no improvement towards the goals after the employee has been placed on an action plan.**
6. Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.  
**Currently, Envision has not identified any positions with dual responsibilities.**
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.  
**Competent and passionate teachers will be recruited and trained to meet the needs of EC, ELL, and AIG students. Envision will strive to hire teachers with the following specialties, degrees and licensure to accommodate these students:**
  - **EC Teacher – Bachelor's degree or higher in Education; valid SPI or SPII North Carolina Teaching License in Special Education.**
  - **ELL teacher – Bachelor's degree or higher in Education; valid Standard Professional I (SP I) or Standard Professional II (SPII) North Carolina Teaching License with an ELL certification.**
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).  
**The roles and responsibilities, qualifications, and attributes of the ideal Envision Science Academy staff are described in the job descriptions below. Such attributes may include, but are not limited to:**
  - **Commitment to the school's mission, vision and goals**
  - **Passion and expertise in subject area**
  - **Aptitude for challenging diverse learners**
  - **Excellent instructional and classroom management skills**
  - **Dedication to project-based learning and interdisciplinary teaching**
  - **Active involvement in professional development**
  - **Willingness to serve as leader and team player**
  - **Effective interpersonal and communication skills**

**Principal: Directs and oversees educational and teaching programs. Responsibilities include developing the curriculum; recruiting, hiring, and supervising staff; reviewing**

staff performance; serving as liaison for parents and volunteers; overseeing admission and student records; demonstrating expertise in educational concepts, practices, and procedures; creating an atmosphere conducive to scholarly pursuit; and other duties the board may assign. Reports to and maintains active communication with the board of directors. Master's degree or higher in education, one specifically in administration preferred by not required. Minimum of seven years teaching and/or educational administration experience.

**Head Administrator:** Oversees operational and financial policies, objectives, and initiatives. Responsibilities include achieving short- and long-term operational and financial goals; demonstrating expertise in operational and financial concepts, practices, and procedures; directing fundraising efforts; serving as liaison for community partners, product and service vendors, and the State Board of Education and its subsidiaries; and other duties the board may assigned. Reports to and maintains active communication with the board of directors. Requires a Bachelor's or Master's degree. Minimum of seven years related experience.

**Curriculum Director:** Provides leadership in the development of curriculum and coordinates the interdisciplinary implementation of the instructional program. Leads in the strategic evaluation of instructional methods, programs, and assessments. Collaborates with the principal and teachers regarding professional development necessary for the effective implementation of STEAM or other proposed curriculum and instructional best practices. Assists in the recruiting, screening and training of qualified candidates for teaching positions. Keeps current on educational development and literature. Reports to the principal. Requires a Bachelor's or Master's Degree in Education. North Carolina teaching license, North Carolina licensure in curriculum instruction supervision or administration, and two or more years of successful teaching experience preferred.

**Teacher:** Prepares lesson plans and instructs students. Creates classroom environment conducive to learning. Facilitates learning process toward achievement of curriculum goals. Employs diverse instructional methods to meet various student learning styles. Evaluates, monitors, and reports student performance. Requires a bachelor's degree or higher in Education, a minimum of two to four years of experience, and may require certification and special licensure. Reports to the principal. Holds or working toward a valid SP I or SP II North Carolina teaching license in elementary education or middle school certification in preferred subject.

**Administrative Assistant:** Performs clerical duties such as filing, typing, and copying documents. Screens calls, arranges meetings, and may handle travel accommodations. May distribute mail and maintain office supplies. Requires a high school diploma with 0-2 years of experience. Relies on instructions and pre-established guidelines to perform the functions of the job. Reports to the principal. A Bachelor's degree is preferred, but not required. Organizational and personal skills appropriate. Secretarial experience in a school or business is a plus.

#### Staff Evaluation and Professional Development

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

**Teachers at Envision Science Academy will be required to meet the standards set forth by NC law for teachers in a NC charter school, which requires at least 75% licensed teachers in grades K-5 or at least 50% licensed in grades 6-8 in the subject areas being taught. Additionally, teachers are required to meet standards set by No Child Left Behind (NCLB) legislation, which requires teachers in core subject areas to meet Highly Qualified standards. We aim to assist teaching candidates to become licensed and highly qualified, as necessary, including working through reciprocity agreements, lateral entry, and alternative licensure programs.**

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.

**Teachers with three or more years of teaching experience and a SP II license may be eligible for the mentoring program. The principal would oversee the mentoring program. Experienced teachers may mentor new staff to help them progress toward their developmental goals. Experience teachers may also be available for mentoring and answering questions for teachers who are not yet licensed. The mentor/mentee pair would aim to meet weekly. Staff retention may be accomplished by various means, such as professional development and STEAM specific training opportunities, engaging and innovative school culture, and support from school leaders and parents. To gauge job satisfaction and assist in retaining quality personnel, staff surveys may be conducted annually and during exit interviews, from which the results will be used to refine policies and practices. To facilitate staff evaluations, performance requirements will be developed and shared with employees at the time of hire. Procedures and policies for evaluation will be articulated in the employee handbook and distributed to employees at the time of hire. Self-evaluation and personal goal-setting will be incorporated as part of the evaluation process. Evaluation forms will be maintained in permanent personnel files at Envision Science Academy. The board of directors is responsible for evaluating the principal and head administrator annually based on job description criteria and annual objectives. The administrative assistant is evaluated annually by the principal based on performance requirements. Teachers are evaluated annually by the principal based on performance requirements, state law standards, and NCLB criteria. Additionally, the principal would evaluate the teaching staff by employing several methods, such as analyzing data from EOGs and other student assessments, parent surveys, and classroom observations to ascertain teacher effectiveness. Teachers who are not performing proficiently would be placed on an action plan.**

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 core components of Envision's professional development plan may include updating and maintaining teaching certification and licensures, attending mandatory training (i.e. safety and emergency training); participating in staff development training in STEAM areas, emerging standards, and areas of deficiency; and attending conferences, seminars, and workshops on an individual, as-needed basis. Mandatory**

training may be conducted internally with trained specialists, while staff development training may be conducted both internally (e.g. NCSU teacher trainer) and externally (e.g. conferences). These core components will support effective implementation of the educational program, assuring that teachers are qualified, well-trained and motivated to appropriately deliver the curriculum to students. The principal and the board's Education Committee will continuously review and develop training opportunities for teachers to stay abreast of educational advancements. Other goals of professional development may include providing the staff with opportunities for leadership, expression of personal interests, mentoring, research and exchanges, community partnerships, specific grade level training, and interdisciplinary coordination.

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.

**Staff members will be required to attend Envision Science Academy Orientation over a 2-3 day period which will be organized by the principal, head administrator, and board of directors. The proposed agenda for orientation may cover:**

- **Introduction to Board of Directors and School Leaders**
- **Policies and Procedures**
- **Requirements and Standards**
- **Benefits Overview**
- **Safety and Emergency Training**
- **Overview of STEAM**
- **Curriculum Training**
- **Teambuilding and personality profiling**
- **Idea Sharing and Brainstorming**
- **Mentor Program**

**Through our partnership with NCSU, teachers will be prepared to deliver the STEAM enhanced educational plan after receiving curriculum training, observing mock classroom instruction, and engaging in role playing.**

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.

**With a STEAM based curriculum, professional development is critical. All teaching personnel will be required to participate in professional development before and during the school year, attend mandatory training (safety, first aid, etc.), and maintain professional licensures. In addition to the 2-3 day staff training prior to the school opening, teachers will receive quarterly staff development training during the school year. These 4 staff development sessions will comprise a full day of intense, focused training designed to hone current knowledge and skills and ascertain emerging standards. Conferences and workshops will be evaluated on an individual, as-needed basis.**

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)*).

**Envision understands the challenges of student recruitment. Our marketing activities will make every attempt to ensure the greatest possible outreach and dissemination of information across multiple ethnicities and socioeconomic levels to enhance a diverse applicant pool. These activities may include, but are not limited to, the following:**

- 1. Print material will be distributed and/or posted at strategic locations including shopping malls, churches, community organizations, supermarkets, local businesses, and churches.**
- 2. Information sessions will be strategically held throughout the target region at local libraries, churches, and community centers.**
- 3. Press releases and interviews will be coordinated with local media and internet sites.**
- 4. Our website and Facebook page are already created and will be updated to reflect pertinent information such as: family open houses/tours, application dates and deadlines, public lottery, employment information with job descriptions, staff training, board meetings, etc.**
- 5. The school's information will be added to [www.stemconnection.org](http://www.stemconnection.org) and [www.ncstem.org](http://www.ncstem.org).**
- 6. E-marketing may include blogs, message board posting, email distributions, online surveys, etc.**
- 7. Information would be disseminated to summer programs, enrichment centers, and educational partners.**

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.

**Upon receiving preliminary approval, ESA may inform parents and the community on our development by:**

- **Hosting career fairs, open houses and tours.**
  - **Encouraging parents and community members from the open houses, fairs and tours to sign up for updates via email and to 'Like' our Facebook page.**
  - **Using public postings, information sessions, fliers and e-marketing.**
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.

**A parent-teacher association will be developed to serve as the conduit for engaging parents and strengthening school support. The proposed name for the association, Envision Parents in Action (EPA), demonstrates the level of involvement encouraged from our parents. Parents will also be engaged in the life of Envision Science Academy through volunteering (club, classroom, lunch, and field trips), school newsletter, and the school and individual class websites.**

### 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.  
**Envision Science Academy's admission process will be governed by the North Carolina General Statute (GS 115C.238.29F(g)(1-7), which states that no student shall be denied admission based on race, origin, religion, ethnicity, gender, ancestry, disability or academic ability. The admission process will begin once the school receives final approval from the North Carolina State Board of Education. All applicants will provide proof of residency with their submitted application. Enrollment applications and procedures will be available January 2014 on the school's website. Applications will be completed and submitted by February 2014. A public lottery will be held and applicants will be notified of lottery results by March 2014.**

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

**According to the North Carolina General Statute (G.S. 115C-238.29F(g)) regarding admissions policy, any resident may apply for admission to ESA. No student shall be denied admission based on race, origin, religion, ethnicity, gender, ancestry, disability or academic ability. Applications will be accepted by any family seeking admission to the school for applications submitted in a timely manner.**

**Envision Science Academy will offer the following student preferences:**

- **Children of the founding board of directors of the first year of operation (not to exceed 10% of total student enrollment or 20 students, whichever is less).**
- **Children of the principal, administrator, and teachers**
- **Siblings (including multiple births) will be granted preference.**

**The Enrollment Lottery Plan for the proposed charter school is listed below:**

1. **Open enrollment, application process and open-house information will be available to the public beginning January 2014 or after final approval is received. Applications will be available on the school website and in the office.**
2. **Applications will be completed in full and submitted (postmarked) by the February 2014 due date.**
3. **After the application is received, it will be reviewed, date stamped and given an application lottery number.**
4. **Multiple birth applicants will submit one application by surname and grade level for consideration.**
5. **The public lottery drawing will be held March 2014 for all applicants. Lottery numbers will be chosen using randomization software, thus, eliminating bias. Seats will be assigned in order of how the application lottery number is computer generated.**

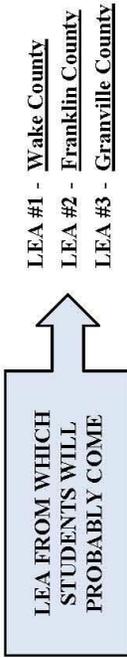
6. **After all open grade level seats are filled; the remaining applicants will be placed on a waitlist in numeric order and filed. The waitlist will be maintained for rolling enrollment should a grade seat become available in the 2014 academic year. The waitlist will be dissolved on December 31 of the current school year, after which time spaces will not be filled.**
  7. **Results of the enrollment lottery number and the first 30 waitlist numbers will be posted on the school website for all grade levels. Additionally, all applicants will be notified of their status via U.S. mail. No one has to be present to receive enrollment to the school.**
  8. **Families chosen by the computer system will have two weeks (10 business days) to accept or decline by contacting the school by postmarked mail or in person. A declined seat will be offered to the next waitlist applicant for that grade level.**
  9. **Accepted lottery applicants may be required to submit further documentation, residence verification, signed record release forms, and submit student health records.**
  10. **All current students and new students with preferential status will be automatically enrolled the next school year. Sibling preference will be given to the applicants for the next school year.**
3. **Policies and procedures for student waiting list, withdrawals, re-enrollment and transfers.**
- Waiting List:** After all open grade level seats are filled, the remaining applicants will be placed on a waitlist in numeric order and filed. The waitlist will be maintained for rolling enrollment should a grade seat become available in the 2014 academic year. The waitlist will be dissolved on December 31 of the current school year, after which time spaces will not be filled. Results of the enrollment lottery number and the first 30 waitlist numbers will be posted on the school website for all grade levels. Additionally, all applicants will be notified of their status via U.S. mail. No one has to be present to receive enrollment to the school. Families chosen by the computer system will have two weeks (ten business days) to accept or decline by contacting the school by postmarked mail or in person. A declined seat will be offered to the next waitlist applicant for that grade level. **Withdrawals and Transfers:** If a parent or guardian should choose to withdraw a student, a written notice must be provided. However, if another school sends a written request for records transfer, and written notice has not been received, this will serve as written notice. Should a student fail to appear for school at the beginning of the year or undergoes a lengthy absence without the family's communication to the school, due diligence through phone calls, certified/express mail and home visits will be documented and served as evidence of the student's withdrawal. The NC Department of Public Instruction will be consulted regarding this individual case prior to the final decision to withdraw the student. Waitlist applicants will be offered grade level seat unless it is after December 31 at which time the waitlist is dissolved of the current school year and seats cannot be filled. **Re-enrollment:** There will be automatic re-enrollment for all students for the next academic school year granted they are promoted to next grade level unless the school has been notified of transfer.
4. **Explanation of the purpose of any pre-admission activities (if any) for students or parents. The purpose of pre-admission activities is to confirm (1) re-enrollment of existing students for the following year, and (2) new enrollment of students with preferential**

**status (i.e. teachers' children). Current students will automatically be re-enrolled to secure their grade seat for the next academic school year. A re-enrollment notification will be forwarded to parents December 2014 and returned January 2015. If a student does not return the next academic year, the open grade level seat will be available during the next lottery process.**

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

**If a parent or guardian should choose to withdraw a student, a written notice from the parent or guardian must be provided. However, if another school sends a written request for records transfer, and written notice has not been received by the parent or guardian, this will serve as written notice. Should a student fail to appear for school at the beginning of the year or undergoes a lengthy absence without the family's communication to the school, due diligence through phone calls, certified/express mail and home visits will be documented and served as evidence of the student's withdrawal. The NC Department of Public Instruction will be consulted regarding this individual case prior to the final decision to withdraw the student. Waitlist applicants will be offered grade level seat unless it is after December 31 at which time the waitlist is dissolved of the current school year and seats cannot be filled.**

PROJECTED ENROLLMENT 2014-2015 through 2018-2019



| GRADES           | 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 |
| Kindergarten     | 32        | 3     | 1     | 49        | 4     | 1     | 65        | 5     | 2     | 65        | 5     | 2     | 65        | 5     | 2     |
| First            | 32        | 3     | 1     | 49        | 4     | 1     | 65        | 5     | 2     | 65        | 5     | 2     | 65        | 5     | 2     |
| Second           | 32        | 3     | 1     | 49        | 4     | 1     | 65        | 5     | 2     | 65        | 5     | 2     | 65        | 5     | 2     |
| Third            | 32        | 3     | 1     | 49        | 4     | 1     | 65        | 5     | 2     | 65        | 5     | 2     | 65        | 5     | 2     |
| Fourth           | 32        | 3     | 1     | 49        | 4     | 1     | 65        | 5     | 2     | 65        | 5     | 2     | 65        | 5     | 2     |
| Fifth            | 32        | 3     | 1     | 49        | 4     | 1     | 65        | 5     | 2     | 65        | 5     | 2     | 65        | 5     | 2     |
| Sixth            | 32        | 3     | 1     | 49        | 4     | 1     | 65        | 5     | 2     | 65        | 5     | 2     | 65        | 5     | 2     |
| Seventh          |           |       |       | 32        | 3     | 1     | 49        | 4     | 1     | 65        | 5     | 2     | 65        | 5     | 2     |
| Eighth           |           |       |       |           |       |       | 32        | 3     | 1     | 49        | 4     | 1     | 65        | 5     | 2     |
| Ninth            |           |       |       |           |       |       |           |       |       |           |       |       |           |       |       |
| Tenth            |           |       |       |           |       |       |           |       |       |           |       |       |           |       |       |
| Eleventh         |           |       |       |           |       |       |           |       |       |           |       |       |           |       |       |
| Twelfth          |           |       |       |           |       |       |           |       |       |           |       |       |           |       |       |
| LEA Total        | 224       | 21    | 7     | 375       | 31    | 8     | 536       | 42    | 16    | 569       | 44    | 17    | 585       | 45    | 18    |
| Total Enrollment | 252       |       |       | 414       |       |       | 594       |       |       | 630       |       |       | 648       |       |       |

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

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.

**Envision Science Academy enrolled students should be reflective of our targeted student population of northeast Wake and surrounding counties. The primary transportation for enrolled students will be carpooling. We will encourage parent-shared carpool for those traveling in same proximity. An annual budget will be allocated for transportation of those with IEPs as required by law.**

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.

**Health and nutrition is vital for a student to think, learn, and operate on an effective level.**

**To ensure no child will lack a daily healthy meal, ESA offer three options for lunch:**

- **Bring a healthy snack and lunch. Microwaves will be available to heat meals.**
- **Purchase meals through a proposed contracted lunch service, such as *Myhotlunchbox.com*. Daily lunch prices will be negotiated to the lowest discounted price to help save cost for parents. Monthly lunch offerings and schedules will be available on the school website.**
- **Free and reduced lunch will be provided for students who qualify.**

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             | <b>1,000,000</b>            |                | <b>4785</b>   |
| Officers and Directors/Errors and Omissions | <b>1,000,000</b>            |                | <b>2387</b>   |
| Property Insurance                          | <b>250,000</b>              |                | <b>600</b>    |
| Motor Vehicle Liability                     | <b>1,000,000</b>            |                | <b>181</b>    |
| Bonding Minimum/Maximum Amount              | <b>250,000</b>              | <b>500,000</b> | <b>332</b>    |
| Workers Compensation                        | <b>500/500/500</b>          |                | <b>4993</b>   |
| Head of Class Endorsement                   |                             |                | <b>82</b>     |
| Total Cost                                  |                             |                | <b>13,360</b> |

\*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.

**An insurance quote from Insurance People is provided in Appendix M.**

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 Envision Science Academy 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)

  
(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).

**Envision has not identified a facility but is currently viewing properties for consideration. Although ESA is striving to target Wake Forest NC, there is a possibility that the school could fall just across the Wake line into Franklin County due to current availability of suitable real estate choices directly in Wake Forest. Our first priority is to locate a safe, existing property that has the ability to accommodate school requirements such as size and number of classrooms, outdoor space, technology needs, security, and room for short-term growth. However, if suitable real estate is unavailable, extensive research for more temporary possibilities will continue. The board's plan is as follows:**

- Hire a licensed commercial real estate agent, if needed, and execute a contract.
- Identify potential and suitable properties in compliance with applicable building codes, health and safety laws, and with the requirements of the Americans with Disabilities Act (ADA).
- Review properties from MLS listings, referrals, and real estate solicitations, and visit potential properties.
- To ensure the 2014 opening, we reserve the option to lease modular units and land in the event real estate is not secured.
- Identify possible renovation needs and costs of appropriate properties through a licensed contractor.
- Discuss lease and renovation quotes against the proposed facility annual budget to make a final decision or regroup for another property selection.
- Negotiate a lease agreement that allows time for renovations and open houses in preparation for the 2014 opening.

- **Contact the local county building inspector to examine the proposed facility for receipt of the educational certificate of occupancy.**
- **When the educational certificate of occupancy is obtained, the information will be submitted to the Office of Charter Schools.**

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 search for a building is unsuccessful by March 2014, we will continue to search for additional properties that will fit our educational needs. However, the primary focus may turn to the lease of modular units and land until a building is identified. ESA would ensure the modular units meet the requirements to obtain an educational certificate of occupancy.**

## V. 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<br>Revenue Projections Per LEA (2014-2015) |            |                   |                               |  |                     |
|---|------------|-------------------|-------------------------------|--|---------------------|
| LEA: WAKE (920)                                   |            |                   |                               |  |                     |
|   | Enrollment | Projected LEA ADM | Approx. Funding for 2014-2015 |  |                     |
| State Funds                                       | 224        | \$ 4,434          | \$ 993,279                    |  |                     |
| Local Funds                                       | 224        | \$ 2,252          | \$ 504,448                    |  |                     |
| <b>Totals</b>                                     |            | <b>\$ 6,686</b>   | <b>\$ 1,497,727</b>           |  |                     |
| LEA: FRANKLIN (350)                               |            |                   |                               |  |                     |
|   | Enrollment | Projected LEA ADM | Approx. Funding for 2014-2015 |  |                     |
| State Funds                                       | 21         | \$ 5,108          | \$ 107,275                    |  |                     |
| Local Funds                                       | 21         | \$ 1,413          | \$ 29,664                     |  |                     |
| <b>Totals</b>                                     |            | <b>\$ 6,521</b>   | <b>\$ 136,939</b>             |  |                     |
| LEA: GRANVILLE (390)                              |            |                   |                               |  |                     |
|   | Enrollment | Projected LEA ADM | Approx. Funding for 2014-2015 |  |                     |
| State Funds                                       | 7          | \$ 5,047          | \$ 35,327                     |  |                     |
| Local Funds                                       | 7          | \$ 1,513          | \$ 10,591                     |  |                     |
| <b>Totals</b>                                     |            | <b>\$ 6,560</b>   | <b>\$ 45,918</b>              |  |                     |
| <b>Total Revenue:</b>                             |            |                   |                               |  | <b>\$ 1,680,584</b> |

| Budget<br>Revenue Projections Per LEA (2015-2016) |            |                   |                               |  |                     |
|---|------------|-------------------|-------------------------------|--|---------------------|
| LEA: WAKE (920)                                   |            |                   |                               |  |                     |
|   | Enrollment | Projected LEA ADM | Approx. Funding for 2015-2016 |  |                     |
| State Funds                                       | 375        | \$ 4,434          | \$ 1,662,855                  |  |                     |
| Local Funds                                       | 375        | \$ 2,252          | \$ 844,500                    |  |                     |
| <b>Totals</b>                                     |            | <b>\$ 6,686</b>   | <b>\$ 2,507,355</b>           |  |                     |
| LEA: FRANKLIN (350)                               |            |                   |                               |  |                     |
|   | Enrollment | Projected LEA ADM | Approx. Funding for 2015-2016 |  |                     |
| State Funds                                       | 31         | \$ 5,108          | \$ 158,359                    |  |                     |
| Local Funds                                       | 31         | \$ 1,413          | \$ 43,789                     |  |                     |
| <b>Totals</b>                                     |            | <b>\$ 6,521</b>   | <b>\$ 202,148</b>             |  |                     |
| LEA: GRANVILLE (390)                              |            |                   |                               |  |                     |
|   | Enrollment | Projected LEA ADM | Approx. Funding for 2015-2016 |  |                     |
| State Funds                                       | 8          | \$ 5,047          | \$ 40,374                     |  |                     |
| Local Funds                                       | 8          | \$ 1,513          | \$ 12,104                     |  |                     |
| <b>Totals</b>                                     |            | <b>\$ 6,560</b>   | <b>\$ 52,478</b>              |  |                     |
| <b>Total Revenue:</b>                             |            |                   |                               |  | <b>\$ 2,761,981</b> |

| Budget<br>Revenue Projections Per LEA (2016-2017) |            |                   |                               |  |                     |
|---|------------|-------------------|-------------------------------|--|---------------------|
| LEA: WAKE (920)                                   |            |                   |                               |  |                     |
|   | Enrollment | Projected LEA ADM | Approx. Funding for 2016-2017 |  |                     |
| State Funds                                       | 536        | \$ 4,434          | \$ 2,376,774                  |  |                     |
| Local Funds                                       | 536        | \$ 2,252          | \$ 1,207,072                  |  |                     |
| <b>Totals</b>                                     |            | <b>\$ 6,686</b>   | <b>\$ 3,583,846</b>           |  |                     |
| LEA: FRANKLIN (350)                               |            |                   |                               |  |                     |
|   | Enrollment | Projected LEA ADM | Approx. Funding for 2016-2017 |  |                     |
| State Funds                                       | 42         | \$ 5,108          | \$ 214,550                    |  |                     |
| Local Funds                                       | 42         | \$ 1,413          | \$ 59,327                     |  |                     |
| <b>Totals</b>                                     |            | <b>\$ 6,521</b>   | <b>\$ 273,877</b>             |  |                     |
| LEA: GRANVILLE (390)                              |            |                   |                               |  |                     |
|   | Enrollment | Projected LEA ADM | Approx. Funding for 2016-2017 |  |                     |
| State Funds                                       | 16         | \$ 5,047          | \$ 80,748                     |  |                     |
| Local Funds                                       | 16         | \$ 1,513          | \$ 24,208                     |  |                     |
| <b>Totals</b>                                     |            | <b>\$ 6,560</b>   | <b>\$ 104,956</b>             |  |                     |
| <b>Total Revenue:</b>                             |            |                   |                               |  | <b>\$ 3,962,679</b> |

| Budget<br>Revenue Projections Per LEA (2017-2018) |            |                   |                               |               |            | Budget<br>Revenue Projections Per LEA (2018-2019) |                               |               |            |                   |                               |
|---|------------|-------------------|-------------------------------|---------------|------------|---|-------------------------------|---------------|------------|-------------------|-------------------------------|
| LEA: WAKE (920)                                   |            |                   |                               |               |            | LEA: WAKE (920)                                   |                               |               |            |                   |                               |
| REVENUE   | Enrollment | Projected LEA ADM | Approx. Funding for 2017-2018 | REVENUE       | Enrollment | Projected LEA ADM                                 | Approx. Funding for 2018-2019 | REVENUE       | Enrollment | Projected LEA ADM | Approx. Funding for 2018-2019 |
| State Funds                                       | 569        | \$ 4,434          | \$ 2,523,105                  | State Funds   | 585        | \$ 4,434  | \$ 2,594,054                  | State Funds   | 585        | \$ 4,434          | \$ 2,594,054                  |
| Local Funds                                       | 569        | \$ 2,252          | \$ 1,281,388                  | Local Funds   | 585        | \$ 2,252  | \$ 1,317,420                  | Local Funds   | 585        | \$ 2,252          | \$ 1,317,420                  |
| <b>Totals</b>                                     |            | <b>\$ 6,686</b>   | <b>\$ 3,804,493</b>           | <b>Totals</b> |            | <b>\$ 6,686</b>                                   | <b>\$ 3,911,474</b>           | <b>Totals</b> |            | <b>\$ 6,686</b>   | <b>\$ 3,911,474</b>           |
| LEA: FRANKLIN (350)                               |            |                   |                               |               |            | LEA: FRANKLIN (350)                               |                               |               |            |                   |                               |
| REVENUE   | Enrollment | Projected LEA ADM | Approx. Funding for 2017-2018 | REVENUE       | Enrollment | Projected LEA ADM                                 | Approx. Funding for 2018-2019 | REVENUE       | Enrollment | Projected LEA ADM | Approx. Funding for 2018-2019 |
| State Funds                                       | 44         | \$ 5,108          | \$ 224,767                    | State Funds   | 45         | \$ 5,108  | \$ 229,875                    | State Funds   | 45         | \$ 5,108          | \$ 229,875                    |
| Local Funds                                       | 44         | \$ 1,413          | \$ 62,152                     | Local Funds   | 45         | \$ 1,413  | \$ 63,565                     | Local Funds   | 45         | \$ 1,413          | \$ 63,565                     |
| <b>Totals</b>                                     |            | <b>\$ 6,521</b>   | <b>\$ 286,919</b>             | <b>Totals</b> |            | <b>\$ 6,521</b>                                   | <b>\$ 293,440</b>             | <b>Totals</b> |            | <b>\$ 6,521</b>   | <b>\$ 293,440</b>             |
| LEA: GRANVILLE (390)                              |            |                   |                               |               |            | LEA: GRANVILLE (390)                              |                               |               |            |                   |                               |
| REVENUE   | Enrollment | Projected LEA ADM | Approx. Funding for 2017-2018 | REVENUE       | Enrollment | Projected LEA ADM                                 | Approx. Funding for 2018-2019 | REVENUE       | Enrollment | Projected LEA ADM | Approx. Funding for 2018-2019 |
| State Funds                                       | 17         | \$ 5,047          | \$ 85,795                     | State Funds   | 18         | \$ 5,047  | \$ 90,842                     | State Funds   | 18         | \$ 5,047          | \$ 90,842                     |
| Local Funds                                       | 17         | \$ 1,513          | \$ 25,721                     | Local Funds   | 18         | \$ 1,513  | \$ 27,234                     | Local Funds   | 18         | \$ 1,513          | \$ 27,234                     |
| <b>Totals</b>                                     |            | <b>\$ 6,560</b>   | <b>\$ 111,516</b>             | <b>Totals</b> |            | <b>\$ 6,560</b>                                   | <b>\$ 118,076</b>             | <b>Totals</b> |            | <b>\$ 6,560</b>   | <b>\$ 118,076</b>             |
| <b>Total Revenue: \$ 4,202,928</b>                |            |                   |                               |               |            | <b>Total Revenue: \$ 4,322,989</b>                |                               |               |            |                   |                               |

| <b>Total Budget</b>                                  |                     |                     |                     |                     |                     |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|
| <b>Revenue Projections 2014-15 through 2018-2019</b> |                     |                     |                     |                     |                     |
| <b>Revenue Projections</b>                           | <b>2014-2015</b>    | <b>2015-2016</b>    | <b>2016-2017</b>    | <b>2017-2018</b>    | <b>2018-2019</b>    |
| State ADM Funds                                      | \$ 1,135,881        | \$ 1,861,588        | \$ 2,672,072        | \$ 2,833,667        | \$ 2,914,771        |
| Local Per Pupil Funds                                | \$ 544,703          | \$ 900,393          | \$ 1,290,607        | \$ 1,369,261        | \$ 1,408,219        |
| EC Federal Funds                                     | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                |
| Other Funds  | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                |
| Working Capital                                      | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                |
| <b>TOTAL INCOME</b>                                  | <b>\$ 1,680,584</b> | <b>\$ 2,761,981</b> | <b>\$ 3,962,679</b> | <b>\$ 4,202,928</b> | <b>\$ 4,322,989</b> |

| PERSONNEL EXPENDITURE PROJECTIONS  | 2014-2015 |            |                     | 2015-2016 |              |                     | 2016-2017 |              |                     | 2017-2018 |              |                     | 2018-2019 |              |                     |
|--|-----------|------------|---------------------|-----------|--------------|---------------------|-----------|--------------|---------------------|-----------|--------------|---------------------|-----------|--------------|---------------------|
|  | # Staff   | Salary per | Total salary        | # Staff   | Salary per   | Total salary        | # Staff   | Salary per   | Total salary        | # Staff   | Salary per   | Total salary        | # Staff   | Salary per   | Total salary        |
| <b>Personnel:</b>  |           |            |                     |           |              |                     |           |              |                     |           |              |                     |           |              |                     |
| Principal  | 1         | \$ 80,000  | \$ 80,000           | 1         | \$ 81,200    | \$ 81,200           | 2         | \$ 82,418    | \$ 164,836          | 2         | \$ 83,654    | \$ 167,309          | 2         | \$ 84,909    | \$ 169,818          |
| Curriculum Director  | 0         | \$ 70,000  | \$ -                | 1         | \$ 71,050    | \$ 71,050           | 1         | \$ 72,116    | \$ 72,116           | 1         | \$ 73,197    | \$ 73,197           | 1         | \$ 74,295    | \$ 74,295           |
| Head Administrator   | 1         | \$ 70,000  | \$ 70,000           | 1         | \$ 71,050    | \$ 71,050           | 1         | \$ 72,116    | \$ 72,116           | 1         | \$ 73,197    | \$ 73,197           | 1         | \$ 74,295    | \$ 74,295           |
| Administrative Assistant   | 1         | \$ 25,000  | \$ 25,000           | 1         | \$ 25,375    | \$ 25,375           | 1         | \$ 25,756    | \$ 25,756           | 1         | \$ 26,142    | \$ 26,142           | 1         | \$ 26,534    | \$ 26,534           |
| Core Teachers K-8  | 14        | \$ 40,000  | \$ 560,000          | 23        | \$ 40,600    | \$ 933,800          | 33        | \$ 41,209    | \$ 1,359,897        | 36        | \$ 41,827    | \$ 1,505,777        | 36        | \$ 42,455    | \$ 1,528,364        |
| Exceptional Children's Teacher   | 1         | \$ 40,000  | \$ 40,000           | 2         | \$ 40,600    | \$ 81,200           | 2         | \$ 41,209    | \$ 82,418           | 3         | \$ 41,827    | \$ 125,481          | 3         | \$ 42,455    | \$ 127,364          |
| English Language Learner Teacher   | 0.5       | \$ 35,000  | \$ 17,500           | 1         | \$ 35,525    | \$ 35,525           | 1         | \$ 36,058    | \$ 36,058           | 2         | \$ 36,599    | \$ 73,197           | 2         | \$ 37,148    | \$ 74,295           |
| Media Teacher  | 1         | \$ 35,000  | \$ 35,000           | 1         | \$ 35,525    | \$ 35,525           | 2         | \$ 36,058    | \$ 72,116           | 2         | \$ 36,599    | \$ 73,197           | 2         | \$ 37,148    | \$ 74,295           |
| Art Teacher  | 1         | \$ 35,000  | \$ 35,000           | 1         | \$ 35,525    | \$ 35,525           | 2         | \$ 36,058    | \$ 72,116           | 2         | \$ 36,599    | \$ 73,197           | 2         | \$ 37,148    | \$ 74,295           |
| PE Teacher   | 1         | \$ 35,000  | \$ 35,000           | 1         | \$ 35,525    | \$ 35,525           | 2         | \$ 36,058    | \$ 72,116           | 2         | \$ 36,599    | \$ 73,197           | 2         | \$ 37,148    | \$ 74,295           |
| Music Teacher  | 1         | \$ 35,000  | \$ 35,000           | 1         | \$ 35,525    | \$ 35,525           | 2         | \$ 36,058    | \$ 72,116           | 2         | \$ 36,599    | \$ 73,197           | 2         | \$ 37,148    | \$ 74,295           |
| Foreign Language Teacher   | 1         | \$ 35,000  | \$ 35,000           | 1         | \$ 35,525    | \$ 35,525           | 2         | \$ 36,058    | \$ 72,116           | 2         | \$ 36,599    | \$ 73,197           | 2         | \$ 37,148    | \$ 74,295           |
| Performance-Based Compensation   |           |            |                     |           |              | \$ 96,300           |           |              | \$ 144,400          |           |              | \$ 208,900          |           |              | \$ 214,400          |
| <b>Total Personnel</b>   | <b>24</b> |            | <b>\$ 967,500</b>   | <b>35</b> |              | <b>\$ 1,573,125</b> | <b>51</b> |              | <b>\$ 2,318,175</b> | <b>56</b> |              | <b>\$ 2,619,189</b> | <b>56</b> |              | <b>\$ 2,660,843</b> |
| <b>Benefits:</b>   |           |            |                     |           |              |                     |           |              |                     |           |              |                     |           |              |                     |
| Health Insurance, Retirement Plan, Life, Disability, Social Security, Medicare | 15%       | \$ 967,500 | \$ 145,125          | 15%       | \$ 1,476,825 | \$ 221,524          | 15%       | \$ 2,173,775 | \$ 326,066          | 15%       | \$ 2,410,289 | \$ 361,543          | 15%       | \$ 2,446,443 | \$ 366,966          |
| <b>Total Benefits</b>  |           |            | <b>\$ 1,112,625</b> |           |              | <b>\$ 1,794,649</b> |           |              | <b>\$ 2,644,241</b> |           |              | <b>\$ 2,980,732</b> |           |              | <b>\$ 3,027,809</b> |
| <b>TOTAL PERSONNEL EXPENSE</b>   |           |            | <b>\$ 1,112,625</b> |           |              | <b>\$ 1,794,649</b> |           |              | <b>\$ 2,644,241</b> |           |              | <b>\$ 2,980,732</b> |           |              | <b>\$ 3,027,809</b> |

| <b>OPERATIONS EXPENDITURE PROJECTIONS</b> | <b>2014-2015</b>  | <b>2015-2016</b>  | <b>2016-2017</b>  | <b>2017-2018</b>  | <b>2018-2019</b>  |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| <b><u>Books &amp; Supplies</u></b>        |                   |                   |                   |                   |                   |
| <i>Curriculum/Instructional Materials</i> | \$ 19,000         | \$ 32,000         | \$ 44,000         | \$ 47,000         | \$ 48,000         |
| <i>Copy Paper</i>                         | \$ 3,000          | \$ 4,920          | \$ 7,036          | \$ 7,458          | \$ 7,667          |
| <i>School Supplies</i>                    | \$ 3,780          | \$ 6,199          | \$ 8,865          | \$ 9,397          | \$ 9,660          |
| <i>Testing Supplies</i>                   | \$ 2,800          | \$ 4,592          | \$ 6,567          | \$ 6,961          | \$ 7,155          |
| <i>Furniture</i>                          | \$ 55,000         | \$ 45,000         | \$ 50,000         | \$ 20,000         | \$ 18,000         |
| <b><u>Technology</u></b>                  |                   |                   |                   |                   |                   |
| <i>Technology Hardware</i>                | \$ 51,400         | \$ 30,150         | \$ 33,500         | \$ 10,500         | \$ 10,500         |
| <i>Instructional Software</i>             | \$ 1,000          | \$ 1,500          | \$ 1,876          | \$ 1,989          | \$ 2,044          |
| <i>Network/IT Support</i>                 | \$ 9,600          | \$ 10,000         | \$ 10,400         | \$ 7,700          | \$ 7,700          |
| <i>Personnel Software</i>                 | \$ 2,800          | \$ 4,592          | \$ 6,567          | \$ 6,961          | \$ 7,155          |
| <i>Office Software</i>                    | \$ 5,014          | \$ 2,628          | \$ 2,628          | \$ 657            | \$ 657            |
| <b><u>Human Resources</u></b>             |                   |                   |                   |                   |                   |
| <i>Annual CPA Audit</i>                   | \$ 7,000          | \$ 7,100          | \$ 7,500          | \$ 7,800          | \$ 8,000          |
| <i>Financial Services</i>                 | \$ 21,600         | \$ 21,600         | \$ 24,000         | \$ 24,000         | \$ 24,000         |
| <i>Professional Development</i>           | \$ 11,500         | \$ 20,200         | \$ 30,000         | \$ 30,000         | \$ 30,000         |
| <i>Employment Validation</i>              | \$ 4,800          | \$ 6,250          | \$ 8,611          | \$ 9,611          | \$ 9,611          |
| <i>Substitute Teacher</i>                 | \$ 6,650          | \$ 13,300         | \$ 13,300         | \$ 20,000         | \$ 20,000         |
| <b><u>Facilities</u></b>                  |                   |                   |                   |                   |                   |
| <i>Facility Lease/Mortgage</i>            | \$ 280,000        | \$ 330,000        | \$ 420,000        | \$ 420,000        | \$ 420,000        |
| <i>Equipment Rental</i>                   | \$ 2,400          | \$ 3,936          | \$ 5,628          | \$ 5,966          | \$ 6,133          |
| <i>Maintenance</i>                        | \$ 2,100          | \$ 2,100          | \$ 3,600          | \$ 3,600          | \$ 3,600          |
| <i>Security/Alarm</i>                     | \$ 2,160          | \$ 2,160          | \$ 3,500          | \$ 3,500          | \$ 3,500          |
| <i>Extermination</i>                      | \$ 1,000          | \$ 1,000          | \$ 1,200          | \$ 1,200          | \$ 1,200          |
| <i>Custodian</i>                          | \$ 12,000         | \$ 12,000         | \$ 12,000         | \$ 15,000         | \$ 15,000         |
| <i>Custodial Supplies</i>                 | \$ 3,500          | \$ 4,500          | \$ 5,000          | \$ 5,500          | \$ 6,000          |
| <b><u>Utilities</u></b>                   |                   |                   |                   |                   |                   |
| <i>Phone</i>                              | \$ 13,350         | \$ 17,340         | \$ 22,440         | \$ 23,970         | \$ 23,970         |
| <i>Electric</i>                           | \$ 10,000         | \$ 11,340         | \$ 11,910         | \$ 12,505         | \$ 13,130         |
| <i>Water/Sewer/Trash</i>                  | \$ 600            | \$ 984            | \$ 1,407          | \$ 1,492          | \$ 1,533          |
| <b><u>Other</u></b>                       |                   |                   |                   |                   |                   |
| <i>Insurances</i>                         | \$ 13,360         | \$ 26,000         | \$ 30,000         | \$ 32,000         | \$ 33,000         |
| <i>Marketing Plan</i>                     | \$ 5,000          | \$ 12,000         | \$ 12,000         | \$ 15,000         | \$ 5,000          |
| <i>Transportation Plan</i>                | \$ 1,000          | \$ 2,000          | \$ 2,500          | \$ 3,000          | \$ 3,200          |
| <i>Food Plan</i>                          | \$ 9,576          | \$ 15,732         | \$ 22,610         | \$ 23,940         | \$ 24,700         |
| <i>Travel Expenses</i>                    | \$ 1,500          | \$ 3,000          | \$ 3,000          | \$ 4,500          | \$ 4,500          |
| <b>TOTAL OPERATIONS</b>                   | <b>\$ 562,490</b> | <b>\$ 654,123</b> | <b>\$ 811,645</b> | <b>\$ 781,207</b> | <b>\$ 774,615</b> |

| <b>OVERALL BUDGET</b>                  | <b>2014-2015</b>    | <b>2015-2016</b>    | <b>2016-2017</b>    | <b>2017-2018</b>    | <b>2018-2019</b>    |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|
| <i>Total Expenditures (Personnel)</i>  | \$ 1,112,625        | \$ 1,794,649        | \$ 2,644,241        | \$ 2,980,732        | \$ 3,027,809        |
| <i>Total Expenditures (Operations)</i> | \$ 562,490          | \$ 654,123          | \$ 811,645          | \$ 781,207          | \$ 774,615          |
| <b>Total Expenditures</b>              | <b>\$ 1,675,115</b> | <b>\$ 2,448,772</b> | <b>\$ 3,455,886</b> | <b>\$ 3,761,939</b> | <b>\$ 3,802,424</b> |
|  |                     |                     |                     |                     |                     |
| <b>Total Revenue</b>                   | <b>\$ 1,680,584</b> | <b>\$ 2,761,981</b> | <b>\$ 3,962,679</b> | <b>\$ 4,202,928</b> | <b>\$ 4,322,989</b> |
|  |                     |                     |                     |                     |                     |
| <b>Annual Net Projections</b>          | <b>\$ 5,469</b>     | <b>\$ 313,209</b>   | <b>\$ 506,793</b>   | <b>\$ 440,989</b>   | <b>\$ 520,565</b>   |

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?

**In developing the budget we researched local surrounding counties for LEA base figures and tabulated yearly income based on our enrollment model. The school will start with grades K-6, adding one grade per year up to the eighth grade. Our targeted LEAs are Wake, Franklin and Granville Counties. Based on research and county populations, we estimate an enrollment pool with the following structure:**

- Wake County - 90%
- Franklin County - 7%
- Granville County - 3%

**These enrollment projections should stay consistent through academic year 2018/19. The institution will strive to maintain a small class size - eighteen (18) students per class - with yearly exponential growth. We intend to manage growth through a strategic facility selection, well-defined allocation of personnel and resources. The estimated yearly expenditures are based on several different sources including review of similar charter school budgets and best case models in Wake County, interviews with functional charter schools, online research, conversations with real estate agents and construction professionals. No allowances for Federal funding have been provided; consequently, budgetary items associated with that funding have not been included. The institutions first year will be the most challenging with almost 1:1 revenue to expense ratio. We have the ability to streamline expenses without affecting the core mission by adjusting capital expenditures, utilizing contractual assistance, accessing in-kind donations, utilizing a volunteer pool, and tapping established corporate partnerships. The break-even enrollment points are below:**

- 2014/2015 - 252
- 2015/2016 - 365
- 2016/2017 - 485
- 2017/2018 - 509
- 2018/2019 - 535

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

**The board will interview at least three financial services firms for accounting (ISIS) and reporting (NCWise) purposes. The firm must have a team of professionals who have experience or relationships with the NC Department of Public Instruction, the Office of Charter Schools, ISIS, and NCWise, and have been employed directly by other charter schools in the following positions: Business Office Manager, School Finance Officer, Payroll Coordinator, LEA Coordinator, NCWISE Data Manager, Accounting Specialist, Accounts Payable Coordinator, or Accounts Receivable Coordinator. The board's finance committee will lead these interviews and work closely with the chosen firm. While a specific firm has not been chosen, ESA would interview firms that have worked successfully with other charter schools, such as:**

**Charter Financial Services, LLC  
504 Wheddon Cross Way  
Wake Forest, NC 27587  
(919) 645-8045  
info@NCcharterschools.com**

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.

**Since ESA plans to operate with an emphasis on STEAM education, our budgetary methodology reflects a direct correlation to technology and arts. The institution will maintain a small class size - eighteen (18) students per class - with yearly exponential growth. The allocation of human and “hard” resources will embrace ESA’s mission. A proprietary curriculum design will provide each student with an accelerated “road map” to academic success in a structured and engaged environment. The curriculum exposure at all grades will promote critical thinking skills. In addition to core studies students can engage and explore Mandarin, robotics, clinical research and architecture. The academic pace will be dynamic, “hands-on” and rigorous with enhanced and infused technology such as interactive white boards, e-textbooks, virtual and live fields trips. At least 75% of the instructors will possess certifications in the field of study. We will strive to hire the best and brightest in various educational fields and compensate according at all levels. The staff will have access to continual professional develop for honing skills and internal advancement.**

**We project a minimal reserve after year one. The reserve will grow to 12% through year two (2) and subsequent years. We will strategically utilize the monetary reserve to support additional programmatic and curriculum development, facility expansion and property revitalization (as needed), technology enhancements and on-going professional development.**

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.  
**Currently, Envision has not secured any funds, property or other resources.**
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?

**The board will have a Development Committee in place prior to launch with strategic goals for securing in-kind donations, corporate, private foundation and federal funding for specific core operations. Also, initial conversations with several corporate partners have begun to gauge future support. A series of meetings and conversations have occurred with a prospective real estate partner that would greatly reduce capital expenditures with an all-inclusive lease/purchase. The facility and overall property would facilitate both short and long-term growth.**

**The yearly enrollment figures below are break-even projections.**

- **2014/2015 - 252**
- **2015/2016 - 365**
- **2016/2017 - 485**
- **2017/2018 - 509**
- **2018/2019 - 535**

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

**The board’s fundraising committee has begun the 501(c)(3) process to access individual, corporate and private foundation gifts. Also, a tentative fundraising event is being formulated to generate launch income in advance of opening. In addition, several “Angels” have been identified to lend monetary support after formal confirmation of charter approval.**

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.

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

**The board will interview at least three firms to conduct the school’s annual financial audit. The board’s finance committee will lead these interviews and work with the chosen firm during the audit. While specific auditors have not been chosen, ESA would interview firms that have worked successfully with other charter schools, such as:**

Name: **Thomas, Judy & Tucker, P. A.**  
Address: **4700 Falls of Neuse Rd, Raleigh, NC 27609**  
Phone Number: **(919) 571-7055**  
Fax Number: **(919) 516-0277**

## VI. LEA IMPACT STATEMENT

### 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.

**Attached are signed LEA Impact Statements from Wake, Franklin, and Granville Counties.**

VII. SIGNATURE PAGE

Applicant Signature

The foregoing application is submitted on behalf of Envision Science Academy, Inc. (name of non-profit corporation or individuals submitting application). 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: **Arune Monica Cutno**

Board Position: **President**

Signature: *Arune Monica Cutno* Date: 02/28/13

Sworn to and subscribed before me this 28 day of February, 20 13.

*James Cox*  
Notary Public

Official Seal

My commission expires: Dec 12, 20 16.



## VIII. APPENDICES

- A. Evidence of Educational Need
- B. Proposed Curriculum Outline
- C. Parent and Student Handbook (Draft)
- D. Federal Documentation of Tax Exempt Status (**Not Applicable**)
- E. Board Information Form and Resume
- F. Proposed Bylaws of the Non-Profit Organization
- G. Articles of Incorporation
- H. Board of Directors Handbook (Draft)
- I. Meeting Minutes
- J. CMO/EMO Contract (**Not Applicable**)
- K. Projected Staff
- L. Employee Handbook (Draft)
- M. Insurance Quote
- N. Facility Form (**Not Applicable**)
- O. Copies of Completed Facility Inspections (**Not Applicable**)
- P. Revenue Assurances and/or Working Capital Report (**Not Applicable**)
- Q. IRS Form 990 (**Not Applicable**)
- R. Academic Calendar
- S. Letters of Support
- T. Letter of Intent

You may include additional appendices to provide additional information that you believe will assist the State Board of Education in the consideration of your application.