



# 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*  
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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 Heather Moore

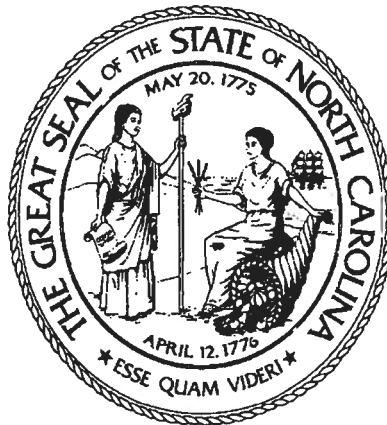
Proposed name of the charter school Gate City Community

County of proposed location Guilford County

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



## **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

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**I. APPLICATION CONTACT INFORMATION**

**Name of proposed charter school: Gate City Community School**

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

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

**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:** Heather Moore

**Title/Relationship to nonprofit:** Board of Directors President

**Mailing address:** 5304 Carolwood Dr. Greensboro, NC 27407

**Primary telephone:** 336-327-0882      **Alternative telephone:** 336-327-9549

**E-Mail address:** hbmoore76@gmail.com

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

**County:** Guilford County

**LEA:** Guilford County

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

No:

Yes:       If so, Public  or Private:

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

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

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

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

No:

Yes:

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

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

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

Will this school operate on a year round schedule?

No:

Yes:

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

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year	K-8	180
Second Year	K-8	180
Third Year	K-8	180
Fourth Year	K-8	180
Fifth Year	K-8	180
Sixth Year	K-8	180
Seventh Year	K-8	180
Eighth Year	K-8	180
Ninth Year	K-8	180
Tenth Year	K-8	180

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.

Heather Moore  
Signature

Heather Moore  
Printed Name

Board President  
Title

2-28-13  
Date

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

### **Mission:**

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

Gate City Community School seeks to nurture the whole child through transformative curricula where children are responsible for their learning, their actions, and making healthy choices. We cultivate children's inherent love of learning by supporting their unique strengths, interests, and creative problem solving. We are committed to a hands-on environment through expeditionary learning that develops socially aware and creative members of a sustainable community. Gate City Community is a place where all children, their cultures and abilities, are respected and inspired to learn while creating collaborative relationships with families.

### **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.**

The school aims to represent an accurate blend of the Guilford County population with the expectation of 55% free and reduced lunch children. The location in the Downtown Greensboro area, central to Guilford County, will make it accessible to every child in the county. We believe every child of every background, socio-economic status, color, gender, and, ability will exceed mastering the standard curriculum through the Expeditionary Learning model.

- 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?**

Gate City Community School is a small school with 180 students as our projected enrollment. The percentage of the ADM that would be impacted of the Guilford County School enrollment is .25%.

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

Gate City Community School's education plan differs significantly from local LEAs in that it implements Expeditionary Learning as a central curricular model while meeting the districts standards. We also aim to provide an interdisciplinary experience and a school garden opportunity for students and families to flourish academically, socially, physically, and emotionally.

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

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

- 1) Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site. Expeditionary Learning schools build**

professional learning communities that focus sharply on student achievement and continuous improvement, use data wisely, and shape school structures to best meet student needs. EL schools model and cultivate learning at all levels of the organization. Leaders, which include teachers, build a school-wide culture of trust, collaboration and student achievement. Leadership in EL schools goes beyond a single person or team—it is a role and expectation for all.

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

Expeditionary Learning believes leaders, teachers, and students embrace the power of student-engaged assessment practices to build student ownership of learning, focus students on reaching standards-based learning targets, and drive achievement. This approach to assessment is key to ensuring that schools achieve educational equity. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work, to results from formal assessments, disaggregating data by groups of students to recognize and address gaps in achievement.

**3) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.** There are no public schools that use a holistic approach to learning in Guilford County. There are a couple of private school options. We believe that all children should have equal access to this style of learning. We believe parents are the first and most important teachers in a child's life, so Gate City Community School will respect and support each family's unique background and makeup.

**4) Improving student learning.** Gate City Community School will use Expeditionary Learning, RTI, Project Based Learning, and Looping along with small class sizes, to meet each child's individual needs. Our goal is to ensure achievement of academic skills and other valued educational outcomes, including a student's positive self perception of academic and social competence, a sense of responsibility for their own education, and the broader community competencies for coping with the social and academic demands of schooling.

**5) Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.** Gate City Community School is responsive to the learning needs of individual students with varying abilities, experiences, and socioeconomic backgrounds. We believe that Expeditionary Learning (EL) and the Response to Intervention (RTI) approach addresses all those needs, including those in special education as well as those who are academically gifted.

**6) Encourage the use of different and innovative teaching methods.** Our classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.

**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?**

In addition to the board doing periodic observations of classroom teaching and a yearly climate survey of students, families, and faculty/staff, we will review End-of-Year tests score data, portfolio data, promotion and retention rates, and enrollment numbers.

- 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.**

2011-2012	Reading	Math	Science
District	68.1%	82.1%	70.4%
State	71.2%	82.8%	75.9%
Other Scores from schools close to the area of Gate City Community			
Peck	51.5%	73.2%	55.7%
Blueford	50.3%	62.9%	71.9%
Gillespie	63.6%	78.5%	32.6%

**Gate City Community Scores:**

Each year, students will demonstrate improvement in their ability to read, write, and comprehend English. Individual Portfolios will show students progress in reading and writing through work samples or projects reviewed by a panel two times a year to determine achievement. Percentage of students that will score a 3 or higher on the state end of grade reading tests:

- 2014-2015 72%
- 2015-2016 75%
- 2016-2017 78%
- 2017-2018 82%
- 2018-2019 85%

Each year, students will demonstrate improvement in their ability to reason and communicate mathematically, problem solve, and make connections with real world experiences. Individual Portfolios will show student progress in math through work samples or projects reviewed by a panel two times a year to determine achievement. Percentage of students that will score a 3 or higher on the state end of grade math tests:

- 2014-2015 80%
- 2015-2016 82%
- 2016-2017 84%
- 2017-2018 86%
- 2018-2019 88%

In 5 and 8th grade, students will demonstrate their ability to construct scientific knowledge and use scientific knowledge to describe, explain, and make predictions about real world events, phenomena, and systems (Grades 4 and 7 will complete science fair projects for school demonstrations.) Individual Portfolios will show students individual progress in Science through work samples or projects reviewed by a panel two times a year to determine achievement.

Percentage of students that will score a 3 or higher on the state end of grade state tests:

- 2014-2015 72%
- 2015-2016 75%
- 2016-2017 78%
- 2017-2018 82%
- 2018-2019 85%



### 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.**

In Expeditionary Learning schools...

**Learning is active.** Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions.

**Learning is challenging.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking.

**Learning is meaningful.** Students apply their skills and knowledge to real-world issues and problems and make positive change in their communities. They see the relevance of their learning and are motivated by understanding that learning has purpose.

**Learning is public.** Through formal structures of presentation, exhibition, critique, and data analysis, students and teachers build a shared vision of pathways to achievement.

**Learning is collaborative.** School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior. Trust, respect, responsibility, and joy in learning permeate the school culture.

EL students around the country are outperforming their state and district peers on standardized tests. In EL schools, 100% college acceptance is the standard. Research shows that EL teachers are closing critical achievement gaps for English language learners and for Hispanic, African-American, special education, and low-income students.

#### **K-8 Curriculum and Instructional Design:**

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

##### **Small Classroom Size**

Gate City Community School will have small classroom sizes with a maximum amount of 20 students per class. The National Education Association shows in the research that smaller class size provides lasting benefits for students, especially for minority and low-income students and students with exceptional needs.

##### **Looping**

Teachers will loop, remaining with their students for two years. Research shows looping benefits teachers by beginning school with a better understanding of a child's learning style and abilities, more efficient use of time at the beginning of the year, fewer discipline problems and absences, curriculum is built upon knowledge of previous year, including a detailed knowledge of student's strengths and weaknesses, and more productive, meaningful parent-teacher relationships.

### **Learning Centers**

Children thrive when they can work independently and cooperatively with a small group of peers. Using centers to organize and manage the learning environment is a strategy attuned to who children are, and how they learn. Learning Centers offer children a powerful opportunity to develop independence, risk taking, perseverance, initiative, creativity, reasoning, and problem-solving- the “learning to learn” skills. Learning Centers when set up effectively, allow children to develop skills in all areas including academic skills and social skills

**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.**
- 2. Identify how this curriculum aligns with the proposed charter school’s mission, targeted student population, and North Carolina Accountability Model.**

Gate City Community will follow the Expeditionary Learning Model as its curriculum design. The expeditions utilize curricular themes to focus on knowledge, concepts, self/personal concerns, and social/ world concerns where students are engaged in collaborative planning, the pursuit of knowledge, performance knowledge, and learning communities. This curricular model values democratic ideals, respect for human dignity, and diversity all, which are underscored throughout the educational plan and mission of the school. Gate City Community provides an extensive curriculum that meets the needs of today’s child and prepares them for the future through the use of integrated units centered on all subject areas. The curriculum is designed to provide students many hands-on problem-solving experiences to facilitate inquiry and discovery-based learning. Comprehensive multi-grade-level themes are implemented that become progressively more complex as the child advances through the grades and experiences a very personal, internal, holistic learning environment.

Schools that implement the EL model have test scores that exceed district averages, often by substantial margins, particularly for high-need subgroups. Not only do students achieve at higher levels than their peers on state tests, but they also gain skills critical to college readiness and success — problem solving, critical thinking, persistence toward excellence, and active citizenship.

### **Nutrition Education**

- Hands on Interactive Experiences- Children learn by doing. When growing and preparing food as part of the academic day, it enlivens every subject, from reading and writing science and art. Students measuring vegetables and counting beans are learning math, effortlessly absorbing their lessons.
- School lunch supports local organic farm- When local, organic farms supply a school lunch program children come to know their community and their farmers and are taught where their food comes from.
- Cafeteria as a classroom- The lunch hour is transformed from an afterthought to an opportunity to enrich their curriculum. Teachers and cooks alike use the daily meal as a tool to nourish student’s minds as well as their bodies.

- Zero Impact Meals- Using reusable table settings teach the children about environmental care with little to no waste produced from our breakfast and lunch program.

**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.**

The following design principles express the philosophy of education and core values of Expeditionary Learning, the model that Gate City Community School will follow and aligns with our mission:

**1. The primacy of self-discovery**

Learning happens best with emotion, challenge, and the requisite support.

**2. The having of wonderful ideas**

Teaching in Expeditionary Learning schools fosters curiosity about the world.

**3. The responsibility for learning**

Learning is both a personal process of discovery and a social activity.

**4. Empathy and caring**

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust.

**5. Success and failure**

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges.

**6. Collaboration and competition**

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear.

**7. Diversity and inclusion**

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others.

**8. The natural world**

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect.

**9. Solitude and reflection**

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas.

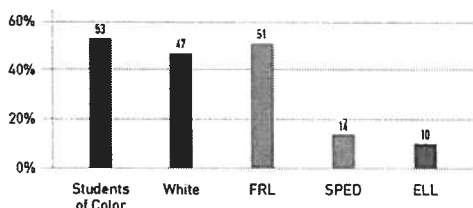
**10. Service and compassion**

Students and teachers are strengthened by acts of consequential service to others.

**High achievement**

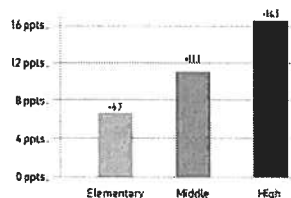
EL serve a diverse population of students

% of students by selected demographics (2009-10)

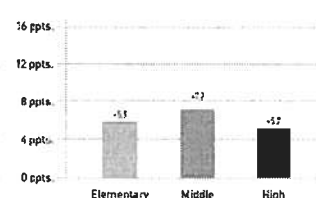


**Schools implementing the EL model outperform district averages in reading/English language arts and math**

EL schools compared to district averages in reading/English language arts (2009-2010)



EL schools compared to district averages in math (2009-2010)



3. 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.

**Gate City Community Calendar**

**2014-2015**

July					August					September					
<u>Mo</u>	<u>Tu</u>	<u>We</u>	<u>Th</u>	<u>Fr</u>	<u>Mo</u>	<u>Tu</u>	<u>We</u>	<u>Th</u>	<u>Fr</u>	<u>Mo</u>	<u>Tu</u>	<u>We</u>	<u>Th</u>	<u>Fr</u>	
	1	2	3	4					1	1	2	3	4	5	
7	8	9	10	11	4	5	6	7	8	8	9	10	11	12	
14	15	16	17	18	11	12	13	14	15	15	16	17	18	19	
21	22	23	24	25	18	19	20	21	22	22	23	24	25	26	
28	29	30			25	26	27	28	29	29	30				
October					November					December					
<u>Mo</u>	<u>Tu</u>	<u>We</u>	<u>Th</u>	<u>Fr</u>	<u>Mo</u>	<u>Tu</u>	<u>We</u>	<u>Th</u>	<u>Fr</u>	<u>Mo</u>	<u>Tu</u>	<u>We</u>	<u>Th</u>	<u>Fr</u>	
		1	2	3						1	2	3	4	5	
6	7	8	9	10	3	4	5	6	7	8	9	10	11	12	
13	14	15	16	17	10	11	12	13	14	15	16	17	18	19	
20	21	22	23	24	17	18		20	21	22	23	24	25	26	
27	28	29	30	31	24	25	26	27	28	29	30	31			
January					February					March					
<u>Mo</u>	<u>Tu</u>	<u>We</u>	<u>Th</u>	<u>Fr</u>	<u>Mo</u>	<u>Tu</u>	<u>We</u>	<u>Th</u>	<u>Fr</u>	<u>Mo</u>	<u>Tu</u>	<u>We</u>	<u>Th</u>	<u>Fr</u>	
			1	2											
5	6	7	8	9	2	3	4	5	6	2	3	4	5	6	
12	13	14	15	16	9	10	11	12	13	9	10	11	12	13	
19	20	21	22	23	16	17	18	19	20	16	17		19	20	
26	27	28	29	30	23	24	25	26	27	23	24	25	26	27	
										30	31				
April					May					June					
<u>Mo</u>	<u>Tu</u>	<u>We</u>	<u>Th</u>	<u>Fr</u>	<u>Mo</u>	<u>Tu</u>	<u>We</u>	<u>Th</u>	<u>Fr</u>	<u>Mo</u>	<u>Tu</u>	<u>We</u>	<u>Th</u>	<u>Fr</u>	
			1	2	3					1	1	2	3	4	5
6	7	8	9	10	4	5	6	7	8	8	9	10	11	12	
13	14	15	16	17	11	12	13	14	15	15	16	17	18	19	
20	21	22	23	24	18	19	20	21	22	22	23	24	25		
27	28	29	30		25	26	27	28	29	29	30				

Half Days of School
Staff Development Days
Teacher Workdays
Vacation Days

Gate City Community will use an extended year calendar with breaks that are longer than the traditional calendar to provide individualized narratives and portfolios that are required.

**High School Curriculum and Instructional Design:**

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

Not Applicable- we will not have high school grades at Gate City Community 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.**

In accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 Et seq.) and subsequent reauthorizations, The Gate City Community Charter School will incorporate a multi-tiered, Response to Intervention (RTI) approach to intervention. In order to meet the needs of all children, we will first ensure that all students will receive appropriate classroom instruction from a highly qualified teaching staff. When and if learning difficulties are revealed through assessment or documented observations, both instruction and the environment will be adjusted accordingly to address and remediate the issues or concerns. If it is found that the student does not respond to these interventions, then every measure, in accordance with the law and our philosophy will be employed to further address the student’s needs.

Grade level and individual expectations of progress are based on portfolios, educator observations, and grade level testing. The school will gather a student team, The Pre-referral Assistance Team (PAT,) meeting usually inclusive of student, educators, family or caregiver, and any other specialist to determine the best approach necessary to meet the needs of the student and create a plan of action, Personalized Education Plans, for achieving desired goals. Once areas to address and resources are identified the student’s team will also devise a shared responsibility agreement outlining their support role for the student. The student will also reflect on and outline their responsibilities and needs through this process. Student teams may meet as often as is needed for the success of the student, but at minimum once a month to ensure adequate progress with the student’s Personalized Education Plan. The plan of action should be revisited after the first few months to ensure it is assisting the student. If a student needs further interventions a referral would be made to have child evaluated for Exceptional Children services and support. (This is also Tier 2 of the Response to Intervention.)

**RTI**

RTI can be used to improve academic achievement and improve classroom behavior. RTI enables educators to target instructional interventions to children’s specific areas of need as soon as those needs become apparent. RTI provides data to assist educators in making educational decisions and provides support for those decisions. Universal screenings are given to ALL students three times a year (fall, winter, spring) to determine if individual students are making expected progress in the areas of reading and math.

Upon completion of the universal screenings each trimester, the Executive Director, Curriculum Facilitator, and individual Classroom Teachers examine the assessment data. Data is examined to determine each student’s attainment and/or progress toward grade level expectations. Additionally, each trimester all students’ behavior is reviewed. Difficulties identified in the student’s academic functioning due to behavioral, organizational, and/or emotional factor is examined to determine if the student needs additional support. Data collected from teacher files,

observations, referrals, etc. are used to make this determination. Students are then determined to be in one of three tiers.

**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.**

During Tier 1 of RTI if it seems the child could be an ELL student, further testing will be done to see if they qualify for ELL services.

**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.**

If the ELL student is not meeting grade level expectations, the teacher will refer them to Pre-Referral Assistance Team (PAT) to determine what interventions should be used for the student and to create a Personal Education Plan (PEP). The ELL teacher will be involved with the team to ensure interventions will match up with the child's needs. The ELL teacher will begin services with the child inclusive in the regular education classroom.

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

The PAT team will continue to monitor the child's success. If a child meets their PEP goals the team will decide if the child needs more or different goals on the plan or decide if the student is ready to exit the ELL program. If a decision is made to exit, the ELL teacher will monitor the child's progress at each half and end of the quarter to make sure there is continuing progress.

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

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

During Tier I of the RTI process if it seems the child may qualify for academically gifted services, further testing will be done. If results show that the child meets the criteria for AG services, the child will work with other AG students in the regular education classroom. The general education teacher will differentiate teaching to meet their needs.

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

Our philosophy believes in teaching according to an individual child's needs. All teachers are required to differentiate and to monitor a child's individual progress. This monitoring should assure that a child is being challenged in all areas of strengths and given extra support in areas of need.

**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.**

1. Students who transfer to Gate City Community with an active IEP or 504 plan will be provided the services in conformity with the current IEP/504. Services will be initiated immediately.

2. Gate City Community may adopt the former school district’s IEP/504 Plan, without an IEP meeting, if a copy of the current IEP/504 Plan is available, the parent(s)/guardian(s) indicate satisfaction with the current IEP, and Gate City Community determines that the current IEP/504 Plan is appropriate and can be implemented as written.

3. Gate City Community may develop a new IEP/504 Plan for the student if Gate City Community or the parent(s)/guardian(s) do not believe the current IEP/504 Plan is appropriate. In such case, Gate City Community shall, within ten (10) days after the date of the student’s enrollment, initiate an IEP/504 Plan meeting for the purpose of developing a new IEP/504 Plan. While the new IEP/504 Plan is under development, Gate City Community shall implement the IEP/504 Plan from the former school district.

**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.**

### **Evaluation**

1. A parent/guardian, teacher or other person who believes that a student may require special education services may request a special education referral process.

2. Upon making this request, the party who receives this request in writing or in conversation must immediately notify the special education teacher.

3. The parent/guardian will be contacted by the special education teacher or his/her designee to schedule a Pre-referral Assistance Team meeting. This meeting must be scheduled to take place within ten (10) school days to discuss the request. A notice of this meeting will be sent to parent(s)/guardian(s), teachers, appropriate special education staff and the school facilitators.

4. The classroom teacher(s) will complete the Intervention Request Form and attach test data and work samples for discussion and send to the Special Education Teacher at least three school days prior to the Pre-referral Assistance Team meeting.

5. If a case study is determined appropriate, permission, utilizing required forms will be completed and parent/guardian signature will be obtained. The parent/ guardian will receive a copy of all forms at the end of the meeting.

6. If a student does not meet eligibility requirements, forms will be completed explaining the reason(s) why the evaluation will not be conducted. The parents will receive a copy of the completed forms at the end of the meeting. A Pre-referral Assistance Team will be scheduled, if necessary, to develop an intervention plan to address the student needs within the classroom.

7. If a Section 504 Evaluation is deemed appropriate, parent permission will be obtained at the Referral Assistance Team meeting.

8. Upon completion of the evaluation, but no later than 60 school days after parent/guardian permission was obtained or prior to the first day of the next school year if there are less than 60 school days remaining in the current school year, an Individualized Educational Plan (IEP) meeting will be convened to determine whether the student is eligible for special education services. A plan describing the educational services the student requires to meet his/her educational goals will be determined at this meeting or no later than 30 days after the initial IEP meeting was held. The parent(s)/guardian(s) written consent for initial special education services must be obtained before service can begin. Implementation of the IEP cannot begin until ten (10) days after parent/guardian permission has been obtained unless the parent/guardian waives the ten (10) day waiting period. The IEP document, evaluations, required notice and consent forms and other pertinent information will be placed in the student's temporary special education file in the Special Education Office. A copy of the IEP, required notice and consent forms and evaluations will be given to the parent(s)/guardian(s).
9. If the student does not qualify for special education services the educational team will determine if the student is eligible for a Section 504 Plan.
10. If a Section 504 Plan is deemed appropriate, a Section 504 meeting will be scheduled with the parent(s)/guardian(s).
11. If the student is not eligible for a Section 504 Plan and if accommodations are recommended for the regular education classroom, a Pre-referral Assistance Team meeting will be scheduled to discuss and document the program accommodations with the education team. The Pre-referral Assistance Team will determine how and by whom accommodations will be made. Periodic Pre-referral Assistance Team meetings will be held to monitor the student's progress and provide assistance to the classroom teacher(s).

**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**

If records are needed from another school parents will sign a letter for request of records. Records will be sealed and addressed to the care of the EC teacher.

**b) Record Confidentiality (on site)**

All IEP/504 Plan information will be locked in the EC resource room. The general education teacher may keep a copy for reference locked in her room.

**c) Record Compliance (on site)**

To assure confidentiality and provide limited access to special education student records, an "Access Sheet" should be placed at the front of the special education student folder. Persons accessing the file who are not the student's parents or authorized employees of the participating agency sign the record of access. This documentation includes name, purpose and agency affiliation.

**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.**

Gate City Community School will provide highly qualified EC teachers, ELL teachers, and other service providers according to our schools need. General Education teachers will differentiate



their teaching according to each child's level. Gate City Community will promote inclusion for EC students unless pull out is deemed most appropriate for the child's best learning potential.

**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).**

Gate City Community will take all measures to ensure that we hire highly qualified EC teachers and other related services to meet each child unique needs. We will protect and ensure that the rights of children with disabilities and their parents are protected. We will consistently monitor each child's progress towards their goals to make sure the goals are effective. Our individualized, inclusive approach will ensure that every child is making progress to meet the common core standards.

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

Gate City Community will use multiple ways to communicate a child's progress, including, but not limited to periodic parent-teacher conferences, written progress reports and student-parent-teacher conferences. Reports will include a statement of the goals with a written report of where the student is currently functioning in that goal area and/or a rating of progress to indicate whether the student's progress to date will likely result in the student reaching the goal by the end of the year. The progress report to parents will be in addition to the student's regular report cards that provide grades for courses or subject areas. The EC teacher will meet with all relevant staff members and support staff to determine what progress has been made during a learning period towards the goals prior to writing the progress report and will give a copy to all parties involved when finished.

**4. Describe the proposed plan for providing related services.**

Any services that Gate City cannot provide will be contracted appropriately. We already have a network of highly qualified occupational therapist, speech therapist, physical therapist, counselors, and other professionals that are ready to come serve our kids.

### **Student Performance Standards**

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

Gate City Community will follow the state common core requirements for individual grade levels.

**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 the state standardized test Gate City Community will use assessment vehicles such as student portfolios and presentations as additional measures of student understanding. These rigorous, multiple forms of formative assessments require students to apply what they're learning to real world tasks. These include standards-based projects and assignments that require students to apply their knowledge and skills using clearly defined rubrics (or criteria) to facilitate a fair and consistent evaluation of student work; and opportunities for students to benefit from the feedback of teachers, peers, and outside experts.

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.**

Promotion is data-driven, therefore student test scores, portfolios, conferences, and classroom observations will all factor in determining whether a student is prepared to progress to the next grade. Parents and students will be notified before each academic year.

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.**

Grade 8 will have a special pre graduation interview among a panel consisting of teachers, parents, and mentor to demonstrate individual competency across core subjects + one students choice. This consists of final review of portfolio, along with questions from the panel. Panel will give feedback on areas of strengths and of areas that need to be worked on. (See Appendix R)

### **High School Graduation Requirements**

Not Applicable- We will not be providing high school grades at Gate City Community.

### **Student Conduct:**

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

The goal of conduct at Gate City Community School is to develop respect, self-discipline and responsibility in each student. As part of our focus on citizenship, children learn to respect each other at school and then generalize that to others. All staff members shall maintain discipline in the school in order to keep students safe, protect the schools, staff and students' property and provide an atmosphere conducive to learning, discipline is primarily conducted by engaging students in purposeful activities. When disciplinary action is taken it is designed to be corrective rather than punitive and aims to elicit future cooperation from the student. The teacher, Executive Director, and other appropriate staff members will confer to evaluate each specific case according to policies delineated in the handbook.

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

**Be sure to include:**

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

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

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

Private Nonprofit Corporation:

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

**Name of Private Nonprofit:** Greensboro Progressive Charter School Inc.

**Mailing Address:** 202 S. Tremont Dr.

**City/State/Zip:** Greensboro, NC 27403

**Street Address:** 202 S. Tremont Dr.

**Phone:** 336-209-1199

**Fax:**

**Name of registered agent and address:** Theresa M. Lamothe

202 S. Tremont Dr.

Greensboro, NC 27403

FEDERAL TAX ID: 45-5027794

**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.

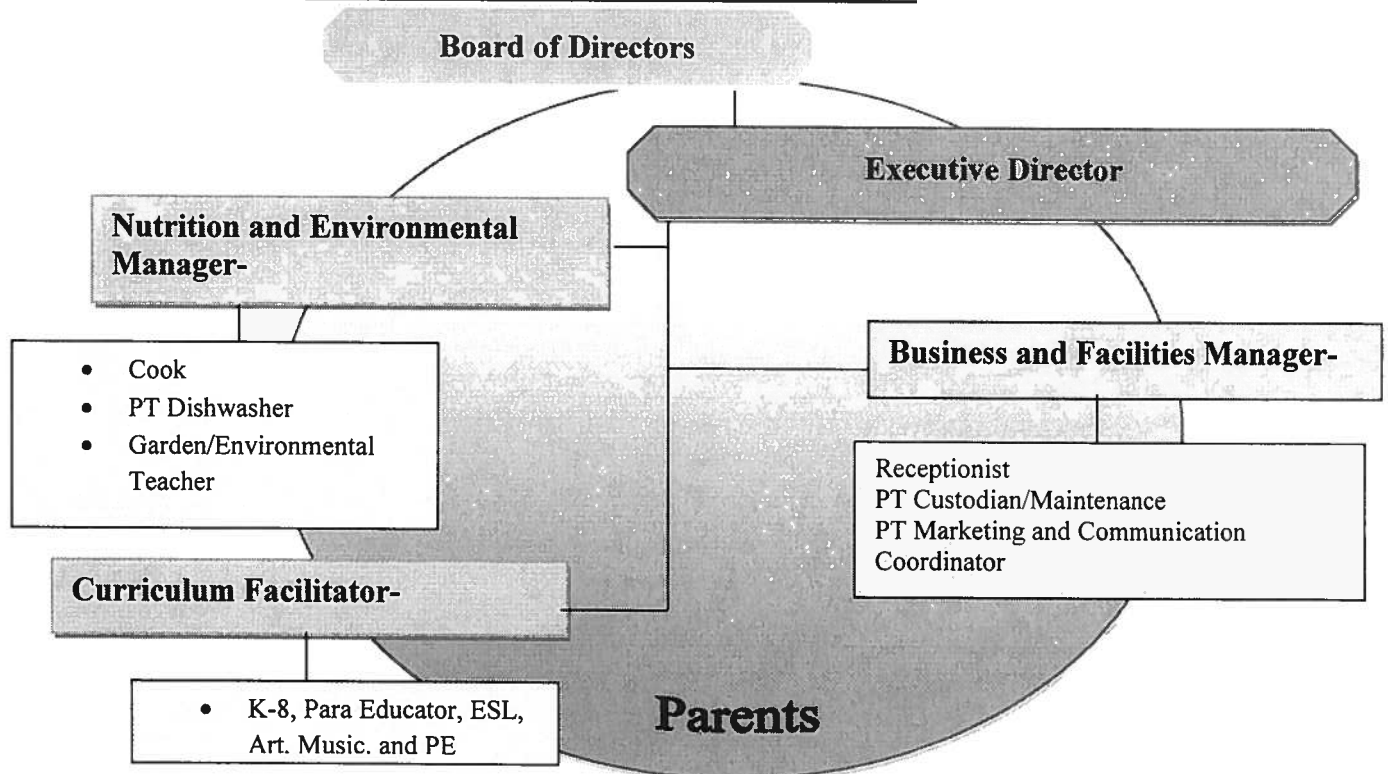
Please complete the table provided depicting the founding members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation
Heather Moore	Chair	Guilford County, NC	Substitute Teacher
Todd Moore	Vice Chair	Guilford County, NC	Park Manager
Tracy Lamothe	Treasurer	Guilford County, NC	Accountant/Chef
Dana Stachowiak	Secretary	Guilford County, NC	Reading Specialist/Doctoral Candidate/Author
Dr. Leila Villaverde	At large	Guilford County, NC	Associate Professor

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).

**Gate City Community Organizational Chart**



**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 Board of Directors comprised of parents, teachers, and community members governs our charter school. The By Laws of the corporation outline the operating principles. The By Laws, the Charter Application and subsequent Charter Law and the Charter Agreement are the foundation for our operational procedures. The Board of Directors is responsible for ensuring the fiscal, legal, and curricular integrity of our school and is the final authority in all conflicts. We will utilize the Expeditionary Learning website to post the Executive Director position. The board will conduct interviews and make the final decision by consensus. Supervision will be through monthly reporting and an annual review.

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

The board will be made up of three community members and two parents. Each board member will bring a unique experience to the table. The board will act in accordance with the by-laws adopted by the current governing board. (see Appendix F ) There are Education Professionals, Accountants, Entrepreneurs and Facilities Management experts currently governing the opening of the school.

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

The Founding Board Members came together from a desire to educate children in a different manner than is currently offered in the Guilford County School System. Current board members have a range of an education background as well as from the financial sector. A good balance between educators and business will ensure great success for the school. We also felt it was important for our board to represent the diversity of our county. Please see Article VII Section 2 of the By-Laws for the rules for filling vacancies.

**5. How often will the board meet?**

Our Board of Directors meets on the third Thursday of each month at the school at 5:30 p.m. These meetings are open to all members of the school community and to the public.

**6. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive?**

Founding Board members will attend all State offered Board training in the year before the school opens. Each year the board will participate in development and training that the executive committee plans after the election of the new board members in the fall. Refer to the Bylaws Article V. in Appendix H.

**7. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.**

Conflict of Interest

According to our bylaws, Article V, Section 8

Should a conflict arise the board will follow, Article V, Section 11, of the bylaws

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

The board will follow Roberts Rules of conduct in making decisions. Each member has equal rights to present policy changes to the board for decisions.

**Describe any advisory bodies, councils, or associations listed in the organization**

Advisory board shall be a separate body pursuant to Section 3 Article VI of the by-laws. Members of the Advisory board have no power to bind or act on behalf of the Corporation. The purpose is to help the Corporation expand its perspective and achieve goals based upon its charter.

**Proposed Management Organization (Educational Management Organization or Charter Management Organization)**  Not Applicable

**Private School Conversions:**  Not Applicable

**Charter School Replication:**  Not Applicable

**Projected Staff:**

**Provide, as Appendix K, a list of positions anticipated for the charter school**

**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.**

Gate City Community will utilize the Expeditionary Learning website to aid in recruiting highly qualified teachers. Gate City will also utilize the large University and College system in Greensboro to recruit teachers from their Department of Education.

**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 Executive Director will oversee all employees. The Executive Director will bring any personnel issues needed to the attention of the Board of Directors.

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

Executive Director will oversee all personnel. If the Executive Director feels a staff member should be dismissed, they will bring it to the Board of Directors attention first. A joint decision will be made on what should transpire; firing or probation mandates. The Board of directors will receive a report from The Executive Director will conduct first interviews with new positions. They will report to the board before any final hiring decisions are made. Background checks will be done on all employees at Gate City Community.

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

All employees – regardless of position will receive Health Benefits. All full time employees that work more than 30 hours per week are eligible to participate in the state run pension program for retirement and disability. Cost of living increases will occur at the end of the third year. Look in our budget table to see the range of salaries that will be offered for positions.

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

We explain our grievance and termination policies in great detail in the Employee Handbook in Appendix L.

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

There are no 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.**

Special needs and ELL will be provided by outside consultants that will be hired as needed. Full time Exceptional Children teacher and part time ELL teacher who has the required degree will also be hired to assist our children with learning difficulties and physical special needs.

- 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).**

Look in Appendix K for employee descriptions and requirements

### **Staff Evaluation and Professional Development**

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

The Executive Director and the Curriculum Facilitator will work together on maintaining teacher licensure requirements and professional development in Expeditionary Learning, RTI, etc.

- 2. Provide a detailed plan noting how the school will mentor, retain, and evaluate staff.**

**1-3 year teachers Evaluations:** Observations at least four times a school year with follow-up conferences, Conferences will discuss an individual teacher's strengths and things to work on, Goals will be reviewed at end of year conference, Completion of school staff development training such as Expeditionary Learning and Project Based Learning, Periodic student and parent surveys sent home as a evaluation tool, Self and Peer Evaluations, Quality of Individual Portfolios, Participate in Mentoring Program, Professional Goals due by the end of first quarter

**3 yr+ Teacher Evaluations:** NC Re-certification Requirements, 7.5 CEU's every 5 years, Participation in school wide staff development, Staff and Peer Evaluations, Quality of Individual Portfolios, Periodic student and parent surveys sent home as a evaluation tool Professional Goals due by the end of first quarter, Observations at least two times a school year with follow-up conferences, Conferences will discuss an individual teacher's strengths and things to work on, Goals will be reviewed at end of year conference, Teachers in their renewal year will be observed 4 times

### **Mentoring Program**

- Teachers will work together in teams and take turns evaluating each other and give constructive feedback. Educational Specialist on the board will work with the staff to give additional support.
- New teachers will choose a veteran teacher to create a co-mentoring partnership for the first two years working in the school. Both teachers will take turns observing each other and giving guidance in developing a quality progressive education experience. Mentor and Mentee will have frequent mutual, non directional conferences to discuss teaching approaches, strengths, and areas for improvement.

- 3. Discuss the core components of professional development plan.**

Expeditionary Learning (EL) provides our school with a site coordinator that will work hand in hand with our teachers and other support staff. EL tailors professional learning to all roles—teachers, instructional coaches, and school—so that they can support an effective, systemic approach to Common Core implementation. Curriculum modules combine academic content with EL's proven instructional practices that lead to high achievement.

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

Two weeks before school starts we will have Expeditionary Learning Training. Our EL site coordinator will work with teachers and other related staff on creating our first expeditions. The site coordinator will work closely with each teacher to ensure the model is being implemented correctly.

**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.**

Through our contract with Expeditionary Learning we will have a site trainer that will come to provide onsite training once a month. Our calendar has these days already built in for training. Our calendar is extend year to give teachers enough breaks to provide teachers plenty of time to plan quality Expeditions.

**Enrollment and Marketing:**

**Marketing Plan**

**Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflects 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)).**

**Marketing**

<ul style="list-style-type: none"> <li>• Brochures at local preschools</li> <li>• Town-hall informational meetings at local libraries and recreation centers across the county</li> <li>• Creation of a Charter School Fair with other Guilford County Charter Schools in February 2014</li> <li>• Information booth at Greensboro’s Downtown 4<sup>th</sup> of July Festival</li> </ul>	<ul style="list-style-type: none"> <li>• Application Access on our website</li> <li>• Facebook page updates</li> <li>• Gate City Community Fun Day for children at Greensboro Farmer’s Curb Market</li> <li>• Booth at A and T University homecoming festival</li> <li>• Help North Carolina Department of Education create a video raising awareness of charter schools.</li> </ul>
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**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.**

Gate City Community believes that families and the community are an integral part of a child’s successful learning experience and of the success of a school. We will have an open and trusting environment welcoming parents to come and visit our progress. There will be many events before opening that parents will be invited to learn more about the school and ways they can be involved.

The community at large will be a part of our progress to opening too. Public meetings about the school and other fundraising and awareness events will allow for our community partners to get to know us and find ways they too can participate with the school once it is open.

**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.**

Research shows that strong family-school partnerships improve student’s learning. This is part of our mission to provide these strong relationships. Our teachers will do home visits at the



beginning of the year to have a better understanding of their children. Parents will be encouraged to come into the school to see what their children are learning. At the end of each learning period children will display work from their expeditions, parent-teacher conferences or parent narratives will also be used to communicate with parents about what their children are learning.

### **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.**

February 2014-March 2014 Open Enrollment

April 15, 2014- Lottery

May 1, 2014- Final Admissions Posted

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

During each period of enrollment, Gate City Community Charter School shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a class, grade level, or building. Students shall be accepted by lot. Once enrolled, students are not required to reapply in subsequent enrollment periods. Enrollment priority will be given to siblings of currently enrolled students who were admitted to the charter school in a previous year and to children of the school's principal, teachers, and teacher assistants. In addition, and only for its first year of operation, Greensboro Progressive charter school may give enrollment priority to children of the initial members of the charter school's Board of Directors, so long as (i) these children are limited to no more than ten percent (10%) of the school's total enrollment or to 20 students, whichever is less. If multiple birth siblings apply for admission to the charter school and a lottery is needed under G.S. 115C-238.29F(g)(6), the charter school shall enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.

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

After the lottery if a child's name is not chosen they will be placed on a waiting list. If a vacancy opens, the family will be contacted to see if they want to accept the available slot. The family will have two business days to notify the school of their acceptance.

If a family decides to withdraw the school will assist in the new placement of the child by referring the parents to their child's individual school or the GCS Student Assignment Office at 336-370-8303. When school assignment is decided, Gate City Community will transfer records or any other information needed for the transition process. We would like the family to fill out an exit survey if possible when leaving the school.

Families that want to transfer to Gate City Community will be given a tour of the school and an explanation of the school's philosophy. We will also encourage students to come visit the schools to help with easy transitions.

Students that are re-enrolling must begin the application process again and will be notified if a vacancy is open.

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

Families will be invited to come to a school for a tour and a short presentation about the school’s philosophy. Our approach is unique and we want to make sure all parents understand our school’s beliefs about education.

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

Since a student cannot be enrolled in two schools at once, we will withdraw students from our roster when we receive written notification that s/he is enrolled in another school. The “empty seat” will be given to the next person on the waiting list (as described above) If a student has been withdrawn from the school in this manner, but makes a decision to return after the space has been taken by another student, s/he will have to reapply and go on the waiting list. Gate City will transfer appropriate documents to the new school the child will attend. If a child is transferring from another school, Gate City Community will contact the former school to have all appropriate documents transferred.

**PROJECTED ENROLLMENT 2014-15 through 2018-2019**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME  
 LEA #1\_ Guilford County  
 LEA #2 \_\_\_\_\_  
 LEA #3 \_\_\_\_\_

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

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

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	LEA 1	LEA 1	LEA 1	LEA 1	LEA 1
K	20	20	20	20	20
1 <sup>st</sup>	20	20	20	20	20
2 <sup>nd</sup>	20	20	20	20	20
3 <sup>rd</sup>	20	20	20	20	20
4 <sup>th</sup>	20	20	20	20	20
5 <sup>th</sup>	20	20	20	20	20
6 <sup>th</sup>	20	20	20	20	20
7 <sup>th</sup>	20	20	20	20	20
8 <sup>th</sup>	20	20	20	20	20
	180	180	180	180	180

**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.** Gate City Community will work hard to ensure transportation issues will not limit a child from coming to the school. The school’s desire to be downtown will make the city bus line accessible to all families. The school staff will help coordinate and connect families that live in close proximity, so that carpools can be created. In addition the school will have two vans that provide transportation to children living in traditionally underserved communities.

**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.** School nutrition is an area of great importance to our school's philosophy and mission. We believe that good nutrition and physical activity are essential to children's health and educational success. In our budget we have planned to have 55% of our school population on free or reduced lunch. School breakfast and lunches will be cooked fresh daily with a variety of healthy choices.

**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	3,000,000		
Officers and Directors/Errors and Omissions	100,000		
Property Insurance	3,000,000		
Motor Vehicle Liability	1,000,000		
Bonding Minimum/Maximum Amount	3,000,000	1,000,000	
Workman's Compensation	500,000		
Total Cost			30,000

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

**Health and Safety Requirements:**

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

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

Heather Moore  
(Board Chair Signature)

2-28-12  
(Date)

**Facility:**

**What is your plan to obtain a building? If a facility has been identified please fill out the Facility Form (Appendix N).**

The board has chosen a group of buildings in downtown Greensboro that we will use for the school. We are working with Momentum Development Company on design and construction possibilities. We have not signed a formal lease.

**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. .**

The board has looked at several buildings in our area that can be rented and used if the buildings we desire are not ready. The school garden program would not be offered until we move into our permanent facility.

## **VI. FINANCIAL PLAN**

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

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

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

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

See Charter School Dollars per ADM on the following link for per pupil allotments by county.  
<http://dpi.state.nc.us/fbs/allotments/support/>

- All per pupil amounts are from the 2012-2013 year and would be approximations for 2014-2015.
- Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on federal funding in year one to meet budgetary goals.
- These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in 2014-2015.
- For local funding amounts, applicants will need to contact their local offices or LEA.

**LEA #1 (Insert LEA Name & Code)**

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	4,552.23	180	819,401.40
Local Funds	2,521.45	180	453,861.00
Federal EC Funds	3,570.84	36	128,550.24
Totals	10,644.52	180	1,401,813

**LEA #2 (Insert LEA Name & Code)**

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

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

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

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

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
- <i>State ADM Funds</i>	<u>\$819,401.40</u>	<u>\$819,401.40</u>	<u>\$819,401.40</u>	<u>\$819,401.40</u>	<u>\$819,401.40</u>
- <i>Local Per Pupil Funds</i>	<u>\$453,861.00</u>	<u>\$453,861.00</u>	<u>\$453,861.00</u>	<u>\$453,861.00</u>	<u>\$453,861.00</u>
- <i>Exceptional Children Federal Funds</i>	<u>\$128,550.24</u>	<u>\$128,550.24</u>	<u>\$135,691.92</u>	<u>\$142,833.60</u>	<u>\$142,833.60</u>
- <i>Federal Funds from School lunch and Breakfast program</i>	<u>\$69,264.00</u>	<u>\$69,264.00</u>	<u>\$69,264.00</u>	<u>\$69,264.00</u>	<u>\$69,264.00</u>
- <i>Breakfast and Lunch Sales</i>	<u>\$83,133.45</u>	<u>\$83,133.45</u>	<u>\$83,133.45</u>	<u>\$83,133.45</u>	<u>\$83,133.45</u>
- <i>Working Capital*</i>	<u>\$5,000.00</u>	<u>\$5,000.00</u>	<u>\$5,000.00</u>	<u>\$5,000.00</u>	<u>\$5,000.00</u>
<b>TOTAL INCOME</b>	1,559,210.09	1,559,210.09	1,566,351.77	1,573,493.45	1,573,493.45

**\*If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank statements, etc., on the availability of these funds.**

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	# Staff	Salary per	Total salary	#	Salary per	Total salary	#	Salary per	Total salary	#	Salary per	Total salary	#	Salary per	Total salary
<b>Personnel:</b>															
Lead Administrator	1	65,000	65,000	1	65,000	65,000	1	65,000	65,000	1	68,250	68,250	1	68,250	68,250
Facilitators	3	45,936	137,808	3	45,936	137,808	3	45,936	137,808	3	48,233	144,699	3	48,233	144,699
Marketing and Communications Coordinator	.5	18,000	18,000	.5	18,000	18,000	.5	18,000	18,000	.5	18,900	18,900	.5	18,900	18,900
Core Content Teacher(s)	9	40,000	360,000	9	40,000	360,000	9	40,000	360,000	9	42,000	378,000	9	42,000	378,000
Para Educator(s)	.5	21,670	21,670	.5	21,670	21,670	.5	21,670	21,670	.5	22,754	22,754	.5	22,754	22,754
Electives/Specialty Teacher(s)	.5	40,000	20,000	1	40,000	40,000	1	40,000	40,000	1.5	21,000	63,000	1.5	21,000	63,000
Exceptional Children Teacher(s)	1	40,000	40,000	1	40,000	40,000	1	40,000	40,000	1	42,000	42,000	1	42,000	42,000
Related Service Teacher(s)	1	40,000	40,000	1	40,000	40,000	1	40,000	40,000	1	42,000	42,000	1	42,000	42,000
Contracted Personnel	1	27,750	27,750	1	27,750	27,750	1	27,750	27,750	1	27,750	27,750	1	27,750	27,750
Food Service Staff	1.5	24,667	37,000	1.5	24,667	37,000	1.5	24,667	37,000	1.5	25,900	38,850	1.5	25,900	38,850
Transportation Staff	0	0	0	0	0	0									
Staff Supplements	1.5	20,000	40,000	1.5	20,000	40,000	1.5	20,000	40,000	1.5	28,000	42,000	1.5	28,000	42,000
Professional Development			40,000			40,000			40,000			10,000			10,000
<b>Total Personnel</b>	<b>20.5</b>		<b>837,228</b>	<b>21</b>		<b>857,228</b>	<b>21</b>		<b>857,228</b>	<b>21.5</b>		<b>898,203</b>	<b>21.5</b>		<b>898,203</b>



Benefits:	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total
Health Insurance	22	4,800	105,600	23	4,800	110,400	23	4,800	110,400	24	4,800	115,215	24	4,800	115,215
Retirement Plan	14	6,390	89,453	14	6,390	89,453	14	6,390	89,453	14	6,709	93,926	14	6,709	93,926
Life Insurance	14	82	1,151	14	82	1,151	14	82	1,151	14	86	1,208	14	86	1,208
Disability	14	267	3,739	14	3,739	3,739	14	3,739	3,739	14	280	3,926	14	280	3,926
Medicare	22	514	11,302.43	23	504	11,592	23	504	11,592	24	520	12,477	24	520	12,477
Social Security	22	2,197	48,328	23	2,155	49,568	23	2,155	49,568	24	2,223	53,348	24	2,223	53,348
<b>Total Benefits</b>			259,573			265,903			265,903			280,100			280,100
<b>Total Personnel Budget</b>			1,106,801			1,133,131			1,133,131			1,178,303			1,178,303

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

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

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
Books and Supplies	Instructional Materials	15,000	15,000	15,000	5,000	5,000
	Curriculum/Texts	10,000	10,000	10,000	3,000	3,000
	Copy Paper	1,000	1,000	1,000	1,000	1,000
	School Supplies	4,000	4,000	4,000	1,000	1,000
	Testing Supplies	8,100	8,100	8,100	8,100	8,100
Technology	Technology Hardware	18,900	1,500	1,500	1,500	1,500
	Instructional Software	1,100	1,100	1,100	1,100	1,100
	Network/Internet	2,400	2,400	2,400	2,400	2,400
	Office Software	3,680	1,000	1,000	1,000	1,000
Human Resources Costs	Legal Counsel	10,500	10,500	10,500	10,500	10,500
	NC Wise	3,000	3,000	3,000	3,000	3,000
	Personnel Software	11,700	11,700	11,700	11,700	11,700
Rents and Debt Services	Facility Lease/Mortgage	192,000	192,000	192,000	192,000	192,000
	Rent of Equipment	2,000	2,000	2,000	2,000	2,000
	Maintenance	5,000	5,000	5,000	5,000	5,000
	Security/Alarm	3,600	3,600	3,600	3,600	3,600

	Extermination	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
	Custodial Supplies	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Utilities	Phone	Bundled in Internet cost	0	0	0	0	0	0	0	0
	Energy	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000
	Electric	14,400	14,400	14,400	14,400	14,400	14,400	14,400	14,400	14,400
	Water/Sewer/Trash	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800
Other										
	Marketing Plan	16,388	16,388	16,388	16,388	16,388	16,388	16,388	16,388	8,194
	Transportation Plan	18,600	12,200	22,200	22,200	22,200	22,200	22,200	22,200	12,200
	Food Plan	48,719	48,719	48,719	48,719	48,719	48,719	48,719	48,719	48,719
	Insurance (other)	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000
	Other Office Equipment	5,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
	<b>TOTAL OPERATIONS</b>		451,887	422,407	422,407	432,407	432,407	394,213	394,213	394,213

**Overall Budget**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2014-2015</b>	<b>2014-2015</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
TOTAL EXPENDITURES (PERSONNEL)	1,086,601.00	1,123,131.00	1,123,131.00	1,123,131.00	1,178,303.00	1,178,303.00
TOTAL EXPENDITURE (OPERATIONS)	451,887.00	422,407.00	422,407.00	432,407.00	394,213.00	394,213.00
TOTAL EXPENDITURES	1,538,488.00	1,545,538.00	1,545,538.00	1,555,538.00	1,572,516.00	1,572,516.00
TOTAL REVENUE	1,559,210.09	1,559,210.09	1,566,351.77	1,566,351.77	1,573,493.45	1,573,493.45
ANNUAL NET PROJECTIONS	20,722.09	13,672.09	10,813.77	10,813.77	977.45	977.45

**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? The Budget was created based on the projected enrollment and the space Gate City Community School has chosen. If enrollment is not at our projected numbers then teaching positions will not be filled. If the enrollment is lower than teacher salaries/benefits expense then equipment purchases will not be made as needed. Lower enrollment would mean fewer computers, possibly one of the vans and less supplies and food in the food program. The Treasurer of the board of directors, Executive Director and Facilities Coordinator will monitor this closely, especially the first year.
  
  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 administrator will manage the day-to-day bookkeeping. Monthly financial, payroll and purchases more than \$500 will be done through a private accounting firm that specializes in school finances. Selection of the contractors was done through the charter school associations and agreed upon by the board.
  
  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. Gate City Community Charter School will use the Expeditionary Learning model in all aspects. The expenses reflect the commitment to having teachers and administrators as the most important teaching tool in the school. A garden and fresh breakfast and lunch program are budgeted with enough funds to purchase fresh food and cook them on sight. The Garden program will be supported with grants from the Let's Move Foundation and the Edible School Yard Project as well as others who support teaching children the importance of food in their lives. Our urban setting will offer the opportunity to garden in small spaces and optimize land use. In the first year and every year there after the remaining funds will be invested in short term savings and money market accounts to build funding for future use.
- 
1. 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. The core operation of the school will be entirely dependent on State, Local and Federal funds. Additional projects like the garden, special technology, staff development and more Para Educators will be the reason for our drive to secure grants through national foundations as they are available.

2. 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 total enrollment number is 180 which is very small and easier to attain than for a larger school. However if enrollment does not meet expectations employee positions and equipment purchases will be delayed until enrollment meets the levels to warrant our projections.
3. Year one cash flow contingency, in the event that revenue projections are not met in advance of opening. Community support will assist in any unanticipated shortfalls.

**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.

An annual audit will be completed each year in February for the prior calendar year. All information will be provided to the auditor in a timely fashion.

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.

Name: Bernard Robinson & Co. LLP

Address: 1501 Highwoods Blvd #300, Greensboro, NC 27410

Phone Number: 336-294-4494

Fax Number: 336-294-4495

**VII. AGREEMENT PAGE**

LEA Impact Statement:

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

Applicant Signature:

The foregoing application is submitted on behalf of Heather Moore. 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: Heather Moore

Board Position: President of the Board

Signature: Heather Moore

Date: 2-28-2013

Sworn to and subscribed before me this 28 day of February, 2013.

Georgia W. Murray  
Notary Public Official Seal

My commission expires: Nov. 17, 2013.

**VI. APPENDICES**