



NORTH CAROLINA CHARTER SCHOOL APPLICATION

James K. Polk Public School

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.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: James K. Polk Public School

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

Name of non-profit organization under which charter will be organized or operated: *James K. Polk Public School Foundation*

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

Name of contact person: *Tim Jowers*

Title/Relationship to nonprofit: *Director*

Mailing address: 8804 Brideswell Lane
Charlotte NC 28278

Primary telephone: 704-756-8326 Alternative telephone: 919-633-8366

E-Mail address: timjowers@gmail.com

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No: X

Yes:

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

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? James K. Polk Public School Foundation

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2014 Month August

Will this school operate on a year round schedule?

No: X

Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	10,11,12	116
Second Year	09,10,11,12	139
Third Year	09,10,11,12	167

Fourth Year	09,10,11,12	200
Fifth Year	09,10,11,12	232
Sixth Year	09,10,11,12	240
Seventh Year	09,10,11,12	240
Eight Year	09,10,11,12	240
Ninth Year	09,10,11,12	240
Tenth Year	09,10,11,12	240

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.

timjowers
Signature

Director
Title

timjowers
Printed Name

02/25/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

According to Communities in Schools, "Nearly 2,000 students drop out of school every year in Charlotte-Mecklenburg schools; and only 71% of high school students in CMS graduate within the standard four years." James K. Polk Public School brings opportunity to these students by encouraging them to return to school and empowering them with marketable skills and a solid education. The school partners with area businesses to define short training programs in trades and skill areas needed by those businesses for entry level staff and to build long term success in its students. The school provides these training bootcamp courses as an integrated part of its integrated educational curriculum.

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.*

James K. Polk Public School serves high school dropouts. This is an underserved market and a large market. The dropout rate is over 40% in the two high school zones served, West Charlotte and West Mecklenburg. The broader LEA market ranges in the range of eight thousand potential students; but, the school has chosen to limit its census and focus on individual success. Unfortunately, the problem is too large to be resolved by one single school. The location on West Blvd in Charlotte, NC has been chosen because it is central to the area of market need and very convenient to major thoroughfares including I-485, Wilkinson Blvd, I-85, and I-77.

The Department of Public Instruction reports 1290 dropouts for Char-Meck in 2011. About 50% were African American, about 20% were Hispanic, and about 20% were White. The Char-Meck dropout population is close to 10% of the total dropout population of the State of North Carolina. The Char-Meck LEA is about 39% African American and about 18% Hispanic; so, clearly these two populations have a disproportionately large dropout rate. The cohort graduation rate for 2010 for West Mecklenburg was 64%, for West Charlotte was 54%, and for Waddell was 51%. Waddell has since been disbanded as a high school and students reassigned to other schools; so, now similar problems occur in Harding University High, Vance, et al. In contrast, the cohort graduation rate for the top three high schools in the Charlotte-Mecklenburg system were 100%, 93%, and 93%. Clearly, the vast majority of the students who dropped out in these bottom three high schools could graduate successfully if afforded an alternative which works for them.

It is probable the population will have a larger percentage of African

Americans than the overall population of Mecklenburg County due to its location and the dropouts percentages listed above. One of the closest high schools has a minority percentage of 99% and a dropout rate over 35%. Of this minority percentage, 86% are African American. Another close high school has a minority rate of around 90% of which 69% are African American and 12% Hispanic (from the 2010 school year). James K. Polk Public school will be located in this area; but, the hispanic population is also as much as 30% of many schools in the area and increasing; so, for this reason, we are seeking teachers or teaching assistants with Spanish mastery. The school will not discriminate based on race.

James K. Polk Public School believes the attraction of the trades and skills focused education will entice students from all races. The school does not discriminate based on race, national origin, religion, sex, ethnicity, or disability. The school fully conforms to the State of NC enrollment guidelines.

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 116 students. This actually affects almost none of the ADM of the schools in the LEA because the target population does not attend school. Clearly James K. Polk Public School will therefore place a cost increase on the state; but, we believe the long term dividends of educating these students far outweigh the initial cost. Strictly on a percentage basis, this will amount to about 2% of the combined population of West Charlotte High School and West Mecklenburg High School and less than 0.3% of the CharMeck LEA high school student population. E.E. Waddell High School was closed in 2011. The projected enrollment calculates to 0.08% of the total enrolled population of the local LEA; as the local LEA has about 140,000 students.

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

The education plan for James K. Polk Public School will be materially more appropriate than all of the other schools in the LEA. The student population will receive basic education in the core competencies as directed by the State of North Carolina but will spend a large amount of its time with hands-on skills. We regularly meet managers involved in auto repair, manufacturing, and other industries who state they simply cannot find anyone skilled in mechanics or other areas. These trades are a skill and a basic training will provide graduates of James K. Polk Public school a mechanism towards solid, gainful employment. The trades and skills training will be in contained increments such that the student learns the basics of the trade or skill and then is introduced into the more complex aspects for future self study or inspiration for college study. Some trade skills which do not require college education pop into the economy as very valuable skills such as the ability to fly drones which is now a high demand and highly paying skill; so, such market demand will be monitored and incorporated into the curriculum as possible. James K. Polk Public School will work closely and constantly with local businesses to bring in training specialists on the pretense of staff recruiting for their business. These specialists may be engaged as guest speakers or as teachers of short-term bootcamps.

Clearly the student body will present basic educational challenges. The school has provisioned for this through the use of multiple teacher assistants per classroom. These teacher assistants will be able to work one-

on-one or in small groups to both help students "catch-up" and to help other students advance to the top of their abilities. The school plans to openly address educational deficiencies. The school is named for former President James K. Polk who was a scholar and born in Charlotte, NC; but another former President born in North Carolina is known to not have had a solid formal education. These students are going to be given the opportunity not afforded to him and believed to be among the top 20% offered in the USA today.

An anticipated additional problem is discipline. Again, the multiple teacher assistants per classroom was chosen as a means to diffuse potential discipline problems. It is believed because these students are choosing to return to complete their education that they will be self selecting against heavy discipline problems. It is also believed some of the students will have been victims of behavioral problems in other schools and relish a chance to complete their education in a new environment. The teacher and teaching assistant selection will consider past experience in managing discipline problems and in security overall. At least one of the teaching assistants will be selected with security experience as possible. The advisors and the governing board have extensive experience dealing with discipline and education.

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.*
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.*
4. *Improving student learning.*
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.*

James K. Polk Public School teacher salaries will be above average amongst North Carolina teachers. In addition, they will have pay for performance incentives rewarding performance. The teaching programs will be challenging but will also be very rewarding because the student body is an at-risk population.

James K. Polk will vastly improve the student learning for this population because the educational setting will be tailored to their needs.

The additional teacher assistants will assist in addressing learning deficiencies as well as advanced learning opportunities. These students will be educated to be able to graduate in the State of North Carolina and will be trained for successful employment.

The innovation of focusing on trades and skills will be a carrot to entice dropout students to return to school. Students who have had a child at a young age may benefit from training in office clerical skills, in restaurant skills, and in other such skills. Students who have been expelled or otherwise dropped out of other schools for poor decisions will have a second chance to continue their education and learn an income productive trade or skill. The innovative teaching program will allow teachers to integrate trade skills with traditional formal education. For instance, science curriculums can incorporate engine repair to help students clearly see the relation between science and practical uses. The teachers will be able to innovate in their curriculum and the students will receive in depth education packaged as practical, marketable skills training.

The charter school also purposes to provide ownership of learning to the students. To this end, course-related and individualized research and demonstration projects let the students participate both in learning and in teaching. This gives them an appreciation for the learning process and their own personal responsibility. By involving local businesses and the community in these projects, the students are engaged in the social sciences aspect of civic and environmental responsibility and taught the importance of their education to the world around them.

By providing portable computers such as an Android tablet computer or iPad to each students, the school will empower each student to explore and learn. The devices will be configured with pertinent links and training materials; so the student will be easily able to find educational videos and other subject matter pertinent to his or her studies. This allows the student to go further than the classroom as well as to learn from other sources when he or she has a difficulty. It also prepares the student for the real world economy where he or she can use information technology to his or her advantage.

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?*

Metrics will be reviewed on a monthly basis.

Student can read, write, and perform mathematics at his or her grade level.

Student is passing all of his or her courses.

Student passes standardized test.

Student is accepted to return to another public school.

Student is successfully hired and stays employed for over a month based on a trade or skill learned in James K. Polk Public School.

- 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.*

Year 1: Graduation rate exceeds the average of the closest two other public high schools.

10% of students are accepted into college.

70% of students can pass a standardized math test.

70% of students can pass a standardized English test.

Year 2: Graduation rate is within 10% of the average of the LEA.

15% of students are accepted into college.

75% of students can pass a standardized math test.

75% of students can pass a standardized English test.

Year 3: Graduation rate exceeds the average of the LEA.

20% of students are accepted into college.

80% of students can pass a standardized math test.

80% of students can pass a standardized English test.

Year 4+: Graduation rate exceeds the State of NC.

25% of students are accepted into college.

85% of students can pass a standardized math test.

85% of students can pass a standardized English test.

Year 5: James K. Polk Public School is recognized as a high-demand school.

The enrollment lottery applicants heavily exceeds the number of available seats.

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.

James K. Polk Public School's overall instruction program will conform to the North Carolina Standard Course of Study. Its Mathematics and English Language Arts instruction will conform to the Common Core State Standards. Other courses will conform to the North Carolina Essential Standards. These standards are documented on the North Carolina Department of Public Instruction website as provided by Instructional Services. The Department of Public Instruction also defines the course requirements for High School Graduation. This definition has been used by James K. Polk Public School to structure its course offerings and doing so allows students successfully completing courses at the school to graduate from high school in the State of North Carolina.

Each school year, the school will administer end-of-grade and end-of-course tests. The school's curriculum program will align with the North Carolina Common Core Curriculum. The testing and curriculum alignment assist with accountability to the State as well as ease the transition of students who enter the school from other NC schools or leave the school for another NC school.

The targeted population is expected to be under-performing students; so, testing will be structured in a manner to improve learning. Tests will be administered for each course on a regular basis and the correct answers will be reviewed with the class on all tests except the final evaluation test. Teachers will be expected to administer a mid-term evaluation test and to review the results with the school's Board of Directors. This will allow the board to assess the teaching effectiveness as well as identify any specific needs or opportunities. Students who are seen to excel will be invited to matriculate into an Honor's curriculum at another area high school if the high school will accept them. This will allow these students to possibly achieve even more of their potential.

Each teacher is expected to bring his or her expertise in teaching to the classroom. The school strongly supports teaching methods which fit the teacher and the students. Teachers will be provided education training materials including the books The Starfish and the Spider, The Good School, The Leader in Me, FISH!, SPARK!, Fred Jones Tools for Teaching, and other training materials. The teachers will be asked in board meetings to describe what teaching methods they are applying in their classroom and how the overall education in the school can improve.

Frequent testing or other methods of student evaluation will be used to help identifying lagging and under-challenged students. Teacher assistants will then be asked to work one-on-one or in small groups to focus on learning opportunities to assist the student(s) in regaining the class or

accelerating in various areas.

All students will be required to enroll in one English Language Arts course, one Mathematics course, one Social Studies course, and one Science course.

High School Curriculum and Instructional Design:

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

The average class will have one teacher, two teaching assistants, and 27 students. Due to the particular population of students, it is expected some students will again dropout and the class size will be reduced to the students choosing to stay for education.

Each student will be provided books and a computer such as a tablet computer. The classroom will leverage technology to provide access to additional study materials. Technology will also be leveraged to lessen materials costs. For instance, assignments and tests may be administered through the tablet computer. Students will be assigned pertinent independent study projects designed to teach them to make decisions and learn how the world around them works. These projects will be in addition to formal, in-class study. Seniors not having already taken a Health/Physical Education course will be required to enroll in such course. Students will take English and Math in a year-long schedule. Other courses will be completed on a semester basis. Students will take two elective courses. At least one will be for Career and Technical Education. Another may include Arts Education. Additional courses such as Spanish may be offered based upon proficiency of the teaching staff and upon the interest of the student body and their parents.

Advanced study and additional self-study will be supported by the materials, equipment, and curricula. The students will each be provided a computer such as an Android tablet computer which will be configured to learning websites. They will be provided a list of research web pages related to the course of study. In addition, a complete self-teaching curriculum such as the Robinson Self-Teaching Curriculum can aid in learning and understanding. By giving the students extensive research opportunities, the student will have an area to research rather than spending time playing games or on social networking websites. If needed, an Internet filter may be used to reduce access to non-educational websites.

Provide a synopsis of the planned curriculum, including:

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

The following courses are sample courses for the Trades and Skills curriculum. These are subject to revision to meet the market needs and other needs but provide a general idea of the level of training being provided. The courses will be cross-referenced with the North Carolina Career and Technical Education standards. The courses will be focused also on the inputs from local businesses concerning the skills required in their industries.

Sample Course: Trades and Technologies I

Trade Skills

This trade skills course will teach you to be competent with tools and machinery and make you a valuable candidate for many, many jobs.

Week 1: Repair a bicycle

Key Learning: How to use tools such as a wrench. How not to use tools such as a wrench.

Key Learning: How mechanical systems fit together.

Advanced Learning: How a gear system works

Advanced Learning: How mechanical statics works.

(Donated bicycles. Students can take them home.)

Week 2: Make a table

Week 3: Small engine repair

Week 4: Auto maintenance

Week 5: Industry specific

Week 6, 7: Make a golf cart

Week 8: Solar systems

Week 9: Industry-specific

Week 10: Aquaskipper/Hydrocopter

Sample Course: Trades and Technologies I

Web Applications

Week 1: Introduction to the Web

Week 2: Introduction to HTML

Week 3: Create presence on three popular environments

Week 4: Create a custom website

Week 5: Search Engines and Internet Marketing

Week 6: Graphics and Images

Week 7: Business and Promotional Writing

Week 8: Websites for Phones and Tablets

Week 9: Making a Phone App from a Website

Sample Course: Trades and Technologies I

Computer Programming

Week 1: Introduction to Javascript

Week 2: Making an Interactive Phone App from HTML/JavaScript

Week 3: Software as a Business

Week 4: JavaScript II

Week 5: Javascript and Hardware Integration

Week 6: Design Your Own Application

Week 7: Testing and Software Process

Week 8: Introduction to Java

Week 9: Introduction to Objective C

Sample Course: Business and Finance

Modern Business Technology

Week 1: Introduction to Computers

Week 2: Introduction to Word Processors

Week 3: Introduction to Spreadsheets

Week 4: Introduction to Databases

Week 5: Introduction to Free Business Data

Week 6: Introduction to Business Tax Management

Week 7: Order Management Systems

Week 8: Customer Marketing

Week 9: Inventory Systems

4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.

A thorough and relevant curriculum will be afforded all students of James K. Polk Public School.

Teachers and their teaching assistants will be expected to leverage the NC Wise system where possible for efficient education management.

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

James K. Polk Public School focuses primarily on educating its students for entry into the workforce. It also seeks to invigorate students to consider potential secondary education. As its students are largely returning from having dropped out of other programs, the students will continually be encouraged to complete their education. The benefits of practical professional skills and trade skills will be continually enforced. The relation between these skills and secondary education will be highlighted as well in order to enlighten the students about the studies of college or other post secondary education. The school will not initially have an ROTC program and will not be able to provide any specialized training for military service other than the general training it provides which is applicable to many industries.

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

The academic calendar is tailored to the needs of the student population to meet the educational mission of James K. Polk Public School. The school week will be a four day school week to accommodate transportation needs, employment needs, and family care needs of the students. To accommodate the shorter week, each school day will include 1.5 additional hours. The school day will start at 8:15AM and continue through 4:30PM. Since many students will be afforded meals assistance, the school itself will open at 7:30AM. The school holidays and in-service days are listed in Appendix R. The calendar is divided into a semester system with two semesters per year. This allows the students to gauge progress in each course and to determine goals and needs for the coming semester.

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.

Teachers will complete a monthly assessment for each student. The assessments will be reviewed by the school board and the board will make recommendation for any student on track to fail a course. Additionally, the teachers will meet on a weekly or more often basis with their teaching assistants and determine a plan to assist those students who are falling behind the class. Students will be provided a clearly outlined curriculum and it will be reviewed by the Teacher. This will allow each student to know what he or she must accomplish to pass the course.

Student assistance will be provided and the staff will advocate for the student. Sobering statistics need to be borne in mind when understanding the potential student body of the school. These are from the 2009 Youth Risk Behavior Survey by the Mecklenburg County Health Department and Charlotte Mecklenburg Schools. Alone after school with no adult: ~33%. Feel they matter to people in their community: 28% (Hispanics). Bullied at school: 21%

(Whites). Name-calling due to race/ethnicity: 39% (Hispanics). Hopeless period: 28%. Attempted suicide: 13%. Carried weapon to school: 4%. Skipped school due to safety concern: 5%. School gangs: 58%. Watch 3 hours of TV: 55% (African-American). 3 hours of video games: 20%. Overweight: 17%. Chronic hunger: 6% (Hispanic). Teen pregnancy: 5% (female average). The method of prevention is to actively engage the students and provide true interest and support for their improvement. Each teacher will receive training in basic psychiatric support. The school staff will seek out community and government programs assisting these persons and publicly post these and their contact information for students to see.

By having each student review the discipline requirements of the school and by enforcing these, a safer environment can be created for all students. Disciplinary actions will be conducted as outlined in the school conduct and discipline plan. Each teacher will receive training in safety and enforcement.

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

Students will be interviewed and assessed by the English Language Arts Teacher(s). These teachers will identify any English Language Learners with a written report to the Board of Directors. A learning plan for these students will be created by the Board of Directors. Additionally, these students will be assessed on a monthly basis to determine their progress. While the school is unable to provide instruction in all languages, the predominant non-English language in the area is Spanish and the school will seek to employ Teaching or Teaching Assistant staff with Spanish proficiency. This staff will work with ELL students to assist them in successful learning in their courses.

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

Intellectually gifted students will be identified both by a report from a teacher to the Board of Directors and by being classified in the top 10% of their class. These students will be identified to the staff and provided advanced learning opportunities. The students and their parents if available will be interviewed to determine if the student is a better fit at another area High School which offers Honors/AP courses. The school believes its advanced modules for its courses will be able to fully stimulate the learning appetite for advanced students and provide them a stand-out education which will be of interest to future universities. The teaching staff is challenged to provide advanced modules which would normally be at the college level such as assignments to calculated vectors and statics information when physical science or mechanical trades electives are being completed. The teaching staff will work to define special, individualized

education options for the exceptionally intellectually gifted student.

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.
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.
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
 - b) Record Confidentiality (on site)
 - c) Record Compliance (on site)

All school staff will be trained to identify and assist Exceptional Children. This includes Public Law 94-142 as well as the Individuals with Disabilities Education Act (Public Law 100-476). The Child Find legislation requires identification of children with disabilities. To fulfill this legislation, the school will include in the acceptance packet provided to each student and their guardians a request to self-identify the student as a disabled student. In addition, the staff will contact the student's prior school to determine if the student is disabled. The staff will report to the Board of Directors any student who is clearly disabled but has not yet been identified as such. The staff will also leverage NC Wise and other public systems to manage individual education status.

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.
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).
3. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.
4. Describe the proposed plan for providing related services.

Students with disabilities will receive special attention from the staff at James K. Polk Public School. Their education plans will be reviewed and individualized as beneficial by the Teachers and any revised plan approved by the Board of Directors. This customized plan, or Individualized Education Plan, will be shared with the student and the parents through a written letter from the school's board. Students with disabilities are welcomed at the school and, like all students, will receive a free public education. By customizing the education plans and otherwise accommodating the student such as with appropriate furnishings, these students will be ensured to receive an appropriate education.

The school will work with the parent and sources of additional funding to

staff specialized education staff as possible. These staff will be directly involved in the individualized education plan. The students will be integrated into the normal classroom as much as appropriate. Moreover, the facilities being evaluated are already designed to accommodate handicapped persons.

Student Performance Standards

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

Students of James K. Polk Public School are expected to excel. Each student should have completed four courses in English, Algebra I, Algebra II, Geometry, and one other Mathematics course, Physical Science, Biology, Environmental Science, Civics and Economics, American History I, American History II, and Health/Physical Education. These course requirements conform to the High School Graduation requirements for the State of NC. The required courses will be amended when and if they are changed by the State of NC. Each student should be able to score high enough on an unofficial SAT test they could be admitted to a secondary institution. This can be gauged by PSAT scoring or by unofficial SAT administration.

Each student should also have received a passing grade on the courses required for graduation from high school in the State of North Carolina. Each student should be able to pass a high school exit examination including English, Math, Science, Social Studies, Business, and Technical Education questions. Each student will be required to be able to pass the State of North Carolina proficiency examinations, the "Ready" End of Course assessments.

In addition to these requirements of North Carolina High School students, graduates of James K. Polk Public School must be able to pass a Business Skills Exam and a Trade Skills Exam. These exams will be defined by the teachers of the school and will test for basic proficiency and readiness for entry into the workforce. The exams will be thorough so a diploma from James K. Polk Public School is seen as a badge of merit and provides a level of confidence with local businesses when hiring students from the school.

High School Graduation Requirements

1. If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts.
2. Explain the plan for graduating students with special education needs.
3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

The following courses are required for Graduation:

English I, English II, English III, English IV

Algebra I, Geometry, Algebra II, and one additional high school or college

level Mathematics course

Physical Science, Biology, Environmental Science

Civics and Economics, World History, American History I, American History II

One Health and Physical Education course

These courses above align exactly to the State of North Carolina High School Graduation Requirements so will allow transfer to and from other schools if needed.

In addition, students will need to complete:

Trades and Technology I and Trades and Technology II

Business and Finance I and Business and Finance II

1. James K. Polk Public School will seek to transition to the Future-Ready Core requirements in 2015. The requirements are very similar to the courses presently being offered. The school needs to ensure its courses and lesson plans align directly with the plans of the Future-Ready Core.

Transcripts from James K. Polk Public School will provide grade assessments for all courses and an overall grade point average (GPA). The overall GPA will be calculated on a 4.0 scale. Each course will be graded from A to F. A student receiving an F will not be given credit for a course. A student receiving a D may choose to re-take the course and replace his or her grade with the subsequent grade. A student will receive 4 points for a course for an A, 3 for a B, 2 for a C, and 1 for a D. The overall average will be the simple average across all courses of the points earned for each course times the credit-hours for that course. Each full year course is identified as four credit-hours. Short-term Trade Skills or Business Skill courses may be aggregated to provide overall credit hours for a course. The teacher will be responsible to determine the course grade determined from the performance in each short-term study course. Semester courses will be two credit hours. Students will be allowed to conduct additional self study for one or two credit hour awards. These will be listed on the student's transcripts.

2. Special needs students will receive a graduation diploma and transcript as with all other students. If the individualized course of study makes it impossible or very unlikely for the student to graduate under the normal graduation requirements, then the individualized course of study may also define individualized graduation requirements. Extensive efforts will be made to ensure students with special education needs are accommodated and supported.

3. Properly addressing the risk of dropping out tops the list of concerns at James K. Polk Public School. The school will offer inbound consulting with each student to determine their reasons for prior dropouts if any and will seek to assuage those within the school. These will be reported to the School Board and a risk mitigation plan defined. The school will offer flexible make-up/catch-up training through special projects and web-based education as much as reasonable, practical, and possible. Definitely single parent students and others with over-arching constraints could challenge the limits on attendance; so special consideration may need to be made for these students. By offering flexible makeup programs and through the presence of teaching assistants, the school will seek to accommodate these persons and synchronize them with the progress of the class.

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.

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.

All students of James K. Polk Public School are entitled to learn in a safe, productive environment. Effective discipline will be enforced in a fair and equitable manner and based on the following policies.

The following may result in discipline up to and including suspension and expulsion:

- a) Threatening or enacting physical injury
- b) Possession of weapons including firearm, knife, explosives, or other weapons except as allowed by law and except as approved previously in writing by a certified school employee and the principal or director of the school.
- c) Unlawful possession of alcohol, controlled substances, or illegal substances.
- d) Attendance while intoxicated or under the influence of illegal substances.
- e) Damage school property or private property.
- f) Use of tobacco products on school premises.
- g) Habitual profanity or vulgarity.
- h) Theft of property and other crimes.
- i) Knowingly possessing stolen property.
- j) Disobedience to school staff resulting in disruption of education.
- k) Behaving in a manner which creates a risk of physical harm to others.
- l) Sexual harassment.

Discipline may include the following in addition to suspension or expulsion:

1. Individual may be required to assist in school re-painting, repair, and other maintenance activities either during normal school hours or in additional hours.
2. Parental conference with school staff and possibly including the student.
3. Additional educational actions as determined by the disciplinary committee.

Students with Disabilities are subject to school discipline policies. Disciplinary decisions for these students will be made in accordance with Federal Legislation. Suspension or expulsion of these students will be reviewed by the disciplinary committee. The board will ascertain if the discipline infractions are due to disability and if a special education program can better assist the student's needs. The parents will be notified in writing of the time, purpose, and place of the committee's meeting.

James K. Polk Public School will adopt a revised form of the Charlotte-Mecklenburg School System's student conduct handbook. It will be provided to the students in their acceptance package and will need to be signed by the

student and his or her parent or guardian. It is included as Appendix C: Student Conduct Handbook (Draft).

Original source: [http://www.cms.k12.nc.us/mediaroom/Documents/2012-2013%20Student%20Code%20of%20Conduct%20\(English\).pdf](http://www.cms.k12.nc.us/mediaroom/Documents/2012-2013%20Student%20Code%20of%20Conduct%20(English).pdf)

James K. Polk Public School will comply with all applicable federal and state laws and regulations governing discipline of children with disabilities, including compliance with 20 U.S.C. Sec. 1400 et seq. and with Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Sec. 706(8).

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.

Governance:

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: James K. Polk Public School Foundation

Mailing Address: 8804 Brideswell Lane

City/State/Zip: Charlotte NC 28278

Street Address:

Phone: 704-756-8326

Fax:

Name of registered agent and address: Timothy Wayne Jowers

FEDERAL TAX ID:

Tax-Exempt Status 501 (c)(3)

The private nonprofit listed as the responsible organization for the proposed charter school has received 501 (c)(3) status:

Yes (copy of letter from federal government attached: Appendix D)
 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
Open	Board Member	MECKLENBURG	Community Leader
Birdie L. Rice	Lead Educator	MECKLENBURG	Retired Teacher and School Administrator

Donald P. Rice, Sr.	Administrator	MECKLENBURG	Retired Professional and Teacher
Tim Jowers	Director	MECKLENBURG	Technology Professional

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

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

The Board of Directors is responsible for approving the courses, lesson plans, and other school plans. It is also responsible for approving budgets, for decisions on discipline, for reviewing performance, and for providing guidance on performance plans. The Board is also responsible for interviewing candidates and making recommendations for hiring.

The Director is a member of the Board but also responsible for day to day operation of the school. The Director will handle immediate discipline issues, final hiring decisions, and termination decisions. The Director is the official leader of the school. The Director will ensure the Administrator/Administrative Assistant completes all filings required by the State of NC. Initially, the Director role will be filled by a Teacher; but, in the future the assignments will be separated as the school grows.

In addition to the Board of Directors, a Board of Advisors has been selected. These persons have very deep experience with schools similar to James K. Polk Public School in other states. For instance, one advisor worked for many years with Boys Town and another has served as principal and superintendent for several low income minority schools in both New Mexico and Georgia as well as served an executive position on a national education organization. These persons do not have direct personal responsibility for the school's operation but serve as consultants on an ongoing basis.

2. *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 is presently three persons but will grow to four or possibly five persons. An additional person who has a community interest and involvement in the school will be selected. One more additional person may be selected as needed based on special skills. For instance, a person experienced with grant writing for schools has been interviewed and is being considered. She presently teaches in the Charlotte-Mecklenburg school system at the high school level.

3. *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 Board members were selected based on teaching experience and motivation for this market segment of students. Numerous teachers were interviewed; but those selected were both HIGHLY motivated to teach these students and also brought expansive experience working with students with the same challenges.

Teaching Assistants will be selected to serve as a feeder system for outgoing Teachers. In the short-term, while the Teaching Assistants might be

pursuing teaching degrees and certification, attrition will be addressed through normal recruiting efforts. We have two candidates who presently teach in the local school system who have expressed interest. With the advantageous salary ranges, we believe we will be able to recruit the best including those with advanced college degrees and those with experience teaching successfully.

4. How often will the board meet?

Every two weeks or more often.

5. 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).

Board Members will be provided the goals and mission of the school. They will be welcomed to interact with the school during normal hours.

6. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

The Board of Directors will agree on decisions by majority vote. No present conflicts of interest exist. One existing relationship between the Board members is as neighbors. Another existing relationship is two of the board members are each other's spouse. These two members have served together in another school in the past.

One potential conflict is in terms of educational plans. The senior Board members will be expected to led decision making in this area. Another may be in terms of suspension, expulsion, or other disciplinary action. Another potential contention is absenteeism and has been addressed elsewhere. A common contention is in spending. The Director is expected to present the budget covering spending plans. The budget as established herein in this proposal is already determined as ratified and adopted. Any changes to the budget require Board approval.

A rule of order allowing all members to express their opinions and arguments will be followed by a vote and a final decision made. The Director will act as the facilitator or may appoint another Board member to act as a facilitator. The Administrator or an administrative assistant will record all Board Meeting Minutes.

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

Board decisions will be made based on a majority vote. Teaching staff will provide teaching plans for review and approval by the Board. Teachers will provide performance updates for all students at least once a month for review by the Board. The Board will provide actions to the Teachers to address any performance shortcomings.

8. 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.

The Board of Directors will be augmented by a Board of Advisors. These persons are not responsible for the school's operation but contribute many years of experience working with challenged teens and in numerous school systems. They can provide assistance when troublesome issues arise and in how to achieve excellence in education at James K. Polk Public School.

In addition, the team has attended area meetings of a charter school organization and will continue to be involved in educational organizations and in professional development.

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

Include in the Appendices:

9. 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).
10. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).
11. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix F).
12. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix G)
13. Copy of any board policies if adopted already (Appendix H).
14. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).

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

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

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion.

Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

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.

X Not Applicable

Projected Staff:

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

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

The board plans to openly market for teaching staff after the initial application is accepted. The staff will be interviewed by the Board of Directors initially. Additionally, each teacher may be requested to assist in interviewing, especially teacher assistants. The final hiring decisions will be made by the Director. Preference will be given to persons with advanced degrees, degrees in Education, and experience teaching.

James K. Polk Public School will pay at or above the average for the State of North Carolina. The present budget allots salary over 10% above average.

The Teachers will be additionally provided funds to cover additional classroom expenses. One or more teachers may also perform administrative and management duties the first year and payment for these roles have been budgeted.

Teachers will have up to 10% of their salary tied to achievable goals. These goals are outlined in the performance plan.

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 nonprofit Board of Directors will be the governing body of the school. It will approve discipline actions, lesson plans, performance plans, major purchases, and other planning by the school. The staff itself is responsible for all lesson plans, the delivery of education, and day-to-day operation. The employees will be apprised of the employment policies as attached in Appendix L.

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

The school will perform a criminal background check before hiring any employee. These background checks are available from the NC Court System. Each candidate will be interviewed by two or more persons. Each candidate will be rated based on their anticipated performance for the roles they will be expected to fill. Each employee will be required to acknowledge a copy of the Employee Handbook.

Personnel will be dismissed based on business reasons or personnel reasons. If the business financial management requires a staff to be dismissed, the school will seek to provide the person two weeks of prior notice although cannot guarantee any forward notice. If a person must be terminated, the decision will be handled by the Board of Directors as listed below. The Director will have the authority to terminate staff without a majority vote of the Board of Directors in order to maintain a single, final authority and avoid stale-mates and other conflicts.

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

Staff will be covered by Worker's Compensation Insurance and other other insurance policies maintained by the school.

I. Teachers

- A. Salary: \$22,000 to \$59,000/year
- B. Benefits
 - i. Healthcare: \$0 to \$3,600/year
 - iii. Performance Bonus: %0 to \$15,000/year

II. Teaching Assistants

- A. Salary: \$18,000 - \$40,000/year.
- B. Benefits: none planned

III. Director or Principal

- A. Salary: \$45,000 - \$85,000/year
- B. Benefits
 - i. Healthcare: \$0 to \$3,600/year

IV. Maintenance and Contract Staff

- A. Pay: \$22,000/year target rate

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

Grievance and Termination Processes

Informal Meeting with Supervisor:

The school encourages direct communication between staff and supervisors to attempt to address grievances in the spirit of cooperation and compromise. Teachers are allowed to direct their teaching assistants and to raise any issues to the Board of Directors. Staff is also allowed to raise any issues and greivances to the Board of Director. These may be submitted to the Director or to the Board in an open meeting.

Termination:

If the Director determines the situation warrants a Termination, then the Board will issue a letter of Termination and it will be delivered by the Director. It will be succintly worded and list the grounds for termination.

Mediation:

Mediation is the first step in the grievance process and involves the services of a Mediator who serves as a neutral third party and whose role is to facilitate the mediation process. Mediation provides an opportunity for the two parties to openly discuss the grievance in a less adversarial environment with the goal of reaching a mutually acceptable resolution. When mediation resolves the grievance, a Mediation Agreement is written that outlines the terms of agreement.

Non-Mediation

The Board of Directors may determine a grievance cannot be mediated. In this case a vote will be used and possible legal counsel involved if necessary to determine the best decision action.

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

Some of the initial teacher positions will perform dual roles in administration and management. This allows experienced teachers to assist with overall school functions and limits the initial cost of hiring a dedicated full-time Principal, Director, and Administrator. These roles may be staffed in subsequent years if the school population grows larger.

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.

English Language Learner and Gifted Students will be fully supported by the school. These students will have adequate staffing to assist with meeting their needs based on the extant staffing and possibly on the hiring of new staff specifically to meet their needs. A potential for learners who speak Spanish exists and is being addressed by an effort to hire staff with Spanish proficiency. For example, a teaching assistant can work regularly with these students to ensure language challenges are not hindering their learning efforts. Similarly, a process for identifying Gifter Students has been identified elsewhere. The lesson plans include "advanced" modules to challenge the gifted students. Just as teaching assistants can augment learning for challenged students, they can be called upon to augment learning for gifted students.

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

Fifty percent of the teaching staff must be certified by the State of NC. The school anticipates at least the Enlgish Language Arts and the Mathematics teachers will be certified. All teachers must follow No Child Left Behind requirements for highly qualified staff inlcuding at least a Bachelors degree and demonstrated subject-matter competency for courses the teacher will teach. Additionally, preference will be given to candidates with advanced degrees, with experience teaching, and with other professional experience. Teachers will be provided professional development opportunities

to ensure they can follow the requirements. These requirements include demonstration of Competency by proving they know the subject they teach with: 1) a major in the subject they teach, 2) credits equivalent to a major in the subject, 3) passage of a state-developed test, 4) HOUSSE (for current teachers only), 5) an advanced certification from the state, or 6) a graduate degree.

Staff Evaluation and Professional Development

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

Teachers of English Language Arts and of Mathematics will be expected to maintain licensure and certification with the State of North Carolina.

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.*

Teaching assistants will be identified for potential roles as Teachers as the school grows and openings become available. Teachers will be responsible to define an education plan for any underperforming student. The plan may include special one-on-one education or small group education delivered by the Teacher or a Teaching Assistant in order to assist under-performing students. The No Child Left Behind and state laws will be fulfilled in these efforts.

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 school's goal is to ensure comprehensive professional development for its teachers in order to enhance their effectiveness as teachers. The development will also concentrate on helping them to meet the unique needs of advanced students. Instructors will continue to be trained in widely accepted learning theories and best practices. Teaching staff will enjoy at least sixteen hours per year of internal professional development. In addition, teachers will be required to participate in at least eight hours of external professional development per year.

Staff will be offered the opportunity to attend relevant conferences such as the NC Wise conference and the Career and Technical Education Summer Conference. Staff will also be asked to suggest conferences and training opportunities they see as relevant and useful.

4. *Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

The teaching staff will have a week of professional planning and development before the school opens for students. The teachers will receive training in psychological evaluation, in safety, in the school's plan and policies, and in professional development. Each teacher will create and present his or her class plan and have it reviewed and critiqued by the other teachers.

Prior to school opening selected staff will attend the NC Wise Symposium of 2014 if it is hosted or other such training. Staff will also train on how to apply, track, and report on Core Competency for each student. Staff will also receive initial training in health, safety, and psychiatric health training.

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.

James K. Polk Public School presents a unique teaching challenge and unique opportunities. Its staff will leverage planning and training sessions to continuously improve. The teaching staff will meet with teaching assistants at least once a week to assess the progress of the class and improve their teaching plan. The teacher will act as the leader of the group and have the authority to give assignments to the teaching assistant.

The teachers will meet with the School Board at least once per month. The teachers will present their status and the status of their students. The School Board will provide direction and guidance to the teachers and take any necessary actions based on the teachers' reports and progress.

Teacher in-service workshops will be held at least once every two months to provide training and planning to the teaching staff. The staff may request topics which they feel will be of value to their teaching efforts.

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 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)).

Initial marketing will be done through contacts in the LEA. Initial contacts have been made to begin to determine a list of former students who are good candidates for returning to school. The nearby high schools will be contacted to determine any candidates they can identify for us as well. We are contacting the two closest LEA's to determine the accessibility to the names and contact information for students who have dropped out.

We will also market through nearby restaurants, businesses, churches, and other venues. We believe the unique nature of our program will also bring about news coverage and general word-of-mouth coverage.

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.*
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.*

Parent-Teacher conferences will be held at the beginning of school and after each reporting period. These allow parents to actively engage in the educational curriculum. The school will invite parents to assist with trades and skills training. The school will invite parents to volunteer to lead other programs including sports, drama, dance, and other activities. These activities do not have explicit funding; so, parental involvement would be essential to their existence. They are not the primary focus of James K.

Polk Public School and, due to insurance concerns, may be organized independently of the school.

The core curriculum and the trades and skills projects of the school will often produce a take-home example of the students work. These will allow parents to review the child's work. Additionally, we will have quarterly performance reporting as well as open houses and invite all parents to attend.

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.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

Attendance of James K. Polk Public School is voluntary and open to all qualifying North Carolina residents. No student will be discriminated against on the basis of ethnicity, national origin, gender, or disability.

Open Enrollment will begin August 1, 2013 for the 2014 school year. Subsequent enrollment periods will also begin August 1 of the year prior to the school year. Should the number of students applying for a particular grade exceed the seats available, then a public lottery will be hosted to select the students who may enroll. Students who presently attend the school will be given preference and will not need to re-apply nor participate in a lottery unless the number of available seats is less than the number of returning students for a grade. Enrollment consideration will be given to siblings as outlined in GS 115C.238.29F(g) (5). Enrollment will be accepted up to the enrollment limits specified in this application. If a waiting list for a specific grade exceeds 19 students then a request for a special approval for an enrollment increase may be made to the Department of Public Instruction.

To complete registration, a student must submit a Student Registration Application. This application will be available on the James K. Polk Public School website as well as in printed form upon request. The application will require the student's name, address, phone number, and optionally email address and other contact information. It may also require other information as required to complete reporting requirements for the Department of Public Instruction.

To allow sufficient time for investigating other educational opportunities, James K. Polk Public school will seek to fill its enrollment as soon as possible in the year of the school year. To this means, a lottery for attendance will be completed once a month in a public forum for any educational year which still has open student slots subject to the restriction the first lottery will be in January of the school year. For example, if the 10th grade has received 35 applicants in January of 2014, then a public lottery may be held in February of 2014 to select the students who may attend. The lottery will also establish the students in an order for a waiting list. These students will be chosen in the order establish to fill any future openings due to transfer, withdrawal, expulsion, or other reasons

a lottery winning student does not attend James K. Polk Public School.

Students may withdraw or transfer from James K. Polk Public School at any time. To do so, they should provide a written notification to the Principal and may withdraw or transfer after two weeks.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg Schools
 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.

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
Grade 09	0	0		26	0		25	0		29	0		27	0	
Grade 10	29	0		26	0		26	0		56	0		55	0	
Grade 11	58	0		29	0		58	0		57	0		55	0	
Grade 12	29	0		58	0		58	0		58	0		95	0	
	116			139			167			200			232		

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.

James K. Polk Public School views school accessibility as a fundamental need. Many of the students served will most probably require transportation to and from school. While transportation is a significant cost, it is one which the school feels the need to bear in the interest of its student body. The school cannot guarantee transportation for all students and will require students within a walkable distance to provide their own means of transport if needed in order to serve students further from the school. The service area will also be limited such as limiting to a ten mile radius. The transportation service area will be determined based on the enrolled students and travel paths of the transporting staff.

The transportation plan consists firstly of centrally locating the school. We believe 50% of the students will be able to provide their own transportation to the school. This leaves a smaller number who will require transportation from school staff. School staff will be required to receive approval from the school's board to transport students. School staff will be reimbursed at the Federal reimbursement rate for mileage. School staff will need to provide proof of sufficient insurance as well as driver's license. A contingency is if additional transportation is needed. The CATS system services this area. Large capacity school buses have been investigated and are available second hand at a reasonable cost. These are not preferred at this time due to potential maintenance issues, limited drivers, and insurance costs. Smaller buses such as 15 passenger buses have also been investigated and at least one candidate teaching assistant already owns such a bus and uses it on a weekly basis to transport elderly and handicapped. It is handicapped equipped. This option may be more costly to the school because these buses are more costly to operate and insure; but may be a best option depending on the transportation needs.

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.

James K. Polk Public School will serve a student population of which a majority will qualify for Federally funded meal assistance. The median household income in the 28208 zip code containing the planned school location is around \$33,748/year; showing many households are within the limits for free meals and well within the limits for reduced price meals. Breakfast and lunch are planned to be served each school day. This places a significant additional cost on the school; but is seen as a necessity for the student population served. Two of the facilities being reviewed already possess commercial-class kitchens approved by Mecklenburg county. If no facility with approved service is available then other options such as local restaurant services will be investigated.

The presently planned facility already has a restaurant-grade kitchen and dining facility. Food services staff will be hired from experienced food

preparation staff and will conform to nutritional guidelines for schools. Breakfast will be served from one hour to ten minutes before classes start. USDA Income Eligibility Guidelines will be used to apply the pricing levels for each student. For instance, a student of a family of four and an income level of \$29,965/year or less will be eligible for free meals. Similarly, a student of a family of four and an income of \$42,643 or less will be eligible for reduced price meals. The reimbursement rates are also published by USDA. For example, these are around \$2.86 and \$2.46 for the two cases mentioned above. Additional nutrition programs will be enacted as well for qualifying students.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$3,062.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$2,387.00
Property Insurance	\$350,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$2,131.00
Total Cost			\$8,543.00

*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 § 115C238.29F (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.

timjowers 02/25/2013

(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).

Several buildings are being researched. The location tradeoff with the Transportation Plan leads to a focus on the area ranging near West Blvd to Wilkinson Blvd.

Existing building owners have been contacted and are potential candidates. Some of the buildings are already outfitted in a classroom style space as well as provide commercial kitchen facilities as well as assembly areas. Two of these also provide a gymnasium. These facilities already have approved occupancy; so obtaining an Educational Certificate of Occupancy should require little to no additional cost.

Presently discussions are ongoing for the use of the location on West Blvd, Charlotte, NC 28208. This facility is an over 50,000 sq ft and has numerous amenities and furnishings. It has ample free parking. It has a restaurant-grade kitchen and dining facility. It has over ten classrooms. It has a gymnasium. It also is handicapped accessible. Equally important, the facility has chairs, tables, and other furnishings needed to conduct a high quality educational program. It is already used on a nearly daily basis and is actively maintained. It has ample restroom facilities and other amenities. No contract has been signed on this building as further planning and discussions are needed as well as an assurance of funding.

. Additionally, the facility backs up to a public park, Revolution Park. Revolution Park is a 30,000 sq ft facility with a gold pro shop, boxing ring, facilities for martial arts and wrestling, showers, line dance, zumba, and a mobile computer lab. It also has a soccer field, three baseball fields, and a running trail which connects to a longer community running trail. While the school does not presently plan to field teams for inter-school sports leagues, this may be something planned in the future.

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.*

Should the facilities already being evaluated prove not to be available then alternative facilities which have not been upfitted for an educational setting will need to be evaluated; for instance, office space or warehouse facilities. These will bring significant additional cost due to the cost to furnish and otherwise outfit these facilities. Additionally, they may make the operation of a full-service kitchen impossible. We do not believe these facilities will be needed but are investigating them. AT this time, we are in discussoins for a facility which is already largely furnished, provides a kitchen and dining area, and provides recreational areas. We believe this facility will be availble to the school for the 2014 school year.

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: 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 #1600 - Charlotte-Mecklenburg Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,438.40	116	\$514,854.40
Local Funds	\$2,262.98	116	\$262,505.68
Federal EC Funds	\$3,743.48	2	\$7,486.96
Totals			\$784,847.04

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

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
-Exceptional Children Federal Funds	\$7,487	\$7,487	\$7,487	\$7,487	\$7,487
-Local Per Pupil Funds	\$251,191	\$303,692	\$366,693	\$442,295	\$533,017
-Other Funds*	\$31,526	\$37,526	\$44,000	\$52,500	\$63,000
-State ADM Funds	\$519,369	\$627,922	\$758,185	\$914,501	\$1,102,080
-Working Capital*	\$12,000	\$20,000	\$30,000	\$40,000	\$50,000
TOTAL INCOME	\$821,573	\$996,627	\$1,206,365	\$1,456,783	\$1,755,584

***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		
	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>
Personnel:															
Lead Administrator	.25	\$60,000	\$15,000	.5	\$65,000	\$32,500	1	\$65,000	\$65,000	1	\$65,000	\$65,000	1	\$75,000	\$75,000
Assistant Administrator	.25	\$50,000	\$12,500	.5	\$50,000	\$25,000	1	\$42,000	\$42,000	1	\$42,000	\$42,000	1	\$42,000	\$42,000
Finance Officer	.25	\$50,000	\$12,500	.25	\$60,000	\$15,000	.5	\$60,000	\$30,000	.25	\$60,000	\$15,000	.25	\$60,000	\$15,000
Core Content Teacher(s)	2	\$55,000	\$110,000	2	\$55,000	\$110,000	3	\$55,000	\$165,000	3	\$55,000	\$165,000	4	\$55,000	\$220,000
Para Educator(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Electives/Specialty Teacher(s)	2	\$55,000	\$110,000	3	\$55,000	\$165,000	3	\$55,000	\$165,000	5	\$55,000	\$275,000	5	\$55,000	\$275,000
Exceptional Children Teacher(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Related Service Teacher(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Contracted Personnel	8.5	\$27,000	\$229,500	10	\$27,000	\$270,000	12	\$27,000	\$324,000	16	\$27,000	\$432,000	20	\$27,000	\$540,000
Food Service Staff	1.5	\$27,000	\$40,500	2	\$27,000	\$54,000	2	\$27,000	\$54,000	2	\$27,000	\$54,000	2	\$27,000	\$54,000
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Staff Supplements	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Professional Development	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Total Personnel	14.7 5	\$324,000	\$530,000	18.2 5	\$339,000	\$671,500	22.5	\$331,000	\$845,000	28.2 5	\$331,000	\$1,048,000	33.2 5	\$341,000	\$1,221,000
Benefits:	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>
Disability	4	\$0	\$0	5	\$0	\$0	6	\$0	\$0	8	\$0	\$0	9	\$0	\$0
Health Insurance	4	\$7,200	\$28,800	5	\$7,200	\$36,000	6	\$7,200	\$43,200	8	\$7,200	\$57,600	9	\$7,200	\$64,800
Life Insurance	4	\$0	\$0	5	\$0	\$0	6	\$0	\$0	8	\$0	\$0	9	\$0	\$0

Medicare	4	\$1,400	\$5,600	5	\$1,400	\$7,000	6	\$1,400	\$8,400	8	\$1,400	\$11,200	9	\$1,400	\$12,600
Retirement Plan	4	\$7,200	\$28,800	5	\$7,200	\$36,000	6	\$7,200	\$43,200	8	\$7,200	\$57,600	9	\$7,200	\$64,800
Social Security	4	\$4,300	\$17,200	5	\$4,300	\$21,500	6	\$4,500	\$27,000	8	\$4,500	\$36,000	9	\$4,600	\$41,400
Total Benefits	24	\$20,100	\$80,400	30	\$20,100	\$100,500	36	\$20,300	\$121,800	48	\$20,300	\$162,400	54	\$20,400	\$183,600
Total Personnel Budget	38.7 5	\$344,100	\$610,400	48.2 5	\$359,100	\$772,000	58.5	\$351,300	\$966,800	76.2 5	\$351,300	\$1,210,400	87.2 5	\$361,400	\$1,404,600

***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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Books and Supplies	Copy Paper	\$300	\$400	\$449	\$500	\$500
	Curriculum/Texts	\$26,100	\$12,000	\$12,000	\$12,000	\$12,000
	Instructional Materials	\$6,700	\$6,700	\$6,700	\$6,700	\$6,700
	Other	\$2,464	\$2,464	\$2,464	\$22,464	\$32,464
	School Supplies	\$300	\$400	\$449	\$500	\$500
	Testing Supplies	\$350	\$450	\$550	\$650	\$700
Human Resources Costs	Legal Counsel	\$900	\$900	\$900	\$900	\$900
	NC Wise	\$650	\$750	\$850	\$950	\$950
	Personnel Software	\$250	\$0	\$0	\$0	\$0
Other	Food Plan	\$5,209	\$6,209	\$7,209	\$8,209	\$9,209
	Insurances	\$3,264	\$3,264	\$3,264	\$3,264	\$3,264
	Marketing Plan	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Transportation Plan	\$41,408	\$45,306	\$45,306	\$65,306	\$65,306
	Travel Expenses	\$6,500	\$7,500	\$7,500	\$8,500	\$9,500
Rents and Debt Services	Custodial Supplies	\$500	\$500	\$500	\$900	\$950
	Extermination	\$0	\$0	\$0	\$600	\$900
	Facility Lease/Mortgage	\$58,368	\$62,368	\$65,368	\$125,368	\$125,368
	Maintenance	\$5,310	\$5,310	\$5,310	\$5,310	\$5,310
	Rent of Equipment	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
	Security/Alarm	\$0	\$0	\$0	\$1,200	\$1,200
Technology Hardware	Instructional Software	\$5,000	\$900	\$900	\$900	\$900
	Network/Internet	\$4,750	\$2,750	\$2,750	\$3,750	\$2,750
	Office Software	\$0	\$0	\$0	\$0	\$0
	Other	\$28,800	\$14,000	\$16,000	\$18,000	\$20,000
Utilities	Electric	\$0	\$0	\$0	\$7,200	\$7,200
	Energy	\$0	\$1,200	\$1,200	\$1,200	\$1,200
	Phone	\$5,960	\$6,400	\$6,900	\$6,900	\$7,900
	Water/Sewer/Trash	\$0	\$0	\$0	\$3,500	\$3,500
Total Operations		\$209,583	\$186,271	\$193,069	\$311,271	\$325,671

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

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)	\$610,400	\$772,000	\$966,800	\$1,210,400	\$1,404,600
TOTAL EXPENDITURE (OPERATIONS)	\$209,583	\$186,271	\$193,069	\$311,271	\$325,671
TOTAL EXPENDITURES	\$819,983	\$958,271	\$1,159,869	\$1,521,671	\$1,730,271
TOTAL REVENUE	\$821,573	\$996,627	\$1,206,365	\$1,456,783	\$1,755,584
ANNUAL NET PROJECTIONS	\$1,590	\$38,356	\$46,496	-\$64,888	\$25,313

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

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

- 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 proposed budget involves several key major purchases.

A primary one is books, curriculum, and computers such as tablet computers. Each student will be provided a computer. Using the computers will allow lower cost online materials to be leveraged. We believe tests and other assignments can also be shared electronically so as to enormously reduce materials costs. The curriculum will include complete electronic materials for most courses. These are available for about \$200/student today and much lower cost options will be available by the time the school starts; in fact, some free options exist but may not be comprehensive for all courses being taught. By engaging in electronic curriculum we believe a larger corpus of material will be always available to the student and thus encourage advanced study. The school will have fast Internet connections and allow the students to research online. The initial investment in year one for books, curriculum, and computers can of course be reused in subsequent years. A three year partial refresh cycle has been built into the estimates.

Another major purchase is for transportation options. The initial two years will leverage already existing options. The subsequent years will ramp up transportation such as acquiring a small set of vehicles to support school related travel and transportation needs. The initial plan limits these due to the potential unexpected costs of repairs and potential issues with liability. In subsequent years, a complete plan to address these can be enacted.

The plan also budgets for school expansion in the fourth year. To this end, cash will be accrued into the third year to pay for potential down payment on a building plan. It is unknown if the school will need to transfer to a new location but the budget makes this possible if needed. In addition to the new building, a significant additional cost in furnishings and fixtures would be experienced; so, the additional budget covers this as well. Surpluses in years two and three will cover the loss/higher expenses in year four.

One budgetary concern is with actual funding versus ADM. A reduction of five students from the ADM was used to reduce risk due to student attendance and enrollment. Revenue opportunity for Federal funds for low income

students needs to be researched and proposals written. Teaching assistants offer a budgetary buffer and can be reduced if student attendance dictates. Operating expenses also reduce or increase for several expenses in proportion to decreases or increases in the student population.

Additional income items shown on the budget projections are due to federal meals income. This income will be offset by expenses to produce and serve these meals. The cafeteria operation is in and of itself a small, self-sufficient business. The plan for the budget and financial management is for the Cafeteria Manager to manage her or his budget independently within the umbrella of the school.

- 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*

Teaching staff will be employed by the non-profit corporation. All other staff including teaching assistants will be contracted staff. The low number of employees simplifies accounting, tax liability, and other liabilities. A payroll service such as ADP will be leveraged and/or accounting services from a CPA in order to ensure payroll is managed in conformance with governing laws. One criterion for selecting a payroll service will be ability for staff to maintain their calendars and work schedules online so other staff and administrators can review and so administrators can approve time off and other time-related entries.

The school will employ someone dedicated to perform administrative tasks such as letter writing, record keeping, and other administrative functions. The administrative assistant will report to the Director.

- 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.*

The school will buffer 10% of teacher salaries as pay for performance. The school will also seek grants from area businesses and individuals to help cover initial income lags. The school will prioritize spending in this order:

1. Student textbooks, curriculum, and computers
2. Teacher pay
3. Rent
4. other expenses

Some expenses outside of the top three will be allotted on a pro-rated monthly basis. This will allow managing the spending over the course of the year. Also, any need to adjust spending allotments will be proposed by the Director and require approval of the Board of Directors. Any unused funds will be recorded into an operational account and their allocation require the approval of the Board of Directors.

- 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.*

Donations will be solicited from involved parties and local businesses. The staff believes a bank will be willing to offer carry-over financing in a limited amount due to the reliability of the State of NC funding source if a delay in payment arises. Additionally, one of the board members has pledged \$12,000 in initial funding as a loan until State funding is received.

The LEA local funding per pupil was quoted as \$2,262.98 from Dennis in the Accounting department of the LEA. Note this differs from the \$2410 funding listed on the annual budget as local per pupil spending for "2012-2013 Adopted Budget" published by Charlotte Mecklenburg Schools. The lower number has been used in the budget projections here as it is believed to apply to Charter schools.

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?*

With four retained teachers, enrollment can reduce by slightly more than 22% and break even will still be retained. The break even enrollment for each of the first five years is:

2014: 90
2015: 109
2016: 130
2017: 157
2018: 188

The school's break even can be reduced based on the reduction of teaching assistants. The per classroom instructors can drop from 3 to 2 and down to 1 teaching staff as the enrollment drops from 27 students per classroom to 19; thus, the break even for a class is 19 students.

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

Year one cash flow delays can be met by ramping up personnel and operating costs with a week or more delay. For instance, tablet computers can be purchased two weeks into the school years. As another instance, teacher assistants can be added into the school year. Travel and other operating expenses can also be delayed. The worst case is teacher paychecks being delayed. Due to the assured nature of funding, we believe our landlord and other parties may be willing to extend credit to use if revenue is delayed.

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.

James K. Polk Public School will engage an independent financial auditor from an accounting firm approved by the State of North Carolina. The auditor chosen will be familiar with charter schools and current regulations governing them. The auditor will be provided payroll, expense, and other accounting records as used in the daily operation of the school and will produce an audit report for the school. James K. Polk Public School will keep current and accurate accounting of all funds, other assets, and spending. All checks will require creation by administrative and or accounting staff as well as approval by the Director.

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 is presently investigating these firms as potential auditors:

1. Petway, Mills, & Pearson
5116 Bur Oak Circle
Raleigh, NC 27612
919.781.1047

2. Darrell L. Keller, CPA, PA
PO Box 1028
Kings Mountain, NC 28086
704.739.0771

VI. 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 James K. Polk Public School (*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: timjowers

Board Position: Director

Signature: _____

Date: 02/25/2013

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.