



NORTH CAROLINA CHARTER SCHOOL APPLICATION

KIPP Halifax College Preparatory

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: KIPP Halifax College Preparatory

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

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

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: *Marlo L. Wilkins*

Title/Relationship to nonprofit: *Assistant Principal Gaston College Prep Middle Sch*

Mailing address: 424 Washington Street
Roanoke Rapids NC 27870

Primary telephone: 252-578-0864 Alternative telephone: 252-432-4515

E-Mail address: *mwilkins@kippgcp.org*

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

County: HALIFAX

LEA: 420-Halifax County Schools

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

No:

Yes:

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

No:

Yes:

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

What is the name of the nonprofit organization that governs this charter school? *Gaston College Preparatory*

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2014 Month August

Will this school operate on a year round schedule?

No:

Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	05	90

Second Year	K,05,06	270
Third Year	K,01,05,06,07	450
Fourth Year	K,01,02,05,06,07,08	630
Fifth Year	K,01,02,03,05,06,07,08	720
Sixth Year	K,01,02,03,04,05,06,07,08	810
Seventh Year	K,01,02,03,04,05,06,07,08	810
Eight Year	K,01,02,03,04,05,06,07,08	810
Ninth Year	K,01,02,03,04,05,06,07,08	810
Tenth Year	K,01,02,03,04,05,06,07,08	810

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.

mwilkinshcp
of GCP
Signature

Marlo L. Wilkins - Asst. Principal
Title

mwilkinshcp
Printed Name

02/28/2013
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:

The mission of KIPP Halifax College Preparatory is to empower all of our students with the skills, knowledge, and character necessary to succeed at the colleges of their choice, strengthen their community and fight for social justice. We believe that students deserve a relevant, rigorous curriculum that will ensure that they are able to compete globally. We believe education is the most powerful weapon there is to create social change, and that our students unique experiences and diverse perspectives will inspire them to become active citizens passionate about closing the achievement gap and advocating for social justice for all.

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.*

Halifax County is a geographically large rural county with low-density population and stagnant or declining public school enrollment and <https://schools.nc.gov/pls/apex/f?p=169:300:770918865632501::NO::> is one of the most economically distressed counties in North Carolina. In May 2009, the Wake County Superior Court Judge Howard Manning approved a consent order between the Halifax County Board of Education, the NC Department of Public Instruction (DPI) and the State Board of Education to implement a three-year intervention plan for teachers, administrators and elected officials to raise academic achievement and ensure all students in the Halifax County Public Schools receive a "sound basic education". Since that order the test scores in Halifax County remain amongst the lowest in the state.

In addition, Halifax County is one of the few counties in the state that maintains three separate school districts. The school districts are small and serve approximately 8,000 students collectively. The unique feature about the three districts is how they are divided by racial and socioeconomic lines. Halifax County Public Schools (HCPS) are approximately 88% Black, 4.2% White and Weldon City Schools (WCS) are approximately 94.6% Black, 3.2% White, while Roanoke Rapids Graded School District (RRGSD) is approximately 23.8% Black, 71.5% White. Academic indicators report that Halifax County Public Schools and Weldon City Schools lag behind the Roanoke Rapids Graded School District. These percentages also indicate that non-white students proficiency is well below the state average in all three districts. These three districts comprise the targeted population for KIPP

Halifax College Preparatory. KIPP Halifax College Preparatory will create a high quality, college preparatory public education option for students and their families in Halifax County.¹

KIPP Halifax College Preparatory, using the Knowledge Is Power Program as a model, will work to prepare students in the underserved communities of Halifax, for success in college and beyond. KIPP Halifax College Preparatory's students will develop a powerful work ethic, top-notch academic skills, strong character traits, and a commitment to inquiry that will transcend any barrier to success.

¹"Unless Our Children Begin to Learn Together" The State of Education in Halifax County. (2011). (The UNC Center for Civil Rights) Retrieved from www.law.unc.edu/centers/civilrights

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 for Year 1 would be 90 fifth grade students. This reflects 1% of the ADM for the three school districts in Halifax County. The projected enrollment at full capacity would be in Year 6 (2019-2020) with a total school population of 810 students in grades K-8. This reflects 9% of the ADM for the three school districts in Halifax County.

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

KIPP Halifax College Preparatory will be an academically rigorous, college preparatory program working to prepare all students with the academic, intellectual, and character skills that will enable them to achieve unparalleled success through their high school career, college years and in a competitive world that follows. KIPP Halifax College Preparatory's success will be built on high expectations, extended hours, innovative teaching methods, expanded academic opportunities, and above all, the unwavering commitment of parents, teachers and students alike to the school's founding principle, "THERE ARE NO SHORTCUTS, AND THERE ARE NO EXCUSES."

Although the mission statement of Halifax County Schools does state that the LEA is "committed to providing appropriate educational programs that will allow all students to achieve at a high level of success," the data does not reflect high levels of student success. The district report card for Halifax County Schools published by the NC Department of Public Instruction reports data which reflects that their mission has not yet been accomplished. The Halifax County data shows that only 38.6% of students in grades 3-8 are proficient in Reading and only 51.8% of students in grades 3-8 are proficient in Math. KIPP Halifax College Preparatory will not only ensure that students are on grade level as measured by state assessments, but more importantly, students are on track to make it to, and through college. KIPP Halifax College Preparatory will empower students to change their future and the future of Halifax County.

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.*

KIPP Halifax College Preparatory will provide a powerful educational opportunity for the students of Halifax and surrounding counties. Based on the model of the immensely successful Knowledge Is Power Program (KIPP) Academies in Gaston and across the nation, KIPP Halifax College Preparatory will prove that demography does not dictate destiny.

At KIPP Halifax College Preparatory teachers will be encouraged to be innovative within their classrooms and across our school. Teachers will work collaboratively to enhance the curriculum to ensure that all students meet and exceed state and national standards. KIPP Halifax College Preparatory teachers will also have the opportunity to work in conjunction with the staff of KIPP Gaston College Preparatory and with teachers across the nation. With research based professional development and on-going support, teachers will be empowered with control of curricular decisions that will enable them to best support the students of Halifax County.

All students at KIPP Halifax College Preparatory are expected to achieve a high level of academic success both on state and national tests. In addition to meeting and exceeding the bar set by the state of North Carolina, KIPP Halifax College Preparatory will be held accountable to the high academic expectations held by the KIPP Foundation. Not only will student achievement results be published locally and across the state, KIPP Schools also have their data reported nationally every year in the KIPP Report Card. KIPP Halifax College Preparatory's staff, students and parents will work together to ensure that all students are achieving academic results on NC State Tests and national MAP Tests.

In Halifax County parents and students currently have little educational options. While some students in Halifax County currently attend Gaston College Preparatory, many more students are unable to either because they are on the waiting list or they too far from the school. As a result, most students in Halifax County are restricted by district lines and must attend their zoned zone, regardless of its performance. KIPP Halifax College

Preparatory will be providing another high-quality option for students and families and join the fight to close the achievement gap in northeastern North Carolina.

By providing outstanding educators, more time in school learning, and a strong culture of achievement, historically under-served students will have the opportunity to meet and exceed both growth and achievement goals. With an extended school day and local control to innovate, teachers will do whatever it takes to ensure that all students are learning. Improved student learning will be evident in higher state test scores, growth in MAP testing, and increased graduation rates and ACT scores.

KIPP Halifax College Preparatory will utilize the extended day to allow for small group reading and math remediation or acceleration. As indicated from the data in Halifax County, the majority of our students will initially require extensive remediation and tutorials. However, with high quality instruction, more instructional time, a culture of high expectations and love and support from their teachers, students who were once defined as "at-risk" will defy this label and become college bound students. At KIPP Halifax College Preparatory, we believe every child can and will learn when provided with a school environment rich in both high expectations and love. Teachers at KIPP Halifax College Preparatory will have access to unparalleled professional development that will allow for the continuous exploration of new research-based teaching methods. While there will be clear expectations around routines and cultural expectations, the principal will work hard to empower the staff to try new innovative strategies. As a result, teachers will create classrooms where students are also safe to take risks. KIPP Halifax College Preparatory teachers will constantly work to do whatever it takes to reach every student, whether this means lesson planning with a teacher in Houston, borrowing a unit from a colleague in Newark, or observing excellent teaching in Gaston. Through well-planned and routine professional development the KIPP Halifax College Preparatory staff will have access to a variety of new strategies and teaching methods.

Goals for the Proposed Charter School:

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

The governing board of KIPP Halifax College Preparatory will meet monthly with the exception of July and December. At each monthly meeting the regional Executive Director will present reports summarizing progress towards regional goals. In addition, the school principal will provide a School Report illustrating data aligned to each of the yearly goals.

Goal Benchmarks and Reporting will occur within the timelines below:

- * Student achievement Quarterly
- * Talent development- January and June
- * Cash reserve target- Monthly
- * Development target- Monthly
- * Percentage of teachers we retain- Annually
- * Percentage of students we retain - Quarterly
- * Percentage of students who recommend KIPP to friends and family January and June (Student Survey)

* Percentage of staff who recommend KIPP as a great place to work January and June (Staff Survey)

* Percentage of families that report KIPP is a great place for their child January and June (Parent Survey)

Student achievement will be measured using NC State Testing data. In addition, all students in grades K-5 will participate in MAP | Northwest Evaluation Association (NWEA) Testing. MAP, or the Measure of Academic Progress, is a computerized adaptive test which helps teachers, parents, and principals improve learning for all students and make informed decisions to promote a child's academic growth. Students will take the MAP Test three times a year and this data will be used to both set growth goals and measure achievement in Math and Reading. In eighth grade, students will participate in the EXPLORE Test during the fall. The Explore is designed to help students explore a broad range of options for their future. It prepares students not only for their high school coursework but also for their posthigh school choices as well. At KIPP Halifax College Preparatory we will monitor, track and report to our Board of Directors students academic progress through these standardized tests. At KIPP Halifax College Preparatory, we will continue to promote a college-going culture of high standards and an unrelenting expectation that exists at Gaston College Preparatory so that all of our alumni will attend and complete college.

- 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.*

Goal 1: To prepare our students for success in college and in life through high quality data based instruction based on clear, ambitious goals that meet or exceed state requirements.

*At least 85% of KIPP Halifax College Preparatory students will perform at or above grade level on NC State Testing.

*At least 30% of KIPP Halifax College Preparatory students will earn a Level 4 or higher on NC State Testing.

*At least 90% of KIPP Halifax College Preparatory students will make at least 15 points growth on MAP Testing

*KIPP Halifax College Preparatory students will make high growth in all areas and in all grade levels.

*KIPP Halifax College Preparatory will meet or exceed Annual Measurable Objectives as identified by State of NC.

Goal 2: To meet student enrollment targets and retention targets which align with our mission and with our budget.

*Student attrition will be less than 8%.

*Average daily attendance will be at least 95%.

*At least 85% of families will report they are satisfied or very satisfied with our school.

Goal 3: To develop, retain, and effectively manage a highly effective and motivated work team with clear accountability measures.

*At least 80% of teachers will be licensed in NC and highly qualified according to NC guidelines.

*At least 90% of teachers and staff will recommend KIPP Halifax College Preparatory as a great place to work.

*At least 85% of teachers we ask to return will be retained.

*100% of teachers will report that KIPP Halifax College Preparatory is invested in their development as a teacher.

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.

KIPP schools relentlessly focus on high student performance on standardized tests, normed reference assessments and other objective measures. Students are expected to achieve a level of academic performance that will enable them to succeed at the nation's best high schools and colleges. KIPP Halifax College Preparatory will use Common Core standards for Literacy and Mathematics and adapt other resources to ensure that our students receive a challenging, college-prep curriculum. In addition, the Science and Social Studies Curriculum will exceed the expectation of the Common Core standards and ensure that all students are being prepared for AP level course work in high school. Literacy instruction will comprise the largest component of a student's school day. Within the literacy block, instruction will include phonemic awareness and phonics, spelling, reading comprehension and higher level analysis small and whole group writing, vocabulary, and grammar. KIPP Halifax College Preparatory's approach to mathematics will be comprised of problem-solving exercises that encourage explicit discussion and written explanation of strategies use as well as more traditional computational fluency practice. Activity-based investigations will encourage students to think creatively, develop their own problem-solving strategies, and work cooperatively. Students will write, draw, and talk about math as well as use manipulatives and computers. In all classes students will be taught close-reading strategies, problem solving skills and analytical writing. All students will be taught how to engage in Socratic Seminars and dialogue will be a large component of all courses. In addition to the core subjects of Literacy, Mathematics, Social Studies, and Science, KIPP Halifax College Preparatory will offer co-curricular classes referred to as enrichment. While our offerings will depend on the talents and passions of the faculty members who join our team, we will ensure that students are provided with Art, Music, PE and Spanish.

Using achievement data of incoming students, teachers will identify the needs of the cohort of students as well as individual students. In addition, because so many students will enter KIPP Halifax College Preparatory significantly behind in reading, we will use the STAR Reading Enterprise assessment to quickly measure students reading skills. With this program not only are teachers able to collect starting data for all students, they can also continuously monitor student growth as well as areas of confusion. This computerized assessment provides in-depth reports in real time which allows teachers to modify instructional planning and monitor student progress. The extended school day will allow time both for large group instruction and small group focused intervention to ensure that all students are receiving direct instruction in the areas where they are

struggling. In addition to the reading reports collected through the STAR Reading Program, additional data will frequently be collected through a variety of sources including daily exit tickets and benchmark testing to ensure that students are mastering daily objectives. KIPP Halifax College Preparatory teachers will ensure that all daily objectives and unit goals are aligned with a curriculum that exceeds the Common Core curriculum. Through high quality professional development, common planning time and a focus on student data, teachers will ensure that all students are not only making the progress necessary to be on grade level, but over time are receiving the rigorous and relevant instruction that will prepare students for success in college.

K-8 Curriculum and Instructional Design:

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

At KIPP Halifax College Preparatory there will be no shortcuts and no excuses when it comes to success in academics. Our school day and week will be extended so students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experiences.

KIPP Halifax College Preparatory's students will be grouped heterogeneously. In grades K-3 students will spend their mornings in small homeroom classes of 16-20 students with a strong focus on literacy (including non-fiction readings in social studies and science) and math instruction. During the afternoons, students will participate in larger enrichment classes with a variety of teachers specialize in subjects such as Science, Social Studies, Technology, Spanish, Music and Art.

KIPP Halifax College Preparatory's 4th - 8th grade teams will be departmentalized, with four teachers teaching the core classes with approximately 90 students at each grade level. The students will be grouped heterogeneously in four different classes in each grade with an average of 22 students per class. Each group of students will rotate through English, History, Science and Math each school day. In addition, all students will have the opportunity to take Music, Spanish, Art and PE/Health. Each grade level will have a Grade Level Chair, who will act as a lead teacher and work closely with the principal on issues such as student culture and academic performance.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each division (elementary, middle) the school would ultimately serve.
2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

All KIPP Halifax College Preparatory students will participate in an academic program that seeks to build the academic skills, intellectual habits, and content knowledge necessary for all students to be prepared to succeed in the colleges of their choice. As a result, our curriculum which includes the North Carolina Common Core State Standards is supplemented with more rigorous, college-preparatory standards. We will combine the

Common Core State Standards with Pre-AP standards to ensure that all of our students are prepared for academic success in high level AP courses in high school. In addition, KIPP Halifax College Preparatory will extend and enrich the Common Core State Standards by adding the following elements: community service, character education, and enrichment course including Spanish, PE/Health and the Arts. Finally, through a strong school culture where high expectations for academics and character are modeled and embedded in what we do, students will have the ability to create change and pursue a life of endless opportunity.

KIPP Halifax College Preparatory's curriculum will be clearly aligned to the performance standards which state what students must know and be able to do at each grade level to ensure that they will be successful in the colleges of their choice. For each grade level, standards are based on national and state curriculum frameworks. Teachers will use regular daily, weekly and unit assessments to measure how well students are mastering the standards. Teachers will use this data to shape whole class instruction, small group work and one-on-one tutoring. Using individual student data, instruction will be targeted to better meet the individual student needs of all learners.

Some key points in our curriculum:

*We believe that truly college ready literacy means learning how to think, read, write, speak, and listen.

*We believe that students can grow and achieve at extraordinary levels on the North Carolina State Assessments without spending every moment on test preparation.

*All of our students will be prepared to master all material on state tests while being pushed to think and write critically.

*Because of our focus on a Pre-AP curriculum, all of our students will matriculate to the 9th grade with the skills necessary to succeed in a college-preparatory high school.

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

KIPP Halifax College Preparatory will recruit and employ teachers with a proven track record of successfully maximizing classroom learning. We define such success as a process in which students acquire the knowledge and skills necessary to achieve academically and the ability to apply, evaluate, and expand upon this knowledge independently. There are many educational theories and practices proven to be effective in the classroom environment. KIPP Halifax College Preparatory does not intend to subscribe to only one approach. We believe in allowing successful teachers to teach in an environment that supports their successful practices and strategies while having the freedom to try innovative new techniques. Strategies that will be used by KIPP Halifax College Preparatory teachers include, but are not limited to:

*Direct whole group instruction: Instruction which is an intensive intervention designed to increase, not only the amount of learning, but also the quality by systematically developing important background knowledge and explicitly applying it and linking it to new knowledge.

*Indirect whole group instruction: Instruction which is mainly student-centered and utilizing a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypotheses. It takes advantage of students interest and curiosity, often encouraging them to generate alternatives or solve problems.

*Instruction incorporating various learning modalities: Instruction which consists of presenting information integrating visual, auditory and kinesthetic strategies.

*Instruction adapted to multiple intelligences: Instruction which is presented in a way that engages most or all of the seven intelligences.

*Teacher-directed small group instruction: Small-group, face-to-face instruction by teachers using carefully articulated lessons in which cognitive skills are broken down into small units, sequenced deliberately, and taught explicitly.

*Cooperative learning: A method of instruction that has students working together in groups, usually with the goal of completing a specific task. This method can help students develop leadership skills, critical thinking and problem-solving skills, as well as develop the ability to work as a team.

*Blended Learning Instruction that allows providing efficient and effective instruction experiences by combining delivery modalities including technology and internet resources.

*Educational and Motivational field lessons: Students experience first-hand lessons learned in the classroom through immersion in the real-world that broaden their life experiences. This includes college trips, internships, outdoor leadership programs, pre-college academic programs, service projects in the community and on campus, non-profit volunteer experiences and travel abroad trips.

*Phonemic-based Instruction: With this focused instruction students learn how to notice, think about, and work with the individual sounds in spoken words. Before children learn to read print, they become made aware of how the sounds in words work and understand that words are made up of speech sounds, or phonemes.

*Focused Instruction with Five Components of Reading: Specific instruction on the Five Components of Reading which are: 1) Phonics 2) Phonemic Awareness 3) Comprehension 4) Vocabulary and 5) Fluency.

*Project-based Learning: An instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.

*Discovery Learning: A type of learning method structured to allow the learner to explore and find answers. Students interact with their environment by exploring and manipulating objects. Students struggle with questions and controversies, or perform experiments.

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

Our communities in Halifax County have one of the lowest rates of college attendance and completion in the state. This is not because our children lack intelligence or character. We believe that our community has historically lacked a genuine college preparatory option in education. In order to ensure that our students have the skills to succeed in college classrooms where they will be surrounded by students from much more affluent areas around the world, we have extended our school day. The extra hours in our school day will allow struggling students to receive remediation in their core classes while also creating time for quality character education, health and physical education, athletics, community service, and performing arts. Monday through Thursday students attend school from 8:00 am to 5:00 pm. On Friday the academic day will begin at 8:00 am and ends at 2:00 pm. With this commitment to more time focused on academics, our students will acquire the skills and knowledge to be competitive at the college of their choice.

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.

At KIPP we know that there are no shortcuts when it comes to success in academics and life. With an extended school day, students will have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experiences.

KIPP Halifax College Preparatory will utilize the extended day to allow for small group reading and math remediation or instruction. As indicated from the data in Halifax County, the majority of our students will be significantly below grade level in both reading and math. By spending more time in school focused on mastery of skills our design ensures multiple opportunities for students to achieve academic success, regardless of their results on prior academic performance indicators.

The entire staff of KIPP Halifax College Preparatory will be involved in developing strategies for students who are at-risk of failing to support their continued academic success. Grade level meetings will be held to develop comprehensive plans to work with struggling students. The staff will establish high expectations for all students regardless of their need for special services. All educational programs at KIPP Halifax College Preparatory will always be provided in the least restrictive environment possible. Clear and specific expectations for academic excellence, consistent classroom routines and a systematic process of teaching and learning will be critical component of setting all students up for success.

At KIPP Halifax College Preparatory our students will arrive at school at least two weeks in advance of the traditional public schools. With this extra time, teachers will have the opportunity to focus on creating strong culture of high expectations by teaching the necessary social and organizational skills that will help students be successful in school. From the first day of school, students will be taught the mission of our school; our schools three rules (Work hard. Be good. Think.); and their place in

helping to close the achievement gap. All students, regardless of their prior academic or behavioral performance will be provided both a clean slate and a clear opportunity to excel. With clear expectations established and enforced, a strong community of support and the willingness to do whatever it takes for our students to succeed, we will ensure all students are on the path to a college degree and a life of choices.

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.

KIPP Halifax College Preparatory will follow all Federal Laws and Regulations related to English Language Learners and ensure that the appropriate supports are in place based on a students demonstration of a lack of familiarity with English. KIPP Halifax College Preparatory will follow the guidelines set forth by the North Carolina State Board of Education to identify students using the Home Language Survey (HLS). KIPP Halifax College Preparatory will use the State designated World-Class Instructional Design and Assessment (WIDA) to determine the level of services and assessments and the length of time students are to be involved in the special ELL program. Students identified as ELL (English Language Learners) will be included in regular classes with the addition of support services using designated and approved accommodations for the students. ELL students access to the educational program at the school will be provided in the least restrictive environment feasible. ELL students will not be assigned to classes for the disabled because of their language needs nor will they be excluded from regular activities. The staff at KIPP Halifax College Preparatory will follow the guidelines established by the State Board of Education to determine when students are eligible to exit the ELL program. In addition, all KIPP Halifax College Preparatory teachers will receive the professional development necessary to effectively meet the needs of KIPP Halifax College Preparatorys English Language Learners. In addition, the ELL students parents/guardians will be involved in the identification, monitoring, and termination of ELL for all students identified. If the parent does not speak English, we will ensure that a bilingual staff member is always present to translate all information to the students families so that we are working collectively to ensure that all students are demonstrating growth and mastery.

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.

KIPP schools have clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the students' backgrounds or academic levels. At KIPP, we believe every child can and will learn when provided a high-quality education. At KIPP Halifax College Preparatory every child will be challenged to always find ways to go above and beyond. In addition, to a rigorous course load our students will have

opportunities to push themselves in a variety of areas, including but not limited to the following :

*March Mental Math Madness Challenge- Every year in March students will compete in school-wide math academic competitions.

*Spelling Bee- Every year students will compete in a grade-level and school-wide Spelling Bee. School-level winners will move to the regional event and if they win, will proceed to the national competition.

*Band - All students, beginning in 6th grade, will participate in beginning band and will have the opportunity to continue playing throughout middle school.

*Duke Talent Identification Program - Beginning in the 4th grade, all students who meet the necessary requirements of the Duke TIP Program will be nominated by the school. As stated on their website, "Eligibility for enrollment is an honor and indicates outstanding intellectual ability." Participation in Duke Talent Search provides students with exciting and challenging opportunities through online lessons, publications, contests, the Duke TIP Book Club and an optional above-level testing experience, the EXPLORE test.

*Young Scholars Program- The Jack Kent Cooke Foundations Young Scholar Program seeks high achieving, low to moderate-income 7th grade students, and cultivates their talents and abilities throughout high school by providing the personalized advising and financial support needed to secure challenging academic opportunities. Through a partnership with the KIPP Foundation, KIPP Halifax College Preparatory will nominate qualifying 7th graders for participation in this prestigious program.

*KIPP STEP Summer Program at Deerfield Academy - With a partnership between the KIPP Foundation and Deerfield Academy in Massachusetts, high performing rising 8th graders have the opportunity to apply for a fully funded 3 week boarding school experience each July.

*Student Council - Students will have the opportunity to participate in a Student Council that will provide them with the opportunities to participate in district, state and national conventions. Members of the Student Council will also be eligible for participation in the summer leadership workshop held at Mars Hill College.

KIPP schools have clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the students' backgrounds. All of our students will be held accountable to not only meeting but exceeding academic goals, regardless of where they fall on the continuum of current academic skills. In order to ensure that all of our students, and in particular those students identified as "intellectually gifted students," demonstrate growth and mastery, we will measure their progress and success as follows:

*At least 30% of KIPP Halifax College Preparatory students will earn a Level 4 or higher on NC State Testing.
At least 90% of KIPP Halifax College Preparatory students will make at least 15 points growth on MAP Testing.

KIPP Halifax College Preparatory students will make high growth in all areas and in all grade levels.

KIPP Halifax College Preparatory will meet or exceed Annual Measurable Objectives.

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)

1. KIPP Halifax College Preparatory is committed to providing students with disabilities a high-quality education in the least restrictive environment possible. KIPP Halifax College Preparatory will identify students with disabilities by first asking parents during their home visit if their child currently has an IEP through the special education program or under Section 504 of the Rehabilitation Act. If the parent indicates that the child does have an IEP, we will be sure that their previous school sends all of that information with the standard records request. If a parent is unsure if their child has an IEP, we will still request this information. If we do not have this information on file by our 30th day of school, our Regional Director of Exceptional Children will personally contact, and if possible, travel to the previous school to retrieve this information.

2. KIPP Halifax College Preparatory will identify students who may be eligible for special education under the federal "Child Find" (NC 1501-2.8) mandate by first asking parents during their home visit if their child currently has an IEP. Because the home visit happens after the lottery, KIPP Halifax College Preparatory will ensure that no student is discriminated against or refused enrollment because of a disability. KIPP Halifax College Preparatory will also identify students who may be eligible for special education services by closely monitoring children who may have a disability even though they are advancing from grade to grade and highly mobile children. By focusing on individual student success and providing a variety of structure and academic supports, KIPP Halifax College Preparatory will work to avoid excessive classification of low-performing students, who might not have a learning disability. KIPP Halifax College Preparatory will meet the requirements mandated within a student's IEP for any student entering with pre-existing disability requirements. If teachers and/or the

parents determine that a student is in need of an evaluation, the student will be referred to our School-Based Committee (SBC) for evaluation. Teachers and/or parents will also provide information to the SBC to assist them in determining eligibility and services, if any, are required. The SBC will then meet to determine eligibility for special education services and, if eligible, develop an IEP.

3. Students at KIPP Halifax College Preparatory with recognized disabilities must be afforded all rights in regard to the confidentiality of their records as provided by state and federal law, including the Individuals with Disabilities Education Act, Special Education Programs/Rights of Students with Disabilities. The Office Manager at KIPP Halifax College Preparatory will request records of students according to these state and federal laws. The records of all students with a disability will be kept in a locked file and access to these records will be restricted to personnel having specific responsibility in this area. A list of all approved personnel having access to these restricted files will be updated as needed, and a current, dated list will be posted with the student records.

All necessary procedures to ensure confidentiality will be the responsibility of the Regional Director of Exceptional Services as supervised by the KIPP Halifax College Preparatory Principal and the Executive Director. The Principal will ensure that a central file with all special education evaluation material and IEPs is maintained and that these files are kept confidential and secured, in accordance with FERPA and IDEA guidelines. The Principal will oversee access to these records and be responsible for ensuring that all responsible for the implementation of a students IEP will have access to a copy of the IEP and be informed of their specific responsibilities in its implementing. The Regional Director of Exceptional Services will ensure that all records are in compliance.

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.

KIPP Halifax College Preparatory will meet the requirements mandated within a students IEP for any student entering with pre-existing disability requirements. The school will seek to offer an inclusion program for all students with disabilities; however, if the students needs and IEP require a program other than inclusion, KIPP Halifax College Preparatory will meet those needs with existing staff or contracted services. If teachers and/or the parents of a student enrolled in the school determine that a student is in need of an evaluation of a possible disability, the student will be referred to the school-based committee (SBC) for evaluation. The school will also provide information and evaluations to the SBC to assist them in determining eligibility and services, if any, are required. The SBC will then meet to determine eligibility for special education services and, if eligible, develop an IEP. If a students IEP ever requires the provision of specialized services not available at the school (i.e. occupational or physical therapy), the school will contract with individual providers on a

per diem fee-for-service basis.

KIPP schools have clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the students' backgrounds. KIPP Halifax College Preparatory teachers will utilize a variety of methods and support systems to ensure that students with disabilities receive a Free and Appropriate Public Education. In addition to the supports provided to all students: standardized school supplies to aid with organizational skills; social skill instruction to help with focus and active listening; a consistent behavioral system celebrating making good choices and reinforcing positive behavior and a structured environment that provides routine, KIPP Halifax College Preparatory staff will literally do whatever it takes to find the necessary supports and strategies that will help all students to be successful. In addition to professional development geared towards helping students with a variety of disabilities, staff members will participate in additional training and workshops to continue to learn new strategies that will assist students. All students, regardless of their disability or its severity, will be assured of a Free and Appropriate Public Education (FAPE).

KIPP Halifax College Preparatory recognizes that all students are capable of not just meeting, but exceeding achievement standards if given access to a rigorous curriculum and the necessary supports and love. With targeted instructional strategies designed to meet students needs, support in the classroom and appropriate accommodations, KIPP Halifax College Preparatory believes that all students can and will master academic goals.

The School Principal will work with Regional Exceptional Children's Director to ensure that IEPs are implemented properly. The Regional Exceptional Children's Director and the school's EC Teachers and Principal will ensure each of the following:

- *Provision and monitoring of all educational services as required by the Individual Education Plan (IEP)
- *Provision and monitoring of all related services as required by the students IEP
- *The completion of all requisite paperwork, updating and filing necessary information for initial referrals, annual evaluations and ongoing monitoring of student progress appropriate provision of any and all test modifications as stipulated on the IEP.

All necessary procedures and practices to ensure confidentiality and accurate and timely reporting will be the responsibility of the Regional Exceptional Childrens Director and the schools EC Teachers and Principal. The Principal will ensure that a central file with all special education evaluation materials and IEPs are maintained and that this file is kept confidential, in accordance with FERPA and IDEA guidelines. The Principal will oversee access to these records, and he or she will be responsible for ensuring that all providers responsible for the implementation of a students IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP. In addition, the Regional Exceptional Childrens Director and the schools EC staff will ensure the parents receive a copy of their rights, regular reports monitoring IEP goal progress and an annual review to discuss their childs growth.

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.

1. KIPP Halifax College Preparatory's curriculum is driven by clear performance standards for what students should know and be able to do at each grade level to be successful in the college of his or her choice. For each grade level, standards are based on national and state curriculum frameworks. Teachers will use regular assessments to measure how well students are mastering the standards. Teachers will use knowledge about the students skills to shape whole class instruction, small group work, and one-on-one tutoring. Using individual student data, instruction can be targeted to better meet each students needs. In addition, teachers will give students and parents/guardians ongoing feedback about the students performance. By adhering to the practices above, KIPP Halifax College Preparatory will meet the following student performance standards:

* At least 85% of KIPP Halifax College Preparatory students will perform at or above grade level on NC State Testing.

* At least 30% of KIPP Halifax College Preparatory students will earn a Level 4 or higher on NC State Testing.

* At least 90% of KIPP Halifax College Preparatory students will make at least 15 points growth on MAP Testing

* KIPP Halifax College Preparatory students will make high growth in all areas and in all grade levels.

* KIPP Halifax College Preparatory will meet or exceed Annual Measurable Objectives as identified by State of NC.

2. At KIPP Halifax College Preparatory, students will have multiple and varied opportunities to demonstrate what they know and what they can do in all of their classes. Since the schools mission is to prepare students for college and beyond, rigorous and comprehensive course examinations are an important part of student assessment. Major unit exams will be used to evaluate student mastery of course material and progress towards mastery of the department standards. In addition to these assessments, the MAP Test, a nationally normed standardized test in both reading and math will be administered three times a year in order to: 1) give teachers information about students so that they can effectively design instruction to meet particular student needs and 2) to clearly demonstrate the academic achievement of students. In addition, because so many students will enter KIPP Halifax College Preparatory significantly behind in reading, we will use the STAR Reading Enterprise assessment to quickly measure students reading skills. With this program not only are teachers able to collect starting data for all students, they can also continuously monitor student growth as well as areas of confusion. This computerized assessment provides in-depth reports in real time which allows teachers to modify instructional planning and monitor student progress. The extended school day will allow time both for large group instruction and small group focused intervention

to ensure that all students are receiving direct instruction in the areas where they are struggling. The results of each round of testing will be shared with students and their families. Once a year, the school will publish the school-wide results of these tests.

3. In grades K-2, KIPP Halifax College Preparatory students must meet grade-level standards in the major content areas (reading, written communication, and math) to be promoted to the next grade level. Promotion will be based upon standards established for each subject. Attendance of less than 85% will also serve as a major consideration in the decision to retain a student. K-2 students will be promoted or retained on the recommendation of the classroom teacher as well as the consultation of the grade level team, interventionist, and the Principal. This recommendation will be based upon the following criteria:

- * Formative assessment data
- * Summative assessment data
- * Attendance
- * Class work
- * Social/developmental characteristics
- * Other pertinent data

Student retention is recommended when considered in the best interest of the student. The decision to retain should be based on sufficient data gathered over time with the intention of placing the child in the grade level and educational program where he or she will ultimately be the most successful. Report cards, given trimesterly, will indicate whether a student is "at risk for retention" beginning in or after Trimester 2 in kindergarten. If a student has been listed as "at risk for retention" in Trimesters 2 or 3, a letter indicating this risk will be sent home with a request for an in-person family conference. When considering retention, the teaching team will prepare class work, assessment data, and any other pertinent documents to present to the Principal and family at the conference. The school's decision regarding promotion and retention will be based on the totality of the circumstances.

In order for student in grades 3-8 grade to be promoted to the next grade, she or he is expected to earn at least a three on all state mandated North Carolina End of Grade assessments. In addition, the student must meet or exceed academic expectations in all classes. Finally she or he must meet or exceed the school's attendance policy. Students who do not meet these expectations are in jeopardy of being retained. The high standards are set not only to ensure success in the next grade, but more importantly to ensure that all students are on a college prep track and will be prepared for the college of their choice.

For students in grades 5-8 the school year is broken into four grading periods. The marking periods are long enough (approximately 9 weeks) to allow students several opportunities to demonstrate mastery of specific skills. In addition, multiple means are used to determine student grades and assess their skill levels. At the end of each marking period, students will receive grades in all classes. Throughout each quarter, students will be assessed to quantify how much and how well they have mastered the material taught. Grades reflected on progress reports and report cards reflect their academic achievement and are not lowered because of

disciplinary reasons except for late assignments or academic dishonesty. Any struggling student, including those with a learning disability will be provided with multiple opportunities within the school day to receive additional instruction, re-teaching or tutoring.

4. KIPP Halifax College Preparatory's curriculum will be driven by clear performance standards for what students should know and be able to do at each grade level to be successful in the college of his or her choice. For each grade level, standards are based on national and state curriculum frameworks. Teachers will use regular assessments to measure how well students are mastering the standards. Teachers use knowledge about the students skills to shape whole class instruction, small group work, and one-on-one tutoring. Using individual student data, instruction can be targeted to better meet individual student needs. Teachers will give students and parents/guardians ongoing feedback about student performance. In order for a student to exit the 8th grade and be promoted to high school, she or he is expected to earn at least a three on all state mandated North Carolina End of Grade and the Algebra End of Course Test. In addition, she or he must meet or exceed expectations in all 8th grade core classes. Finally s/he must meet or exceed the schools attendance policy. Students who do not meet these expectations are in jeopardy of being retained. The high standards are set not only to ensure success in the next grade, but more importantly to ensure that all students are on a college prep track and will be prepared for the college of their choice.

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.

KIPP Halifax College Preparatory's student management system is designed to identify and correct misconduct, to encourage all students to adhere to their responsibilities as citizens of the KIPP Halifax College Preparatory community, to protect students, employees and property, and to maintain essential order and mutual respect. KIPP Halifax College Preparatory students are expected to conduct themselves in accordance to the standards set in our Commitment to Excellence. Any behavior detrimental to the learning environment will be addressed and redirected. If a student chooses to show disrespect toward himself/herself or others, including interference with another's access to a quality education in a safe environment, she or he will be subject to disciplinary action.

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: Gaston College Preparatory

Mailing Address: 320 Pleasant Hill Road

City/State/Zip: Gaston NC 27832

Street Address: 320 Pleasant Hill Road

Phone: 252-308-6932

Fax: 252-308-6936

Name of registered agent and address: Tammi Sutton
320 Pleasant Hill Road
Gaston, NC 27832

FEDERAL TAX ID: 74-2991314

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:

X 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
Curtis Wynn	Treasurer	HALIFAX	President and CEO of Roanoke

			Electric
Dr. Randi Dikeman	Member	HALIFAX	Dean of Corporate & Community Development
Bob Caudle	Member	HALIFAX	Retired District Attorney
Dr. Richard Stimson	Vice Chair	NORTHAMPTON	Retired Professor
Ronald Smith	Chair	NORTHAMPTON	Public School Teacher
Vershenia Moody	Secretary	NORTHAMPTON	District Court Judge
Dr. Barbara Hasty	Member	NORTHAMPTON	Dean of Students Halifax Community College
Gail Worthington	Member	WAKE	Educational Consultant

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.*

In order for KIPP to continue to grow in North Carolina, we must follow the KIPP Foundations Smart Growth Principles. These principles reflect KIPP Foundations decision to grow deeper, not wider. In order for KIPP Regions to grow they must follow the Smart Growth Principles. This process is designed to ensure KIPP regions are well-positioned to open and sustain high quality schools and is intended to assist sites reach the best growth decisions and develop strong plans. In order for KIPP to continue to grow within North Carolina the following minimum requirements must exist:

- * The region must be made up of a group of schools.
- * Regions must identify a comprehensive K-12 solution for their region.
- * The region includes schools that have a close geographic proximity to each other.
- * The region must have one governing local board, shared by the group of schools whose responsibilities include:
 - o Legal, audit and compliance
 - o General oversight of performance of the Executive Director
 - o Input on major strategic decisions affecting individual schools or the region
 - o Financial accountability of the region and the schools
 - o Fundraising
- * Regions must have an Executive Director who:
 - o Reports to the Board
 - o Manages the School Principals within the Region
- * Includes a shared school support center for the group of schools to provide joint administrative, operational and academic resources across the region
- * Has a shared strategic plan, which provides a region-wide approach to:
 - o Identify and cultivate successful School Leaders
 - o Maintain high levels of school quality and school performance

- o Promote the sustainability of individual schools
- o Assess future growth possibilities

Gaston College Preparatory (GCP) is a nonprofit corporation organized under the laws of the State of North Carolina, which has members within the meaning of the North Carolina Nonprofit Corporation Act, N.C. GEN. STAT. 55A-1-01 (2000). The Articles of Incorporation of the Corporation were filed in the office of the Secretary of State of the State of North Carolina in 2000. The business, affairs and property of GCP shall be managed and controlled by the Board of Directors, and all corporate powers shall be vested in and exercised by the Board, except as otherwise provided by law, the Articles of Incorporation or Bylaws (Appendix F). KIPP Halifax College Preparatory is authorized as an expansion of the charter of GCP and shares its regional Board and governance structures.

Gaston College Preparatory's Governance Structure

Gaston College Preparatory is committed to securing a governance structure whereby it becomes the controlling corporation, with governing authority over the network and control over all charters, for the entire network of schools. As such, the Gaston College Preparatory Board of Directors will serve KIPP Halifax College Preparatory's charter.

Gaston College Preps Board of Directors

GCPs current Board of Directors is comprised of individuals connected to the Roanoke Valley community and North Carolina education arena. A variety of stakeholders and influence agents are represented parents of GCP students, local community members with business experience, individuals with experience in charter school finance and operations. Members are recruited through local and state-wide education channels: Universities, Teach For America, non-profit organizations and parent connections. The Gaston College Preparatory Board of Directors is charged with the goals of raising funds, managing the Executive Director, enhancing the statewide profile of KIPP in North Carolina, ratifying network growth, and providing fiscal and managerial oversight for Gaston College Preparatory and its network of schools. Gaston College Preparatory's bylaws provide that the Board of Directors meet monthly with the exceptions of December and July. Members serve up to two consecutive three-year terms, which are staggered with vacancies filled by appointment of Board.

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.*

Gaston College Preparatory's current Board of Directors is comprised of individuals connected to the Roanoke Valley community and North Carolina education arena. A variety of stakeholders and influence agents are represented parents of Gaston College Preparatory students and alumni, local community members with business experience, individuals with experience in charter school finance and operations. Members are recruited through networking among local and state-wide education channels: Universities, Teach For America, and parent connections are driving a current search for a replacement member of the Board.

The Gaston College Preparatory Board of Directors will be charged with the tasks of raising funds, managing the Executive Director, enhancing the statewide profile of KIPP in North Carolina, ratifying network growth, and

providing fiscal and managerial oversight for Gaston College Preparatory and its network of schools.

Gaston College Preparatory's bylaws provide that the Board of Directors meet monthly with the exceptions of December and July. Members serve up to two consecutive three-year terms, which are staggered with vacancies filled by appointment of the board.

The Board of Directors participates in orientation, KIPP Training and training that is relevant to NC law. The Board is currently composed of individuals from our local community and the broader North Carolina education network (Appendix E Gaston Board Bios). The Executive Director communicates with the Board and its committees through presentations at monthly board meetings. As school Principal, I will be present at each monthly meeting and prepared to discuss all information submitted in advance to the Executive Director in Halifax College Preparatory's School Report. Information shared on an ongoing basis includes enrollment and attendance data, academic progress measures, school event announcements, and information about professional development. All KIPP Halifax College Preparatory Staff and Parents will be welcome and invited, but not required, to attend Board meetings.

- 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?*

Powers

The business, affairs and property of the Corporation shall be managed and controlled by the Board of Directors, and all corporate powers shall be vested in and exercised by the Board, except as otherwise provided by law, the Articles of Incorporation or these Bylaws.

Election and Term of Office

The initial Directors shall be the persons named in the Certificate of Incorporation who shall serve until the first annual meeting of the Board of Directors. Thereafter, Directors shall be elected by a majority vote of the Directors then in office. No Director shall be a paid employee or officer of the Corporation. Directors shall hold office for terms of one year and until their successors are elected and qualified, or until their earlier death, resignation or removal.

Vacancies

Any newly created directorships and any vacancies of the Board of Directors, arising at any time and from any cause, may be filled at any meeting of the Board of Directors by a majority of the Directors regardless of their number. Directors so elected shall serve until the next annual meeting and until his or her successor is elected and qualified.

- 4. How often will the board meet?*

Once a month with the exception of Dec. and July, a total of 10 times per year

- 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).*

Professional Development for Board

Because we are replicating the KIPP Gaston College Preparatory Board, the existing Halifax College Preparatory Board members have already received training. In addition, Board Members receive the following trainings at the beginning of the year.

Yearly Board Retreat (June) Facilitated by the KIPP Foundation

NC Charter School Conference (July) Facilitated by NC Public Charter Schools Association

KIPP School Summit (August) Facilitated for the KIPP Foundation

KIPP Board Retreat (April) Facilitated by the KIPP Foundation

In addition, Board Members participate in on-line training provided by a variety of sources including the Department of Public Instruction and the KIPP Foundation. Finally, each Board Meeting contains a 15-20 minute learning objective to ensure that Board members are continuously growing and learning.

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 purpose of the Conflicts of Interest Policy is to protect the Corporations interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

PROCEDURES:

(a) Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Directors and members of committees with Board-delegated powers considering the proposed transaction or arrangement.

(b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Directors or committee meeting while the financial interest is discussed and voted upon. The remaining Board of Directors or committee members shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest.

(1) An interested person may make a presentation at the Board of Directors or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

(2) The Chairman of the Board or chairman of the committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(3) After exercising due diligence, the Board of Directors or committee

shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

(4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors or committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporations best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

(d) Violations of the Conflicts of Interest Policy.

(1) If the Board of Directors or a committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

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

Except as otherwise provided by law, a majority of the entire Board, shall constitute a quorum for the transaction of business or of any specified item of business. Except as otherwise provided by law or these Bylaws, the vote of a majority of the Board of Directors present at the time of a vote, if a quorum is present, at such time shall be the act of the Board.

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.

KIPP Halifax College Preparatory Parent Association (KHCPPA) will work to build strong collaborative relationships with the faculty and staff of KHCP to provide a support system that will support students emotionally, socially, and academically.

KIPP Halifax College Preparatory Student Council- The student council at KHCP will become part of the state and national network of student councils that promote character development, academic excellence, civic responsibility, community service, leadership development and public relations. Students will participate in district conferences, state conventions, and summer leadership opportunities.

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.

Not Applicable

1. The proposed charter school will be governed by an existing charter school board
2. Describe the rationale for replicating the application based upon the success of another charter school. Include documentation and evidence that the existing charter school model is successful in student achievement, charter school governance, and fiscal responsibility. Base this explanation upon academic data available through state and national summative assessments, financial audits, and state compliance reports.

Twelve years ago a brave and committed group of teachers, fifth graders and their families helped transform 27 acres of soybeans and peanuts into a campus dedicated to ensuring that every student would be prepared to attend the college of their choice and positively impact the world. Today those fifth graders are seniors in college and the Gaston College Preparatory campus is now home to more than 700 students and 100 staff members working together to continue the fight for educational equality and social justice for all.

KIPP Gaston College Preparatory (GCP) is a member of the KIPP network. KIPP (Knowledge is Power Program) is a national network of schools dedicated to preparing traditionally underserved students for college. Every student who walks through GCPs doors has "KIPP cousins" at over 120 schools around the country who are making a similar choice to work harder, behave better, and think more. As one of the first five KIPP schools in the country, GCP is proud to be part of a movement to change the expectations for American public education. At GCP students are expected to achieve a level of academic performance that will enable them to succeed at the nation's best high schools and colleges. The data depicts proof that students at GCP are not just meeting but exceeding local and state standards. (Refer to Appendix R)

Over the past decade GCP teachers, students and their families have proven what is possible and on Saturday, June 8, 2013 GCP will celebrate as their fifth class of seniors graduate and head to the colleges of their choice empowered with the skills, character and knowledge necessary for a life full of choices.

KIPP Halifax College Preparatory will replicate this model and expand this educational opportunity to underserved students and their families in

Halifax County.

3. Depict and analyze the current enrollment trends and student demographics of the replicated charter school model over the past three academic years.

The current enrollment trends and student demographics of Gaston College Preparatory Middle School over the past three years have been consistent with our mission and values. More than 70 percent of our students are from low-income families and eligible for the federal free or reduced priced meals program, and 80 percent are African American.

4. Explain why the governing board of the proposed charter school is a good fit for the proposed student population as noted in Section II Mission and Purposes.

GCPs current Board of Directors is comprised of individuals connected to the Roanoke Valley community and North Carolina education arena. A variety of stakeholders and influence agents is represented family members of GCP and Pride High students, local community members with business experience, individuals with experience in charter school finance and operations. Members are recruited through networking among local and state-wide education channels: university, Teach For America, and parent connections are driving a current search for a replacement member of the Board.

These Board members are aligned to our mission of high, rigorous academic standards and character development. KIPP Gaston College Preparatory's Board believes in reaching the underserved communities in the area, coupled with the hard work every day, it will ensure that our students build a better tomorrow by preparing them for a life of choices: which college to attend, which career path to pursue, and how to contribute back to the communities in Northampton, Halifax, and the surrounding communities.

5. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix Q

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 of Directors will empower the Executive Director and Regional Recruiters to build a formal recruiting program to target highly qualified teachers and staff. The program will include information sessions at colleges and universities. Recruiters will set up formal partnerships with colleges and universities where we will develop an on-campus presence throughout the school year. A KIPP Halifax College Preparatory Campus Visitor Program will be put in place to provide interested parties tours and a day-long immersion in KIPP schools. Recruiters will create professional marketing materials for recruiting efforts that clearly communicate the KIPP brand to prospective employees. A formal system will be put in place to handle the application process for each open position. Working closely to

meet the need of School Principals, the Regional Team will lead the recruitment efforts, but all teacher candidates will be selected by the School Principal.

Our ability to retain high quality individuals is a direct function of our ability to develop and support them. It is critical to create a culture within KIPP Halifax College Preparatory that fosters ongoing and continuous development of our team. Furthermore, KIPP Halifax College Preparatory will create a culture of support for each level of the organization. Providing employees with training and developmental opportunities encourages good performance, strengthens job-related skills and competencies, and helps employees keep up with changes in the workplace. KIPP Halifax College Preparatory will take direct ownership of developing our work force. In addition to our personal efforts in talent development, we will continue to utilize the support of KIPP Foundations Fisher Fellowship and the Leadership Pathways programs to train and support our staff.

- 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 relationship that will exist between KIPP Halifax College Preparatory employees and the non-profit board is that all employees will be employees of the Board even though only the Executive Director is the only staff member who is recruited, hired and evaluated by the Board. It will be the responsibility of the Executive Director and the Principal to recruit and hire all other staff members. The school and region will develop and use teams to recruit prospective applicants for all positions. Applicants will go through an extensive process that includes collection of a resume, cover letter and writing sample; a phone interview; reference checks; and in person interview and a criminal back ground check.

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

Background Check

KIPP Halifax College Preparatory will conduct criminal history checks for all employees. Once identified to fill a position, all potential employees will have a background check. A satisfactory background check must result in order to finalize the hiring process.

Employee Termination

Because employment is at-will, both the employee and the School may terminate employment at any time and for any reason. Upon termination of employment from KIPP Halifax College Preparatory, the employee must immediately return all supplies, keys, technology equipment, phones, student and family information, and other KIPP Halifax Preparatory property. The cost of any items not turned in will be subtracted from an employees last pay check. This includes a re-keying fee if all keys are not turned in.

The Director of Operations will provide the employee with information regarding any conversion or continuation rights to KIPP GCP benefits as well as documentation and explain the employees and his/her dependents rights to continue group medical benefits under COBRA.

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

KIPP Halifax College Preparatory will use the NC State Scale as a basis for all salaries. In addition, because of our extended hours, staff will be compensated an additional 15-20% of their salary, depending on the duties assigned to them.

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

Grievances are taken seriously and should proceed as follows:

1. Complainants should first schedule a conference with their immediate supervisor to discuss the issue. The school reserves the right to redirect complainant to the appropriate personnel if this step has not been followed.

2. If complainant concludes that the initial response/course of action was insufficient, a meeting may then be scheduled with the School Principal. Prior to the scheduling of any such meeting, complainant must first provide to the School Principal a Grievance Letter that identifies: (a) the issue/concern/complaint; (b) what steps have been taken to resolve the situation; and (c) proposed solutions. The School Principal will acknowledge the receipt of a Grievance Letter within three calendar days and attempt to respond to all Grievance Letters within 10 calendar days of their receipt.

3. If a resolution cannot be reached through a discussion with the School Principal, complainants may submit a formal Grievance Packet to the Executive Director within five days of notification of the School Principal's decision. The Executive Director will review the complaint to determine whether the School Principal has fairly complied with School policies and/or the law. The Executive Director will issue a response within 10 school days of receiving the packet.

4. The Board will consider appeals that it is required to consider under N.C. Gen Stat. Sec. 115C-45(c). In order for the Board to consider an appeal of the Executive Director's decision an updated Grievance Packet must be submitted to the Board within 10 days of the Executive Director's Decision. The Board will respond to the appeal within 30 days of the receipt of a complete Grievance Packet. The Board or its designee shall render a final ruling on the Grievance within 30 days or at its next regularly scheduled Board meeting, whichever is later.

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

In year one, shared staff are the Chief Operating Officer, Director of Operations, and Director of Exceptional Children. During KIPP Halifax College Preparatory's founding years, the salaries of these positions will be paid for by KIPP Gaston College Preparatory. Over time the regional staff which will be paid for by both KIPP Halifax College Preparatory and KIPP Gaston College Preparatory based on their ADM. In addition, the region is applying to Charter School Growth Fund for a multi-year, multi-million dollar financial package which would help cover the costs associated with the regional team.

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.

KIPP Halifax College Preparatory and the Regional Support Team will hire teachers qualified and experienced in teaching special needs, ELL and gifted students. During year one, KIPP Halifax College Preparatory will contract EC services and starting in year two will have an EC teacher on staff and in year three two full time EC teachers. In addition, we plan to ensure that

our core teachers (ELA, Math, History, Science) have dual certifications and highly qualified to work with our EC population. We will also look for ELA teachers experienced with ELL populations and/or who have an ESL certification. Teachers will receive support and coursework options to pursue ESL add on certification to best serve our ELL population. All teachers will engage in professional development in differentiated instruction in order to best serve all of our students. The Regional Support Team will work with the Principal to ensure that all guidelines are adhered to according to state and federal law.

- 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).*

One hundred percent of teachers will be required to be highly qualified either prior to their hire or before the end of their first year of teaching at our school. Teachers who are not fully certified in the subject area they teach will be enrolled in coursework to work towards their certification over their first two years teaching in that subject area. In addition teachers will be hired not only based on their previous experience, but on their past student achievement results and their alignment to our mission and goal for all students.

All non-teaching positions (Office Manager, finance officer, etc) have established job description that details their qualifications and roles and responsibilities so that every candidate will be assessed against. KIPP Halifax College Preparatory will also employ the National KIPP framework for excellent teaching and leadership competencies in assessing the experience and qualifications of all candidates.

Staff Evaluation and Professional Development

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

The Principal will work directly with the Office Manager and Regional Team to ensure that teachers meet and maintain licensure requirements according to 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.*

We believe in a growth mindset. All of us, even adults with deep-set patterns of behavior, can change, grow, and improve; with persistence, technical support/resources and reinforcement from our team, we can do it quickly and for the benefit of everyone. Teachers who participate in effective performance management feel valued, respected, and empowered to become better versions of themselves and better examples and executors for our students. These feelings and an increased set of professional skills will translate to investment in their jobs and retention of top talent.

Growth and development for adults in the building is designed with symmetry in mind - our expectations, values, and processes should match those we use with students. We will give frequent, specific feedback in order to help the learner improve. We will ask questions to encourage reflection and changes owned by the learner; we will focus equally on what a learner does well and a learner's opportunity to improve growth areas. We encourage

faculty members to ask for resources, clarify expectations, and receive positive reinforcement. The Principal will make professional development and resource acquisition decisions during the year based on needs expressed during the interaction with faculty. The structures of performance management at KIPP Halifax College Preparatory are:

Goal Setting: The interview and hiring process will share with teachers our Framework for Excellent Teaching, around which all teacher development will revolve. Based on notes from the hiring process and a teacher's self-evaluation, Principal and teacher will highlight 2 strengths and choose 2 goals for improving areas of growth for the teacher to focus on; progress toward those goals will be evaluated at the end of Quarter 1 and 3 during the year.

Weekly One-On-Ones (O3s): These meetings between School Principal and school staff exist to build relationships, provide regular communication opportunities about overall progress toward individual professional goals, and also establish sacred time for troubleshooting a variety of issues that may arise day-to-day. Each meeting will last 30-45 minutes and consist of a guiding agenda and goal review, discussion about teachers' reflections and needs, discussion led by the School Principal about feedback or specific resources, and next steps. These meetings are frequent and low-stakes by design so that staff will ask for help and request resources. The Next Steps portion of the meeting agenda should reflect actions on the part of both the Principal and teacher. In year one, the Principal will be responsible for most O3s; shared regional staff will report to the executive director. As the school grows, Grade Level Chairs (GLCs) and an Assistant Principal (AP) will also manage O3s, and be responsible to reporting to the Principal.

Quarterly Progress Checks: Data Days include portion of self-reflection time on student data for teachers, staff surveys, and operations reports for non-instructional staff; all staff members will discuss trends and next steps together. Each staff member will then email his/her reflections to the Principal one week before his/her O3 slot. Principal will share his/her reflections on data and teachers' progress at the following week's O3, which will last one hour, resulting in development goal revision. At formal check in points, the Principal will add and discuss evaluative summary comments and formal next steps during this time. These two meetings will also broach the subject of an employee's invitation to teach at KIPP Halifax College Preparatory the following year.

- 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.*

An excellent KIPP teacher is committed to KIPP's mission. At KIPP Halifax College Preparatory we are dedicated to ensuring that each teacher constantly pursues becoming a better person, just as they support students in this pursuit. As a teacher, there is an understanding that your beliefs and character affect who you are, your impact on and relationships with others, your classroom environment, how you teach, and what you know.

At KIPP Halifax College Preparatory, training begins before faculty members are even hired. Lawler's best practices from the corporate world carry over, and the multi-step hiring process above details several opportunities job candidates have early on to become familiar with school expectations and culture. What to Expect and Commitment to Excellence documents, a get-to-know you chat, and school visit provide a preview of what's to come. Once hired, the on-boarding process extends beyond paperwork and into pre-work. New teaching hires will have individual check-in phone calls with the Principal every two weeks, during which they receive an update on school progress (building status, hiring completion) and discuss articles or media clips shared as pre-work. These pre-readings include excerpts from Teach Like a Champion, Everyday Anti-Racism, a New York Times piece, "What if the Secret to Success Is Failure?" and Night John.

The Office Manager and any support staff will be invited to campus as soon and as often as possible; they can best acclimate through on-the-job training with our current staff. KIPP Halifax College Preparatory will expect non-teaching employees to complete the same on-boarding readings and reflections in order to share cultural expectations and communicate that every adult who interacts with our children at school is a teacher through expectations, words, and actions. In the same vein, all Orientation activities and Professional Development regarding school culture will include all staff members.

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

Staff at KIPP Halifax College Preparatory will engage in approximately 3 weeks of professional development before summer school. After Labor Day, KIPP Halifax College Preparatory will start a full day schedule on Monday Thursday with students' academic day ending at 5:00pm. Every Friday, students are dismissed at 2:00, which allows approximately three hours of professional development occurring every Friday from 2:00pm - 5:00pm. KIPP Halifax College Preparatory will observe all major holidays and return after each major break to a professional development day before students return. This is built into the regular school calendar. The year will end with five days of professional development at the end of the year.

- 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.*

Orientation and Professional Development will begin approximately July 15, 2014, which allows approximately three weeks to prepare before KIPP Summit and Summer School.

Week One: Team, Mission, Culture Plans, Academic Plans

Week Two: Performance Management, Curriculum Training, and Culture Practice, Practice, Practice

Week Three: Room Prep, More Practice, Family Meetings

Beginning with the end in mind, after Orientation Professional Development faculty will be able to:

* Build relationships with staff through team-building and culture-building

interactions.

- * Articulate the vision and values of our school to prospective parent; elevator speech.
- * Describe how vision/values look, sound, and feel in their classroom (and how they do not).
- * Demonstrate/describe five ways to integrate Everyday Anti-Racism into their daily language, classroom activities, and family/community interactions.
- * Name the elements and principles of proper planning.
- * Produce a standards-based unit plan and Summer School lesson plans.
- * Evaluate lesson plans based on the KIPP Framework for Excellent Teaching rubric.
- * Analyze and explain the existence and structures of our school based on knowledge about our community, best instructional practices, KIPP Framework for Excellent Teaching.
- * Execute specific management, teaching, and assessment strategies and routines (Lemov, CLASS, Investigations, STEP, etc.) in role plays and walk-throughs.
- * Know the names and family context of all their students, the schedule and responsibilities of summer school.
- * Set up classrooms that are warm and welcoming, aligned with school-wide expectations and procedures.

Enrollment and Marketing:

- Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

Marketing Plan

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

In keeping with the mission of KIPP, KIPP Halifax College Preparatory student recruitment efforts will target students in the most underserved communities in the region. KIPP Halifax College Preparatory will exist to eliminate the achievement gap which exists in our country and prove that when children from any socioeconomic status are given a high quality education, they will rise to meet high expectations and perform at mastery levels.

Our marketing plan will consist of the following:

January: Pass out and hang up Flyers & Brochures to advertise in places that our targeted families frequent; maximize touches and engage current stakeholders in the new school.

January: KIPP Halifax College Preparatory "Work Hard. Be Nice" Activity to provide a learning tool for prospective future students, to reconnect with families who submitted a form months earlier and to create a positive

impression on potential families and share contact information.

February-March: Door-to-door recruitment with door hangers and enrollment forms to reach out to families who may not have ever heard of KIPP, may not have internet access or transportation to enroll otherwise and to publicize our school, raise interest and awareness, and to share information and dispel myths about KIPP

February - April: Connect to Community (CTC) to connect with community members who have relationships with target families, so that they can pass on our information and to cultivate relationships for future needs. Provide a learning tool for prospective future students, to reconnect with families who submitted a form months earlier, and to create a positive impression on potential families and share contact information.

February - April: Newspaper and/or Radio Advertising to reach out to our target population and ensure that all advertisements are translated so that they can reach Spanish-speaking families.

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.*

KIPP Halifax College Preparatory will focus on excellence in all aspects of school performance and student achievement results. In order to accomplish our goals, KIPP Halifax College Preparatory must meaningfully engage the people central to students' academic success together to support its children. KIPP Halifax College Preparatory will go forth into its mission with family and community engagement as a top priority, first in preparing and building capacity with faculty, then by sharing and building power with families.

KIPP Halifax College Preparatory will engage parents and community members in the following ways:

Community Forums: To reach out to potential families, key stakeholders in the community, and potential staff in order to share information about the mission and values of KIPP, the progress of school from approval through opening, and offer an arena for questions and discussion.

Flyers & Brochures: Distribution of flyers and brochures containing information regarding the five pillars of KIPP schools and other key information regarding KIPP Halifax College Preparatory. These will contain contact information for School Principal, process for student enrollment and process for potential employees. These will also be in Spanish in order to reach out to Hispanic families.

Door-to Door Recruitment: To reach out to families who may not have heard of KIPP, may not have internet access, transportation, and other resources to find out about KIPP Halifax College Preparatory.

Connect To Community (CTC): Design to target and develop relationships with key community leaders and agencies that have relationships with our targeted population. CTC will assist KIPP Halifax College Preparatory in our efforts to ensure we inform and publicize to the targeted population.

KIPP Gaston Families, Students, Staff & Board of Directors: The people resources of GCP will be utilized to inform the families of Halifax about the expansion of KIPP into Halifax County.

Newspaper & Radio: Utilized to reach every family in Halifax to inform the families of Halifax about the expansion of KIPP into Halifax County.

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.*

Except as otherwise provided by law or the mission of the school as set out in this charter, KIPP Halifax College Preparatory shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

We will enroll for the 2014-2015 school year, beginning in December 2013 and continuing through March 2014. At that time, the determination will be made regarding a necessary lottery or if rolling enrollment will continue until all spaces are filled. If there is a need for the lottery, it will be held in April 2014.

We will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students shall be accepted by lot. Once enrolled, students are not required to reapply in subsequent enrollment periods. Notwithstanding any law to the contrary, KIPP Halifax College Preparatory may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C390.5 through G.S. 115C390.11 until the period of suspension or expulsion has expired.

Any student, residing in the state of North Carolina, must complete the application process to be considered for enrollment. The required application will consist of, and may not be limited to, the following: a personal application form which includes student's name, place of residence, parent/guardians' names and addresses, student's birth date, present school enrollment, current grade.

KIPP Halifax College Preparatory may give enrollment priority to siblings of currently enrolled students who were admitted to KIPP Halifax College Preparatory or KIPP Gaston College Preparatory in a previous year and to children of the school employees.

If multiple birth siblings apply for admission to a charter school and a

lottery is needed under G.S.115C238.29F(g)(6), the charter school shall enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted. Within one year after KIPP Halifax College Preparatory begins operation, the population of the school shall reasonably reflect the racial and ethnic composition of the general population residing within the local school administrative unit in which the school is located, or the racial and ethnic composition of the special population that the school seeks to serve residing within the local school administrative unit in which the school is located. The school shall be subject to any court-ordered desegregation plan in effect for the local school administrative unit.

Should applications exceed the number of spaces by grade level, a lottery will be held in an open public meeting in late April 2014. No criteria for admission will be utilized other than a completed application form and residence in North Carolina. A Waitlist will be maintained in the event that space becomes available and the school chooses to continue to fill any open enrollment positions. The parents of students may withdraw or transfer their children at any time. Students' records will be forwarded as official documents to the child's receiving school. In order for parents to re-enroll their students at a later time, they must go back through the school's admission process. At KIPP, families and staff come together in a home meeting where expectations for academics, behavior, and work habits are thoroughly explained to ensure that, together, we are committed to our mission of high academic success for every student. Every student and family who chooses KIPP, signs a Commitment to Excellence, which promises that we will do whatever it takes to get that student ready for college.

The Office Manager, supervised by the Principal, will comply with local, state, and Federal laws.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

LEA #1 Halifax County Schools
LEA #2 Warren County Schools
LEA #3 Nash-Rocky Mount Schools

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 420	LEA 930	LEA 640	LEA 420	LEA 930	LEA 640	LEA 420	LEA 930	LEA 640	LEA 420	LEA 930	LEA 640	LEA 420	LEA 930	LEA 640
Kindergarten	0	0		54	22		54	22		54	22		54	22	
Grade 01	0	0		0	0		54	22		54	22		54	22	
Grade 02	0	0		0	0		0	0		54	22		54	22	
Grade 03	0	0		0	0		0	0		0	0		54	22	
Grade 05	54	22		54	22		54	22		54	22		54	22	
Grade 06	0	0		54	22		54	22		54	22		54	22	
Grade 07	0	0		0	0		54	22		54	22		54	22	
Grade 08	0	0		0	0		0	0		54	22		54	22	
	54	22	14	162	66	42	270	110	70	378	154	98	432	176	112
	76			228			380			532			608		
	90			270			450			630			720		

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.

KIPP Halifax College Preparatory will ensure that transportation is not a deterrent to any child and family who is committed to attending. KIPP Halifax College Preparatory will provide busing to students living within a 30 mile radius from the school. In addition, there will be community bus stops where families living beyond the 30 miles can meet the bus in the morning and evening.

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.

KIPP Halifax College Preparatory will participate in the student lunch program ensuring that all our students will receive breakfast, lunch and a daily snack. In addition, KIPP Halifax College Preparatory will participate in the federal lunch program to ensure that all students who qualify for free and reduced lunch have access to all meals each day.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$3,000,000		\$8,976.00
Officers and Directors/Errors and Omissions	\$13,000,000		\$11,360.00
Property Insurance	\$76,000,000		\$9,075.00
Motor Vehicle Liability	\$1,000,000		\$263,087.00
Bonding Minimum/Maximum Amount	\$0	\$0	\$.00
Other	\$501,058		\$24,969.00
Total Cost			\$317,467.00

*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.

mwilkinshcp 02/28/2013

(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).

KIPP Halifax College Preparatory is exploring potential facilities within Halifax County. Currently we are working with community members to identify vacant school buildings and community centers in both the towns of Littleton and Scotland Neck. We are open to other locations within Halifax, but citizens in both of the towns have approached us about providing assistance locating a facility. As soon as the proposal for the charter school is approved by The State Board of Education, KIPP Halifax College Preparatory will identify specific facilities and make a final decision based on a description of the physical space, the funding needs and inspection reports. If it is necessary to make renovations or additions to the facility, KIPP Halifax College Preparatory will submit those plans to The North Carolina Department of Public Instruction for Review.

KIPP Halifax College Preparatory is prioritizing its facility search as follows:

1. Purchase a vacant or abandoned public school facility in Halifax County.
2. Purchase a vacant public building in Halifax County that belongs to the federal, state, county, or local government.
3. Purchase a vacant, non-public facility in Halifax County.

Minimum Site Requirements

It is recommended that a site meets the following requirements:

- * 7,000-8,500 square ft. per grade level (classrooms, office, and multi-purpose inc.)
- * Meets city, state, federal code requirements including ADA, fire, and building
- * If part of another facility, a separate entrance is necessary for the school
- * Room for expansion.
- * Room for unloading and loading buses.

Innovative Financing - Federal loans and Self Help

* There are various federal loan guarantees, grant and rural development programs that can be tapped for capital expansion growth in rural areas only. For example, Gaston has secured favorable lease arrangements with the United States Department of Agriculture.

* In communities with declining school populations, public school systems may have unused buildings or land that could be made available to charter schools. NC charter school law requires districts to make such properties available, if economically feasible to the district.

* Self-Help has provided over \$3.8 billion in financing to 40,000 homebuyers, small businesses and nonprofits, including loan programs for charter schools; Self Help did the lease financing for KIPP Gaston at below market rate and this positive relationship seems poised to flourish as the network grows to scale.

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

If we are unable to purchase an existing building, our remaining options are to either lease an existing building or to purchase land in our rural community and purchase modular units for the site of KIPP Halifax College Preparatory.

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 #1 420 - Halifax County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$5,555.02	54	\$299,971.08
Local Funds	\$708.24	54	\$38,244.96
Federal EC Funds	\$3,389.07	6	\$20,334.42
Totals			\$358,550.46

LEA #2 930 - Warren County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$6,007.73	22	\$132,170.06
Local Funds	\$1,307.00	22	\$28,754.00
Federal EC Funds	\$3,294.67	2	\$6,589.34
Totals			\$167,513.40

LEA #3 640 - Nash-Rocky Mount Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,935.23	14	\$69,093.22
Local Funds	\$1,692.00	14	\$23,688.00
Federal EC Funds	\$3,743.48	2	\$7,486.96
Totals			\$100,268.18

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	\$34,412	\$103,232	\$172,054	\$240,875	\$275,286
-Local Per Pupil Funds	\$90,688	\$272,061	\$453,435	\$634,809	\$725,496
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-State ADM Funds	\$501,234	\$1,530,703	\$2,506,172	\$3,508,641	\$4,099,875
-Working Capital*	\$50,000	\$0	\$0	\$0	\$0
TOTAL INCOME	\$676,334	\$1,905,996	\$3,131,661	\$4,384,325	\$5,100,657

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary
Personnel:															
Lead Administrator	1	\$65,000	\$65,000	1	\$66,500	\$66,500	2	\$67,000	\$134,000	2	\$68,000	\$136,000	2	\$71,000	\$142,000
Assistant Administrator	0	\$0	\$0	1	\$50,000	\$50,000	1	\$51,500	\$51,500	3	\$52,500	\$157,500	4	\$53,500	\$214,000
Finance Officer	0	\$0	\$0	1	\$50,000	\$50,000	1	\$51,000	\$51,000	1	\$52,000	\$52,000	1	\$53,000	\$53,000
Core Content Teacher(s)	4	\$35,000	\$140,000	14	\$37,000	\$518,000	26	\$40,000	\$1,040,000	36	\$43,000	\$1,548,000	42	\$46,000	\$1,932,000
Para Educator(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Electives/Specialty Teacher(s)	0	\$0	\$0	1	\$35,000	\$35,000	2	\$35,500	\$71,000	3	\$36,000	\$108,000	3	\$36,500	\$109,500
Exceptional Children Teacher(s)	0	\$0	\$0	1	\$36,000	\$36,000	2	\$37,000	\$74,000	2	\$38,000	\$76,000	2	\$39,000	\$78,000
Related Service Teacher(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Contracted Personnel	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Food Service Staff	2	\$11,500	\$23,000	3	\$12,000	\$36,000	4	\$12,500	\$50,000	5	\$13,000	\$65,000	7	\$13,500	\$94,500
Transportation Staff	2	\$9,000	\$18,000	5	\$9,500	\$47,500	8	\$10,000	\$80,000	8	\$10,500	\$84,000	10	\$11,000	\$110,000
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
Regional Support Team	0	\$0	\$0	0	\$0	\$0	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000
Office Manager	1	\$30,000	\$30,000	2	\$30,500	\$61,000	2	\$32,000	\$64,000	3	\$32,500	\$97,500	3	\$33,000	\$99,000
Total Personnel	10	\$150,500	\$276,000	29	\$326,500	\$900,000	49	\$381,500	\$1,660,500	64	\$390,500	\$2,369,000	75	\$401,500	\$2,877,000
Benefits:															
Health Insurance	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total
	6	\$5,192	\$31,152	20	\$5,300	\$106,000	37	\$5,550	\$205,350	51	\$5,810	\$296,310	57	\$6,050	\$344,850

KIPP Halifax College Preparatory

Medicare	10	\$438	\$4,380	28	\$438	\$12,264	48	\$438	\$21,024	62	\$438	\$27,156	73	\$438	\$31,974
Retirement, Life And Disability Plan	6	\$4,335	\$26,010	20	\$4,335	\$86,700	37	\$4,335	\$160,395	51	\$4,335	\$221,085	57	\$4,335	\$247,095
Social Security	10	\$1,876	\$18,760	28	\$1,876	\$52,528	48	\$1,876	\$90,048	62	\$1,876	\$116,312	73	\$1,876	\$136,948
Total Benefits	32	\$11,841	\$80,302	96	\$11,949	\$257,492	170	\$12,199	\$476,817	226	\$12,459	\$660,863	260	\$12,699	\$760,867
Total Personnel Budget	42	\$162,341	\$356,302	125	\$338,449	\$1,157,492	219	\$393,699	\$2,137,317	290	\$402,959	\$3,029,863	335	\$414,199	\$3,637,867

***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	\$3,000	\$8,000	\$13,000	\$18,000	\$22,000
	Curriculum/Texts	\$1,000	\$2,000	\$3,000	\$4,000	\$5,000
	Instructional Materials	\$7,500	\$21,000	\$40,000	\$60,000	\$70,000
	Other	\$0	\$0	\$0	\$0	\$0
	School Supplies	\$15,000	\$32,000	\$40,000	\$70,000	\$75,000
	Testing Supplies	\$650	\$1,950	\$3,250	\$4,550	\$5,300
Human Resources Costs	Acadia Northstar	\$15,000	\$45,000	\$75,000	\$105,000	\$120,000
	Contracted Ec Services	\$15,000	\$25,000	\$38,000	\$48,000	\$53,000
	Legal Counsel	\$0	\$0	\$0	\$0	\$0
	NC Wise	\$0	\$0	\$0	\$0	\$0
	Personnel Software	\$0	\$0	\$0	\$0	\$0
Other	Food Plan	\$45,000	\$135,000	\$225,000	\$315,000	\$350,000
	Insurances	\$21,000	\$40,000	\$50,000	\$60,000	\$70,000
	Marketing Plan	\$0	\$1,500	\$1,500	\$1,500	\$1,500
	Transportation Plan	\$30,500	\$90,000	\$120,000	\$150,000	\$170,000
	Travel Expenses	\$1,000	\$3,000	\$4,000	\$5,000	\$6,000
Rents and Debt Services	Custodial Supplies	\$4,000	\$8,000	\$10,000	\$12,000	\$13,000
	Extermination	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Facility Lease/Mortgage	\$80,000	\$240,000	\$250,000	\$260,000	\$270,000
	Maintenance	\$10,000	\$20,000	\$30,000	\$50,000	\$50,000
	Rent of Equipment	\$0	\$0	\$0	\$0	\$0
	Security/Alarm	\$600	\$600	\$600	\$600	\$600
Technology Technology Hardware	Instructional Software	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
	Network/Internet	\$400	\$412	\$424	\$552	\$717
	Office Software	\$2,200	\$2,200	\$0	\$0	\$0
	Other	\$10,000	\$10,000	\$10,000	\$40,000	\$40,000
Utilities	Electric	\$18,000	\$20,500	\$21,500	\$22,500	\$23,500
	Energy	\$0	\$0	\$0	\$0	\$0
	Phone	\$10,000	\$20,000	\$25,000	\$30,000	\$35,000
	Water/Sewer/Trash	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Total Operations	\$298,050	\$734,362	\$968,474	\$1,264,902	\$1,388,817

***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)	\$356,302	\$1,157,492	\$2,137,317	\$3,029,863	\$3,637,867
TOTAL EXPENDITURE (OPERATIONS)	\$298,050	\$734,362	\$968,474	\$1,264,902	\$1,388,817
TOTAL EXPENDITURES	\$654,352	\$1,891,854	\$3,105,791	\$4,294,765	\$5,026,684
TOTAL REVENUE	\$676,334	\$1,905,996	\$3,131,661	\$4,384,325	\$5,100,657
ANNUAL NET PROJECTIONS	\$21,982	\$14,142	\$25,870	\$89,560	\$73,973

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

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

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

We have spent months analyzing the historical financial trends of Gaston College Preparatory including the average costs of teachers, facilities and utilities. In regard to teachers, we have examined the range of teacher salaries from a first-year teacher to a twenty-year veteran and tracked the average salary of teachers over the last decade. Within the costs of facilities, we have examined purchasing modular units, constructing a new building, or leasing existing space. Because we are not certain which of these options we will take, we are using an average of these facility costs in our projections. Within utilities, we have examined a decade of costs and calculated both per-student and per staff costs. We have used the average to calculate our projections. We have calculated per-student costs of such line items as instructional supplies, transportation, and food service. For each of these, we have examined the trends of the last three years as well as the current costs of items such as new Common Core materials, bus, fuel and food. Using the most up-to-date figures, we have projected the expenses for KIPP Halifax College Preparatory. Finally, we calculated per-staff costs of professional development, technology, cellular phones, and benefits. Again, by examining the historical trends of Gaston College Preparatory and the 2011-2012 quotes and actuals for the items above, we have made sound projections in each of these areas. Because of the close proximity of KIPP Halifax College Preparatory, we assume we will use many of the same vendors and services. As a result, we have used this financial information from Gaston College Preparatory and, as necessary, the yearly costs of inflation to make the financial projections for KIPP Halifax College Preparatory.

- 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*

KIPP Halifax College Preparatory plans to follow the model of Gaston College Preparatory and contract with Acadia Northstar. Since Gaston College Preparatory's inception, they have worked closely with Acadia Northstar and have found them to be a tremendous asset and valuable cost savers. KIPP Halifax College Preparatory will contract with Acadia Northstar to manage the school's financial operations including, but not limited to, payroll, accounts payable, State financial reporting, and local, state, and federal financial reporting. In addition, members of the Regional Support Team,

the Chief Operating Officer and Director of Operations and Finance, will serve as a system of checks and balances with Acadia Northstar and the School Leadership Team. Acadia Northstar will also prepare monthly financial reports that will be reviewed by the Board of Directors Finance Committee and discussed at the Board of Directors monthly meetings. Acadia Northstar is located at 5029 Falls of Neuse Rd in Raleigh, NC 27609.

- 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.*

KIPP Halifax College Preparatory is focused on preparing students from low-income communities with access to a college preparatory education. As a result, all budgetary decisions reflect our mission. In order to ensure that 100% of our students are prepared for college, KIPP Halifax College Preparatory will provide all students with high-quality instruction in Reading, Math, Science, History, Spanish, and the Arts. Because the majority of our students will come from low-income homes, we are providing transportation to all students within a 30 mile radius of our school's location and participating in the Federal Government's Free and Reduced Meal Program. Both of these services will ensure that neither transportation nor food service is a barrier to interested families and students. Finally, to ensure that 100% of our staff is constantly growing and improving, we are committed to providing continuous, research-based professional development by partnering with KIPP Gaston College Preparatory, collaborating with teachers from across the network of KIPP Schools, and participating in College Board's Pre-AP Trainings.

For our first year of operation, we have chosen to begin with only 90 students. Although this is not our "break-even student number," we firmly believe that we should create a solid foundation before expanding. By focusing first on only 90 students, our staff will be able to create a rigorous and supportive culture. In addition, teachers will be able to document high quality units and lessons and utilize knowledge sharing sites like KIPP Share (an online database) to capture and record lesson exemplars. By creating a solid team of founding staff, students and families, KIPP Halifax College Preparatory will be prepared to continue to grow while constantly improving.

After KIPP Halifax College Preparatory's first year, we have chosen to enroll beyond our "break-even student number" to ensure that we are creating and maintaining a contingency reserve. In addition, money that we fundraise will be added to this reserve account. Our goal is to have over \$600,000 in our reserve account by the end of five years. The chart below reflects the amount we will have in our reserve account, before any additional fundraising occurs.

Year 1: \$22K
Year 2: \$14K
Year 3: \$26K
Year 4: \$90K
Year 5: \$74K

Total: \$226,000

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.*

After a thorough analysis of our building options, KIPP Halifax College Preparatory plans to secure a loan through Self Help Credit Union. This loan will be used to either purchase modular classrooms, renovate a vacant school or build a new school. In addition to securing a loan through Self Help Credit Union, KIPP Halifax College Preparatory expects to receive a portion of the funds below, although they are not included in our projected budget. We have not included:

- oAny Title I funds although we anticipate that KIPP Halifax College Preparatory will be a Title I School.
- oWalton Family Foundation, although KIPP Gaston College Preparatory has previously been awarded over \$300,000 in start up funds.
- oU.S. Department of Education Charter Schools Program, although KIPP Gaston College Preparatory has previously been awarded \$600,000 in start up funds.
- oKIPP Foundation sub grant from the U.S. Department of Education which awarded federal funds to be distribution to KIPP regions.

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?*

KIPP Halifax College Preparatory will take the following measures to ensure there is a contingency plan in place to meet the financial needs of the school:

- oContinuously and rigorously seek out non-restricted donations through philanthropic organizations across our state and nation. (including Walton Family Foundation, Robertson Foundation, and the KIPP Foundation).
- oContinuously and rigorously fundraise within our local communities including gaining sponsorships from local businesses.
- oContinuously write grants that will cover expenses related to technology, professional development and athletic equipment.
- oEnsure that 100% of teachers are posting mini-grants on DonorsChoose.org and Adoptaclassroom.org to earn donated instructional supplies and technology for their classrooms.

The school's "break even-student enrollment" figure for each of the first five year is as follows:

- o2014-15 95 students
- o2015-16 268 students
- o2016-17 441 students
- o2017-18 621 students
- o2018-19 719 students

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

In the event that projections are not met in advance of opening, KIPP Halifax College Preparatory will take the following actions:

1. If we are unable to meet the necessary financial needs, we will use \$50,000 of reserve money from KIPP Gaston College Preparatory.
2. If necessary, we will secure a short term line of credit through Self Help Credit Union or a local bank.
3. If we are unable to secure a loan or short term line of credit through a

credit union or bank, we will reach out to the KIPP Foundation for a low interest loan.

Throughout our planning year, KIPP Halifax College Preparatory's Leadership Team will ensure that there is a robust waiting list to ensure that we meet or exceed student enrollment targets. In addition, we will continue to fundraise and apply for grants to ensure that our total revenue exceeds our expenditures.

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.

KIPP Halifax College Preparatory is committed to modeling transparent and sound financial practices. KIPP Halifax College Preparatory will work with Acadia Northstar to ensure that each year a certified CPA conducts an independent financial audit in accordance to auditing standards set by North Carolina Statute. Audits will be conducted every year and the report will be submitted to the KIPP Halifax College Preparatory's Board of Directors. For the last three years, KIPP Gaston College Preparatory has used Petway Mills & Pearson, PA and the Executive Director and Board of Directors have found their work to be thorough and efficient. As a result, KIPP Halifax College Preparatory has chosen to work with Petway Mills & Pearson, PA. KIPP Halifax College Preparatory's first financial audit will take place in the fall of 2015.

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

Name: Petway Mills & Pearson, PA
Address: PO Box 1036, Zebulon, NC 27597
Phone Number: 919-269-7405
Fax Number: 919-269-8728

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 KIPP Halifax College Preparatory (*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: mwilkinshcp

Board Position: Marlo L. Wilkins - Asst. Principal of GCP

Signature: _____

Date: 02/28/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.