



NORTH CAROLINA CHARTER SCHOOL APPLICATION

South Brunswick Charter School

Public charter schools opening the fall of 2014

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

Due by 12:00 noon, March 1, 2013

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

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

CHARTER SCHOOL

2013 Application Process

To open a charter school in the 2014-2015 school year

APPLICATION DUE DATE/TIME

January 4, 2013

A letter of intent to apply for the 2014-2015 school year **must** be received in the Office of Charter Schools **no later than 12:00 noon**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.

March 1, 2013

A complete application package, one (1) single-sided, signed, and notarized original hard copy, one (1) PDF electronic version of the narrative, and one (1) PDF electronic version of the appendices (i.e. labeled flash drive) must be received in the Office of Charter Schools **by 12:00 noon**.

March 8, 2013

A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

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

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

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: South Brunswick Charter School

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

Name of non-profit organization under which charter will be organized or operated: *Charter Day School Board of Trustees*

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: *Barbra Jones*

Title/Relationship to nonprofit: *Director of Community Relations and New School Dev*

Mailing address: 3610 Thaddeus Lott Lane
Leland NC 28451

Primary telephone: 910-655-3600 Alternative telephone: 713-899-7279

E-Mail address: *bjones@rogerbacon.net*

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

County: BRUNSWICK

LEA: 100-Brunswick 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. *Charter Day School NC*

What is the name of the nonprofit organization that governs this charter school? *Charter Day School Board of Trustees*

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2014 Month July

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	K,01,02	300

Second Year	K,01,02,03	400
Third Year	K,01,02,03,04	500
Fourth Year	K,01,02,03,04,05	600
Fifth Year	K,01,02,03,04,05	600
Sixth Year	K,01,02,03,04,05	600
Seventh Year	K,01,02,03,04,05	600
Eight Year	K,01,02,03,04,05	600
Ninth Year	K,01,02,03,04,05	600
Tenth Year	K,01,02,03,04,05	600

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.

barb-jo
Signature

Board Member
Title

barb-jo
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 South Brunswick Charter School is, for the next generation, to:

*teach the rules and techniques for effective expression and communication in the arts and sciences,

*communicate an understanding of the universe and our role in it, and

*instill a love of learning and discovery, justifying a life-long dedication to health, truth, and virtue.

Students will be prepared to become globally competitive citizens in any endeavor they choose.

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.*

According to the 2011-2012 NAPCS Dashboard, Brunswick County Schools had an enrollment of 12,113. Of that number, 68.5% of the students served were White, 16.3% Black, 10% Hispanic, 0.6% Asian, 0.8% American Indian or Alaska Native, 0.1% Naive Hawaiian or Other Pacific Islander and 3.8% Other. If the enrollment of South Brunswick Charter School the first year mirrors that of Charter Day School, 171 students would be White, 27 Black, 11 Hispanic, 2 Asian, 7 American Indian or Alaska Native and 7 Other.

The location of South Brunswick Charter School was selected based on a need at Charter Day School. At the lottery held on February 15th for the 2013-2014 school year for Charter Day School, there were 214 applicants to fill 84 slots. The breakdown of applicants is listed below:

*****Kinder - 116 applicants for 48 slots
*****1st grade - 30 applicants for 14 slots
*****2nd grade - 14 applicants for 7 slots
*****3rd grade - 12 applicants for 1 slot
*****4th grade - 17 applicants for 5 slots
*****5th grade - 9 applicants for 7 slots
*****6th grade - 16 applicants for 2 slots

One hundred thirty names were placed on the waiting list. Many of the applicants and current students enrolled are from the southern part of the county. We feel obligated to serve this parental demand for our academic programs.

A community meeting was held on February 5, 2013 at the Brunswick County Association of Realtors Building in Supply, NC to poll stakeholders in support of a school to serve the surrounding communities. The office has been inundated with phone calls in support of a school in the South Brunswick area.

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 of 300 students at South Brunswick its first year represents 1.85% or less than 2% of the Average Daily Membership of the Brunswick County LEA. Using the enrollment numbers for Brunswick County today to calculate the impact to the LEA when the charter school reaches its capacity, it's less than 4%. If the growth trend in the area continues as residents are hopeful, at no time will the impact to the LEA be greater than the 4% stated using current data without including growth.

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

South Brunswick Charter School will adhere to the same expectations of all schools in mathematics and language arts. However, reliance on direct instruction and extensive use of positive behavior support will differentiate the school from those of the local LEA. The other subject areas will use the Essential Standards. The state End-of-Grade Tests will be the measurement of success beginning in third grade through fifth grade. Common exams are given in non EOG tested subjects such as social studies and science.

Each teacher on record at South Brunswick Charter School will be held accountable for a minimum of a year's growth with each student starting in Kinder. Each student's progress will be monitored regularly and shared with parents.

South Brunswick Charter School will embrace the Educational Model for Successful Schools that has been the driving force for success at Charter Day School -- the 3 M's. This educational model can be encapsulated and summarized in three researched-based laws: Law 1. Motivation: Reinforce good behavior. You will get more of it. Law 2. Mastery: Teach each step to mastery. Every child will learn. Law 3. Management: Watch the children. If they are not behaving or learning, you are not following the first two laws.

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.*

(4) Improving Student Learning:

The Learning Environment depends on a number of interdependent elements with the primary one being an orderly and disciplined setting. At South Brunswick Charter School, students will be taught to take responsibility for their actions and understand the rewards for good behavior as well as the consequences associated with certain negative behaviors. Behaviors not conducive to learning and which impede the learning of others will not be reinforced.

South Brunswick Charter School will incorporate a myriad of teaching methods to address the learning styles of its students. While direct instruction will be used as the core instructional method in the primary grades, it is recognized that there is no one method that serves as a panacea for addressing the needs of all students and particularly disadvantaged and at-risk students. Therefore, instruction will also be differentiated to provide various avenues for students to be successful regardless of their background knowledge and readiness. Also, cooperative learning activities will be incorporated to empower and support students who would normally be reluctant to participate for fear of failure.

South Brunswick Charter School will have a multi-media computer and projector with sound system in each classroom that will be networked to a central network server or "electronic library." Teaching aids, reference materials, inter-active lessons, videos and other materials will be easily accessed for incorporation into daily lessons.

Although the debate about uniforms has been around since the 1980s, many large urban school districts have experienced a reduction in many types of behavior problems by requiring uniforms for all students. Uniforms create a visual uniformity across all students which help to foster an environment more conducive to learning. South Brunswick Charter School will require all students to wear a simple uniform that may be easily acquired at local department and discount stores.

Goals for the Proposed Charter School:

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

The Board recognizes that in order for students to be prepared to "become

globally competitive citizens in any endeavor they choose", it is imperative that there is a foundation upon which to build. The S.M.A.R.T. goals stated below outline the expectations of the Board regarding student achievement.

Rather than wait until the end of the school year to gather data to determine whether a student has been successful in meeting goals, testing will take place throughout the year. Teachers will be required to provide test data to the Superintendent of Curriculum after each assessment. The data analyst will update records after each major assessment. The purpose of this data collection is to make adjustments in the curriculum or teaching to meet the needs of each student. This information is shared with the Board on a quarterly basis or more frequently if requested.

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.*

The annual performance composite percentage of South Brunswick Charter School (SBCS) will meet or exceed at least one of the two following criteria in no fewer than three of every five consecutive years:

- * Have a performance composite percentage that is among the top one-third of all schools in NC, or
- * Have a performance composite percentage that is 80% or more.

The performance composite is as defined by the state for all schools in each respective year. In 2012 for example, the performance composite was calculated as the total number of state mandated year-end tests passed divided by the total number of such tests administered by a school.

To achieve this year-end goal and support the mission of the school, the following expectations will apply throughout the year in reading, language arts, and mathematics for each grade.

Reading is a multifaceted process involving phonemic awareness, blending, fluency and comprehension.

Kindergarten students will read 50-word grade-level text in one minute with 95% accuracy and respond to questions reflecting an understanding of story elements. First graders will read 65-word grade-level text with 95% accuracy and respond to literal, inferential and critical questioning. Second graders will read 90-word grade-level text with 95% accuracy and respond to literal, inferential and critical questioning.

To improve on the skills learned in grades K-2, grades 3-5 will focus on reading complex text fluently with strong comprehension. Teachers will lead discussions where students will reflect and respond to a variety of literature and informational texts to gain a deeper understanding of what they read.

To measure the success of the students in meeting reading goals, the following criterion and norm-referenced assessments will be utilized:

- * Core Program Accuracy and Fluency Assessments
- * Dynamic Indicator of Basic Early Literacy Skills (DIBELS)
- * Stanford Ten Achievement Test

Language Arts goals will reflect mastery of basic grammar, conventions and written expression.

K students will identify and write the alphabet, master primary language concepts and learn foundational grammar skills.

First graders will master primary grammar and conventions and demonstrate proficiency with three different forms of written expression.

Second graders will extend knowledge of grammar and conventions and demonstrate proficiency with five different forms of written expression.

Grades 3-5 will perfect their writing using a myriad of skills such as capitalization, punctuation, appropriate word choices, spelling, and other mechanics of writing to produce written products.

To measure the success of the students in meeting these goals, the following criterion and norm-referenced assessments will be utilized:

- * Core Program Formative and Summative Assessments
- * Organizational Language Benchmark Exams
- * Organizational Written Expression Benchmarks

Mathematics requires that students obtain several conceptual skills in grades K and 1 in order to be successful in 2nd grade and beyond. These skills include strategic counting, comparing numbers and developing and understanding of the Base 10 number system. Within these conceptual skills are many enabling skills such as number identification for kinder students, magnitude comparison (K and 1) which requires students to choose the larger of two numbers, identifying missing numbers in a sequence and math facts for 1st graders. Fluency in math facts is essential for developing and understanding mathematical concepts. Constructing this measure of working with the concept of the Base 10 number system links the measure to the more advanced concepts of place value that will form a cornerstone for their work in arithmetic in 2nd and later grades. In grades K-5, students will be proficient in the Common Core Standards.

Achieving these individual goals for the Core Program assessments, SBSC Benchmarks, and/or the SAT10 will ensure attaining the above composite percentages.

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.

To meet the needs of our targeted student population, every student enrolling in South Brunswick Charter School will be administered a series of tests to determine where they are and how we can adjust our instruction to meet the needs revealed by the data collected.

Each enrollee will be given the DIBELS basic assessment test in reading to determine their developmental readiness, basic skills, and other readiness indicators. There are seven measures of DIBELS to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. Additionally, the Reading Mastery Placement Test will be utilized to ensure that all students are properly placed within the reading program. Ongoing testing throughout the reading programs will provide an opportunity to address a student's weakness and intervene appropriately.

Journeys Reading Program will be used in the upper grades. Its Comprehensive Screening Assessment will be used for group testing to screen the previous year's skills of comprehension, vocabulary, language arts, decoding, spelling and writing. The Diagnostic Assessment will be administered individually to diagnose basic reading skills inclusive of context and comprehension.

Language will be taught using the Shurley English program. The Shurley Method of instruction incorporates direct instruction with cooperative learning.

Beginning in Kindergarten and every grade following, students will be screened for their instructional level using the assessments provided by Saxon Math. This process will allow us to immediately discover any deficiencies or advanced skills of our students. The data from these assessments will be used in monthly data meetings to adjust our instruction as needed to meet the needs of the students.

In addition to the assessments included with our programs of choice, benchmark testing provided by our associate superintendents of curriculum will be used to monitor student progress on a continuous basis.

The Stanford 10 will be administered annually to measure students academic knowledge. There are three types of questions associated with the test - multiple choice, short answers and extended responses included in the areas of science and mathematics. The test is norm-referenced and allows for

comparison of student performance with that of a representative sample of students across the country. The data from the test will provide specific information to the teachers to support instructional planning for individual students and the class as a whole as well as to improve their teaching.

As required by the state, the EOG will begin at third grade and be administered each year through grade five. South Brunswick Charter School will adhere to all testing required by state and federal entities.

The primary method of instruction that the Board endorses for South Brunswick Charter School is Direct Instruction. There are two basic principles of thought for Direct Instruction: (1) When taught correctly, all students, regardless of past history or background can learn. (2) Given effective teaching materials and presentation techniques, all teachers can be successful.

This method of instruction promotes activities that begin with simple tasks and progresses to a combination of these tasks so students can solve complex problems. If using the scripted version, the teaching is fast-paced and provides constant interaction between the teacher and students. Each lesson provides opportunities for students to practice what has been taught with the desired outcome of 100% mastery of the lesson.

The primary goal of the Board is to produce successful, confident learners by moving students from basic skills to more sophisticated skills where they are able to apply their learning in new situations. When given a strong foundation in learning skills and comprehension, the future for our students is limitless.

K-8 Curriculum and Instructional Design:

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

Charter Day School Board of Trustees recognizes that the academic success of students is influenced by the learning environment. The Board embraces the theory that environments conducive to learning are quiet, safe, functional and void of distractions. In these positive settings, students are able to learn more easily because they are not reluctant to participate in class for fear of being ridiculed for asking questions or giving an incorrect answer.

Within the class of 25 students, teachers at South Brunswick Charter School will use more small group instruction to actively engage students rather than rely on passive involvement using the lecture method. Students will be grouped in a manner to achieve optimum growth. Teachers could have as many as three groups within the classroom setting. Based on the needs of the students, members of these groups can be interchangeable. It is the teacher's responsibility to provide students with the skills necessary for academic success with an emphasis always on learning.

For the teachers to be prepared to meet the needs of students, it is imperative that they stay abreast of current trends and research in education. Ongoing staff development is a must as well as a collaborative effort in team planning. Teachers will maintain current data on each child so that the needs of each child are met. Data may reveal a need to adjust

the method of delivery or differentiation in instruction. Any changes in instruction will be discussed in team planning meetings with the Associate Superintendent of Instruction to employ other available resources.

Teachers will teach on their feet and not their seat. They will walk around and closely monitor students as they work independently. Teachers will be required to provide immediate feedback to students and address even smaller numbers of students as the needs arise. Students who are not successful and fail to meet the goal set for an assignment will be retaught and reassessed to determine if additional intervention is needed.

Time for intervention will be built into the daily schedule to provide more rigorous instruction to students in need. Also, there is time during quarterly breaks for students to have even more help in the areas where they are not successful.

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.

In order for students at South Brunswick Charter School to become globally competitive citizens, the education received at this level provides the foundation for the next step in their educational journey. Since the curriculum and chosen instructional programs are aligned with state standards, every student at South Brunswick Charter School is expected to demonstrate progress toward realizing those standards.

The scope and sequence of the math curriculum at South Brunswick Charter School are aligned with the State Common Core Standards. Every lesson in Saxon is correlated by grade level to align to these standards. In addition to the use of Saxon Math, the North Carolina Department of Instruction (DPI) provides information regarding resources and vendors which schools can access to make sure students understand the Common Core.

You will notice in Appendix B for Saxon Math grades K - 5, that objectives at each grade level serve as a foundation on which the succeeding skill is built for achievement in the following grade.

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.

The primary instructional strategy to be used at South Brunswick Charter School is a replication of the instructional model currently in use at Charter Day School (2000) and Columbus Charter School (2007). Both schools managed by The Roger Bacon Academy can boast of high student achievement and state recognitions using this teaching model. The Charter Day School Board of Trustees will expect nothing less from South Brunswick Charter School.

Direct instruction is a research-proven method of instructional delivery. This instructional strategy is skills-oriented and teacher-directed. The emphasis is on small group instruction with face-to-face interactions with the teacher. Skills are broken down in small units with a focus on mastery.

Skills are taught in small increments where students are given an opportunity to practice after each step. Students are guided during initial instruction with an assurance that they experience a high level of success which carries over into their independent work.

The delivery method of lessons can include, but is not limited to the following: scripted text which ensures an efficient teaching of skills and knowledge to mastery, a defined method of questioning using questioning stems which can assist with achievement at each level of Bloom's Taxonomy, and the use of signals where student responses can be individual or choral.

The most important factor of learning using this method of teaching is the delivery of instruction provided by the teacher. Teachers receive a minimum of two-day staff development on the basic model of delivery, guided practice, independent practice and signaling for responses by the students. In addition, teachers are trained on how to listen for and correct errors. Once in the classroom with students, teachers receive on-going coaching and modeling of lessons. Research has shown that the failure of students with the direct instruction model has more to do with teacher delivery. Our goal is to make sure that our teaching staff is properly prepared to deliver each lesson with fidelity.

While it is well noted that there is no one-size fits all when it comes to a teaching model, Charter Day School Board of Trustees reserves the right to make adjustments to instruction and curriculum to meet the needs of each student. It is the Board's desire for each student to be successful and that success could be revealed through individual work and assessments, pairing of students, and/or group work.

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.

As a Board, we feel that it is important to allow teachers to participate in some of the decision making activities and to have ownership in outcomes. Members of the School Improvement Team serve as a committee to present to the Charter Day Board of Trustees the academic calendars for each school year for approval. The academic calendar in Appendix R is pending approval by the Board at our next meeting for Charter Day School 2013-2014 school year.

The academic calendar for the 2014-2015 school year will be available for Board approval during the 2013-2014 school year. Please note that the current calendar and any future calendars will adhere to the guidelines and requirements set forth by the state regarding start dates, days of attendance or instructional hours, teacher workdays, professional development days, holidays and etc.

The number of instructional days and/or instructional hours proposed by the committee exceeds the requirements by the state.

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.

A minimum of 80% passing will be the norm set for achievement at South Brunswick Charter School. Teachers will be expected to teach in small groups

and provide immediate feedback to those students who do not meet expectations and fail to grasp a concept. Understanding that students learn differently, differentiated instruction will be used to proactively plan an approach to meet the needs of the students in what they need to learn, how they learn and express what they have learned. Flexible grouping will be used as well to informally group and regroup students in a variety of ways to maximize student performance.

The Board believes that the Response to Intervention (RTI) approach in early identification yields valuable, timely information as to which students need continuing intervention. The Response to Intervention (RTI) model will be implemented as a means for early intervention for students who continue to struggle to improve their skills or if there is not progress at any of the levels, it can be used to identify students who may have a learning disability. There are three tiers to the RTI model. At each tier, South Brunswick will continue to incorporate high-quality instruction using research-validated practices, frequent progress monitoring and data collection to drive instructional decisions.

Students receiving a referral to RTI are identified in Tier 1 which is the general education setting. All students in Tier 1 receive 90 minutes of instruction in each core subject. The next step in the process is Tier 2 where students whose progress is less than the desired goal receive different and/or additional support from the teacher or another staff member. Tier 2 instruction provides an additional 30 minutes of instruction for students who are identified as "at-risk". Again, at this level, student progress is frequently monitored. If growth at Tier 2 is insufficient, Tier 3 referrals receive an even more intensive and individualized instructional period of 30 minutes.

There will be time during the school day for meeting the needs of the struggling student. As well, there is one week during semester breaks where there are days devoted to student intervention. Continuous monitoring through objective testing and adjustments to how students are taught will be made as needed.

The design of RTI is to provide effective instruction to students before making a referral for special services. If during this process it is determined that the student has a learning disability, appropriate action and referral will take place.

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.

The first point of contact in identifying our ELL students takes place during the registration process through the Home Language Survey. Parents are required to answer several questions regarding the language(s) spoken by the student or the primary language spoken in the home.

The Charter Day Board of Trustees recognizes that ELL students have diverse

literacy needs. Assessing each student upon entry will determine the student's literacy needs which could require instruction at one of the following levels:

** Beginning stage where responses could be nonverbal with very limited display of comprehension.

** Early stage of language development where the student can use basic words and simple phrases.

** Emergent stage where the student can participate in some conversation with grammatical errors.

** Intermediate stage where errors in conversation do not affect comprehension.

** Advanced stage where the student is fluent and capable of participating in all areas of instruction.

South Brunswick Charter School will follow the North Carolina Department of Instruction Home Language Survey process. Based on the information obtained from the Home Language Survey, the student will be administered the W-APT to determine their English language proficiency. If the assessment indicates the the student is eligible for ESL services, a committee consisting of the parents, teachers, and ESL staff will meet to develop a plan for classroom instruction and test accommodations. Each committee member receives a copy of the plan and the student begins receiving the agreed upon services.

Each ELL student will have a plan indicating the classroom and test accommodations. The results of the W-APT or the ACCESS tests will be used to develop this individual plan to serve the needs of each student. The WIDA English Language Development Standards will be employed to plan for specific activities to increase English proficiency. Specific goals for each child in specific areas of needed growth will be created and also used in the planning. Whenever possible, the student will remain in the classroom and receive support by having ESL staff push-in giving input and guidance as needed. At times, a student may need more targeted assistance. In this instance, the student may be pulled out and a support staff may pre-teach or post-teach a lesson. In these pull outs, specific skills or background knowledge may be taught or reinforced.

If a child transfers in and is already identified as ELL, the records indicating the W-APT or ACCESS scores and the previous ELL plan will be used along with classroom observations in order to determine classroom and test accommodations. The parents/guardians will be contacted and an ELL plan meeting scheduled with the parents, teachers, and ESL staff will be held in order to complete a plan indicating the support services that the student will receive at South Brunswick Charter School.

Collaboration among teachers will be continuous, considering data from formative and summative assessments in the classroom and through ESL services to determine the progress of the active LEP students. Their English proficiency will be assessed using the WIDA ACCESS test each spring. Active ELL students as well as exited students will be monitored. Each quarter, classroom teachers will complete a monitoring form indicating progress in class as well as behavior and attendance. The teachers comment on any needs they feel the student has or progress they have made. The ESL department will review the forms and collaborate with the teachers to determine the appropriate support for the student. If any changes to an ELL plan are needed to include these accommodations, then the parent will be notified of

the adjustment.

In addition to the curriculum already in place, Language for Learning which provides for growth in the areas of vocabulary, word knowledge and sentence forms, background information and world-knowledge will be used with ELL students.

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.

To receive accelerated instruction, students will be identified as intellectually gifted using an array of screening tools to determine proper placement and service which include, but are not limited to the following: parent recommendation, teacher recommendation, grades, test scores from DIBELS, SAT 10, and EOGs just to name a few. Other factors taken into consideration would be the student's character, academic records from previous schools and standardized test scores that are filed in the student's cumulative folder.

Expectation for services for students at South Brunswick will not differ from Charter Day School. The curriculum in place addresses the needs of the students on the other campus in such a positive manner that a minimum of 25% of the students at each grade level receive accelerated instruction.

The students receiving accelerated instruction have all been found to have common threads relating to their learning. Generally, they have an insatiable demand for knowledge. They have a keen interest in a particular subject; and there is a determination, endurance and dedication in tackling a problem or project to see it through to its completion. And as one would expect, the students have great imaginations, set high standards for themselves and exude a high level of self-confidence.

During the instructional day, time is built into the schedule to allow teachers an opportunity to extend the lesson beyond the application stage of Bloom's Taxonomy to the Higher Order Thinking Skills which include analyzing, evaluating and creating. While some students may require time for intervention, this time for accelerated students will be an extension to deepen their understanding or allow time for projects for students to display their creativity. Students will be encouraged to explore special areas of interest related to topics being studied.

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. As part of the enrollment process, parents complete a section of the application that asks if the student received special education services or were protected under Section 504 at the previous school. If the answer is yes, then the special education and 504 records are requested. In addition to requesting records, information can be retrieved using NCWISE and CECAS. If the student was enrolled in a private or an out-of-state school, the EC Director will call the school the same day that the student enrolls to verify what or if any services the student was receiving. If the student was receiving any services, comparable services will be provided and the initial eligibility process will begin.

South Brunswick Charter School will offer the full continuum of services. Accommodations/modifications will be determined on an individual basis and provided as needed.

2. If a student is not meeting grade level expectations in the general education setting, the teacher will meet with the Student Intervention Team (SIT). SIT members include the student's parents or guardians, the classroom teacher and other teachers. The team meets to develop scientifically based interventions to target the student's area(s) of difficulties. The student's vision and hearing is screened to be ruled out as the cause for lack of progress. If either screening is not passed, parents are notified to have those areas addressed. Until the vision and hearing problems have been resolved, the teacher will make accommodations to assure the student's needs are being met to the best of his/her ability. Once documentation is received from the doctor, the process continues. An intervention is provided, monitored, and progress is documented for 6 weeks. At the end of the 6 weeks, the team meets to discuss the student's progress. If the student is making progress, the intervention is continued for another 6 weeks. If there is no progress or if the progress is inconsistent, a new intervention is implemented for 6 weeks. The team meets again to review data to determine if the interventions are successful. If the interventions yield no progress or if the progress is inconsistent, the team can refer the student to be evaluated. Once SIT makes the referral, the special education department schedules a meeting with the student's parents/guardians, classroom teacher, special education teacher and the LEA representative. At the meeting, the team reviews data such as interventions progress, grades, formal/informal assessment results, strengths and areas of concern, and any documentation provided by the parents or guardians. The team can make one of three determinations: (1) Nothing needed and process stops. (2) Make a decision based on existing data. (3) Ask for an evaluation. Once the referral is made to the special ed department, the initial eligibility is started and the 90-days timeline begins. Parent consent is obtained before administering any

test. School based personnel or appropriate contracted staff will administer testing. Prior to the end of the 90 days, the team has to meet to review all the data collected and make the final decision. IEP reviews are held annually and before a change in services can take place.

3.

1. Requesting Records from previous schools - When the student enrolls in the charter school the parent/guardian signs permission for the charter school to request records from the student's previous school. A fax is sent to the previous school along with parental consent for those records to be sent.

2. Record Confidentiality (on site) - Records are kept in a secure locked cabinet in the special education department.

3. Record Compliance (on site)- Record compliance is completed by the EC Director after every meeting. On site audits are held periodically and if a record is found to be out of compliance another meeting is held to correct the non-compliance issues. Once a folder is compliant, the folder is locked in the secure cabinet

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.

1. The student's IEP dictates the services we will provide. (ie. inclusion, one-on-one shadowing, pull-out, assistive technology, related services and etc.) Students have access to the regular curriculum. However, a few of the programs used for students with disabilities include the following: Edmark Reading Programs, Connecting Math Concepts, Touch Math, and Handwriting Without Tears.

The Edmark Reading Program is designed for students with learning or developmental disabilities. It uses a whole-word approach, with short instructional steps, consistent repetition and positive reinforcement to ensure that students experience immediate success. There are a variety of lesson formats to address multiple learning styles to keep students motivated and engaged.

Connecting Math Concepts introduces skills gradually and teaches students the connections between concepts. Concepts are addressed in short takes over many lessons to maximize learning. Lessons are teacher-directed and easy for students to understand.

Touch Math is a multisensory program that uses "TouchPoints" to engage students of all abilities and learning styles. Student work is done on paper by seeing, saying, hearing, and touching numbers to arrive at the correct answer without guessing.

Handwriting Without Tears is used mostly with our K-1st students. However, the program provides guidance for handwriting skills at every level from printing to cursive. Because of the rigorous demands set forth in the Common Core Standards, it is important for students to have a solid foundation in

writing as well. Handwriting without Tears has correlations to the Common Core Standards.

2. The Charter Day School Board of Trustees recognizes that it is the school's responsibility to provide students with an education, including specialized instruction and related services, that prepares the child for further education, employment, and independent living. To ensure that students with disabilities receive a Free and Appropriate Education, the headmaster of South Brunswick Charter School or a designee will attend all IEP meetings. The school administrator or designee's responsibility is to make sure that the students are served in the least restrictive environment and to commit resources to ensure that students receive the program of instruction and services outlined in his or her IEP.

3. Parents or guardians are notified when the IEP will be implemented during the IEP meeting as well as in the documentation provided following the meeting. Informed consent will always be provided to the parent(s). If the parents or guardians attend the meetings, services can begin immediately. If parents or guardians do not attend the meeting, the IEP documentation is sent home with the student or by mail. The IEP will then be implemented 10 days from the date of the meeting to ensure that the parent has received the documentation and has the opportunity to dialog with the special education department and have any questions addressed.

IEPs are monitored using formal/informal assessment data, classroom performance, therapy data notes, and observations. Students, parents or guardians and relevant staff are notified of classroom progress on a daily basis with the use of home and school contact logs. Students, parents or guardians, and relevant staff are notified of formal assessments such as benchmark, SAT-10 and EOG assessments results as soon as the teachers receive the results, usually the next school day after the final assessment is administered.

4. Once all evaluations have been completed and the team makes the eligibility determination, a decision regarding related services that are needed is also made. The charter school will provide any related services the student needs. The related services are provided on campus by contracted therapists. The frequency of services is determined by evaluation data and therapist recommendations.

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. All students at South Brunswick Charter School will be academically proficient in the Common Core State Standards for Reading and Math. Students

will also be focused on Essential Standards in all other content areas. Our performance standards will be based on mastery; students will not move forward until a skill or concept has been mastered. Frequent classroom evaluation and observation will allow students to be moved forward as soon as a skill is mastered and to be provided with remediation and intervention if progress is not being made. For example, we will have Kindergarten students who go up to first grade for Reading and/or Math and likewise may have first grade students who move down to Kindergarten for Reading and/or Math based on their individual levels of growth and proficiency.

South Brunswick Charter School student will also meet the following performance standards for Values. Our students will display appropriate values based on the four classical virtues of prudence, justice, fortitude, and temperance and the three virtues of faith, hope and charity. The Board will expect each person - student, faculty or staff - associated with the school to ensure that his or her actions exemplify and are in accordance with these virtues.

2. Data on student performance tells us how well we are doing in each area. If students have shown mastery we move them to the next level constantly throughout the year. If they have not mastered a concept we provide remediation and additional support until they reach mastery. The following are evaluation tools that will be used:

A. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) measure of Oral Reading Fluency is used to test reading accuracy and fluency. We use DIBELS as a tool in conjunction with lesson progress and mastery to decide appropriate reading groups within our Reading Mastery and Journey's Basal Reading Programs.

B. Our Benchmark tests are used to assess comprehension, vocabulary comprehension, and mathematics at each quarter of the school year.

C. Stanford Achievement Test (SAT10) helps educators find out what students know and are able to do. This instrument provides the valid and reliable tool needed for objective measurement of achievement. Administrators obtain reliable data to evaluate progress toward meeting standards and high expectations. Teachers and administrator use this assessment to identify and meet the needs of all students.

3. Promotion or retention of students attending SBCS will be communicated to parents via the student/parent handbook, our school web page, orientation meeting, and parent conferences.

In order for students to be promoted, the following criteria must be met as set forth by the Charter Day School Board of Trustees and North Carolina State Law:

- All students shall meet all attendance requirements. Students may not be absent in excess of 15 days.

- All students shall earn a yearly average of 70 or above to pass any subject area.

- All students must pass language arts, reading, and mathematics at or above the minimum acceptable grade level.

The following additional criteria will be used in making the decision to

promote or retain a student:

- Academic promotion requirements which are specified in a student's Individualized Education Plan shall establish the promotion standards by which students with an IEP will be promoted. Unless stated in their IEP differently, special needs students will be promoted or retained based on general school standards.

- Evaluation of a number of assessments; End-of-Grade test scores, achievement of mastery, and other additional academic considerations specific to grade level and school philosophy.

- Teacher recommendation to the Headmaster

4. Students who are promoted from 5th grade to 6th grade will be required to meet the same standards for promotion as previous grades, K-4. Academically, students will earn a yearly average of 70 or above to pass any subject with less than 15 days of absences.

In addition, students will demonstrate grade-level proficiency on state End-of-Grade tests in reading and mathematics. Students will be able to perfect their writing and use of capitalization, punctuation, appropriate word choices, spelling and other mechanics of writing to produce clear and concise writing products as demonstrated on the 4th grade writing assessment.

With the curriculum of South Brunswick Charter School being aligned with the Common Core Standards and students meeting state expectations at each grade level, the Charter Day School Board of Trustees is confident that the students in 5th grade progressing to the next grade will have a firm foundation in all subject areas necessary for future success.

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.

1. Classroom teachers will have Classroom Rules and Consequences posted in their classroom and a copy in their plan book. At the beginning of the school year and as necessary throughout the year, students will be taught rules for the school and classroom and consequences associated when rules are not followed. Students will be taught every expectation the teacher will ask of them throughout the year.

Parents will be encouraged to partner with us in the education of their child(ren). This partnership will provide support to the school to effectively help students reach their full potential. Parents can assist by sharing their expectations for student behavior and encouraging the student to do his/her best each day. It is important for the students to see that the parents are supportive and that we work together as a team in the best

interest of all of our students to create an environment that is conducive to learning. Learning will not be sacrificed as a result of another student's inappropriate behavior.

School/classroom rules, rewards and consequences will be sent home with students at the beginning of the school year along with an acknowledgement form to be signed and returned to the classroom teacher and filed in the students' folders.

2. Below is a list of offenses which could result in suspension or expulsion:

- * actions that could jeopardize the safety and well-being of others
- * possession of illegal drugs
- * possession of a weapon
- * repeated willful defiance of a teacher or refusal to follow directions given by an adult in charge
- * bullying

3. Before consequences are assessed for students with disabilities, the student's IEP or BIP will be reviewed as required by IDEA. There is the "10-day rule" which must be taken into consideration if a student is being removed or suspended. If a decision is made to change a student's placement, a manifestation determination to ascertain whether or not the violation is linked to the student's disability will be conducted within 10 days of that decision. Parents will be apprised of any decision and provided the Procedural Safeguard Notice.

4. Any parent can appeal the school's decision when a student is suspended or expelled. A written appeal should be formally directed to the Board of Trustees within three business days of the student's dismissal.

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: Charter Day School Board of Trustees

Mailing Address: 3610 Thaddeus Lott Lane

City/State/Zip: Leland NC 28451

Street Address: Same

Phone: 910-655-3600

Fax: 910-655-0310

Name of registered agent and address: Mark Dudeck
3610 Thaddeus Lott Lane
Leland, NC 28451

FEDERAL TAX ID: 56-2173031

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
Lori Boldt	Parent Representative	BRUNSWICK	Sales Rep

Steve Windham	Member	BRUNSWICK	Pres. & CEO of Windham Distributing Co.
Briana Cahn	Parent Representative	COLUMBUS	Office Manager
Dr. Lee Monroe	Member	NEW HANOVER	Education Consultant
James Faison	Member	NEW HANOVER	Judge
Donnie Norris	Chairman	NEW HANOVER	Vice President at First Bank
Robert Spencer	Member	NEW HANOVER	Finance and Marketing Manager
Baker Mitchell	Secretary	NEW HANOVER	CEO of The Roger Bacon Academy
Mark Cramer	Member	NEW HANOVER	Superintendent of Schools

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.*

South Brunswick Charter School will be governed by the Charter Day School Board of Trustees. Of the nine board members, one currently resides in Brunswick County. The Board of Trustees will employ services of The Roger Bacon Academy to provide day-to-day management of the school. The Board recognizes that it is the governing and policy-making authority and retains all fiduciary responsibilities.

The Board will establish general policies in keeping with the needs of the community and the requirements of state law and perform all specific duties imposed by law. The significant responsibilities of the Board are as follows:

- 1.**to provide leadership and direction through the formulation of goals and objectives, especially in defining and setting high academic standards for student success,
- 2.**to create policies that establish standards, accountability and evaluation of essential operations of the school,
- 3.**take steps necessary to help ensure legal compliance of Board and school functions; and
- 4.**perform judicial functions by conducting hearings as appropriate or required by law regarding decisions of school personnel or the Board.

Board meeting will physically rotate through each location with live A/V feeds to and from each of the other locations allowing for local public participation in each area.

2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation*

of key stakeholders, including parents.

The size, powers, and duties of the Board are defined by the corporation's bylaws. The school's operational and academic success are ensured by its members' skills which include expertise in finance, education, law, business management, school management, and community-parent representation. The Board evaluates the schools success by demanding annual reporting in three areas: academic (EOGs, NC ABC reports); financial (LGC Audit, IRS 990) and parental satisfaction (Annual Parent Survey). Financial Variance reports on actual versus budget numbers for year-to-date periods are due quarterly or as per-pupil funding amounts and grants are revised by federal, state, and local agencies. The primary stakeholders of any school are its parents and they have Board representation and take the lead role in disciplinary appeals and student activities.

- 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?*

As this is a replication by a long-serving Board, the main requirement is to ensure a parent of the new campus is recruited. Retiring board members are replaced by new members of similar expertise to the greatest extent possible.

- 4. How often will the board meet?*

The Board meets seven times a 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).*

This is an existing, experienced Board that has managed successful schools for over a decade.

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

The Board's bylaws contain the applicable conflict of interest provisions and members are familiar with the provisions of General Statute 55A-8-31 for non-profit corporations dealing with conflict of interest transactions to which they all adhere. Two members have interests in companies that deal with the school and these are disclosed and they abstain from all votes on issues which involve transactions with those companies.

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

The school policies for this replication have evolved over a decade, and are fairly stable as tested by time and experience. There is a continuing attempt to keep up with changing laws and with the environmental climate within the community as it may change and necessitate policy adjustments.

- 8. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.*

The Charter Day School Board of Trustees has the sole responsibility of governing the school. There are no advisory bodies that have a direct influence on the Board or its operation. However, there will be collaboration between the Board, parents and community by establishing a Parent Advisory Council (PAC). The responsibilities of the PAC would include, but are not limited to:

*acting as a liaison between the Board and parents of students enrolled at

South Brunswick Charter,

*addressing concerns which are brought to the council by parents or other stakeholders,

*encouraging participation of all parents in supporting their child(ren)'s education, and

*attending monthly meetings to keep abreast of activities on campus.

There is also a Council of Advisors composed of both past board members and volunteers with certain expertise, but they contribute only when called upon or when they feel the need to bring certain matters to the attention of the Board.

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.

Not Applicable

If the Charter School plans to contract for services with an educational management organization (EMO) or charter management organization (CMO), please specify the contact information below.

Name of the Company: The Roger Bacon Academy

Address: 3610 Thaddeus Lott Lane

Leland NC 28451

Website: www.rogerbacon.net

Phone Number: 910-655-3600

Contact Person: Mark Cramer

Fax: 910-655-0310

Email: mtc@rogerbacon.net

1. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Please include a copy of the proposed management agreement as Appendix J of the specified EMO or CMO.

The EMO selected for this school is the same EMO that has demonstrated success at the other charter schools for which this school will replicate. The Roger Bacon Academy has embraced sound educational and financial practices for over 12 years.

In 2000, Charter Day School selected The Roger Bacon Academy because of its offering of a proven set of curricula along with many research-based instructional and class management techniques. These factors have proven the test of time as documented by the numerous academic honors that have been acquired during this agreement.

- 2. What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management organization's fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.*

No other EMO/CMOs were considered for this project because the South Brunswick Charter School will be a replication of the two schools currently managed by The Roger Bacon Academy. The Charter Day Board of Trustees has been pleased with the results of the schools under the managerial expertise of The Roger Bacon Academy.

- 3. Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what is the highest and lowest performing school of the EMO/CMO? Why are these two schools so different in overall achievement?*

The Roger Bacon Academy has managed Charter Day School since its inception in 2000 (now K-8, 900+ students from 5 counties) and Columbus Charter School since 2007 (now K-7, 700+ students from 4 counties). Each year, these schools outperform other schools in the surrounding counties and score well above the state average on End-of-Grade and End-of-Course Assessments. These schools, under control of the Charter Day School Board, have also received numerous awards, including designation of being a Top-25 School for Academic Growth and of Excellence in the state of North Carolina. The schools also have a track record of success nationally on the Stanford Achievement Test - consistently achieving above grade level in reading and math. Other achievements are listed below:

ACADEMIC PERFORMANCE:

Charter Day School, Leland, NC

Five times a North Carolina School of Distinction (80% of students passing End-of-Grade Test)

North Carolina Honor School of Excellence (90% passing End-of-Grade with High Growth)

North Carolina School of Excellence (90% passing End-of-Grade)

Top 25 K-8 School of Distinction (out of 1,865 schools)

2002/2003 School of Distinction

2003/2004 School of Distinction

2004/2005 High Academic Growth, Honor School of Excellence, Top 25 in State

2005/2006 High Academic Growth

2007/2008 High Academic Growth, School of Progress

2008/2009 High Academic Growth, School of Distinction

2009/2010 High Academic Growth, School of Distinction

2010/2011 Expected Growth, School of Distinction

2011/2012 High Academic Growth, School of Distinction

Columbus Charter School, Whiteville, NC

2008/2009 High Academic Growth, School of Distinction

2009/2010 Highest Proficiency Rate for South Central Region of North Carolina

2010/2011 High Academic Growth, School of Distinction

2011/2012 High Academic Growth, School of Distinction

4. *Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.*

South Brunswick Charter School will be governed by the Charter Day School Board of Trustees. The Roger Bacon Academy will provide day-to-day management under the direction of Charter Day School Board of Trustees. The Board is the governing and policy-making authority and retains all fiduciary responsibilities. The Board will establish general policies in keeping with the needs of the community and the requirements of state law and perform all specific duties imposed by law. The Board considers some of its most significant duties to be the following:

1. Providing leadership and direction through the formulation of goals and objectives, especially in defining and setting high academic standards for student success;
2. Creating policies that establish standards, accountability and evaluation of essential operations of their schools;
3. Taking steps necessary to help ensure legal compliance of Board and school functions;
4. Performing judicial functions by conducting hearings as appropriate or required by law regarding decisions of school personnel or the Board.

The Board retains control of all educational and financial decisions and The Roger Bacon Academy serves at their pleasure.

5. *Provide a description of the relationship that will exist between the charter school employees and the Management Organization.*

The Roger Bacon Academy makes recommendations to the Board to select, evaluate, assign, determine staffing levels, hire, discipline, transfer and terminate personnel consistent with state and federal law. Since the responsibility of the CDS school administrator is critical to the success of CDS, RBA shall select and supervise the school administrator with the approval of the Board. RBA will consult with the Charter Day School Board of Trustees with respect to hiring and removal of the school administrator if the Board is dissatisfied with his/her performance.

With Board approval, RBA shall recommend teachers who are qualified in the grade level and subjects required for CDS to operate in accordance with the terms of the Charter. In addition, RBA shall provide CDS with qualified support staff to efficiently operate CDS in accordance with the Charter.

Training of all teaching personnel in methods, curricula, programs and technology shall be provided by RBA on a regular basis. Non-instructional personnel shall receive training as RBA determines reasonable and necessary.

6. *Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles.*

The accountability of The Roger Bacon Academy (RBA) to the Charter Day

School Board of Trustees (CDS) is essential. CDS evaluates the performance of the EMO, The Roger Bacon Academy, annually with regards to the performance of each school and its fiscal responsibility. The Board reviews assessment data on a regular basis to track the progress of the students and the state accountability ratings for schools as a whole, annually. A CPA firm conducts annual audits and provides a written report relating to RBA's management of all finances.

As outlined in Section 8.02 of the Education Service Provider Agreement, The Charter Day School Board of Trustees may terminate the agreement with RBA prior to the end of the Charter based on performance, accounting or unsatisfactory reports.

7. *Is the facility provided by the EMO/CMO? N If so what is the rental cost per square foot?*

8. *List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.*

Charter Day School in Leland, NC

2010--\$1,088,304 / \$143,102

2011--\$1,382,838 / \$294,534

2012--\$1,644,511 / \$261,673

Columbus Charter School in Whiteville, NC

2010--\$ 82,840 / \$ 27,853

2011--\$213,304 / \$130,464

2012--\$384,063 / \$170,759

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.

The Charter Day School Board of Trustees chose to replicate South Brunswick Charter School after the model in place at Charter Day School in Leland, NC because of its proven success under the management of The Roger Bacon Academy. We believe that this model has proven itself over time with the replication and success of the 2nd school, Columbus Charter School located in Whiteville. Both schools have demonstrated success since their inception with little or no variance with regards to academic achievement or fiscal growth. In a recent report by Dr. Margaret Raymond at Stanford University (January, 2013), it was revealed in the 'Charter School Growth and Replication' Study that "if a school is successful in producing strong academic progress from the start, it will remain a strong and successful school".

Below is information obtained from The ABCs of Public Education:

Charter Day School in Leland, NC

2008/2009 High Academic Growth, School of Distinction

2009/2010 High Academic Growth, School of Distinction

2010/2011 Expected Growth, School of Distinction

2011/2012 High Academic Growth, School of Distinction

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

Each year the enrollment at Charter Day School has increased. In 2009-2010, there were 816 students enrolled, 2010-2011 there were 838 and 2011-2012, 887. In the testing grades, the figures have been constant at 25% minority (county is 27%) and the economically disadvantaged at 27%. The trends for enrollment by grades are shown below:

Grade:	K	1	2	3	4	5	6	7	8
2009-10	100	106	111	108	88	90	82	72	59
2010-11	106	101	110	113	105	92	89	70	52
2011-12	109	111	104	109	113	100	92	82	67

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.

The board members all live in the neighboring counties of Brunswick, New Hanover, or Columbus County. They are familiar with the local communities and their educational needs as well as the preferences of the parents for their children's education. The Board is comprised of a diverse mix of professions with a variety of skills and experiences.

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.*

When marketing South Brunswick Charter School for enrollment, the Board will seize this opportunity to advertise for high-qualified teachers as well. Ads will be placed in local newspapers and radio spots will also be utilized. Flyers will be placed in local establishments and churches to advertise the time and place of our planned Job Fair.

Our campuses are available for the local college to assign students for their Student-Teaching experience. We accept invitations to University and College Job Fairs to take advantage of a large pool of qualified applicants.

The Charter Day School Board of Trustees or assignees participate in conferences that offer schools or EMOs an opportunity to conduct interviews for new and experienced teachers.

In order to retain high-performing teachers, we try to keep our salaries competitive with the local districts. Teachers have access to a myriad of benefits similar to those in local LEAs.

The Charter Day School Board of Trustees takes pride in offering a secure and safe environment for both students and staff. We conduct teacher surveys to get a feel of the climate on each campus and meet with the staff to address any problems that could lead to morale issues. We want our teachers to feel supported both personally and professionally.

- 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 Charter Day School Board of Trustees has the sole responsibility of hiring and terminating staff. In some cases, the Board will take under advisement, recommendations made by the EMO, The Roger Bacon Academy.

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

All vacancies to be filled are approved by the Board. The actual interview process takes place at the campus level. The application is available online. During the first interview, applicants are made aware of various items that will be required upon hiring (i.e. transcripts, Praxis scores, teaching license, etc). References are checked prior to offering a second interview. During a second interview, the prospective employee will take a campus tour and fill out a Release of Information to allow the school to perform a background check.

All background checks are performed through The Chapman Corporation and use the applicant's social security number to search all known aliases as well as current and past addresses across the United States. Prior to hiring, a completed background free of charges must be on file as well as a clean drug screen.

Upon hiring, the new employee must turn in a New Employee Packet with required documents. Additional information detailing the hiring process can be found in a flow chart in Appendix R.

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

Our starting salary for a teacher with a Bachelors Degree and no experience is \$35,000.

The starting salary for a first year teacher with a Masters Degree is \$37,950.

Salary increases with experience and education using the same salary schedule as North Carolina Public School.

Starting salary for a full-time para-educator is \$24,000

Contracted Services are hired by The Roger Bacon Academy and are not employees of the school.

Any employee working more than 32 hours a week is considered a full-time employee and is eligible for benefits following 60 days of employment.

The Board matches 3% of the employees contributions if they choose to

participate in the 401K Plan.

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

It is the policy of the Board, in keeping with the ultimate goal of serving the educational welfare of children, to develop and practice reasonable and effective methods of resolving difficulties that may arise among employees. The intent is to reduce potential areas of grievances and to establish and maintain recognized channels of communications between staff and administration. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to the problems that arise from time to time and affect employees.

1. Informal Resolution

It is desirable for an employee and his or her immediate supervisor to resolve problems through free and informal communication. When informal procedures fail or are inappropriate or when the employee requests formal procedures, a grievance will be processed pursuant to the steps set forth in this policy.

2. Grievance means a formal written claim by an employee regarding specific decision(s) made by another employee and alleging that such decision(s) have adversely affected the person making the claim. A grievance may include the following:

- **a violation, misapplication or misinterpretation of state or federal law or regulations, school Board policy or administrative procedure;
- **an employee has been subject to discrimination on the basis of race, religion, sex, national origin, age or disability; or
- **an employees employment status or the terms or conditions of his or her employment have been adversely affected; or
- **there exists a physical condition that jeopardizes an employee's health or safety or that interferes with an employee's ability to discharge his or her responsibilities properly and effectively.

3. All grievances must be in writing and reported to the employee's supervisor within 30 days. As necessary, grievances can be reported to the superintendent. All grievances must be responded to within 5 days of receipt.

Full grievance details can be found in Appendix L.

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

The following positions will be shared with three other charter schools:

- Mentor/Beginning Teacher Coordinator
- ELL Teacher
- Associate Superintendents of Curriculum

The salary amount for which South Brunswick Charter School will be responsible is identified in the budget under "Contracted Services".

The second year of the school's existence, an assistant headmaster from one of the existing schools will serve at SBCS part-time. The salary will be shared among the two schools.

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.

In the budget projections, there is adequate staffing to provide services for students on campus. The projected number of special ed students is based on 10% of the population. As the enrollment numbers increase, so do the projections for students with special needs. The number of teachers and para educators align with student numbers. Staffing for students with other related services will be contracted.

A shared ELL teacher, Laura Vasquez, with the Charter Day School will provide services for our English Language Learners.

Our gifted students will be taught on the level which they are to be served. There will be a teacher at each grade level to serve this population.

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

The Headmaster is the educational leader on campus. There two main categories that fall under the leadership of the headmaster: the administration of the school and the supervision of the staff. The Headmaster also assumes all responsibilities relating to the curriculum, methods and techniques of teaching and co-curricular activities. The Headmaster should hold a masters degree and an administration license.

The Assistant Headmaster works closely with the Headmaster to operate an efficient and effective school. The Assistant Headmaster should also hold a masters degree and an administration license.

The teachers will be highly-qualified and hold a certificate in the grade or subject they will be assigned to teach. They are to create an environment that engages the students in successfully achieving the goals and objectives of learner-centered instruction.

The teacher assistants will have an associate or bachelors degree. They work closely with the teacher in the implementation of curriculum and management of students as well as provide instruction for small groups.

The information technologist will have an associate, bachelor or masters degree in computer science/technology. Responsibilities include maintaining the infra-structure, computers and other technology on campus.

All staff members are expected to:

- ***** have communication and interpersonal skills,
- ***** adhere to the rules and embrace the mission of the school,
- ***** maintain the confidentiality of students,
- ***** always conduct themselves in a professional manner.

Staff Evaluation and Professional Development

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

All professional educators and administrators are responsible for knowing and satisfying the requirements for renewing their licenses every 5 years. As of 2011, the required number of credits for renewal was reduced from 15 credits to 7.5.

- 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.

South Brunswick Charter School will have a shared position with three other Charter Day School Board of Trustees' schools of a Mentor/Beginning Teacher Coordinator. The coordinator is responsible for, but not limited to the following:

- **to ensure that each beginning teacher is assigned a trained mentor for their first three years of teaching,
- **to assign mentors to teachers who are new to the school,
- **to guide beginning teachers and their assigned mentors in developing and completing Professional Development plans for each of their first three years of teaching,
- **to verify that DPI requirements of four formal observations are adhered to for each beginning teachers first three years of teaching,
- **to maintain files for Professional Development Plans, data from formal observations, Professional Development Logs, Mentor/Mentee Logs, Yearly evaluations, Summatives and Updated Licensures,
- **to assist with issues relating to licensures (continuing or renewed) for all teachers.

All of the Charter Day School Board of Trustees' schools share the salary for the Coordinator. The salary is included in the line item budget for contracted services.

South Brunswick Charter School staff can take advantage of some or all of the following benefits:

- **medical insurance for self and/or family
- **dental, life, short term disability, accident, and critical illness plans
- **matching 401k plan
- **education reimbursement program
- **performance bonuses

The Headmaster will have an open door policy where staff can come in and voice concerns. The staff will be included in some decisions and will form the team to assist with hiring and recruiting for vacancies. In addition to conducting exit interviews, South Brunswick Charter School will also poll those teachers who remain to find out why they choose to remain with the organization. High expectations for both students and staff will be clearly articulated and staff development and coaching will be on-going. Staff will be recognized for Perfect Attendance, going Above and Beyond, and for a Job Well Done.

3. *Discuss the core components of professional development plan and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.*

The Charter Day School Board of Trustees feels that classrooms should be safe and supportive environments for students to thrive. There must be an atmosphere of mutual respect and a level of accountability that holds everyone responsible for how they interact with each other.

Creating and maintaining an orderly, productive classroom is one of the essential elements in teaching competence. The Board recognizes that the most effective teachers have organized classrooms with few behavior problems. As a result, training in classroom management is a must for all

new teachers and any teacher who struggles with gaining control of the class.

A lot of the strategies used in Direct Instruction equip teachers with what they need to take control of the class and gain the students attention. While the Reading Mastery program has a script for teachers to follow, the strategies which teachers are required to use offer support in all subject areas. As a result, the two major focuses for professional development are in the areas of classroom management and direct instruction.

The Associate Superintendents of Curriculum are responsible for scheduling and planning professional development on all campuses. Presentations are most often conducted internally. On occasions, when opportunities for the "Train-the-Trainer Model" are presented through DPI, teachers become trainers for those sessions.

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

The South Brunswick Charter School professional development will be extensive. The use of an alternative curriculum dictates this as does the instructional techniques of the proposed methodology, direct instruction. Also, the fact that newly hired instructional staff will not have been inserviced on this methodology underlines the need for extensive staff development. With this in mind, SBCS will incorporate into its instructional school calendar multiple professional days.

Teachers at SBCS will identify the needs of individual students in their class and work to help each student achieve his or her full potential. In preparation for these responsibilities, teachers will receive professional development in Character Education for character building and the resources that are available online to achieve the desired results in preparing students for the future. "Characters of Character" is one example of a free online character education program that was written by a teacher and focuses on behavior, perseverance, friendship and honesty, and healthy habits for the mind and body encompassing manners, respect, responsibility, self-esteem, confidence and kindness. It is important for teachers to be trained in this area to have a safe and secure environment conducive to learning.

The plan currently is to use Reading Mastery for the students entering SBCS in 2014. Teachers will have a two-day training to learn how to test students for placement and practice the implementation of the program.

Two days of training will be devoted to Saxon Math and supportive programs such as Connecting Math Concepts and Rocket Math. Teachers will receive training on placement and inventory and have an opportunity to rehearse and present lessons to peers.

One day of training will be devoted to science and social studies.

The Associate Superintendents for Curriculum are responsible for all professional development including out-sourcing if applicable. In addition to the initial trainings, teachers receive side-by-side coaching, lessons

modeled and time out of class to observe other teachers. Teachers will be encouraged to do a self-assessment and request professional development as needed. The goal of such an intense professional development program is to ensure that the teachers are successful and are able to implement the programs with fidelity.

There is a line item in the budget for \$5,000 to cover the cost of any training materials. Funding for the Associate Superintendents is included in Contracted Services for \$73,500 the first 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.

The calendar to be approved for the next school year has a total of seventeen full days of professional development and four half days where training will take place after students are dismissed. Nine of these professional development days will take place in the summer prior to the first day of school. The remaining days are dispersed throughout the school year during student breaks.

In addition, some training will take place during the school day which subs will be brought in to cover classes. It is possible to accomplish half-day trainings for two groups using the same subs. There would be coverage for the AM session for one grade level and the subs would then leave that assignment and provide coverage for the PM session for another group.

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)).

To gain the attention of and attract students and parents across racial/ethnic lines, Charter Day School Board of Trustees will maintain our relationship with the local newspapers through press releases and news articles. For the population who may not have access to the newspapers, public service announcements on local radio stations and flyers posted in convenience stores, gas stations, churches, and community centers have proven inexpensive and effective. Also, presentations to the staffs in community day-care centers along with distributing flyers and applications at these centers reach directly to the population of parents with rising kindergarteners to whom the school is addressing its program in the early years as it grows grade by grade.

The reputation of the schools managed by The Roger Bacon Academy resonates throughout Brunswick County. Based on contacts with community members, there

is quite a buzz about a new charter school in the southeastern part of the county. Word of mouth has proven to be more effective than traditional advertising and it is proving to be a great source of getting information out about another school of choice coming to the area. Parents of students who are currently enrolled and parents of former students are not reluctant to share their experiences with others and brag about what a great school for students to attend.

Advertising on social networks and search engines will be evaluated as another means of getting the word out into the communities. Websites of the two schools, Charter Day School and Columbus Charter School will be used as well as the website for The Roger Bacon Academy.

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.*

To engage parents and community members, we will continue our partnership with the local newspapers, Star News, State Port Pilot and the Brunswick Beacon that serve the target communities. Community meetings will be held at the Brunswick County Association of Realtors building conveniently located within minutes of several surrounding towns. The Roger Bacon Academy and school websites will be available to all stakeholders. Once a Facebook page representing South Brunswick Charter School is in place, parents will have another means of communicating as well as using email.

Once the staff is hired, the staff along with a representative group of parents will develop a plan that they feel they could embrace to involve more parents and the community in South Brunswick Charter School. The establishment of a Parent Advisory Committee is another possibility. The Charter Day Board wants the parents to feel a part of the school, so volunteering will be encouraged. General areas for volunteering include: classroom support, administrative support, campus maintenance and assisting at special events. The school will strive to create an environment that parents will want to become involved in their children's education. We will hold quarterly school showcases to get parents into the facility where we can demonstrate all aspects of the school. Parents will be given the opportunity to take instructional classes on how they can assist their child at home as well as classes in the actual curriculum so if they desire, they can help in classrooms.

Teachers will be expected to communicate often with parents regarding the progress of their child. Conferences will be held when student performance or lack of progress is of concern. As well, parents will be encouraged to communicate their concerns to the teacher.

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.*

The application of any eligible student regardless of race, ethnic background, intellectual ability, disability, creed, gender, national origin or religious preference who agrees to be bound by the school pledge and adheres to the school's policies will be accepted and admitted to the school based on available space. The open enrollment period for each year's new class will be held from January 1st through 31st. If the number of applications received during this period exceeds the available number of openings, then all the applications will be placed in a lottery and assigned placement numbers as each number is drawn. The lottery, if necessary, will be held shortly after the end of the enrollment period and is open to the public.

After the first year, the number of available classroom seats will be determined by the number of students reenrolling for the next school year. All students intending to reenroll for the next year will be given the opportunity to do so by filling out a Letter of Intent. This letter will be sent home prior to the end of the second quarter of school. If a parent fails to return the Letter of Intent by the due date, they may not be guaranteed a seat and must reapply for enrollment.

If by the close of the open enrollment period, there are still openings available in a grade, students will be admitted on a first come, first served basis. Applications received after the open enrollment period will be noted with the time and date received, and the students become eligible for admission in the order received until all available openings are filled.

Applications will be accepted after classes begin. Once a class is full, applicants will be placed on a waiting list in the order drawn by lottery and/or received after the lottery to be admitted to openings created by transfers as they become available. No vacancies occurring after the first quarter of the school year will be filled.

After notification of acceptance, a student registration packet must be completed and submitted prior to the student attending class. This includes health forms, birth certificate and other required information. No new student will be allowed to begin classes until proof of promotion from their previous school has been provided.

The following are the only priorities which will be given:

- * Children of the school's Headmaster, teachers and teacher assistants and
- * Applicants who have a sibling currently enrolled and has been for at least one school year.

Waiting List

The lottery will start with kindergarten, followed by the first grade and work its way up through the various grades. The number of anticipated openings will be stated before names are drawn. If no openings exist or when all seats are full, all names will be drawn for the waiting list. The

first official will draw a name, read it then pass on to a second official who will verify the name and pass on to the recording secretary. Once the drawing starts, it will not stop until all names for that grade are drawn.

Placement

The Headmaster/Director of the school makes all placement decisions. Placement decisions are made for all new students and a review of placement for all continuing students occurs each year. The Headmaster/Director of the school will make every effort to place students in classes that are balanced to foster the optimum growth of each child and the class as a whole.

Withdrawal

Parents withdrawing their children must fill out a "Withdrawal Form" at the time of withdrawal. Students' permanent records will not be forwarded until the form is completed and a request for transcripts has been received from the students' new school.

Transfer Policy

Students enrolled in schools governed by the Charter Day School Board of Trustees may not automatically transfer from one campus to another or have enrollment priority. Transfer students will have to follow the same public lottery procedures as new enrollees.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Brunswick County Schools
 LEA #2
 LEA #3

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

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 100	LEA 000	LEA 000	LEA 100	LEA 000	LEA 000	LEA 100	LEA 000	LEA 000	LEA 100	LEA 000	LEA 000	LEA 100	LEA 000	LEA 000
Kindergarten	100	0		100	0		100	0		100	0		100	0	
Grade 01	100	0		100	0		100	0		100	0		100	0	
Grade 02	100	0		100	0		100	0		100	0		100	0	
Grade 03	0	0		100	0		100	0		100	0		100	0	
Grade 04	0	0		0	0		100	0		100	0		100	0	
Grade 05	0	0		0	0		0	0		100	0		100	0	
	300			400			500			600			600		

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.

The parents of the school will form a committee to address the needs for transportation of our student population and make recommendations to the Board of Directors as needed. Carpooling and drop-off and pick-up locations for vans are some options that are currently in place at the other two charter schools. The Board will take under advisement all recommendations of the committee and ensure that no student will be denied access to the school due to lack of transportation. However, students who do not reside in the Brunswick County area will need to make arrangements to and from school.

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.

South Brunswick Charter School will not participate in the Federal Lunch Program. Parents are encouraged to provide a nutritional, well balanced lunch for their child. However, the school will offer a hot lunch program through a vendor at a reasonable cost where parents have the option to participate.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$3,000.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$3,000.00
Property Insurance	\$1,225,000		\$5,000.00
Motor Vehicle Liability	\$1,000,000		\$2,000.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$1,000.00
Other	\$250,000		\$1,000.00
Total Cost			\$15,000.00

*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.

barb-jo 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).

The Board of Trustees is currently working with John Doshier of the Margaret Rudd Realty in Southport, NC to acquire a minimum of 30 acres to develop the school with modulars as Charter Day School. The contract for the property will have a contingent period based on charter approval by the state. The plans for the modular buildings through Mobile Modular will be in place and ready to move forward once final approval of the application has been granted.

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.*

There will be no need for a "Facility Contingency Plan" because assurances will be in place to ensure that the school opens on time.

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 #1100 - Brunswick County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,644.97	300	\$1,393,491.00
Local Funds	\$2,477.00	300	\$743,100.00
Federal EC Funds	\$3,743.48	30	\$112,304.40
Totals			\$2,248,895.40

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	\$112,304	\$149,739	\$187,174	\$224,608	\$224,608
-Local Per Pupil Funds	\$743,100	\$990,800	\$1,238,500	\$1,486,200	\$1,486,200
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-State ADM Funds	\$1,393,491	\$1,857,988	\$2,322,485	\$2,786,982	\$2,786,982
-Working Capital*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$2,248,895	\$2,998,527	\$3,748,159	\$4,497,790	\$4,497,790

***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	\$60,000	\$60,000	1	\$60,000	\$60,000	.5	\$30,000	\$15,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000
Assistant Administrator	0	\$0	\$0	.5	\$45,000	\$22,500	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000
Core Content Teacher(s)	12	\$35,000	\$420,000	16	\$35,000	\$560,000	20	\$35,000	\$700,000	24	\$35,000	\$840,000	24	\$35,000	\$840,000
Para Educator(s)	12	\$24,000	\$288,000	12	\$24,000	\$288,000	12	\$24,000	\$288,000	13	\$24,000	\$312,000	13	\$24,000	\$312,000
Electives/Specialty Teacher(s)	0	\$0	\$0	2	\$35,000	\$70,000	3	\$35,000	\$105,000	4	\$35,000	\$140,000	4	\$35,000	\$140,000
Exceptional Children Teacher(s)	1	\$35,000	\$35,000	1	\$35,000	\$35,000	2	\$35,000	\$70,000	3	\$35,000	\$105,000	3	\$35,000	\$105,000
Ec Para Educators	1	\$24,000	\$24,000	2	\$24,000	\$48,000	3	\$24,000	\$72,000	3	\$24,000	\$72,000	3	\$24,000	\$72,000
Office Manager	1	\$27,500	\$27,500	1	\$27,500	\$27,500	1	\$27,500	\$27,500	1	\$27,500	\$27,500	1	\$27,500	\$27,500
Office Clerk	1	\$18,000	\$18,000	1	\$18,000	\$18,000	1	\$18,000	\$18,000	1	\$18,000	\$18,000	1	\$18,000	\$18,000
Security/Maintenance	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000
Contracted Personnel	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000
Contracted Services: Ot, Pt, Etc	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000
Professional Development	1	\$5,000	\$5,000	1	\$5,000	\$5,000	1	\$5,000	\$5,000	1	\$5,000	\$5,000	1	\$5,000	\$5,000
Informational Technologist	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000
Substitutes	1	\$5,000	\$5,000	1	\$6,000	\$6,000	1	\$7,000	\$7,000	1	\$8,000	\$8,000	1	\$8,000	\$8,000
Total Personnel	35	\$373,500	\$1,022,500	42.5	\$454,500	\$1,280,000	49.5	\$425,500	\$1,492,500	57	\$456,500	\$1,772,500	57	\$456,500	\$1,772,500
Benefits:															
Disability	1	\$1,713	\$1,713	1	\$2,297	\$2,297	1	\$2,985	\$2,985	1	\$3,331	\$3,331	1	\$3,331	\$3,331

South Brunswick Charter School

Federal Unemployment	1	\$1,197	\$1,197	1	\$1,197	\$1,197	1	\$1,197	\$1,197	1	\$1,197	\$1,197	1	\$1,197	\$1,197
Health Insurance	28.5	\$4,539	\$129,362	37.5	\$4,539	\$170,213	45.5	\$4,539	\$206,525	53	\$4,539	\$240,567	53	\$4,539	\$240,567
Life Insurance	1	\$1,285	\$1,285	1	\$1,723	\$1,723	1	\$2,239	\$2,239	1	\$2,498	\$2,498	1	\$2,498	\$2,498
Medicare	1	\$12,419	\$12,419	1	\$16,653	\$16,653	1	\$21,644	\$21,644	1	\$24,005	\$24,005	1	\$24,005	\$24,005
Retirement Plan	1	\$25,695	\$25,695	1	\$34,455	\$34,455	1	\$44,781	\$44,781	1	\$49,965	\$49,965	1	\$49,965	\$49,965
Social Security	1	\$53,103	\$53,103	1	\$21,632	\$21,632	1	\$92,547	\$92,547	1	\$103,261	\$103,261	1	\$103,261	\$103,261
State Unemployment	1	\$16,440	\$16,440	1	\$16,440	\$16,440	1	\$16,440	\$16,440	1	\$16,440	\$16,440	1	\$16,440	\$16,440
Total Benefits	35.5	\$116,391	\$241,214	44.5	\$98,936	\$264,610	52.5	\$186,372	\$388,358	60	\$205,236	\$441,264	60	\$205,236	\$441,264
Total Personnel Budget	70.5	\$489,891	\$1,263,714	87	\$553,436	\$1,544,610	102	\$611,872	\$1,880,858	117	\$661,736	\$2,213,764	117	\$661,736	\$2,213,764

***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	\$0	\$0	\$0	\$0	\$0
	Curriculum/Texts	\$162,000	\$229,200	\$286,500	\$343,800	\$343,800
	Instructional Materials	\$7,500	\$10,000	\$12,500	\$15,000	\$15,000
	Other	\$0	\$0	\$0	\$0	\$0
	School Supplies	\$500	\$600	\$700	\$800	\$800
	Testing Supplies	\$15,000	\$20,000	\$25,000	\$30,000	\$30,000
Human Resources Costs	Legal Counsel	\$3,120	\$3,120	\$3,120	\$3,120	\$3,120
	NC Wise	\$5,100	\$5,100	\$5,100	\$5,100	\$5,100
	Personnel Software	\$0	\$0	\$0	\$0	\$0
Other	Admn Cell Phone	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
	Audits	\$0	\$8,000	\$10,000	\$10,500	\$11,000
	Financial Services	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	Food Plan	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Insurances	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Management Fee	\$359,823	\$479,764	\$599,705	\$719,646	\$719,646
	Marketing Plan	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
	Transportation Plan	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Travel Expenses	\$2,000	\$2,500	\$3,000	\$3,500	\$4,000
Rents and Debt Services	Custodial Supplies	\$3,000	\$4,000	\$5,000	\$6,000	\$6,000
	Extermination	\$1,000	\$1,500	\$2,000	\$2,500	\$2,500
	Facility Lease/Mortgage	\$230,000	\$300,000	\$375,000	\$450,000	\$450,000
	Maintenance	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Rent of Equipment	\$61,000	\$92,000	\$115,000	\$138,000	\$138,000
	Security/Alarm	\$1,800	\$2,250	\$3,000	\$3,500	\$3,500
Technology Technology Hardware	Instructional Software	\$25,000	\$30,000	\$35,000	\$40,000	\$45,000
	Network/Internet	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Office Software	\$0	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$31,500	\$31,500	\$31,500	\$31,500	\$31,500
	Energy	\$0	\$0	\$0	\$0	\$0
	Phone	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600
	Water/Sewer/Trash	\$3,600	\$3,800	\$4,000	\$4,200	\$4,500
Total Operations		\$985,743	\$1,297,134	\$1,589,925	\$1,880,966	\$1,887,266

***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)	\$1,263,714	\$1,544,610	\$1,880,858	\$2,213,764	\$2,213,764
TOTAL EXPENDITURE (OPERATIONS)	\$985,743	\$1,297,134	\$1,589,925	\$1,880,966	\$1,887,266
TOTAL EXPENDITURES	\$2,249,457	\$2,841,744	\$3,470,783	\$4,094,730	\$4,101,030
TOTAL REVENUE	\$2,248,895	\$2,998,527	\$3,748,159	\$4,497,790	\$4,497,790
ANNUAL NET PROJECTIONS	-\$561	\$156,784	\$277,377	\$403,060	\$396,760

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

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

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

The budgetary projections for 2014-2015 are based on the formula of number of students enrolled times the amounts allocated for both state and local funds. In addition, the total amount for EC funds was calculated on only 10% of the population times the amount allocated for federal funds. Staffing for South Brunswick Charter School will depend totally on the number of students enrolled. If the enrollment numbers are less than anticipated and teachers have been hired, it may be necessary to combine some grade levels and a reduction in force would have to be implemented until the numbers are achieved.

The break-even point for student enrollment where the school does not operate with a deficit is 301 students.

- 2. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors*

The Roger Bacon staff takes care of accounting and processing invoices received from the schools for purchase orders.

Payroll is contracted out to Acadia NorthStar.

Petway Mills & Pearson is the CPA firm contracted by the Charter Day School Board of Trustees to perform annual audits.

Charter Day School Board of Trustees has maintained a relationship with these entities for several years and they have performed services for Charter Day School and Columbus Charter School to the Board's satisfaction. As a result, since South Brunswick Charter School is a replication of Charter Day School, no other firms were considered.

- 3. Explain how the spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.*

The Charter Day School Board of Trustees has had a banker as its Chairperson for over ten years and a Forensic CPA as its Treasurer who reviews all budgets with the entire Board. The first budget priority has always been the

safety of the students and items impacting safety receive very high priority which includes staffing to effectively monitor and supervise the students. As grades are added each year, the number of staff members necessary to adhere to our mission are also added. After all safety considerations have been satisfied, the priority reverts to empowering the teachers through staff development, coaching and oversight. Within the curriculum, reading and math are primary budget considerations. Finally, allowance for building a cash fund balance must become an explicit budget concern to build reserve.

The IRS Form 990 for the last three years, located in Appendix Q, provides a detailed picture of the shrewd financial responsibilities exhibited by the Board. The goal is for South Brunswick Charter School to operate in the same manner with a two to three months reserve. The Board has no reservations with regards to achieving this goal.

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.*

Not Applicable

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?*

If demand for the school is less than expected, enrollment will be managed in increments of full classrooms. For example, fewer classes will be advertised until students on the wait list can fill full classrooms at each grade level which would then fund additional teachers.

Many of the support costs for training, coaching, EC support, new teacher support and other services are provided from the central office staff and charged out to each of Charter Day School's schools on the basis of enrollment so the breakeven point can be substantially lower than with a stand-alone school having to absorb the full cost of such services.

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

In the event that revenue projections are not met in advance of opening, Charter Day School Board of Trustees will make advances to South Brunswick Charter School on projected revenue to satisfy temporary shortfalls.

Financial Audits: (No more than a half of a page)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school.

The Charter Day School Board of Trustees is keenly aware of the importance of conforming to accepted accounting practices of the United States and the Government Auditing Standards. Therefore, we have contracted with an outside firm to provide us with a detailed audit on an annual basis of the schools under our control. The same firm will conduct annual audits for South Brunswick Charter School as well.

Although there are some board members with experience in the areas of finance and accounting, it is imperative that we continue to operate our schools with transparency. The reports, which address our fiscal responsibilities, are available for review.

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.

PM&P
Petway Mills & Pearson, PA

Zebulon Office
P.O. Box 1036
1014 N. Arendell Ave.
Zebulon, NC 27597
919-781-1047 (Office)
919-269-8728 (Fax)

Raleigh Office
5116 Bur Oak Cr.
Raleigh, NC 27612
919-781-1047 (Office)
919-781-1052 (Fax)

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 South Brunswick Charter School (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: barb-jo

Board Position: Board Member

Signature: _____

Date: 02/28/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.