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807-3491 | Fax (919) 807-3496 AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION
EMPLOYER

Dear Letter of Intent submitter,
Public charter school applications to open in 2014 are due to the Office of Charter Schools no later than March 1, 2013 at **12 noon**. **NO** application will be accepted after that time. Complete applications consist of one (1) single-sided, signed and notarized copy and one (1) CD or flash drive containing two (2) electronic documents, one (1) PDF of the narrative and one (1) PDF of the full appendices. See the application instructions to ensure you follow ALL requirements.

Application copies can be delivered in one of three ways.
1. **Hand delivered** before February 28th, 2013 5:00 P.M.

NCDPI building: Office of Charter Schools (2nd Floor North Side)
301 North Wilmington Street, Raleigh, NC
2. **Hand delivered** on March 1, 2013 by 12 Noon

NCDPI building: Room 150
301 North Wilmington Street, Raleigh, NC
3. **Mail Service** by March 1, 2013 12 Noon

The Office of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303
***All mail service packages must be received by NCDPI Mail Service no later than 12 noon on March 1, 2013**

The content of the Letter of Intent is NOT binding, however a submitted Letter of Intent must be on file for you to submit an application. When you submit your application you will be asked to provide information regarding your submitted Letter of Intent for purpose of verification. We anticipate a large volume of applications being submitted; to further assist the OCS staff include this letter in your submitted application as the cover page. Please complete the following information as it reads on the Letter of Intent.

Letter of Intent Information:

Lead applicant	Richard Willis
Proposed name of the charter school	Torrence-Lytle Charter School of Leadership and Performing Arts
County of proposed location	Mecklenburg

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



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Public charter schools opening the fall of 2014

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

Due by 12:00 noon, March 1, 2013

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

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

OCS August 2012

**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.

Torrence-Lytle Charter
School of Leadership and The Arts

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: Torrence-Lytle Charter School of Leadership and The Arts

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

Name of non-profit organization under which charter will be organized or operated: Torrence-Lytle Charter School of Leadership and The Arts

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: Richard Willis

Title/Relationship to nonprofit: Chairman

Mailing address: 7736 Horseshoe Creek Dr., Huntersville, NC 28078

Primary telephone: 704/280-9502 Alternative telephone: 704/875-3712

E-Mail address: rwillis@atd-us.com

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

County: Mecklenburg

LEA: Charlotte-Mecklenburg Schools

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

No: X

Yes: If so, Public or Private:

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

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

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

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

No: X

Yes:

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

What is the name of the nonprofit organization that governs this charter school?

Grade Levels Served and Total Student Enrollment:

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

Will this school operate on a year round schedule?

No:

Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K-3	168
Second Year	K-4	336
Third Year	K-5	452
Fourth Year	K-6	624
Fifth Year	K-7	724
Sixth Year	K-8	824
Seventh Year	K-8	824
Eighth Year	K-8	824
Ninth Year	K-8	824
Tenth Year	K-8	824

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application and that the founding board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications may not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Signature

Title

Printed Name

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 Torrence-Lytle Charter is to develop a diverse population of principled leaders who demonstrate character, integrity and confidence through a unique educational program that fuses the arts with academic excellence.

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.

Diversity is a key value as stated in the mission statement of Torrence-Lytle Charter. Therefore, the desired targeted population for Torrence-Lytle Charter (TLC) is a diverse body of principled learners of all racial and ethnic backgrounds, reflective of the larger Lake Norman area towns of Huntersville, Cornelius and Davidson. According to most recent 2010 census data, the racial composition of the three towns is approximately 86% White, 7% Black, and 5% Hispanic.

The proposed location of TLC is the Torrence-Lytle School building on Holbrooks Road that once anchored the Pottstown neighborhood, a historically and still predominantly African-American community in southern Huntersville. The Board believes this location will both accommodate the majority population and will also be ideal for outreach recruiting within the community. This will present TLC's integrated arts curriculum to minority students whose educational needs are not being satisfied by other area charter schools.

2. What will be the projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect for the local LEA(s) that may be impacted?

The projected enrollment for Torrence-Lytle Charter by the 5th year in operation (2018-2019) will be 824 total students. This impact will be less than 1% of our local LEA Average Daily Membership.

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

Torrence-Lytle Charter's education plan will differ from that of our local LEA in the ways listed below:

- 1) Departmentalized Instruction - Beginning at the elementary grade level and in particular beginning in 1st grade, TLC will provide departmentalized instruction. Through departmentalizing, the students will be exposed to all 4 core subject areas daily thus providing our students with a strong foundation in all academic areas which will include Reading, Math, Science and Social Studies.
- 2) Integrating The Arts - Another component of TLC's educational plan that differs from our local LEA is the element of integrating the arts throughout the core curriculum. While there are some schools that offer the arts as part of their academic foundation, this form of educating the students is more of an exception and not the practice. By integrating the arts – music, drama and the visual arts – into the core subject area, we will be able to meet many different learning styles and academic strengths. "If young Americans are to succeed and to contribute to what Federal Reserve Chairman Alan Greenspan describes as 'our economy of ideas,' they will need an education that develops imaginative, flexible and tough-minded thinking," said former Education Secretary Richard Riley. "The Arts powerfully nurture the ability to think in this manner."
- 3) Global Studies - A unique aspect of our educational program at Torrence-Lytle Charter that differs from our local LEA will be the implementation of "Global Studies". We believe we should teach our students to be able to relate and understand the world around them. In order to achieve this goal, each grade level will study a specific country for that particular academic school year. By doing this, the students will be able to learn about other people, their culture, their religion, the geography and the economy of that country. By exposing the students to the world around them, we believe, will better create global awareness and bring our world into focus. Cultural diversity and learning to appreciate and understand the culture of others is going to be a part of our global economy for the remainder of this century.
- 4) School Wide Performances – Connecting the entire student body and creating a distinct culture that gives life to 'the arts' will be done through school wide performances throughout the academic school year. In order to develop confident individuals, students need to be afforded the opportunity to present or perform before a live audience. TLC will provide our students with such an avenue, in order to develop confident individuals.
- 5) Foreign Language beginning in Kindergarten – Because we live in a global society, Torrence-Lytle Charter recognizes the importance of providing the opportunity for the students to be exposed to and learn a second language. Research has shown that children who learn a foreign language perform better in math, language arts and, reading than those who have not been instructed in a second language. These same students prove to have better memory and listening skills when the language has been introduced from an early age. According to three studies by Bruck, Lambert, Tucker (1974), Hakuta (1986) and Weatherford (1986), children enrolled in foreign language courses demonstrate stronger cognitive skills, particularly in the area of creativity. An added bonus: those with competency (not necessarily fluency) in more than one language tend to have higher intelligence scores on standardized tests. In aligning with our mission to fuse the arts (which is also representative of creativity) and academic excellence, foreign language will be an essential part of our student's education.

- 6) Active Student Council – In order to develop principled leaders, TLC has elected to put a Student Council in place. The main purpose of a Student Council, as originally espoused by John Dewey in *Democracy in Education* (1917) is to engage students in learning about democracy and leadership. Providing an avenue where students work to benefit their school and provide them with an opportunity to practice organizational and leadership skills will be beneficial in building strong leaders for the future.
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).

Please see Appendix A.

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

Legislative Purpose: Encourage the use of different and innovative teaching methods.

Completely Integrated Vision of the school community:

A method we will use to create confident individuals is to strengthen our connection with one another as an entire student body. We will build a school community by coming together as a group every other Friday during which time each class will present for the school body various poems, songs, sign language, etc. This will help to develop the public speaking aspect of each student. The entire school community will learn songs, poems, terms, Spanish terms, character education traits, etc. as one entity, which will allow us to be able to connect as an entire school community. Our staff of professional educators will support and create the same environment in each of the classrooms. This atmosphere will come from a completely integrated vision for the school-learning environment. When walking the hallways of the proposed Torrence-Lytle Charter, you will see and feel a complete feeling of unity that results from a well-established vision, use of The Arts, and the school leadership leading by example.

Incorporating Arts throughout the curriculum to engage a creative learning environment:

Torrence-Lytle Charter believes The Arts are vital to developing students of excellence. Researchers have shown the benefits of an arts education helps develop imagination, cognitive skills, problem solving skills, language and social skills. A meta-analysis funded by the National Endowment for the Arts and the U.S. Department of Education found that students exposed to drama, music and art do a better job at mastering reading, writing and math than those who focus solely on academics. TLC will support interdisciplinary learning through the integration of music education, drama, and visual arts.

Global perspective and view outside of the school community:

While it is important for students to be aware of their surrounding community, it is equally important to teach them about other communities and the world around them. Torrence-Lytle

Charter will promote learning and preparedness for our emergent global era. To help our students better understand and appreciate the world around them and to cultivate greater awareness, we will help bring our world into focus. We believe we should embrace the ability to understand and relate to other cultures. This will be done through the implementation of our Global Studies Program.

Confidence/Public Speaking:

A key innovative method we will use in order to prepare our students for the future is the opportunity to participate in various presentations/performances throughout the school year. Students will be instructed on how to stand, present, project and speak to address their peers and adult audiences alike. Presentations will be given and prepared for on a regular basis and will be an integral component of the Torrence-Lytle Charter learning experience.

Educating through an environment conducive to learning:

Creating a complete unity within the school is of utmost importance and will be implemented from day one. It will be expected that students respect each other, practice being courteous and polite, and treat other people the way he/she wants to be treated thus being students of character and integrity. Every student will be expected to give his or her best effort every day. This will create an atmosphere of trust and personal excellence among the student body.

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?

There are three measurable areas of the Torrence-Lytle Charter Mission that we will focus on to assess progress toward achieving the mission: academic performance, student diversity, and community leadership. Progress toward these goals will be reviewed by the Board each quarter, with a full review of the year's performance at the Annual meeting each year. This level of goal attainment will help set the agenda for the following year, and will help the Board to set priorities for the Lead Administrator.

Academic performance will be measured against our goal to attain 80% proficiency on grade-level standards. This will be measured by state assessments and end-of-grade testing. We also plan to deploy additional assessment tools internally to gauge student proficiency levels throughout the school year. This will ensure proficiency levels are increasing. In this way, we will be able to show academic excellence over time.

Building a diverse population is the second goal to be measured, and this will be closely related to the school's marketing efforts. We intend to serve the areas closely surrounding the proposed school location in order to build this diverse community. We will be able to measure progress towards this goal in our enrollment figures each year. Attainment of this goal will drive the marketing efforts each year to encourage enrollment in these populations. We also feel that our plans to renovate the historic Torrence-Lytle School to house TLC will attract a diverse

population, as this school was a key foundation to the African-American community in North Mecklenburg for decades.

Community leadership will be demonstrated by the students, in modeling behaviors taught in the classroom. Our goal is to develop character traits that will guide students to become leaders in their endeavors once they graduate from TLC, whether in the community, in further education, in social organizations, or in their careers. We will develop an active Student Council organization, and we will have a requirement for student to serve in the community from grade three onward. This will be a minor commitment in Elementary School, with an increasing level of participation in Middle School. This service will be monitored and recorded by the school administration. The level of service to the community, as well as student participation in school leadership opportunities, can be quantified and measured year-over-year.

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.

All Torrence-Lytle Charter students will receive instruction in the four core academic areas - Reading/Language Arts, Math, Science and Social Studies – as well as The Arts beginning with Kindergarten, and nutrition education to foster health and wellness. Our school's academic program will allow us to enable more than 80% of students to obtain and maintain proficiency against grade-level standards as measured by state assessments. Each year we will be able to demonstrate that students below proficient are moving to higher performance levels and that those student who are already scoring proficient or advanced are maintaining or improving their rates of growth.

Torrence-Lytle goal is to meet the Annual Measureable Objectives (AMO) and the requirements of No Child Left Behind (NCLB). The Elementary and Middle School AMO Target is set forth as follows:

- Participation rate of 95%* in EOG Tests of Reading Comprehension (grades 3-8)
- Participation rate of 95%* in EOG Tests of Math (grades 3-8)
- Proficiency rate in EOG Tests in Reading Comprehension (grades 3-8)
- Proficiency rate in EOG Tests of Mathematics (grade 3-8)

*The 95% rule will apply whenever the number of students in membership in a group is at least 40.

We will measure growth annually on state criterion-referenced tests and will supplement, where appropriate, student progress measures with results from formative assessments that measure interim progress against annual targets. Beyond state assessments, student progress will be collected through multiple methods, including in-class assessments, arts event participation, and projects related to art and language portfolios.

III. EDUCATION PLAN (No more than ten total pages in this section)

Instructional Program:

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

In keeping true to our mission of creating a diverse population of principled leaders who demonstrate character, integrity and confidence through a unique educational program that fuses the arts with academic excellence, Torrence-Lytle Charter will employ the most effective methods to target the learning styles of our students. Our pursuit is to include a unique educational program that embodies TLC's mission and to provide a demonstrated track record of success in the core subject areas.

We approach our instructional program and methods with the Paideia Group philosophy that "all children can learn." Paideia Principles include:

1. That all children can learn;
2. That, therefore, they all deserve the same quality of schooling, not just the same quantity;
3. That schooling at its best is preparation for becoming generally educated in the course of a whole lifetime, and that schools should be judged on how well they provide such preparation;
4. That the results of these three kinds of teaching should be (a) the acquisition of organized knowledge, (b) the formation of habits of skill in the use of language and mathematics, and (c) the growth of the mind's understanding of basic ideas and issues;
5. That each student's achievement of these results should be evaluated in terms of that student's capacities and not solely related to the achievements of other students;
6. That the Dean of a school should never be a mere administrator, but also a leading teacher who should cooperate with the faculty in planning, reforming, and reorganizing the school as an educational community;

In keeping true to our mission, TLC will employ the most effective methods to target the learning styles of our students. Our goal is to include educational programs that embody the characteristics of TLC's mission and that provide a demonstrated track record of success in the core subject areas.

TLC's academic goal is that more than 80% of students to obtain and maintain proficiency against grade-level standards as measured by state assessments. We will supplement, where appropriate, student progress measures with results from formative assessments that measure interim progress against annual targets. Beyond state assessments, student progress will be tracked through multiple methods, including but not limited to in-class assessments, arts event participation, and projects related to a particular subject matter.

By fusing The Arts with academic excellence, TLC teachers will be better prepared to reach all three styles of learner – Auditory, Visual, and Kinesthetic. This integrated arts approach will engage students in more ways for each subject area.

TLC will build a robust academic program in accordance with the North Carolina Standard Common Core State and Essential Standards. This will involve a full Language Arts program encompassing Reading, Spelling, Grammar, and Language Usage. Reading, spelling and grammar will be assessed across the curriculum. Our Math program will build upon a solid foundation, advancing to Algebra in 8th grade. Science education will center upon the scientific method, and explorations of scientific principles. Social Sciences will seek to bring the child knowledge of other cultures, while expanding understanding of our own, aided by Spanish education from Kindergarten. These academic areas will have music, art and drama closely-integrated to the curriculum. Music, Art and Drama will be offered separately as well, and will be required classes. Technology will also be taught to bring our students modern skills in software applications and using computers to solve problems. Finally, Character Education will be a centerpiece from K through 8, as it provides a foundation for an orderly classroom, a respectful student body, and an environment conducive to learning.

We believe our instructional program, philosophy and integration of the arts will meet the diverse needs of the school and the diverse population.

K-8 Curriculum and Instructional Design:

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

TLC understands the need to create a learning environment conducive to educating our students. Our goal is to hire teachers with vision, passion and compassion who will act as coach and/or guide rather than relying on the lecture method (auditory) of instruction. Classroom management of conduct and expectations is key to our approach, and our character education helps maintain an orderly classroom environment conducive to learning. TLC will create “schools within the school” – dividing students into small groups and using the guidance of a core group of teachers across disciplines who will not only act as educators but as advisors and mentors. Subject areas will be departmentalized to allow for small group instruction. The class size will depend on the course, but is not to exceed 25 students in the core academic subject area.

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.

Please see Appendix B.

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

The curriculum aligns with the TLC’s mission due to the fact that it fuses the arts with academics. This can be found in the Elementary Math Scope and Sequence: Creating stories (writing of a script) and then act out the separation of stories. In the Middle School Scope and Sequence students are asked to create a song, a work of art, play or monologue that depicts the theme of the reading thus aligning with our mission. Integrating the arts throughout Language Arts, Math, Science and Social Studies will help to reinforce learning in the core subjects, and will appeal to students with varied learning styles. We believe that by taking a strong approach to

teaching foundational skills, our students can achieve high academic success, thereby meeting our proposed educational plan. TLC’s proposed Educational Program will be aligned with the NC Common Core Standards in order to meet the NC Grade-Level Goals and Objectives, therefore meeting the North Carolina Accountability Model.

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 strategies Torrence-Lytle Charter will expect teachers to master in the classroom are as follows: 1) **Classroom Management**, in order to maintain an atmosphere conducive to striving for academic excellence; 2) **Integrating the Arts**, which is the ability to incorporate the arts throughout the curriculum in order to improve student learning, and 3) **Collaborative Teaching**, skills needed to sustain a strong departmentalized concept of educating our students. These strategies will create an environment conducive to learning, resulting in academic achievement

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.

The proposed TLC calendar consists of 1,053 academic school hours based on the school operating for 10 calendar months of an academic school year. The hours of operation are 8:15am – 3:15pm. The school will provide an early drop-off service which will begin at 7:30am.

TLC Proposed 2014-2015 School Calendar
School Hours 8:15-3:15 – Total Academic Hours 1053

Aug 13	First Day Of School	Jan 19	MLK Day – No School
Sep 1	Labor Day – No School	Feb 16	Teacher Workday – No School
Oct 15	End of Q1 (45 days)	Mar 13	End of Q3 (44 days)
Oct 16-17	Parent Conferences - No School	Mar 30-Apr 3	Spring Break – No School
Nov 4	Teacher Workday – No School	Apr 6	Teacher Workday – No School
Nov 25	Early Dismissal	May 22	Last Day of School
Nov 26-28	Thanksgiving – No School		Early Dismissal
Dec 19	Early Dismissal		End of Q4 (44 Days)
Dec 22-Jan 2	Winter Break – No School	May 25	Memorial Day
Jan 5	Teacher Workday – No School	May 26-28	Teacher Workdays
Jan 8	End of Q2 (44 days)		

The first day of school for students is August 13, 2014, with the last day being May 22, 2015. Because of the surrounding area and structure of the present school calendar cycles in the community, TLC proposes a traditional school calendar year which will better serve the needs of families in this area.

High School Curriculum and Instructional Design:

Not applicable: The current application is only for K-8.

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 combination of a strong foundation in reading, core curriculum academics, and the integration of the arts will increase opportunities for all students. Students learn in different ways, and the Arts can help to tap into the learning style of the student. Examples such as creating hands-on activities, allowing students to act-out lessons learned, or creating various songs and chants to help with memorization of key concepts, allow students to become part of the learning process.

Students identified as at-risk or students who are not performing as expected, will be referred to a student assistance team made up of the classroom teacher, curriculum coordinator/resource specialist, and Dean of School. This team will recommend appropriate interventions, such as, but not limited to, tutoring, counseling, mentoring and/or family outreach. These students will be closely monitored in order to ensure achievement and growth.

Students with an Individual Education Plan (IEP), who are capable of participating in a full-inclusion program, benefit from being instructed in such an environment. Direct instruction has also been proven to be particularly effective with at risk students. Students identified as at-risk with an IEP will have the advantage of experiencing our educational program, implementing the arts within the regular classroom and will also have the benefit of having a Para Educator or Resource Teacher to aid the classroom teacher in helping to fulfill mandates of the IEP.

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.

The first step that TLC will take to identify ELL students is through a home language survey, during the enrollment process. Parents will be asked to complete and submit questions that pertain to a family's or student's home language. Identification, screening and parental notification of eligible students will be done within 30 days of completed enrollment.

- 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.

TLC teachers will receive staff development in instructing ELL students.

Primary strategies employed: Teachers will introduce new concepts by discussing vocabulary words as well as key concepts. Teachers will develop lesson plans that incorporate the visual and kinesthetic ELL. The fusing of the arts with our academics will benefit not only the ELL but the entire student body as well.

Other teaching strategies TLC teachers will use will be guided interaction, direct teaching and visual aids. With the guided interaction method, the teacher will structure the lessons so that students will be able to work together in order to get clarity and understanding. This will go hand in hand with explicit instruction. Modeling, graphic organizers and visuals will be employed. The use of a variety of materials, manipulatives, visual aids, will help all students, not only our ELL students. Through the use of visuals, the language and content will become more relevant.

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

TLC will monitor the development of language and content skills/knowledge as the ELL student progresses through the individualized program of instruction. Assessments of student work will be used to determine appropriate instructional approaches, adaptations, materials and coursework. In addition to informal class assessments, an ESL proficiency test will be administered once or twice a year as needed, for the purpose of reclassification of students' language proficiency and determining instructional levels. An ELL will exit the program once it has been determined the student has successfully scored at a level where these services will no longer be needed.

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

TLC will identify students who are intellectually gifted through classroom observation or by transcript information from the child's previous school.

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

TLC teachers will use the strategy of differentiation in order to provide challenging educational opportunities to service these students. Through the integration of the arts fused with our educational program, this will allow students to demonstrate abilities and unique talents and allow students to explore their interest and individual capabilities in many different academic and creative areas.

- b) Plans for monitoring and evaluating the progress and success of intellectually gifted students. TLC staff will continue to monitor the progress and success of the intellectually gifted students and use the ongoing classroom work to drive instruction.

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.
As part of the enrollment process TLC will contact the student's previous school. A request for transcripts will be submitted to the school requesting student documents which will consist of but not limited to, report cards, health records, birth certificate (for Kindergarten students), all transcripts and other documents related to the student's education, 504's or IEP's.
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.

- Student is identified as possibly needing special education or related services. A teacher may request that a student be evaluated to see if he or she has a disability. Parents may also contact the teacher to request an evaluation.
 - Evaluation – An evaluation will be completed by either a school psychologist or an independent source. The evaluation will cover all areas related to the student’s area of disability. The evaluation will be used to determine if the student is eligible for special education services and decisions about an appropriate program.
 - The psychologist, teacher, parents, and resource teacher, will look at the child’s evaluation results and together decide eligibility.
 - If the child is eligible for special education services, an IEP team will meet within a 30 day period to write an IEP or 504 plans for the child.
 - IEP meeting is scheduled.
 - The IEP team gathers to talk about the needs for the child and writes a plan to meet those needs. Parents are present at meeting. Services begin as soon as possible after the IEP is written and consent from parents is given.
 - Parents are given a copy of the IEP. Each of the child’s teachers and service providers has access to the IEP and knows his or her specific responsibilities for carrying out the IEP or 504. This includes the accommodations, modifications, and supports that must be provided to the child.
 - The student’s progress toward the annual goals is measured as stated in the IEP. His or her parents are periodically informed of their child’s progress (such as quarterly reports)
 - The student’s IEP is reviewed by the IEP team at least once a year, or more often if the parent or school ask for a review.
 - A student is reevaluated at least every three years, unless parents and the school agree that a reevaluation is not necessary. Parents must give their consent for their child’s reevaluation.
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)

To request existing student records, TLC will submit a Transcript Release Form to the school the student previously attended. The student records will be housed in locked file cabinets located in an area of the school that is designated for employees only.

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.
- In our mission to develop a diverse population of principled leaders, TLC will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry.

TLC believes that every child can succeed in ways that reflect his or her own strengths and interests. Our goal is that every child will learn to his/her greatest individual potential while still being a part of his/her class. Students will be appropriately grouped in clusters and will receive an appropriate curriculum plan to meet their needs. Teachers will also match their instructional strategies to the individual and group needs. In this manner, students can fully develop their abilities and interests without losing their sense of unity in the classroom.

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).

TLC will provide a fully inclusive model in conjunction with a special education teacher who will make necessary modifications and supplement curriculum for identified students. A self-contained classroom model will also be a part of our system for students qualifying for this type of environment. The certified special education teacher will be able to co-teach in classrooms to provide an even smaller student/teacher ratio and will provide special education consultative services should a need arise. Our special education teacher will ensure that all students are afforded the opportunity to receive a high-quality education with an opportunity to be successful at every level.

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

TLC will seek to use an inclusion program. Existing Individual Education Plans (IEP's) will be implemented or revised based on new environmental advantages at the school with the help of a certified special education teacher. The special education teacher will consult with regular classroom teachers, provide direct instruction for exceptional children, and help us make appropriate curricular and assessment modifications. IEP's will be developed, revised and implemented in accordance with Individuals with Disabilities Education Act (IDEA) and North Carolina law and regulations. All information will be monitored and reported to the student, parents and staff through meetings that will be held to discuss and implement the student's IEP.

4. Describe the proposed plan for providing related services.

TLC will have the students appropriately grouped in clusters while teachers continue to match their instructional strategies to meet the needs of the individual according to the individual's IEP.

Student Performance Standards

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

TLC's goal is for students to demonstrate a greater than 80% performance at grade level in each academic year. Each year we will be able to demonstrate that students below proficient are moving to higher performance levels and that student who are already scoring proficient or advanced are maintaining or improving their rates of growth.

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.

We will measure growth annually on state criterion-referenced tests and supplement, where appropriate, student progress measures with results from formative assessments that measure interim progress against annual targets. Beyond state assessments, student progress will be

monitored through multiple methods, including in-class assessments, arts event participation, and projects related to art and language portfolios. Through the use of these tools, teachers will be able to gauge their instruction to continue to meet the needs of their 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.

In order for a student to be considered for promotion to the next grade level, the student will need to earn at least an average letter grade of a “C” (77% - 84%). Students taking the End-of-Grade test will need to score at least a Level III status and have an average grade of a “C” (77% - 84%.) Promotion criteria will be communicated with parents prior to the first reporting period in any particular school year.

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

For a student to graduate from the Middle School of TLC, they must demonstrate that they have attained proficiency in Middle School core curriculum with at least an average letter grade of a “C” (77% - 84%). Students taking the End-of-Grade test will need to score at least a Level III status and have an average grade of a “C” (77% - 84%.) Students should be fully prepared by the end of 8th grade to move on to High School level work in accordance with the NC Common Core Standards.

High School Graduation Requirements

Not Applicable. The current Torrence-Lytle application is K-8.

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.

Behavior and Discipline: TLC uses positive discipline. We believe that our first responsibility in regard to student behavior is to create a classroom that is engaging to the students and to provide instruction in a way that allows students to be appropriately challenged in order to become principled leaders who demonstrate character, integrity and confidence. We anticipate that this will help to avoid many discipline issues.

General Rules of Conduct: TLC students are expected to be respectful and considerate to other students, the staff and visitors. Students also are expected to respect the property of the school, and of other students and staff. No student shall in any way bully or exhibit inappropriate or disrespectful behavior toward other students, staff or any other person. Prohibited bullying can take many forms and can include the following:

- Physical bullying, such as hitting, kicking, pushing, pulling hair, scratching, and tripping
- Verbal bullying, such as teasing, name-calling, starting rumors, taunting and threatening
- Emotional bullying, such as excluding, defaming, humiliating, isolating, and ostracizing
- Sexual bullying, such as exhibitionism, propositioning and sexual touching
- discrimination, such as harassment of a person based on race, color or ethnic origin

- Cyber-bullying, using the internet to harm other people in a deliberate, repeated or hostile manner.

Discipline: Classroom discipline will emphasize conflict resolution through talking out problems and conflict avoidance. TLC will adopt a student behavior policy that includes parameters for discipline. The policy is not intended to set forth a rigid scale of discipline, because it is not feasible to define all possible circumstances and actions in advance. Discipline is determined on a case-by-case basis, subject to certain parameters. This section will define certain levels of offense to provide general guidance. For purpose of the student behavior policy, the Dean of School or Designee will determine the level of offense.

- **Level One Offense:** Level One Offenses are relatively minor incidents of bullying or similar actions, such as open defiance of a teacher's request, intentional or repeated disruption of class, use of inappropriate or obscene language, lying to a teacher or staff member, or an isolated, minor incident of verbal bullying. The classroom teacher will generally determine and implement discipline for the Level One offense.
- **Level Two Offense:** Level Two Offenses are more significant incidents of bullying or inappropriate behavior, such as physical bullying, sexual bullying, or repeated or severe incidents or verbal or emotional bullying. Level Two offenses should be reported to the Dean of School or Designee. Discipline will be determined by the Dean of School or Designee in consultation with the classroom teacher. Discipline may range from temporary detention (or in-school suspension) to suspension from school for one to three days.
- **Level Three Offense:** Level Three Offenses are severe incidents or repeated incidents of bullying or inappropriate behavior. Level Three offenses shall be reported to the Dean of School or Designee. The Dean of School or Designee will determine discipline in consultation with the classroom teacher. Discipline may range from suspension from school for one day to expulsion.

TLC policies and procedures for discipline of students (including students with disabilities) shall be consistent with state and federal laws and regulations. The TLC student discipline policy sets parameters for addressing inappropriate student behavior. Nothing in the policy is intended to nor does it in any way impose any additional liabilities, requirements or obligations on the school beyond those liabilities, requirements and obligations imposed by applicable law.

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

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

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

Private Nonprofit Corporation:

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

Name of Private Nonprofit: Torrence-Lytle Charter School of Leadership and The Arts

Mailing Address: 7736 Horseshoe Creek Dr.

City/State/Zip: Huntersville, NC 28078

Street Address: 7736 Horseshoe Creek Dr., Huntersville, NC 28078

Phone: 704/875-3712

Fax: N/A

Name of registered agent and address: Richard Willis, 7736 Horseshoe Creek Dr., Huntersville, NC 28078

FEDERAL TAX ID: Not applicable yet.

Tax-Exempt Status 501 (c)(3)

The private nonprofit listed as the responsible organization for the proposed charter school has received

501 (c)(3) status:

Yes (copy of letter from federal government attached: Appendix D)
 No

NOTE: If the non-profit organization has yet to obtain the 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

Governance and Organizational Structure of Private Non-Profit Organization:

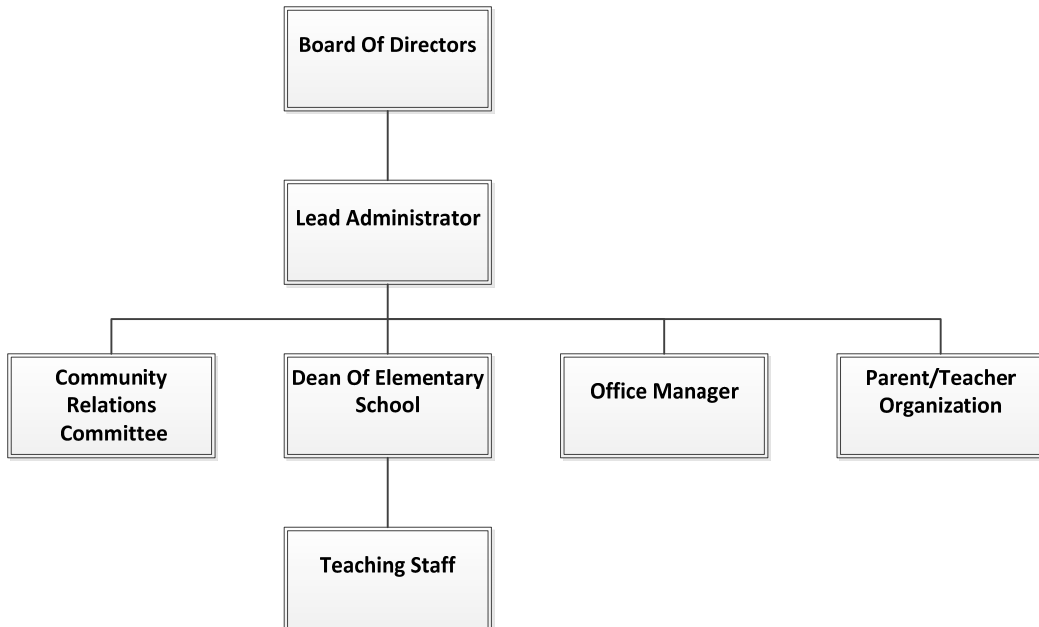
The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
Adam Boatsman	Director	Mecklenburg, NC	Certified Public Accountant
Brian Hines	Vice-Chairman	Mecklenburg, NC	Real Estate Developer
Karol Mack	Director	Mecklenburg, NC	Attorney
Andrea McKinney	Secretary	Mecklenburg, NC	Elementary School Administrator
Darren Rankin	Director	Mecklenburg, NC	Insurance Agent
Donna Thompson	Director	Cabarrus, NC	Elementary Educator
Richard Willis	Chairman	Mecklenburg, NC	Enterprise IT Manager

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

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).



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

The primary role of the Board of Directors will be to oversee the progress of the school toward meeting the Goals and Purposes described in Section II of this application. At the beginning of each Board year (July through June), the Board will work with the Lead Administrator to set short-term and annual goals, for student achievement, school development, fiscal management, and staffing plans. Goals will be set using the S.M.A.R.T. framework, or a similar tool. The Board will meet on a monthly basis, and will receive a monthly presentation from the Lead Administrator about goal achievement and school business. Meetings will also include the Parent/Teacher Organization, as the needs of the students drive our goals, and the Community Relations Committee, as interfacing with and participating in the revitalization of the East Huntersville community is a component of the school's vision. During the period prior to the school opening, the Chairman of the Board will establish a committee to develop a Policy Guidelines document for the Board that will establish an operations guide.

The Board's role in the management and staffing of the school will be limited to providing direction and oversight to the Lead Administrator, reviewing financial transactions, and hiring/terminations of all school staff. In the first year of the school, the Board intends to hire Andrea McKinney, a current Board Member, to be the Dean of School. In the first year of the school, she will also function as the Lead Administrator. When this transition occurs, and prior to the opening of the school, the Board will recruit another Director to fill the open position. The goal will be to recruit another educator for that role.

During the first year, in spring of 2015, the Board will begin a search for a full-time Lead Administrator. This will be accomplished by placing advertisements in local and regional trade publications, job boards, and other sources. The intent will be to have the new candidate selected and hired prior to the close of the 2014-15 fiscal year. A preferred candidate for this role will have been a school principal with financial and management oversight of a K-12 school organization. Business management experience will be highly desired, as will experience in real estate.

The Board will have a close working relationship with the Dean of School and the Lead Administrator these first two years. Because of the recruitment process for teachers and staff, and the expected demands of start-up of the school, weekly communications between the Principal/Lead and Board Chairman will be expected. Monthly reports from the Lead Administrator to the Board will show the progress toward short-term goals. The Board will formally assess the performance of the Lead administrator semi-annually, although issues with performance will be reviewed whenever they arise.

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

will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

The current Board is composed of seven Directors, which is the preferred size. The professional skills represented in the Board include elementary education, special education, business management, accounting, real estate law, information technology, business and personal insurance, real estate development. In addition, the Board is composed of entrepreneurs of small business, managers of large corporate enterprises, public and private educators. Our Board members have prior experience working with non-profit organizations, and all have an interest in improving public education. These skills bring a wealth of background experience into the Board.

The powers and duties of the Board are laid out in detail in the By-Laws, but they largely comprise providing direction to the Lead Administrator, and assuring the School is making progress towards achieving its mission. The Board has extensive experience in both school administration and business administration. Our goal will be to “run the school like a business” with a high level of accountability. The Board is also prepared to handle the challenges of construction and property renovation, as well as the compliance and regulatory requirements of the school, due to their experience in real estate, law and accounting. We plan to evaluate the performance of the Lead Administrator on a semi-annual basis, using measurable performance standards. Meeting the measurable goals of the school’s Mission will be the overriding criteria as well as achieving operational excellence in the school. The success of the school will also be assessed each year at the Annual meeting, based on the measures set in the Mission (diversity, academic excellence, and leadership.)

The Board will ensure that a Parent/Teacher Organization is implemented to help encourage active participation of the parent community. Another key stakeholder in Torrence-Lytle Charter will be the East Huntersville community in which it is located. The Board will help to establish a Community Relations Committee, with the specific intent to foster community outreach. These two key stakeholders will have open communications with the Lead Administrator, with the expectations of monthly meetings toward short- and long-term goals. The Lead Administrator will report these activities in the Board’s regular business meeting. Both groups will be asked to present at the Annual meeting of the Board, although time can be scheduled at the regular business meetings as well.

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

The founding Board members have been recruited through word-of-mouth and networking among concerned community leaders in the Huntersville area. Several of the Board members were familiar with the teaching methods of Andrea McKinney, of McKinney Academy. We were interested in bringing the McKinney Method of instruction to a much larger audience, while observing that most charter schools in the North Mecklenburg area were not serving minority students. Conversations were held to establish the necessary skill sets for an effective Charter Board, and aligning individuals with those skills who were familiar with Andrea McKinney’s innovative teaching methods. Age, background and race were considerations in order to build a

diverse Board, in keeping with the Mission of the school. Prospective Board members were then given a realistic view of what the position would entail, and invited to join. Vacant positions will be filled with similarly rigorous review of the candidate's skills and background. The goal will be to fill vacant Board seats within two regular business meetings of the Board. After selecting suitable candidates, interviews with the Board will be conducted to determine the best candidate.

5. How often will the board meet?

The Board is intended to meet on a monthly basis, however if circumstances prevent a monthly meeting, at least one meeting every two months is required. There will be an annual meeting every July, wherein Directors will be selected if necessary, immediately followed by an organizational meeting wherein Officers are elected and pending business for the Board is decided.

6. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix H).

New Board members will have mentoring sessions with existing Board members during their first two months after being invited to join, wherein the Charter Application, By-Laws, and Board Policies will be reviewed in depth and a full tour of the school facility and grounds will be provided. The Chairman of the Board will develop a procedure for ongoing professional development of the Board when the initial set of Board policies are drafted.

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

Section VII of the Bylaws of Torrence-Lytle Charter will guide the Board in identifying and addressing conflicts of interest. Prior to assuming a Director or Officer position, each Director and Officer is required to disclose any relationship which he/she may have with an organization that may have dealings with Torrence-Lytle Charter which may create a possible conflict of interest. The Bylaws require that each Director and Officer adhere to a strict policy of honest dealing. If any matter comes before the Board which raises the question of conflict of interest, the affected Director is required to make the relevant relationship known to the Board. The Board shall determine whether a conflict does exist, with the affected Director excluded from voting, and shall determine what action should be taken. Also, any Director may raise the question as to whether a conflict exists as to any other Director's circumstances. Similarly, the Board shall determine whether a conflict exists as to any Officer with respect to any matter before the Board and shall act to remove the conflict, including, where necessary, transferring responsibilities to another Officer or employee of Torrence-Lytle Charter.

The Bylaws also include a Whistleblower Policy which makes it the responsibility of each Director, Officer and employee to report ethics violations or suspected violations and provides protection for making such complaints in good faith. Torrence-Lytle Charter will have a

designated Compliance Officer who will be responsible for investigating all reported allegations of ethics violations.

The Board is not aware of any existing relationships between Directors and any organizations that pose actual or perceived conflicts if the application is approved.

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

The Chairman of the Board will appoint a committee to develop and recommend school policies using a data-driven decision-making process for approval by the Board. The committee is expected to receive input from the Lead Administrator and Dean of School as well as researching best practices. Policies adopted by the Board will be compliant with North Carolina and Federal statutes.

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

A Parent/Teacher Organization (PTO) will be implemented to help encourage active participation of the parent community and to serve as a link between Torrence-Lytle Charter and the parents. The PTO will be a key factor in ensuring that Torrence-Lytle Charter is meeting the needs of the students.

The Community Relations Committee (CRC) will be comprised of members of the East Huntersville community in which the Torrence-Lytle Charter will be located, with the specific intent of fostering community outreach. This committee is of particular importance given that the revitalization of the East Huntersville community is a component of the school's vision. These two key stakeholders will report to and have open communications (including, but not limited to, an expectation of monthly meetings) with the Lead Administrator. The Lead Administrator will report these activities in the Board's regular business meeting. Both the PTO and CRC will be asked to present at the Annual meeting of the Board, although time can be scheduled at the regular business meetings as well.

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

Include in the Appendices:

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

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

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

X Not Applicable

Torrence-Lytle Charter does not intend to utilize a CMO/EMO.

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

Torrence-Lytle Charter is not a private school conversion.

Charter School Replication: *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark “Not Applicable” and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*

X Not Applicable

Torrence-Lytle Charter is not a charter school replication.

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.

Torrence-Lytle Charter will look to recruit high performing teachers by looking at programs such as the North Carolina Teaching Fellows which is one of the most successful teacher recruitment programs. We will attend job fairs for local colleges, such as UNC Charlotte, Johnson C. Smith, and Appalachian State, and we will seek to establish an ongoing student teacher relationship with these colleges.

In order to retain high-performing teachers, the teachers will be treated as talented professionals who have dedicated their lives to educating our future world leaders. Teachers will be encouraged to make choices about the ideal methods and materials to be used for a unit of study that will provide each student with the maximum learning benefits to ensure mastery. Professional development will be ongoing with the ultimate goal of supporting teacher growth and providing students with a high-quality education.

Administrative support helps to build a strong unit/team that cannot be broken or severed. This type of environment brings out the best in all teachers and therefore, impacts the student learning. Torrence-Lytle Charter will not only provide administrative support to build a strong team but will nurture a strong colleague bond through our departmentalized education. We will also provide a tangible means appreciation as it relates to salaries.

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.

Employees of Torrence-Lytle Charter will be employees of the non-profit corporation, governed by the Board of Directors. The Board will have direct supervisory authority over the Lead Administrator of the School, and the Lead Administrator will be responsible for supervising day-to-day activities of the school, including personnel management. However, all actual hiring or termination authority resides with the Board, and the Lead Administrator must bring these issues to the Board for action. The Teachers will be represented in part by the Parent/Teacher Organization, and at the Annual Meeting if the Board, the Parent/Teacher Organization will give a full review of the past year's activities. In addition, the Parent/Teacher Organization will be able to meet with and address the Board during scheduled monthly meetings. Please see Appendix L for a proposed sample Employment Handbook governing the employee policies of Torrence-Lytle Charter.

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

HIRING PROCEDURE

Torrence-Lytle Charter will use the following procedures to hire staff:

- Application will be submitted by interested applicants
- Submit: Resume
 - Professional References
 - College Transcripts
 - Teaching Certificate/License
 - Background Authorization
- Torrence-Lytle Charter Board will Review documents submitted
- Site-Based Interview
- Contract Offer

DISMISSAL PROCEDURE

- Establish the facts of each case

- Inform the employee of the problem
- Hold a meeting with the employee to discuss the problem
- Decide on appropriate action
- Provide employees with an opportunity to appeal

Torrence-Lytle Charter will conduct criminal background checks on all staff hired by the Board of Directors. We will use a reputable company or organize to conduct such background checks.

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

Salary ranges will depend on the duties being performed, skill required, and licensure level required of the positions. The planned salaries in the first 5 years of operation range from \$15,000 annually for a bus driver, to \$77,250 for the Lead Administrator. Planned benefits include medical insurance, a 401K retirement plan, paid holidays, paid vacation (including 4 personal days during the school year, in addition to planned school breaks), 10 days of paid sick time, plus employee-paid life insurance and long-term disability insurance. Part-time employees (para educators, bus drivers, custodial, etc.) will not be eligible for insurance and retirement benefits.

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

Employees complete a form which must state the claim, the facts in support of the claim and the relief requested. An employee's grievance must be presented to the Lead Administrator within 30 calendar days of the date of the employee knew or should have known of the event that states the basis of the grievance. If the grievance is against the Lead Administrator, the grievance will be submitted to the Board of Directors. After a grievance has been submitted, the Lead Administrator or the Board of Directors will have 30 calendar days with which to resolve the matter.

Termination

Dismissal and nonrenewal differ in five significant ways. First, dismissal and nonrenewal differ in when they can occur. Dismissal may occur at any time—at the beginning of the school year, during the school year, at the end of the school year, or over the summer. A nonrenewal decision may be made only near the end of the school year. During the school year the termination of employment of a probationary teacher may be accomplished only by dismissal, not by nonrenewal.

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

No positions are currently planned to be funded from outside sources. The Dean of the School will function as the Lead Administrator in the first year of operations. The Lead Administrator will have roles as the lead Human Resources administrator for the organization, and will function as the Compliance Officer for TLC in the case of any compliance, regulatory or ethical issues (please see the Whistleblower clause in the By-Laws.) Any ethical or compliance issues

involving the Lead Administrator would be escalated directly to the Board of Directors. Together, the Lead Administrator and the Office Manager will comprise the “Human Resources” department for the school. The Exceptional Children’s teacher will also function as a Curriculum Coordinator, working with the Dean of School to develop curricula for all TLC students. The Para Educators will also function for transport of students, in the daily operations of transportation vans for students.

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.

TLC has placed in our staff projections and budget the hiring of an EC Teacher and Para Educator along with other student service personnel in anticipation of our special needs population. Our Core Teachers and Para Educators will receive staff development that will instruct them ways to educate our ELL and gifted students.

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

Torrence-Lytle Charter will comply with North Carolina laws and will not discriminate on the basis of race, age, national origin, creed, sex, ethnicity, physical disability, religion or ancestry in the provision of employment and services. TLC will conduct complete background checks and drug tests on all employees as required by the applicable laws to ensure the safety of the school and all students.

Per North Carolina Charter School Legislation, Torrence-Lytle Charter will require at least seventy-five percent (75%) of teachers in grades kindergarten through five and at least fifty percent (50%) of teachers in grades six through eight to hold current NC teacher certificates. All teachers will meet the standards for the No Child Left Behind Act and will be classified or will be working towards classification of “Highly Qualified.” Teachers will be required to maintain their teacher certificates and renew their certificates.

Teaching Assistants will be required to meet the standards for the No Child Left Behind Act. It is the intent of Torrence-Lytle Charter that Teaching Assistants will have or be seeking education beyond a high school diploma.

An Exceptional Children’s Teacher will hold the appropriate NC certification for their field.

Special Area Teachers will be encouraged to hold a current NC teaching certificate as well as be able to demonstrate exemplary experience working with children in their field of expertise.

Special Area Teachers will include the following positions:

- Physical Education
- Art Education
- Music Education
- Drama
- Foreign Language
- Computer Technology
- Librarian

Torrence-Lytle Charter staff who hold professional valid licenses issued by the SBE will be subject to the rules pertaining to licensed professionals and their licenses may be revoked based

on any of the grounds listed in state statute. In addition, licensed administrators are subject to the mandatory reporting requirement if a licensed employee engages in physical or sexual abuse of a child.

Prior to each academic year, and as required by the SBE, Torrence-Lytle Charter will report the total number of teachers and the total number of teachers who hold valid licenses who are employees of the school. Torrence-Lytle Charter understands and agrees that it will not employ, or accept voluntary services from, any individual whose certificate or license has been suspended or revoked by the SBE or any other licensing board or agency on the grounds of unethical or immoral behavior, including improper sexual or physical conduct with children or students. In the case of a school employee who is on leave from employment with the local board, we will notify the local board if such employee is suspended, terminated, asked to resign, or otherwise subjected to disciplinary action because of poor performance or misconduct.

Non-teaching Staff will demonstrate the abilities to successfully carry out their duties.

Staff Evaluation and Professional Development

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

The Lead Administrator/Dean of School will be responsible for maintaining teacher licensure requirements and professional development.

Core Teachers: Teacher License in the designated area or specialization and Bachelor's Degree.

Guidance Counselor: Completion of an approved program in school counseling at the master's level or above, Praxis II: School Guidance and Counseling: 570, Certification: K-12

School Psychologist, Speech-Language Pathologist: Standard Professional 2 License (minimum), Master's Degree (minimum)

Exceptional Children's Program Administrator: An administrator/supervisor license and Master's Degree (minimum)

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.

Mentor

Prior to the opening of the academic school year each new teacher will be assigned a mentor. The purpose of the mentor is to help the new teacher become familiar with school/state education procedures, policies and requirement. He/she will help assure that you have completed the certification process and understand what you will need to do to verify that you are "Highly Qualified." The new teacher will also be enrolled in a program such as the Beginning Teacher Support Program (BTSP).

During this time, the mentor may assist with the following:

- Securing materials such as supplies, curricular guides, and other resourceful materials

- Confirming the new teacher has the appropriate technology, books, and professional materials
- Discussing specific guidelines, responsibilities, and events that are unique to the building
- Assuring that you understand the emergency policies and procedures
- Other needs as identified by the new teacher

The first year teacher will be assigned a mentor for a period of 3 years. It is the goal of Torrence-Lytle Charter to develop high performing teachers; this goal will be met through our mentoring program.

Retain

Torrence-Lytle Charter will put the following incentives in place in order to retain high-performing teachers.

- Professional environment – our teachers will be treated and respected for the position for which they hold. The Lead Administrator or Dean of Schools will be the role model to set the tone for the school climate. There will be specific guidelines with dress code, teacher conduct and duties and responsibilities of a professional educator
- Administrative Support – The teachers at Torrence-Lytle Charter will have the support of the Lead Administrator. When teachers feel as if they have someone in the corner, the need to complain is less likely to arise. There will be an open door policy and open communication between the Dean of Schools and/or Lead Administrator. When the staff feels that you are a listening ear, they feel appreciated. It is the responsibility of the the Dean of Schools and/or Lead Administrator.
- Tangible Incentive – Torrence-Lytle is of the belief that our teachers are valuable and should be compensated for the work that is put forth on a daily basis. Teachers will reap the benefits of receiving increase in salary as reflected in the Salary Schedule.

Evaluate Staff

All staff will be evaluated in the area they are responsible for teaching. TLC will use an evaluation tool such as the School-wide Evaluation Tool (SET) in which to assess the areas of strength and areas which a teacher needs to improve. Each teacher will be evaluated at least 2 times a year, informal and formal. Torrence-Lytle Charter will use the evaluation tool to help teachers become high performing educators.

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 staff training will be conducted externally. There will be other opportunities for our staff members to participate in courses that support our educational program. Topics that TLC intends to address for its teachers' continued development would include:

- New Teacher Orientation: Assists in helping to acclimate new teachers
- Differentiation in the Classroom: Meeting the different needs of the students
- Classroom Management: Assist with creating an environment conducive to learning

- Common Core Standards: Align and structure our curriculum with the Common Core Standards
 - Writing Effective Lesson Plans: Assist with lesson planning to support our education program
 - Arts in the Classroom: Assist with integrating the arts throughout the core curriculum
 - Students with Special Needs: Assist with meeting the needs of students receiving these services
 - Writing For Multiple Purposes: Improve student writing
 - Shurley English: Proposed adopted Grammar program
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.

Day 1 (August 4)	New Teacher Orientation	School Start Up Procedures
Day 2 (August 5)	All Staff Meeting	Question and Answer Session School Routine and Procedures
Day 3 (August 6)	All Staff Meeting	Class List, Scheduling, Procedures on how to handle problems that may arise
Day 4 & 5 (August 7-8)	Teaching Staff	Working in the Classrooms

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.

Torrence-Lytle Charter has built in ten (10) days with which to conduct professional development within the school year. (See TLC Proposed Calendar.)

Enrollment and Marketing:

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

Marketing Plan

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

The Board of Torrence-Lytle Charter recognizes that marketing the School will be crucial to our efforts to build a truly diverse population of students and especially to ensure the program is available to minority and low-income students who are not otherwise served by charter schools in the area. Three advertising agencies in the area have been contacted to discuss programs and pricing that will help in these efforts. TLC will employ an advertising agency to develop a comprehensive marketing plan to direct these efforts. This will be a combined effort of the TLC Board, the Lead Administrator and staff of TLC, community volunteers and local professionals. Advertising methods employed will be a combination of print media, social media, grass-roots and community marketing, and other innovative methods. Marketing through a direct presence in the communities surrounding the school will be foremost in the initial efforts. The initial discussions have been directly with representatives of the Pottstown community where the original Torrence-Lytle School building is located, as well as with former residents and alumni of the original school. Discussions to gauge community interest and raise awareness of the efforts have also been held with Mecklenburg County, the Town of Huntersville, the Mecklenburg County Historic Landmarks Commission, and the East Huntersville Revitalization Organization.

The current goals of the marketing plan include:

- Describe the educational goals and the unique program of Torrence-Lytle Charter;
- Advertise the effort to renovate the historic school buildings at the heart of community;
- Reach a diverse target population with a structured plan;
- Begin fundraising efforts once the provisional charter has been awarded.

Print and social media will be designed by the advertising agency, and deployed in coordination with the Lead Administrator. This will include the school website, as well as brochures, direct mailers, and newspaper/magazine advertisements, as well as press release materials. Print materials will be created in both English and Spanish. A mailing list will be purchased for targeting the population we wish to serve by location and demographics. Ads will be placed in local newspapers and magazines, and we will engage local news resources to publish articles about the project. A phone calling tree will be set up to coordinate telemarketing efforts to specific areas.

Grassroots efforts in the community will be coordinated with the more formal advertising efforts. This will include Open Houses and Public Meetings in local community gathering places, such as the Waymer Recreation Center in Pottstown, as well as an outreach program to local churches and houses of worship in the area. Volunteers will canvas the local neighborhoods around the proposed school to increase awareness and generate interest in local school-age families. The Board will investigate setting up an information kiosk in the local mall (Northlake Mall) on weekends, and will sponsor information booths at local events such as concerts, farmers markets, and the Huntersville Movies in the Park events at North Mecklenburg Park. Print materials will also be distributed by volunteers throughout the north Mecklenburg area at likely sites to generate interest – pre-schools, supermarkets, recreation centers, and other gathering areas.

TLC will also coordinate these resources to advertise Open Houses, the enrollment lottery and other key events. By utilizing telemarketing, local print, press releases, social media and

grassroots campaigning, the public will be informed of important dates and events as TLC develops and grows.

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.

Torrence-Lytle Charter's mission involves closely aligning with the community where the school is located, and we plan to continue regular communication with the Pottstown resident association, as well as the East Huntersville Revitalization Organization, the Town of Huntersville and the Historical Landmarks Commission. We have a detailed marketing plan that spells out many ways we wish to engage the community and local parents – this is not just to drive student enrollment, but to build awareness of and support for the project, and to help continue the revitalization of the Pottstown community through the renovation of the Torrence-Lytle School, and building a thriving, vibrant home for Torrence-Lytle Charter.

In addition to the school's website, which will be the primary source of information, we will use newspapers, flyers, mailers and an email list to keep parents informed. We plan to use volunteers to work in the local communities spreading the message, and we plan to engage with local churches to distribute information in the area. We also plan to engage the local media, including newspapers, radio and television to develop stories around the renovation of the historic school, and the new Torrence-Lytle Charter planning to open its doors.

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.

TLC believes that the mission of creating principled leaders from our students is dependent upon parent engagement. We will communicate with the parents from each classroom on a weekly basis. We will also bring parents to the school to see what their children are learning – bringing the Arts into the curriculum will involve the students performing and presenting to their peers and occasional audiences involving the parents. Students will be involved with community service as well, and parents will be encouraged to participate in these projects as well. We envision Torrence-Lytle Charter as a gathering place for the community and for the parents, and will seek opportunities to foster this.

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.

The application period is intended to begin January 6, 2014, or when final approval is granted. Parents will be encouraged to attend an Open House presentation(s). The application will provide all pertinent dates and information as it relates to the admission process, lottery process and enrollment process. The tentative date to close the application

process will be March 10, 2014, and the tentative date of the Enrollment Lottery will be March 15, 2014.

Applications will be accepted via hand delivery or via the Postal Service. In the first year's enrollment lottery, while the school building is under construction, the applications will be received by mail, or at a specified location to be notified via TLC's website. Applications must be postmarked by the deadline for application date. All information provided on the application must be correct. Any misrepresentations will result in that applicant's application or applications being discarded.

TLC will offer enrollment to an applicant who submits a completed application during the application period and meets the legal admission requirements, unless the number of applications submitted by eligible applicants during the application period exceeds the capacity.

If the number of eligible applications exceeds the capacity, then acceptance shall be determined by the lottery process described below.

2. Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.
- Lottery details will be clearly stated on the Application form. The Lottery will take place in March each year.
 - The lottery shall be open to the general public, and applicants do not need to be present to be chosen.
 - Separate individuals will draw, record, and verify the results of the lottery.
 - The lottery will be random and shall continue until all eligible applicants have been selected and placed on a waiting list in order of selection.
 - Within five days after the lottery, the school shall offer enrollment to the applicants in the order of the waiting list.
 - Any offer of enrollment will have a deadline to accept the offer. If the enrollment offer is not accepted by the deadline, TLC shall offer enrollment to the next applicant on the waiting list.
 - Applications received after the lottery will be added to the end of the waiting list in the order in which they were received.
 - Any openings from the start of school through December 31st will be filled from the priority listing. Openings that may occur after December 31st through the remainder of the school year will not be filled.

Priority Placement: Children of the Dean, teachers, and assistant teachers, will be granted enrollment preference as per NC State Statute. In the first year of opening, children of the founding Board members will also be granted enrollment preference, to comprise no more than 10% of the total enrollment of the school. In subsequent years, TLC will provide enrollment priority to siblings of currently enrolled students.

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

The Office Manager of the School shall function as the Registrar, and will maintain the Enrollment Waiting List, and will manage all student transfers and withdrawals.

4. Explanation of the purpose of any pre-admission activities (if any) for students or parents. No pre-admission activities are planned at this time.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME
 LEA #1 **Charlotte-Mecklenburg**
 LEA #2 **Not Applicable**
 LEA #3 **Not Applicable**

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

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

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LE A 1	LE A 2	LE A 3	LE A 1	LE A 2	LE A 3	LE A 1	LE A 2	LE A 3	LE A 1	LE A 2	LE A 3	LE A 1	LE A 2	LE A 3
K	<u>40</u>	<u>0</u>	<u>0</u>	<u>80</u>	<u>0</u>	<u>0</u>	<u>80</u>	<u>0</u>	<u>0</u>	<u>80</u>	<u>0</u>	<u>0</u>	<u>80</u>	<u>0</u>	<u>0</u>
1 st	<u>40</u>	<u>0</u>	<u>0</u>	<u>80</u>	<u>0</u>	<u>0</u>	<u>80</u>	<u>0</u>	<u>0</u>	<u>80</u>	<u>0</u>	<u>0</u>	<u>80</u>	<u>0</u>	<u>0</u>
2 nd	<u>44</u>	<u>0</u>	<u>0</u>	<u>88</u>	<u>0</u>	<u>0</u>	<u>88</u>	<u>0</u>	<u>0</u>	<u>88</u>	<u>0</u>	<u>0</u>	<u>88</u>	<u>0</u>	<u>0</u>
3 rd	<u>44</u>	<u>0</u>	<u>0</u>	<u>44</u>	<u>0</u>	<u>0</u>	<u>88</u>	<u>0</u>	<u>0</u>	<u>88</u>	<u>0</u>	<u>0</u>	<u>88</u>	<u>0</u>	<u>0</u>
4 th	<u>0</u>	<u>0</u>	<u>0</u>	<u>44</u>	<u>0</u>	<u>0</u>	<u>66</u>	<u>0</u>	<u>0</u>	<u>88</u>	<u>0</u>	<u>0</u>	<u>88</u>	<u>0</u>	<u>0</u>
5 th	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>50</u>	<u>0</u>	<u>0</u>	<u>100</u>	<u>0</u>	<u>0</u>	<u>100</u>	<u>0</u>	<u>0</u>
6 th	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>100</u>	<u>0</u>	<u>0</u>	<u>100</u>	<u>0</u>	<u>0</u>
7 th	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>100</u>	<u>0</u>	<u>0</u>

8 th	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
9 th	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
10 ^t _h	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
11 ^t _h	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
12 ^t _h	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	<u>168</u>			<u>336</u>			<u>452</u>			<u>624</u>			<u>724</u>		

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. Many of the students of Torrence-Lytle Charter will be transported to and from school by parents and other parties, and we will work with parents in the same neighborhoods to organize carpools. However, we also believe it is crucial to offer transportation to families who cannot otherwise bring their children to the school, to help fulfill our Mission. We will plan to make two passenger vans available for neighborhood pickups, to a limited range around the school (this will be adjusted as we review the initial enrollment plans.) As our plan is developed, we will seek to hire part-time bus drivers, or, if the bus plan warrants, we could use our Para-Educators as part-time drivers (utilizing budgeted funds as a bonus to these drivers.)

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. Torrence-Lytle Charter will promote healthy eating habits. The school will have a cafeteria area for group meals; however food will not be prepared on-site. Parents are to provide a healthy bag lunch each day, and lunch will be eaten in the classrooms or in the cafeteria as appropriate. A delivered hot lunch program will be available. Details will be posted on the school’s website, and in email announcements/flyers sent home with students. For families with a demonstrated economic need, the school may provide a lunch at a reduced cost.

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 / \$3,000,000		\$7,200
Officers and Directors/Errors and Omissions	\$1,000,000		\$3,500
Property Insurance	\$225,000		\$3,800
Motor Vehicle Liability	\$1,000,000		\$4,568
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$1,500
Worker's Compensation	\$1,000,000		\$15,968
Total Cost			\$37,536

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

Health and Safety Requirements:

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

We, the Board members at Torrence-Lytle Charter School of Leadership and The Arts will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

(Board Chair Signature)

(Date)

Facility:

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).

Huntersville is home to one of Mecklenburg County's first rural High Schools for African-American children. The facility opened its doors in 1937 and grew into four buildings with approximately 42,000 square feet. The school closed in 1966 when all the students were reassigned to racially integrated schools. Since the closing the property has been neglected and in great need of restoration. The property is owned by the Historic Landmarks Commission, an extension of Mecklenburg County. Over the past several months we have had numerous discussions about revitalizing the property back into a functional school. Our intentions have been cheerfully applauded by the Town of Huntersville, the Pottstown community and the Historic Landmarks Commission (see Appendix R.) A developer has formally submitted a Letter of Intent for the property and has begun more detailed conversations regarding the revitalization plans. Initially this facility and its improvements will be completed by a private developer with the intentions of the school purchasing the facility at some later date.

The Torrence-Lytle School building will serve K-6 comfortably. To properly serve a full middle school population, we will need to build a new facility for the 2019-2020 school year. This facility will house 6-8 grades, allowing more space in the K-5 area. There are two possible places for this building: across the street from the current building, to the west, there is space where land could be secured to build upon. This involves multiple small parcels. An even better space is to the east, across from the ball fields and recreation area adjoining the school. There is a large plot of land that was set aside for single-family homes, but is currently undeveloped. This could be an ideal space to build the middle school facility.

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.

Our facility contingency plan consists of space that McKinney Academy in Davidson, NC currently occupies for its private K-5 program. The space includes ample classrooms to meet our desired enrollment projection for Year One. The owner of that building is familiar with our team, and is very supportive of our goal to open a new Charter school. With the size of the facility, we would not need to cut any programs in this contingency space.

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2014-15

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

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

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

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

LEA #1 (Insert LEA Name & Code)

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014- 2015
State Funds	4438.40	168	745651.20
Local Funds	2332.48	168	391856.64
Federal EC Funds	0	168	0
Totals	6770.88	168	1137507.84

LEA #2 (Insert LEA Name & Code)

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

LEA #3 (Insert LEA Name & Code)

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

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

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
- <i>State ADM Funds</i>	<u>\$745,651.20</u>	<u>\$1,491,302.40</u>	<u>\$2,006,156.80</u>	<u>\$2,769,561.60</u>	<u>\$3,213,401.60</u>
- <i>Local Per Pupil Funds</i>	<u>\$391,856.64</u>	<u>\$783,713.28</u>	<u>\$1,054,280.96</u>	<u>\$1,455,467.52</u>	<u>\$1,688,715.52</u>
- <i>Exceptional Children Federal Funds</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
- <i>Other Funds*</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
- <i>Working Capital*</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL INCOME	<u>\$1,137,507.84</u>	<u>\$2,275,015.68</u>	<u>\$3,060,437.76</u>	<u>\$4,225,029.12</u>	<u>\$4,902,117.12</u>

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i>#</i>	<i>Salary per</i>	<i>Total salary</i>	<i>#</i>	<i>Salary per</i>	<i>Total salary</i>	<i>#</i>	<i>Salary per</i>	<i>Total salary</i>	<i>#</i>	<i>Salary per</i>	<i>Total salary</i>
Personnel:															
Lead Administrator	1	50000	50000	1	51500	51500	1	65000	65000	1	75000	75000	1	77250	77250
Office Manager	1	30000	30000	1	31500	31500	1	33075	33075	1	34729	34729	1	39465	39465
Dean / Assistant Dean	0	0	0	1	50000	50000	1	50500	50500	2	50550	111100	2	61105	122210
Finance Officer	0	0	0	0	0	0	1	45000	45000	1	46350	46350	1	47741	47741
Core Content Teachers (including Arts)	8	36500	292000	16	43500	696000	21	48000	1008000	33	50000	1650000	37	52000	1924000
Para Educator(s)	6	21000	126000	11	23000	253000	12	25000	300000	12	27000	324000	12	29000	348000
Elementary Special Area Teachers	6	6000	36000	6	6200	37200	6	6400	38400	6	6600	39600	6	6800	40800
Exceptional Children Teacher(s)	1	43500	43500	2	44805	89610	3	46149	138447	3	47534	142602	3	48960	146880
Contracted Personnel	1	15000	15000	2	16000	30000	3	17000	51000	3	18000	54000	3	19000	57000

Transportation Staff	1	6000	6000	1	15000	15000	2	15000	30000	3	15000	45000	3	15000	45000
Professional Development	0	3500	3500	0	3500	3500	0	7000	7000	0	7000	7000	0	7000	7000
Total Personnel	26		645500	43		1348920	53		1858720	67		2624449	71		2950266
Benefits:	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>
Health Insurance	12	3400	40800	22	3502	77044	28	3607	100996	40	3715	148600	44	3827	168388
Retirement Plan	12	1400	16800	22	1442	31724	28	1485	41580	40	1530	61200	44	1576	69344
Life Insurance	12	150	1800	22	150	3300	28	150	4200	40	150	6000	44	150	6600
Disability	12	150	1800	22	150	3300	28	150	4200	40	150	6000	44	150	6600
Medicare	26	372	9672	43	471	20253	53	526	27878	67	588	39396	71	623	44233
Social Security	26	725	18850	43	569	24467	53	562	29786	67	474	31758	71	467	33157
Total Benefits			89722			208640			292954			328322			328322
Total Personnel Budget			735222			150908			2067360			2917403			3278588

***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	Instructional Materials	4000	4000	4400	4840	5324
	Curriculum/Texts	8000	8000	8800	9680	10648
	Copy Paper	2400	4800	4280	5808	6389
	School Supplies	2400	4800	5280	5808	6389
	Testing Supplies	5500	5500	5500	5500	5500
	Sports & Music Supplies	5000	10000	11000	12100	13310
Technology	Technology Hardware	6000	12000	18000	27000	28350
	Instructional Software	25000	25000	25000	25000	25000
	Network/Internet	6000	7500	8000	8500	9000
	Office Software	2000	2000	2000	2000	2000
Human Resources Costs	Legal Counsel	5000	5500	6050	6655	7321
	NC Wise	15000	16500	18150	19965	21962
Rents and Debt Services	Facility Lease/Mortgage	170626	341252	459066	633754	735318
	Rent of Equipment	6000	12000	12600	13230	13892
	Maintenance	5119	10238	13772	19016	22060
	Security/Alarm	1200	2400	7200	7560	7938
	Extermination	2400	4800	5040	5292	5557
	Custodial Supplies	6000	12000	12600	13230	13892
	Utilities	Phone	3000	3150	3308	3473
	Gas	8531	17063	22953	31688	36766
	Electric	10238	20475	27544	38025	44119
	Water/Sewer/Trash	3413	6825	9181	12675	14706

Other	Insurances (page 19)	30211	60422	81282	112212	130195
	Marketing Plan	2500	2500	2500	2500	2500
	Transportation Plan	7000	7350	15000	15750	16538
TOTAL OPERATIONS						

***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)	735222	1509008	2067360	2917403	3278588
TOTAL EXPENDITURE (OPERATIONS)	342538	606075	789506	1041261	1188321
TOTAL EXPENDITURES	1077760	2115083	2856866	3958664	4466909
TOTAL REVENUE	1137508	2275015	3060438	4225030	4902118
ANNUAL NET PROJECTIONS	59748	159932	203572	266366	435209

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 TLC five year projected budget was based on a series of assumptions, benchmarks, real charter school operational data, and the respective experience of the board members of TLC.

Revenue was forecast based on the capacity of our planned facility and was done in collaboration with the developer of the property based on their planned build out schedule. Our assumption is that we will fill each building to capacity as it receives its certificate of occupancy. While we have assumed inflation adjustments in several of our expense items, we assumed no increase in ADM funding per child for the purposes of projecting revenue.

We have projected no revenue from fundraising efforts, however we do believe that approximately 5% - 10% of our total revenue budget will eventually come from fundraising, based on publicly available information from other North Carolina Charter Schools.

While we believe we will be educating exceptional children, we have projected no federal funding for exceptional children due to the delay in funding in year one and our difficulty of predicting with certainty an exceptional child count.

To develop our expenses we received estimates from planned suppliers. We also utilized the benchmarks provided from prior year charter applications. We reviewed the tax returns of Mecklenburg and Iredell County charter schools in operation, and we also relied on the expertise of the board.

Our human resource expenses are based on experience and benchmarked salary information. Our initial salary structure will be low as we intend to recruit from a talent pool we are already familiar with, who believes in our mission and vision. In subsequent years, we will bring our salary structure in line with LEA averages.

Our facilities expense was made in collaboration with the developer of our property and is based on full capacity of each building as it becomes certified for occupancy.

Our instructional, transportation, and technology expenses were based on the experience of the board and estimates we received in preparation for developing this application. While we have received commitment from several local companies that they will donate technology infrastructure and supplies to the school, for the purposes of this budget we have assumed operating leases will be obtained for technology infrastructure.

All other expenses were estimated using benchmark and operational data from other Mecklenburg and Iredell County Charter Schools. Expenses grow each year either based on expansion of facilities and enrollment (where variable based on enrollment) or by inflation if expenses are not variable in nature.

Lastly, we reviewed the expense projections in total relative to the benchmarks provided from applicants last year and charter school tax returns from Mecklenburg County and Iredell County. Overall we believe we our forecasts are in-line with these reference points.

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

The Board will contract with the Matthews, NC-based CPA firm of LB&A to manage the accounting, purchasing, and payroll for TLC. LB&A was selected based on their specialized practice area focusing on charter school accounting services and its experience using the state approved ISIS accounting software. Moreover, the fee structure and other contractual terms offered by LB&A were found to be more reasonable and flexible than that of competitor firms like Acadia NorthStar. Due to the fact that LB&A will be handling the operational accounting, a separate independent firm will be selected to conduct the annual financial audit for TLC.

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.

A significant portion of the budget in the first several years of the school will be dedicated to facilities expense and acquiring the materials for a school. As classes are added each year, expenditures for furniture, textbooks, technology and other areas will grow proportionately. In the initial years, it is expected that excess revenue will be used for contingency fund. As revenue allows, funds will be set aside in preparation for future facilities. At the time of this application, there are no grants or guarantees for committed funds.

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.

We are working with a developer to secure the former Torrence-Lytle School, from the Mecklenburg Historic Landmarks commission. The Landmarks Commission is very eager to see this project come to fruition, and County and Town have both committed their support as well. The developer will then manage the construction and buildout of the property, securing funding from the private investment market.

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?

Several contingencies exist in case of lower revenues than projected. Staffing projections are lean, however some trimming could be done. We fully anticipate using Para Educators to substitute when teachers are out. We do not know the level of need for transportation, as it will vary based on the enrollment, so this budget item may be able to be reduced. Several other items are variable based on outfitting a certain number of classrooms – these items could all be reduced in the event of lower than anticipated enrollment. The break-even number of students in the first 5 years are: Year 1 – 159, Year 2 – 312, Year 3 – 422, Year 4 – 585, and Year 5 – 660. After year 1, this represents a significant amount of variable cost for new classrooms. However, because of the current demand for charter alternatives in North Mecklenburg, the enthusiasm we have found in the community, and our marketing plan, we do not anticipate enrollment numbers being less than full.

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

The Board of Directors is putting together a fundraising initiative to begin to prepare for the expected costs prior to opening. Of course fundraising is largely contingent on a provisional charter being awarded, so we intend to start this process in summer of 2013. We have stated support from several prominent members of the community, including business owners who are interested in this project moving forward. We intend to use those sources to drive our initial fundraising efforts.

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.

Torrence-Lytle Charter will contract with a local accounting firm who is approved and accredited for this type of work, to conduct the audit. The Torrence-Lytle Charter Board of Directors will commission and supervise the audit, and will receive the findings when complete. All necessary compliance filing will be performed, and the audit will be performed in accordance with North Carolina statutes and Generally Accepted Accounting Principles.

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

Name: C. Dewitt Foard & Co.
Address: 1001 Morehead Square Dr., Suite 450, Charlotte, NC 28203
Phone Number: 704/372-1515
Fax Number: 704/372-6066

VI. APPENDICES

- A.** Evidence of Educational Need (No more than a total of five pages)
- B.** Proposed Curriculum Outline(s) (First Five Years)
- C.** Student Conduct Handbook (Draft)
- D.** Federal Documentation of Tax Exempt Status
- E.** Charter School Board Member Information Form and Resume
- F.** Proposed Bylaws of the Non-Profit Organization
- G.** Articles of Incorporation
- H.** Copy of Non-Profit Organization Board Policies
- I.** Copies of Meeting Minutes
- J.** CMO/EMO Contract
- K.** Projected Staff
- L.** Employment Policies (Draft)
- M.** Insurance Quotes
- N.** Facility Form
- O.** Copies of Completed Facility Inspections
- P.** Revenue Assurances and/or Working Capital Report
- Q.** IRS Form 990
- R.** Additional Appendices Provided by Applicant (10 page Limit)

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

