

TRI-COUNTY PUBLIC CHARTER SCHOOL

Charter School Application

Opening in 2014

Submitted to:

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
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APPLICATION CONTACT INFORMATION

Name of proposed charter school: Tri-County Public Charter School

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

Name of non-profit organization under which charter will be organized or operated:
Vance County Learning Center

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: Deryl vonWilliams

Title/Relationship to nonprofit: Board Chairperson

Mailing address: 317 S. Garnett Street
Henderson, NC 27536

Primary telephone: 252-438-6900 **Alternative telephone:** 252-432-4117

E-Mail address: vclearningcenter@live.com

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

County: Vance County

LEA: Vance County Schools

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

No:

Yes: If so, Public or Private:

If yes, please provide the current school or organization web site address: [http:// www.vclearningcenter.org](http://www.vclearningcenter.org)

If a private school, give the name of the private school being converted: Vance County Learning Center

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

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

No:

Yes:

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

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

Vance County Learning Center

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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	6-12	100
Second Year	6-12	150
Third Year	6-12	200
Fourth Year	6-12	200
Fifth Year	6-12	200
Sixth Year	6-12	200
Seventh Year	6-12	200
Eighth Year	6-12	200
Ninth Year	6-12	200
Tenth Year	6-12	200

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

Deryl vonWilliams

Printed Name

Board Chairperson

Title

2/1/2013

Date

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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 the Tri-County Public Charter School is to create a community-based challenging and self-paced learning environment where young people are educated, motivated and empowered to live long, healthy, productive lives. Their love of learning will inspire them to finish high school and choose a career where they are prepared academically and are worthy of being accepted into a community, technical or traditional college. This mission will increase self-efficacy, reduce the drop-out rate and increase the high school graduation rate in Vance, Warren and Granville County.

Educational need and Targeted Student Population of the Proposed Charter School:

Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located.

Describe the rationale for selecting the location and student body.

The student population of the Tri-County Public Charter School will reflect the diverse ethnic, cultural and socio-economic inhabitants of the Vance County area. TRI-COUNTY will fill its available seats with all who express interest in attending the school, but will seek out students who have failed to find success in traditional school settings. TRI-COUNTY will gather organizational resources already available in the service area to motivate and educate a student population seemingly bent on ending itself before realizing the success that comes from a well-rounded education and healthy lifestyle. US Census statistics indicate over 30% of Vance County residents live below the poverty line, 14% are unemployed. We have one of the highest numbers of HIV cases in North Carolina, we're on the top ten list of NC states for teen pregnancy and STD's, only 57% of our children read on grade level (state Reading level is 71.2%) and only 73.4% of students perform on grade level in Math (compared to an 82.8% state average). 16.5% of our residents over the age of 25 have no high school diploma. Almost 10% of our 25+ year old population never attended school beyond the 9th grade. These are the demographics of our service area and in our public schools. This is the population of students/parents we have chosen to work with in our Charter School. The Founding Organization believes it has a responsibility to its community to help with the daunting task of educating under-performing youth.

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 first year we will enroll one hundred students assigned to 6th, 7th, 8th, 9th, 10th, 11th and 12th grade classes. We propose to add 50 students each year until we reach a total of 200. The average school size for Henderson Middle School is 772. The average school size for Eaton Johnson is 774, Western Vance is 93, 762 students are enrolled in Southern Vance and 934 are in Northern Vance. Our projected enrollment represents approximately 3% in year one and 6% of ADM by year three.

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

The new NC Standard Course of Study and the Common Core Standards will be followed. We'll administer all state required assessments. However, our approach will be self-paced learning-based. No student will move forward in the lesson plan until he/she can successfully test out. Each student will work independently to master core subject material at his/her learning pace. Feelings of inadequacy are eliminated when you take away the need for a student to keep up with an entire group of diverse learners. Each pupil will use him/herself as a pace-

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setter instead of the child with significantly more resources in the home. We'll use a blended, independent work, study and learning approach. Most public schools follow a lesson plan that reflects the mandates of the state of North Carolina. There is nothing wrong with these prescribed standards. The delivery method needs adjusting. Additionally, a student can move through lesson plans at an accelerated rate if he is a gifted or motivated learner. We've encountered students who stop performing classwork or homework assignments because they claim the work is academically beneath their level of learning. Our on-going classroom experience indicates academic performances and failing grades can falsely lead an educator to believe a student academically deficient. In actuality, in some cases, grades can reflect a student who is bored, uninterested, distracted or unresponsive to the method of subject content delivery.

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

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

The students we will serve frequently deal with life issues (teen pregnancy, STD's, incest, homelessness, toxic or unsafe home environments) that complicate regular school attendance and academic success. Poor attendance leads to difficulty in mastering academic skills. Eventually the student may develop behavioral problems, and/or may simply maintain minimal academic success, and may eventually drop out of school leading to an uncertain and often unfavorable future. Our program will provide a small, safe, non-judgmental learning environment where all stakeholders know and respect one another, appreciate individuality and share the goal to see students complete high school prepared to enter the world of work or to pursue post-secondary education or training. This model promotes academic success and self-esteem by aligning responsibility for success with accountability measured by student performance on state testing, internal school assessments, attendance, graduation, personal education planning and goals needed to meet, employment and postsecondary education objectives.

1. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at-risk of academic failure or academically gifted;

TRI-COUNTY will increase learning opportunities for all students by serving the population that challenges traditional middle and high school programs. Our target population of students is composed of learners who are often low performing and frequently drop-out of the school. As a primary focus of our curriculum, assessments, resources for reading, vocabulary building and math will be used to provide specialized instruction in all content area courses for all students as indicated.

2. Encourage the use of different and innovative teaching methods;

- TRI-COUNTY will provide a small, safe school environment that will initially allow up to 100 middle and high school age students to flourish (class size ratio of 10-12:1)
- Small classes allow teachers to diversify and individualize instruction to meet the diverse academic needs of each student.
- TRI-COUNTY will develop a Personal Lesson Plan (PLP) upon enrollment with input from the student, parent(s), therapist(s) and staff. Student progress will be monitored and evaluated every Friday throughout the school year, and monthly at the Education Committee meeting. Student's PLP will be updated and revised as goals are met.
- TRI-COUNTY incorporates a project based learning approach that encompasses a hands-on, experiential learning experience that enhances the knowledge base and functioning level of each student.
- The development of life skills and vocational skills will be integrated throughout our classes

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to assist students in decision making and to prepare them for success in a technological work environment.

Goals for the Proposed Charter School:

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

The governing board will meet monthly to review an internal Educational Analysis Report (hereafter referred to as EAR). Personalized Lesson Plans, weekly test results, behavioral reports and notebooks containing work assignments for each student will be reviewed. Teachers, therapists, parents, board members, other relevant stakeholders and the School Director will meet to brief each other on what has happened over the past four weeks. Suggestions, concerns, corrective plans and recommendations can be exchanged at that time. Teachers will present an EAR indicating each student's progress according to the following rubric: 20% for homework, 20% for classwork completed, 40% for weekly tests and 20% for behavior. All stakeholders will get on the same page each month and formulate plans to correct any deviation from stated mission statement or goals. See A6.

Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over the first five years of the schools existence.

The Charter School's student outcomes are designed to align with the Charter School's mission, curriculum and assessments, the Common Core Standards for Literacy and Mathematics, and the North Carolina State Standards for courses offered at TRI-COUNTY. Upon graduation from the Charter School, students will have demonstrated the following, which indicate their ability to be self-motivated, competent, and lifelong learners.

- Graduates will be able to meet the Expected School-wide Learning Results (ESLRs):
 - Evaluate possibilities to make informed decisions
 - Recognize how perspectives shape ideas and decisions
 - Effectively articulate processes, ideas and concepts
 - Analysis, Application, Connection, Evaluation, Hypothesis, Use of Evidence
- See Appendix – A6

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

NOTE: *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation could deem the application incomplete.*

Instructional Program:

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

The subject content delivery method is what enables us to ensure the success of our students. Each teacher will have a work area containing 12 students. It is the responsibility of the teacher to guide and mentor each student through a weekly lesson plan. Middle school work areas will contain students in grades 6-8. Teachers will meander through these work areas helping students complete work found in Personalized Lesson Plans. Students will be held accountable for lessons in Reading, Math, Social Studies, English/Language Arts, Science, Physical Education and Health Instruction, Spanish and Arts Appreciation. A teacher explains the individualized plan to the student. The learner is then required to copy lesson content for each subject into a notebook. Subject material is copied a suggested number of times in the classroom setting. That same material is again copied at home or in an afterschool setting. This is called studying. Most students are unfamiliar with the study concept.

The following day the teacher corrects and verifies work completion into the notebook assigned to each pupil.

Once a student has copied the work enough times and can quiz-out on material learned, an in-class test is administered to verify and document the successful mastery of subject content. See Appendix B1.

Some students are able to master subject material quickly. These students are moved to the next lesson in the plan for a given grade. Students ask to be tested and often vie for the privilege of receiving a test.

Students feel empowered and know they're in control of their education. There are 39 lesson plans for each grade. Once a student completes all 39 lessons in his/her grade that student is allowed to begin work on the lesson plans for the next grade. This instructional strategy prevents boredom and encourages students to push themselves to master subject content. An accumulation of classwork, homework, quizzes, weekly exams and standardized test results allow us to place a student into a plan containing work for the next grade. This method allows a student who is not on grade level to accelerate promotion to the correct grade. It likewise rewards motivated pupils.

K-8 Curriculum and Instructional Design:

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

Our educational instruction begins with subject matter taught to learners based on their assessed grade level. In an informal classroom setting 10-12 students per teacher, infused with instrumental classical and jazz music, desks, tables and computerized workstations students will be exposed to independent study. In a casual non-judgmental environment students are helped to fall back in love with learning.

Provide a synopsis of the planned curriculum, including:

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.

TRI-COUNTY students enjoy an educational environment filled with love, patience and tolerance. However, they must be prepared to function in the real world where only the best educated and prepared individuals have a fighting chance at success. The disrespect shown our current president serves as an excellent example and reminder of how a highly educated individual must maneuver to accomplish what lesser men have accomplished with a fraction of the division. Therefore, we take seriously our responsibility to prepare 21st Century leaders.

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A sample Personalized Lesson Plan and course sequence for Grade 6 English can be found in Appendix B2.

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

TRI-COUNTY believes all students can achieve success in a positive, challenging, educational environment that stimulates their interests, channels their energies, and develops their abilities. We are committed to providing a non-traditional learning environment for students with distinct needs for these educational services. Recognizing the individual strengths and intrinsic worth of all students, we will modify educational services to provide each student with personalized opportunities to increase their academic, employment, and social skills leading to completion of credits for a high school diploma by implementing a continuous improvement model that involves all stakeholders.

We believe adolescents are most likely to achieve immediate and life-long success when all members of the school community share responsibility for developing each student's intellectual, physical, social, and vocational potential. Recognizing the challenges of building parental and community involvement, TRI-COUNTY will focus on creating active participation opportunities for parents and community members to help students increase their specific talents and their self-worth. Our school will continue to invite and develop parent and community involvement and participation through school committee involvement, Board membership/meetings, and volunteer opportunities at the school. See Appendix B3

TRI-COUNTY’s mission is based upon providing the educational services needed by students who otherwise might drop out of school and/or those who have already dropped out but are still eligible to return and enroll in a public school. This student population, often characterized by low achievement, poor attendance, and behavior issues, needs support and a unique environment to succeed. TRI-COUNTY will provide the environment and the support within a continuous improvement model based on high expectations for all students. We believe that all students can succeed. Past experience indicates we’ve discovered how to help students succeed. In a small school environment with fewer students (10-12:1 ratio and a 400 student count at maximum enrollment), staff can determine the skill levels, plan and utilize strategies that help students by using therapeutic, social service, and supportive employment initiatives to chart the career and course scope for students who typically have many needs.

The Charter School’s mission is based on the commitment of everyone involved, all TRI-COUNTY staff, the Board, the Executive Director, the student, the parent/guardian, and the community. This commitment expectation will be communicated to all parties. At the initial meeting with student and parent/guardian the school philosophy and mission will be explained to ensure all parties understand what is expected at TRI-COUNTY. All teaching staff and support staff will be committed to the continuous improvement model. See Appendix B4.

The uniqueness of the TRI-COUNTY program is tied to the multiple program and delivery options available to us to meet the academic needs of our students. Our educational plan will utilize the new NC Standard Course of Study with a sprinkle of Common Core State Standards and a dash of NC Essential Standards curriculum, delivered in small classes with an average class size of 10-12:1, incorporating the best practices associated with successful and innovative schools.

Key to the success of this school is the leadership and instructional staff at the school. TRI-COUNTY will recruit and hire a School Director who is committed to the TRI-COUNTY philosophy/mission and is an experienced professional educator who understands the challenges our students face.

The TRI-COUNTY School Director will recommend to the Board a list of qualified individuals who will make up the instructional team and administrative support staff of the charter middle/high school.

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.

TRI-COUNTY staff will focus on the academic, career, and social skill development of our students. Each learner will be assessed in designated skill areas that are reflected in the Personal Lesson Plan (PLP). The skills assessed may include, but are not limited to such areas as Reading, writing, speaking and listening, Science, Mathematics,

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Social Studies, Fine Arts, Health, Physical Education, vocational and life skills. Following the enrollment of a student, teachers will begin instructional delivery utilizing a blended method of study which includes an independent learning-based approach.

Teachers will be required to do more than just present the mandated standards. They'll be taught by frequent staff development opportunities to personalize the instruction. It will be the responsibility of the teacher to know where each student in her class stands academically every day, every week and monthly. It sounds impossible. But, simply put, if a poem has to be read to a pupil, then so be it. If he doesn't know how to use a dictionary, then he's taught to use a dictionary. There are no conversations about grade level, age or what a student should know. Our teachers will know or be taught compassion. Teachers will be treated to, an expense paid cruise and staff development retreats. Given the proper setting, staff development can be fun and desirous. We currently work with retired teachers who are sometimes tired, drained and discouraged. TRI-COUNTY Board Members will be recruited for their ability to motivate our staff as well as our students. When a teacher likes his/her job he/she comes early and stays late. Any strategy can work if all stakeholders are on the same page. Our environment presents a win-win scenario for everyone.

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.

We will mirror the traditional Vance County Schools Calendar except for the Early Release Days. We don't believe our student population should be returned to an unsupervised home hours after the parent(s) have left for work. On these days community organizations will come into the schools with career, and fun opportunities.

CALENDAR 2012/2013

2012

- Aug. 6-Board Meeting
First Day of School
- Sept. 3-Board Meeting
- Oct. 1-Board Meeting
8-End 6week Grading Period
12-WeekDay
17-Early Release- Student activities begin after lunch-Staff Development
18-High School Report Cards/EC Progress Reports
30-HS Interim Progress Reports
- Nov. 5-Board Meeting
6-Early Release Day-Student activities begin after lunch
8-Report Cards HS
12-Veteran's Day
21-Snow Day
22-23-Holiday/Thanksgiving Day
- Dec. 3-Board Meeting
5-HS/EC Report Cards
6-Middle School/Interim Progress Report
17-HS Interim Progress Reports
21-Snow Day (Students)
24-31 Holiday/Christmas

2013

- Jan. 1-Holiday/New Year's Day
2-Students return to school
7-Board Meeting
17-End Semester

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	18-WorkDay
	21-Holiday/Dr. King
	30-MS/HS Report Cards Distributed
	EC Progress Reports Distributed
Feb.	4-Board Meeting
	13-Early Release Day-Students remain in school. Events coordinated by community groups
	18-Teacher Work Day
	21-Middle School Interim Progress Reports Distributed
Mar.	4-Board Meeting
	5-End of 6week Grading Period
	13-Early Release Day-Students remain all day. Events coordinated by local community groups
	14-HS Report Cards Distributed
	25-29-Spring Break
Apr.	2-HS Interim Progress Report
	End of 9week Grading Period
	8-Board Meeting
	11-MS Report Cards Distributed
	23-End of 6week Grading Period
	26-Teacher Work Day
May	2-HS Report cards Distributed
	6-Board Meeting
	MS Interim Progress Reports Distributed
	15-HS Interim Progress reports Distributed
	27-Holiday/Memorial Day
June	3-Board Meeting
	6-Last Day for Students
	Mandatory Teacher Work day
	10-Mandatory Teacher Work Day
	11-Annual Leave/Teacher Work day
	17-MS/HS Report Card

High School Curriculum and Instructional Design:

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

Our educational instructional will begin with subject matter taught to learners on a ninth grade high school or assessed level. In an informal classroom setting infused with instrumental classical and jazz music desks, tables and computerized workstations will facilitate independent study. In this non-judgmental environment we'll go about the task of helping students fall back in love with learning. TRI-COUNTY will offer the new NC Standard Course of Study to area students of all educational aptitudes. However, we'll market our services to students who have not found success in traditional school settings. This does not mean we'll dummy-down the curriculum. We'll assess each learner to determine which grade level he/she is performing on, set about the task of ensuring students ability to read, articulate vocabulary words and perform subject matter on expected grade levels. Many students come from environments where they did not receive the recommended reading exposure prior to entering elementary school. Researchers show inadequate pre-elementary school preparation has devastating effects well into high school. Our model provides the state mandated instruction in Math, English/Language Arts, Science, Social Studies, Health & Physical Education, World Languages, Arts and Music Education.

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However, we will provide instruction and re-mediation on a self-paced learning basis. Students will be introduced to subject content, required to repetitively copy study material, in class and at home, quizzed and tested weekly to verify mastery of subject content.

Provide a synopsis of the planned curriculum, including:

One sample course scope and sequence for one core subject (specific to the school's purpose) (Appendix B5).

TRI-COUNTY students enjoy an educational environment filled with love, patience and tolerance. However, they must be prepared to function in the real world where only the best educated and prepared individuals have a fighting chance at success. A sample of the high school Health and Physical Education curriculum can be found in Appendix B5

As Appendix B6, provide a visual disseminating what courses (core content and electives) will be offered in year one through year five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.

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

The uniqueness of the TRI-COUNTY program is tied to the multiple program and delivery options available to us to meet the academic needs of our students. Our educational plan will utilize the new NC Standard Course of Study with a sprinkle of Common Core State Standards and a dash of NC Essential Standards curriculum, delivered in small classes of 10-12:1, incorporating the best practices associated with successful and innovative schools. Students will move through core subject offerings at their pace with promotional rewards for mastery. Key to the success of this school is the leadership and instructional staff at the school. TRI-COUNTY will recruit and hire a School Director who is committed to the TRI-COUNTY philosophy/mission and is an experienced professional educator who understands the challenges our students face.

The TRI-COUNTY School Director will recommend to the board a list of qualified individuals who will make up the instructional team and administrative support staff of the charter middle/high school.

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.

TRI-COUNTY staff will focus on the academic, career, and social skill development of our students. Each learner will be assessed in designated skill areas that are reflected in the Personal Lesson Plan (PLP). The skills assessed may include, but are not limited to such areas as Reading, writing, speaking and listening, Science, Mathematics, Social Studies, Fine Arts, Health, physical, vocational, and life skills. Following the enrollment of a student, teachers will begin instructional delivery utilizing a variety of, independent and one-on-one, study method which includes using a learning-based approach. See Appendix B7.

This learning-based approach allows for a self-pacing, when needed, giving a student the opportunity to stay on core learning objectives until mastered, and encompasses a hands-on, experiential learning experience that enhances the knowledge base and functioning level of each student. Students are provided opportunities to work in small and large groups with their peers, as well as on an individual basis with their teachers. Students are also offered on-the-job training or internship opportunities, as an elective course sequence.

DMJCPS will provide various motivational strategies to encourage students to maintain good attendance and perform well during the school year. We believe that all students can achieve success in a positive and challenging environment. Therefore, we will offer small classes in which teachers can individualize content, process, and products, based on student strengths and weaknesses. Regularly scheduled tutoring will provide remediation, review, and enrichment of subject content.

Teachers will be required to do more than just present the mandated standards. They'll be taught and learn to personalize instruction. It will be the responsibility of the teacher to know where each student in her class is academically every day, every week and monthly. It sounds impossible. However, it's quite simple. Each teacher

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works from a set lesson plan. The plan changes when the Board and Curriculum Committee change it. The weekly lesson can be carried on even when the primary teacher is absent or in a meeting. Each student knows what is expected of him/her. He/she has the hand-outs for each subject. He/she copies and reads lesson material until he/she learns it. The student is not allowed to walk in place. His/her teacher or the teacher's assistant works with him/her to get the classwork assignment completed. If it has to be read to him/her, then so be it. If he/she doesn't know how to use a dictionary, then he/she's taught to use a dictionary. There will be no conversations about grade level, age or what a given student should know. Our teachers will understand or be taught compassion. Teachers will be treated to an annual expense-paid staff development cruise or spa retreat. Staff development can be fun and desirous. We currently work with retired teachers who are sometimes tired, suffering from burn-out, drained and discouraged. TCPCS board members will be recruited for their ability to motivate our staff as well as our students. When a teacher likes his/her job he/she comes early and stays late. Any strategy can work if all stakeholders are on the same page.

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

Casual encounters, social media postings, written assignments with local youth indicate they're woefully deficient when it comes to communication skills. Our curriculum will ensure a command of the written and spoken word. We'll increase student vocabulary, teach pupils how to spell and define words, understand employment application instructions, computer prompts and other necessary means of communication. Many Vance County youth don't know a state from a city, can't tell the difference between a continent and a country. Our curriculum will leave them well rounded and thirsty to learn. TRI-COUNTY will impress upon our students the concept of learning as a continuous process.

Long before graduation we'll help students chart a career path. We use a well-rounded English, Math, Science and Social Studies curriculum, and ASFAB practice tests to prepare students for entering the military. A huge amount of emphasis is put on reading comprehension, vocabulary building, Spelling and Math. All recent graduates are currently on their career path except one. We introduced her to an Army Recruiter, practiced the ASFAB with her and held her hand until graduation date. She showed up to school a week after the ceremony with the date of her graduation and a picture of a graduation cap complete with tassels tattooed across the backs of both hands. That ended any plans for a career in the military. The Army doesn't allow visible tattoos. We will prepare our students for the eventually of entering college at some point in their lives. Therefore, minimum graduating requirements for all students will be:

4 Math credits	2 Foreign Language Credits
4 English credits	4 Social Studies credits
4 Science credits	

8 electives-choices will include internship opportunities in area businesses, military entrance exam readiness, or participation in our school-to-work program

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.

Already provided on page 10.

Special Programs and "At-Risk" Students

Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.

Teachers are required to present the results of their Education Analysis Reports at monthly Education Committee meetings. The Board Chair of the committee, parents, teachers and the School Director attend these monthly meetings to assess student performance. The teacher of a student with unfavorable academic progress has to show what the weaknesses are and the plan of action to correct them. The committee reviews the Personalized Lesson Plan for that student and makes suggestions. Peer tutorial sessions, re-testing, student/parenting sessions with a

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therapist, intensive one-on-one instruction with the teacher and adjustments to the PLP are sound intervention techniques to begin with. Students will be helped to find some measure of school success. Failure is not an option.

Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:

Methods for identifying ELL students.

The State Board of Education has a policy GCS-K-000 (16 NCAC 6D.0106) that requires parents to complete a Home Language Survey. The HLS (given upon initial enrollment) will help us determine which language students and parents are proficient in. If the form indicates a language other than English, we'll test using the World Class Instructional Design and Assessment (WIDA) tool. If the ELL student has a significant need we'll provide English as a Second Language (ESL) instruction. Volunteers proficient in area languages/dialects will help us.

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.

Students identified as ELL will be tested within thirty (30) days after initial enrollment and at least annually until re-designated as fluent English proficient.

We currently have teachers proficient in Spanish working with our ELL students. However should the HLS reveal a student speaking a language other than English or Spanish we'll train all our instructors to support our LEP students. In addition, we have computer software that converts lessons into almost a hundred languages and dialects.

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

ELL students will undergo monthly academic review along with all other students by the Education Committee. When the teacher of an ELL brings her EAR (Education Analysis Report) to the Education Committee ELL students must show progression in their lessons along with other students. If a language barrier presents itself, the school will use its immense community resources to obtain help for our LEP student(s) with their lessons.

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

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

Tri-County Public Charter School is specifically designed to ensure all students are able to find success with our curriculum. We're targeting students who have not found success in traditional public schools. This targeted population can sometimes include gifted students. Some of our students failed in other school settings for reasons other than scholastics. Input from the community, at public meetings, indicates some students felt the work in their grade level was "beneath" them. Only a child thinks they're hurting a teacher when they don't turn in their school assignments. Experience indicates when students realize they can be promoted to the next grade by successful work completion and testing they take off like a rocket. Gifted students are able to master work quickly. Our program doesn't put a glass ceiling over the heads of gifted students. Our lesson plans allow them to complete work, test and go into college earlier than their peers. Some of our former students are so impressed with our teaching environment they have decided to become teachers. Additionally, we offer a variety of incentives for gifted students who pause to help slower performing classmates.

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

Monthly Education Analysis Reports will have the results of homework, attendance, classwork and tests. When a gifted student is moving quickly through the lesson plan, staff must quickly order a standardized test in preparation for early promotion to the next grade level. A truly gifted and motivated student can complete a month's worth of lesson plans in a week or two. The beauty of our program is a gifted student can sit with his middle school peers while completing high school work.

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An academically deficient high school student can sit with his peers while re-learning a middle school lesson on Sentence: Recognition. In our environment, absent is the stigma associated with EC Classes or short busses.

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

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.

Tri-County Public Charter School will obtain the Cumulative File of every student enrolled in the charter school. For those students who have been identified as having a disability, instructional and related services will be provided according to their Individualized Education Plans (IEP) or 504 Plans. Those students who are having difficulty with their work but who have not been identified as learning-challenged, will be screened and referred to the Education Committee. That committee will work with the parent, student, teachers and the in-house therapist to put a plan in place that will help the student achieve his/her goals.

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.

Our charter begins at the sixth grade level. Therefore a cumulative file from the forwarding school will have records of the child and his/her disability. The local LEA’s Exceptional Children’s Department will have an additional file which will contain EC records. If we enroll a child who has not been identified, we will refer the child, parent and teacher to our Education Committee. A process to ensure the child has every accommodation to meet his/her educational needs will be put in place. Progress will be discussed and fine-tuned each month at the Education Committee meeting. The Educational Analysis Report will indicate which academic subject(s) or other area a student is having difficulty with. Each month all stakeholders will do a line by line assessment of each exceptional child’s progress in school. Findings will be shared with the teachers, parents, therapists, School Board and other relevant stakeholders. Material disseminated at these meetings and student records will be kept in locked file cabinets in the office.

Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.

Requesting Records from previous schools

Record Confidentiality (on site)

Record Compliance (on site)

Cumulative files of all students are requested from the Records Clerk of the previous school setting. EC files have to be requested by the parent from the EC Department at the Administrative Office of the local LEA. TRI-COUNTY files are kept in a locked office in a posted locked file cabinet. A note to the effect that the files are confidential and to be reviewed by authorized personnel only is affixed to the file cabinet drawer. Each month the Education Committee meets. The Educational Analysis Report of a child with disabilities is discussed with all stakeholders. A Plan is put in place, and assessed monthly, to meet the needs of an Exceptional Child.

Exceptional Children’s Education Programming

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Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.

All students at our school are allowed to go through the curriculum at a pace which reflects individual personal needs, goals and ability. The exceptional child will progress through a personalized plan at his/her pace. Teachers will read material with and sometimes to the student, submit quizzes orally, record reading material to send home and perform whatever services the IEP or 504 Plan stipulates. The goal is to help students progress through the lesson plan so they may pursue and achieve the goal of having productive lives.

Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

The Education Committee, chaired by a school Board Member, will notify and remind all stakeholders of upcoming monthly meetings. These meetings serve to assess and monitor the progress of each TRI-COUNTY student. Parents will enter the room for a private meeting about the educational progress and plans for their child. They will be treated cordially and with respect. Their concerns and suggestions will be listened to and addressed. A decision will be reached, by all stakeholders, about any specific course of action. Parents may appeal suggestions and changes to the Personalized Lesson Plan, IEP's, or 504 Plans to the full Board at their monthly Board meeting if they have unresolved concerns.

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

Students, parents, teachers, therapists, School Director, at least one Board Member (committee chair) and other stakeholders will comprise the Education Committee. They meet monthly in order to stay on the same page. If a parent or guardian fails to make monthly meetings, records of intervention plans will be sent to them or read to them. In-house therapists will visit the home to make sure parents are aware of intervention plans, IEP, 504 Plans and Personalized Lesson Plans.

Describe the proposed plan for providing related services.

Academics are sometimes not the only services needed by exceptional children. Special needs children are entitled to and will receive all necessary and corrective and supportive services needed without cost. The services may include physical and occupational therapy, transportation, audiology, psychological counseling, or speech/language pathology. The Education Committee will assemble the IEP team and it is their responsibility to both ensure that the services are being provided consistently and in accordance with the identified needs and goals of the exceptional student.

Student Performance Standards

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

We expect our students to hold themselves to a high standard of academic and behavioral performance. Our school expects students to arrive at school ready to work. Our program has eliminated all the obstacles area students claim are responsible for their low grades, poor graduation and high drop-out rates. We expect our students to respect themselves, each other, school personnel and property belonging to others. The standard is for everyone to complete 100% of class and homework assignments. The school will provide a safe, clean place in which to learn. Our school environment will be free from ridicule, drugs, fear, hunger, boredom and ignorance. Students will copy classwork into their books every day. They copy the same work in their notebooks when they go home at night or before they leave school. They're expected to take quizzes to check their readiness for weekly tests. Our students will buy in to the value of their lives, goals and futures. The TRI-COUNTY staff will do everything to remind them of the namesake of our school and what can happen to an individual through no fault of his own. We expect high standards in every aspect of life from our students and they will not disappoint us.

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.

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Students will work their way through weekly lesson plans. When they believe they've mastered the given assignments, for that week, they'll test out. They can test out on all eleven subjects or one subject at a time throughout the week. As they test out more time is made available for the remaining subjects. Each teacher will collect information detailing the progress of each student. If a student fails, it is the responsibility of the teacher to report the failure and indicate what corrective measures have been put in place. The Educational Analysis Reports should indicate if a given student is not willing to work for himself and a given teacher. We have found some males don't like listening to female teachers. They see themselves as Alpha males and won't follow the instructions of any female, even when that female is a teacher. When placed under the instruction of an Alpha male teacher we often get a 180 degree turn around. Every day teachers, students, therapists, the School Director and other stakeholders will evaluate the environment, student/staff rapport, student conduct and overall effectiveness of the program by dropping notes into a sealed comment box. Comments will be reviewed by the School Director and taken into consideration. The Director will randomly select a comment and award a gas or gift card to the submitter. Students come to us with the notion that snitches get stitches, but are soon made aware that snitches get rewarded in our learning environment. We have found students can police each other far better than the staff of any given school.

Weekly student notebooks will show in which subjects the student has weaknesses or strength. Additional subject material for the indicated deficiency can be included into homework or classwork handouts.

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.

There are 39 lesson plans for each subject in a given school year. Students move through those plans at their own pace. If a student says he is on an 11th grade level but wants to graduate high school earlier, then he has to decide how hard he's willing and able to work. If he has a job offer and is willing to work weekends, holidays and evenings, then early graduation is possible. However, there is no getting around the 39 weeks of work for each grade level. If a student doesn't have a place to live and needs to graduate high school and get into the military quickly, the question becomes how badly do you want to graduate high school? We make success in school possible while following state guidelines. Progress Reports come out every 5 weeks, Report Cards every 9 weeks. Students with special needs may not complete all 39 lessons in a given school year. However, we guarantee they'll have mastered the lessons completed. We'll modify tests and help the student achieve a working vocabulary, and mastery of Math, Science, History, Foreign Language and Reading Comprehension skills we taught. We begin Foreign Language classes in the sixth grade. Students don't need the credits until they're in high school. That's enough time to give even our exceptional student time to master the subject. What you have to understand is the brain is a wonderful piece of machinery. What the mind can perceive, it can achieve.

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.

Our students will have completed 4 English/Language Arts courses, 4 Science courses, 4 Social Studies, 4 Math, Health & Physical Education, 2 World Language classes and 1 Arts and Music Education class.

Our students must have completed 39 lessons in all content areas. Completion means classwork assignments, homework assignments, quizzes and weekly tests. Our objective is to build a vocabulary bank and the ability and desire to propel oneself through any task. Experience with local children indicates they have deficiencies in English/Language Arts subject content. Once we review Punctuation, Capitalization, Quotation rules, Using Doesn't/Don't, took/taken, wrote/written, contractions, synonyms, antonyms, saw/seen and other English language rules they read and comprehend better. Once a student has a mastery of his spoken language, Science, Social Studies and Reading grades improve. We're not placing blame, we're stopping the clock and allowing students to master lessons that should have been mastered in earlier grades. Our colleges complain of having to spend a large amount of time on remedial classes. We at Deonte Malik Judkins believe it's more cost effective to correct the problem at the Grade 6 through Grade 12 level than within a college environment. Our model is not a

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dream. We've helped hundreds of Vance, Warren and Granville County children improve their grades, behavior and prospects for a better future. This is a poor community and parents can't afford to pay even the poultry sum of \$10 a day, which includes breakfast, lunch and snacks, for a private school education. See Appendix B8..

High School Graduation Requirements

If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts.

The TRI-COUNTY agrees with and abides by Achievement Level Descriptors as defined by the NCDPI.

Our school will take students assessed on a level one (these students are shown to have limited command of subject content skills) indicating they need academic support to engage successfully in future studies in specific content areas. These students will move up a level until they are performing on a level indicative of their abilities and goals. Students assessed as level 2 & 3 indicating they have partial command of subject content matter and will likely need academic support to engage successfully in future studies will have been provided that support and be able to have a solid command of knowledge and skills in each subject. End of grade assessments will indicate they are academically prepared to engage successfully in further studies. Those students assessed as performing on a level 4 thus having a superior command of subject knowledge and skills will continue to show they're well prepared to engage in further studies in all content areas provided to them.

Students will receive pass (100) or fail (0) grades for complete or incomplete classwork, homework assignments and a weekly test (students are allowed one error in each subject area). Students must review each failed subject again until they can pass). Classwork and Homework count for 20% each of overall grade, EOC and EOG test results count for 10%, weekly tests 40%, 5% for attendance (NC is a compulsory education attendance state. We will contact our local authority for excessive unexcused absences. Mental health professionals will visit the home) and 5% for behavior (based on efforts of student to comply with therapeutic guidelines and agreements).

Transcripts will contain student information, name, birth date, grades, courses completed and graduation date.

Our report cards show grades of "A" to "C-". Grades give an undeniable indication when something is amiss with the Individual Education, 504 or PL Plan. Students are not allowed to pass to the next grade simply because their legs are too long to fit beneath a desk or table. We're here to educate and we take ourselves seriously.

Explain the plan for graduating students with special education needs.

We'll assess students. If indicated, additional assistance with their lessons will be provided. Our goal is to see an improvement in the progress toward learning. All measurement tools will show when each student is making progress based on his/her unique need, challenges and goals.

Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

Some students have been in an unresponsive and inadequate learning environment for so long they may have difficulty meeting our environment or graduation requirements. We will refer students sixteen years of age or older to our Adult High School Diploma Program. This program is designed for students faced with insurmountable economic, environmental or behavioral challenges. They're given the same rigorous curriculum as other students their age. However, they're able to perform their assignment at home, in jail or at work.

Homework, day-work and tests are required. However, students may come to school for the purposes of tutorials and testing after-hours, evenings or weekends. Retired teachers, business partners and vetted volunteers help with this service. Occasionally, study materials or a test has to be administered in jail or at the residence of a student wearing a court-ordered tracking device. These services are currently and will continue to be provided by the non-profit (Vance County Learning Center) directing this charter school application. The Vance County Learning Center has been in business for 10 years. They're set up as a private school offering educational services to suspended, expelled students and their adult parents and relatives. There is a Summer Enrichment Program in place to ensure students retain knowledge learned the previous school year. Additional information can be obtained at <http://www.vclearningcenter.org>. We go the extra mile to ensure student success. We take credit for

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any slight up-tick in graduation rates and improvement in the high school drop-out rate. We currently work with 100 adult students ages 16 to 67. Our success at getting the job done exceeds our ability to put down on paper how we manage our success. We're certain our results will impress you once funding, set-aside for the education of local residents, follows them to our front door.

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.

In short, school suspensions obviously don't work. Appendix C1 details how we handle students who "don't play well with others."

Provide a draft copy of the student handbook within the appendices (Appendix C1).

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

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: Vance County Learning Center

Mailing Address: 317 S. Garnett Street

City/State/Zip: Henderson, NC 27536

Street Address: 317 S. Garnett Street

Phone: 252-438-6900

Fax: 252-438-6905

Name of registered agent and address: Terry R. Moore

FEDERAL TAX ID: 26-2374180

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.

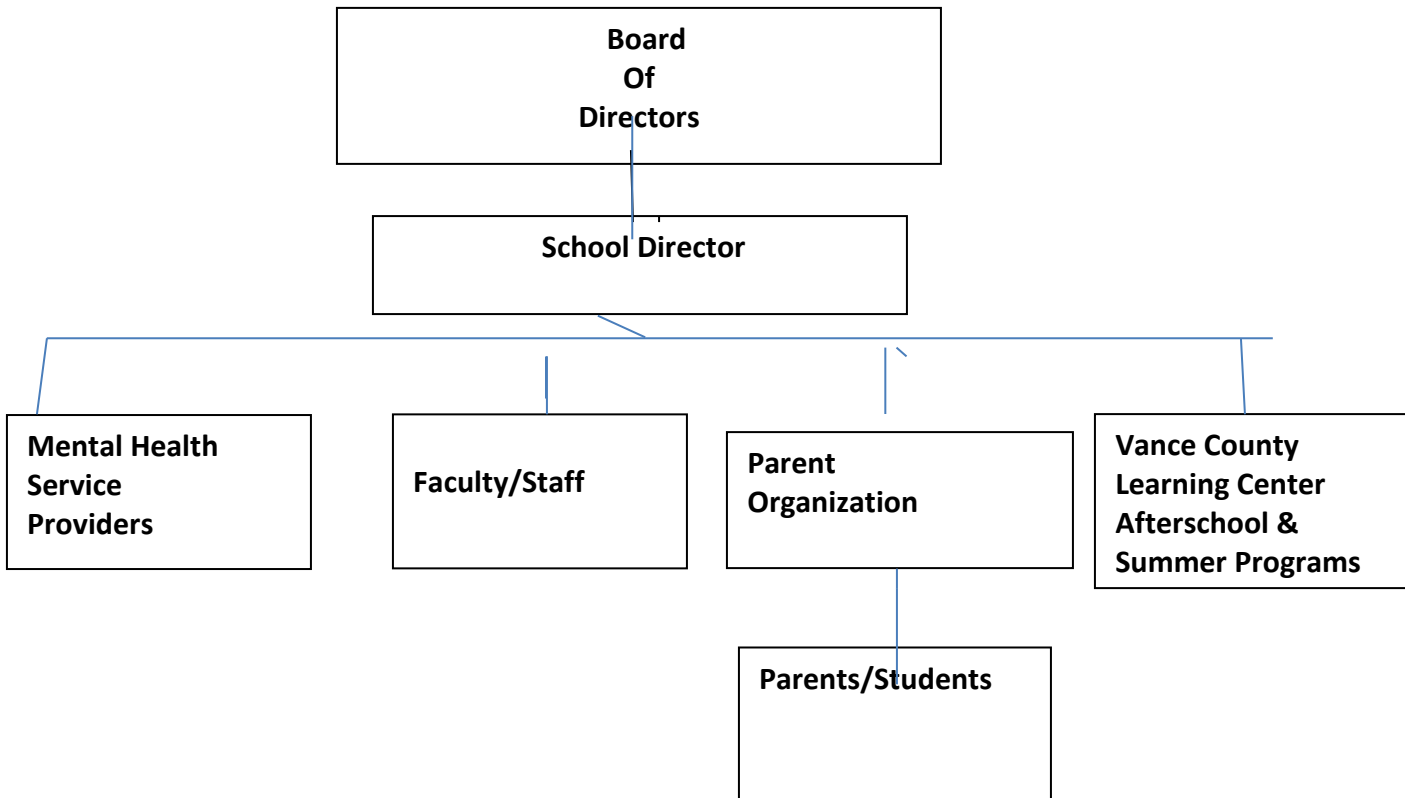
Please complete the table provided depicting the founding members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation
Deryl vonWilliams	Chair Person/Staff Development	Vance/NC	Administrator
Janet LittleJohn	Chair/Education	Wake/NC	Charter School Teacher, Master Ed. Admin.
Gina DeMent	Chair /EC	Vance/NC	Community Relations Specialist
Reginald Hinton	Treasurer/Finance	Warren/NC	CPA
Paulette Horton	Secretary/Admin.	Vance/NC	Entrepreneur
Rev. James Johnson	<u>Community Relations</u>	Halifax/NC	Director-501c3
Mark Baldwin	Chair/Partner Relations	Vance/NC	Mental Health Professional

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

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

The Board is responsible for charter school compliance with statutory and regulatory requirements. It will be the Board's obligation and duty to ensure the school's academic success. The Board will guide the Charter School forward in its efforts to provide a positive, loving environment in which to obtain a free and appropriate education. It is the responsibility of the Board to make sure the school lives up to the terms of its charter. The duties of the TRI-COUNTY Board are outlined in the By-Laws. The Board sets the example for and trains new Board Members. The Board will elect officers, periodically review the By-Laws and perform a yearly self-evaluation. The Board will use this data to ensure the Charter School is achieving goals set forth by the Board. The Board will govern and the Executive Director will manage. The Charter School statutes and accepted best practices for Charter Schools will help our Board and Executive Director remain in their respective lanes.

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.

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Directives flow down from the Board. The Board sets the goals for the curriculum offering and the Executive Director is responsible for implementation and selection of the specific material to use in order to meet those goals. The Board develops personnel policies, guides the budgeting and compensation process. The Board hires the Executive Director. The Executive Director handles specific personnel matters. The Board's Personnel Committee will evaluate the Executive Director. This committee will consist of 3 Board Members. It will consist namely of, the Board Chairperson and two other Board Members (one representative for parents, one for faculty). The Executive Director will report to the Board at its monthly meeting: student outcomes, financial reports, staff and parent surveys, fundraising, grant awards and volunteer data.

The Board

Sets the budget in consultation with the Executive Director

Has final approval of the budget

Sets goals for vendor selection

The Executive Director

Manages and approves the budget

Selects vendors and manages vendor accounts

The current Board is diverse and consists of seven (7) members. It is our desire to have a larger Board consisting of nine (9) members. Again, the By-Laws detail the roles of the Board Chairperson and the Executive Director. In a nutshell, the Board Chair serves a one year term, presides over all Board meetings, sits on the Finance and Education Committee, leads the Evaluation Committee for the Executive Director position and is an ex-officio member of all other committees. Additionally, the Board Chair has to remain available for consultation with the Executive Director and serves as the spokesperson for the entire Board. The strenuous nature of this position is the reason Board Chairs can only serve in that position for one year before the Board nominates another for the position.

It is the responsibility of the Board to make sure the Charter School lives up to and operates in a manner consistent with its mission, namely; ensure the school remains a refuge and a beacon of hope for all children, and especially for those pupils having difficulty, in traditional schools; constantly strive to improve itself by continuously training to ensure compliance with all regulations governing Charter Schools; As the Executive Director and faculty attend to the day to day activities of the school, the Board will help keep students, staff, parents, the community and the Director focused on the big picture; Board Members will not micro-manage but will visit the school, attend programs and assemblies, sports events, fundraising events and participate in community related meetings; All Board meetings will be held at the school monthly; Board Members will hail from the communities we have chosen to serve; future Board Members will have experience working with service area children; Board Members will be kept abreast of programs and the success of the school and its students. Current Board Members will nominate and vote in future Board Members. As the By-laws stipulate the entire Board will make decisions by a majority vote. The Board will recommend individuals to fill a vacant Executive Director position.

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 group of TRI-COUNTY is comprised of community leaders, educators and several founders of the Vance County Learning Center. The group was brought together by their shared commitment to children who have not found success in traditional school settings. The group believes this Charter School model would be an effective

means for preparing all students for success in a two or four year college and to be contributing members of society.

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Founding Board members vetted, interviewed and trained current Board Members. Several members were invited to join the Board after attending Charter School community in-put meetings. As set forth in the By-Laws a majority vote after discussions with candidate(s) prefaced acceptance onto the TRI-COUNTY Board. Vacancies will be advertised in the local newspaper, emailed to other non-profit organizations, churches, local businesses and letters sent to parents requesting nominations. The TRI-COUNTY Board is active and working. Therefore, vacancies must be filled within thirty (30) days. Our founding organization, the Vance County Learning Center has worked in the community for the past ten years and has a waiting list of interested and former Board Members willing to serve if the Board votes favorably.

How often will the board meet?

The entire Board will meet, on the first Monday, monthly in a public meeting. Sub-Committees will meet, on, the third Monday, monthly. A Board Member will chair each sub-committee.

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).

Existing Board members shall train new Board Members. New members will be acquainted with the history of the school, its new obligations as a Charter School, the faculty and their responsibilities to the students, parents, school and community as a whole. They'll be helped to become familiar with the various committees and their obligations and responsibilities to the school, the State Board of Education, NC statutes and other Charter School regulations. Staff and Board development and training will be conducted monthly and before each new school year. The faculty and Board will participate in a mandatory cruise. The school will book a cruise and bring aboard a Staff/Board Development Facilitator. Training will run for 7 days from 9am to 12noon aboard the ship. Faculty and Board Members may use the remaining hours for themselves or their families should they choose to bring them along. This outing serves to educate staff and solidify the organizational dynamic. In the past, volunteers teach and/or work all year for a chance to participate in staff development, aboard a cruise ship.

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.

Purpose. The purpose of the conflict of interest policy is to protect the interest of the Corporation when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Definition.

- (a) Interested Persons Interested Person is defined as any director, principal officer, or member of a committee with governing board delegated powers, board delegated powers, whosoever has a direct or indirect financial interest, as defined below, is an interested person;
- (b) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
- i. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement.
 - ii. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
 - iii. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

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Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Section 3 of this Policy, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Procedures.

(a) Duty to Disclose.

In connections with any actual or possible conflict of interest, an interested person must disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

(b) Determining Whether a Conflict of Interest Exists.

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, such person shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board of committee members shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest.

- i. An interested person may make a presentation at the governing board of committee meeting, but after the presentation, such person shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest,
- ii. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- iii. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- iv. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

(d) Violations of the Conflict of Interest Policy.

- i. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- ii. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action including potential suspension or dismissal from the board.

Records of Proceeding. The minutes of the governing board and all committees with board delegated powers shall contain:

- (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connections with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing Board's or committee's decision as to whether a conflict of interest in fact existed.
- (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceeding.

Compensation.

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(a) A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

(b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to the member's compensation.

(c) No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Annual Statement. Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

(a) Has received a copy of the conflicts of interest policy,

(b) Has read and understands the policy,

(c) Has agreed to comply with the policy, and

(d) Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes

Periodic Reviews. To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

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

Board members, the Executive Director, or other stakeholders may propose new or revised policies to the Chairman of the Board. The Chairman, in consultation with others as needed, will assign the policy to an existing or specially created committee where it will be discussed and refined. The Board secretary, attorney(s) on the Board, and outside counsel, reviews the draft as needed. The Executive Director extensively reviews new policies to ensure they fit with the implementable vision and operations for the school. This exchange between the Board policy team and school leadership is key to the successful governance and management of the school. The Board will determine policies that support core values and principles of the school's vision, while the school leadership will ensure policies can be implemented and have the impact the Board envisions. A recommendation will be made and the policy will be brought to the full Board for discussion and approval. Board members will be provided with written material prior to a meeting in which a policy is to be discussed in order to have the opportunity to seek further information before the meeting.

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.

There are four (4) advisory bodies that will report directly to the Executive Director. They are:

Health Providers-These individuals are employed by independent providers of mental and health services.

They're compensated by billing for their services primarily through Medicaid or other health insurance plans our students may carry. These services include, but are not limited to, mental health, medication management, anger management, life skills training or speech and language services. Some of the services provided will be mental health assessment, hearing screenings, speech-language screenings, articulation therapy, language therapy and stuttering therapy. Professionals and Para-professionals deliver these valuable services. These are the individuals we rely upon to perform home visits, grief counseling, provide transportation for health related appointments and work one-on-one when our students are having a bad day.

Vance County Learning Center-This is a founding organization. They are a 501(c) 3 offering low- cost/free after-school and summer enrichment programing. This organization works with a staff of 20 to 30 volunteer retired

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school teachers, business owners, local artists, pastors, social service employees, co-operative extension workers, health department workers and grant service partners. They work independently and will help us offer year round services without the burden of a year round budget. The VCLC staff will report directly to the Executive Director any concerns, suggestions, requests, program offerings or staffing requests. The Executive Director will report to the Board Chairperson.

Faculty/Staff-This committee will be Chaired by the Executive Director. At least one Board Member will attend monthly meetings to ensure policy and goals of the school are being followed and met. Department Heads will report concerns and make requests at this gathering. This committee will ensure staff and faculty are on the same page. Concerns are expressed, needs are acknowledged, goals reviewed and accomplishments applauded.

Parent Organization-This committee will be chaired by the Parent representative on the Board. Goals for student achievement, plans for overnight trips, fundraising and other events that support the students, faculty, staff and schools are passed from the Board to the Executive Director to this committee.

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

Include in the Appendices:

A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).

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).

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)

Copy of any board policies if adopted already (Appendix H).

Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).

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

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

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).

We currently offer K-12 educational services, in a private school setting, to students of diverse ethnic, religious, and socio-economic backgrounds. Our doors are and will remain open to any student in need of a change in educational environment. For the past ten years we have worked with students who are suspended, expelled or failing in traditional school settings. The majority of students we serve hail from homes with incomes below the poverty line. They have difficulty paying their water bill and have no money for education. Currently, we charge \$10 a day for tuition. That fee includes breakfast, lunch and snacks, school supplies and sometimes shoes and clothing. Fortunately, we enjoy a good relationship with the business community. Food, time, school supplies, desks, computers all have been donated. We feed our children from the local Food Bank. We send bags of food to the home of the adult who picks students up from school each week. Various relatives offer transportation to

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our students because they know they're hauling a big bag of groceries. When a student writes about an abusive situation or event in the home or neighborhood we call in the proper authorities. When a child goes to jail, we take their work to the jail and test them every Friday. The school currently receives no state or federal funding. We have managed to offer our services with small sporadically received tuition payments, donations from local businesses, small grants from organizations and fundraising campaigns. Our entire staff volunteers its time. Our school offers an Adult Education Program. Parents would become jealous of their children and encourage them to skip school because, "you think you so smart". We created a program that involves and welcomes parents/guardians into the learning process. We graduated six (6) adults in December 2012. What we'd like is to see the funding earmarked for our students follow them to our door. We've had to limit our services because of the overwhelming demand. Juvenile Crime Prevention Service likes to refer children who can't return to school because of some criminal infractions, but the organization has no money to pay the student's tuition. See Appendix B for Vance County suspension statistics. One year, there were 6,000 suspension incidents in a single 180 day school year. We've created an academic system and environment that has worked for over 400 children. It is our plan to offer some limited residential opportunities to those few students who can't continue their schooling because they are homeless. Vance County children often move from school to school every 60 to 90 days. Some children change schools 3 to 4 times in a given school year because their parents have either lost their home to foreclosure or eviction. We realize we can't offer boarding opportunities to all in need, but believe we can house 5% of our student enrollment if necessary. See Appendix B ? for a drawing of our proposed facility. Most importantly the NCDPI has a huge amount of archived staff development and curriculum resources that would be invaluable to our service population.

Provide a detailed description of the existing private school's financial status, including the process in which these financial assets or deficits will be transferred to the non-profit organization. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix Q.

The financial assets will not transfer to the Charter School. We currently offer high school services to 100 adult learners. We will continue to need our resources to keep that vital program operating. Additionally, we will continue to offer Summer Enrichment Programs and tutorial services to children who are happy with their current school placement. See IRS Form 990 in Appendix Q.

Depict and analyze the current enrollment trends and student demographics of the private school over the past three academic years.

When we first opened the school our desks would remain vacant until the public schools canvassed. Then, we'd fill our available openings in a matter of weeks. Our school was initially 85% White and 15% Black. We currently have 10% White students, 85% Black students and 5% Spanish students. We mirror the Vance County Schools calendar. However, we don't subscribe to the half day idea. Our students don't need to return to unsupervised homes hours after their parent or guardian has left for work. We will offer an afterschool opportunity should early release prove necessary. Over the last three years we begin the school year with at least seven (7) students who were suspended for an entire school year from the previous school calendar. As the school year progresses we enroll another 5 children a month until we reach capacity. The parents often struggle with the small tuition fee and eventually keep their children home when they no longer have the ability to pay. We credit ourselves for the recent decrease in the drop-out rate. We believe we can favorably impact graduation rates and drop-out stats greater if parents had our organization as another public school choice.

Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through state and national summative assessments.

We don't have access to that data. However, you could pull academic records for those students returning back to the public school arena that have been exposed to our school environment and verify how they're doing. When we ask, parents have glowing reports.

We can relate the story of Tyshon H. His mother put him back into public school without records from our school. She didn't pay tuition for two years. Therefore, she had no records from our school to take to the public

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school. The school put Tyshon H. in a regular class where he stayed for one and a half school years. He behaved well, turned in homework assignments. It was only after a substitute teacher asked about his exceptional status did his new school realize he needed additional educational services. See Appendix B

Explain the process by which the current private school staff will be considered for teaching at the proposed charter school staff. What is the projected turnover due to the statutory requirements for teacher licensure and highly qualified status?

The majority of our teachers are retired educators. Many have no interest in working full-time. Teachers without necessary certification will be offered employment in other non-licensure positions. Teachers who are interested in a teaching position at the new Charter School will be asked to re-submit their resumes to the Executive Director.

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

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:

Explain the board’s strategy for recruiting and retaining high-performing teachers. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix draft of the employment policies to be implemented by the proposed charter school.

TRI-COUNTY will seek to recruit, develop, and retain high quality teachers that are committed to the school’s mission of preparing students get a high school diploma, start a small business, qualify for meaningful employment, military enlistment or enrollment into a community college. A strict focus will be placed on creating and facilitating professional development that reflects the schools mission, is worthwhile and meaningful to the teachers, and will have a direct impact in increasing student achievement. These efforts will balance the needs of expanding the knowledge and skills of experienced teachers and supporting and building the toolkit of beginning teachers. In this small school setting, the school’s executive director and founding teacher leaders will develop and facilitate the initial Professional Development offerings.

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

All employment at the Tri-County Public Charter School is “at-will.” This means employees may be terminated from employment with or without cause, and employees are free to leave the employment of TRI-COUNTY with or without cause. Employees and contractors at Tri-County will be required to submit to a criminal background check and furnish a criminal record summary as required. New employees must submit two sets of fingerprints to the Vance County Sheriff’s Department for the purpose of obtaining a criminal record summary. The Executive Director of the Charter School shall monitor compliance with this policy and report to the TRI-COUNTY Board on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

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

When hired, regular full-time employees (32 hours or more per week) earn 1 day of annual leave/sick day benefits per month to a maximum of 12 days. Employees may carryover up to 10 days of annual leave/sick day benefits into a new fiscal year to maximum of 45 days. Part-time employees will not earn annual benefits.

The value of accrued annual leave/sick day benefits will not be paid to an employee upon their departure from TRI-COUNTY.

Vacation requests must be submitted to the Executive Director of the School or his/her designee at least two weeks in advance of the requested date. The leave must be pre-approved by the Executive Director of the School before the vacation can be taken.

Personal Time Off

Regular Full-time teachers and staff receive four (4) days of personal time off per year. This will be expanded to six (6) where death is imminent or death occurs to a member of the employee's immediate family (spouse, parent, sibling, child, or step relative at the same level). Personal Time Off (PTO) days are not rolled over. Part-time employees are not eligible for PTO days.

Holidays

Regular full-time employees receive nine (9) paid holidays and three (3) break weeks per calendar year. TRI-COUNTY recognizes and honors diverse cultures and traditions. The paid holidays are as follows:

- Christmas and New Year's break
- Martin Luther King Jr. Birthday
- Memorial Day
- Spring Break
- Fourth of July
- Labor Day
- Thanksgiving Day, the preceding Wednesday and the ensuing Friday

Provide the procedures for employee grievance and/or termination.

Any complaints should be referred immediately to the Executive Director of the School. If the complaint involves the Executive Director of the School, the complaint should be immediately referred to the Chairperson of the Board of Directors.

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

All applicants must be multi-talented and able to perform in positions of assessment, governance, curriculum, instruction, business management, organization, and/or finance. We'll only hire job applicants with the abilities needed to successfully operate our charter school, mentor, motivate and educate our students.

Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.

One Bi-Lingual lead teacher with Exceptional Children experience will perform assessments help the Education Committee develop IEP's, 504 Plans and Personal Education Plans for all students as needed.

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).

Teaching Positions

At Tri-County Public Charter School we believe having a dedicated and well qualified teaching staff is paramount to the success of our students and school. The Federal standards for Highly Qualified teachers will be followed. A Baccalaureate degree or higher and proven experience and aptitude in the subject(s) being taught are a must. At TRI-COUNTY we will hire teachers with the following rubric:

- Kind, caring individuals

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- Smart, well educated in their field
- Ability to instruct
- Entrepreneurial focus to their teaching
- Willingness to work as part of a team

Teachers will be required to assist a class through eleven core subject lessons in front of the hiring panel (in an actual classroom pod during 1st year and beyond). In addition, all lead teachers will be licensed in the subject areas they are teaching, as well as meet the requirements set forth in the No Child Left Behind legislation. (NC waiver in effect) Our teachers must have a love of learning. They'll be given the opportunity to impart knowledge, receive training and experience all facets of charter school operation.

The responsibilities of our teaching staff will include, but are not limited to:

- Delivery of the specific course content
- Orienting students to their coursework
- Communicating coursework and school requirements
- Be accessible to students and parents
- Augment coursework with enrichment opportunities
- Grade student progress
- Participate in State testing
- Maintain a shared view of TRI-COUNTY's mission
- Support all aspects of student learning

Executive Director of the School

The Executive Director of the School (Administrator) will be required to have a proven track record of success in school and/or business management. The Administrator will focus on the internal management of the school and, as a leader, must be able to do the following:

- Maintain every aspect of the school mission
- Inspire students and staff to consistently meet high expectations
- Build a strong school environment by having an open and sustaining relationship between parents, students, faculty, staff, Board of Directors, community leaders and volunteers
- Have the ability to create partnerships with business, local colleges and professionals to enrich the school's curriculum
- Be an effective educator, keen to implement TRI-COUNTY's innovative teaching methodologies
- Have an active role in planning and setting curriculum standards
- Recruiting talented teachers, developing their teaching skills and retaining their service
- Effectively evaluate the performance of teachers and other staff members
- Oversee the daily operations of the school including, but not limited to, management of school financial affairs, organization, policy and procedure, and personnel management

Administrative Assistant/Clerical Support

The administrative assistant will handle all administrative tasks that support the school and the administrator. These duties may include, but are not limited to, maintaining student information, scheduling, maintaining office equipment and supplies, secretarial duties and interaction with teachers and other staff members. The position also requires a working knowledge of the school's financial programs and requires on-going communication with the contractor for the school's financial record keeping and reporting. This position requires someone with a thorough education or experience performing administrative tasks as described above. This position requires knowledge of or willingness to be trained in use of NC Wise. The ideal candidate will possess both education and experience.

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Counselor

The counselor will guide the students in all areas of their curriculum and graduation requirements. The counselor will guide students in all aspects of college admission as well as being responsible for all State testing requirements. The person in this position will be proficient in counseling, interest and aptitude testing, and setting realistic, but stretching academic and career goals. The counselor will maintain and operate an up to date career and college information center. The counselor will interface with colleges and universities in the state and nation. Some travel may be required. He/she will have a working knowledge of majors, admission requirements, entrance exams, financial aid and other programs for students to apply at the college or university of their choice. This position requires the counselor to interface with students, parents and teachers. The candidate must have a strong desire to help students, inspire respect, trust and confidence. Education and training requirements may include a Master's degree or appropriate licenses.

I.T. Specialist

The Information Technology (IT) Specialist will be responsible for the day to day technical support needs of the school, which may include on-site and remote and remote desktop support, user setup and staff training, installation, maintenance and repair of computer hardware, software and networks. This position also includes making recommendation about future planning and development of resources, maintaining inventory of technology hardware, software and other resources. The IT specialists will be responsible for developing critical timelines for hardware replacement and software upgrades. The security of all systems will be the responsibility of the IT Specialists. This position requires a professional with both education and work experience in all of the areas outlined in this description of the position. The IT Specialist must be proficient or immediately become proficient, with the ability to train the appropriate personnel, in the ISIS accounting system for cash flow and check processing.

21st Century Media Specialists

This position will require providing outreach for teachers outside of standard curriculum needs, such coordinating logistics for Flex days and coordinating relationships outside of school. This position will also require research into and procuring of different online methodologies teachers can use in their instruction and curriculum needs. A background in community outreach, library science and/or media technologies would all be important in this position.

Athletic Director

The Athletic Director will coordinate all athletic activities and associated personnel. An effective director will be able to oversee all aspects of high school athletic programs. The director must have an understanding of legal requirements and state law governing high school athletic programs. He/she will provide leadership, guidance and direction for sports programs, including scheduling, team travel and purchasing and equipment maintenance. The director will prepare budgets, hire coaches and be responsible for facility management. The candidate must possess good planning and organizational skills, public relations skills and be an effective oral and written communicator.

Criminal background checks of all personnel are required by law and will be conducted on all applicants for board, faculty, staff, administrative and volunteer positions.

Staff Evaluation and Professional Development

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

The Executive Director will be responsible for making arrangements for staff development training by following the school calendar with dates allocated for training as directed by our School Board of Directors.

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

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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.

During the development of this application, other qualified educators have been actively involved. Discussions have also been held among interested personnel who seek to teach in a non-traditional learning environment. Recruitment for the Executive Director will begin in November and formal events for staff recruitment will begin in January. Once approved, beyond traditional interview practices TRI-COUNTY will require potential new teachers to demonstrate their teaching methods and their ability to fit with the school culture by shadowing a teacher working within our existing private school environment and guiding a live class. Advertising for future positions will be through the DPI website, Tri-County Public Charter School's notices to churches and a variety of existing business contacts, and the Charter Schools website. Tri-County Public Charter School will use the North Carolina Teachers evaluation tool and follow that process. This requires teachers to create a bi-yearly professional development plan, undergo twice yearly in-classroom observations, and complete an end-of-the-year reflection. Observations are normally completed by the Director. When areas of weakness are identified, the director and the teacher will work together to develop a roadmap for improvement. The Executive Director of the School's performance is reviewed after six months of employment by the Board of Directors. Subsequent reviews will be made in a twelve to eighteen month timeframe. The Chairperson of the Board is responsible for meeting with the Executive Director of the School to review and present written documentation of his/her performance. The written documentation will become part of the Executive Director of the School's personnel file.

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.

DPI offers an extensive calendar of topics and training needed to effectively operate a charter school. We will avail ourselves of a variety of professional development offerings until our staff understands its full responsible to the state and student population. Professional development is afforded to lead teachers, principals/administrators, Central Office Administrators, LEA and Charter School professional development leaders, and university and college staff in educator preparation programs on various topics such as the NC Standard Course of Study, the NC Educator Evaluation System, Data Literacy, 21st Century Skills, and Strategic Planning of local Professional Development.

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.

Each faculty and staff member has or will have a Personalized Educator Plan ("PEP"). The plan is developed by the employee with the input and approval of the Executive Director and using the template which is included in Appendix . The plan asks the employee to identify a set of professional development goals from seven different areas that have been identified as the strands most pertinent to the success of a Tri-County Public Charter School educator. They include content, curriculum, instruction, assessment, mentoring, leadership, and knowing and understanding learners. The plan identifies the teacher's present level of performance in each strand using a standard rubric. The plan indicates the employee's annual goals for growth in one or more strand, how the goals will be measured and what will define success. Additionally, a strategy for achieving the goals is designed, and subsequently supported by the Charter School and its professional development activities throughout the year.

- **Common Core and NC Essential Standards PD**
Content-specific trainings that include developing strategies for implementing the NC Standard Course of Study in each of the content areas, including Information and Technology and Guidance.
- **Fidelity Support Sessions**
Facilitated follow up training sessions for district and charter school Summer Institute leadership teams

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that are designed to gather information on their progress with their implementation plans as well as provide continued support for their district leaders.

- **EVAAS PD**
Trainings that will provide participants with a deeper understanding of the Educator Value-Added Assessment System (EVAAS) in order to prepare them for making productive data-based decisions in their school or district. Participants will review reports and various analysis tools available through EVAAS.
- **NC Educator Evaluation System PD**
A variety of sessions that offer a deeper understanding of the Teacher and School Executive Evaluation standards and evaluation process, the Online tool, inter-rater reliability and end-of-the year reporting.
- **Creating a 21st Century Classroom PD**
Trainings that provides an overview of the Framework for 21st Century Learning. Through hands-on activities, participants will identify 21st century skills in a classroom setting and participate in brainstorming ideas for inclusion of 21st century skills across all disciplines. In addition, the Technology, Pedagogy and Content Knowledge model (TPACK) will reinforce the importance of evaluating technology use and effective integration.
- **ACT or PLAN Trainings**
Training that provide best practices for the use of data from PLAN and ACT assessments to improve student success through teaching and learning tied to ACT's College and Career Readiness Standards. Topics include: how to optimally use the data from the student and school-based PLAN and ACT reports to improve classroom instruction, understanding the structure and content of each assessment in PLAN and the ACT with hands-on activities, and a review of resources from ACT to use in developing instructional strategies.
- **Common Core and NC Essential Standards PD for IHEs**
Training designed for IHE faculty teams to focus on the transition from the current Standard Course of Study to the new Common Core State and NC Essential Standards for all content areas in order to implement the new standards in teacher preparation programs.

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.

Our teachers will utilize an early release day every other month during the school year to pursue professional staff development topics. We'll take the staff on a staff development cruise prior to each school year. The professional development repository, webinars and other staff development offerings will be used. Faculty will be encouraged to use mandatory workdays for staff development. We will make extensive use of the NCDPI staff development calendar and webinars in our effort to provide high-quality professional learning experiences for our educators.

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)).

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Tri-County Public Charter School is committed to open and regular communication with all stakeholders and the public at large, according to the applicable local, state and federal laws. Using a variety of communication methods to make sure all entities have access to information, TRI-COUNTY will maintain a marketing plan that promotes diversity in enrollment and openly invites attendees from the surrounding community. The targeted population will be students from Granville, Warren and Vance counties, and these demographics will be given public access to all school-related information. Students and families requiring ESL support will receive translation assistance via marketing material created to facilitate those needs. Registration will be publically announced through a variety of means and will be open to all students who can legally attend public school by state law, without discrimination of ethnicity, national origin, gender or disability. To ensure all populations are informed, the school will employ various means of communication including an up-to-date website, the use of social media, and non-electronic communication through local printed media, newsletters and brochures, and speaking engagements with the public. Local churches and other faith-based organizations will also be resources for public relations, as they provide pre-established unions of ethics-conscious citizens. All targeted populations, therefore, will have public access to knowledge about school regulations, admission process, and procedures.

1. Exposure through local newspapers:
 - A. The Oxford Ledger – Oxford, NC
 - B. The Daily Dispatch – Henderson, NC
 - C. The Warren Record – Warrenton, NC
2. Direct Contact with City/Town Councils
 - A. Oxford City Commission
 - B. Henderson City Council/Vance County Commissioners
 - C. Warren County Town Commission

Parent and Community Involvement

Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

Registration will be publically announced through a variety of means and will be open to all students who can legally attend public school by state law, without discrimination of ethnicity, national origin, gender or disability. To ensure all populations are informed, the school will employ various means of communication including an up-to-date website, the use of social media, and non-electronic communication through local printed media, newsletters and brochures, and speaking engagements with the public. Regional churches and other faith-based organizations will also be resources for public relations, as they provide pre-established unions of ethics-conscious citizens. All targeted populations, therefore, will have public access to knowledge about school regulations, admission process, and procedures. Mandatory parent/ guardian volunteer hours monthly.

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.

TRI-COUNTY will enlist parents of enrolled children to make sure that all students have access to reliable transportation. After the lottery (if needed) is completed, as part of the enrollment paperwork, parents will be asked to document if there is a need for transportation before and/or afterschool. Once this information is compiled, the volunteer coordinator will contact other parents from the nearby community and ask if they have room for another rider. This may include picking the child up at their home, or at a central location. We will take an active role in assuring no child misses school due to a lack of transportation. Once a ride is secured, we will allow this travel time to be counted towards their volunteer time. Parents will be asked to volunteer 15 hours per month performing or being trained to perform vital services for the school. This volunteer service will help stretch our budget and provide on the job training for our parent volunteers. Our founding organization has operated a private school for ten years using volunteer, community and parent energy. Most area parents have become very adept at survival. The Parent organization will be responsible for bringing in resources that keep the school afloat. They're solely responsible for bringing in office/school supplies, computer and monetary donations, holiday gifts,

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award coupons. A committed community and parent partnership is vital to any school setting. Thankfully, we already have a wonderful relationship with our parents and our com*/

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munities.

Provide the school’s proposed policies and the procedures for admitting students to the proposed charter school, including:

Tentative dates for application period; enrollment deadlines and procedures.

Application for student enrollment will begin in early February. The first year there will be approximately 15 seats available in each grade from six to 12. Initially, only North Carolina residents will be admitted to the charter school. Preferences will be given for children of employees and siblings of current students, as well as children of board members for the first year of operation. Applications will be available online, at the school, and by mail. As per Charter Law, TRI-COUNTY shall not discriminate against any student on the basis of ethnicity, national origin, gender, sexual orientation, or disability. TRI-COUNTY may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-391 until the period of suspension or expulsion has expired. However, our mission statement precludes exclusion of these at-risk students. Therefore, each case will be reviewed individually to determine if admission of expelled or suspended student(s) would constitute a safety threat to our faculty or student population. It is possible that more students will apply than there are available openings. If this situation occurs, the school will admit students through a blind lottery. Each application will be numbered in the order it is received and the numbers will then be pooled per grade level. At a public meeting, the numbers will be randomly pulled until all spaces in each grade level are filled. The remaining students will be placed on a waiting list in the order of their application number's removal. TRI-COUNTY defines “children of the school’s principal, teachers, and teacher assistants” as any birth or adoptive child or any child for whom the teacher, executive director, or teacher assistant maintains sole guardianship and custody pursuant to a court order. Guardianship must be obtained prior to admission and continue for the full school year. Those requesting preference based on guardianship must provide an affidavit that the principal, teacher, or teacher assistant provides the primary financial support of the child and that the child resides full-time with the executive director, teacher, or teacher assistant. If multiple birth siblings apply for admission and a lottery is needed under G.S. 115C-238.29F(g)(6), TRI-COUNTY shall enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be -+9+admitted.

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

Admission to the school shall be by formal written application. Applications will be available online, at the school, and by mail. As per Charter Law, TRI-COUNTY shall not discriminate against any student on the basis of ethnicity, national origin, gender, sexual orientation, or disability At a public meeting, the numbers will be randomly pulled until all spaces in each grade level are filled. The remaining students will be placed on a waiting list in the order of their application number's removal. After the first year, a new application must be submitted for all students who are not currently enrolled at TRI-COUNTY. This includes siblings of enrolled students, all incoming 6th grade students, including siblings of currently enrolled TRI-COUNTY students, and any student who is on the wait list from the previous year’s lottery. If multiple siblings have applied and one sibling receives notice from the school administration that they have received a place for the next school year, the other siblings remain in the order on the wait list at which they have been drawn for that school year. However the following year, if the sibling submits a new application they will be considered a sibling preference and the position will be determined by the current year’s selection for grades 7th through 12th.

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

At the conclusion of the public random drawing, all students who were not granted admission due to

TRI-COUNTY PUBLIC CHARTER SCHOOL

capacity shall be given the option to put their name on a wait list according to their draw in the public random drawing. This wait list, called an admission priority list, will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year. The order of admission of students at any time during the year shall be determined solely by the order of applicants on the admission priority list. Tri-County Public Charter School shall maintain a list of students interested in transferring to the Charter School. After the admission priority list has been exhausted, the Charter School will advertise if a space has become available and applications are being accepted in another open enrollment period. If more applicants than spaces are available, another public random drawing will be conducted for the open spaces in the manner described above. Public random drawing rules, deadlines, dates and times for the random drawing will be communicated in the enrollment applications and on the Charter School's website. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process, location, date, and time via mail or email at least two weeks prior to the public random drawing date. Students/families requesting transfer to another educational institution will be processed immediately upon written request to the Executive Director, and records will be sent to the transferring institution as soon as possible and/or within 12 hours after administration has validated that all accounts have been cleared.

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

The only admission requirement is that students wishing to attend the Charter School follow admission procedures with respect to completing applications, and enrollment forms and documents by the announced deadlines. The open application deadline, which will normally be in the winter for admission the following September, shall be coordinated with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them.

Clear policies and procedures for student withdrawals and transfers.

A transfer/withdrawal form must be presented to the Executive Director. Our school will verify the return of all school property and prepare the cumulative file for transfer to the requesting school. This process should take 48 hour.

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PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME
 LEA #1 Vance
 LEA #2 Granville
 LEA #3 Warren

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	LEA 2	LEA 3	LE A 1	LEA 2	LEA 3	LE A 1	LE A 2	LE A 3
6 th	<u>10</u>	<u>3</u>	<u>2</u>	<u>10</u>	<u>5</u>	<u>5</u>	<u>10</u>	<u>5</u>	<u>5</u>	<u>24</u>	<u>8</u>	<u>4</u>	<u>25</u>	<u>0</u>	<u>0</u>
7 th	<u>10</u>	<u>3</u>	<u>2</u>	<u>10</u>	<u>5</u>	<u>5</u>	<u>10</u>	<u>5</u>	<u>5</u>	<u>24</u>	<u>8</u>	<u>4</u>	<u>25</u>	<u>0</u>	<u>0</u>
8 th	<u>10</u>	<u>3</u>	<u>2</u>	<u>10</u>	<u>5</u>	<u>5</u>	<u>10</u>	<u>5</u>	<u>5</u>	<u>24</u>	<u>8</u>	<u>4</u>	<u>25</u>	<u>0</u>	<u>0</u>
9 th	<u>10</u>	<u>3</u>	<u>2</u>	<u>10</u>	<u>5</u>	<u>5</u>	<u>24</u>	<u>5</u>	<u>5</u>	<u>24</u>	<u>8</u>	<u>4</u>	<u>25</u>	<u>9</u>	<u>5</u>
10 th	<u>10</u>	<u>3</u>	<u>2</u>	<u>10</u>	<u>5</u>	<u>5</u>	<u>24</u>	<u>5</u>	<u>5</u>	<u>24</u>	<u>8</u>	<u>4</u>	<u>25</u>	<u>9</u>	<u>5</u>
11 th	<u>10</u>	<u>3</u>	<u>2</u>	<u>15</u>	<u>5</u>	<u>5</u>	<u>24</u>	<u>5</u>	<u>5</u>	<u>24</u>	<u>8</u>	<u>4</u>	<u>25</u>	<u>9</u>	<u>5</u>
12 th	<u>5</u>	<u>3</u>	<u>2</u>	<u>15</u>	<u>5</u>	<u>5</u>	<u>24</u>	<u>5</u>	<u>5</u>	<u>24</u>	<u>8</u>	<u>4</u>	<u>25</u>	<u>9</u>	<u>5</u>
	<u>100</u>			<u>150</u>			<u>200</u>			<u>200</u>			<u>200</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.

Transportation is a serious issue in the counties we serve. Our facility will make the necessary arrangements to get every child to and from school every day. We'll take advantage of carpools, volunteer transportation efforts

TRI-COUNTY PUBLIC CHARTER SCHOOL

and insured school vans and buses driven by licensed individuals. We're talking with a local transportation about providing any additional transportation needs.

School Lunch Plan:

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

It's sad to hear the stomach of a child growl when you bend over to help them with a lesson. Therefore, breakfast and lunch will be provided for every child. Our founding organization has Food Bank privileges and will continue to provide our food. Free lunch qualified or not every child eats a decent meal at our facility. There should not be a stigma or money drama associated with eating. Parents/volunteers will prepare/serve lunches.

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

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

Errors and omissions: one million dollars (\$1,000,000) per claim;

General liability: one million dollars (\$1,000,000) per occurrence;

Boiler and machinery: the replacement cost of the building;

Real and personal property: the appraised value of the building and contents;

Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;

Automobile liability: one million dollars (\$1,000,000) per occurrence; and

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		\$3566
Officers and Directors/Errors and Omissions	\$1,000,000		\$2387
Property Insurance	\$1,000,000		\$875
Motor Vehicle Liability	\$1,000,000		\$181
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332
Other- Workers Comp			\$2619
Total Cost			\$9600

*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 (Tri-County Public Charter School) 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:

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

The Board has identified a building on County Home Road in Henderson, NC. The Board has plans to call for a vote to move forward with earlier efforts to obtain the building from its owner Vance County. See Appendix-N1.

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.

The founding organization of the proposed charter school has a facility currently being operated as a school. Our current facility can accommodate 100 students. The mortgage on this facility has been satisfied. If necessary, The charter school can use this building until renovations are complete on our permanent facility. We will not be able to offer the proposed limited residential accommodations to homeless students until the permanent facility is ready.

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V. FINANCIAL PLAN

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

TRI-COUNTY PUBLIC CHARTER SCHOOL

Budget: Revenue Projections from each LEA 2014-15
SHOW CALCULATION 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	6016	98	589568
Local Funds	1209	98	118482
Federal EC Funds			
Totals	7225	98	708050

LEA #2 (Insert LEA Name & Code)

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	6,016	1	6016
Local Funds	1209	1	1209
Federal EC Funds			
Totals	7225	1	7225

LEA #3 (Insert LEA Name & Code)

TRI-COUNTY PUBLIC CHARTER SCHOOL

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	6016	1	6016
Local Funds	1209	1	1209
Federal EC Funds			
Totals	7225	1	7225

TRI-COUNTY PUBLIC CHARTER SCHOOL

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

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
State ADM Funds	\$604,589	\$902,384	\$1,203,178	\$1,203,178	\$1,203,178
Local Per Pupil Funds	\$120,905	\$181,385	\$241,811	\$241,811	\$241,810
Exceptional Children Federal Funds	\$	\$	\$	\$	\$
Other Funds*	\$	\$	\$	\$	\$
Working Capital*	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$
TOTAL INCOME	\$722,494	\$1,083,741	\$1,444,989	\$1,444,989	\$1,444,989

*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.

TRI-COUNTY PUBLIC CHARTER SCHOOL

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	# Staff	Salary per	Total salary	#	Salary per	Total salary	#	Salary per	Total salary	#	Salary per	Total salary	#	Salary per	Total salary
Personnel:															
Lead Administrator	1	40000	400000	1	50000	50000	1	60000	60000	1	70000	70000	1	75000	75000
Assistant Administrator	1	30000	30000	1	30000	30000	1	50000	50000	1	50000	50000	1	52000	52000
Finance Officer	1	20000	20000	1	20000	20000	1	30000	30000	1	30000	30000	1	35000	35000
Core Content Teacher(s)	3	30000	90000	5	32000	160000	7	35000	245000	7	38000	266000	7	40000	28000
Para Educator(s)	3	22000	66000	4	24000	96000	5	28000	140000	5	30000	150000	5	32000	16000
Electives/Specialty Teacher(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Exceptional Children Teacher(s)	1	30000	430000	1	32000	32000	1	35000	35000	1	38000	38000	1	40000	40000
Related Service Teacher(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Contracted Personnel	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Resource Officer	1	22000	22000	1	24000	24000	1	28000	28000	1	30000	30000	1	32000	32000
Total Personnel	11	263000	373000	14		412000	17		588000	17		634000	17		674000

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	# Staff	Cost Per	Total	#	Cost Per	Total	#	Cost Per	Total	#	Cost Per	Total	#	Cost Per	Total
Benefits:															
Health Insurance	11	4900	53900	14	4900	68600	17	4900	8330	17	4900	83300	17	4900	83300
Retirement Plan	11	3522	38740	14	3826	53560	17	4496	76440	17	4848	82420	17	5154	87620
Life Insurance	11	0	0	14	0	0	17	0	0	17	0	0	17	0	0
Disability	11	0	0	14	0	0	17	0	0	17	0	0	17	0	0
Medicare	11	393	4321	14	427	5974	17	502	8526	17	541	9193	17	575	9773
Social Security	11	1680	18476	14	1825	25544	17	2144	36456	17	2312	39308	17	2458	41788
Professional Dev.	11	600	6600	14	600	8400	17	600	10200	17	600	10200	17	600	10200
Total Benefits	11	11094	122037	14	11577	162078	17	12642	214922	17	13201	224421	17	13687	232681
Total Personnel Budget	11		420037	14		574078	17		802922	17		858421	17		906681

*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	10000	15000	20000	20000	20000
	Curriculum/Texts	10000	15000	15000	15000	15000
	Copy Paper	2000	3000	4000	4000	4000
	School Supplies	5000	7500	10000	10000	10000
	Testing Supplies	4000	6000	8000	8000	8000
	Other	1000	1500	2000	2000	2000
Technology	Technology Hardware	8000	6000	6000	6000	6000
	Instructional Software	8000	4000	4000	4000	4000
	Network/Internet	1200	1800	2000	2000	2000

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	Office Software	2000	1000	1000	1000	1000
	Office Supply	5000	5500	5500	5500	5500
Human Resources Costs	Legal Counsel	2000	1500	1500	1500	1500
	NC Wise**					
	Personnel Software	4000	1000	1000	1000	1000
Rents and Debt Services	Facility Lease/Mortgage	12000	14000	20000	20000	20000
	Rent of Equipment	5000	5000	5000	5000	5000
	Maintenance	5000	5000	5000	5000	5000
	Security/Alarm	2400	2400	2400	2400	2400
	Extermination	600	600	600	600	600
	Custodial Supplies	1200	1200	1200	1200	1200
Utilities	Phone	2400	2400	2400	2400	2400
	Energy	3000	3000	4000	4000	4000
	Electric	4000	4000	5000	5000	5000
	Water/Sewer/Trash	1200	1600	2000	2000	2000
Other	Insurances (page 19)	9600	14400	19200	19200	19200
	Marketing Plan	2000	2000	2000	2000	2000
	Transportation Plan	92500	138750	185000	185000	185000
	Food Plan***	46250	138750	185000	185000	185000
	Prof Fees/ Audits	10000	10000	10000	10000	10000
TOTAL OPERATIONS		259350	411900	528800	528800	528800

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

**The operation of NC Wise will be delegated to one or more of the current allocated paid positions.

*** The Charter will not operate a traditional food service plan in the first year. Prepackage meals and lunch meats will be purchased in bulk and refrigerated. Parents will be encouraged to send a bagged lunch with their student. Food will be made available to those students in need. Parent volunteers will be used to prepare sandwiches or

TRI-COUNTY PUBLIC CHARTER SCHOOL

prepackaged meals for students without lunch from home. Allocation per child is \$2.50.

In year two charter plans to contract out food service to Bullock-Greene Retirement Home at a rate of \$5.00 per day for each child.

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)	420037	574078	802922	858421	906681
TOTAL EXPENDITURE (OPERATIONS)	259350	411900	528800	528800	528800
TOTAL EXPENDITURES	679387	985978	1331722	1387221	1435481
TOTAL REVENUE	722494	1083741	1444989	1444989	1444989
ANNUAL NET PROJECTIONS	43107	97763	113267	57768	9508

Most of our students will likely qualify for free or reduce price meals.

Overall Budget:

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

information that showcases all assumptions for your budgetary calculations.

In the calculation for figuring state and local dollars, figure for Vance County was used for all LEAs. At this point the proposed cannot project a number for students coming from other LEAs. The projection for Warren and Granville Counties were made to show that we welcome students from our neighboring counties. The local funding amount was based on a total of \$8,232,440 funded by Vance County divided by ADM of 6809. State and local funds were based on anticipated capacity of 100 students in the first year, 150 students in the 2nd year and 200 students in the 3rd and subsequent years.

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?

Budget Expenditure Projections for salaries are lower than state guidelines in the 1st two years to remain within budget. The budget short fall is made up mostly from salaries of stakeholders in the charter, the Lead Administrator, Assistant Administrator, and the Finance Officer. These individual's salaries escalate quickly in the 2nd, 3rd, 4th and 5th year. Thereafter, salaries should grow at a more moderate pace of 2-3% per year. The two Administrators and the Finance Officer are the only administrative positions because each employee is expected to take on additional duties. The admin staff is expected to teach some classes and substitute teach when needed. Teachers and Para Educators are expected to take on some administrative and maintenance duties as well. Students will be paid a small stipend from maintenance budget to keep school clean and Resource Officer will be tasked with overseeing the students' work to ensure work is being performed properly and safely.

Employee benefit percentage appears high in the 1st year because estimated healthcare cost from information on DPI website and allocated professional development are higher percentage of wages than in later years. Benefit percentage declines from approximately 29% of compensation in 1st year to approximately 25% in the 5th year.

TRI-COUNTY PUBLIC CHARTER SCHOOL

The Budget Operations Expenditure projection assumed that the price of goods and services will remain relatively stable over the next five years. Energy and electricity expenses were projected slightly high due to the rising cost of fuel oil. Other items, such as those under Books and Supplies and Insurance, Transportation and Food expense, increase as enrollment increases. There are some costs that were assumed to stabilize or decrease over time such as Technology and software. It is assumed that these costs will be substantial up front because of initial purchases of computers, printers, projectors and software. In the following years, purchases will be mainly for increased capacity, repair, replacement, and software license renewals. There is also a possibility of some donated equipment.

If the charter does not meet its projected enrollment, those expense items directly related to student enrolment will be adjusted, such as number of teachers, para-educators, instructional supplies, transportation, and food expense. Since budget in the first year is being supplemented by reduced salaries the breakeven , and food expense. Since budget in the first year is being supplemented by reduced salaries the breakeven point for the charter is higher than the initial enrollment of 100 students. The Board's Treasurer estimates the breakeven point to be approximately 125 students.

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 Financial Officer will train one of the Para Educators to assist with accounting, purchasing and payroll functions. In year one there are only 11 employees and 100 students projected. In later years, as funds become available it may be recommended to the Board that a payroll company be contracted to handle payroll processing. Financial Officer will prepare documents for audits.

Explain how the spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs.

The charter will attempt to put funds were it counts, into good instructional materials and equipment and even better instructors. The charter will provide transportation for Vance County students through a contracted van service. There is a tentative agreement with a local provider to transport students to and from school at a rate of \$5 per student per day. Total projected cost in year one is \$92,500.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. What is the school's break-even student enrollment figure for each of the first five years?

The Board recognizes the need to establish a credit line with a financial institution to ensure there are sufficient funds in case of a short fall . Until a credit line is established, the two Administrators, and the Financial Officer are willing to take reduced wages until cash flow improves. Estimated breakeven for year one 93 students, year two 134 students, year three 182 students, year four 191 students, year five 198 students.

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

Contingency plan revolves around reducing salaries for stakeholder employees and temporary layoffs of any non- essential personnel. Charter will continue providing best possible educational services to the student population.

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

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

The Charter will be subject to the financial audits, the audit procedures, and the audit requirements adopted by the State Board of Education for charter schools, including any requirements for a school budget and the Fiscal Control Act. The Charter which will be located in Vance County will comply with the reporting requirements established by the State Board of Education in the Uniform Education Reporting System.

The financial management of the Charter will be the responsibility of Mr. Hinton (Financial Officer). Mr. Hinton is a degreed accountant with many years of experience and is licensed as a CPA in North Carolina. One of Mr. Hinton's responsibilities is to make financial recommendations to the Governing Board concerning issues such as selection of external auditors. It was recommended to the Board and approved that the following CPA firm be retain for future audits:

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: Winston, Williams, Creech, Evans &Company PLLC

Address: 102 W. Spring Street
Oxford, NC 27565

Phone Number: 919-693-5196

Fax Number: 919-693-7614

TRI-COUNTY PUBLIC CHARTER SCHOOL

LEA Impact Statement:

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

Applicant Signature:

VII. AGREEMENT PAGE

Applicant Signature:

The foregoing application is submitted on behalf of Vance County Learning Center. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Deryl von Williams

Board Position: Board Chair-Person

Signature: _____

Date: _____

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

Notary Public Official Seal

My commission expires: _____, 20____.