



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **University Public Charter School**

**Public charter schools opening the fall of 2014**

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

**Due by 12:00 noon, March 1, 2013**

North Carolina Department of Public Instruction  
NCDPI/Office of Charter Schools  
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Raleigh NC 27601-2825  
919-807-3491

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6303 Mail Service Center  
Raleigh, NC 27699-6303

## CHARTER SCHOOL

### 2013 Application Process

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

#### APPLICATION DUE DATE/TIME

##### January 4, 2013

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

##### March 1, 2013

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

##### March 8, 2013

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

#### APPLICATION SPECIFICATIONS

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

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

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**I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: University 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: *Woodson University*

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: *A.L. Fleming*

Title/Relationship to nonprofit: *Lead Applicant*

Mailing address: 24 CABARRUS AVENUE EAST  
Concord NC 28025

Primary telephone: 704-659-1867 Alternative telephone: 704-659-1867

E-Mail address: ALFLEMING@WOODSONU.US

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

County: CABARRUS

LEA: 130-Cabarrus County Schools

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

No:

Yes:

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

No:

Yes:

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

**Grade Levels Served and Total Student Enrollment:**

Projected School Opening: Year 2014 Month September

Will this school operate on a year round schedule?

No:

Yes:

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

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year	K,01,02,03,04,05	250
Second Year	K,01,02,03,04,05,06	300
Third Year	K,01,02,03,04,05,06,07	350

Fourth Year	K,01,02,03,04,05,06,07,08	400
Fifth Year	K,01,02,03,04,05,06,07,08	450
Sixth Year	K,01,02,03,04,05,06,07,08	500
Seventh Year	K,01,02,03,04,05,06,07,08	550
Eight Year	K,01,02,03,04,05,06,07,08	600
Ninth Year	K,01,02,03,04,05,06,07,08	650
Tenth Year	K,01,02,03,04,05,06,07,08	700

*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.*

alfleming24  
*Signature*

Lead Applicant  
*Title*

alfleming24  
*Printed Name*

02/21/2013  
*Date*

## II. MISSION and PURPOSES

(No more than three total pages in this section)

### **Mission:**

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

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

The University Public Charter School's mission is to provide students with an educational foundation that includes self-awareness, literacy, understanding of core academic concepts, global perspectives, the arts, financial literacy, and technology by use of the Montessori teaching philosophy.

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

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

The University Public Charter School plans to serve all students eligible for enrollment in any North Carolina public school (particularly the residents of Concord, Kannapolis, and Mount Pleasant). The school however plans to have emphasis on the Logan Community of Cabarrus County (an economically disadvantaged community with a high African American and Hispanic population which is within 0.2 miles of the proposed location of the charter school.). The demographics of this targeted population are as follows:

#### Racial Demographics of Logan Community

African American 49.3%  
Hispanic 35.7%  
Caucasian 12.6%

#### Economically Disadvantaged

Logan Community 91.7%  
LEA 41.4%

Cabarrus County Schools, the local educational agency in which University Public Charter School will be located, currently has a total enrollment of 29,000 students (Cabarrus County Schools 2011-2012 Annual Report). Of those students enrolled 20,716 are enrolled in grades K-8. The demographics of the 29,000 students are as follows:

#### Racial Demographics of Cabarrus County Schools

African American 18.2%  
American India 0.4%  
Asian American 2.6%  
Caucasian 62.2%

Hispanic 13.1%  
Hawaiian Pacific 0.1%  
Multi-Racial 3.5%

41.90% of the population receives free and reduced lunch  
13.70% of the population is English language learners

Projected Demographics of University Public Charter School  
Currently 442 students from the Logan Community attend grades K-4 in Cabarrus County Schools.

In the first year of operation the school plans to enroll 250 students grades K-4.  
150 students of those students are projected to enroll from the Cabarrus County Schools. 50% of the first years population that will come from Cabarrus County Schools is projected to contain 75 students that would reside within the Logan Community.

Projected Racial Demographics of University Public Charter School from Logan Community  
African American 39 students  
Hispanic 27 students  
Caucasian 9 students

#### Rationale for Selection of Location and Student Body

The University Public Charter School chose its location as Downtown Concord so the residents of the municipalities of Concord, Kannapolis, and Mount Pleasant would have a charter school that is located close to them. Currently the one operational charter school in Cabarrus and the second one to open in 2014 are a great distance from the majority of residents who may seek to enroll. By placing the University Public Charter School in the county seat and downtown of the area the school has an opportunity to serve a more diverse population.

The three immediate communities within walking distance of the proposed site are Logan, Gibson Village, and Historic Concord. Each of these communities have students and parents that have demonstrated interest in the proposed Montessori school and ease of accessibility is one of the areas the most liked regarding the proposal.

A diverse student body is best served by its own diversity, by locating the school in a nexus of three communities it will pose no ascertainable barrier in student enrollment no matter the students socioeconomic status or distance from the school. Our economically disadvantage population presents possibly the greatest gains for students in academic achievement as the Montessori teaching method tends to lend this population more gains in cognitive and academic skills, and is more conducive towards their social and behavioral skills (Lillard, A. Montessori: The Science Behind the Genius, 2006, Oxford University Press)

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

In the first year of operation the school plans to enroll 250 students grades K-4. 150 students are projected to enroll from the Cabarrus County

Schools. 50% of the first years population will come from Cabarrus County Schools which equates to 75 students that would reside within the Logan Community.

Projected Racial Demographics of University Public Charter School from Logan Community

African American	39 students	.001%	of 29,000 students
Hispanic	27 students	.093%	of 29,000 students
Caucasian	9 students	.031%	of 29,000 students

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

The University Public Charter Schools (UPCS) educational plan compares to the Cabarrus County Schools (the LEA) educational plan in many respects. The difference is most notable in the approach, whereas the traditional method employed by the Cabarrus County School system (State of North Carolina) seeks to bring the student to the education, the University Public Charter School seeks to bring education to the student. By following the Montessori philosophy, the teachers at University Public Charter School will meet the student where they are on a developmental level as opposed to a grade level and design curriculum activities based upon said. The five following areas demonstrate the most significant degrees of difference between UPCS and the LEA:

The UPCS's educational plan is comprised of the Montessori self-directed learning approach. This approach provides for the child to work at their own pace, whether in a group or individually. The teacher prepares the structured environment (the classroom) based on their observations of the child, and does so in such a way that presents the child with one of the Montessori materials for a particular lesson (geometric shapes, timelines, and etc.). The teacher then prepares subsequent curriculum (individualized lesson plans) based upon said interest and the child's development level; therefore bringing the education to the child as opposed to a traditional method of teacher lecture to all students in the class simultaneously on the grade level.

Another interesting difference in UPCS's educational plan and that of Cabarrus County is the multi-age classroom approach. This atmosphere creates/simulates the family environment, where learning takes place naturally. Those children who have mastered a previous concept naturally work with others to assist in their mastery of a concept. In the course of these moments children innately learn leadership skills and what it means to be a part of a greater community where individuals help one another.

The UPCS and the LEA are comparable in the fact the both design curriculum and measure performance based upon the standards of Common Core and the North Carolina Essential Standards.

1. learn to be responsible for and accept the consequences of one's conduct and academic performance;
2. develop the capacity to examine and solve problems;
3. foster respect and appreciation for cultural and ideological diversity and differences;
4. develop the ability to be productive in a team environment;
5. learn and acquire the skills necessary for a lifetime of continuous



learning and adaption to change in the workplace and society;

6. prepare for challenging curriculum beyond secondary school and, when possible, complete high school courses required for college entry in fewer than four years;

7. achieve high levels of success in a rigorous curriculum;

8. acquire the skills necessary for success as life-long learners;

9. acquire the skills needed for technological literacy in a rapidly changing world; and

10. remain in school and earn a high school diploma and, when possible, earn an associate degree or two years of college credit.

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

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

*The Six Legislative Purposes of a Charter School are:*

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
4. *Improving student learning.*
5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

1. University Public Charter School will provide excellent professional opportunities for our teachers and teacher assistants. Woodson University our sponsoring organization is the only university in the state of North Carolina that provides a Montessori Teacher Education training program (based on international Montessori accredited curriculum). All University Public Charter School teachers will have an opportunity to partake in professional development opportunities with the university at no cost to them.

\*University Public Charter School will offer Montessori Teacher Education training (credentialing) from Woodson University to our teacher assistants at no cost if said teacher assistant will agree that upon completion of their training to work for University Public Charter School for two years post-graduation from Woodson University.

\*Teachers and Teacher Assistants at University Public Charter School will have an opportunity to participate in curriculum selection, hiring processes, and peer evaluation, school improvement, administrative operations. The school will utilize a shared governance approach which will allow the faculty to have their own faculty senate (representative organization) where they make recommendations to the administration and board of directors the above referenced areas.

2. UPCS will be held accountable for meeting measurable student achievement results as any other North Carolina public school. To measure achievement the school will be utilizing the required End of Grade (EOG) tests in grades 3-8 in Math, and Reading (English, Language Arts and Reading).

\*In addition, UPCS will administer the Northwest Evaluation Association (NEWA) MAP (Measures of Academic Progress) Assessment Instrument for grades K-8 in order to assess student skills in Reading, Math, and Science. The NEWA Formative Assessment Item Bank will also be utilized to create a Writing Instrument to be utilized in grades K-8.

\*The results of these instruments will assist in the creation of the Montessori based individualized lesson plans for each student and core benchmarks. Teachers will create the individualized lesson plan for each student and share this roadmap with the parents/guardian, keeping said apprise of the students demonstration of mastered skills or areas of improvement weekly. This individualized lesson plan to show the parents areas of bolstering needed at home to reinforce classroom lessons and mastery of topics.

\*In accordance with State Board of Education policy GCS-C-016, UPCS will implement assessments at grades K-2 that will include documented and on-going individualized assessments throughout the school year, with a summative evaluation at the conclusion of the year. These assessments will be created using the NEWA Formative Assessment Item Bank on all subjects as aligned to the North Carolina Essential Standards.

\*All assessments and accountability measures at UPCS are designed to correlate with the Department of Public Instructions concept behind its READY initiative, that all students are prepared for readiness for the future as opposed to meeting the standards for understanding the basics.

3. UPCS provides expanded choice in the types of education opportunities available in the Cabarrus County public school, for at current there are no Montessori schools in the county or on the list of future magnet school options for the county. In addition to this fact there are no private Montessori schools within our county either. The two charter schools that currently exist in Cabarrus County do not provide bus transportation nor do they provide an onsite meal, significantly decreasing the likelihood of disadvantaged children from applying.

4. All students learning have the opportunity to be improved by utilizing the Montessori approach to education. The infusion of self-directed learning, natural curiosity, and individualized lessons plans allows the teacher to meet the student where they are developmentally as opposed to grade level, and develop strategies that will lead to improved student

learning, that might otherwise not be nurtured in a traditional classroom. Particularly our economically disadvantage population presents possibly the greatest gains for students in academic achievement as the Montessori teaching method tends to lend this population more gains in cognitive and academic skills, and is more conducive towards their social and behavioral skills (Lillard, A. Montessori: The Science Behind the Genius, 2006, Oxford University Press)

Many longitudinal studies of the Montessori curriculum show that Montessori-schooled students consistently test an average of three (3) grade levels above traditionally-educated children of the same age. Not only does the Montessori Method presents an opportunity for students to improve in the areas of academics and cognitive skills but also in their social and behavioral skills. There mere act of an elder child assisting younger child presents the atmosphere of a community where in which a global sense of communication and assistance is required to be successful. Such a lesson far exceeds the "basics" and presents the atmosphere of citizenship and skills needed to be successful in the future.

5. All students learning have the opportunity to be increased by utilizing the Montessori approach to education. The infusion of self-directed learning, natural curiosity, and individualized lessons plans allows the teacher to meet the student where they are developmentally as opposed to grade level, and develop strategies that will lead to improved student learning, that might otherwise not be nurtured in a traditional classroom. Particularly our economically disadvantage population presents possibly the greatest gains for students in academic achievement as the Montessori teaching method tends to lend this population more gains in cognitive and academic skills, and is more conducive towards their social and behavioral skills (Lillard, A. Montessori: The Science Behind the Genius, 2006, Oxford University Press)

Students enrolled at UPCS in our multi-aged classrooms will not be aware of students who are at academic risk or learning below grade level, as all students will be contained in one class setting and a differentiated teaching approach utilized for each child. Regardless of at-risk or gifted status lessons are designed to meet the students developmental stage and abilities, while participating in global community of students who learn in different ways and at different rates.

6. Although the Montessori curriculum upon which UPCS is based is already different and innovative, an additional approach that will be taken is the Spanish Immersion approach. Students will be immersed in the cultures of other countries, ethnicities, and races, one which way to ensure that different cultures are not considered "foreign" is introducing at the kindergarten grades a second language. This approach allows the child to learn more about the culture through the language, it also magnifies the position that each child is a part of a global society. Also incorporated in our curriculum is financial literacy, students will have the opportunity at a young age to learn about the monetary system and how it operates. As continuing lessons grow upon this foundation the student will have a formative understanding of the American and global economic system.

## **Goals for the Proposed Charter School:**

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

UPCS board of directors shall know it has attained its mission statements by the establishment of strategic goals and objectives and corresponding instruments that measure the achievement of those goals.

Goal 1: Student Success in accountability measures as required by internal benchmarks and the North Carolina Standard Course of Study.

Objective 1: All students at University Public Charter School in grades K-2 will demonstrate at least a 10% increase in performance from their initial year NEWA Individualized Assessment in Reading and Math to their year in assessment, by the conclusion of 2014-2015 school years.

Measure: Teachers will administer the pre-test, monthly test, quarterly test, and yearly test and measure student performance and utilize results to determine success.

Objective 2: Students in grades 3-8 shall meet or exceed the expected growth and have a Performance Composite of 75% by 2016-2017.

Goal 2: A capable Enrollment Management plan that provides for increase enrollment.

Objective: Enrollment at University Public Charter School shall grow within ten percent (10%) of its projected enrollment each school year as determined by the enrollment projections submitted in the charter application.

Measure: The Board of the Directors shall review at their quarterly meetings a travel report, and administrative update from the Executive Dean denoting the successful meeting of this goal. On the annual performance evaluation of the Executive Dean the board chairman shall revisit this requirement.

Goal 3: A firm existence and implementation of an effective Governance and Administration system.

Objective: Ensure that all financial obligations are met and the school operates with a positive cash flow quarterly and annually with no material misstatements or fraud.

Measure: Monthly review of financial statements by the Executive Dean and Finance Officer, and quarterly review of the financial statements by the Budget, Finance, Buildings, and Grounds Committee, and annual review by an independent auditor and the Executive, Audit and Personnel Committee.

Goal 4: Students, Faculty, Staff, Board Members, and Parents shall participate in service projects that improve the quality of life in the schools community.

Objective: The completion of two quarterly community service projects and two annual community service projects.

Measure: Quarterly and annual review by the Board of Directors of the Executive Deans performance and completion of this task.

Goal 5: Instructional Staff and instructional support staff shall engage in Professional Development opportunities annually so that instructional quality shall be maintained and increased

Objective: Teachers and Teacher Assistants shall participate annually in twenty days (20 built into the school calendar) of professional development opportunities, ten of which shall be relevant directly to Montessori education, and the remaining ten a mixture of Common Core training, and classroom management and assessment.

Measure: Yearly evaluation of instructional staff to ensure they have met the twenty day professional development requirement.

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

Goal 1: Student Success in accountability measures as required by internal benchmarks and the North Carolina Standard Course of Study.

Objective 1: All students at University Public Charter School in grades K-2 will demonstrate at least a 10% increase in performance yearly on NEWA Individualized Assessment in Reading and Math. By 2018-2019 school year all students enrolled in second grade shall demonstrate 80% proficiency on NEWA Assessment in Reading and Math.

Therefore the following should occur:

2014-2015	40%	Minimal proficiency
2015-2016	50%	Minimal proficiency
2016-2017	60%	Minimal proficiency
2017-2018	70%	Minimal proficiency
2018-2019	80%	Minimal proficiency

Individuals Responsible: Montessori Teachers, Montessori Assistants, Parents, Students

Strategies: Teachers will implement the Montessori based curriculum as its correlates to the North Carolina Standard Course of Study (Essential Standards)

Measure: Teachers will administer the pre-test, monthly test, quarterly test, and yearly test and measure student performance and utilize results to determine success.

Objective 2: Students in grades 3-8 shall meet or exceed the expected growth and have a Performance Composite of 80% by 2018-2019.

Therefore the following should occur:

2014-2015	40%	Minimal proficiency
-----------	-----	---------------------

2015-2016 50% Minimal proficiency  
2016-2017 60% Minimal proficiency  
2017-2018 70% Minimal proficiency  
2018-2019 80% Minimal proficiency

Individuals Responsible: Montessori Teachers, Montessori Assistants, Parents, Students

Strategies: Teachers will implement the Montessori based curriculum as it correlates to the North Carolina Standard Course of Study (Essential Standards). Teachers will administer the pre-test, monthly test, quarterly test, and yearly test and measure student performance at each level.

Measure: Successful school Performance Composite of 75% by 2016-2017 school year on all End of Course Tests.

### 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.

Montessori education; predicated on the teachings and research of Dr. Maria Montessori is a an instructional program (method) characterized by an emphasis on children's passion for learning and their ability to teach themselves, given a properly prepared educational environment (classroom) and developmentally-appropriate learning materials. The basis of the program is that "education is a natural process carried out by the individual." Children are grouped in mixed-aged classrooms, teachers pay attention to their social-emotional development, and otherwise give them space to explore various "hands-on" experiences at their own pace. Dr. Maria Montessori swore that children would thrive if only educators would, in essence, "follow the child." The joy of learning develops a well adjusted person who has a purpose and direction in their life.

The instructional program (method) of Montessori education: Respect for the Child: Teachers will demonstrate respect of the student as an individual when the allow natural learning to take place. When students have choices and those choices are honored they will develop skills and abilities necessary for learning and gain positive self-esteem. The Absorbent Mind: By accepting the student that the student's mind is predisposed to learning, and that simply based on the environment in which they occupy they will learn. Sensitive Periods: The instructional program recognizes that there are moments when a student is most susceptible to learning. The teacher must seize these moment and ensure that it is a fulfilling experience for the student. The Prepared Environment: The design of the classroom provides an orderly format in which the student can learn. The classroom is designed in such a way that the student can explore lessons of their own choosing, and absorb the results of that lesson, and then transition that lesson to other areas or demonstrate on practical examinations. Sensory Materials: The Montessori learning materials (often seen as toys) are designed to promote learning and engage the student's senses. This prepares and bolsters the absorbent mind for learning. These materials add to the student's observation ability, and control for error. They are designed so the student is aware if they made a mistake.

Major instructional methods include the use of appropriate materials in the multi-aged structured environment (the classroom) which are housed at stations around the classroom that possess educational instruments (Montessori materials) that illustrate a particular lesson and allows the child to explore and learn. Also as opposed to a lecture based approach teachers in the Montessori classroom generally teach children in small groups with in the classroom, and plays the role of more an observer and

guide as opposed to a lecturer. These students are taught in small groups reflective of their developmental stage as opposed to their linear grade. The teacher has the opportunity to differentiate learning based upon observation, and creation of individualized educational plans. Students in the Montessori classroom are assessed based on their mastery of a particular lesson both in its abstract approach (correct use of materials) and its practical implementation (demonstration of lesson on prepared examinations). The student will also be assessed on the meeting benchmarks on their individualized educational plan, and meeting satisfactory proficiency on examinations. The program meets the needs of the Logan Community by presenting education in an independent fashion, as collaboration and not competition, encouraging self-esteem. The academic paper "Minority Student Performance: Is the Montessori Magnet School Effective?" concludes that Hispanic and African American students who have been enrolled in such programs for a year or more have impressive academic advantages. The students demonstrated mastery on standardized tests. The self-directed, exploration, allows the student ownership and pride.

### **K-8 Curriculum and Instructional Design:**

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

The learning environment is classroom-based and includes the use of appropriate materials in the multi-aged structured environment (the classroom) which are housed at stations around the classroom that possess educational instruments (Montessori materials) that illustrate a particular lesson and allows the child to explore and learn. Also as opposed to a lecture based approach teachers in the Montessori classroom general teach children in small groups with in the classroom, and plays the role of more an observer and guide as opposed to a lecturer. These students are taught in small groups reflective of their developmental stage as opposed to their linear grade.

Class size will be approximately twenty two (22) students per classroom.

The classroom will have an open floor plan with no desks. There are tables and rugs on for children to work, and the classroom is very structured. The materials are designed to appeal to the student's natural curiosity, and each day.

Provide a synopsis of the planned curriculum, including:

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

The Montessori curriculum aligns with the UPCS's mission in the fact it provides students with an educational foundation that includes self-awareness, literacy, understanding of core academic concepts, global perspectives, the arts, financial literacy, and technology by use of the Montessori teaching philosophy.

This is accomplished in the following ways:



Self-awareness, the teacher performs the role of guide and observer allowing the student to naturally develop, the student becomes aware of the environment and learns from participation in it.

Understanding core academic concepts, this is achieved through the design of the structured environment. The classroom is designed as such through the use of the several lesson stations to demonstrate core academic principles, individualized lesson plans are then develop to further reinenforce these principles.

Global perspectives, are addressed through the review of culturally relevant lessons, a key part of Montessori education.

The targeted population in the Logan Community (low wealth African Americans and Hispanics) can benefit directly by embracing the aforementioned tenets. Academic research shows that embracing such will lead to improved academic performance in the classroom.

The Montessori curriculum at UPCS has been aligned to the North Carolina Essential Standards and the Common Core Standards, as North Carolina works to complete the new accountability model in 2013, UPCS will align course outcomes and achievement levels by the finalized version. At current UPCS will align its achievement and accountability measures based upon the draft Achievement Level Descriptors. An example of this can be found in Appendix B with an example course scope and sequence.

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

The following instructional strategies will be expected of teachers to masters. These strategies are some of the key objectives for Montessori teachers as prescribed by the Montessori Accreditation Council for Teacher Education.

The ability to observe, plan and record the needs and progress of children;  
The ability to personalize educational plans for a variety of learning styles;

Demonstrates proficiency in applying Montessori principles in the context of the curriculum, informative materials, and lesson presentations;

Demonstrates sensitivity to the psychological and cultural needs of individual children

All of these aforementioned strategies are key to a Montessori teacher managing an effective classroom that fosters positive learning. Following these key instructional strategies will result in increased academic achievement for the students of the Logan Community. A teacher's ability to observer, plan, and record the progress of children will be key to identifying benchmarks being achieved post the NWEA MAP or Individualized Assessments.

As each student learns in different ways. They will each come to UPCS from varying developmental stages of success regarding academic standards, a teacher at UPCS will be able to plan appropriate lessons based on these stages, this is the cornerstone of the Montessori pedagogy. This also holds true with regards to the psychological and cultural needs of individual children.

A teacher at UPCS must demonstrate proficiency in Montessori principles or they will be unable to foster the positive environment conducive to self-awareness and exploration.

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

University Public Charter School's calendar consists of 200 days of instruction, 10 days of professional development for instructional staff, and 15 days of teacher workdays/parent teacher conference.

Whereas our mission is to provide students with an educational foundation that includes self-awareness, literacy, understanding of core academic concepts, global perspectives, the arts, financial literacy, and technology by use of the Montessori teaching philosophy as our educational plan/program, our board of directors has decided to have a core instructional period of 200 days to help decrease summer learning loss among all students, however particularly our target population.

There are academic research studies that postulate that the majority of students learn at the same rate during the traditional school year, it is however during the summer months that socioeconomic status plays a role in increasing the achievement gap. More affluent families generally have access to summer programs that foster retention of lessons learned during the traditional school year. Most low wealth students tend to lose that level of achievement from the previous year as they are not exposed to such programs that foster continued learning and achievement.

The cumulative impact of summer learning loss over the course of the first five years of school is almost three years. By increasing the days of instruction UPCS seeks to decrease this gap among socioeconomic status and provide a solid educational foundation for all students.

### **Special Programs and "At-Risk" Students**

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

In a Montessori classroom students are not so much motivated by getting good grades (being on grade level) as they are by a basic love of learning. UPCS teachers take the time to learn each student individually, and create an individualized lesson plan for them. This plan takes into account each child's uniqueness. This is further achieved by the student remaining in their assigned teacher's classroom for three years.

As Montessori is a self-directed form of learning the teacher has the opportunity in that student's individualized lesson plan to determine proficiency and achievement with tasks and objectives. Should a student fail to meet those objectives and not perform well on the NWEA MAP and Individualized Assessments, the teacher is able to take the data gathered from the tests and their own observation of the student and create a plan more appropriate to their learning style and development stage in order to ensure a gain in proficiency, and mastery of skills at the assigned appropriate grade level.

2. Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:
  - a) Methods for identifying ELL students.
  - b) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
  - c) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

UPCS instructional plan and Montessori curriculum will meet the needs of ELL students appropriately. A main component of our curriculum is ensuring students are aware they reside in a global society, and embrace different cultures. When an ELL student is identified appropriate measures will be put in place to ensure that a student's English proficiency is not a barrier to educational access or success by providing for bilingual instruction.

ELL students will be identified by use of a Home Language Survey to be completed by parents/guardians during the enrollment period. This form will be printed in varying languages.

UPCS will utilize a Structured English Immersion (SEI), based upon the Arizona English Language Learner's Task-Force program to ensure academic success and equitable access to the core academic program. Students will be grouped together based upon their native language, and then divided up based upon their proficiency in English. For instance as we will most likely serve a Spanish speaking and English speaking population a Spanish Immersion Coordinator is accounted for in our budget. This person will teach those students who are not proficient in English via the SEI method, and coordinate those native English speaking students participation in English to Spanish Immersion program, along with the classroom teacher.

Currently there is projected to be a Spanish Immersion Coordinator at UPCS (based upon the target population the school is projected to serve), if another language other than Spanish and English is determined to be required at UPCS, the Executive Dean and board of directors shall make the necessary arrangements to employ a coordinator for that language.

The progress and success of students will be monitored by the Immersion Coordinator for each language, who will work to ensure the student is making gains in their English language proficiency by using the Stanford English Language Proficiency Test for our Spanish speakers. For other languages as they are identified a test that can determine growth and proficiency in English comparable to the Stanford English Language Proficiency Test will be administered.

Once a student meet standard English proficiency as illustrated on the instrument they will return to the Spanish Immersed Montessori Classroom; weekly reviews will be conducted with the Immersion Coordinator and the main classroom teacher.

3. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
  - a) Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

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

NC General Statutes - Chapter 115C Article 9B. espouses that public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

The Montessori method directly lends to differentiated educational services for gifted children. The instructional programs, practices, strategies, and opportunities are ones of innate self exploration and that of their environment. Montessori education is designed to help all children reach their fullest potential at their own unique pace. Montessori classrooms will have students with a myriad of abilities. This structured environment is a community in which everyone learns from one another and everyone contributes. The multi-age classes allow each student to explore their own pace without feeling "ahead" or "behind" in relation to peers.

Intellectually gift students will be monitored and evaluated on progress and success in the same manner as all students at UPCS.

### **Exceptional Children**

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)* Amendments of 2004 (20 U.S.C. 1400 et seq.), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies *Governing Services for Children with Disabilities*. All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

### **Identification and Records**

1. Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.
2. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.
3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.
  - a) Requesting Records from previous schools
  - b) Record Confidentiality (on site)
  - c) Record Compliance (on site)

Students with an educational plan under Section 504 of the Rehabilitation Act will be identified via the records transfer from the previous LEA or school.

UPCS is cognizant and invested in providing appropriate educational

opportunities for all children, regardless of their special educational needs. UPCS will therefore conducting an annual "Child Find" search to identify and evaluate any and all UPCS families, birth through 21, who may not be receiving appropriate educational opportunities.

Individuals who may be aware of a child affiliated directly or indirectly with UPCS with inappropriate or under-served educational needs may provide said child's name to the Special Education Coordinator. Once parental consent is acquired UPCS Special Education Coordinator will conduct an evaluation and assessment of the child's needs, and design an individualized education program specifically for the child provide referrals to other agencies providing special services the child may require or be entitled to.

Records of students with disabilities and 504 accommodations will be properly managed thusly:

Every student enrolled at UPCS must have their parent/guardian complete an authorization for transfer of school records form to be sent to the previous school/LEA. This will serve as the official permission from the parent/guardian authorizing the transfer of all previous records to include (discipline, 504 plan, IDEA accommodations, academic records, medical records, grades and other relevant evaluations).

In order to ensure all documents are kept confidential and compliant with state and federal laws UPCS will follow all requirements as outlined in the following:

North Carolina General Statutes  
Individuals with Disabilities Education Improvement Act  
Family Educational Rights and Privacy Act  
Health Insurance Portability and Accountability Act  
Section 504 of The Rehabilitation Act

### Exceptional Children's Education Programming

1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.
2. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).
3. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.
4. Describe the proposed plan for providing related services.

The Montessori method of education is geared to meeting the student where they are developmentally and designing an individualized lesson plan towards proficiency in each given area. Exceptional Children/Special Education Children will participate in the same classroom activities as other. When possible said students will be a part of a traditional classroom. In instances in which a child is required to be in a separate setting our Special Education/Exceptional Children Coordinator will be responsible for teaching these students in separate a environment.

The method and support systems that will be utilized to ensure students with disabilities receive a Free and Appropriate Public Education will be the individualized education plan designed to the students individual needs to the same extent that the needs of non-disabled students are met. This may include regular or special education and related aids and services to accommodate the unique needs of students with disabilities. With regards to a support system (The Student Support Team) parents (of the specific child in question), the executive dean, the special education coordinator, the school counselor and other instructional staff where necessary will participate in the design of the students special education individualized plan. This IEP plan will be monitored weekly by the in classroom teacher and special education coordinator, with a monthly meetings with the support system team (parents, the executive dean, special education coordinator, and other instructional staff where necessary).

Related services or each exceptional child will be determined based upon the evaluation of the student support team, the include but are not limited to however:

Transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

Currently UPCS will provide transportation for students via lottery program, those students identified with a disability that require transportation will have priority usage of such. If special accommodations are required the Special Education/Exceptional Child Coordinator and the Transportation Coordinator shall design such a plan.

In all other areas where special related services are required for a student, the Student Support Team will communicate such to the Executive Dean of the school who shall have the responsibility to coordinator such to ensure the student receives a Free and Appropriate Public Education. Currently contracted staff in assist in this goal include, a school nurse, and school counselor.

### **Student Performance Standards**

1. Describe the student performance standards for the school as a whole.
2. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.
3. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.

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

Student performance standards are as follows:

Goal 1: Student Success in accountability measures as required by internal benchmarks and the North Carolina Standard Course of Study.

Objective 1: All students at University Public Charter School in grades K-2 will demonstrate at least a 15% increase in performance from their initial year NEWA Individualized Assessment in Reading and Math to their year in assessment, by the conclusion of 2014-2015 school years.

Measure: Teachers will administer the pre-test, monthly test, quarterly test, and yearly test and measure student performance and utilize results to determine success.

Objective 2: Students in grades 3-8 shall meet or exceed the expected growth and have a Performance Composite of 75% by 2016-2017.

UPCS will use the NEWA Individualized Assessment for grades K-8 and utilize NEWA MAP in 3-8. These assessments will be used to determine student proficiency in the appropriate areas aligning to end of grade tests for grades 3-8 and proficiency indicators for all grades K-8. The assessment data from these instruments will allow the teach to create individualized growth plans where necessary to assist the student in meeting the proficiency requirement where they have not. Lesson plans will be adapted to ensure that the areas of need for students are bolstered.

The following procedures/criterion will be utilized in determining promotion for grades Kindergarten - Second:

Students will be assessed based upon the requisite math and reading standards; the following items will be taken into account when determining promotion.

- Teacher documentation
- Parental input
- Test results (including standardized tests)
- Results of intervention strategies
- Attendance (a student may not have more than 10 unexcused absences per year)

The following procedures/criterion will be utilized in determining promotion for grades 3-8:

Academic progress in all subject areas as designated by the Board of Directors:

- Performance on state and school tests and classroom assessments
- Medical, social and behavioral information
- School support staff recommendations
- Teacher documentation
- Parental input
- Attendance (a student may not have more than 10 unexcused absences)

Students with special needs are evaluated for promotion based upon the following:

To the extent possible, all students with disabilities shall participate in the Student Accountability Standards. All interventions and other opportunities, benefits and resources will be made available to all students. Such opportunities may be in addition to any special education services provided to the student.

Students with disabilities may be exempted from the promotion standards by the Individualized Education Program (IEP) Team, if it is determined by the IEP team that the students do not have the ability to participate in the State Standard Course of Study. However, exempted students shall be enrolled in a functional curriculum and demonstrate acceptable outcomes on alternate assessments.

The promotion requirements are communicated to parents at Open House, the student handbook, and parent teach conferences.

Students exiting UPCS at the completion of 8th Grade will know and be able to do the following in math as required by the Common Core Standards:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning

Students exiting UPCS at the completion of 8th Grade will know and be able to do the following in English and Language Arts as required by the Common Core Standards:

#### Demonstrate independence

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information.

#### Build strong content knowledge

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance.

#### Value evidence

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others use of evidence.

#### Use technology and digital media strategically and capably

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use.

#### Understand other perspectives and cultures



Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds.

Students exiting UPCS at the completion of 8th Grade will know and be able to do the following in Science:

Understand the properties of matter and changes that occur when matter interacts in an open and closed container.

Explain the environmental implications associated with the various methods of obtaining, managing, and using energy resources.

Understand how organisms interact with and respond to the biotic and abiotic components of their environment.

Understand the composition of various substances as it relates to their ability to serve as a source of energy and building materials for growth and repair of organisms.

Understand the hazards caused by agents of diseases that effect living organisms.

Students exiting UPCS at the completion of 8th Grade will know and be able to do the following in Social Studies:

Apply historical thinking to understand the creation and development of North Carolina and the United States.

Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.

Understand the geographic factors that influenced North Carolina and the United States.

Understand the economic activities of North Carolina and the United States.

Analyze how democratic ideals shaped government in North Carolina and the United States.

Understand the role that citizen participation plays in societal change.

Understand how different cultures influenced North Carolina and the United States.

**Student Conduct:**

Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.

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

Be sure to include:

1. Practices the school will use to promote effective discipline.
2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.

3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.
4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

Students and Staff at UPCS will be guided by the following two cornerstones in order to promote appropriate behavior (effective discipline) 1) We will take care of all people and living things in our environment, and 2) We will take care of all of the material things in our environment. The crux of Montessori philosophy is understanding/respecting the individual and understanding/respecting the environment, along with that UPCS will advocate respecting the rights of the individual and the environment, thus promoting effective discipline.

The following is a list of offenses that may result in suspension or expulsion (preliminary list).

Communication of a Threat or False Threat - Making any threat through written or verbal language, sign, electronic means, or act which conveys a serious expression of intent to cause harm or violence. Furthermore, no student shall make a false threat of harm or violence, even in jest, which causes or is reasonably likely to cause fear or a disruption to school activities.

Unbecoming and Aggressive Behavior - Hitting, shoving, scratching, biting, blocking the passage of, or throwing objects at another person. Taking any action or making comments or writing messages which might reasonably be expected to result in a fight. See Level II for violations involving physical injury to another student.

Destruction or Damage to Property - Intentionally damaging or attempting to damage or deface school or private property while under school care.

Possession or Use of Weapons other than Firearms - Possessing, handling, transferring, or bringing on to school property any items including, but not limited to, knife, razor, BB gun, stungun, air rifle, air pistol, bowie knife, dirk, dagger, sling shot, leaded cane, switchblade knife. Using in a threatening or dangerous manner any weapon or other object that can reasonably be considered a weapon or a facsimile of a weapon.

Suspension of students with exceptional needs requires that the school administrators and Individual Education Plan (IEP) team members understand the limits of suspension of students with disabilities, requirements for IEP review following suspension, and alternatives to suspension

An individual with exceptional needs may be suspended for up to, but not more than 5 consecutive school days. The student may be suspended for up to 10 days before an IEP team manifestation determination meeting is required. The student can be removed for more than 10 days for separate acts of misconduct, as long as the removals do not constitute a pattern. During any removal of more than 10 days the school must provide services to the extent determined necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals on his or her IEP.

All students are entitled to due process; upon suspension or expulsion a student and their guardian will be provided with the policies and procedures regarding their appeal/grievance rights, and will have said explained to them fully by the Finance Officer who also serves as the school ombudsman.

#### Recommendation for Expulsion or Dismissal

The expulsion or dismissal of any student who has committed a serious breach of conduct including, but not limited to: willful disobedience; open defiance of authority of a UPCS employee or volunteer; violence against persons or property or any other act which substantially disrupts orderly conduct of the school.

Mandatory expulsion includes, but is not limited to giving or selling intoxicating beverages, controlled substances, drugs, or counterfeit drugs to any person on school grounds or at any school-sponsored activity; threatening or using a weapon against any person; any felonious act; conviction of a felony; and any second offense of possessing or under the influence of intoxicating beverages, controlled substances, drugs, or counterfeit drugs on school grounds or at any school-sponsored activity.

**IV. GOVERNANCE, OPERATIONS and CAPACITY**

(No more than ten total pages in this section)

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

**Governance:**

**Private Nonprofit Corporation:**

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

*Name of Private Nonprofit:* Woodson University

*Mailing Address:* 24 CABARRUS AVENUE EAST

*City/State/Zip:* Concord NC 28025

*Street Address:* 24 CABARRUS AVENUE EAST

*Phone:* 704-659-1867

*Fax:*

*Name of registered agent and address:* A.L. Fleming  
24 Cabarrus Avenue East  
Concord, NC 28025

*FEDERAL TAX ID:* 27-3186887

**Tax-Exempt Status 501 (c)(3)**

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

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

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

**Governance and Organizational Structure of Private Non-Profit Organization:**

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

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

<b>Board Member Name</b>	<b>Board Title</b>	<b>County/State of Residence</b>	<b>Current Occupation</b>
Tracy Drye	Member (Secretary/Dev	CABARRUS	Parent/Entrepreneur

	elopment Chair)		
Rev. Joe DeJesus	Member	CABARRUS	Lead Pastor/Concord First Assembly Espanol
LeRoy Deabler	Member (Budget, Finance, Buildings Chair)	CABARRUS	Retired Healthcare CEO
Ella Mae Small	Member (Nominating Committee Chair)	CABARRUS	Mayor Pro Tempore, Concord - North Carolina
Dr. Theresa Isibor	Member	CABARRUS	Executive Director, Hispanic Learning Center
Dr. Amy Blake- Lewis	Member (Curriculum and Student Conduct Chair)	CABARRUS	Educational Consultant
Amos McClorey	Member (Vice Chair)	CABARRUS	Chairman, Logan Childcare Development Center
Rev. Donald Anthony	Member	CABARRUS	Pastor
Justin Thibault	Memeber (Chair)	CABARRUS	Engineer/ Parent

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

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

The governance structure of the UPCS The Board of Directors shall consist of at least three and not more than fifteen members. The Board shall include in its membership the Executive Dean (Ex-Officio Voting), who shall serve as Assistant Secretary to the Board.

The governing boards functions by appointing a chair, vice chair, and secretary to manage the following functions as a leadership team, along with theses officers are the chairs of the following committees who assist in management of their specific areas: Curriculum and Student Conduct, Budget, Finance, Buildings and Properties, Development and School Relations, Executive, Audit, and Personnel Committee, Nominating Committee

The Board of Directors shall have full authority and responsibility for managing the affairs of the School. The authority and responsibility of the Board of Directors shall include, but shall not be limited to:

Appointing and fixing compensation for the Executive Dean of the School.

Managing all real and personal property and all monies of the School.  
Keeping a correct record of the minutes of every meeting, and all acts done by it in pursuance of its duties.  
Reviewing annually a record of all money received and disbursed or reported through an annual audit.  
Establishing policies and procedures, which shall ensure the good and proper governance of the School.  
Determining and regulate the course of instruction in the School with the advice of the Executive Dean and their staff.

Insuring that all policies, programs, and practices of the School are consistent with the Mission Statement of the school and the North Carolina General Statutes governing Public Charter Schools.  
All board decisions are to be made with information provided by the schools Executive Dean and administrative staff based upon current local, state, and federal law. Issues will be referred to the respective committee of the board responsible for that are of expertise, reviewed, and debated by the committee and a recommendation made to the full board for action. The Executive Dean shall be responsible for day to day management and operational decisions that are not exclusively the right and purview of the board of directors.

The Board of Directors shall recruit a lead administrator by authorizing its Executive, Audit, and Personnel Committee to advertise for the position of Executive Dean. Advertisements shall be placed a local university's Colleges of Education, and posted on the UPCS website. At the conclusion of the application period the committee shall recommend two candidates to the full board of directors for consideration of appointment to the lead administrator position. Once a simple majority of the board has agreed upon a candidate they wish to make an offer of employment to the chairman of the board of directors shall present a formal offer of employment and a proposed contract for employment. Once a contact is agreed to the document will require ratification by a simple majority of the board of directors before it can be signed by the board chairman.

The Executive Dean shall be supervised directly by the chairman of the board, and the Executive, Audit, and Personnel Committee. Strategic goals shall be established by the board of directors at their annual planning sessions, and individual goals will be established for the Executive Dean. Quarterly and annually the board shall review progress of the Executive Dean towards these goals.

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

The current size of the board of directors consists of nine (9) individuals. The desired composition no more than thirteen (13), not including the Ex-Officio board member in the Executive Dean.

The current and desired powers and duties of the governing board are as follows: The Board of Directors shall have full authority and responsibility for managing the affairs of the School. The authority and responsibility of the Board of Directors shall include, but shall not be limited to:

Appointing and fixing compensation for the Executive Dean of the School.  
Managing all real and personal property and all monies of the School.  
Keeping a correct record of the minutes of every meeting, and all acts done by it in pursuance of its duties.  
Reviewing annually a record of all money received and disbursed or reported through an annual audit.  
Establishing policies and procedures, which shall ensure the good and proper governance of the School.  
Determining and regulate the course of instruction in the School with the advice of the Executive Dean and their staff.

Insuring that all policies, programs, and practices of the School are consistent with the Mission Statement of the school and the North Carolina General Statutes governing Public Charter Schools.

All board decisions are to be made with information provided by the schools Executive Dean and administrative staff based upon current local, state, and federal law. Issues will be referred to the respective committee of the board responsible for that are of expertise, reviewed, and debated by the committee and a recommendation made to the full board for action. The Executive Dean shall be responsible for day to day management and operational decisions that are not exclusively the right and purview of the board of directors.

Key skills and areas of expertise of the board of directors include: human capital management, project management, community engagement, legal affairs, organizational leadership and management, curriculum and instruction experience, special an exceptional education experience, small business/start-up management, and most importantly several of our board members are parents.

Our board has representation from the following constituencies: the Logan Community, Gibson Village Community, Historic Downtown Concord Community, Hispanic population, White population, African American population, Private industry, public industry (government operations), former school system employees, and parents of school age children.

The governance structure and composition will help ensure the school will be an educational and operational success by the strategic division of key responsibilities among the board's committees, that each have individuals with several years of experience in these areas leading those efforts.

The board will evaluate the success of the school and the Executive Dean of the school quarterly and annually to determine institutional progress and to ensure oureducational and operational goals are being met. If these goals are not being met than such a review will present an opportunity to make changes where necessary to achieve stated goals.

Although the current governance structure and board composition provides for effective representation of key stakeholders and parents; the board's nominating committee will further ensure same by actively recruiting

individuals representing key constituencies/stakeholders, including parents by way of the nominating such when vacancies occur.

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

Founding board members were identified by the lead applicant as they represent years of experience in the given areas: : human capital management, project management, community engagement, legal affairs, organizational leadership and management, curriculum and instruction experience, special an exceptional education experience, small business/start-up management, and most importantly several of our board members are parents.

Also initial board members were recruited and selected because they represented the following constituencies: the Logan Community, Gibson Village Community, Historic Downtown Concord Community, Hispanic population, White population, African American population, Private industry, public industry (government operations), former school system employees, and parents of school age children.

These individuals reviewed the mission statement, educational plan, and operational structure and determined they would be interested in serving on this board. They then assisted in the development of same for the purposes of completing the application.

*4. How often will the board meet?*

The board shall meet quarterly and others times as specially called by the chair

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

The board shall receive orientation and training in the management and operations of a North Carolina non-profit organization upon charter approval.

The board shall bi-annually hold Board Planning Sessions that will consist of Montessori Educational Philosophy and Theory, and Developments in Montessori Education provided by Woodson University.

The board shall bi-annually take part in professional development activities for non-profit organizations, charter schools, and public charities.

A timetable and specific topics are addressed in the Board Policy Manual.

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

The board of director's has an enacted conflict of interest policy, and abbreviated version is state here, a complete version can be found in the organizational by-laws.

The purpose of the conflict of interest policy is to protect the schools interest when it is contemplating entering into a transaction or arrangement



that might benefit the private interest of an officer or director of the schools 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.

1. Interested Person

Any director, Executive Dean, officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family: An ownership or investment interest in any entity with which the school has a transaction or arrangement,

B. A compensation arrangement with the schools or with any entity or individual with which the schools has a transaction or arrangement, or

C. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the schools is negotiating a transaction or arrangement.

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. 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

1. Duty to Disclose

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

There are no existing relationships that could pose actual or perceived conflicts of interest is the application is approved. Specific steps the board will take to avoid any actual conflicts and to mitigate perceived conflicts is to make the following statement at the beginning of all board and committee meetings by the chairman: "All members of this board shall be honest and fully disclose actual or perceived conflicts of interest that they may have regarding any matters that come before them today, this being said are their any realized, actual or perceived conflicts of interest by any board member at this time."

If a conflict of interest realized, actual, or perceived is established that board shall hear the merits of such and determine is said conflict exists. If so that individuals shall recuse themselves from all future conversation regarding the matter upon which they are conflicted.

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

The board of directors has review and enacted a conflict of interest policy. The board's Executive, Audit, and Personnel Committee shall review all policies regarding conflict of interests policies and make any required or suggested recommendations to the full board of directors. Upon which they shall be open for debate, edit, adoption or abandonment.

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

There shall be two advisory bodies to the board of directors. The Faculty Senate, composed of instructional teaching staff, and the Parent Teacher Organization. Each elected representative from these bodies shall present a quarterly meeting to the board of directors, and shall be in regular contact with the Executive Dean to provide suggestions and or advice on the school climate.

The Faculty Senate will be a representative body that is responsible for faculty participation in school planning and governance. It is also recognized by the school as an advisory and consultative body to the Executive Dean and Board of Directors on all matters that may affect the attainment of the school's educational objectives.

The Parent Teacher Organization (PTO) will serves a support group and informal advisory group to the Executive Dean and the Board of Directors. The PTO will work to ensure volunteerism of parents, encouragement of teachers and students, community involvement, and foster positive welfare of students and families.

For each parents who choose to participate in the PTO we will design an individualized parent engagement plan (IPEP), this plan will examine each parents skills and areas of interest and link it with a needed area of support at UPCS. In addition to this parents will play a major role in school improvement, extracurricular activities, fundraising, and other curricular related activities.

One of the components in our PTO will be a monthly educational night where we provide opportunities for our parents to learn more about Montessori education.

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

#### Include in the Appendices:

9. *A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).*
10. *A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).*
11. *The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix F).*
12. *A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix G)*
13. *Copy of any board policies if adopted already (Appendix H).*
14. *Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).*

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

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

**X Not Applicable**

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

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

**X Not Applicable**

*Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*

**X Not Applicable**

### **Projected Staff:**

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

### **Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

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

UPCS Board of Directors has delegated operational responsibility for recruiting and retaining high-performing teachers to the Executive Dean, however all final approval of employment contracts shall come from the Board of Directors.

As UPCS is a Montessori themed school it will work in conjunction with its sponsoring organization Woodson University, who operates at Montessori Teacher Education Training program (the only university in the state to do such) and their Faculty Director in identifying ideal candidates who have North Carolina teaching licensure credentials and Montessori credentials.

Additionally the board shall direct the Executive Dean to advertise positions at other Montessori teacher education training institutes, attend local and national teacher education job fairs where ideal candidates would be located.

The school shall offer a generous benefits package (Health insurance, and participate in the North Carolina State Retirements System), additionally the propose started salary for a Montessori teacher at UPCS is \$40,000 on average \$8,000 more than Cabarrus County's starting salary for teachers. Professional development opportunities will be available for teachers to hone their skills. 20 days of professional development opportunities are built into the UPCS school schedule along with 10 teacher workdays, additionally the school day shall be from 8am to 2pm, thus allowing teachers additional time after school to complete work related activities and opportunities to complete family oriented tasks before the conclusion of the typical day.

There is also opportunity for teachers to participate in the operations of the school through meaningful committees, and the faculty representation

group. UPCS creates a family environment that is conducive to collegiality. Teachers will have opportunity for increased responsibility and promotion within house for any open administrative position, pending qualifications and availability.

- 2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.*

All employees of the UPCS are employed by the board of directors; the board approves every personnel action through majority vote and records such in its minutes. Day to day supervision of employees has been delegated to the Executive Dean and his administrative and faculty assignees where necessary. The board directly hires, supervises, and evaluates the Executive Dean.

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

All instructional applicants must provide the following:

A completed application.

A clear legible copy of their teaching certificate.

A clear legible copy of their Praxis scores.

A clear legible copy of their Montessori primary, lower elementary, and upper elementary accredited credentials.

An official transcript for each degree/credential earned that includes on the transcript: institution name, degree earned, date degree conferred.

A criminal background check, conducted in the last three counties of residence.

Contact information for three professional references

All non-instructional applicants must have the following:

A completed application.

An official transcript for each degree/credential earned that includes on the transcript: institution name, degree earned, date degree conferred.

A criminal background check, conducted in the last three counties of residence.

Contact information for three professional references.

Once the candidate has provided all of the necessary information, the Executive Dean will determine if an interview is appropriate. An interview team is assembled consisting of the Executive Dean, and the Lead Montessori teacher. After the interview process, the Executive Dean will decide if the candidate should be advanced to the Board of Directors for consideration of employment. The board will review the applicants credentials and any supporting documentation from the Executive Dean and decided whether or not to offer official employment. The Executive Dean if employment has been offered will provide a contract and terms to the candidate, if not offered a thank you for applying letter will be sent to the candidate. The dismissal of an employee shall come at the recommendation of the Executive Dean. Should cause be shown for the dismissal of employee the Executive Dean shall communicate same to the board of directors with documentation for the case of dismissal. The Executive, Personnel and Audit Committee shall review and recommend action.

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

Full Time Employees/Receiving Medical and Retirement Benefits

Executive Dean (Principal) \$75,000 - \$100,000  
Finance Officer \$35,000 - \$40,000  
Secretary/NC Wise Coordinator \$35,000 - \$40,000  
Lead Montessori Teacher \$45,000 - \$50,000  
Montessori Teachers \$40,000 - \$45,000  
Exceptional Children Teacher(s) \$40,000 - \$45,000  
Spanish Immersion/ESL Coordinator \$40,000 - \$45,000

Part-Time Employees/Receive no benefits

Transportation Staff \$20,000 - \$30,000  
Substitute Teachers \$100.00 daily  
Counselor (Part-Time) \$30,000 - \$40,000  
Nurse (Contracted/Part-Time) \$30,000 - \$40,000  
Montessori Teacher Assistants \$15,000 - \$20,000

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

In cases of termination, the staff member involved has the right to request a hearing of his case before a panel of peers (composed of one faculty member, one staff member, and one board member). The staff member shall present their case and the Executive Dean shall present the case for termination. The panel then makes a recommendation to the Executive Dean to uphold or reverse the decision of termination. The Executive Dean and or the terminated employee have the right to further appeal the matter to the Executive, Personnel, and Audit Committee of the Board of Director, who will then review the actions of the initial termination, and the panel, upon recommendation from this committee a finding shall be rendered final, and communicated to the full board of directors. Should a majority of the board of directors decided to hear the merits of this case the terminated employee or Executive Dean maybe granted an audience with the full board of directors to make the case for reinstatement or termination.

The termination of an employee shall come at the recommendation of the Executive Dean. Should cause be shown for the dismissal of employee the Executive Dean shall communicate same to the board of directors with documentation for the case of dismissal. The Executive, Personnel and Audit Committee shall review and recommend action.

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

The Secretary/NC Wise Coordinator, serves as both clerical assistance to the Executive Dean and the official student records keeper of UPCS.

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

Contained within the UPCS budget is funding for a Special Children Coordinator who will work with the special needs population and a Spanish Language Immersion Coordinator who will work with all children to immerse them in Spanish but also our English Language Learner students.

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

Executive Dean

The Executive Dean directs all academic functions and instructional programs and provides day to day operational management of the charter school, to include teacher recruitment, staff recruitment, student recruitment, and contract administration. The Executive Dean shall have five years of

administrative experience in an educational setting, at least three years of chief executive or chief operating officer experience of an education entity. Familiarity with North Carolina Charter School laws, policies, and administration; and a proven track record of fundraising. The Executive Dean shall hold a masters degree in educational administration, educational management from an accredited university.

#### Finance Officer

The Finance Officer shall be responsible for the management of the accounting, accounts receivable, accounts payable, human resources, payroll and auxiliary enterprises functions. The Finance Officer shall have at least an associates degree in accounting, a bookkeeper credential and preferred experience working in charter school, a nonprofit entity or educational setting.

#### Secretary/NC Wise Coordinator

The Secretary/ NC Wise Coordinator directs and manages all registration processes, admissions, waiting lists, and oversees the development, maintenance and retention of all academic records. This position also serves as the administrative assistant to the Executive Dean.

This position requires a high school diploma, and at least two years of secretarial administrative experience to a senior administrator.

#### Lead Montessori Teacher

The Lead Montessori Teachers is responsible for managing a Montessori classroom and providing direct instruction to students. This position will also be the liaison between the classroom instructors and administration. This position will assist in developing lesson plans, and coordinating projects amongst the teaching staff.

A completed application. A clear legible copy of their teaching certificate. A clear legible copy of their Praxis scores. A clear legible copy of their Montessori primary, lower elementary, and upper elementary accredited credentials. An official transcript for each degree/credential earned that includes on the transcript: institution name, degree earned, date degree conferred. A criminal background check, conducted in the last three counties of residence. Contact information for three professional references

#### Montessori Teacher

The Lead Montessori Teachers is responsible for managing a Montessori classroom and providing direct instruction to students.

A completed application.

A clear legible copy of their teaching certificate.

A clear legible copy of their Praxis scores.

A clear legible copy of their Montessori primary, lower elementary, and upper elementary accredited credentials.

An official transcript for each degree/credential earned that includes on the transcript: institution name, degree earned, date degree conferred.

A criminal background check, conducted in the last three counties of residence.

Contact information for three professional references

#### Exceptional Children Teacher

The Exceptional Children teacher is responsible for managing a Montessori classroom and providing direct instruction to students to those students who

required a special educational setting, teaching method or approach. A completed application. A clear legible copy of their teaching certificate. A clear legible copy of their Praxis scores. A NC license in Special Education General Curriculum. A clear legible copy of their Montessori primary, lower elementary, and upper elementary accredited credentials. An official transcript for each degree/credential earned that includes on the transcript: institution name, degree earned, date degree conferred. A criminal background check, conducted in the last three counties of residence. Contact information for three professional references

Spanish Immersion Coordinator

Must be fluent in Spanish and English

A completed application.

A clear legible copy of their teaching certificate.

A clear legible copy of their Praxis scores.

A clear legible copy of their Montessori primary, lower elementary, and upper elementary accredited credentials.

Certified in English and Spanish as second languages

An official transcript for each degree/credential earned that includes on the transcript: institution name, degree earned, date degree conferred.

A criminal background check, conducted in the last three counties of residence.

Contact information for three professional references

Transportation Staff (Part-Time)

This person will be responsible for mapping routes for the transportation clusters, managing carpool agreements, and driving the bus to pick up and drop off children. They will also be responsible for the scheduling of maintenance for the bus.

Must hold a valid Commercial Drivers License with P and S endorsements and must be school bus certified.

Must have a clean driving history.

Counselor (Part-Time)

Utilizing leadership, advocacy, and collaboration, school counselors promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.

Discusses the comprehensive school counseling program with the school administrator

Develops and maintains a written plan for effective delivery of the school counseling programs

Educational Requirements: Masters degree from a state-approved university program in school counseling

Experience Requirements: None

Examination: Praxis II: School Guidance and Counseling (0420): Must have a passing score of 570.

Certification: K-12

Nurse (Contracted/Part-Time)

The Nurse identifies and treats health disorders among students and provides instruction in the maintenance of good health and disease prevention.

Completion of training necessary for licensing as a registered nurse and experience in pediatrics and/or public health nursing preferred.

#### Montessori Teacher Assistants(Part-Time)

Cooperates in developing procedures for the classroom

Assists in the preparation of materials

Maintains awareness of goals and objectives of supervising teacher

Assists in implementing the planned program

Provides information to teacher(s) concerning program evaluation

Participates in and facilitates activities to improve effectiveness of the total school program

Graduation from high school

Possession of an equivalent combination of training and experience which provides the required knowledge, skills, and abilities for the position

#### **Staff Evaluation and Professional Development**

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

At University Public Charter School, the following positions are required to maintain teacher licensure requirements and participate in professional development opportunities:

Lead Montessori Teacher

Montessori Teachers

Exceptional Child Teacher

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

All instructional staff at University Public Charter School will be under the direct supervision of the Lead Montessori Teacher. It is the responsibility of this position to mentor the remaining faculty. At the beginning of each year the Lead teacher will work with the remaining teachers to develop an educational success plan. This plan is the road map to successful execution of curriculum and Montessori philosophy in the classroom, along with classroom management objectives, along with ensuring achievement of institutional mission and goals. They will utilize a weekly individual meeting with staff to ensure there are on track to meet their goals per the prescribed plan, and to identify needed areas of improvement. This one on one approach from the leader Montessori teacher (faculty mentor) will assist in cultivating a culture of belonging, and appreciation, ensuring that the staff member feels engaged and invested in. Teachers participate in their own evaluations and have an opportunity to self evaluate and share these findings with the leader teacher and executive dean. As an active participant in their evaluation we feel this will help with retention; along with opportunities for advancement, and shared governance of school operations.



All teaching staff, school counselor, and the executive dean (principal) will be evaluated based on the North Carolina Educator Evaluation System rubric. These standards meet the requirements for state law and No Child Left Behind. The evaluation instruments correspond to the requirements for teacher certification and licensure. By maintaining these requirements staff demonstrate a commitment to the institutional mission and educational program.

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

The core components of the professional development plan are directly related to the relationship with our sponsoring organization; Woodson University will provide continuing education training, and professional development opportunities for our instructional staff. Woodson University has a Montessori Teacher Education program, and employs qualified faculty with over 30 years of Montessori instructional and administrative experience to coordinate the training opportunities.

This component effectively supports the implementation of our educational program by virtue of ensuring our instructional staff are familiar with the latest developments in Montessori education, and how those developments translate into improved instruction in the classroom, or correlate to improving the institutional curriculum.

There will be three types of professional development.

1. Internal development conducted by the lead Montessori teacher or their designee. (Uniform)
2. External development conducted by Woodson University Montessori Faculty members, or other identified guest lectures. (Uniform)
3. Web-based/External Organization professional development opportunities based on standard teacher effectiveness.
- 4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

June 2014 - Interview/Hire Faculty

July 14th - July 18th 9am - 3pm - Employee Orientation (Mission, Goals, Governance, Educational Program)

July 21st - July 25th 9am - 3pm - Montessori Overview

A Montessori classroom must be firmly grounded in the pedagogical and developmental theories of Dr. Maria Montessori. This course meshes both aspects of Montessoris theory in an exploration of educational practices at the early elementary level.

Specific Objectives: 1a. defines and implements an understanding of Montessori philosophy, curriculum, and peace education for the elementary years; 1b. defines the principles of human growth, development, and educational theories with an emphasis on the elementary years

July 28th - August 1st 9am - 3pm - Montessori Educational Philosophy and Theory

Topics include an historical overview of Montessori and the Montessori movement and the philosophy of the absorbent mind, sensitive periods, and logical-mathematical mind, spiritual and moral development of the child. The course also explores how these topics relate to children, classroom materials, the role of the teacher, and the prepared environment.

Specific Objectives: 2d. identifies and initiates effective classroom leadership strategies that build community; 2e. shows awareness of proper channels of communication, administrative functions, and professional conduct.

August 4th - August August 8th 9am - 3pm - Montessori Materials and Classroom Management

This course focused upon the understanding and implementation of positive techniques leading to self-discipline on the part of the child. This course also covers the professional responsibilities and classroom management techniques based on Montessori required of the teacher.

Specific Objectives: 2b. demonstrates sensitivity to the psychological and cultural needs of individual children; 2c. demonstrates the ability to personalize educational plans for a variety of learning styles; 2d. identifies and initiates effective classroom leadership strategies that build community; 2e. shows awareness of proper channels of communication, administrative functions, and professional conduct.

Based upon these professional development opportunities prior to the school opening teachers will be prepared to deliver the unique aspect of "following the child" in their classroom instruction. Those teachers who may be leaving from a traditional classroom experience will need to know the basics of instruction through the Montessori method, and how the Common Core requirements and Essential Standards correlate. These sessions also provides the teacher with insight on Montessori Materials and Classroom Management from the Montessori perspective.

5. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

There are twenty (10) days of expected professional development opportunities throughout the school year; with a total of sixty (60) hours of professional development. The schools calendar is designed to offer 200 days of instruction, 10 days of professional development, and 15 days of teacher workdays/parent teacher conference.

The school day is from 8am - 2pm; staffing during professional development days will consist of administrative staff operations continuing as normal. On teacher workdays/parent conference days all instructional staff and administrative staff will be in place as if it were a normal instructional day. So with built in professional development days, there is no interruption to the required and additional instructional days.

## **Enrollment and Marketing:**

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

### **Marketing Plan**

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

The University Public Charter School will market the school via several avenues to include but are not limited to:

1. August 2013 (based upon July approval of charter) hold community listening sessions on admissions policies and procedures to enter the admissions lottery. These sessions will be held in all five of the municipalities in Cabarrus County, additional listening sessions will be held in conjunction with the Piedmont Montessori Alliance (Mecklenburg County) to make all citizens aware of the Montessori charter school.

Sessions will strategically held in low and high wealth neighborhoods in Cabarrus County to ensure we are able to enroll a population that reasonably reflects the racial and ethnic demographics of the county. A relationship currently exists with the Cabarrus County Hispanic Learning Center and the Concord City Housing Department, both of which can assist providing information to low wealth families of the enrollment opportunity. These two aforementioned populations represent the Logan Community (high Black, Hispanic and low wealth populations, and home of the Logan Childcare Development Center) and the Gibson Village Community (home of the Hispanic Learning Center and high Hispanic population), learning centers, and child care development centers

2. Our sponsoring organization Woodson University is a member of the Cabarrus Regional Chamber of Commerce, they have committee to hosting an Open House night with Chamber members to educate them on the charter school, and our admissions process.

3. Billboards will be purchased and strategically placed on major thoroughfares in Cabarrus County directing individuals to a website that will house admissions information and a telephone number to which they can call for more information regarding the charter school and its admissions policies. Radio advertisements will also be utilized.

4. Admissions materials will be developed both in English and Spanish and distributed to churches, non profit organizations, The Boys and Girls Club, Habitat for Humanity, the Department of Social Services, the Cabarrus County Health Alliance (Health Department) and the Cabarrus County Partnership for Children (Smart Start).

5. A listening forum to discuss the charter school and the admissions lottery will be held in the Historic Downtown Concord Community as well.

## **Parent and Community Involvement**

- 1. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
- 2. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

1. We will communicate with community members/parents initially through a direct mailing, social media, and community meetings with Cabarrus County parents/guardians/citizens making them aware that the charter school has been approved. They will have the opportunity to sign up for continuous direct mail updates via our distribution email listserv.

Once an individuals have elected to receive regular communication we can routinely send them pertinent information as it relates to charter school operations.

We will also be sure to take out conspicuous ads in the local newspaper to make our citizens aware of community listening sessions, and admissions lottery.

2. Parents will be engaged in the life of UPCS school in several different ways. One of those ways being their involvement in the Parent Teacher Organization (PTO). This organizations serves a support group and informal advisory group to the Executive Dean and the Board of Directors. The PTO will work to ensure volunteerism of parents, encouragement of teachers and students, community involvement, and foster positive welfare of students and families.

For each parents who choose to participate in the PTO we will design an individualized parent engagement plan (IPEP), this plan will examine each parents skills and areas of interest and link it with a needed area of support at UPCS. In addition to this parents will play a major role in school improvement, extracurricular activities, fundraising, and other curricular related activities.

One of the components in our PTO will be a monthly educational night where we provide opportunities for our parents to learn more about Montessori education.

We will also connect parents in need of other assistance to community resources that might be able to assist whether those outside needs relate to housing, financial literacy, or job employment. At UPCS we seek to create a family oriented approach to education and parent relations. We want to foster a sense of family at UPCS. By creating this engagement in the lives of the parents and the family we hope to increase the support the family provides the student in their educational endeavors.

## **Admissions Policy**

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

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

The application period for admissions for the 2014-2015 school year shall begin on the first Monday of February at 8:00am annually these forms may be picked up from the school or various other outlets including but not limited to the school website. The application period shall close on the first Friday of April at 5:00pm annually; all applications are to be returned to the school by this time. All successive year application periods shall commence during the Open Enrollment Period. Parents/guardians will have until the first Monday of May at 5:00pm to enroll their student. This will require a completed application for admissions form and an official release of records form from the previous LEA. The period will be announced conspicuously via print media, radio, and electronic means.

University Public Charter School will not discriminate on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status of handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin or any other basis that would be illegal for an existing North Carolina public school. The Open Enrollment period shall commence on the first day of school of each school year (with the exception of the initial year) at 8:00am and shall conclude on the last Friday of each April at 5:00pm.

Should applications exceed the number of available seats in each grade level and or the school its entirety a lottery shall be held. Only those applications received during the open enrollment period will be eligible to participate in the lottery process. It shall occur in a public place and be performed in the presence of an independent auditor. All applicants will be notified of the time and place of the admissions lottery. Names shall be drawn until all seats are filled (families with more than one child wishing to be admitted shall be entered under the family surname), should there be more applicants that seats available, the lottery shall continue with all remaining names being placed on a priority wait list. In case students identified via the lottery process do not acceptance admissions, students on the priority waiting list shall be offered admissions in the order they appear on the priority waiting list, up until the 20th days of the school year in which they originally applied. Applications submitted after the Open Enrollment Period will be placed upon the secondary wait list and shall be offered admissions only after all applicants on the priority wait list have been exhausted, up until the 20th days of the school year in which they originally applied.

During the 2014-2015 school year the following categories shall receive enrollment preference:

Children/Wards of the initial board of directors/staff/teachers, so long as these students are limited to no more than (10% of the schools total enrollment) or to 20 students, the lesser of the two. In successive years: Siblings of currently enrolled students who were admitted in a previous year Should there be more applicants that seats available, the lottery shall continue with all remaining names being placed on a priority wait list. In case students identified via the lottery process do not acceptance

admissions, students on the priority waiting list shall be offered admissions in the order they appear on the priority waiting list, up until the 20th days of the school year in which they originally applied. Applications submitted after the Open Enrollment Period will be placed upon the secondary wait list and shall be offered admissions only after all applicants on the priority wait list have been exhausted, up until the 20th days of the school year in which they originally applied. A parent/guardian wishing to withdraw their student must see the Secretary Once a student is enrolled they remain enrolled in successive years. The student transfer requests are to be completed with the Secretary. No pre-admissions activities exist at UPCS.

**PROJECTED ENROLLMENT 2014-15 through 2018-2019**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Cabarrus County Schools  
 LEA #2 Kannapolis City Schools  
 LEA #3 Charlotte-Mecklenburg Schools

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

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 130	LEA 132	LEA 600	LEA 130	LEA 132	LEA 600	LEA 130	LEA 132	LEA 600	LEA 130	LEA 132	LEA 600	LEA 130	LEA 132	LEA 600
Kindergarten	25	15		25	15		25	15		25	15		25	15	
Grade 01	25	15		25	15		25	15		25	15		25	15	
Grade 02	25	15		25	15		25	15		25	15		25	15	
Grade 03	25	15		25	15		25	15		25	15		25	15	
Grade 04	25	10		25	10		25	10		25	15		25	15	
Grade 05	25	10		25	10		25	10		25	15		25	15	
Grade 06	0	0		25	10		25	10		25	10		25	15	
Grade 07	0	0		0	0		25	10		25	10		25	10	
Grade 08	0	0		0	0		0	0		25	10		25	10	
	150	80	19	175	90	35	200	100	50	225	120	55	225	125	100
	230			265			300			345			350		
	249			300			350			400			450		

### **Transportation Plan:**

*Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.*

The University Public Charter School understands that transportation cannot be a barrier in a student's attendance of school. The University Public Charter School plans to provide bus transportation for the students who would require such. Neighborhood car pools are encouraged, however for those families who are capable of such. During the initial parent teacher night and marketing materials the school will be sure to inform parents of their rights to transportation of their child to the school. The chosen geographic location of our school will permit for several families in economically challenged neighborhoods unmet access to educational choice at no cost. Parents may elect however to have their children walk to school if they so choose; however bus transportation is also provided for all students should a parent elect to have their child participate.

Contained with our budget proposal are line items for a part-time transportation coordinator/bus driver (in personnel expenditure budget) as well as a line item for a bus and maintenance (transportation in operations budget). The school shall purchase a used bus via the state of North Carolina bus surplus system at <http://ncschoolbussales.dpi.state.nc.us/>

The Transportation Plan consists of the following parameters:

1. The charter school shall only transport students within a 28 miles of the school. Students will be picked up and drop off a predetermined transportation clusters, door to door transportation is not available except in the instance of special education students.
2. Students identified as at-risk shall have a priority in transportation.
3. All non at-risk students who elect to be transported shall participate in a transportation lottery.
4. The charter school shall encourage carpooling, and provide incentives for parents who elect to do such (i.e. gas cards)
5. Exceptional and Special Education students who require special transportation requirements will be granted and provided such as a priority.

### **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.*

Recognizing that a portion of the schools population will most likely be eligible for free and or reduced lunch the school shall consult with the with North Carolina Department of Public Instruction Regional Consultant for



Child Nutrition. The charter school will elect to participate in the Federal Breakfast and School Lunch Program administered by the United States Department of Agriculture. The charter school will follow same federal & state requirements that the Child Nutrition program of any LEA must meet.

The federal funding for this program as provided through the NCDPI are reimbursed to schools for meals served based on student approved meal status categories: free, reduced and paid. Parents will complete meal applications reporting family size, income and other pertinent information. Using USDA income eligibility standards, a determined school official approves each meal application so that students receive meals free, at a reduced rate (\$.40 maximum) or at the full meal price. The "paid" meal price must be determined by the school using the required USDA paid lunch meal pricing criteria.

This notwithstanding the charter school has budget dollars to subsidize the cost of students meals as the federal reimbursement (currently \$2.88 for a free meal) will not be adequate to cover the cost of a meal prepared at school or contracted for through an outside vendor.

Those students who do not qualify for the Free and Reduced Breakfast and Lunch program will be accessed a fee appropriate to each meal (\$2.88 per meal), and the charter school shall assume responsibility for the remainder as budgeted for in our operational budget and provide a meal plan or each paying student.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$4,789.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$ .00
Property Insurance	\$1,000,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$7,682.00
Total Cost			\$13,434.00

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

**Health and Safety Requirements:**

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

alfleming24                      02/11/2013

(Board Chair Signature)

(Date)

**Facility:**

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

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

The University Public Charter School Board of Directors Committee on Budget, Finance, Buildings, and Properties has made a recommendation to the full board for the preliminary approval of a facility at 11 Union Street, South - Concord, NC 28025. This facility represents approximately 18,254 square feet, which would include administrative space, classroom space, and a small dining area with a commercial kitchen.

Once approval is granted for the charter school but prior to the board of directors finalizing a leasing agreement for this or any facility the City of Concord Planning Division will be notified of the intent to use the facility for educational purposes (a new business), the City of Concord Fire Department will conduct a Fire Safety Inspection for a Certificate of Compliance, Cabarrus County Health Alliance (Health Department) and the Cabarrus County Construction Standards Division will review the facility to ensure that it meets the necessary code requirements for an educational certificate of occupancy.

Should the facility meet all necessary requirements or can within reasonable cost, the board of directors will approve a facility leasing agreement and comply with all necessary requirements of the necessary government entities.

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

If the facility the board has identified is not ready by the time the public charter school is to open, an interim facility will be identified by the Budget, Finance, Buildings, and Properties Committee by use of a commercial real estate agency and utilizing the same process utilized in identifying the primary facility and propose to the full board for approval until such

time the identified primary facility is ready for occupation.

## V. FINANCIAL PLAN

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

### **Budget: Revenue Projections from each LEA 2014-15**

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

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

See Charter School Dollars per ADM on the following link for per pupil allotments by county.

<http://dpi.state.nc.us/fbs/allotments/support/>

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

#### LEA #1130 - Cabarrus County Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,316.93	150	\$647,539.50
Local Funds	\$2,582.92	150	\$387,438.00
Federal EC Funds	\$3,743.48	15	\$56,152.20
<b>Totals</b>			\$1,091,129.70

#### LEA #2132 - Kannapolis City Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,494.18	80	\$359,534.40
Local Funds	\$2,582.92	80	\$206,633.60
Federal EC Funds	\$3,325.30	8	\$26,602.40
<b>Totals</b>			\$592,770.40

#### LEA #3600 - Charlotte-Mecklenburg Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,438.40	19	\$84,329.60
Local Funds	\$2,332.48	19	\$44,317.12
Federal EC Funds	\$3,743.48	2	\$7,486.96
<b>Totals</b>			\$136,133.68

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

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b>-Exceptional Children Federal Funds</b>	\$90,242	\$112,284	\$126,840	\$155,951	\$170,925
<b>-Local Per Pupil Funds</b>	\$640,721	\$766,111	\$891,500	\$1,019,394	\$1,137,270
<b>-Other Funds*</b>	\$0	\$0	\$0	\$0	\$0
<b>-State ADM Funds</b>	\$1,095,842	\$1,315,269	\$1,534,704	\$1,754,701	\$1,976,882
<b>-Working Capital*</b>	\$5,000	\$0	\$0	\$0	\$0
<b>TOTAL INCOME</b>	\$1,831,805	\$2,193,664	\$2,553,044	\$2,930,046	\$3,285,077

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

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

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

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

<b>BUDGET EXPENDITURE PROJECTIONS Personnel</b>	<b>2014-2015</b>			<b>2015-2016</b>			<b>2016-2017</b>			<b>2017-2018</b>			<b>2018-2019</b>		
	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>
<b>Personnel:</b>															
Executive Dean (Principal)	1	\$75,000	\$75,000	1	\$75,000	\$75,000	1	\$75,000	\$75,000	1	\$75,000	\$75,000	1	\$75,000	\$75,000
Finance Officer	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$35,000	\$35,000
Secretary/Nc Wise Coordinator	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$35,000	\$35,000
Lead Montessori Teacher	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000
Montessori Teachers	12	\$40,000	\$480,000	14	\$40,000	\$560,000	16	\$40,000	\$640,000	18	\$40,000	\$720,000	20	\$40,000	\$800,000
Montessori Teacher Assistants	6	\$15,000	\$90,000	8	\$15,000	\$120,000	10	\$15,000	\$150,000	12	\$15,000	\$180,000	14	\$15,000	\$210,000
Exceptional Children Teacher(s)	1	\$40,000	\$40,000	1	\$40,000	\$40,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000
Transportation Staff	1	\$20,000	\$20,000	2	\$20,000	\$40,000	2	\$20,000	\$40,000	2	\$20,000	\$40,000	3	\$20,000	\$60,000
Spanish Immersion/EsL Coordinator	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000
Substitute Teachers	1	\$15,000	\$15,000	1	\$15,000	\$15,000	1	\$15,000	\$15,000	1	\$15,000	\$15,000	1	\$15,000	\$15,000
Counselor (Part-Time)	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000
Nurse(Contracted/Part-Time)	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000
<b>Total Personnel</b>	<b>28</b>	<b>\$420,000</b>	<b>\$935,000</b>	<b>33</b>	<b>\$420,000</b>	<b>\$1,065,000</b>	<b>38</b>	<b>\$420,000</b>	<b>\$1,215,000</b>	<b>42</b>	<b>\$420,000</b>	<b>\$1,325,000</b>	<b>47</b>	<b>\$420,000</b>	<b>\$1,455,000</b>
<b>Benefits:</b>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>
Executive Dean (Principal) Medicare	1	\$1,050	\$1,050	1	\$1,050	\$1,050	1	\$1,050	\$1,050	1	\$1,050	\$1,050	1	\$1,050	\$1,050
Executive Dean (Principal) Nc State Tax	1	\$167	\$167	1	\$167	\$167	1	\$167	\$167	1	\$167	\$167	1	\$167	\$167
Executive Dean (Principal) Retirement	1	\$4,500	\$4,500	1	\$4,500	\$4,500	1	\$4,500	\$4,500	1	\$4,500	\$4,500	1	\$4,500	\$4,500

University Public Charter School

Executive Dean (Principal) Social Security	1	\$1,491	\$1,491	1	\$1,491	\$1,491	1	\$1,491	\$1,491	1	\$1,491	\$1,491	1	\$1,491	\$1,491
Finance Officer Medicare	1	\$420	\$420	1	\$420	\$420	1	\$420	\$420	1	\$420	\$420	1	\$420	\$420
Finance Officer Nc State Tax	1	\$208	\$208	1	\$208	\$208	1	\$208	\$208	1	\$208	\$208	1	\$208	\$208
Finance Officer Retirement	1	\$1,800	\$1,800	1	\$1,800	\$1,800	1	\$1,800	\$1,800	1	\$1,800	\$1,800	1	\$1,800	\$1,800
Finance Officer Social Security	1	\$74	\$74	1	\$74	\$74	1	\$74	\$74	1	\$74	\$74	1	\$74	\$74
Health Insurance	17	\$7,354	\$125,018	19	\$7,354	\$139,726	23	\$7,354	\$169,142	25	\$7,354	\$183,850	28	\$7,354	\$205,912
Montessori Teachers Medicare	12	\$560	\$6,720	14	\$560	\$7,840	16	\$560	\$8,960	18	\$560	\$10,080	20	\$560	\$11,200
Montessori Teachers Nc State Tax	12	\$208	\$2,496	14	\$208	\$2,912	16	\$208	\$3,328	18	\$208	\$3,744	20	\$208	\$4,160
Montessori Teachers Retirement	12	\$2,400	\$28,800	14	\$2,400	\$33,600	16	\$2,400	\$38,400	18	\$2,400	\$43,200	20	\$2,400	\$48,000
Montessori Teachers Social Security	12	\$416	\$4,992	14	\$416	\$5,824	16	\$416	\$6,656	18	\$416	\$7,488	20	\$416	\$8,320
Secretary/Nc Wise Coordinator Medicare	1	\$420	\$420	1	\$420	\$420	1	\$420	\$420	1	\$420	\$420	1	\$420	\$420
Secretary/Nc Wise Coordinator Nc State Tax	1	\$208	\$208	1	\$208	\$208	1	\$208	\$208	1	\$208	\$208	1	\$208	\$208
Secretary/Nc Wise Coordinator Retirement	1	\$1,800	\$1,800	1	\$1,800	\$1,800	1	\$1,800	\$1,800	1	\$1,800	\$1,800	1	\$1,800	\$1,800
Secretary/Nc Wise Coordinator Social Security	1	\$74	\$74	1	\$74	\$74	1	\$74	\$74	1	\$74	\$74	1	\$74	\$74
Spanish Immersion/EsL Coordinator Medicare	1	\$560	\$560	1	\$560	\$560	1	\$560	\$560	1	\$560	\$560	1	\$560	\$560
Spanish Immersion/EsL Coordinator Nc State Tax	1	\$208	\$208	1	\$208	\$208	1	\$208	\$208	1	\$208	\$208	1	\$208	\$208
Spanish Immersion/EsL Coordinator Retirement	1	\$2,400	\$2,400	1	\$2,400	\$2,400	1	\$2,400	\$2,400	1	\$2,400	\$2,400	1	\$2,400	\$2,400

University Public Charter School

Spanish Immersion/Esl Coordinator Social Security	1	\$416	\$416	1	\$416	\$416	1	\$416	\$416	1	\$416	\$416	1	\$416	\$416
Total Benefits	81	\$26,734	\$183,822	91	\$26,734	\$205,698	103	\$26,734	\$242,282	113	\$26,734	\$264,158	124	\$26,734	\$293,388
<b>Total Personnel Budget</b>	109	\$446,734	\$1,118,822	124	\$446,734	\$1,270,698	141	\$446,734	\$1,457,282	155	\$446,734	\$1,589,158	171	\$446,734	\$1,748,388

**\*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**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
Books and Supplies	Copy Paper	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
	Curriculum/Texts	\$7,500	\$5,000	\$5,000	\$5,000	\$5,000
	Instructional Materials	\$100,000	\$25,000	\$25,000	\$25,000	\$25,000
	School Supplies	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Testing Supplies	\$7,500	\$10,000	\$10,000	\$10,000	\$10,000
Human Resources Costs	Legal Counsel	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500
	Personnel Software	\$10,000	\$2,500	\$2,500	\$2,500	\$2,500
	Professional Development	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Other	Audit Services	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
	Emergency/Reserve Fund	\$116,049	\$333,032	\$434,328	\$634,454	\$787,255
	Food Plan	\$135,000	\$200,000	\$250,000	\$275,000	\$300,000
	Insurances	\$13,434	\$13,434	\$13,434	\$13,434	\$13,434
	Marketing Plan	\$10,000	\$20,000	\$20,000	\$20,000	\$20,000
	Transportation Plan	\$25,000	\$35,000	\$50,000	\$65,000	\$75,000
	Travel Expenses	\$2,500	\$5,000	\$7,500	\$9,500	\$11,500
Rents and Debt Services	Custodial Supplies	\$2,500	\$3,500	\$4,500	\$5,500	\$6,500
	Facility Lease/Mortgage	\$178,000	\$178,000	\$178,000	\$178,000	\$178,000
	Maintenance	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Security/Alarm	\$15,000	\$10,000	\$10,000	\$10,000	\$10,000
Technology Hardware	Instructional Software	\$7,500	\$2,500	\$2,500	\$2,500	\$2,500
	Office Software	\$5,000	\$2,000	\$2,000	\$2,000	\$2,000
Utilities	Electric	\$15,000	\$15,000	\$18,000	\$20,000	\$25,000
	Phone	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Total Operations		\$712,983	\$922,966	\$1,095,762	\$1,340,888	\$1,536,689

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

**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2014-2015</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
TOTAL EXPENDITURES (PERSONNEL)	\$1,118,822	\$1,270,698	\$1,457,282	\$1,589,158	\$1,748,388
TOTAL EXPENDITURE (OPERATIONS)	\$712,983	\$922,966	\$1,095,762	\$1,340,888	\$1,536,689
TOTAL EXPENDITURES	\$1,831,805	\$2,193,664	\$2,553,044	\$2,930,046	\$3,285,077
TOTAL REVENUE	\$1,831,805	\$2,193,664	\$2,553,044	\$2,930,046	\$3,285,077
ANNUAL NET PROJECTIONS	\$0	\$0	\$0	\$0	\$0

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

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

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

The budgetary projections were based upon data and consideration given after the review of the Casa Esperanza Montessori Charter School operational budget and expenditures.

The analysis utilized to project the specific enrollment figures comes from eight (8) community listening forums that were hosted where individuals indicated interest in possibly enrolling their child.

If our budget projections are lower than anticipated the Executive Dean in consultation with the board of directors' Budget, Finance, Buildings and Properties Committee, shall make recommendations to the full board on expenditure reductions to fall within the requisite funding levels. The break-even point for student enrollment will fluctuate based on actual enrollment however 248 students in the 2014-2015 figure. Key services are being projected with an enrollment of 250 students in the first year with a projected budget surplus (emergency reserve fund) of \$101,049. Based upon actual enrollment the board shall determine the maximum amount of expenditures and it safely incur without sacrificing educational quality.

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

University Public Charter School will meet the generally accepted standards of fiscal management pursuant to (NC Gen. Stat. 115C-238.29G(a)(2)). Accordingly UPCS will provide for a process that is designed to ensure reasonable assurance regarding the achievement and maintenance of the following standards:

1. A fiscal year balanced budget that clearly defines achievable goals as defined in the schools charter and approved by the Board of Directors in the form of a budget resolution.
2. Full compliance with Uniform Education Reporting System (UERS) policies and procedures.
3. Additionally, accounting records will properly and accurately record and account for all transactions including cash. Accounting information shall be relevant, reliable, comparable and consistent and available for the preparation of reliable financial statements.

4. Demonstrate compliance with Federal and state laws/regulations, State Board of Education policies and other compliance requirements.
5. Maintenance of documentation that outlines internal controls on business practices and operation.
6. All accounts payable must be current.
7. Transactions are executed in compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on state and federal funds
8. Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.
9. Ensure that required independent audits are performed and submitted when due in a timely manner as prescribed by the Local Government Commission.
10. UPCS shall have documentation that supports its financial statements and that reflect its financial position/condition, results of operations or changes in net assets and where appropriate, cash flows for any fiscal period/year
11. Positive financial cash flow shall be maintained as required by the General Accepted Accounting Principals
12. Any necessary corrective action plans on any audit findings must be filed in writing and proposed changes must be implemented in the subsequent fiscal year.

There are not expected services to be contracted at this time regarding the management of accounting, purchasing, and payroll.

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

All spending priorities are directly related to the school's mission and curricular offerings. Several items in the personnel budget will allot for qualified administrative staff and instructional staff trained in the Montessori philosophy. Items in the operational budget provide for the purchase of Montessori materials for the classroom instruction. The transportation plan aligns with spending priorities due to the fact that the targeted population may be challenged with transportation, the budget will provide for a transportation coordinator/bus driver, as well as the insurance, maintenance and purchase of a school bus. The budget aligns to our professional development plan by allotting funding for instructional and administrative staff to participate in these sorts of opportunities.

The school will maintain a small contingency reserve for emergencies when they arise, this could include the addition of a special vehicle to transport students as required to meet their IDEA or 504 accommodations. A sound fiscal management policy congruent with established nonprofit organizations best practices, and required by North Carolina law, and Internal Revenue Services requirements shall govern the operations of the charter school fiscal management system and decision making process. Upon request a chart and narrative can be prepared to directly address the contingency fund.

4. *Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.*

University Public Charter School will provided administrative personnel, office space, and office supplies/materials during the initial planning year of the charter school by Woodson University. This is estimate at a \$50,000 initial in-kind contribution (materials and labor). The university shall also provide an initial \$5,000 donation for working capital in the initial year of planning.

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

The school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated will be a reduction in force in staff to accommodate those students enrolled, a reduction in personnel and compensation where necessary, and reduction in the transportation, and food services plans based upon enrollment.

Break-even enrollment for 2014-2015 - 248 students

Break-even enrollment for 2015-2016 - 270 students

Break-even enrollment for 2016-2017 - 307 students

Break-even enrollment for 2017-2018 - 333 students

Break-even enrollment for 2018-2019 - 362 students

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

In preparation for the event that revenue projections are not met in advance of opening, all employees, vendors, and our landlord will be asked to agree to a payment schedule that closely coincides with thrice annually distribution of funds. At the quarterly meeting prior to the opening of the school the Executive Dean and Finance Officer shall have prepared a cash flow statement for the year and a revised three to six month cash flow statement based on projected enrollment and then modified for actual enrollment upon opening.

In certain cases the board of directors may elect to seek a link of credit and or a loan from a local financial institution to support operations.

**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 Executive, Audit, and Personnel Committee of the Board of Directors shall consist of the Chairperson, Vice Chairperson, additionally all chairpersons of standing committees shall serve as members of the Executive, Audit, and Personnel Committee. The Executive Dean shall be an ex-officio member of the Executive, Audit, and Personnel Committee.

The committee shall arrange annually for an audit of the financial records for the School by a firm of certified public accountants designated by the Board and firm approved by the NC Local Government Commission (LGC). This process shall commence with the request for proposal of audit services via the school's website. The committee shall then choose two finalists if there are multiple submissions and submit to the full board for subsequent review and selection of the firm. The Committee shall furnish a copy of the auditors report to all members of the Board. An audit of the Schools financial statements shall be performed annually. Upon the resignation or dismissal of the Executive Dean or Finance Officer an immediate financial audit shall be ordered by this committee.

*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.*

Potter & Company  
CERTIFIED PUBLIC ACCOUNTANTS  
434 Copperfield Boulevard NE  
Suite A  
Concord, NC 28025  
Phone: 704.786-8189  
Fax: 704.786-4447

VI. AGREEMENT PAGE

**LEA Impact Statement:**

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

**Applicant Signature:**

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

Print/Type Name: alfleming24

Board Position: Lead Applicant

Signature: \_\_\_\_\_

Date: 02/21/2013

Sworn to and subscribed before me this  
\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
Official Seal

My commission expires: \_\_\_\_\_, 20\_\_\_\_\_.