

WAYNE PREPARATORY ACADEMY (WPA)

Charter School Application

Wayne Preparatory Academy



CREATING A LEGACY OF LEADERSHIP AND LEARNING

**Submitted
March 1, 2013**

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

NAME OF PROPOSED CHARTER SCHOOL: Wayne Preparatory Academy, hereafter abbreviated WPA.

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: Jefferson Preparatory School Inc.

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: Dr. Kenneth Benton

TITLE/RELATIONSHIP TO NON-PROFIT: Chair of Jefferson Preparatory School Inc.

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NAME OF COUNTY OR LOCAL EDUCATION AGENCY (LEA) IN WHICH CHARTER SCHOOL WILL RESIDE: Wayne County

IS THIS APPLICATION A CONVERSION FROM A TRADITIONAL PUBLIC SCHOOL OR PRIVATE SCHOOL?

No: Yes: If so, Public or Private:

If yes, please provide the current school or organization web site address: Not Applicable

If a private school, give the name of the private school being converted: Not Applicable

If a traditional public school, give the name and six-digit identifier of the traditional public school being converted: Not Applicable

IS THIS APPLICATION BEING SUBMITTED AS A REPLICATION OF A CURRENT CHARTER SCHOOL MODEL?

Yes: No:

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in: Not Applicable

WHAT IS THE NAME OF THE NON-PROFIT ORGANIZATION THAT GOVERNS THIS CHARTER SCHOOL? Jefferson Preparatory School Inc. dba Wayne Preparatory Academy

Grade Levels Served and Total Student Enrollment:

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

Will this school operate on a year round schedule?

No:

Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K-4	466
Second Year	K-5	578
Third Year	K-8	914
Fourth Year	K-8	914
Fifth Year	K-8	914
Sixth Year	K-8	914
Seventh Year	K-8	914
Eighth Year	K-8	914
Ninth Year	K-8	914
Tenth Year	K-8	914

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

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

Signature

Title

Printed Name

Date

II. MISSION and PURPOSES (No more than three total pages in this section)

Mission Statement:

WAYNE PREPARATORY ACADEMY’S MISSION IS TO CREATE A LEGACY OF LEADERSHIP AND LEARNING THAT EMBRACES, ENRICHES AND ENGAGES CHILDREN’S STRENGTHS, ONE CHILD AT A TIME.

Wayne Preparatory Academy is driven to achieve a vibrant learning community that goes beyond event and test driven learning. Our academic community of board, faculty, staff, students, and parents will serve as committed stakeholders in providing opportunities for excellence in leadership (developing strengths), academics (college preparation) and scholarship (preparation for a proactive life of learning).

One theme that will be used throughout the school is best conveyed in the following quote,

"Factual knowledge alone is thus no longer the great differentiator between those who succeed and those who do not. Instead the individuals who are emerging as the new ‘winners’ - the new thrivers of the twenty-first century are those who possess above average creativity, strong analytical skills, a knack for foresight, and, surprise, good people skills....If we are putting all of our efforts on the almighty test scores alone, I am quite afraid that we are going to create a generation of children who know how to do nothing well but take a test well." (Muriel Summers, Principal A. B. Combs Elementary, *The Leader in Me* (Covey, 2008))

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.**

Leadership is not defined by race, gender or religion. Leadership is defined by each students unique strengths and educating those strengths into knowledge and skills. Based on form surveys on the Internet and public community meetings it was determined that our location lacked in schools that provided a leadership education and that the community desired it for its students.

Indian	Asian	Hispanic	Black	White
.17%	1.06%	11.84%	42.38%	44.55%

- 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?**

Wayne County Public ADM was 13,791 for the K-8 2012-2013 LEA. Wayne Preparatory Academy will start at 466 and grow to 914 which is 3.3% to 6.6% of total ADM.

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

The need for the Wayne Preparatory Academy approach to the gifts and talents of each student is foundational to all transformational strengths-based leadership education. It is based on its unique mission, vision and strategy in developing students, parents, teachers and administrators to their full potential, above and beyond immediate and necessary roles in academic success. In the surrounding Wayne County schools, while there is an academic emphasis for select students identified as gifted students according to North Carolina state law for K-12 (AIG) students, there are no schools which are based on dedicated, proven research that all students have gifts and talents that can be systematically developed as researched and established by both The Gallup Organization and Dr. Stephen R. Covey. The Wayne Preparatory Academy approach to the gifts and talents of each student is foundational to all transformational strengths-based leadership education.

While the initial programs offered by the School will have most of the best educational practices of comparable existing schools, we will add a unique foundational focus on talent, character, emotional and leadership development within The Gallup Path as pioneered by Dr. Donald O. Clifton, founder of The Gallup Organization and strengths based founder - *Soar With Your Strengths* (Clifton & Nelson, 1996); *Now Discover Your Strengths* (Buckingham, Clifton, 2001); *The Gallup Path* (Clifton, 2002), *Building Engaged Schools* (The Gallup Organization: Gordon & Crabtree, 2006) and Dr. Stephen R. Covey author of *The 7 Habits of Highly Effective People* (Covey 1989); *The Leader in Me* (Covey 2008);.

- 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).**

See Appendix A for times and locations of public meetings discussing charter school.

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.

- 1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.**

Wayne Preparatory Academy will create new professional opportunities for teachers by helping them identify their strengths, via the Gallup Path and giving them the leadership tools by Covey so that they can set the culture in their classrooms and school. Each teacher will be given strengths assessments and professional seminars so that they can not only understand their strengths but those of the students they teach.

Teachers will be required to follow the core curriculum; however, they will be encouraged to present that curriculum in a variety of ways through differentiated instruction. Six instructional strategies will be utilized throughout all subject areas: integrative units, small group activities, product-based learning, classroom workshop, authentic experience, and reflective assessment. All units of study will be built around these foundations of successful instruction.

Students will be active, engaged participants at Wayne Preparatory Academy. There will be more experiential learning, more student choice, more goal setting, and more collaboration. Using higher thinking skills, curriculum mapping, and a variety of instructional methods, units of study will be designed around the needs of the students.

Professional strategies at Wayne Preparatory Academy will include the following:

- Three hour collaborative planning sessions with other Teachers each week
- Extensive professional development such as Strengths Based Gallup Seminars
- Curriculum Mapping
- Building curriculum plans based on the needs of the students

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?**

Wayne Preparatory Academy will measure enduring student success through a synthesis of data via the Gallup Student Poll, the Gallup StrengthsFinder Assessment (*StrengthsExplorer* and *StrengthsQuest*), the Measures of Academic Progress (MAP) by Northwest Evaluation Associates, the North Carolina READY Initiative, the National Assessment of Educational Progress (NAEP) and other best practice data sources that best assist teachers, administrators and school leaders in having the most complete understanding and holistic progress of each Wayne Preparatory Academy student. The data necessary to measure enduring success will come from the goals below which then will drive a Quarterly benchmarking with Balanced Scorecard which is a tool that helps monitor performance against WPA's Mission and Goals.

- 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: The primary goal of WPA is to improve student learning by assisting its students in reaching academic excellence.*

Goal 2: WPA will provide a supportive learning environment for students.*

Goal 3: WPA will proactively assist its students in reaching academic excellence in the specific North Carolina state required core curriculum.*

Goal 4: WPA will consistently provide leadership development opportunities for its students by cultivating and training students to be leaders through community roles and responsibilities at the local school level as well as within the community.*

Goal 5: WPA will reach academic excellence based upon North Carolina READY and/or national AYP ratings.*

* See Appendix R-4 for detailed measurements for each goal

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

Instructional Program:

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

NOTE: THIS SECTION IS A ROUGH ADAPTATION OF BEST PRACTICES AT A.B. COMBS ELEMENTARY

All students at Wayne Preparatory Academy will have the opportunity to experience core academic subjects through a variety of instructional methods. The variety of methods and approaches will meet many different learning styles and academic strengths, increasing the chances for student success. The Academic Director will work with teachers on a variety of instructional strategies to make their planning and teaching times more productive. Curriculum mapping will allow teachers to group goals from the Standard Course of Study in ways to maximize the available class time and to minimize goals learned in isolation.

Wayne Preparatory Academy will proactively achieve its mission and vision by using a clear, collaborative and success oriented process which establishes and promotes the best culture for whole child development based on the School Success Pyramid (See Appendix S). The School Success Pyramid represents a synthesis of the research, principles and processes of Dr. Donald Clifton and Dr. Stephen Covey. WPA will be driven by its culture of collaborative responsibility with parents for the enduring life success of all of its students, above and beyond their immediate and necessary academic success.

Specific strategies will be used to fulfill the School Success Pyramid (See Appendix S) based on the School House Strategic Process (See Appendix T). The School House Strategic Process is built on the guiding principles of the Gallup Path and the Covey 7 Habits as measured and assessed via Balanced Scorecard. The School House Strategic Process represents a synthesis of the research, principles and processes of Dr. Donald Clifton, Dr. Stephen Covey and Muriel Summers. As described by Dr. Covey and Muriel Summers, the school house model is a “visual blueprint”, or strategy for teaching. While the Gallup Path, Covey 7 Habits and Balance Scorecard within the School House Strategic Process are a constant foundation for the School, the door and windows represent current leading practices which are flexible as further research and other proven best practices evolve in the field of education.

Wayne Preparatory Academy will actively provide an ongoing assessment and evaluation of its goals at the student, class and school levels as listed above via utilization of: 1) the Northwest Evaluation Associates (NWEA) Measures of Academic Progress (MAP) at least three times per academic year, 2) the Iowa Basic Test where possible, and 3) all assessment and testing requirements required by the North Carolina State Board of Education under the North Carolina Testing Program (including READY and AYP required testing). All performance assessments and evaluations of students and the school shall be correlated within the globally recognized Balance Scorecard benchmarking process. Balance Scorecard is a strategic planning and management system used to align organizational activities to the vision and strategy of the organization, improve internal and external communications, and monitor organizational performance against strategic goals.

Wayne Preparatory Academy will be the first public school in the Wayne County community which actively focuses on and fully utilizes proven, measurable talent development education for the development of the whole child – **helping meet the needs of the targeted student population.** The combination of the proven, measurable aspects of talent development via The Gallup Organization and the proven, qualitative character and leadership principles of Covey will provide a unique whole child education process above and beyond what the North Carolina Standard Course of Study requires.

A significant influence in the WPA educational model is based on the consistently strong success of Muriel Summers and her staff at A. B. Combs Elementary in Raleigh, N.C. in applying the Covey 7 Habits. By recognizing that each student possesses unique gifts and talents, and building on students' strengths rather than their weaknesses, Muriel and the other faculty guide students at A.B. Combs to continually achieve high levels of academic performance year after year. "Factual knowledge alone is thus no longer the great differentiator between those who succeed and those who do not. Instead the individuals who are emerging as the new 'winners' - the new thrivers of the twenty-first century are those who possess above average creativity, strong analytical skills, a knack for foresight, and, surprise, good people skills...If we are putting all of our efforts on the almighty test scores alone, I am quite afraid that we are going to create a generation of children who know how to do nothing well but take a test well." (Muriel Summers, Principal A. B. Combs Elementary, *The Leader in Me* (Covey, 2008))

K-8 Curriculum and Instructional Design:

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

Our educational program is focused on maximizing student achievement. Class sizes start at approximately 19 students in kindergarten and grow to approximately 25 students in the upper grades, this will allow each individual student's needs to be assessed and addressed.

Wayne Preparatory Academy's learning environment will include: 1) use of inquiry-based teaching approaches, 2) small learning community environment (small school size), 3) smaller class size, 4) extended time for teacher planning and professional development, 5) Response-to-Intervention (RTI), 6) daily morning class connection time to integrate social and emotional learning with academic learning, 7) frequent physical education 8) adequate time for recess, 9) opportunities for parental involvement and 10) integration into the curriculum of multi-age approaches toward learning.

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.

Since Leaders are not unique to one industry or subject a variety of Core Knowledge will be presented at Wayne Preparatory Academy. WPA expects to raise leaders in Language Arts, History and Geography, Visual Arts, Music, Mathematics, and Science. In Appendix B contains the Core Knowledge sequence for each topic along with its sequence for K-8. A sample course scope is included for Mathematics grades 3 and 8 from the *Core Knowledge Sequence*.

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

Students need a curriculum that aligns both knowledge and thinking skills to maximize their success and prepare them for leadership roles in the future. WPA has adopted *Core Knowledge Sequence* as its curriculum basis since it will give our students better context to make leadership decisions for theirs and others strengths and thus accomplish the Mission of the school that develops a legacy of leadership and learning for each child.

“The idea behind the [Core Knowledge Sequence](http://www.coreknowledge.org/sequence) is simple and powerful: knowledge builds on knowledge. For the sake of academic excellence, greater fairness, and higher literacy, Core Knowledge provides a core curriculum that is coherent, cumulative, and content-specific in order to help children establish strong foundations of knowledge, grade by grade.

If all of our children are to be fully educated and participate equally in civic life, then we must provide each of them with the shared body of knowledge that makes literacy and communication possible. This concept, central to the Core Knowledge Foundation’s goal of excellence and equity in education, takes shape in the *Sequence*—a pioneering attempt to outline the specific core of shared knowledge that all children should learn in American schools.”

<http://www.coreknowledge.org/sequence>

The curriculum will prepare students for end of grade assessments in the READY accountability model such as Math, English Language Arts and Science, topics already a basic component of the *Core Knowledge 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.

WPA will expect teachers to master curriculum plans, referred to as MAPs, that align with grade specific content and the common core state standards. MAPPING strategies are based on those of the Core Knowledge philosophies including content specific, coherent, cumulative, and context-rich lessons that help students remember, add-to, and challenge existing knowledge for a more comprehensive education. In addition teachers will be expected to master six instructional strategies for subject areas: integrative units, small group activities, product-based learning, classroom workshop, authentic experience, and reflective assessment.

These strategies will result in increased academic achievement for the targeted student population because it is sequenced to best help students build upon prior knowledge. This method of teaching has been shown to increase student success and increase cognitive abilities. The Core Knowledge sequence states, “If you have a rich base of background knowledge, it's easier to learn more. And it's much harder to read with comprehension, solve problems and think critically if you don't.” In addition, “The *Sequence* is not a list of facts, events, and dates to be memorized. It is a guide to content from grade to grade, designed to encourage steady academic growth and progress as children construct their knowledge and develop literacy and critical thinking skills year after year.” <http://www.coreknowledge.org/sequence>

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.

Wayne Preparatory School Tentative School Calendar 2014-15

<u>New Teacher Orientation</u>	<u>August 13-15, 2014</u>
<u>Teacher Workday</u>	<u>August 18-22, 2014</u>
<u>First Day of School for Students</u>	<u>August 25, 2014</u>
<u>School Holiday</u>	<u>September 1, 2014</u>
<u>End of First Quarter</u>	<u>October 28, 2014</u>
<u>Student Vacation/Teacher Workday</u>	<u>October 31, 2014</u>
<u>School Holiday</u>	<u>November 11, 2014</u>
<u>Thanksgiving Break</u>	<u>November 26-28, 2014</u>
<u>Winter Break</u>	<u>Dec. 22-Jan. 2, 2015</u>
<u>End of Second Quarter</u>	<u>January 16, 2015</u>
<u>School Holiday</u>	<u>January 19, 2015</u>
<u>Teacher Workday</u>	<u>January 20, 2015</u>
<u>School Holiday</u>	<u>February 16, 2015</u>
<u>End of Third Quarter</u>	<u>March 27, 2015</u>
<u>Teacher Workday</u>	<u>March 30, 2015</u>
<u>Spring Break</u>	<u>April 13-17, 2015</u>
<u>School Holiday</u>	<u>May 25, 2015</u>
<u>Last Day of School for Students</u>	<u>June 9, 2015</u>
<u>Teacher Workdays</u>	<u>June 10-12, 2015</u>

The calendar is designed to give students and teachers not only sufficient time learning how to be a leader but also time to spend away from their studies for greater reflection. It is believed that great leaders need to have balance in their lives by experiencing more than just what is in the classroom so extended summer and winter breaks are scheduled. Some Holidays were selected to commemorate and help students recognize a few of the great leaders in the world.

High School Curriculum and Instructional Design:

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

This section is not applicable to Wayne Preparatory Academy as WPA will be for students K-8.

Special Programs and “At-Risk” Students

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

Wayne Preparatory Academy will utilize a Response to Intervention (RTI) approach to address learning and behavioral problems. We will provide high quality instruction and intervention matched to student need, monitor progress frequently to make decisions about change in instruction or goals, and apply child response data to important educational decisions, such as need for remediation. See Appendix U for more details.

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.

In the first year of operation, students will be screened by a trained educator, via a Dynamic Indicators of Basic Early Literacy Skills (DIBELS) measure for both reading and literacy as a snapshot to determine surface discrepancies of fundamental content skills. The DIBELS are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. The measures were developed to assess student development of phonological awareness, alphabetic understanding, and fluency with the code. The DIBELS measure will continue to be administered at the end of each nine week period to only students identified as needing monitoring via the Response to Intervention (RTI) model.

(After the first year of operation DIBELS will be applied to K-3 students and other approaches will be used for assessing the individual needs of older 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.

Our holistic approach to helping ELL students involves implementing ELL curricula that includes an emphasis on high-level or higher order thinking and the mental processes of application, analysis, synthesis, and order evaluation. ELLs need these skills to pass high stakes tests, compete in a high-stakes global job market and initiate social change.

Strategies that may be put in place to assist the ELL students are:

- Provide English language learners access to English speaking peers
- Ensure teachers do not force production of English before students are ready
- Utilize various sources of literature to inspire learning and literacy
- Respect the student's primary language and culture
- Ensure that teachers utilize a variety of student-centered methodologies with English language learners
- Encourage the use of content-based sheltered English methodologies in the classroom
- Utilize a balanced approach to literacy instruction

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

While Wayne Preparatory Academy acknowledges it is important to keep realistic timelines in mind when considering how long ELL support may be needed, we believe there is evidence that the process can be accelerated to some degree if adequate support is provided and innovative methodologies are used. Additional resources may be allotted to ELL students. Student progress is monitored by the Intervention and Advancement Team, IAT. Evaluations and skill level will be considered and discussed by IAT at biweekly or monthly meetings and appropriate action will be determined.

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.

Wayne Preparatory Academy recognizes that gifted students have special educational needs and hence, require specialized programming that goes beyond that ordinarily provided by regular classroom/school programs. In response to the needs of gifted students, the School will establish and maintain a school culture that values, promotes and recognizes excellence; stimulates students to pursue higher level goals and aspirations; provides learning activities at an appropriate level and pace; provides a variety of learning activities that supplement or extend requirements of the curriculum; and fosters on-going professional development to enable school staff to enhance their ability to meet the needs of gifted students.

Wayne Preparatory Academy may employ a number of different administrative and organizational strategies in the delivery of its program for gifted students. These strategies include cross-grade or multi-age grouping, course and/or grade advancement, independent study, and seminars and tutorials.

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

Intellectually gifted students will be monitored and evaluated throughout year and advancement may continue throughout the school year depending on the student's response to the intervention. A system of graphing concrete data for visual analysis will be provided by the classroom teacher to the parent and stakeholders involved in the interests of educating the individual learner. Curriculum may be further altered to match the skills and learning of the intellectually gifted students.

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.**

All students identified as qualifying for services under IDEA or 504 will be referred by the parent or teacher to the Academic Director. A team composed of the student's teachers, parent/guardians, student, and Academic Director (IEP / 504 Team) will convene to discuss the educational program designed to meet the individual student's needs. Methods of evaluation of current skill levels may include prior test results, grades, portfolio assessments, standardized tests, observations and teacher recommendations. These possible variances in performance are not limited to academic area, but may include social or emotional factors. Corrective action plans, including intervention by the school staff will be developed in cooperation with the parents.

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.

Wayne Preparatory Academy will implement comprehensive K-8 universal screening measures to be determined during the continued planning phase. We will use the NWEA Measures of Academic Progress (MAP) tool. The assessment program will include benchmark assessments (3 times per year) as well as progress monitoring assessments (conducted either weekly or every 3 weeks, depending on student risk level). The school will gather formative assessment data and the faculty will collaborate to make data-based instructional decisions via the Intervention Advancement Team, IAT that meets bi-weekly or monthly.

This data will be a secondary source of information displaying the progress of the individual student receiving science-based interventions from the IAT. The IAT will include, at a minimum, parents, the regular classroom teachers, the Managing Director or the Academic Director, and a representative special education teacher.

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

First we will determine all students that have a 504. We then will contact the parents to see if they have a copy of while simultaneously contacting the school district subject to all laws for conveying such information.

b) Record Confidentiality (on site)

All student files are considered confidential. Student records, including IEPs, intervention methods, evaluations, etc. will be maintained in the main office of WPA (including filed hard copies and digital copies maintained through secured computers) and only be available to members of the IEP team as identified on IEP forms and others as specified only under the Family Education Rights and Privacy Act.

c) Record Compliance (on site)

The records of students identified as eligible for services through IDEA or 504 will follow federal mandates. These records become a part of the student’s permanent file that is maintained in a highly secure and fire proof area. All records will be maintained as required under the Family Education Rights and Privacy Act (FERPA).

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.

As prescribed by Federal and associated State laws, an Individual Educational Plan (IEP) will be developed for each special education student. IDEA requires that students by the age of 14 be provided with an annual meeting for the purpose of discussing possible transition services. The school shall invite the parent and a student of any age with a disability to attend the IEP meeting if the purpose of the IEP meeting will be the consideration of transition services. This may include discussion concerning what the student wants for his or her future, what needs or

challenges are perceived as barriers to reaching student goals, and what accommodations and supports will aid the student's efforts. Annual goals, short term objectives, statement of interagency responsibilities, statement of participation in state and district-wide tests and a list of special education and related services to be provided will be a part of the IEP. The IEP / 504 Team for the student will determine if services outside the school are required for a student.

Students at Wayne Preparatory Academy with active Individualized Education Plans (IEPs) will automatically be assigned to Tier 2 and Tier 3 interventions. Student who enroll at Wayne Preparatory Academy with a score of 3 or below on the most recent READY test will also automatically be assigned to Tier 2 interventions and monitored for additional needs. (See Appendix U)

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).

If such services are deemed appropriate, the IEP / 504 Team and the school administration will make arrangements for additional, supportive services to be secured. Some of these possible services to be secured may include speech, assistive technology, transition services, mental health, and vocational rehabilitation.

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

The school will have appropriately trained and licensed teachers to adhere to Federal and State guidelines to make sure all of the IEP services are implemented. It will also participate in the needed compliance reporting and maintenance of data systems. WPA will have a director for exceptional children that will oversee a team of IEP staff or specialists. The IEP staff will coordinate with stakeholders e.g. parents, students, teachers, administrators regarding exceptional children and ensuring requirements are communicated and met.

Exceptional children teachers have the immediate responsibility for servicing students needs in class, while still coordinating with the regular teacher to help facilitate exceptional children in activities, lessons and instruction.

Each IEP Team will include a parent, special education teacher, a classroom education teacher, an appropriate representative from the LEA and a qualified person that can analyze evaluations and to determine eligibility. Placement decisions will be reviewed annually.

Parents may examine all records of their children regarding the rights of the students and parents according to Federal and State Law. Parents can request a copy of the evaluation report and other documents used to determine eligibility and assessments.

4) Describe the proposed plan for providing related services.

IEP mandated services will be obtained by Wayne Preparatory Academy through qualified local providers and such mainstream services will be paid for (if any required) by Wayne Preparatory Academy. Assistive technology and transition services will be met in accordance with federally mandated laws, Section 504, IDEA, and ADA. Staff Development training will occur, if needed, to assist the student in using his/her assistive technology devices.

Student Performance Standards

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

Based on the best approximation of the academic profile we anticipate will attend WPA we estimate that our prospective student body will approximate 70% proficiency according to NC READY standards. Our performance standards are more closely tied to AYP (Annual Yearly Progress) and individual progress of each student at whatever level we encounter them. The WPA charter has been developed so as to achieve an overall school standard of 75% achievement of all state standards within two years.

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.

In addition to State and Federal mandated tests, WPA will measure enduring student success through a synthesis of data via: 1) the Gallup Student Poll, 2) the Gallup Student StrengthsFinder Assessment, and 3) the Measures of Academic Progress (MAP) by Northwest Evaluation Associates. This data will contribute to the Balanced Scorecard to identify gaps and be able to adapt curriculum to opportunities. See Appendix R-7 for greater details.

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.

The following is roughly adapted from the student handbook of Lake Norman Charter

Kindergarten students are required to have a grade of “Outstanding” or “Satisfactory” for the minimum requirements in language arts and mathematics established by the North Carolina Essential Standards for Kindergarten.

For grades one to five students need to receive a passing grade, “D” or higher in Science, Math, Language Arts/English, History and Geography. Students not meeting passing levels in Language Arts/English after third grade will be retained. Students not meeting passing levels in Mathematics after fifth grade will be retained. Credit recovery options will be provided for students not meeting requirements in fifth grade mathematics.

For grades six to eight students need to receive a passing grade, “D” or higher in Science, Math, Language Arts/English, History and Geography. Students not meeting passing levels in Language Arts/English and Mathematics after eighth grade will be retained. Credit recovery options will be provided for students not meeting requirements in sixth grade mathematics.

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.

This question is not applicable as WPA will be for students K-8.

High School Graduation Requirements

This section is not applicable as WPA will be for students K-8.

Student Conduct:

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

Good leaders are created through respect for self and others. To help all students develop respect and strong leadership abilities, Wayne Preparatory Academy will require good manners, appreciation for property, honesty, punctuality, reliability, and responsibility from all students, staff, parents, and community participants. We fully expect the focus on ethics and decision-making to lead to an environment where good character is important to all. WPA's intention is to praise rather than to reprimand whenever possible. Nonetheless, if redirection is necessary due to disruptions to others' learning experiences, offence guidelines will be enforced.

In the event that a student needs specific guidelines, certain offenses are stated below which would include, but are not limited to, these suggestions. Wayne Preparatory Academy has adopted a description of violations defined as Class I, II, or, III offenses as specifically detailed within the Student – Parent Handbook. **SEE Appendix C.** Students who exhibit any Class I offenses may receive a 1 day in-school suspension. A Class II violation will result in temporary suspension from WPA for up to 5 days. To re-enter the school, the student must show evidence that indicates that he or she is now focused on academic, motivational, and behavioral aspects of his or her life. Any student accumulating 10 days or more of out-of-school suspension or committing any Class III offenses will be expelled from the school and may not re-apply.

Day-to-day application of the discipline code will be the responsibility of the classroom teacher, the Grade Leader, and the Managing Director. Student disciplinary issues, which may be the result of an existing student condition, will be evaluated on a case-by-case basis. A procedure for appeal will be available for consideration by the Managing Director and the WPA Board. All Class III offences will be automatically appealed.

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.

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

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

Private Nonprofit Corporation:

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

Name of Private Nonprofit: Jefferson Preparatory School Inc. dba Wayne Preparatory Academy

Mailing Address: 601 Brookwood Ln

City/State/Zip: Goldsboro, NC 27534

Phone: (919) 735-7587

Fax: (919) 778-3661

Name of registered agent and address: Kenneth Benton 601 Brookwood Ln Goldsboro, NC 27534

FEDERAL TAX ID: Currently applying for Tax ID Number

Tax-Exempt Status 501 (c)(3)

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

501 (c)(3) status:

Yes (copy of letter from federal government attached: Appendix D)

No

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

NOTE: THIS SECTION ON GOVERNANCE, OPERATIONS and CAPACITY IS ROUGHLY ADAPTED FROM BEST PRACTICES OF YORK PREPARATORY ACADEMY, SC.

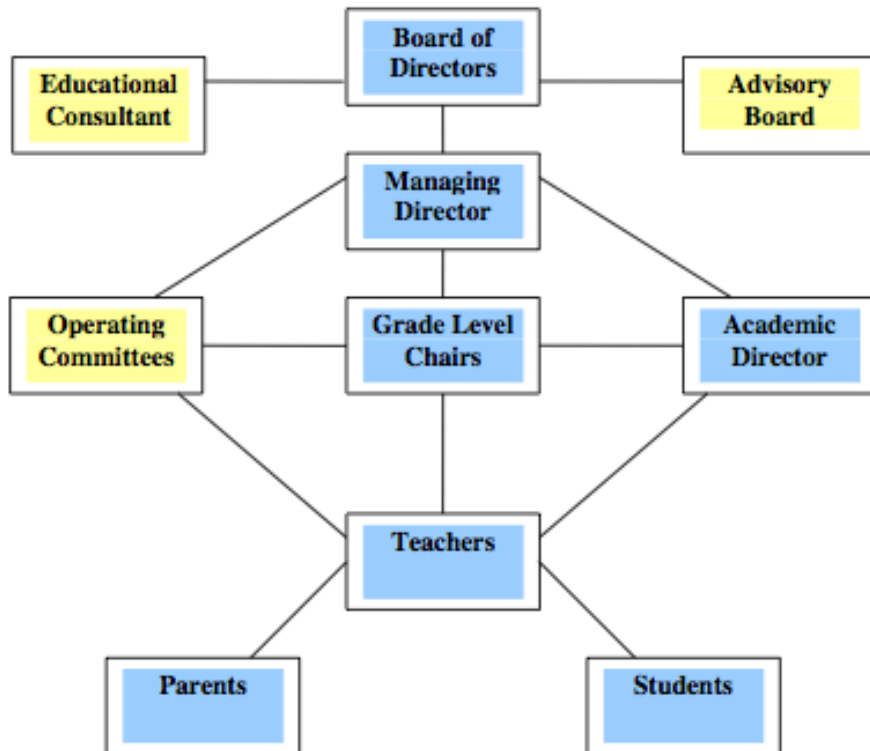
Governance and Organizational Structure of Private Non-Profit Organization:

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

Board Member Name	Board Title	County/State	Current Occupation
Kenneth Benton	Chair	Wayne, NC	Education CEO
Jimmy Hull	Vice-Chair	Wayne, NC	Retired Military Educator
Kathy Best	Treasurer	Wayne, NC	CPA and Professor
John Ankeney	Secretary	Wayne, NC	Retired CIA
L.J. Stanley	Member	Wayne, NC	Insurance Broker

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

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



All line or direct operational responsibilities and/or involvement rest with those organizational roles highlighted in blue above. All staff or supportive responsibilities rest with those organizational roles in yellow above.

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

The WPA Board functions, duties, roles and responsibilities are tied to three (3) primary roles: 1) Policy Formulation, 2) Decision Making and 3) Oversight/Evaluation as illustrated below.

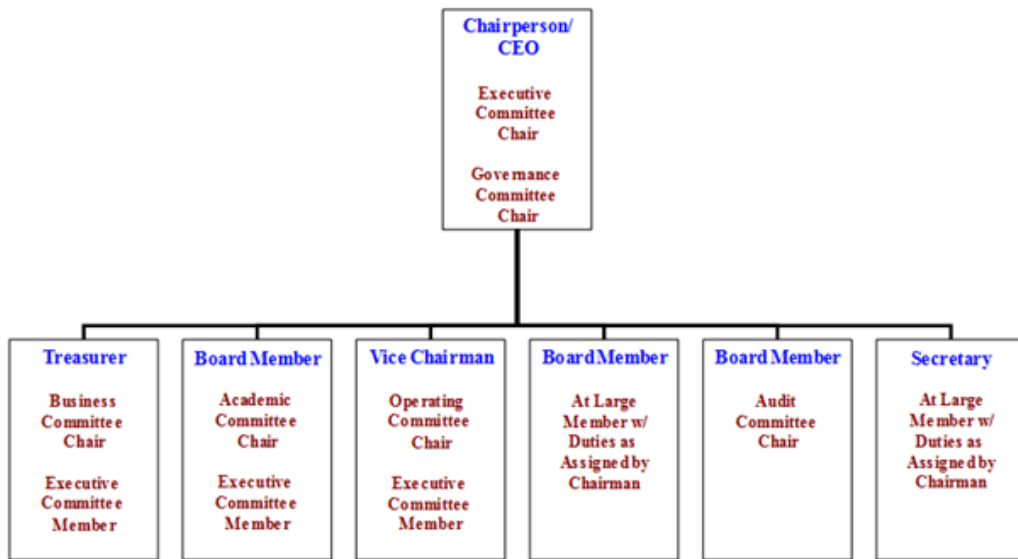
	BOARD ROLES		
BOARD RESPONSIBILITIES	POLICY FORMULATION	DECISION MAKING	OVERSIGHT
MISSION	Formulate policies regarding development, review, and approval of mission, operating plans, and budgets (Annual Operating Plan).	Approve mission and any changes. Approve the Annual Operating Plan and the supporting operating and capital budgets.	Appraise performance and appropriateness of any management corrective action taken. Ensure compliance with board policies.
LEADERSHIP	Define Managing Director accountabilities and how performance will be appraised.	Select Managing Director. Determine compensation and annual increases.	Appraise and audit operations to ensure compliance with board policies.
CONDUCT OF OPERATIONS	Formulate policies regarding personnel, facilities, maintenance, safety, financial controls, and other legal requirements.	Approve all policies formulated by management that involve legal, regulatory, or external, issues.	Appraise and audit operations to ensure compliance with board policies.
FINANCIAL STABILITY	Formulate policies regarding financial reporting and controls, control and reporting of contributions and donations, and financial auditing.	Select independent auditor, review, and approve audit report. Approve financial investments and financing choices.	Monitor and appraise revenues, expenditures, and cash position. Ensure compliance with board financial policies.
BOARD ORGANIZATION AND DEVELOPMENT	Formulate policies regarding board member selection and expectations, board member orientation, board development, board committee assignments, board planning and performance evaluation.	Approve by-laws and amendments. Select board members. Elect board officers. Approve committee appointments, board work-plan and annual board budget.	Develop a board information system to provide the information needed to carry out the board’s oversight role. Appraise board performance.

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

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

WPA will be governed by a Board of Directors comprised of engaged advocates for the School Mission with diverse academic, leadership and business development backgrounds. The Board of Directors will be assisted by an educational consultant in establishing and maintaining an on-going development of the knowledge and skills of the Board of Directors necessary to best fill their respective roles and responsibilities to the School. The Managing Director (who is the Head of School and principal) will be responsible for the education, evaluation and business affairs of the school as specifically delegated by the Board of Directors within the policies and procedures established by the Board of Directors, including hiring, student oversight, teacher development and volunteer coordination. The specific duties of the Board of Directors and the Managing Director are provided in the WPA By-Laws. The primary key to the success of the WPA Board is their focus on their three primary roles as previously outlined above.

The structural relationships outlined above establish the legal authority and accountability of the WPA Board. The WPA Board is accountable to the State of North Carolina and to the enduring success of its students and should primarily identify with students rather than the School management or staff. All WPA Board members are expected to put the welfare of WPA and its Mission, Vision and Strategy ahead of their personal benefit or convenience.



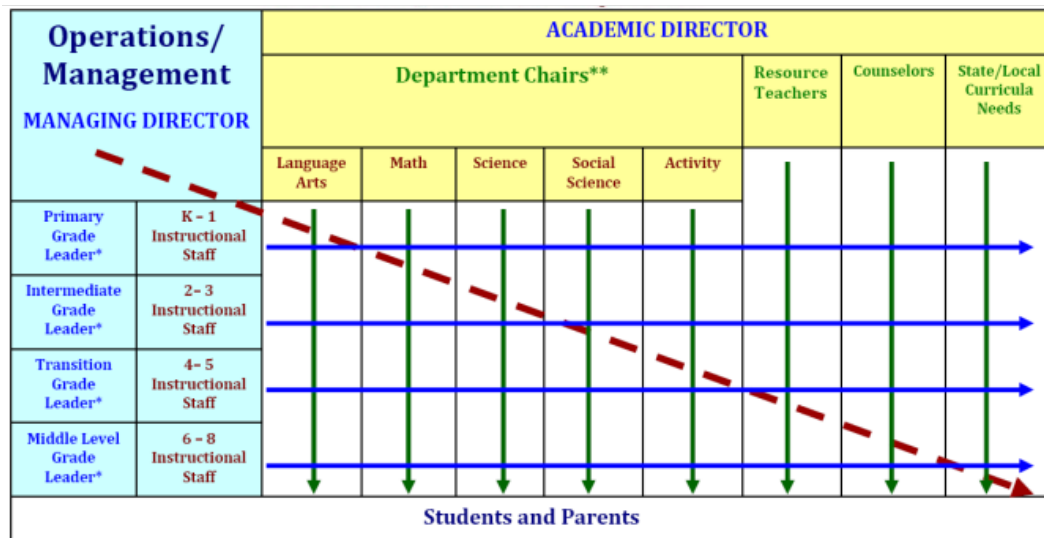
Above Board Functional Organization Chart duties will be compressed into five (5) roles until board is formally expanded to seven (7) members.

As the School enrollment grows, the Managing Director and Academic Director roles will be supported by a Student Director and Curriculum Coach respectively. These roles together balance out the entire delivery of the School Mission so that the school can benefit from:

- 1) More ideas from more collaborative sources.

- 2) More involved and satisfied teachers/leaders in the School strategy and tactics.
- 3) Avoidance of over reliance on singular personalities and/or a detached, fragmented organization.
- 4) Functional staff engagement where the School leaders have to be more visionary and teach others what they are proposing rather than the typical top down vertical organization structure.
- 5) Flat organizations where people work best in organizations where people are the key resources.

School Operating Structure



* **Grade Leaders** represent their respective grade groups (the How and with Who – this group has the primary focus on the individual student and teacher)

** **Department Chairs** represent core curriculum throughout all grade levels (the What and Why – this group has the primary focus on pointing out the path and staying on it) assuring continuity, congruency and accountability.

Balance Scorecard will be used to monitor the performance of WPA in accordance with its mission and objectives. This scorecard will be reviewed quarterly to ensure that the school is true to its purposes. In addition MAPS, North Carolina READY Accountability and Iowa Basic will be used to monitor academic performance. These core metrics will be made available not only to the board but administrators to ensure all are working towards the same end and success of the school. The School Operating Structure illustrated above provides a much higher reliance on collaboration and leadership by WPA staff than a more traditional administrator intensive operating structure. The School Operating Structure above has been instrumental in the academic and operational success of Lake Norman Charter School from its onset.

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

WPA Board members have been self-selecting based on their mutual interests, common community organizations and mutual references by common colleagues in the Wayne County community. In addition they support a desire to develop leadership education.

5. How often will the board meet?

Based on the WPA By-Laws in Appendix F, the WPA Board will generally meet monthly unless special circumstances require more frequent meetings.

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

The WPA Board anticipates utilizing The High Bar system for board training and governance as well as managing overall Board/Administration interaction/protocol. WPA Board training and development topics shown below shall be covered at least one per month and shall be completed within each fiscal year. All topics below shall be covered every fiscal year. Board participation in The High Bar is a mandatory Board obligation.

1. Review of Key Board Roles (Oversight, Accountability, Metrics, Evaluation)
2. Review/Evaluate Specific Success Drivers (Mission, Vision, Strategic Goals)
3. Recruitment, Orientation and Retention of Board Members
4. Public/NGO Financial Understanding for Board Members
5. Evaluating Managing Director/School Administration
6. Creating Successful Annual Board Retreats
7. Fund and School Partner Development
8. Running Effective Board Meetings/Board Meeting Protocol
9. Board Self-Assessment/Evaluation Criteria
10. Review/Evaluate Special Education Overview, Plans and Success Measures
11. Review Board Committees (Work, Structure and Board Oversight)
12. Measure and Review Ongoing School Constituent Satisfaction
13. Developing Key Board Operating Processes (High Bar Orientation)
14. Review Legal Roles/Responsibilities of Board Members, By-Laws Policies
15. Review Hiring, Training, Professional Development, Employment Law

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

The WPA Board shall adhere to the Board Code of Conduct and Conflict of Interest Policies shown in Appendix H. Any Board member that violates these policies will be removed from the Board where the overall Board is required under the By-Laws to remove any offending Board member. All WPA Board Members shall be required to submit a Board Member Compliance Letter affirming their individual compliance with the Code of Conduct and Conflict of Interest Policies prior to their becoming a Board Member as well as each year thereafter.

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

Two primary decision making concepts that the WPA board will utilize are summarized below by Eugene Smoley, Jr. and Oak Capital Group.

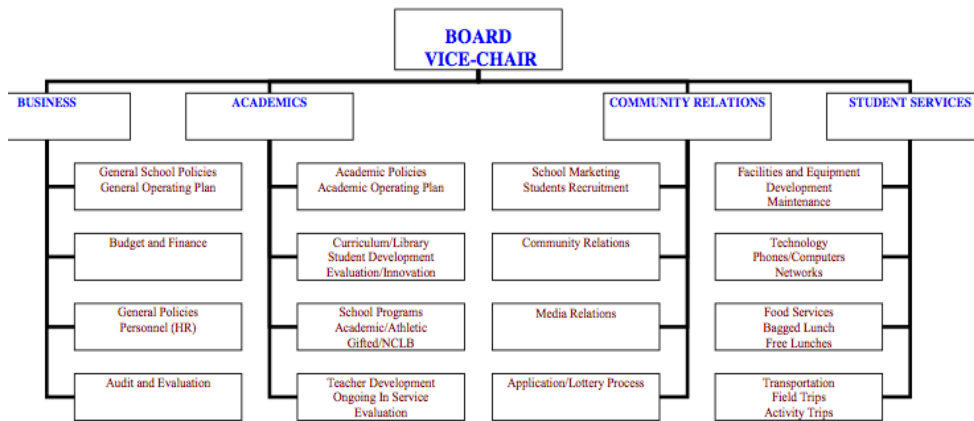
The decision making process that the WPA Board will use in developing School policies will follow the following principles (Smoley, Jr., *Effective School Boards, 1999*):

- A. The Board will access and use relevant information.** Relevant information comes from many sources, including School staff and the community. The Board will vet information to ensure it is accurate and balanced and use the information as an efficient guide for action. To be relevant, the information should also address Board concerns such as resolving immediate crises and strengthening longer-term educational results.
- B. The Board will discuss issues deliberately.** This step ensures that Board discussions are systematic, objective and open and that Board members consider the information in context and give the time necessary to avoid forcing decisions prematurely. It also includes Board members being coached to put aside personal differences and hidden agendas and consider the merits of a particular situation or issue without prejudice. It presumes Board members are honest and forthright in their exchange of viewpoints.
- C. The Board considers alternative actions.** This practice shows that the Board has discussed different points of view, has heard from all sides and assessed the positive and negative consequences of various choices.
- D. The Board works toward consensus.** This step requires Board members try to find areas of commonality, tolerate differences and recognize the need for compromise in reaching agreement.

The WPA Board decision making process will be founded in best practice collaborative decision processes based on having clear Objectives, Actions, Risks and Resources. Each WPA Board decision will be based within an effective decision making framework similar to the OARR Checklist illustrated. **(See Appendix R-8)**

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

**WPA Operating Committee
Functional Organization Chart
Operating Committee Organization/Duties
Exhibit B**



The WPA Operating Committee functions as the day-to-day collaborative body between the WPA Board and the WPA Administration. The Operating Committee facilitates the leadership development of School administrators, School staff, prospective board members and School students where practical. The Operating Committee is the primary venue where actual leadership talents, skills and knowledge is refined by each respective adult contributor in the School and otherwise modeled for School students.

The WPA administrative structure will consist of the Managing Director and Academic Director and include instructional support staff to comprise the School Leadership Team. The School Leadership Team will work in collaboration with a group of parents and community members that comprise the Operating Committee. The Operating Committee, as approved by the WPA Board, will be comprised of parents and community members that complement with the day-to-day roles of the School Leadership Team and not supplant the role of the School Leadership Team in leading the School day-to-day. The Operating Committee will collegially and constructively assist the Managing Director and his School Leadership Team, under the direction of the WPA Board Vice-Chair and the Managing Director in fulfilling the Mission, Vision and Strategy of WPA. The collaborative efforts of the School Leadership Team and the Operating Committee will be regularly facilitated each month via the monthly Operating Committee meeting to further develop and enhance the School learning environment and curriculum to further stimulate and motivate all WPA students and teachers to reach excellence. The School Leadership Team will take the lead role in all Operating Committee functions required by the WPA Charter and/or state law where all non-School Leadership Team members on the Operating Committee shall function in supporting roles wherever deemed appropriate by

the Managing Director and the WPA Board Vice-Chair. The combined Operating Committee and School Leadership Team's topics of focus will include the following areas:

- curriculum development
- selection and organization of materials
- implementation of research-based instructional strategies
- horizontal and vertical articulation of curriculum and instruction
- data analysis for student and school improvement
- staff development
- mentoring, coaching of teaching staff
- media services coordination
- special education services coordination
- parental involvement
- technology integration
- service learning
- character education
- guidance services for students
- testing coordinator
- student assessment coordination
- scheduling

See WPA By-Laws and By-Law Exhibits in Appendix F. The Operating Committee concepts variously adapted from Lake Norman Charter School and Wells Fargo Corporation.

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

Include in the Appendices:

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

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

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

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.*

Not Applicable

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

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

NOTE: ADAPTED FROM BEST PRACTICES OF YORK PREPARATORY ACADEMY

Include the following information for the proposed charter school:

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

The WPA Board will utilize the Gallup Path for recruiting and retaining high-performing teachers. High teacher professional development is a primary driver of the WPA academic success model. The Gallup Path is the research based sequence of identifying, developing and reinforcing the talents (strengths) of all individuals within in an organization. The Gallup Path is primarily sequenced as follows:

- Strength Identification (Teachers and Administrators)
- Best Fit (Teachers and Administrators)
- Great Administrators
- Engaged Teachers
- Engaged Students
- Sustainable Teacher/Student Growth
- Measurable Outcomes
- Value to the Community

The ultimate core outcome of any successful, enduring organization is the active engagement of all its constituents, particularly its staff. Active engagement is the core objective of all Gallup talent development processes. WPA will actively seek to practically apply all Gallup engagement processes within its professional development of all WPA administrators, teachers and other staff.

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

All charter school employees will be hired by the WPA Managing Director under the direct approval/oversight of the WPA Board as required by North Carolina law. All charter school employees will generally be at-will employees except where certain core administrators shall be retained under an employment agreement.

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

Recruitment and hiring of professional personnel will transpire on the basis of qualifications and merit. The WPA Board will establish an effective recruitment program designed to attract, secure, and maintain the highest qualified persons for all positions at WPA.

WPA will be an equal opportunity employer. The WPA Board will have the ultimate responsibility in assuring that all recruiting, selection, training, and other employment decisions will occur on the basis of individual merit and without discrimination because of race, religion, color, creed, disability, sex, age, or national origin in accordance with applicable state and federal laws. All WPA job announcements and advertisements may also include where applicable such information as job title, major job responsibilities, location of the school, how to apply for the position, minimum qualifications, and deadline for receiving applications.

Each WPA job applicant will provide an application form, North Carolina teaching credential, and three professional references. The WPA Board will ensure that background checks and other investigations required by law are conducted prior to any hiring decision. The WPA Board also reserves the right to conduct background checks on all employees or any individuals that have any contact with WPA students.

WPA will be a drug free workplace. WPA will require pre-employment drug testing of all employees and maintains the right to perform random drug tests according to laws and policy to be set forth by the WPA Board. Applications of candidates meeting all local, state, and federal guidelines for public school employment will be given to the Managing Director. All hiring interviews will be initially conducted by the Managing Director in order to provide recommendations for hiring to the WPA Board.

The Managing Director will finalize recommendations for employment of the faculty and staff with all final hiring decisions made by the WPA Board. The WPA Board will have the final approval in any personnel decisions.

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

WPA anticipates employment salary ranges of \$32,000 to \$45,000 for teachers, \$30,000 to \$40,000 for staff and \$50,000 to \$90,000 for administrators. WPA will initially offer health insurance only as employee benefits with life insurance, 403(b) retirement plans, and disability insurance offered as employee funded benefits under group policies where practical. School matching will be offered as the school becomes more financially established similar to other new charter school employment offerings.

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

WPA expects to have certain reasonable policies and rules for the conduct of school employees. WPA will generally retain its staff on an at-will basis. WPA will have certain minimum rules that should not be violated under any circumstances. Violation of these minimum rules will lead to discipline, up to and including immediate termination.

Examples of these rules include but are not limited to:

- substance abuse
- insubordination
- consistent poor performance
- theft

- threats and weapons in the workplace
- harassment
- absenteeism and tardiness
- misuse of property
- fraud, dishonesty and false statements
- violation and/or lack of enforcement of school rules
- breaching confidentiality

This list is not all-inclusive, and there may be other circumstances for which employees may be disciplined, up to and including immediate termination. WPA retains the discretion at all times to immediately terminate an employee or to decide what level or type of discipline is warranted, if any. Employees of WPA are at-will employees and can be terminated at any time, without resorting to any type of discipline. WPA does not have to use any of the following steps of discipline, and does not have to use them in any particular order, but retains the discretion at all times to determine the nature and severity of discipline and/or termination.

In the event it becomes necessary to discipline an employee, the following steps of discipline may occur at the discretion of the Managing Director and/or WPA Board:

1. Verbal warning.
2. Written warning.
3. Final warning and/or probation.
4. Termination.

WPA anticipates utilizing a Grievance and Hearing Procedure for the employees of the school as outlined below:

School employees are encouraged to discuss any concerns regarding his or her employer with the employer's immediate supervisor. This discussion should occur within ten (10) working days after the event/action, which results in the grievance.

- a. Should any issue arise between an employee and the immediate supervisor, including, but not limited to performance evaluations and decisions to terminate the employee's services, that cannot be resolved, then the employee may reduce his or her concerns in writing and submit this writing to the school's Managing Director.
- b. The Managing Director will meet with the employee within a reasonable time to attempt to resolve the issue. A summary of the discussion and the proposed resolution shall be given to the employee by the Managing Director within a period not to exceed ten working days after the meeting. The employee shall sign an acknowledgement of the receipt of the proposed resolution.
- c. If the employee is not satisfied with the proposed resolution, then he or she may appeal the proposed resolution to the WPA Board. Such appeal must be filed with the WPA Board in writing within five working days of receipt of the proposed resolution. This appeal must contain the following documents: 1) a copy of the original writing stating the dispute, 2) a copy of the meeting summary and the proposed resolution, and 3) a written statement prepared and signed by the employee stating the specific reasons why the proposed resolution is unacceptable. The appeal must be delivered to the WPA Board's legal counsel, and the employee shall be given the name of the WPA Board's current legal counsel upon request.

d. The WPA Board Chair shall select three WPA Board members to review the appeal. This panel, in its sole discretion, may conduct any additional investigation that it deems necessary, including, but not limited to, interviews of the Managing Director, the employee, or any other affected school employees. All deliberations and activities by the panel shall submit all of its proceedings to WPA legal counsel as confidential attorney-client privileged information and shall otherwise remain confidential.

e. The panel shall complete its investigation and submit its confidential findings and conclusions to the WPA Board's legal counsel within thirty days of appointment to the panel as confidential attorney-client privileged work product.

f. The YWA Board's legal counsel shall present the panel's findings of facts and conclusions to the full WPA board at the next scheduled board meeting within confidential executive session. The WPA Board shall then decide what action, if any, that it will take concerning this appeal. The employee shall receive the WPA Board's decision in writing and a summary of any actions that will be taken by the WPA Board and the Managing Director. The WPA Board shall also provide a copy of the decision to the Managing Director.

g. If the WPA Board decides to hold an appeal hearing, then the employee shall be given written notice of the time, date, and place of the hearing.

h. The WPA Board will attempt to respond to any appeal filed within thirty days upon receipt of appeal. However, the WPA Board shall respond to all appeals within forty-five days of receipt. To comply with this time limitation, the WPA Board may call a special meeting for the limited purpose of issuing its decision concerning the appeal.

3. This procedure shall be kept as formal and confidential.

4. No person associated with a grievance shall be the object of administrative reprisal, sanction, or penalty of any kind for either activating or participating in the grievance procedure.

5. The procedure prescribed herein shall be adhered to in processing employee complaints under Title I of the Education Amendment of 1972 (Sex Discrimination). Because of the WPA Board's desire to resolve grievances and appeals as quickly as possible, there will be no extension of the prescribed time contained in this procedure without a compelling showing of good cause in its sole discretion. The purpose of this procedure is to settle personnel grievances and complaints at a level as close as possible to the points of their origin. Proceedings will be informal and confidential whenever possible. All appeals for such extension of time will be submitted to the WPA Board Chairperson.

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

The WPA Board is unaware of any dual responsibility positions within WPA.

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.

i. WPA will comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. WPA will staff needed certified EC teachers to facilitate the needs of students deemed in need of IEP assistance either via student transfer with an existing IEP or through the RTI process. These teachers will assist in the development, planning, and screening of EC students or

prospective EC students. All students identified as qualifying for services under IDEA or 504 will be referred by the parent or teacher to either the Managing Director or Academic Director. A team composed of the student's teachers, parent/guardians, student, and Managing Director or Academic Director (IEP / 504 Team) will convene to discuss the educational program designed to meet the individual student's needs. Methods of evaluation of current skill levels may include prior test results, grades, portfolio assessments, standardized tests, observations and teacher recommendations. These possible variances in performance are not limited to academic area, but may include social or emotional factors. Corrective action plans, including intervention by the school staff, will be developed in cooperation with the parents. The team will determine if the student needs to attend mandatory after-school tutoring to remediate the problem, and/or if the student requires the services available under section 504 or IDEA.

ii. As identified by the legislation, an Individual Educational Plan (IEP) will be developed for each special education student. IDEA requires that students by the age of 14 be provided with an annual meeting for the purpose of discussing possible transition services. The school shall invite the parent and a student of any age with a disability to attend the IEP meeting if the purpose of the IEP meeting will be the consideration of transition services. This may include discussion concerning what the student wants for his or her future, what needs or challenges are perceived as barriers to reaching student goals, and what accommodations and supports will aid the student's efforts. Annual goals, short term objectives, statement of interagency responsibilities, statement of participation in state and district-wide tests and a list of special education and related services to be provided will be a part of the IEP. The IEP/ 504 Team for the student will determine if services outside the school are required for a student.

iii. If such services are deemed appropriate, the IEP / 504 Team and the school administration will make arrangements for the services to be secured. Some of these possible services to be secured may include speech, assistive technology, transition services, mental health, and vocational rehabilitation. Such services will be obtained by WPA through qualified local providers and such mainstream services will be paid for (if any) by WPA. Assistive technology and transition services will be met in accordance with federally mandated laws, Section 504, IDEA, and ADA. Staff Development training will occur, if needed, to assist the student in using his/her assistive technology devices. The records of students identified as eligible for services through IDEA or 504 follow federal mandates. These records become a part of the student's permanent file that is maintained in a highly secure and fire proof area.

WPA will provide adequate staffing to fulfill the above special needs students. ELL and gifted students will also have adequate staffing respectively based on federal and state mandates for those 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).

Classroom and elective teachers need valid North Carolina teaching credentials, nurses shall have LPN or RN licenses, teachers for all special education students shall have all appropriate North Carolina exceptional children credentials, teachers for gifted students shall have all gifted student credentials.

Staff Evaluation and Professional Development

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

The Managing Director and Academic Director both need to be involved with teacher licensure to ensure checks and balances. Professional development oversight will also include the Managing Director and Academic Director to approve scheduling and the development path.

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.

WPA shall actively comply with all requirements for highly qualified teachers as provided in The No Child Left Behind Act of 2001 (NCLB). Wayne Preparatory School will emphasize the importance of teacher quality and their development as a crucial factor in improving student achievement. We understand that NCLB requires that we ensure that public elementary school teachers are highly qualified to teach the basic elementary school curricula, and that middle school teachers are highly qualified to teach each core academic subject teaching assignment. The core academic subjects are defined as the following: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, history, geography, and fine arts. WPA will evaluate teachers by regular classroom visitations. Master Teachers will be paired with newer teachers to help in mentoring and guidance.

Recruitment and hiring of professional personnel will transpire on the basis of qualifications and merit. WPA will establish an effective recruitment program designed to attract, secure, and maintain the highest qualified persons for all positions at Wayne Preparatory Academy. WPA will be an equal opportunity employer. Its responsibility will include recruiting, selection, training, and other employment decisions on the basis of individual merit and without discrimination because of race, religion, color, creed, disability, sex, age, or national origin in accordance with applicable state and federal laws. Individuals designated by the WPA Board will analyze each required job prior to initiating the recruitment process in order to determine which recruitment strategies will be the most effective for the specific job vacancy.

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 professional development are extensive strength based Gallup seminars to identify teachers strengths. These trainings will be conducted both internally and externally by experts.

The Gallup Student Poll supplies teachers, administrators, and school leaders with an accurate, useful, and holistic picture of their students and the outcomes they desire. Research by The Gallup Organization that shows that hope, engagement, and well-being are positioned

as actionable targets and indicators of success, with links to grades, achievement scores, retention, and future employment.

The Gallup Student StrengthsFinder Assessment is based on the premise that individual student success is the core of any great school. The Gallup strengths-based approach to student development helps educators, leaders, adults, and students understand the unique talents of every child. Rooted in the science of Positive Psychology, strengths-based student development begins with the assumption that every child is talented in his or her own special way. The Gallup Path enables students to develop these natural patterns of thought, feeling, and behavior - their talents - through the StrengthsExplorer and StrengthsQuest tools. Students are given a report of their top themes of talent along with action items to help build their talents into true strengths.

Measures of Academic Progress (MAP) is a state-aligned computerized adaptive assessment program that will provide WPA teachers and parents the information needed to improve teaching and learning. WPA teachers will use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. With the ability to test students up to three times a year, WPA MAP test results will enable the teachers to make student-focused, data-driven decisions.

Teacher's will also be made familiar with Covey Leadership principles to help turn Teacher's strengths into skills. There will also be ongoing three hour collaborative planning sessions usually on Mondays with other Teachers each week.

- 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.**

There will be a teacher orientation before the beginning of the school year to train teachers in the Mission, Goals and Leadership Culture of the school. They will go through Gallup Path and be taught the Leadership Principles by Covey. Teachers will be required to follow the core curriculum (Core Knowledge Series); however, they will be encouraged to present that curriculum in a variety of ways through differentiated instruction. Six instructional strategies will be utilized throughout all subject areas: integrative units, small group activities, product-based learning, classroom workshop, authentic experience, and reflective assessment. All units of study will be built around these foundations of successful instruction.

- 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.**

Teachers will receive Professional Development at the beginning of the year for three days. In addition they will receive 3 Hours every week to collaborate with colleagues regarding Gallup, Covey's Leadership Skills and Core Knowledge. These best practices will ensure WPA will accomplish its mission through its teachers.

Enrollment and Marketing:

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

Marketing Plan

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

WPA already has a marketing plan in place to target the demographic it will reside. This marketing plan includes several components that will reach the largest audience possible for the amount of resources it has. This strategy includes Facebook, Websites, Newspaper Advertisements, Radio, Public Community Meetings and Word of Mouth referrals. Please see Appendix A for some examples of marketing pieces.

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.

Parent, community, and educator involvement will be an essential component of the school. As the influence of the home directly impacts the student's well-being and academic motivation, WPA will strive to facilitate, encourage and compliment a high standard of volunteer parental involvement. WPA will plan explicit fundamental strategies to actively engage families, community members, and educators from the onset of conditional charter by the North Carolina State Board of Education including:

1. WPA will continue to recruit interested students via its website, Facebook presence and public advertisements. All parents of interested students will receive periodic mailings to keep all informed of the progress of WPA through its lottery process, administrator/teacher hiring process and facility announcements.
2. WPA will sponsor various public "charter approval" events that celebrates the approval milestone. Charter approval events may include an outdoor ice cream social, community gatherings, prominent speaker appearance, or any other low cost, high contact events that raise the profile of WPA.

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.

WPA will plan explicit fundamental strategies to actively engage families, community members, and educators. The WPA Board will develop in concert with its Administrators overall parental support guidelines, which will include the following:

1. All parents will be essential participants in the growth, accountability, and overall success of their children and will therefore be strongly encouraged to contribute volunteer hours

along with staff and community members during both regular operational hours as well as special events.

2. Constructive parental concerns and recommendations will be encouraged for the improvement of WPA.
3. Mandatory parent-teacher conferences will include students and will occur on a regular basis. Teachers will be flexible to allow conferences to be held at times and dates convenient for parents. Parents will receive an accurate picture of their child's progress and have a constructive venue to regularly provide their context and input for the overall success of their child. Together, parents, teachers, and students will establish learning goals that help the student achieve at the highest levels. Collaborative goal setting will develop a true partnership and sense of ownership for success.

Admissions Policy

NOTE: ROUGHLY ADAPTED FROM BEST PRACTICES LAKE NORMAN CHARTER SCHOOL

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.

WPA will begin advertising for student enrollment application on October 15, 2013 and each October 15 thereafter. The enrollment deadline for WPA will be February 15, 2013 and each February thereafter. All enrollment applications may be submitted either paper application (blank forms will be made available at Wayne County public facilities) or by website electronic enrollment. All student enrollment applications will be received and processed by the Managing Director of WPA. Media advertisements and public announcements will clearly state how or where applications are available and the deadline for receipt of completed applications.

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

If the number of applicants exceeds the capacity of a program, class, grade level or building, a lottery process will be used to determine enrollment. The lottery will be held no later than March prior to the beginning of the school year.

- The names of each applicant will be placed on an index card.
- Each name on the index card will be verified against the application for accuracy.
- The individual index card will be placed in a box.
- All index cards placed in the box will be shuffled.
- An individual with no professional or business relationship to Wayne Preparatory School will randomly select index cards from the box.
- The name of the student will be announced and assigned a lottery number. This number will be recorded on the index card and the application. This information will also be recorded on a ledger.
- This process will continue until all index cards have been drawn and recorded.
- The names drawn in lottery number order equaling the enrollment openings will be placed on the class roster.
- The remaining names will be placed on a waiting list in their lottery order number.
- The above lottery process will be repeated for all grade levels.
- Class rosters for each grade level will not be finalized until the lottery process for K thru 8 grades is complete.

If feasible, after the first year of operations, the lottery will be conducted via an auditable, statistically valid computer program. (Feasibility will be determined by the board on the basis of technical merit of the proposed lottery system and acceptability to the WPA community.)

WPA will give priority enrollment to existing students (after year one), any or all siblings of a pupil already admitted, students of a charter school administrator, teacher or teacher assistant as provided by North Carolina law, and children of a founding board member (first

year) as permitted by North Carolina state law. An enrollment spreadsheet will organize all students and siblings assuring a transparent and documented enrollment process to ensure fair and legal entrance to WPA.

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

WPA will maintain a student wait list for all students not immediately chosen in the lottery process above. Such wait list shall be maintained for the duration of the WPA school year based on WPA admission policies.

If a student chooses to withdraw from the school, a parent/guardian will be asked to fill out a withdrawal form stating the effective date and school where students records should be sent. If a school name is provided, WPA will transfer the student's records, otherwise WPA will wait until a request for records is received. Any transfers into WPA shall be subject to WPA enrollment policies, enrollment application process, lottery and North Carolina law governing inbound transfer students. If a student fails to show during the first 10 days of school, WPA will make every effort to contact the parent/guardian to determine if the student is attending a different school. If during the 10 day period a request for records transfer is received, WPA will try to contact the parent/guardian to confirm the request before transferring the student's records.

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

WPA will hold orientation meetings for all prospective WPA parents and students so as to establish clear expectations and objectives within the WPA charter.

5. Clear policies and procedures for student withdrawals and transfers.

If a student chooses to withdraw from the school, a parent/guardian will be asked to fill out a withdrawal form stating the effective date and school where students records should be sent. If a school name is provided, WPA will transfer the student's records, otherwise WPA will wait until a request for records is received. Any transfers into WPA shall be subject to WPA enrollment policies, enrollment application process, lottery and North Carolina law governing inbound transfer students. If a student fails to show during the first 10 days of school, WPA will make every effort to contact the parent/guardian to determine if the student is attending a different school. If during the 10 day period a request for records transfer is received, WPA will try to contact the parent/guardian to confirm the request before transferring the student's records.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME
 LEA #1 Wayne (100%)
 LEA #2 NA
 LEA #3 NA

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		
	LE A 1	LE A 2	LE A 3	LE A 1	LE A 2	LE A 3	LE A 1	LE A2	LE A3	LE A 1	LEA2	LE A3	LE A 1	LEA 2	LE A 3
K	90	NA	NA	90	NA	NA	90	NA	NA	90	NA	NA	90	NA	NA
1 st	92	NA	NA	92	NA	NA	92	NA	NA	92	NA	NA	92	NA	NA
2 nd	92	NA	NA	92	NA	NA	92	NA	NA	92	NA	NA	92	NA	NA
3 rd	92	NA	NA	92	NA	NA	92	NA	NA	92	NA	NA	92	NA	NA
4 th	100	NA	NA	100	NA	NA	100	NA	NA	100	NA	NA	100	NA	NA
5 th	NA	NA	NA	112	NA	NA	112	NA	NA	112	NA	NA	112	NA	NA
6 th	NA	NA	NA	NA	NA	NA	112	NA	NA	112	NA	NA	112	NA	NA
7 th	NA	NA	NA	NA	NA	NA	112	NA	NA	112	NA	NA	112	NA	NA
8 th	NA	NA	NA	NA	NA	NA	112	NA	NA	112	NA	NA	112	NA	NA
9 th	NA	NA	NA	NA	NA	NA	NA	NA	NA	___	NA	NA	___	NA	NA
10 th	NA	NA	NA	NA	NA	NA	NA	NA	NA	___	NA	NA	___	NA	NA
11 th	NA	NA	NA	NA	NA	NA	NA	NA	NA	___	NA	NA	___	NA	NA
12 th	NA	NA	NA	NA	NA	NA	NA	NA	NA	___	NA	NA	___	NA	NA
	466			578			914			914			914		

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.

WPA will not provide school bus transportation to or from school unless a critical mass of at least 50 students without transportation alternatives are identified. WPA will actively advertise to parents in the enrollment process that WPA will facilitate transportation for students not otherwise able to attend WPA. Families will provide their own carpool transportation. WPA will provide a carpool assistance committee, helping parents arrange carpools to ease transportation needs. Extenuating circumstances preventing carpool transportation will be presented to the Board of Directors. The WPA proposed budget includes contingency funds to assure student transportation arrangements are possible in extraordinary situations as approved by the Board of Directors and according the North Carolina state law.

Transportation shall not be an obstacle to any child attending this school.

School Lunch Plan:

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

The WPA lunch program will be created and operated under the auspices of the WPA Operating Committee staffed by parent volunteers. There is no cafeteria, so all students will need to bring a healthy lunch (snack where appropriate) from home. Lunch at WPA will be eaten “parochial school style” in the classrooms. Parent volunteers will watch the classes during their 30 minutes of lunch and 30 minutes of recess immediately following lunch. Students in grade levels K-2 will also have a morning snack break.

Lunch will also be offered every full school day at the school by school approved outside vendors and must be pre-ordered via parent/teacher orders. Outside lunch vendors will be identified, screened and managed by a designated member of the Operating Committee. Children in economic need will have a lunch provided by the School by the same outside vendor lunch order process described above. WPA has budgeted \$48,000 in its first operational year to pay for economic need lunches.

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

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

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	2,000,000		4247.00
Officers and Directors/Errors and Omissions	1,000,000		5000.00
Property Insurance	3,900,000		9532.00
Motor Vehicle Liability	1,500,000		876.00
Bonding Minimum/Maximum Amount	1,000,000	250,000	2074.00
Other – Workers Comp.	500,000		33,947.00
Total Cost			55,676.00

*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 § 115C-238.29F (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.

(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 WPA Board has established a Preliminary Building Timeline to assure it has fully identified all key facility planning and acquisition milestones. The Preliminary Building Timeline outlined below provides a fairly concise outline of facility planning typically used by commercial organizations in their facility acquisition process. Each step will include the entire WPA Board in an oversight role where at least two Board members will serve in lead facility acquisition roles for the benefit of the entire board.

Wayne Preparatory Academy Preliminary Building Timeline	May 2013	June 2013	July 2013	August 2013	October 2013	February 2014	March 2014	April 2014	May 2014	June 2014	July 2014	August 2014
Facility Financing Options	X											
Land/Lease Due-Diligence	X											
Land/Lease Contract			X									
Land Purchase			X									
Land/Use Plan Design			X									
Site Prep						X						
Building Design				X								
Building Permitting					X							
Construction Commencement							X					
Certificate of Occupancy											X	
School Opening												X

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

The WPA Board will fully develop multiple facility options that are mutually exclusive wherever possible. The WPA Board anticipates as many as four options can be developed based on very preliminary due-diligence by the WPA Board. Full facility options may be finalized as early as May 2013 but not later than July 2013. The WPA Board does not anticipate that any school programs will be affected in the event a permanent facility is not secured.

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2014-15

SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL			
LEA #1 (Wayne County LEA – District 960)			
Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	4,860.22	466	2,264,862
Local Funds	1,198.82	466	558,650
Federal EC Funds	3,607.22	37	134,477
Totals	6,348	466	2,857,990
LEA #2 (Insert LEA Name & Code)			
Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	NA	NA	NA
Local Funds	NA	NA	NA
Federal EC Funds	NA	NA	NA
Totals	NA	NA	NA
LEA #3 (Insert LEA Name & Code)			
Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	NA	NA	NA
Local Funds	NA	NA	NA
Federal EC Funds	NA	NA	NA
Totals	NA	NA	NA

WAYNE PREPARATORY ACADEMY (WPA)

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

Wayne Prep - Budget
Constant Dollars

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	ADM	ADM	ADM	ADM	ADM
Kindergarten	18	90	90	90	90
First Grade	23	92	92	92	92
Second Grade	23	92	92	92	92
Third Grade	23	92	92	92	92
Fourth Grade	25	100	100	100	100
Fifth Grade		112	112	112	112
Sixth Grade			112	112	112
Seventh Grade			112	112	112
Eight Grade			112	112	112
Number of Students - Total	466	578	914	914	914
State ADM Funds	\$4,860.22	\$4,860.22	\$4,860.22	\$4,860.22	\$4,860.22
Local Per Pupil Funds	\$1,198.82	\$1,198.82	\$1,198.82	\$1,198.82	\$1,198.82
Exceptional Children	\$3,607.22	\$3,607.22	\$3,607.22	\$3,607.22	\$3,607.22
State ADM Funds	\$2,264,862.52	\$2,809,207.16	\$4,442,241.08	\$4,442,241.08	\$4,442,241.08
Local Per Pupil Funds	\$558,650.12	\$692,917.96	\$1,095,721.48	\$1,095,721.48	\$1,095,721.48
Exceptional Children	8.0% \$134,477.16	\$166,797.85	\$263,759.93	\$263,759.93	\$263,759.93
Total Income	2,957,989.80	3,668,922.97	5,801,722.49	5,801,722.49	5,801,722.49
	6,348	6,348	6,348	6,348	6,348
Working Capital (Cash on Hand)	273,152	462,592	769,052	1,070,721	1,333,476

WAYNE PREPARATORY ACADEMY (WPA)

Personnel and Operations Budget: Expenditure Projections 2014-15 through 2018-20 – See Appendix K

PERSONNEL EXPENSE	Expenses: (Staffing #)	#	2014-2015 through 2018-2019				
			2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Administrator		1	95,000	95,000	95,000	95,000	95,000
Assistant Administrator(s)		1	50,000	50,000	120,000	120,000	120,000
Finance		1	75,000	75,000	75,000	75,000	75,000
Office Manager		1	50,000	50,000	50,000	50,000	50,000
Core Teachers		21	672,000	800,000	1,184,000	1,184,000	1,184,000
Electives/Specialty Teachers		4	136,000	306,000	442,000	476,000	476,000
EC Teachers		3	105,000	140,000	210,000	245,000	280,000
Librarian		1	30,000	30,000	80,000	80,000	80,000
Guidance		1	30,000	35,000	70,000	70,000	70,000
Teacher Assistants		5	80,000	80,000	80,000	80,000	80,000
Contracted Personnel (Psych, Speech) 2		2	80,000	100,000	140,000	140,000	140,000
Custodian		1	30,000	30,000	50,000	50,000	50,000
Maintenance		1	35,000	35,000	60,000	60,000	60,000
Food Service Staff		1	10,000	10,000	25,000	25,000	50,000
Bus Driver		1	23,000	23,000	50,000	50,000	50,000
Staff Supplements/Stipends		1	18,000	23,000	23,000	23,000	23,000
Professional Development			80,000	100,000	140,000	140,000	140,000
Other							
Total Personnel		44	1,569,000	1,982,000	2,894,000	2,963,000	3,023,000

WAYNE PREPARATORY ACADEMY (WPA)

	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
OPERATING EXPENSE					
Employee Benefits					
Health Insurance	300	158,400	183,600	273,600	284,400
Retirement Plan	0.00%	-	-	-	-
Life Insurance	0.00%	-	-	-	-
Disability	0.00%	-	-	-	-
Medicare	1.45%	20,431	25,839	37,903	38,904
Social Security	6.20%	87,358	110,484	162,068	166,346
Other Payroll Burden	1.60%	23,824	30,112	44,064	45,168
Books and Supplies					
Instructional Materials		18,500	22,946	36,285	36,285
Curriculum/Textbooks		80,000	40,000	40,000	50,000
Copy Paper		36,000	44,652	70,609	70,609
School Supplies		18,000	22,326	35,305	35,305
Testing Supplies		25,000	30,000	49,034	49,034
Other Classroom Supplies		18,000	22,326	35,305	35,305
Technology					
Hardware		20,000	10,000	80,000	20,000
Instructional Software		16,275	5,000	35,000	10,000
Network/Internet		18,000	18,000	18,000	18,000
Office Software		6,000	6,000	6,000	6,000
Other Technology		11,250	15,000	18,000	18,000
Human Resources					
Legal Counsel		10,000	25,000	40,000	40,000
PowerSchool		45,000	45,000	45,000	45,000
Personnel Software		12,000	15,000	18,000	18,000
Rents and Debt Service					
Facility Lease/Mortgage		240,000	360,000	850,000	850,000
Equipment Rent		12,000	14,884	23,536	23,536
Maintenance		24,000	29,768	47,073	47,073
Security/Alarm		12,000	12,000	12,000	12,000
Extermination		5,000	4,000	4,000	6,000
Custodial Supplies		24,000	29,768	47,073	47,073
Utilities					
Phone		4,800	4,800	5,800	5,800
Energy (Gas)		18,000	18,000	22,000	22,000
Electric		24,000	24,000	30,000	30,000
Water/Sewer/Trash		12,000	12,000	15,000	15,000

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Other					
Insurance	28,000	28,000	36,000	36,000	36,000
Marketing Plan	10,000	10,000	10,000	10,000	10,000
Transportation Plan	24,000	24,000	48,000	48,000	48,000
Food Plan	48,000	59,536	94,146	94,146	94,146
Travel Expense	6,000	6,000	6,000	6,000	6,000

Total Support Expenses	1,115,838	1,308,043	2,294,802	2,235,384	2,253,214
Total Expenses	2,684,838	3,290,043	5,188,802	5,198,384	5,276,214
Net Surplus (Deficit) From Operations	273,152	378,880	612,921	603,338	525,508
	9%	10%	11%	10%	9%

Overall Budget Summary:

	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
Total Income	<u>2,957,989.80</u>	<u>3,668,922.97</u>	<u>5,801,722.49</u>	<u>5,801,722.49</u>	<u>5,801,722.49</u>
Total Personnel	1,569,000	1,982,000	2,894,000	2,963,000	3,023,000
Total Support Expenses	1,115,838	1,308,043	2,294,802	2,235,384	2,253,214
Total Expenses	2,684,838	3,290,043	5,188,802	5,198,384	5,276,214
Net Surplus (Deficit) From Operations	273,152	378,880	612,921	603,338	525,508
	9%	10%	11%	10%	9%

Budget Narrative:

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?**

WPA budget criteria include: 1) classroom sizes smaller than or approximating Wayne County LEA, 2) master/apprentice teacher staffing model where proven teachers can excel professionally through extensive professional development and achievement, 3) efficient use of technology/curriculum resources, and 4) budget surplus or contingency always approximates 9-10% annually. The budget surplus serves as a contingency for negative variances in enrollment, exceptional children needs, transportation needs and/or any other school events reasonably beyond normal budgeted programs.

The contingency funds stated above may also be needed to augment contract education services which may consist of “possible [education] services include[ing] speech, assistive technology, transition services, mental health, and vocational rehabilitation” as stated in the Exceptional Children Educational Programming Section Paragraph 2, above.

WPA has reviewed various charter school start-up cost scenarios within several financially stable charter schools. Those costs have been contemplated and are included in the budget above. The Static Break-Even Analysis calculated below would be a starting point for any “right sizing” of the overall WPA operations in the event of any extraordinary negative enrollment variances. Any viable “right sizing” analysis is always based more on real time Dynamic Break-Even calculations which take into consideration real revenue components tied to specific costs (actual classroom enrollment relative to teaching staff needed to viably serve those students at that enrollment level).

Annual Revenues Required for Static Break-Even on a Cash Flow Basis:				
<u>Total Fixed Expense</u>	1,095,825		BE Revenues	
Contribution Margin	63%	=	\$1,740,683	= 274 Students

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

The Board of Directors of WPA will explore and implement the best options for managing the business affairs of WPA. At a minimum, the WPA Board will implement best practice accounting, purchasing, payroll and audit policies and procedures (collectively “Business Affairs”) as lead by the Board Treasurer and the outside advice of the prospective WPA auditor until they formally become the auditor of WPA. Such best practice Business Affairs will have specific metrics as developed within a Balanced Scorecard process/format that represent the key Business Affairs operations as regularly reported to the WPA Board in its

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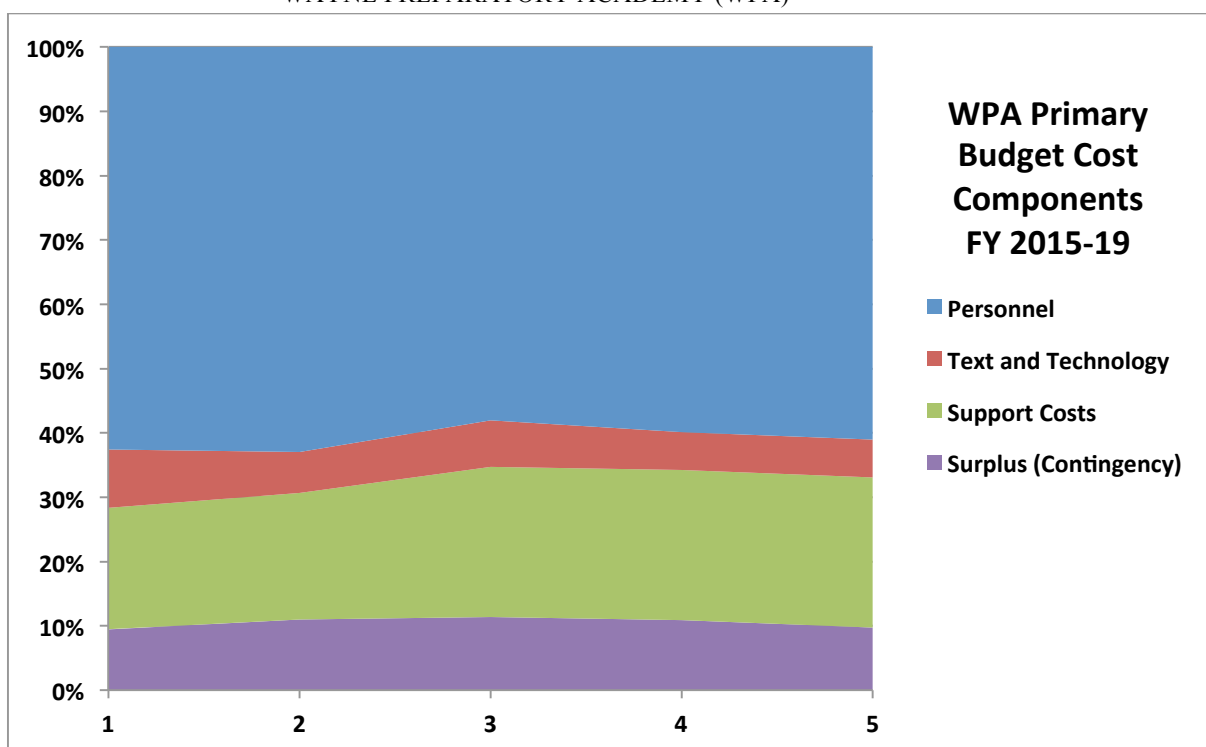
monthly board meetings. All subsequent development and implementation of WPA Business Affairs policies and procedures will be carried out by the onsite Financial Officer of WPA retained by the WPA Board. The WPA Board reserves the right to further research and explore all options for fulfilling WPA Business Affairs on a best long term value basis. All Business Affairs options, selection criteria and selection processes will be done on a fully documented, comparative basis so as to assure best outcomes for WPA. All WPA financial and related Business Affairs activities will be done via the NC mandated ISIS financial system.

In accordance with North Carolina General Statutes, WPA will adhere to reporting requirements established by the State Board of Education in the Uniform Education Reporting System by reporting at least annually to the State Board of Education via the Department of Public Instruction.

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

The sole mission of WPA is to create a legacy of leadership and learning that embraces, enriches and engages children's strengths, one child at a time. The Leadership and Learning emphasis requires a strong institutional focus of high efficiency, collaborative teaching. The limited financial resources available to WPA, compared to the surrounding traditional LEA's, creates the very impetus for Leadership and Learning to be well thought and efficiently delivered. The primary WPA budget expenditures are graphed above in four broad components. The key activity of any school is its teaching process as driven by classroom teachers, specialized teachers and school administrators. The above graph illustrates school personnel (teachers) as the primary school expenditure ranging from 60 – 62% of all WPA expenditures. The Text and Technology as well as Support Costs (All fixed costs necessary to facilitating the teaching process) are complimentary expenditures that facilitate the teacher driven process yet can rarely supplant the actual classroom teacher experience. The Budget Surplus (Contingency) provides a steady 9 – 10% cash reserve against reasonable negative operational variances. The WPA Board has structured the WPA budget for WPA to be able to fundamentally function on a "classic boot-strap basis" similar to any other well planned start-up enterprise. WPA does not anticipate or need significant external financial resources prior to or after its commencement in August 2014.

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- 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.**

WPA only needs credit in the form of a lease or purchase of its school facilities. Any other WPA funding needs will be driven by absolute school need versus want so as to assure the best economic outcome for WPA.

- 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?**

Any WPA financial or operational contingency events (including any negative enrollment variances) will trigger a Dynamic Break-Even Analysis as discussed in the Budget Narrative Paragraph 1 above. Actual “right size” decisions by the WPA Board in such a situation will be based on objective, constructive financial analysis that determines what is best for the overall school without any bias for WPA personnel, student or Board personal preferences. Actual Static Break-Even student enrollment figures for FY 2014 through FY2018 are 274, 339, 537, 537 and 537 respectively.

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

WPA will immediately establish and maintain its 9 – 10% Operating Surplus (Contingency Reserve) as discussed and illustrated above from all funds received by WPA.

Financial Audits:

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

The Board of Directors of WPA will engage an independent auditor to conduct the annual audit of the school's finances, practices, and records. The board will select a licensed North Carolina CPA, authorized by the Local Government Commission (LGC), to conduct financial audits for charter schools. The audit will verify the accuracy of the school's financial reporting throughout the year, attendance and enrollment, accounting practices and financial statements. The audit will also review the school's internal protocol. The WPA Board of Directors fully recognize that the purpose of the audit is to have an independent test of its financial and legal stewardship and otherwise demonstrate compliance with state law for a nonprofit corporation. The audit will be conducted in a timely manner as required by the LGC. WPA anticipates utilizing Potter & Company (contact information below) for its annual audit due to their extensive experience in advising and auditing North Carolina charter schools.

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

Name:	Potter & Company, P.A.
Address:	434 Copperfield Boulevard NE, Suite A Concord, NC 28025
Phone Number:	704.786.8189
Fax Number:	704.786.4447

VII. 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 Jefferson Preparatory School, Inc.
(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: KENNETH E. BENTON

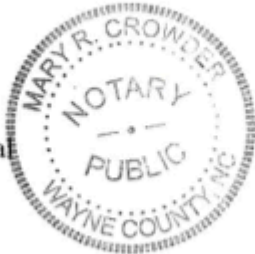
Board Position: CHAIRMAN

Signature: Kenneth E. Benton, Esq. Date: 2-26-13

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Official Seal

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Sworn to and subscribed before me this 26 day of February, 2013

Mary R. Crowder
MARY R. Crowder
Notary Public

My commission expires: October 12, 2015