



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Ballancrest Charter Academy

Public charter schools opening the fall of 2015

Due by 5:00 pm, December 6, 2013

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

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6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL 2013 Application Process

To open a charter school in the 2015-2016 school year

APPLICATION DUE DATE/TIME

- September 6, 2013** A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.
- December 6, 2013** A complete online application package, in the Office of Charter Schools **by 5:00 pm.**
- December 13, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline December 6, 2013 at 5:00 pm. **All applicants must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted as a FULL PDF document.
2. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
3. Late submissions **will not** be accepted. No exceptions.
4. Provide confirmation electronically to the Office of Charter Schools to deanna.townsend-smith@dpi.nc.gov that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

TABLE OF CONTENTS

I.	<u>APPLICATION CONTACT INFORMATION</u>	5
	Grade Levels Served and Total Student Enrollment:	5
II.	<u>MISSION and PURPOSES</u>	7
	Mission:	7
	Educational need and Targeted Student Population of the Proposed Charter School:	7
	Purposes of the Proposed Charter School:	10
	Goals for the Proposed Charter School:	12
III.	<u>EDUCATION PLAN</u>	15
	Instructional Program:	15
	C	
	K-5 Curriculum and Instructional Design:	16
	C	
	6-8 Curriculum and Instructional Design:	20
	C	
	Special Programs and "At-Risk" Students	24
	Exceptional Children	28
	Student Performance Standards	32
	Student Conduct:	34
IV.	<u>GOVERNANCE, OPERATIONS and CAPACITY</u>	37
	Governance:	37
	Governance and Organizational Structure of Private Non-Profit Organization:	37
	Proposed Management Organization (Educational Management Organization or Charter Management Organization)	43
	Private School Conversions: complete	43
	C	
	Projected Staff:	43
	Staffing Plans, Hiring, and Management	43
	Staff Evaluation and Professional Development	49
	Enrollment and Marketing:	53
	Marketing Plan	53
	Parent and Community Involvement	54
	Admissions Policy	55
	PROJECTED ENROLLMENT 2015-16 through 2019-2020	58
	Transportation Plan:	59
	School Lunch Plan:	59
	Civil Liability and Insurance	59
	Health and Safety Requirements:	60
	Facility:	
	Facility Contingency Plan:	61
V.	<u>FINANCIAL PLAN</u>	
	Budget: Revenue Projections from each LEA 2015-16	62
	Total Budget: Revenue Projections 2015-16 through 2019-2020	63
	Personnel Budget: Expenditure Projections 2015-16 through 2019-2020	64
	Operations Budget: Expenditure Projections 2015-16 through 2019-2020	67
	Overall Budget:	69
	Budget Narrative:	69
	Financial Audits:	73
VI.	<u>AGREEMENT PAGE</u>	

<u>LEA Impact Statement:</u>	74
<u>Applicant Signature:</u>	74

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Ballancrest Charter Academy

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: *Ballancrest Education Outreach*

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: *Caroline Lease Walker*

Title/Relationship to nonprofit: *President of the Board*

Mailing address: 1908 Crestgate Dr.
Waxhaw NC 28173

Primary telephone: 704-254-7932 Alternative telephone: 704-841-0805

E-Mail address: *Carolineleasewalker@yahoo.com*

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

County: UNION

LEA: 900-Union County Public Schools

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

No:

Yes:

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? *Ballancrest Education Outreach*

Is this application for Virtual charter school: Yes: No:

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 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,01,02,03,04,05,06	616
Second Year	K,01,02,03,04,05,06,07	704
Third Year	K,01,02,03,04,05,06,07,08	816
Fourth Year	K,01,02,03,04,05,06,07,08	828
Fifth Year	K,01,02,03,04,05,06,07,08	828
Sixth Year	K,01,02,03,04,05,06,07,08	828
Seventh Year	K,01,02,03,04,05,06,07,08	828
Eight Year	K,01,02,03,04,05,06,07,08	828
Ninth Year	K,01,02,03,04,05,06,07,08	828
Tenth Year	K,01,02,03,04,05,06,07,08	828

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 initial 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 will result in disqualification from the application process or revocation after award. I understand that incomplete applications will 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 non-profit organization.

ballancrest1
Board
Signature

Caroline L. Walker, President of the
Title

ballancrest1
Printed Name

12/06/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

The mission of Ballancrest Charter Academy is to provide a unique educational experience through a formal, project-based STEM curriculum program with a focused component for gifted and accelerated students that will assist all students in becoming creative, innovative, responsible and confident members of the modern, global society.

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.*

Our educational program is uniquely designed to serve two missions in Union County. The first is to provide a public "school of choice" in a county which currently has only one charter school. In fact, in addition to the overcrowding in Union County Schools, 3% of students travel out of county to attend school. Many schools in Union County are significantly overcrowded and as the population continues to grow over 3% per year. There are no specific plans to build new school facilities for operation in 2015. This overcrowding affects schools across the county. Antioch Elementary in Indian Trail has a listed capacity of 804 students. This year, 859 kids attended there and that number is expected to climb to 888 by 2015. At Porter Ridge Middle School, the student capacity is 1,200 students, but 1,325 currently attend classes there. That number is expected to climb to 1,363 by next year. A recent letter sent to all Union County citizens informs us that the county currently has over \$210,000,000 that could be used to fund new school initiatives and provide its citizens with much needed educational reform. Unfortunately, there is no timeline as to whether those funds will be used for educational purposes, nor how long new projects will take for completion. Allowing a charter school the opportunity to provide a unique educational opportunity for children will assist the local area by eliminating the challenges that result from crowded schools and classrooms. Our school will be open in August 2015 and will be fully prepared to offer the Union County children the type of educational experience and curriculum program they need and deserve. According to recent census data, there are approximately 62,500 student aged children in the county: 83.8% Caucasian, 12.1% African American and 10.7% is Hispanic. We expect our student body to mirror the makeup of the county's demographics and we encourage and welcome diversity.

The second goal is to meet the needs of students who will benefit from a

project-based, STEM program including a specialized model for gifted (AIG) students so they can reach their maximum potential.

One of our core visions is to celebrate differences and recognize that unique skill sets come from all races, religions, cultures and socioeconomic backgrounds. Ballancrest Charter Academy is designed to invite all the students in Union County who want a specialized curriculum program in project-based learning to apply, and we will provide a special gifted and accelerated model for those students who qualify. The target population of gifted students is under-served throughout Union County as well as the surrounding regions. There is a need for a specialized education opportunity for these individuals. Developing local talent to fill the national void in many careers begins in our K-12 schools. Math and Science experts have repeatedly called for federal leadership to build an expert STEM (Science, Technology, Engineering and Mathematics) workforce and to cultivate our nations' future leaders and innovators. To accomplish these goals, schools must raise the expectations for all students and eliminate the "ceiling" for those students who are capable of achieving at the highest levels. Too often, young talent goes unrecognized and undeveloped, which often leads to boredom, underachievement, and increased drop-out rates. Ballancrest Charter Academy will meet the needs of these students as well as provide an additional school of choice option for the students who are currently attending overcrowded schools.

Ballancrest Charter Academy will offer an open enrollment period and lottery system to admit any student entitled to enroll in a public educational facility pursuant to federal NCLB title V part B Charter Schools Program Non-Regulatory Guidance (USDOE2004) provided by the US Department of Education. No child shall be denied enrollment based upon intellectual ability, disabilities, race, creed, gender or national origin.

- 2. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*

Union County LEA has 41,344 students, with an ADM of 39,844. Year one target enrollment for The Ballancrest School is 616 students which is a percentage of 1.5% of the LEA membership. Currently, over 3% of students travel into Charlotte- Mecklenburg School District to attend charter or other schools. Ballancrest Charter Academy will keep students in Union County. Assuming that Union County continues to increase its student population at a very conservative rate, when we reach our target population of 1,144 students, the impact the LEA will be a maximum of 2.3%. Our targeted population is any and all students in Union County communities who are currently attending over-crowded schools or leaving the county to attend school in Charlotte-Mecklenburg. The STEM program is developed specifically to meet the needs of students who would benefit from a project-based learning program. Our student population will be reflective of the broad based Union County population as a whole with a culturally diverse community within our school. Furthermore, Ballancrest Charter Academy will offer a specialized gifted and accelerated program to provide this under-served student population an appropriate education specifically designed to meet their individual needs.

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

The leadership at Ballancrest Charter Academy believes that given the opportunity and resources, all students will develop a love for learning through a curriculum model founded upon research based instructional best practices that incorporates hands-on projects and experiments to activate the students' desire to learn. Ballancrest Charter Academy will instill in our students the inherent understanding that their academic success must be integrated with their desire to become socially responsible, and productive citizens within our growing communities. Project-based learning and a required component for service learning is included in our curriculum program. Both of these components will assist us in educating our students in the classroom and prepare them for the expectations for collaborative work as they graduate into competitive high school, colleges and careers. The core program, designed to teach the NC Essential Standards and the Common Core Standards, will be infused with project-based learning at all grade levels and across subject areas. We will incorporate the essential components and rubrics based upon the research of The Buck Institute for Engineering (BIE). Project Based Learning includes a continuum of Significant Content and 21st Century Skills guided by; In-depth inquiry, Driving questions, a "Need to Know", Voice and Choice, Revision and Reflections and a Public Audience. Students who can master the expectations for successful projects will naturally be meeting the new, higher expectations in Common Core for ELA which include writing in response to reading, and presentation of papers and final products. The formulaic rubrics created by BIE are uniquely designed to help support project-based learning in the classroom and pair the student-centered project inquiry with the core program selected. Ballancrest Charter Academy will utilize a curriculum with a focused scope and sequence that will enable all students to meet or exceed the expectations of the North Carolina Common Core and New Essential Standards written using the Revised Blooms Taxonomy (RBT). Students will be expected to meet or exceed the expectations for the READY end of course and end of grade assessments and other norm referenced exams such as the MAPs. The core program at Ballancrest Charter Academy will include the STC for Elementary STEM curriculum developed by the Smithsonian Science Education Center and will be supplemented with Math out of the Box and the STEM literacy series. Our project-based learning will hold students and teachers accountable by using rubrics from The Buck Institute. Our students will be supported by local business partners who support this type of inquiry-based learning and enrichment. The summer camp program, Camp Invention offers a variety of modules for students to deepen their knowledge and practice their 21st Century skills by working in collaborative teams on real-world problems. Camp Invention also offers professional development for educators. Finally, our school will provide an extended day program to meet the needs of our high achieving students through enrichment programs such as Odyssey of the Mind, Camp Invention and other academic competitions as well as free tutoring camps and interventions for our struggling students. A short survey distributed to 60 families with school aged children demonstrates the need for more school choice options in Union County and shows that project based learning and a STEM curriculum focus are desirable as solutions to a traditional school environment. National data indicates the need for strong, focused gifted programs to meet the unique needs of the gifted and talented learners.

4. *In the appendices (Appendix A), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this*

proposed charter school. (Please do not provide more than one sample survey form).

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

The Six Legislative Purposes of a Charter School are:

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

Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site:

All staff will be required to attend professional development workshops for the selected curriculum and delivery adopted at the school site (Engineering is Elementary, Buck Institute of Education, STC). Ballancrest Charter Academy is working to secure contracts to provide intensive Professional Development for all staff to ensure that teachers, new and experienced, are comfortable teaching s STEM based curriculum and have a better understanding of what STEM instruction in the classroom looks like. Staff will be trained by STEM instructional experts either through workshops provided by The Discovery Place in Charlotte, or a national training company, The STEM School (STEM 101). All staff is expected to work together to create interdisciplinary units of study which will enable them to take ownership of the teaching and learning process. The certified Gifted/Accelerated (AIG) instructors will be responsible for providing enrichment and extension opportunities for students and to vary the pace of the scope and sequence according to the academic progress of their students. All staff will work directly with school administration to learn how to interpret student data in order to drive instruction. Teachers will be supported by administration through our focused Professional Learning Communities (PLC) as they incorporate new and best practices in the classroom and monitor student achievement data to identify those in need of remediation, acceleration or intervention.

Hold schools accountable for meeting measurable student achievement results. Ballancrest Charter Academy will participate in all measures of the NC Accountability model and state exams; End-of-Grade as well the READY End of Course exams. Ballancrest Charter Academy will also participate and report test data for local and state provided norm referenced tests (SAT) or (MAP)

as appropriate. Ballancrest may elect to purchase proprietary student testing services to measure internal progress as related to new curriculum implemented at the site. These academic achievement rates will be measured against the yearly SMART Goals written for the school. All students in need of specific academic supports as identified and addressed through NCRtI will have documented Personalized Education Plans (PEP). Per NC statute, our school will publish the "report card" grade issued from NCDPI on our website, in our newsletter and through local press.

Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

Ballancrest Charter Academy is specifically designed to offer all students a unique educational experience that provides a strong program in project-based Learning infused with STEM based topics and real-life applications for learning content. Each theme or unit will include an exploratory activity and/or culminating project to demonstrate mastery of content in addition to any standardized testing. Students will be exposed to real businesses and commercial expectations for STEM careers through onsite presentations and offsite field experiences supported by local commerce such as The Discovery Place, The STEM Center and EPRI in the Charlotte-Mecklenburg area and local colleges with a focus on Science, Technology, Engineering and Mathematics. Students will be encouraged to compete in local competitions including science fairs, robotics, engineering, chess and other clubs. We will also offer a formalized gifted program for the AIG students who qualify. This is often an under-served population and we are prepared to offer a research based program to meet their individual academic, social and emotional needs.

Improving student learning:

Students who are exposed to learning that is student-centered with exploratory and hands on activities in conjunction with explicit instruction will inherently perform better on the most rigorous measures for student performance in all grade levels. Students who are excited about learning and given the opportunity to demonstrate mastery through experiential learning will naturally improve their own academic progress. Our program is data-driven. Any students who fail to make adequate progress, or do not meet proficiency expectations will participate in NCRtI. Their interventions and progress will be documented and these students will maintain Personalized Education Plans (PEP) as appropriate and will be monitored by our Child study Team (CST).

Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students:

A STEM program is good for all learners, specifically those that fall into the "at-risk" populations. For students who are currently struggling, an educational program that is different from a traditional setting naturally helps the struggling students to learn by delivering the content in a new and meaningful ways. Igniting their confidence and desire to achieve is a large piece of the improvement. Gifted students, who also fall into an "at-risk" category will have the opportunity to grow and explore in meaningful ways that they may never have in a traditional setting. Gifted students will be encouraged and supported to participate in local, state and national

competitions for STEM based projects which will enable them to use their creative talent and "out of the box" thinking to solve real-world problems and projects. We will hire certified staff to meet the unique needs of the gifted and talented learners. They will accommodate these students through curriculum compacting, accelerating content and providing project based extension projects that enables students to "go deeper" into the content and develop a holistic approach to teaching and learning for this special population. Both at risk populations will have the opportunity and the support to thrive in our school.

Encourage the use of different and innovative teaching methods: Classrooms will be outfitted with the technology and tools required for interactive teaching and learning. Student materials will include hands-on manipulatives to activate learning in all 3 domains; concrete, representational, and abstract. Project-based learning and inquiry will be a part of the instructional practices expected from our faculty. Classrooms will be outfitted with experiment kits for all grades with nonfiction text selections aligned to our project-based learning modules. The curriculum will be enhanced by our business partners who will proffer onsite presentations and support during activities, offsite field excursions, and peer mentoring from high school students in STEM programs.

Ballancrest Charter Academy has a vision, mission and focused curriculum plan that meets all six of the Legislative Purposes of a Charter School by offering a unique STEM program that requires teachers to participate in thematic lesson planning in order to incorporate project based learning in the classroom across all content areas and help students master the grade level expectations by going deeper into the content and keeping them engaged and on task. The ultimate goal of Ballancrest Charter Academy is to meet the SMART goals written in collaboration with our governing Board (in appendices) as part of the school improvement plan, which will eventually lead to a high performing public school status with the designation of "school of distinction" or "school of excellence".

Goals for the Proposed Charter School:

- 1. 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. Address how often and when the information will be communicated to the governing board and other stakeholders. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

Ballancrest Charter Academy will write a school improvement plan each year and design SMART goals inclusive of academics, attendance, behavior, service learning, and school climate to define expectations for continuous improvement. The goals will be aligned to the yearly SIP. The SMART goals will be assessed and updated mid-year and at the close of each school year. The academic plan will mandate that student performance data drives instruction and maintains a continuum of teaching the content based upon the expectations of Common Core and by following a sequential pacing guide that is designed to follow a core program for each subject area that will be reviewed and revised as interval benchmarks and assessments for student learning are examined. Ballancrest will monitor and evaluate specific,

measurable goals regarding academic performance for all students. Academic performance measures include: making yearly progress by increasing the percentage of students who are proficient on Basic or Above on READY (EOG) assessments, and READY EOC assessments as averaged by subject. The School will continually increase its percentage of students who are proficient by an average of 3% during the 5 years following receipt of an AYP score. The use of student assessment and performance data is vital to the culture of the school, as it drives the continuous improvement model that is not only used to improve student learning and achievement, but is also used to evaluate and inform instruction. Assessment of student performance in core academic areas will be achieved in various ways, depending on the subject area. Benchmarks for improved student academic performance will be identified using various standardized testing regimens taken throughout the year. Student academic progress will be based on the benchmark tests. For students entering our school from another public school, past test results and cumulative records will be requested from the previous school to provide baseline data and student academic levels. The first administration of our baseline assessments will identify initial student performance levels as well as the areas where growth is necessary. Continual monitoring of student achievement data will be provided at least three times during the school year. These exams will be openly shared and discussed with students in order for them to understand what they have successfully mastered as well as what they need to improve. This data will be used for students to set appropriate goals for themselves and will be shared with their families during our student-led data nights. Through analysis and evaluation of data, administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve learning gains.

The yearly goals include, but are not limited to target the following:

- * The school will identify the lowest 25% of students and provide appropriate interventions
- * Less than five percent (5%) of the student body will receive a suspension
- * Student attendance rates will meet or exceed attendance rates for surrounding schools.
- * 100% of eligible students will have an Individual Education Plan (IEP) and accommodations will be provided to teachers within the first 20 days of school.
- * 100% of ELL and AIG students will be identified, assessed and provided an appropriate program according to the districts timeline.
- * 100% of school administration and faculty will be highly qualified.
- * 80% or more responses on the student, staff and parent surveys regarding school climate will show that Ballancrest meets or exceeds goals or expectations in all areas assessed
- * 75% of students will participate in documented service learning activities.
- * 90% ADM as reported in Powerschool

These goals represent one section for student performance measured in our SMART Goals as part of the comprehensive school improvement plan written to demonstrate commitment to the continuous improvement model

2. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The governing board will work closely with site based administration to create and review the yearly School Improvement Plan as designed through the continuous improvement model. The Board will review academic achievement data, teacher retention data, and family satisfaction and retention data to assess the progress of the school's continuous improvement. The results of that measurable process will result in the creation of new or revised yearly SMART Goals. The yearly SMART goals include student academic achievement, attendance rates, student discipline rates, parent involvement as defined by the school's volunteer requirement policy, retention of the desired "highly qualified" staff, economic sustainability as defined by the school's monthly budgets and yearly audits, and student participation in service learning activities. The governing board will assemble monthly to review student academic achievement data when available, survey data from students, teachers and parents to assess the climate and culture progress of our school, economic sustainability via budget v. actual expenditure reports, and participation and support of the community the school serves through the business and community-based partnerships. Each month the Board will have the opportunity to measure ongoing progress for our school, make recommendations and provide specific feedback to school leadership. The governing board will be invited to view and participate in all onsite activities and events as well as any local events in which our students participate (competitions, fairs, presentations etc).

The Principal will be required to provide the board with a monthly report which will include current enrollment data, academic progress, behavior and attendance reports as maintained by Powerschool and parent satisfaction, and financial reports. The Board will have the opportunity to review these materials and ask qualifying questions regarding student achievement, district compliance, and fiscal responsibility. The Board will receive copies of any reports sent to the LEA as well as the State in a timely fashion and will have the opportunity to provide feedback or concerns regarding any such reports.

The Governing Board will hold meetings with school administration to review the progress towards achieving the SMART goals, provide feedback and assistance for measuring and increasing progress, and cultivate additional resources to support the growth of the program will be held. All grades will participate in the NC End of Grade exams, MAP benchmarks, and NC End of Course Exams. Ballancrest Charter Academy has its own proprietary assessments to measure student progress and to determine those students who need documented interventions, as defined in their Personalized Education Programs (PEP) and participation in the extended learning program. The school Principal will conduct teacher evaluations using the NC Teacher Evaluation System and share the results of the evaluations. At the end of the year, the Board will be given the opportunity to review all survey data, performance data and compliance reports to address any concerns that may arise and to offer a cumulative evaluation report of the school's performance. The Board understands that the ultimate goal for the school is to achieve high performing status in the state and receive a School of Excellence or School of Distinction designation and will assist the school in reaching that goal.

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

The instructional program at Ballancrest Charter Academy is a research-based curriculum which employs inquiry and project-based learning for all students. National studies show that our curriculum selections have improved student learning for all student populations, including at-risk of academic failure and academically-gifted students. The instructional approach and school environment will sharpen students' skills and prepare them to pursue college and careers in STEM fields. Our average class size will fall below the average student:teacher ratios in UC.

All educators at Ballancrest will implement the instructional best practices as defined by Robert Marzano. (Classroom Instruction That Works, Marzano, 2001) Teachers will employ a variety of methods to support and ensure high academic expectations and indicators for student performance.

Teachers will also offer students:

Project-based Performance Tasks

* Inquiry Based Projects Students participate in problem solving tasks, hands-on experiments, and other inquiry based projects described by Marzano as learning activities for Generating and Testing Hypothesis (Marzano, 2001) and Buck Institute for Education (BIE 2010).

* Real World Application Teachers ensure deep understanding of standards by utilizing instructional strategies such as non-linguistic representations, cooperative learning, comparisons, and other strategies that ensure students apply knowledge to real world scenarios (EIE)

* Thematic Units of study with student work samples that focus on and document the development of reading, writing, and communication skills (EIE and STC).

All educators will be expected to demonstrate proficiency for teaching in the classroom using the gradual release model for explicit instruction, modeling activities, shared practice, and individual assessment. This method of instruction will be used throughout the curriculum across all content areas. In mathematics, our teachers will also be required to use a research based practice for incorporating hands-on learning and exploratory activities called the CRA approach. Students have shown increased achievement when they are taught in a progressive method called Concrete, Representational, and Abstract. (CRA) is a three step instructional approach that has been found to be highly effective in teaching math concepts. The first step is called the concrete stage. It is known as the "doing" stage and involves physically manipulating objects to solve a math problem. The representational (semi-concrete) stage is the next step. It is known as the "seeing" stage and involves using images to represent objects to solve a

math problem. The final step in this approach is called the abstract stage. It is known as the "symbolic" stage and involves using only numbers and symbols to solve a math problem. CRA is a gradual systematic approach. Each stage builds on to the previous stage and therefore must be taught in sequence.

Although all students will be expected to meet or exceed the Common Core and NC Essential Standards, we will not "teach to the test". Ballancrest will administer interval benchmark assessments to ensure that the teachers are following our scope and sequence for appropriate teaching and learning at each grade level. The instructional program is specifically designed to engage the students with authentic learning opportunities with teachers facilitating learning through modeling. Our students will be expected to complete authentic artifacts and examples to demonstrate mastery of content. The portfolio program will monitor student progress in project-based learning. Projects give students the chance to apply the skills they learn in school to personally relevant and real-world situations. Children also learns skills such as how to think critically, solve problems, work in teams, and make presentations. These skills will help students succeed in the future, both in school and in today's STEM workforce. (Buck Institute)

K-5 Curriculum and Instructional Design:

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

Ballancrest Charter Academy is designed to offer students a challenging and supportive learning environment. The student to teacher ratio is expected to meet or fall below the approved NC class size averages. The goal of Ballancrest is to alleviate the challenges created by overcrowded classrooms and schools and to offer students an authentic, hands-on approach to learning. Classes with lower student to teacher ratios will be able to accomplish more and each child will receive more individualized attention and appropriate supports to meet their personal needs and academic goals.

Each classroom will be outfitted with the curricular resources outlined in our curriculum map that are research based to support STEM centered learning. The classrooms will also be outfitted with the technology and equipment necessary to implement the selected curriculum. The facilities will be designed to provide the infrastructure for appropriate classrooms and labs. Each class will receive explicit whole group instruction, as well as collaborative group work, teacher-led small group instruction and independent studies. All classrooms will display common configuration boards which will include the Essential Questions and Learner Outcomes by subject area written in a student-friendly language. Teachers will provide whole group explicit instruction for each new skill or concept being taught. After checking for understanding, students will then work in collaborative groups to practice what they are learning. The work groups will include lab experiments, hands-on activities and exploratory activities. Parent and mentor participation will be encouraged so that our families and our business partners can support and encourage student development.

A master schedule will be created by administration that prioritizes instructional time and is in compliance with statutory requirements. All students will have protected instructional minutes for all core content areas as well as lunch and recess. The elementary classes will offer a combination of self-contained classes and departmentalized instruction. All

course requirements will be maintained throughout the day. All middle school classes will operate on a block schedule to allow teachers to provide explicit instruction and to "go deeper" into the content as students have additional time for small group practice, experiential learning, and independent studies. Students will work in heterogeneous collaborative groups for some project-based learning opportunities. Ballancrest will employ small group instruction based on benchmark data and progress monitoring efforts. The master schedule will provide teachers' common planning time which will allow them to design interdisciplinary units of study. and give students the opportunity to work with multiple peer groups. Students will also be encouraged to work individually on certain topics and prepare an authentic artifact that can be presented to their class. These types of activities will build each students' individual capacity that can be documented and monitored. A peer mentor program will be designed for older students to mentor and support their younger counterparts while reinforcing their understanding of the core content areas. This program also reinforces a primary function of the service learning component in our educational model. Each class will follow the school wide positive behavior support plan with a PARR program in place for setting expectations and escalating consequences for undesirable behavior. Teachers are expected to create an environment in their classroom most conducive to learning. Each teacher will be trained in the expectations for the PBS plan and implementing PARR. Students who are disruptive to the learning environment will have the opportunity to re-learn expected behavior. Those who continue to fail to meet PARR expectations meet with administration, the student will be removed from the classroom and the parents will be notified.

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

The curricula for all subject areas are rigorous and aligned with the NC Standard Course of Study. In addition, students with stronger mathematics skills at early grades perform better on mathematics and reading tests in upper grades. Thus, the focus of the: Grades K-3 is to build a strong language, literacy, and mathematics skills. Science and social studies are naturally integrated through themes. All instruction will be supported by the technology. Grades 4-5: Focus starts shifting from general elementary education towards more science related classroom activities and advanced mathematics while NC Standard Course of Study are followed. Grades 6-8, besides all core subject areas (NC Standard Course of Study and Common Core Standards), will have a strong focus on science and mathematics skills through integrated technology.

The curriculum program at Ballancrest Charter Academy is specifically designed to meet the Charter's primary goal: To give our students the opportunity to attend a school of choice in their home county/community that is not overcrowded and one that promises a unique delivery model for instruction. The educational program is built upon a core curriculum that is research based and designed by experts in the fields of Science, Technology, Engineering and Mathematics. A STEM aligned Reading/Language Arts core will

occur throughout all subjects as teachers plan thematic units of study. Our instructional model requires teachers to employ best practices in the classroom which include explicit instruction, fluid, collaborative work groups, and differentiated instruction with scaffolding for the struggling learners and enrichment for the high level learners. Our business partners will add to the real-life application models for learning material as well as support the program to help Ballancrest meet its goals.

Goal setting is viewed as a catalyst for continuous improvement. These goals are academically focused, and they allow students to track their own progress. Goal setting is also used after formative assessments as a means to track improvement and areas for growth with regards to academic standards. Included within goal setting is the development of a Personalized Education Plan for students. The PEP is designed to track an individual student's strengths, weaknesses, and cumulative progress in attaining a year's worth of learning at a specific grade level. The plan's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement. The Personalized Education Plan identifies the students strengths and weaknesses, and sets goals according to the assessments measured within NC Accountability Model. The following is included in setting appropriate goals and needs:

- * The students academic performance prior to enrollment
- * The results of any achievement and classroom assessments
- * Authentic student work and project-based learning portfolios
- * Reports and observations from the students' teachers
- * Information and suggestions from the students' parents and the students themselves

A measure of each student's academic gains will be determined at the end of the year, and a comparison of learning gains made throughout the year will also be conducted. Teachers will be evaluated based upon the academic growth of their students as well as their instructional pedagogy in the classroom. All educators will be required to hold current NC licenses and certifications to teach and will be evaluated multiple times throughout the year. They will be held accountable for performance under the extensive North Carolina Educator Evaluation System. The targeted student population is Union County students who will benefit from a smaller school with a highly focused educational plan. Additionally, the gifted program will benefit this widely under-served population.

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

The "best instructional strategies" previously stated and submitted in the appendices are based on the research of Robert J. Marzano in *The Art and Science of Teaching*. These strategies will guide teachers in planning lessons that truly meet the learning needs of all students. The implementation of each strategy under the Marzano model is associated to specific behaviors to be exhibited by teachers appropriate to the grade level and course. Each behavior is adaptable and guides teachers as to the most appropriate use of research-based instructional strategies to meet the needs of students at each grade level. Teachers at the school will utilize these strategies within their classrooms during the school year. A second

research based instructional plan TBS will implement is based on the research of John Hattie in Visible Learning for Teachers (2012) which sets high expectations for teachers and requires them to understand their role as a facilitator of education. Visible Learning describes the holistic approach to student achievement that is a collective effort from each member of the staff (administration, instructional staff, support staff) and requires teachers to reflect on their instructional methods as they measure student performance. Having teachers reflect on classroom practices, procedures and instructional strategies implemented in their classroom is a technique that can assist them in raising the quality of their classroom instruction. Visible learning encourages teachers to employ and implement only the instructional strategies in the classroom that have been statistically proven to positively impact student learning in their classes. The school Principal will monitor planning and instruction to ensure implementation of the appropriate instructional strategies. The principal will provide professional development, data analysis, and feedback based upon classroom visits, to support effective classroom instruction at the school. Teachers will be supported through professional development in order to be able to successfully apply the innovative learning methods listed as well as the "highly effective teaching attributes" also stated in the appendices. These instructional best practices will help guide teachers to utilize data-driven instruction to assist in appropriate student goal setting for all students. Ballancrest Charter Academy will create scope and sequence calendars for Reading, Math, Language Arts and Science to insure that all aspects of the NC Essential Standards are being taught in a timely manner by effective teachers. Students will be able to achieve more in the core subject areas when the most effective teachers can:

- * Focus on the most important standards (for high-stakes tests and for learning in the following years)
- * Monitor students academic performance using interim assessments
- * Analyze those assessment results in group meetings and plan appropriate interventions

By identifying the state-specific standards that students must master in order to move to the next grade level teachers will determine what students should know and be able to do to demonstrate proficiency on high-stakes assessments, as well as, in foundational skills that are important for success in future grade levels. Teachers will plan curriculum using the NC Standards and they will choose which classroom activities are likely to produce a greater return in terms of student achievement for their investment of time.

Through the use of Scope and Sequence calendars and Pacing Guides teachers will pace essential standards over the school year to ensure proper sequencing and adequate teaching time is allocated for mastery of the essential standards. This pacing ensures teachers in Ballancrest Charter Academy spend more time on fewer, but more critical standards. By integrating data analysis, research and best classroom practices the curriculum can continuously be adjusted to meet the needs of the students.

4. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*

5. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

Ballancrest Charter Academy will follow the posted academic calendar for Union County Schools and follow the posted holiday calendar for students. Students will attend Ballancrest Charter Academy for 185 instructional days. Each school day will run approximately 7 hours with approximately 380 instructional minutes per day. In addition, The Ballancrest School will offer an Extended Learning Program (ELP) for students we identify as struggling to master their expectations based upon benchmark data and formal assessments as well as for the AIG students who elect to participate in local competitions including Odyssey of the Mind and other clubs. Certified teachers will assist with scaffolding instruction and providing tutoring services as needed through the protected NCRTI block time within the school day and during the ELP. The operational calendar will include 13 Professional Development days to ensure that the staff has the proper training to implement our selected curricular programs and implement with fidelity the instructional delivery model. Staff will also receive training in the interpretation of student data to refine and reform instructional pedagogy. Instructional personnel will report for 198 days. Most field excursions will occur during the regular school day both on and off site at our local business partners who support our STEM focus. We will be offering an extension of the science program by hosting a summer program called "Camp Invention". Our proposed calendar also includes quarterly data chats for parents so the families can be well informed of their students' progress and either support or challenge them at home. All students will host the quarterly data chats with their teacher serving as facilitator, thus taking ownership of their learning and progress. Finally, the calendar includes quarterly "presentation" dates for students to share finished projects with their families and our business partners including The Stem Center, Discovery Place, EPRI and local high schools. This yearly calendar is included in Appendix C.

6-8 Curriculum and Instructional Design:

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

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sequencing and adequate teaching time is allocated for mastery of the essential standards. This pacing ensures teachers in Ballancrest Charter Academy spend more time on fewer, but more critical standards. By integrating data analysis, research and best classroom practices the curriculum can continuously be adjusted to meet the needs of the students.

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

Ballancrest Charter Academy will follow the posted academic calendar for Union County Schools and follow the posted holiday calendar for students. Students will attend Ballancrest Charter Academy for 185 instructional days. Each school day will run approximately 7 hours with approximately 380 instructional minutes per day. In addition, Ballancrest Charter Academy will offer an Extended Learning Program (ELP) for students we identify as struggling to master their expectations based upon benchmark data and formal assessments as well as for the AIG students who elect to participate in local competitions including Odyssey of the Mind and other clubs. Certified teachers will assist with scaffolding instruction and providing tutoring services as needed through the protected NCRtI block time within the school day and during the ELP. The operational calendar will include 13 Professional Development days to ensure that the staff has the proper training to implement our selected curricular programs and implement with fidelity the instructional delivery model. Staff will also receive training in the interpretation of student data to refine and reform instructional pedagogy. Instructional personnel will report for 198 days. Most field excursions will occur during the regular school day both on and off site at our local business partners who support our STEM focus. We will be offering an extension of the science program by hosting a summer program called "Camp Invention". Our proposed calendar also includes quarterly data chats for parents so the families can be well informed of their students' progress and either support or challenge them at home. All students will host the quarterly data chats with their teacher serving as facilitator, thus taking ownership of their learning and progress. Finally, the calendar includes quarterly "presentation" dates for students to share finished projects with their families and our business partners including The Stem Center, Discovery Place, EPRI and local high schools. This yearly calendar is included in Appendix C.

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.*

Initial enrollment applications to Ballancrest will include parent authorization for release of records forms so that the School can collect as much student data as possible during registration. Ballancrest will collect all district and state test results, prior report cards and other relevant

reports from parents. During our planning year, leadership will review all available student data to properly identify students who may be performing below grade level expectations as they enter our school. During the first couple weeks of each school year, baseline assessments administered will correctly identify those students in need of interventions and additional support. Ballancrest's curriculum resources for reading, mathematics, writing, and science are embedded with differentiated instructional lessons, strategies, and assessments that are associated with the Response to Intervention (NCRtI) Tier Model that support and prepare all learners for the North Carolina End-of-Grade Tests. The School will identify and monitor the progress of students in need of expanded learning opportunities and remedial assistance, including the at-risk population. The school's NCRtI Method is a three-tiered instructional and assessment framework designed to address the learning needs of all students through progress monitoring, data analysis, support and intervention.

TIER I Core, Universal Academic and Behavior Support- all students are included in Tier I

TIER II Targeted, Supplemental Interventions & Supports targeted students participate if they are performing below grade level expectations

TIER III: Intensive, Individualized Interventions & Supports- small groups of students participate if they fail to show appropriate progress through Tier II interventions in the classroom instruction.

Ballancrest will utilize a process based on the student's response to scientific, research-based intervention tools, consistent with the comprehensive evaluation procedures. NCRtI involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning levels of intensity for all students. This includes multiple tiers of evidence-based instruction service delivery, a problem-solving method designed to inform the development of interventions, and integrated data collection/assessment system to inform decisions at each tier of service delivery. Initial assessments are used to identify students who need additional learning opportunities and academic interventions in order to achieve required benchmarks. After the screening assessment, those students who are identified as low-performing or possess skill gaps will receive reading intervention in accordance with their tier level and a PEP. This is in accordance with the Response to Instruction requirement of Individuals with Disabilities in Education Act 2004, which requires each school to identify whether appropriate instruction in reading has offered through the use of North Carolina Standard Course of Study (NCSCS). Ballancrest will employ a certified and experienced Exceptional Child (EC) Educator to chair the Child Study Team. The "CST" will be comprised of the homeroom teacher, EC specialist, and other appropriate staff (ELL, Reading Resource, Gifted, etc) who can help assess students' needs who are not performing at expected levels and who fail to progress and offer support and interventions within the classes and throughout the day. Ongoing progress monitoring will be used to measure and graph students' progress and growth. Each 6 weeks, the students receiving Tier III interventions will be reassessed to determine the effectiveness of the interventions. The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies, and/or read two or more years below grade level through additional instructional minutes using a research-based intervention program.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language*

25

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

Learner (ELL) students, including the following:

- a) Methods for identifying ELL students.*
- b) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
- c) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

All students who register to enroll in the school must complete an application which will include a home language survey. The WIDA-ACCESS Placement Test. Eligibility assessment on the W-APT is based on results of the Home Language Survey (HLS) process. The HLS process, identification, and subsequent placement of limited English proficient students in English as a Second Language (ELL/ESL) services are guided at the state level by the NCDPI Curriculum and Instruction Division. A committee meeting will be held to enter the student into an approved ELL program which will be comprised of the parents, ESOL liaison, and assigned homeroom teacher of record. Ballancrest Charter Academy will employ specific instructional programs, practices, and strategies to ensure academic success and equitable access to the core academic program for our ELL students. An ESOL endorsed staff member will provide instructional staff with strategies for meeting the additional needs of the student. Some of these approved methods for supporting instruction are:

- * Provide alternative instruction whenever the class lessons are difficult for the ELL student
- * Arrange small discussion and talking activities that permit students to practice verbal skills
- * Utilize oral techniques, such as cueing, modeling and chunking
- * Utilize graphic organizers such as webbing and semantic maps
- * Modify your lesson objectives according to the language level of the ELL student
- * Use manipulatives to help students visualize the math concepts
- * Allow students to use computational aids such as number lines, abacus, counters and computation charts

Equitable access to services needed will be provided, and provisions and accommodations are made for the student. The hands-on approach to instruction and the STEM infused curriculum with experiential learning and technology driven academics will naturally assist these students in any grade level. Literacy support will be offered for these students and the core program will be inclusive of ELL appropriate tests that offer students a chance to demonstrate appropriate progress and growth as they move towards mastery of expectations.

Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ESOL service: The Child Study Team meetings as described for students failing to make academic progress will be used to monitor the progress of the ELL students. An ESOL liaison will provide teachers with instructional strategies needed in the classroom to support the ELL and internal benchmark data will be disaggregated to determine learning gains and academic progress for these students. The Personalized Education Plan (PEP) will be used to show the areas of success and growth that the student maintains. It further identifies the type of help needed to equip the student with the ability achieve high standards of proficiency and to comprehensively communication in English. In addition,

all ELL students will be referred to Tier 2 of NCRtI, where the Intervention Team will meet to discuss interventions and strategies to support the ELL students continued academic success. The ELL strategies will be documented in the teacher's lesson plan and in the students Personalized Learning Plan and ELL folder. The effectiveness of these ELL strategies will be determined by the teachers observations, student achievement and progress on EOG/EOC assessments, administrative classroom walk throughs, site visits, and fidelity checks.

ELL students who continue to make academic gains and show a minimum of "basic" performance levels on NC End-of-Grade exams shall meet the criteria to begin exiting the student from the ESOL program. The CST shall convene with the parents to discuss exit plans and future support strategies for the student as appropriate

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

Ballancrest is designed to offer a specialized gifted/accelerated program based on the research of Joyce Van Tassel-Baska (March 1989). Students will have accelerated modules taught by Gifted endorsed staff. The AIG instructors will follow the curriculum to ensure mastery of grade level expectations, but will be able to provide extension activities, compacted curriculum units and exposure to multiple perspectives and domains of inquiry to meet the unique needs of these learners. Students will have increased opportunities to choose areas of interest and more time will be offered for study those areas in greater depth. Teachers will use varied questioning strategies that include convergent, divergent and evaluative to develop global connections with the material.

The hands-on approach to instruction through Project-based Learning and the STEM infused curriculum with extensions and technology enriched academics will be a natural fit for these students in any grade level. Our model, based on the ASCD gifted research lends itself to enrichment at all of the highest levels of Bloom's Taxonomy(RBT). In a review of research on gifted students in the regular classroom, Johnson and Ryser (1996) describe five overall areas for differentiation: modifying content, allowing for student preferences, altering the pace of instruction, creating a flexible classroom environment, and using specific instructional strategies. The following have been established as effective strategies (Johnson & Ryser, 1996):

- * Posing open-ended questions that require higher-level thinking
- * Modeling thinking strategies, such as decision-making and evaluation
- * Accepting ideas and suggestions from students and expanding on them
- * Facilitating original and independent problems and solutions
- * Helping students identify rules, principles, and relationships
- * Taking time to explain the nature of errors

Gifted students will be identified and placed in our AIG program. They will be given their grade level benchmark assessments but will have the opportunity to "test out" of some aspects of the general ed classroom instruction in order to have extended time on their hands-on learning

projects. The CST will meet with the AIG services provider, the parents and students to set appropriate goals which may be academic, social or emotional at its core. All gifted students will have measurable goals to meet to demonstrate critical thinking skills, the opportunity for presentations of culminating projects and benchmark assessment of specific goals set for each individual child. Norm and criterion referenced test data will be used to measure grade level performance progression and portfolios and authentic projects will be incorporated into their daily instruction to ensure that all gifted students stay engaged and on task. Gifted and Talented students are often competitive by nature, but if left unchallenged, will become bored and may show academic regression. To meet the needs of these students, Ballancrest will provide them the means to compete in local, state, and national competitions including, but not limited to: The National Geographic Geo Bee, an international Mathematics competition, Robotics competitions and other extracurricular clubs. Local high schools are willing to work with our students at higher grade levels, and to create mentor relationships for these types of students who need to be challenged. They will have field excursions to colleges and local STEM centers as part of their enrichment. Gifted students will have the opportunity to work on above grade level tasks with high school partners on our campus as well as travel to their campus to hone their STEM skills at a higher and deeper level. Students will have additional opportunities for enrichment through Camp Invention and our partnerships with Discovery Place, Project Scientist and EPRI in Charlotte. Our program is specifically designed to help these students achieve their maximum potential.

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), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Identification and Records

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

Ballancrest Charter Academy will provide a Free and Appropriate Public Education (FAPE), including special education and related services, to all children with disabilities pursuant to the North Carolina Public Schools Policies Governing Services for Children with Disabilities and federal special education guidelines and regulations. Students with special needs,

including students eligible under Section 504, will be identified according to the NC Department of Public Instruction regulations and recommended procedures. Students will be provided with a full range of services and placements to fulfill the special education requirements identified for students with disabilities. A Personalized Education Plan (PEP) will be developed in accordance with standard practices for each student with disabilities by team including: parents or guardian; the student where appropriate; the special education teacher and/or the special education related service provider as appropriate; at least one of the student's general education teachers; a Local Education Agency (LEA) representative who can commit resources; a school psychologist if evaluation results are discussed or if a reevaluation plan is developed by the Charter School; and other individuals who have knowledge or special expertise regarding the student. The CST team will be responsible for the development of Individualized Education Plans. Further, the CST team will determine appropriate services to be provided for students.

The school will also act in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA) with respect to students with disabilities. Students who enter the school with a current Individual Education Plan or Section 504 Plan will receive services as designated on the 504. A transferring ESE/504 student is a student who was previously enrolled in another district or out-of-state public/charter school with an active Section 504 Accommodation Plan and who is enrolling in the Sponsors school district. Upon notification that a transferring student is one with an active 504 Plan, the school will review the existing 504 Plan and will revise it as needed in cooperation with the Sponsors ESE Department. Ballancrest Charter Academy will ensure to the maximum extent appropriate, students with disabilities will be educated in the least restrictive environment. Ballancrest will utilize a service delivery model of inclusion for exceptional children in order to support them in the least restrictive environment. Ballancrest Charter Academy will also comply with Section 504 of the Rehabilitation Act of 1973 that states that no person with a disability can be excluded from or denied benefits of any program receiving federal financial assistance. A person is disabled within the definition of Section 504 if he or she has a mental or physical impairment, which substantially limits one or more of a person's major life activities. Section 504 requires that a school evaluate "any person who, because of a disability, needs or is believed to need special education or related services." If it is determined that a student is disabled under Section 504, the school must develop and implement the delivery of needed services and/or accommodations. The determination of what services and/or accommodations are needed must be made by a group of people knowledgeable about the student and design a PEP.

Ballancrest will provide special education and related services according to the federal mandates of the Individuals with Disabilities Education Act and the regulations of the North Carolina Public School Law, Article 9. To ensure record compliance, our school will develop and implement a record compliance monitoring system. The 504 Coordinator at our school will monitor the 504 Accommodation plans' compliance as required by Section 504 of the Rehabilitation Act of 1973.

Exceptional Children's Education Programming

- 1. Describe the educational programs, strategies, and additional supports the school will*

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

Ballancrest Charter Academy will provide a Free and Appropriate Public Education (FAPE), including special education and related services, to all children with disabilities pursuant to the North Carolina Public Schools Policies Governing Services for Children with Disabilities and federal special education guidelines and regulations. The school will also act in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA) with respect to students with disabilities. A transferring ESE/504 student is a student who was previously enrolled in another district or out-of-state public/charter school with an active IEP/Section 504 Accommodation Plan and who is enrolling in the Sponsors school district. Upon notification that a transferring student is one with an active IEP/504 Plan, the school will review the existing IEP/504 Plan and will revise it as needed in cooperation with the Sponsors ESE Department. The school is aware that exceptional children must be evaluated in accordance with NC 1503-3 through NC 1503-5. A student may not be given special instruction or services as an exceptional child until after he or she has been properly evaluated, classified, and placed in the manner prescribed by rules of the State Board of Education. The IEP Team for each child must include the parent, a regular education teacher, a special education teacher, a qualified representative of the LEA, and an individual that can interpret the instructional implications of evaluation results. The IEP Team will determine a students eligibility for services based on the results of the evaluation data. Placement of the student in student with disabilities services will be in the least restrictive environment. The IEP Team will:

- * Make placement decisions and ensure that the individual instructional needs of the exceptional student are reflected in the students IEP
- * Review placement decisions annually at the IEP review meeting
- * Ensure accurate placement occurs for the student based on that students IEP and Free and Appropriate Public Education guidelines
- * Review and evaluate cumulative folders of all students coming from another state to determine their eligibility status for exceptional student educational services. Services will be provided through contracts with an appropriate agency if necessary or a school staff member will be employed having the appropriate certificate in that exceptionality. The school will provide services to students whose needs can be met in the traditional classroom setting for at least 60% of the school day as most in this category require minimal services for success according to their IEP. This group of students may require consult services while receiving instruction in the regular classroom setting. Speech and Language and OT/PT services would also be included for students in this category. These services will be contracted with outside agencies, as available, by the school. Students with additional needs for service will be captured in the next category.

Ballancrest Charter Academy believes that it is imperative that each student has the opportunity to learn and grow within their community so that they

will be productive citizens upon graduation from the school. In providing for the educational needs of the exceptional student, the principal, exceptional children teacher and the general education teacher will utilize the regular school facilities, which are physically designed and adapted to meet the needs of exceptional students as required by the Americans with Disabilities Act (ADA) and IDEA. The Child Study Team will determine the least restrictive environment and proper placement within the full continuum of services offered for students with special needs. Appropriately licensed teachers will serve students meeting the eligibility criteria for special education in our educational program.

Leadership at Ballancrest Charter Academy will develop and oversee annual strategic plan for exceptional children services that includes (1) how students will be identified and evaluated for exceptionalities, (2) the procedures for developing and implementing IEPs, (3) how students with exceptionalities will be integrated in the school's instruction and culture, and (4) specific procedures and expectations for including parents and other stakeholders in the process of delivering special services. Based on the enrollment of exceptional children, the school will hire and train the appropriate number of teachers and/or para-professionals, to ensure adherence to the Federal and state guidelines for class size and caseload, to ensure all necessary IEP services are being implemented. Opportunities for in-service education regarding Least Restrictive Environment and working with mainstreamed/integrated exceptional students will be provided for school administrators, teachers, school staff, parents/guardians, students, and the community. This in-service will be designed to promote a better understanding of the special education process and exceptional students. Teachers will be provided with appropriate accommodations and strategies for working with ESE students.

Funding for ESE services is generated by the students level of services as documented on the Matrix of Services form and the school shall utilize this supplemental funding to provide for each exceptional students education needs. Ballancrest Charter Academy will use a variety of assessments to determine the effectiveness of the program including district and state assessments and classroom performance. The CST team considers the following factors in the development, review, and revision of the IEP: a) strengths of the student and concerns of the parents for enhancing the education of their child b) results of the initial or most recent evaluation or reevaluation c) as appropriate, results of the student's performance on state or district-wide assessments d) ongoing academic, developmental, and functional needs of the student.

Quarterly updates will monitor the students progress towards meeting the measurable annual goals as stated on the IEP. The goals include academic and functional goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general curriculum. As appropriate, the goals enable the student to participate in appropriate activities and meet each of the student's other educational needs that result from the student's disability.

The school will develop procedures for updating, at least annually, the effectiveness of the individualized education programs in meeting the educational needs of special education students, including parent/family involvement in the evaluation process. Students eligible for special education and related services will be re-evaluated every three years or sooner if deemed necessary by multi-disciplinary team, in accordance with

state and federal requirements. The school will hire an EC specialist to lead these team based analyses and plans. All students will participate in assessment procedures for students with disabilities under the Accountability Model. Appropriate accommodations will be in place based on the individual needs of each student to afford an accurate assessment. Accountability for the learning of all students is the cornerstone of the School. The North Carolina End-of-Grade (EOG) Test and Alternate Assessments (NCEXTEND2 / NCEXTEND1) are used to measure the achievement of individual student on the NCSCS. Students with disabilities are required to participate in state and district assessments for accountability purposes. The ESEA and the Individuals with Disabilities Act (IDEA) requires that students with disabilities participate in the statewide testing program and be offered appropriate accommodations in instruction and assessment

Student Performance Standards

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.*
4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

Ballancrest Charter Academy will comply with the North Carolina Testing Program, including The ABC Accountability Model, EOG Tests, EOC Tests, other state mandated tests. We will use as a school improvement program that combines successful, standards-based instructional practices with school created assessments, District Interim Assessments and State Mandated Assessments. The assessment tools are used to analyze student performance on state and district assessments and to create school-based interim assessments that are aligned to state standards and paced to the curriculum. The result is a balanced approach to assessment that combines the benefits of state, district and school-wide assessments with the instructional value of day-to-day classroom assessments.

By identifying the state-specific standards that students must master in order to move to the next grade level teachers will determine what students should know and be able to do to demonstrate proficiency on high-stakes assessments, as well as, in foundational skills that are important for success in future grade levels.

The use of student assessment and performance data is vital to the culture of the School, as evidenced by a continuous improvement process that is not only used to improve student learning and achievement, but is also used to evaluate and inform instruction. The data-driven cycle of assessment, analysis, and action, which is indispensable for increasing student achievement, is deeply embedded in the school's culture and is a top priority for school-wide improvement. Administrators examine the data and teachers will begin to identify/implement additional strategies to use for closing the gaps by identifying the following:

- * which strategies are already in place
- * what resources are needed to implement new strategies
- * what new actions are needed

Strategies that support the schools achievement plan may include the following:

- * Identify students who need additional instructional support
- * Support students via mentors, tutoring, peer support networks, and role models
- * Reorganize the instructional day to maximize time for learning
- * Extend learning to before and after-school programs, as well as, summer programs
- * Use varied, effective strategies to instruct diverse learners
- * Use test and other information on students' performance in instructional planning
- * Target literacy and math instruction
- * Safeguard instructional time
- * Use research and data to improve practice
- * Make closing gaps a school-wide responsibility
- * Set high expectations and provide rigorous, deep curricula
- * Provide safe, orderly learning environments for students and educators
- * Use test data and other research on students' performance to inform instruction
- * Provide time for faculty to meet and plan
- * Provide continuous, data-driven professional development
- * Engage businesses, universities, foundations in schools' work

A student's proficiency and progress toward meeting the standards in reading, writing, mathematics, and science, must be assessed in order to monitor student progress and provide appropriate instructional programs and/or interventions. The standards for evaluating student performance and the specific levels of performance for each grade and content area must be considered in this process. In addition to the determination of whether the student has attained acceptable levels of performance based on the established indicators, the evaluation of each students progress must be based upon classroom work, district, school, and classroom tests; and other relevant information. If a student fails to meet all of the district performance indicators, or if a student fails to meet the state assessment indicators or if the teacher judges that the student is not proficient, the student must be provided with appropriate interventions, and student progress must be monitored as specified in the school-wide Personalized Education Plan (PEP).

Entrance Requirements: Any student that is qualified to enter a North Carolina public school pursuant to N.C. Gen. Stat.1150-364(a) is qualified for admission to The School. The School, consistent with the applicable state requirements, will ensure that students master the necessary goals and objectives to succeed in the future grade levels, prepare for high school graduation, and ensure readiness for college and career.

When transferring a student from one school to another within the district, it is the sending schools responsibility to ensure that all student records are complete prior to withdrawing the student. The grade placement of students transferring from within the state, from other states, non-public schools, home education programs, or other countries, will be determined by the principal of the receiving school, after an evaluation of the students

record has been made using the criteria as found in the Student Progression Plan. Grade placement on the transcript from the sending school must be honored. Student promotion is based on proficiency in reading, writing, mathematics, and science and the evaluation of each students achievement in terms of appropriate instructional goals. The basis for making the determination will reflect teacher judgment based on the following: progress tests, classroom assignments, daily observation, standardized tests, state assessments, and other objective data. The primary responsibility for determining each students level of performance and ability to function academically, socially, and emotionally at the next proficiency level is that of the classroom teacher, subject to review and approval of the principal. A student who does not meet appropriate levels of performance for student progression in any grade in any subject may be retained. Performance levels of proficiency are determined by state assessments, district assessments, and other selected indicators, such as, classroom work, observations, tests, homework, portfolios, and other relevant information. In order for a student to be retained, the academic grades in core subjects on a students report card must reflect the students inability to meet appropriate levels of performance.

Exit and Promotion: The School will meet and exceed the North Carolina Promotion and Retention Policies to include:

a) Kindergarten students must meet the minimum Kindergarten NC Essential and the Common Core State Standards (depending on the year of adoption) in Language Arts and mathematics by receiving a grade of "Outstanding" or "Satisfactory".

b) Grades one through six: students must receive a passing grade of "D" or higher in Reading, Math, English, Social Studies, and Science. A mandatory retention following third grade will be required for students not meeting the mastery levels in reading. A mandatory retention following fifth grade will be required for students not meeting the mastery levels in reading and mathematics. Credit recovery opportunities will be provided for students in sixth grade not meeting mastery requirements in math. These credit recovery options will include virtual school opportunities to ensure our students are adequately prepared for success in Algebra.

Student Conduct:

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

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

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.*

Ballancrest Charter Academy will implement a Positive Behavior Support System. PBS is an empirically validated, function-based approach to eliminate challenging behaviors and replace them with pro-social skills. Use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change. PBS can target an individual student or an entire school, as it does not focus exclusively on the student, but also includes changing environmental variables such as the physical setting, task demands, curriculum, instructional pace and individualized reinforcement. Thus it is successful with a wide range of students, in a wide range of contexts, with a wide range of behaviors. Students engaged in hands-on learning projects will truly reap the rewards of this type of behavioral model. Blending behavioral science, empirically validated procedures, durable systems change and an emphasis on socially important outcomes, PBS always involves data-based decision making using functional behavioral assessment and ongoing monitoring of intervention impact.

PBS plans work for all students, especially those with disabilities. The goals of PBS include changing inappropriate behavior and keeping students in school. Appropriate services can readily address and modify many of these behaviors, leading to more positive outcomes than simple punishment. PBS is based on behavioral theory; problem behavior continues to occur because it is consistently followed by the child getting something positive or escaping something negative. By focusing on the contexts and outcomes of the behavior, it is possible to determine the functions of the behavior, make the problem behavior less effective and efficient, and make the desired behavior more functional. This often involves changing systems, altering environments and teaching new skills, as well as focusing on the problem behavior.

The most crucial part of devising PBS plans is the Functional Behavioral Assessment (FBA), which reveals information about the antecedents, consequences, and frequency of challenging behavior. FBAs also help to identify any co-occurring variables. Conducting FBAs doubles the success rate of an intervention.

PBS plans are individualized and data-based and include procedures for monitoring, evaluating and reassessing the process. PBS should be a collaborative effort among parents, school psychologists, teachers, counselors and administrators. PBS is more effective when it includes the target individual as well as peers, teachers, and parents. Fidelity of implementation is required to maximize outcomes; therefore, interventions should be applied by educators in the school environment. This type of behavior plan is most conducive to our intentionally planned school climate that demands student leadership and service learning as a component of our curriculum.

All students, both disabled and non-disabled, can benefit from PBS: Research conducted over the past 15 years has shown that PBS is effective in promoting positive behavior in students and schools. Use of PBS as a strategy to maintain appropriate social behavior will make schools safer. Safer schools are more effective learning environments. Schools that implement system-wide interventions also report increased time engaged in academic activities and improved academic performance. Schools that employ system-wide interventions for problem behavior prevention indicate

reductions in office discipline referrals of 20-60%.

All staff, students and parents will receive a copy of the code of conduct and will understand the expectations and culture of our school. Students will receive explicit instructions for our expectations and will understand the process for rewards as well as consequences. Included is a sample copy of a training tool, behavior reports, and consequences for undesirable behavior.

IV. GOVERNANCE, OPERATIONS and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

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

Name of Private Nonprofit: Ballancrest Education Outreach

Mailing Address: Ballancrest Education Outreach

City/State/Zip: Waxhaw NC 28173

Street Address: 1908 Crestgate Dr.

Phone: 704-254-7932

Fax: 704-841-0805

Name of registered agent and address: Caroline L. Walker
1908 Crestgate Dr.
Waxhaw, NC 28173

FEDERAL TAX ID: 46-1188168

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
Anthony Vigliotti	Treasurer	MECKLENBURG	Finance Manger,

			Compliance Officer
Dandan Liu	Vice President	MECKLENBURG	Professor
Sarah Whitmore	Board Member	UNION	Teacher
Kathryn McEntee	Board Member	UNION	Business Owner
Julie Lease	Secretary	UNION	Teacher
Caroline L. Walker	President of the Board	UNION	Preschool Owner
TBD			

Please provide the following in this location of the APPLICATION:

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

A North Carolina Not-for-Profit Corporation has been established for sole and exclusive purpose to establish and operate a Charter School under the Charter School Act of 1996, as codified in North Carolina Statutes 115C-238.29A et seq. All business and affairs shall be managed by a volunteer Board of Directors, or by such committees as the Board of Directors may establish to accomplish the goals of the school and its programs. Directors will be required to demonstrate commitment to the mission and purpose of Ballancrest Charter Academy, and will be required to attend regular meetings and accept committee memberships. Such committees shall have such responsibilities as the Board of Directors shall specify. Committees may include, but are not limited to: Finance, Personnel, Facility, Curriculum, Exclusion or others as needed. The Board will bear final responsibility for the schools academic success, organizational viability, and faithfulness to the terms of the charter by developing and approving the annual budget in addition to school policies. It will set goals and review strategy to continually guide the school towards the fulfillment of its mission. The board shall perform a national search utilizing a wide array of established educational leadership job posting sites, and will hire the founding principal with the following characteristics at a minimum:

Masters Degree in Educational Leadership or equivalent

Professional Educators Certificate in Educational Leadership or Equivalent

Minimum three years prior experience as a principal of a charter school

Verifiable and quantifiable evidence of ensuring student academic success

Prior experience as a start-up school leader

The Board of Directors will supervise the school principal via a continuous improvement and reflective leadership process consisting of data review of the following:

Academic benchmark and end of course/grade data

Financial data including monthly budget versus actual, cash flow, enrollment and financial audits

Stakeholder data including annual parent, staff, student surveys, staff and student attrition data

Strategic planning toward achievement of the schools short term and long term goals

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

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

The Board of Directors currently consists of six and may include up to a maximum of nine members. Directors shall serve for terms of three years, or until their successors assume office. The powers of the Board are comprehensive in scope, designed to effectively operate the charter school, and are detailed in Article IV of the bylaws. Duties of the board are to attend scheduled meetings, contribute through expertise and service, and vote on matters related to school, in the best interest of the school and in support of the schools mission and purpose. The Boards officers consist of a Chairperson, Vice Chairperson, Secretary, Treasurer and such other offices as deemed appropriate by the Board of Directors. Designated officers shall have such authority to perform duties as sanctioned by the Board of Directors, in addition to specific responsibilities outlined in the bylaws. These officers shall be elected by majority vote of the Board of Directors. The current skills and expertise represented by the Board are purposefully requisite to the needs of Ballancrest Charter Academy: expertise in education, specifically both regular public and charter school, local and national business expertise, financial expertise, and construction expertise. Additionally, professional educators serve as a preponderance of the Board, a majority of the Board are parents of school age children, and all Board members are local residents with a deep and pervasive connection to the local community. The structure and composition of the Board will ensure success of the school by combining a well-established governance model evidenced by highly successful charter schools, with talented local stakeholders with not only a vested interest in local educational choice, but verifiable experience in opening and operating highly successful charter schools. The success of the school will be evaluated through systematic review of the schools goals through an annualized school improvement process, state academic data collected via the READY accountability model, compliance checks from the state and successful financial audits. The principal will be evaluated utilizing the evaluation process for school leaders found within the NC Educator Evaluation System (NCEES).

Founding board members completed the governance training series offered by NCDPI Office of Charter Schools this year.

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

The initial founding board was recruited by a grassroots effort targeted toward attracting an active group of community members which together provide the necessary balance of educational background, parent support, business acumen and local experience necessary to open and operate a highly successful charter school. Interested candidates attended an informational meeting hosted by the original founding board member, and chose to serve in support of the schools mission and purpose. Board seats have staggered terms such that 1/3 of the positions expire each year, to allow for consistency in board operations while at the same time allowing for the composition of the board to thoughtfully evolve in parallel to the school. Directors may serve for a maximum of two consecutive terms with a one-term waiting period required before being eligible for re-election. The Board members shall be elected by a majority vote of the Board of Directors members, or by such committees as the Board of Directors may establish pursuant to the bylaws. Vacancies occurring due to events outside of the

natural term expiration will be filled as quickly as possible with qualified candidates as identified and approved pursuant to the bylaws, and any replacement member will continue the term of the previous board member as to preserve imposed staggered term limits.

4. *Outline below the strategic board calendar detailing how often the board will meet according to the bylaws established.*

The board shall meet at least six times per year and according to by-laws.

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

The staggered term limits imposed via the bylaws ensure that there remains a consistent number of inveterate Board members who can provide guidance and leadership to new members of the Board. Each new member shall receive a Board Book which will include: a copy of the charter application, charter contract, North Carolina School Board Association Governance Standards, bylaws, school policies and procedures, budget, prior year financial audit, conflict of interest policy and prior year board minutes. At the first meeting following a new member joining the board, new member orientation training will be conducted by the Board Chair. This training will explain all items within the Board Book, and articulate how the documents are used in the discharge of duties as a member of the Board. In addition to new member orientation, the Board will undergo at least six hours of professional development, in one hour modules at each board meeting, in the following areas: Charter School Legal and Legislative Updates, Financial Policy and Oversight, Data Driven Decision Making, School Improvement Planning, Instructional Leadership, and Effective Governance. All board members are required to attend the trainings, or otherwise acquire the information after the board meeting, and pass an assessment after each module which demonstrates understanding of the curriculum.

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

The Ballancrest Board of Directors will accept only the highest standards of ethical and moral conduct from its Members and the school staff. Due to the important role played by the Board, all Directors will undergo the same background check procedures as employees of the school, and will conduct themselves in accordance with the North Carolina School Boards Association (NCSBA) standards. A Director may be removed with or without cause only by a simple majority vote of the Board of Directors at any meeting. Directors will be considered for dismissal for any one the following breaches of integrity, including violation of confidentiality, undermining the directives of the Board, being indicted or convicted of a felony, failing to oversee and abide by terms and conditions stated in the bylaws, or by acts that would constitute a general breach of integrity in the views of the members of the Board of Directors.

Matters that come before the Board of Directors which places a Director in conflict of interest between the interests of the Corporation, The Ballancrest Charter Academy and the interest of the Director, his/her family or business, the Director with the conflict shall be prohibited from participating in the discussion and recuse his/herself from voting on the particular matter. The Board of Directors shall comply with the voting and

disclosure provisions of Director Conflict of Interest Section of the Non-Profit Corporation Law NCGS 55A-8-31. Article XII of the bylaws details specific and comprehensive measures the Board will adopt to proactively avoid actual conflicts, including the requirement that all Board of Directors sign an annual statement that he/she:

1 has received a copy of the conflicts of interest policy

2 has read and understands the policy,

3 has agreed to comply with the policy, and

4 understand that the foundation of Ballancrest Charter Academy is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

The bylaws also include a due process by which a perceived conflict may be investigated fully in order to decide if a legitimate conflict exists, and empowers the Board to act in a decisive manner to correct the conflict should one exist. As of the submission of the charter application, the Ballancrest Charter Academy Board of Directors has adopted the Corporations bylaws inclusive of the conflict of interest language, and has agreed to sign the annual statement so that no perceived or real conflicts exist, or will arise should the charter application be approved.

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

Guided by the schools mission, the board will set policies regarding finances, enrollment, program evaluation, and other operational aspects. The boards policies will have two purposes: to provide direction to the school staff in implementing the schools goals, and to ensure the school meets legal requirements and obligations of the charter contract. The board may also adopt policies throughout the year to address situations and crises. To adopt proven practices and avoid adopting unsound or illegal policies, the board may research policies established at other charter schools in the county and state. Guided by existing research and established best practice, the board may also seek legal consultation when developing policy. Both the board and school leadership will adopt the "School Improvement Life Cycle" as published by AdvancED/SACS, to guide all decision-making processes and particularly those that involve school policy. The cycle begins and ends with the gathering and thoughtful analysis of relevant school data. Goals will be established for school policies that match a SMART format (Specific, Measurable, Achievable, Relevant and Time-Bound). The board will implement the policies in furtherance of the schools mission, and will evaluate the impact and relative effectiveness of the policies, thus renewing the cycle of continuous improvement. Furthermore, the school will undergo AdvancED accreditation in its third year of operation to provide external review and feedback to the schools programs and decision-making process.

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

There are two main advisory groups who serve critical roles within the organizational structure of Ballancrest Schools: the School Advisory Council (SAC) and the Parent-Teacher Organization (PTO). The School Advisory Council is responsible for the development and review of the School Improvement Plan, in addition to other roles and duties assigned to it by the Ballancrest Charter Board of Directors. Given the importance of the School Improvement Plan as the document which will both guide and evaluate the schools programs, both the Principal and the Board Chair will serve as

ad-hoc members of the SAC. The remaining composition of the SAC will consist of parents, staff, community members and, when appropriate, students. To ensure that parents and the local community have the largest voice in the school improvement process, at least 51% of the SAC will be comprised of non-school staff. The Parent-Teacher Organizations role in the school is responsive in nature, therefore the PTO will evolve to meet different needs as the school grows and becomes more established. In the initial years, the PTO will help to establish a positive school culture, broaden the base of volunteers, and increase school-to-home and home-to-school communication. As the school becomes established, the PTO will transition toward increasing vibrancy to the school programs through development of social and community service opportunities for the school. The membership of the PTO will be free of charge to any and all school community members in the first two years of the school. An executive committee will be established in the first year of the school to provide leadership and direction to the PTO. The Principal as well as an active Governing Board member will serve on the PTO executive committee in order to ensure continuity of the schools mission and purpose as realized in the decisions, actions and events that arise from the PTO.

9. Discuss the school's grievance process for parents and staff members.

Parents or Staff who have a grievance at Ballancrest Charter Academy will use the following procedure in order to solve issues with other interested parties. Grievances will be resolved promptly, equitably and in the educational best interests of children. This policy is not intended to replace other professional, informal discussion and resolution of issues as they may arise. The Aggrieved Party will raise the grievance with the lowest-level appropriate member of the faculty or staff via written note or email, and the staff member will then seek to resolve the issue. The faculty or staff member may involve other, higher-level members of the school staff. Staff will endeavor to resolve issues at this level within 3 school days of initiation of this grievance. If the problem persists and cannot be solved at the staff level, the Aggrieved Party can appeal to the appropriate school leadership team member. School leadership will endeavor to resolve issues at this level within 3 school days of initiation of this next step. If the grievance is not satisfactorily resolved by School Leadership, the grievance may be submitted to the Board Chair in writing for mediation. The Board will review and their decision will be final. Resolution at this level will occur by the next regularly scheduled Board meeting, unless that Board meeting is less than 3 school days after reporting at this level. The only student disciplinary matters that may be appealed to the Board are those taken under N.C. Gen. Stat. 115C-390.7, 115C-390.10, or 115C-390.11. Recommendations from the Principal to exclude a student from the School can also be heard by the Board.

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

Include in the 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).
(Appendix F)
2. A one-page resume from each founding board member and responses to the questions found

- on the Charter School Board Member Form (Appendix G).
3. 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 H).
 4. 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 I)
 5. Copy of any board policies if adopted already (Appendix J).
 6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

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

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

X Not Applicable

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

X Not Applicable

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

X Not Applicable

Projected Staff:

Provide, as Appendix M, 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, course offerings and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Ballancrest Charter Academy will implement a non-discriminatory Human Resources procedure, which will be fully compliant with the North Carolina State laws and No Child Left Behind Act. The school believes that the quality of the teachers is an important factor in determining the quality of education offered. It is the responsibility of the principal to locate and recruit the best-qualified candidates to meet the school's educational needs. The Board will be responsible for selecting the school administrator. Once identified, the administrator will create a hiring committee to recruit and identify potential candidates that are highly qualified for their assignments and who are willing and able to live the mission of Ballancrest. At least one member of the Board will sit on the hiring committee. The interview process for hiring instructional staff uses a panel or team interview approach, assembled by the Principal. Final candidates progress to an interview with the Principal.

The interview protocol asks teacher applicants about their past performance and experience. The interviewer or interview team uses an anchored rubric to

evaluate applicants responses.

Processes are in place to ensure hiring is consistent with all state and federal law and supports the school budgets. Approval processes are followed that include school requirements, human resources consistency, and financial accountability.

If the candidate successfully completes the pre-employment requirements and meets all the desired qualifications, an offer of employment will be extended. Every hired employee will sign an offer of employment. Staff will be hired "at will" on a year-to-year basis. Extensions of employment offers are recommended on an annual basis.

The school will offer a competitive compensation model where the longevity with the school is rewarded, helping to retain our high performing 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.*

Pursuant to 16 N.C.A.C. 06C .0304, North Carolina has two classifications of professional licenses. Ballancrest Charter Academy will only employ licensed teachers and requires certification for all instructional and administrative staff. The hiring policy is to offer equal employment opportunity to all qualified employees without regard to race, color, creed, national origin, age, pregnancy, gender, marital status, sexual orientation, veteran status, non-job related disability or physical or mental handicap, or any other characteristic protected by law. Pursuant to all federal and state laws including Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Fair Labor Standards Act, Equal Pay for Equal Work Act of 1963, Age Discrimination Act of 1963, Title VI and VII of the Civil Rights Act of 1964, or Age Discrimination Act of 1967. Before employing any teacher and with the teachers prior written consent, Ballancrest Charter Academy will obtain and review a copy of the teachers professional license from NCDPI. All charter school employees will serve as employees of Ballancrest Charter Academy and will serve with the approval of the Governing Board. The Governing Board will hire the primary administrator (Principal) and the school Principal will hire the instructional staff. The school principal will provide to the Board a faculty/staffing plan inclusive of each person's title, responsibilities and certifications.

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

The Principal fulfills the hiring process on behalf of the Board. At the beginning of the recruitment process, the open positions are identified by the administration based on the number of students, grade levels, subjects to be taught, and justified in the school's budget. Positions are then posted on the school's website, a local newspaper, and a third party website (such as www.teachers-teachers.com). A resume screening is done by the administration, and the employment application form is sent to the selected applicants. After reviewing the employment application forms and supporting documents, the candidate is invited for an interview. The Principal makes the hiring decision. Finally, the list of new hires are presented to the Board and approved by the Board during its summer meeting. Employment in Ballancrest Charter Academy is contingent upon successful fingerprinting and criminal background checks. Similarly, the Principal also fulfills the dismissal decision, and he/she will dismiss the personnel after applicable notice requirements, and will present to the board for approval in the first

board meeting after dismissal. The Board reserves the right to hire the most qualified instructional and non-instructional staff as evidenced by their education credentials, competencies and demonstrated abilities and expertise for the position.

Elementary and secondary teachers must hold a Bachelors or higher in Education or related discipline, demonstrate content area mastery, and be "highly qualified" in each core academic subject they teach. ESE and ELL teachers must be "highly qualified", through a state exam and hold a clear renewable license in the appropriate subject area through NCDPI. Teachers will hold a clear renewable license and meet the requirements of NCDPI. Paraprofessionals with instructional support duties will meet guidelines of Section 1119 of the No Child Left Behind Act and ESEA.

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

The board recognizes that in order to attract and retain qualified, effective school staff members, that both the salary and benefits offered to staff must be competitive with the existing market. As evidenced in the schools budget, the average salary for all instructional staff is \$36,000 per year, and is reflective of an annual salary of a teacher with a Bachelors Degree and six years of prior teaching experience in Union County. School expects to hire a range of instructional staff with a wide range of experience, and will adjust the budget accordingly. School Leadership salaries also reflect local market rates as well. Non-instructional staff has been budgeted to include a range of \$14-15 dollars per hour for front office and custodial staff, which is the competitive market rate. For other specialized non-instructional 12 month staff, such as the Business Manager and Comptroller, the board will be seeking Bachelors Degree or higher candidates for these 12 month positions, and have created salary schedules as proposed in the budget to confer salaries within the current market that are competitive. The school will offer health insurance through the North Carolina State Health Plan and to all employees who work an average of 30 hours per week or more. Additionally, dental, vision insurance, disability, and life insurance will be offered to employees at market rates and to those who qualify according to applicable state and federal law. A 403(b) tax-advantaged retirement plan with an employer match of 100% of up to 3% of the employees contribution will be offered to all employees through a licensed, reputable vendor.

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

In order to provide equal employment and advancement opportunities to all individuals, employment decisions will be based on merit, qualifications, and abilities. Ballancrest Charter Academy will not unlawfully discriminate in employment opportunities or practices on the basis of race, color, religion, sex, pregnancy, national origin, citizenship, age, veteran status, disability, or any other characteristic protected by law. Ballancrest Charter Academy will not unlawfully discriminate against any qualified employee or applicant on the basis of a physical or mental disability. Should an employee believes a work condition or treatment is unjust, inequitable, a hindrance to effective operation or creates a problem; he or she is encouraged to discuss the condition or treatment with school administration. School policy provides for alternative lines of communication when the employee has such issues with his or her direct supervisor. If the teacher or staff member feels he or she has been treated unfairly as a direct result of actions from the schools Administration, the

employee can present a formal grievance with the Governing Board and/or Alliance Preparatory Schools, Inc. A further investigation will be conducted and the information will be shared with the Governing Board. The Board will act in cooperation with Alliance Preparatory Schools, Inc. to address the results of the internal investigation. The ultimate goal will be to retain highly qualified staff, and to ensure that each employee is demonstrating a commitment to the vision and mission of Ballancrest Charter Academy.

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

It is possible that custodial, office and school leadership will also assist in the breakfast and lunch service during the school day. The staff will be funded through the regular operating budget and the school will receive no net revenue from the school lunch program. There are no additional positions inside or outside of the organization that will have dual responsibilities.

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

After reviewing the initial enrollment applications, Ballancrest Charter Academy will identify the unique and supplemental staffing needs anticipated based upon student demographics and data. As we collect cumulative student records and files, we will continue to identify students with special needs and place them with the correct teachers. All certified staff will be identified and hired to properly meet the needs of our ELL, EC and gifted populations. These instructional and support staff will be "highly qualified" and hold current licenses and certificates per the NCDPI as stated above. Specific roles and requirements are detailed in the section below.

9. 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).

Pursuant to 16 N.C.A.C. 06C .0304, North Carolina has two classifications of professional licenses. Ballancrest Charter will only employ licensed teachers and requires certification for all instructional and administrative staff. Before employing any teacher and with the teachers prior written consent, Ballancrest School will obtain from NCDPI and review a copy of the teachers professional license. Ballancrest will assist its teachers in meeting the licensure requirements established by DPI and the SBE, including all programs and services required to assist teachers to obtain standards professional II licensure status.

Ballancrest's educators of core subject areas shall be certified in those subjects as defined in Section 1119 of the No Child Left Behind Act. All hired educators must meet the requirements prior to employment and ensure any conditional requirements are met by the educator within the time required. Non-renewable certificates and 5 year renewable requirements will be monitored for compliance.

Pursuant to North Carolinas requirements for teachers from outside the state must be completed for clear renewable certification. These requirements are incorporated into North Carolina's approved teacher preparation programs and must be completed within five years.

The Board has specified the following minimum requirements for each main site position:

PRINCIPAL

(MS Educational Leadership, 3-5 years classroom experience required)

- * Establishes and maintains an effective learning environment in the school.
- * Initiates, designs, and implements programs to meet specific needs of the school.
- * Assists in the management and preparation of the school budget.
- * Interprets and enforces district and corporate policies and procedures.
- * Budgets school time to provide for efficient conduct of school instruction and business.
- * Assist in the development, revision, and evaluation of curriculum.
- * Maintains high standards of student conduct and enforces discipline when necessary.
- * Attends special events held to recognize student achievement and attends school sponsored activities, functions and athletic events.
- * Works with Registrar to assume the responsibility for the attendance, conduct, and maintenance of health of students.
- * Assists in recruiting, screening, hiring, training, assigning, and evaluating the schools professional staff.
- * Supervises the schools teaching process.
- * Approves the master teaching schedule and any special assignments.
- * Works with corporate office to orient new teaching staff and assists in their development.
- * Evaluates and counsels all staff members regarding their individual and group performance.
- * Assists in the in-service orientation and training of teachers.
- * Assists in the removal of teachers whose work is unsatisfactory in accordance with established procedure.
- * Plans and supervises fire drills and emergency preparedness program.
- * Provides for adequate inventory of school property and for the security and accountability for the property.
- * Serves as an ex officio member of all committees and councils within the school.
- * Assumes responsibility for all school correspondence and news releases.
- * Establishes and maintains relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs.

ASSISTANT PRINCIPAL

(MS in Educational Leadership or equivalent required)

- * Teacher observations
- * Observe new teachers within the first 45 days of school (informal)
- * Coordinate and supervise all details of Extended Learning Program
- * Assist principal in setting curriculum standards that drive academic performance
- * Works with committees and individuals on problems of content area
- * Meets with department heads to insure compliance with standards
- * Produce data from testing and classroom performance to assess student performance
- * Assist teachers in creating PEP for students
- Assist teachers in creating portfolios for documentation of student performance
- * Administers or supervises the administration of achievement tests

- * Curriculum purchases and previous for all subjects
 - * Oversees Department Chairs
 - * Mandatory attendance at all staff meetings
 - * Holds monthly department chair meetings providing agendas and minutes to Principal in a timely manner
 - * Mandatory attendance at monthly School Advisory Committee meetings
 - * Monitor weekly tutorials in Math, Language Arts, Reading and Science
- Acts as Administrator in charge in absence of Principal and Assistant Principal
- * Provide communications from school to home with submissions for monthly newsletter
 - * Assists in safety inspections and safety drill practice activities
 - * Works with Facilities Coordinator to insure transportation, custodial, cafeteria and other support services are provided when needed.
 - * Maintains discipline for assigned grade levels.

EC/ESOL/Gifted SPECIALIST

(MS in Exceptional Children Education, ESOL/Gifted Endorsement, Staffing/IEP experience required)

- * Supervise ESE teachers, speech and language therapists, occupational therapists and unique aids
- * Attends parent conferences and IEP meetings
- * Coordinates testing for gifted program
- * Coordinates testing for EC students
- * Participates in CST
- * Oversees speech and language services
- * Oversees occupational therapist
- * Liaison with outside agencies
- * Responsible for ESE student file compliance
- * Set department goals and initiatives
- * Provide monthly EC report to Principal
- * Attend all ESE meetings held by District and provide updates to ESE teachers and principal
- * Oversees 504 Compliance

TEACHER

(Bachelor of Arts/Science in Education or field of instruction, NC Licensure, ESOL endorsement)

- * Meets and instructs assigned classes in the locations and at the times designated.
- * Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of the students.
- * Creates a classroom environment that is conducive to learning and appropriate to the maturity of the students.
- * Prepares classes for the classes assigned and shows written evidence of preparation upon request.
- * Encourages students to set and maintain standards of classroom behavior.
- * Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units and projects to communicates these objectives to students.
- * Employs a variety of instructional techniques and instructional media, consistent with physical limitations of the location provided and the needs

and capabilities of the students involved.

- * Strives to implement by instruction and action the schools philosophy of education and instructional goals and objectives.

- * Assesses the accomplishments of students on a regular basis and provides progress reports as required.

- * Diagnoses the learning disabilities of students on a regular basis seeking assistance from the ESE Specialist as required

Maintains accurate, complete and correct records as required by law and administrative regulation.

- * Assists the administration in implementing all policies and rule governing student life and conduct, and for the classroom develop reasonable rules of classroom behavior and procedures and maintains order in the classroom in a fair and just manner.

TEAM LEADER

(Certificated teacher, 3 years classroom experience recommended)

- * Coordinates activities of the team

- * Assumes responsibility of continual improvement of the quality of instruction of the team.

- * Coordinates interdisciplinary units of study with teaching team.

- * Assist team members in developing an intervention to assist students with learning problems.

- * Encourage team members to use new methods and materials.

- * Attends pertinent conferences and meeting.

- * Meets with parents when necessary.

- * Assists team in the evaluation of students and data

Staff Evaluation and Professional Development

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

The school administrator and business manager are responsible to ensure teachers maintain current licenses through ongoing professional development via workshops and educational courses. The Board will receive yearly reports of same.

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.*

The No Child Left Behind Act of 2001 simplifies the process of identifying and hiring "highly qualified" teachers. Ballancrest Charter Academy provides procedural guidelines and support that enhances the likelihood of recruiting highly effective staff. The comprehensive recruitment effort is focused on identifying certified teachers who come from diverse backgrounds and uses a system of intensive screening designed to hire the most qualified applicants. All positions including instructional and administrative will be responsible to maintain current licenses and to meet the requirements for re-certification (NCDPI and SBE). Administration will observe all instructional and support staff under The North Carolina Educator Evaluation System. The administration at Ballancrest Charter will be responsible for conducting informal walk-throughs and twice yearly formal observations. Ballancrest Charter Academy educational focus on STEM with the inclusion of project-based learning requires a high level of instructional pedagogy and a willingness for teachers to attend professional development in order to implement the new curricula with fidelity. Additional observations and

support will be provided by Alliance Education Services through the consulting agreement to support the vision and success of the school. The school administrator will be responsible to identify and name grade level team leaders to assist their teams in cohesive lesson planning for thematic units and to serve as a liaison for the Leadership Team. Ballancrest Charter also has a mentor program within professional learning communities which offers teachers a "partner" to support them in their professional development. The mentor program offers assistance to new teachers as well as those identified by school leadership as needing additional support and coaching.

Teacher retention is one measure of school success and assures the future success for student achievement and parent satisfaction. Team Leaders will serve as members of the school Leadership Team and will keep the lines of communication open and the needs of the teachers present in the Leadership Team meetings. Grade Level meetings and Leadership Team meetings will ensure that the concerns and needs of the teachers are heard and solutions to problems are developed and implemented. Ballancrest Charter Academy will issue climate surveys to the entire faculty each Spring to have a formal means of gauging school climate and culture. The data will be disaggregated to identify specific trends and indicators. These surveys will be shared with the Board. Should the Leadership Team and/or Board identify areas of weakness in the school program that lend itself to turnover, an action plan will be initiated. If the data shows high teacher satisfaction, the Leadership Team and Board will take steps to maintain the policies, procedures and school culture that lends itself to high retention.

Although the retention of staff is an indicator of success, the primary goal of Ballancrest Charter Academy is to retain the "high performing" teachers as identified through the extensive NC Teacher Evaluation System. Only the teachers who receive positive evaluations in all domains based on the expectations of teaching under the Marzano Model and the high expectations for quality teaching with measurable success according to Visible Learning, and who strive to meet the mission for Ballancrest will be offered a contract to teach for the following year. Lastly, it is the responsibility of the teacher to maintain current NC licenses and certifications in their teaching assignment.

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

Employee development planning is almost universally recognized as a strategic tool for the schools continued growth, productivity and ability to retain valuable employees. Managing the schools development planning process is a current and on-going process. Short term plans for projects, long term plans for the school, career development plans for the employee and skill building for the immediate performance deficiencies are all a part of professional development. In addition to what the education team and school leaders do in terms of professional development, Ballancrest Charter will conduct a series of professional development programs for all employees prior to the school opening and throughout the year as needed. Our professional development plan has two main components: In-service and out-of-school training. In-service training includes such activities as in

teacher orientation week, periodic departmental training, teacher work days, and other in-school instructional and content-based enrichment programs. Out-of-school training includes mainly workshops/training/webinars and other professional associations providing training to enhance knowledge-base, sharpen instructional and leadership skills. During the pre-planning weeks, all faculty will attend a variety of workshops that will be led by members of the school Leadership Team and the Administrative support staff.

- * New Hire Orientation
- * Employee Handbook
- * Student Handbook
- * Grade level expectations
- * Safety and Crisis Management
- * Vendor-led training in all new curricula
- * PD specific to STEM teaching delivered by "The STEM Academy"

All of the professional development offered for staff during Pre-planning weeks and throughout the year will have the focused intent of meeting the mission of Ballancrest Charter Academy.

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.*

Pre-planning professional development is an important time frame for a successful school start. The pre-planning week will include a welcome breakfast, a tour of the school facility, staff enrollment into medical insurance and payroll system, grade and room assignments, drop-off/dismissal/emergency procedures, smart board and school network system training, an overview of employment policies and parent/student handbook, and several workshops on classroom management, effective parent-teacher communication, common core curriculum standards, and students with disabilities. During this time, the staff will be able to learn all the tools necessary to successfully manage through the school year as well as making their classrooms and lesson plans ready. A sample schedule for pre-planning weeks includes:

Pre-Service Summer Orientation:

- Welcome and Introduction
- Rules and Expectations
- The Ballancrest School Culture
- Pre-Planning Schedule
- Academic Team leaders
- Master Schedule and Rosters
- Attendance
- Website expectations
- Arrival/Dismissal/Crisis Plan
- General Procedures
- PBS/PARR
- RtI Process
- Early/Aftercare
- Human Resources

Ballancrest Charter Academy Pre-planning Schedule:

Day 1:

8:30-11:30 Common Core Training and NC Essential Standards
12:30-3:30 North Carolina Evaluation System and Expectations

Day 2:

9:00-11:00 Text Complexity /Literacy Units Training
12:00-3:00 Cooperative Planning/Team Planning

Day 3:

9:00-11:00 Visible Learning for Teachers
12:00-3:30 Project-Based Learning (BIE)

Day 4:

8:30-10:30 Data Review and Goal Setting
10:30-12:30 PBS and PARR Training
1:30-3:30 Team Planning

Day 5:

8:30-11:30 STC (Science, Math Out of The Box, Literacy Units)
12:30-3:30 STEM across the curriculum withing the NC Essential Standards

Day 6:

8:30-12:30 Engineering is Elementary
1:30-3:30 Team Planning (Units of Study)

Day 7:

8:30-9:30 Needs Assessments
9:30-12:30 Work in Classrooms
1:30-3:30 Mentor Program Assignments

Day 8:

8:30-3:30 Work in Classrooms

Days 9 and 10:

8:30-3:30 Team Planning, Units of Study Submission and Review

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.

Professional Development is an important part of the school's success in all areas of expectations. To that point, Ballancrest Charter Academy requires a myriad of professional development days and workshops during the course of the year and will reward teachers for attending supplemental professional development opportunities offered through the district or through professional courses. All faculty will be expected to report to work for 193 contracted work days. These include pre-planning days and professional development during the school year. The school's calendar daily schedule and staffing structure accommodate this plan. The Master Schedule protects instructional time and provides for scheduled meetings for grade level planning, subject area planning, incorporation of thematic units, and professional learning communities with a focused mentor program. The staffing structure is inclusive of certified teachers as well as support staff for ELL, AIG, and EC students. Administration will be instructional

leaders prepared to help support best practiced in the classroom including the Marzano Model for teaching methods and guided by Visible Learning for Teachers.

The staffing structure is fully supportive of moving the academic agenda for our students. The staffing model as submitted in the budget section, provides for highly qualified administrators, assistant principals, and instructional staff; classroom teachers, contracted staff for Exceptional Children, English Language Learners and Gifted students. The salaries budgeted also allow for grade level team leaders and mentors.

Enrollment and Marketing:

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

Marketing Plan

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

The governing board of Ballancrest Charter Academy is fortunate to have a membership group of marketing expertise and experience with building a student population and capacity. This equips the organization with the knowledge of what works and what does not, effective ways of reaching out into the community and experience with building and sustaining relationships with students and parents. Ballancrest will utilize effective and low cost methods of marketing its offerings to the targeted population as outlined below. A twice yearly SWOT analysis will also be performed by the marketing chair and presented to the board to monitor the success of the marketing efforts. All design of promotional materials will be done internally by the board member with design experience. This will include the maintenance and upkeep of the website and performance of all social media efforts that align with the social media plan created by board member and communications specialist, Dr. Liu. The marketing activities to be performed as well as the timeline are stated below. All efforts are accounted for in the marketing budget.

Marketing Activities:

Community Outreach, Community Outreach will begin right away and then pick up in July. This means appearing at town council meetings, community events, visiting local businesses, preschools and churches and talking to those in the community. This will accomplish the goal of beginning the much coveted successful word-of-mouth campaign. Ballancrest has already met with the mayors of Weddington, Waxhaw and Wesley Chapel. A designee of the Board has spoken at the Wesley Chapel Town Council, was featured in South Charlotte Weekly and Union County Weekly and has contacted Governor Pat McCrory and Representative Robert Pittenger for additional support.

Parent Information Nights, Parent information nights will begin in September and there will be at least one to two informational nights per month. These

nights will be held at a local church or community center after it has been publicized. The parent presentations will explaining our mission, our program offerings, and our specialized focus. Ballancrest will distribute admissions materials and answering parent questions or concerns.

Subdivision Publications: Most of the area neighborhoods have a newsletter. We plan to reach out to each community and attempt to put in a story about our program for the residents. Often this is more cost effective and successful than larger publications and lends itself to our school becoming the "community school" for Union County residents we intend to serve.

EDDM: The United States Postal Service started a less expensive mass mailing system a few years ago that we plan to utilize to let the residents of our target area know a little about us. This will be a designed marketing piece that will go to every door within our target area. This will happen in September, November and January. These mailings will invite parents to our information nights and give a brief synopsis of our offerings. Ballancrest will also utilize social media networks, parent websites, write an education blog monthly and maintain a firm grasp on its online image and marketing efforts. Finally, Ballancrest Charter Academy will issue press releases with media worthy information. Caroline Walker has already written articles picked up in three different publications locally as well as authoring a guest educational writer article.

The school will be nonsectarian in its programs, admission policies, employment practices, and operations. The school will not charge tuition or fees except for those fees normally charged by other public schools.

BCA will ensure that all eligible students with disabilities will receive a free and appropriate public education in accordance with the regulations set forth in Section 504 of the Rehabilitation Act of 1973, Title 11 of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act.

Parent and Community Involvement

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

Many charter schools require parents and students to enter into a "contract" with the school to emphasize the role of the parent and child in working collaboratively with the school to ensure the students success. Ballancrest Charter Academy will require parents and students to sign separate Parent and Student Agreements (Contracts). These proposed contracts are included in the Appendix as a part of the charter application. These contracts describe basic parental responsibilities including the provision or arrangement of transportation to the school, the establishment of a suitable homework area and the completion of a minimum of 20 hours of volunteer service time. Student responsibilities described in the Student Contract include such basic items as the students responsibility to wear the proper uniform, to behave appropriately and to be responsible for timely submission of class assignments and/or homework.

The Board shall give parents every opportunity to fulfill their agreement but if a parent shall consistently or flagrantly disregard the schools expectations then the school may request a re-enrolling applicant to be first placed on a wait list, if any, and therefore not eligible for

automatic re-enrollment should. The latter assumption applies strictly to the fulfillment of volunteer hours.

The Parent/Teacher Organization is the social arm of the school. The PTO will sponsor fund raising activities, social activities for students, the school carnival, middle school dances, etc. to insure a well rounded school experience for students attending the school and the surrounding community.

The School Advisory Council is comprised of interested parents in grades K-8 who will meet as cadres with members of the administrative team to express ideas for school improvement. Parents play an integral role in the education of their children. Each parent will be encouraged to volunteer through school tutoring time, sharing their traditions and cultures, evening projects, chaperoning of evening activities or other opportunities developed by the Schools staff and the Advisory Council. This council will assist in delineating the Schools responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment and parents responsibility to support their children's formal education at home and through volunteering at the School and its functions. Communication between home and school will be designed to foster collaborative and productive parent/teacher relationships and encourage parent participation in parent-teacher conferences to address a students performance.

Community Relations and Business Partnerships will be uniquely identified and designed to support and supplement the STEM program of Ballancrest. A few of these unique partnerships have already been established and serve specific purposes:

- * Discovery Place and EPRI in Charlotte to supplement our learning activities by providing off site field excursions for educational purposes and by sending experts in the field to our campus to present to students and most importantly, to work with them on scientific inquiry projects.

- * Camp Invention will offer after school enrichment programs and summer camp programs to extend and remediate learning.

- * Project Scientist will support the female population as they master science content and encourage them to develop a love for the field and defy gender bias and barriers.

- * Real-world application of learning by visiting the businesses of our Governing Board members with learning goals.

Ballancrest Charter Academy will continue to develop additional partnerships to further develop and enrich our program.

Admissions Policy

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

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*

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

5. *Clear policies and procedures for student withdraws and transfers.*

Any student that is qualified to enter a North Carolina public school pursuant to N.C. Gen. Stat. 1150-364(a) is qualified for admission to our public school. Pre-admission parent informational sessions will define the mission and goals of BCA to prepare our students for future high school matriculation and ensure readiness for challenging colleges and careers. Admission policies accepted by the Board of Directors include:

* All students regardless of disability will have equal access to our school in accordance with state law, and all necessary accommodations that do not impose an "undue hardship" will be made by the school to include students with disabilities.

* Ballancrest will be in compliance with Section 504 of the Rehabilitation Act of 1973, individuals with Disabilities in Education Act, and the Americans with Disabilities Act.

* All students served in Exceptional Student Education (ESE) or English for Speakers of Other Languages (ESOL) programs, shall have equitable opportunity of being selected for enrollment.

* All students may withdraw from the school and transfer to another school at any time and enroll in another public school in accordance with federal, state and district policy.

* TBS will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, grade level, or building, at which time a lottery shall be conducted. In such cases, all applicants shall have an equal chance of being admitted through a random selection process.

Enrollment will also follow 115C-238.29F(g), which includes enrolling students according to racial/ethnic balance provisions in 115C-238.29F(g)(5). In accordance with this statute, enrollment preference is first given to currently enrolled students for each successive school year. Beyond current students, enrollment preferences are given to the following ordered categories of applicants;

* In the first year of the schools operation, children of the initial members of The Ballancrest School Board of Directors, so long as these children are limited to

* the lesser of 15% of the school's total enrollment or 25 students

* Children of the school's principal, teachers, and teacher assistants

* Siblings of currently enrolled students who were admitted in a previous year

* All remaining applicants

BCA will advertise the open enrollment beginning September 1 through January 1. Parents will submit a short "application to attend". Upon submission of an application the information is reviewed for eligibility of attendance. Proof of residence and age requirements will be verified. At each phase of the admission process the appropriate correspondence will be communicated to each applicant. The data will be monitored and reports created to determine the need for a lottery, wait lists, and letters of acceptance. At the end of the open enrollment, if there is an over subscription for any grade level a lottery will be conducted. A lottery will be held the second week of February and notifications of acceptance will be sent out the end of February. As recommended in the Enrollment and Lottery Guidance letter, all databases of wait lists will be updated for accuracy and ease of communication to parents who inquire about their enrollment status.

All accepted applicants will be provided with written registration requirements. Documentation required by the District is collected for review and verification. The following items are required for all students:

- * proof of residence
- * social security number (optional)
- * birth certificate
- * report card, transcript
- * current immunization/medical history

Once all students are registered and classes have been assigned, class size will determine the need for subsequent marketing efforts. Applications are accepted on an ongoing basis and maintained on a waiting list.

Reports detailing status of student registration items are produced using Powerschool.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

LEA #1 Union County Public Schools
LEA #2
LEA #3

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

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 900	LEA 000	LEA 000	LEA 900	LEA 000	LEA 000	LEA 900	LEA 000	LEA 000	LEA 900	LEA 000	LEA 000	LEA 900	LEA 000	LEA 000
Kindergarten	88	0	0	88	0	0	88	0	0	88	0	0	88	0	0
Grade 01	88	0	0	88	0	0	88	0	0	88	0	0	88	0	0
Grade 02	88	0	0	88	0	0	88	0	0	88	0	0	88	0	0
Grade 03	88	0	0	88	0	0	88	0	0	88	0	0	88	0	0
Grade 04	88	0	0	88	0	0	88	0	0	88	0	0	88	0	0
Grade 05	88	0	0	88	0	0	88	0	0	88	0	0	88	0	0
Grade 06	88	0	0	88	0	0	100	0	0	100	0	0	100	0	0
Grade 07	0	0	0	88	0	0	100	0	0	100	0	0	100	0	0
Grade 08	0	0	0	0	0	0	88	0	0	100	0	0	100	0	0
	616			704			816			828			828		

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.

Enrollment is open to all students eligible to enroll in a public school of choice. Buses will be provided as needed for students who live outside of 2 miles and within 4 miles of the school. Admission to the school, however, is not predicated upon residence. Therefore, any child eligible to enroll in a public North Carolina School may enroll at Ballancrest Charter Academy. For families who enroll into Ballancrest Charter Academy who do not qualify for bus transportation, parents may provide transportation to the school on a daily basis. The school will contract with approved vendors for field trips, local competitions and athletic events.

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.

Ballancrest Charter Academy will contract with a food service vendor for breakfast and lunch. The school's food vendor will provide appropriate food service equipment including warming ovens, hand wash sinks, triple sinks (for equipment & utensil washing), and refrigeration to store food once it has been delivered to the school site and prior to serving students. All food handlers will be required to complete Food Handling Training as mandated by the Department of Health. Student meal counts and records of student participation in the National School Lunch Program will be maintained at the school.

The Governing Board will require the vendor to supply a monthly menu meeting the requirements of the National School Lunch Program. These menus will be published monthly and presented to parents and students. A copy of these menus will be kept with the record(s) of student participation. The meal provider will be required to submit evidence of proper meal balance and portion size for the students served. The vendor will ensure that its point-of-sale system accurately provides a count of reimbursable meals by category (i.e., free, reduced price, paid) served to eligible students. These counts will be taken at the time and point of meal service and only meals that meet meal pattern requirements will be counted and claimed for reimbursement. The School will adopt the sanitation and reporting requirements prescribed by the Health Department. The local health department will be notified of the schools existence and intent to provide food service to public school students. The School will make application for a "Permit to Operate" and maintain that certification/licensure in a current state and the School will post the results of health and food inspections on its website. Ballancrest Charter Academy will follow all required procedures when distributing and processing Free and Reduced Meal Applications. Procedures included as an attachment in the appendices.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$3,500.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$3,500.00
Property Insurance	\$4,600,000		\$5,750.00
Motor Vehicle Liability	\$1,000,000		\$3,500.00
Bonding Minimum/Maximum Amount	\$1	\$250,000	\$500.00
Other	\$2,937,408		\$13,300.00
Total Cost			\$30,050.00

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

Health and Safety Requirements:

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

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

ballancrest1 12/06/2013

(Board Chair Signature)

(Date)

Facility:

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

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

Ballancrest Charter Academy is already in final negotiations with a private

real estate developer who will construct the school facility, and will then lease the facility to Ballancrest Charter Academy. The budget provided in this application includes a projected half-million dollar lease payment for the facility to demonstrate the viability of the school, which targets a current commercial lease market rate of approximately 10-14 dollars per square foot per year, based on the final size of the facility. Before the school begins operations, DPI will be provided with documentation of ownership or lease of the facility and certification that the building satisfies all occupancy requirements. The facility layout will be decided upon through a collaborative effort of the Board and the developer, and will include a design based on current research on safe schools, adequate classroom and office space, appropriate outdoor recreational areas, designated pick-up and drop-off zones, and parking for staff and visitors. The Board will work closely with the developer to ensure a timely completion of the facility.

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

The Board will carefully monitor the construction progress schedule and will receive weekly updates from the developer as to the progress of the facility. However, should the construction progress not be sufficient to guarantee delivery of the school facility by August, 2015, a contingency plan has been established and will activate approximately six to eight months prior to the initial opening of school. Ballancrest Charter Academy has received offers from both Mobile Modular and ModSpace to construct a school facility in the event that the primary facility is not ready for August 2015. The focus of the Board will shift to the development of a site which will suit the schools needs for a 1-3 year span, utilizing modular classroom space. Approximately four modular units of eight classrooms each would be required to open the school according to the initial years K-6 plan. Additional units may be added should the school choose to remain at the alternate site for the following school year. Local churches and other similar organizations have been contacted to open dialogue in the event a contingent location is needed. It is expected that no programs will be delayed should an alternate facility be used, and the school will incur no lease payments or otherwise incur any debts for the primary facility until such time as the primary facility is ready for school use. The Board at that time will negotiate a transition plan in the academic and financial best interests of the school.

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.

V. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2015-16

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

*Refer to the
Resource Manual
Finance Section
for guidance on
estimated funding
amounts*

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1900 - Union County Public Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,579.98	616	\$2,821,267.68
Local Funds	\$1,959.00	616	\$1,206,744.00
Federal EC Funds	\$3,743.48	40	\$149,739.20
Totals			\$4,177,750.88

Total Budget: Revenue Projections 2015-16 through 2019-2020

INCOME: REVENUE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
-State ADM Funds	\$2,821,268	\$3,232,801	\$3,747,336	\$3,781,843	\$3,781,843
-Local Per Pupil Funds	\$1,206,744	\$1,379,136	\$1,598,544	\$1,622,052	\$1,622,052
-Exceptional Children Federal Funds	\$149,739	\$156,429	\$175,152	\$178,801	\$178,801
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$4,177,751	\$4,768,366	\$5,521,032	\$5,582,696	\$5,582,696

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix R.

Personnel Budget: Expenditure Projections 2015-16 through 2019-2020

The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan (Appendix M).

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$90,000	\$90,000	1	\$90,000	\$90,000	1	\$90,000	\$90,000	1	\$90,000	\$90,000	1	\$90,000	\$90,000
Assistant Administrator	2	\$52,000	\$104,000	2	\$52,000	\$104,000	2	\$52,000	\$104,000	2	\$52,000	\$104,000	2	\$52,000	\$104,000
Finance Officer	1	\$44,000	\$44,000	1	\$44,000	\$44,000	1	\$44,000	\$44,000	1	\$44,000	\$44,000	1	\$44,000	\$44,000
Clerical	4	\$19,807	\$79,228	4	\$19,807	\$79,228	4	\$19,807	\$79,228	4	\$19,807	\$79,228	4	\$19,807	\$79,228
Custodians	2	\$28,000	\$56,000	2	\$28,000	\$56,000	2	\$28,000	\$56,000	2	\$28,000	\$56,000	2	\$28,000	\$56,000
Business Manager	1	\$44,000	\$44,000	1	\$44,000	\$44,000	1	\$44,000	\$44,000	1	\$44,000	\$44,000	1	\$44,000	\$44,000
Registrar	1	\$33,500	\$33,500	1	\$33,500	\$33,500	1	\$33,500	\$33,500	1	\$33,500	\$33,500	1	\$33,500	\$33,500
School Nurse	1	\$11,584	\$11,584	1	\$11,584	\$11,584	1	\$11,584	\$11,584	1	\$11,584	\$11,584	1	\$11,584	\$11,584
A - Total Admin and Support:	13	\$322,891	\$462,312	13	\$322,891	\$462,312	13	\$322,891	\$462,312	13	\$322,891	\$462,312	13	\$322,891	\$462,312
Instructional Personnel:															
Core Content Teacher(s)	28	\$36,000	\$1,008,000	32	\$36,000	\$1,152,000	36	\$36,000	\$1,296,000	36	\$36,000	\$1,296,000	36	\$36,000	\$1,296,000
Electives/Specialty Teacher(s)	6	\$36,000	\$216,000	7	\$36,000	\$252,000	8	\$36,000	\$288,000	8	\$36,000	\$288,000	8	\$36,000	\$288,000
Exceptional Children Teacher(s)	2	\$36,000	\$72,000	3	\$36,000	\$108,000	3	\$36,000	\$108,000	3	\$36,000	\$108,000	3	\$36,000	\$108,000
Instructional Support	2	\$36,000	\$72,000	2	\$36,000	\$72,000	2	\$36,000	\$72,000	2	\$36,000	\$72,000	2	\$36,000	\$72,000
Teacher Assistants	0	\$0	\$0	1	\$19,807	\$19,807	1	\$19,807	\$19,807	1	\$19,807	\$19,807	1	\$19,807	\$19,807
Guidance Counselor	1	\$40,000	\$40,000	1	\$40,000	\$40,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000

Ballancrest Charter Academy

Ec Related Service (Speech/Ot)	1	\$55,000	\$55,000	1	\$55,000	\$55,000	1	\$55,000	\$55,000	1	\$55,000	\$55,000	1	\$55,000	\$55,000
B - Total Instructional Personnel:	40	\$239,000	\$1,463,000	47	\$258,807	\$1,698,807	53	\$258,807	\$1,918,807	53	\$258,807	\$1,918,807	53	\$258,807	\$1,918,807
A+B = C - Total Admin, Support and Instructional Personnel:	53	\$561,891	\$1,925,312	60	\$581,698	\$2,161,119	66	\$581,698	\$2,381,119	66	\$581,698	\$2,381,119	66	\$581,698	\$2,381,119
Administrative & Support Benefits															
Health Insurance	13	\$5,414	\$70,382	13	\$5,414	\$70,382	13	\$5,414	\$70,382	13	\$5,414	\$70,382	13	\$5,414	\$70,382
Retirement Plan--Other	13	\$452	\$5,876	13	\$452	\$5,876	13	\$452	\$5,876	13	\$452	\$5,876	13	\$452	\$5,876
Life Insurance	13	\$10	\$130	13	\$10	\$130	13	\$10	\$130	13	\$10	\$130	13	\$10	\$130
Social Security	13	\$2,824	\$36,712	13	\$2,824	\$36,712	13	\$2,824	\$36,712	13	\$2,824	\$36,712	13	\$2,824	\$36,712
Unemployment	13	\$215	\$2,795	13	\$215	\$2,795	13	\$215	\$2,795	13	\$215	\$2,795	13	\$215	\$2,795
D - Total Admin and Support Benefits:	65	\$8,915	\$115,895	65	\$8,915	\$115,895	65	\$8,915	\$115,895	65	\$8,915	\$115,895	65	\$8,915	\$115,895
Instructional Personnel Benefits:															
Health Insurance	40	\$5,414	\$216,560	47	\$5,414	\$254,458	53	\$5,414	\$286,942	53	\$5,414	\$286,942	53	\$5,414	\$286,942
Retirement Plan--Other	40	\$452	\$18,080	47	\$452	\$21,244	53	\$452	\$23,956	53	\$452	\$23,956	53	\$452	\$23,956
Social Security	40	\$2,824	\$112,960	47	\$2,824	\$132,728	53	\$2,824	\$149,672	53	\$2,824	\$149,672	53	\$2,824	\$149,672
Life Insurance	40	\$10	\$400	47	\$10	\$470	53	\$10	\$530	53	\$10	\$530	53	\$10	\$530
Unemployment	40	\$215	\$8,600	47	\$215	\$10,105	53	\$215	\$11,395	53	\$215	\$11,395	53	\$215	\$11,395
E - Total Instructional Personnel Benefits:	200	\$8,915	\$356,600	235	\$8,915	\$419,005	265	\$8,915	\$472,495	265	\$8,915	\$472,495	265	\$8,915	\$472,495
D+E = F - Total Personnel Benefits	265	\$17,830	\$472,495	300	\$17,830	\$534,900	330	\$17,830	\$588,390	330	\$17,830	\$588,390	330	\$17,830	\$588,390
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	78	\$1,277,761	\$578,207	78	\$1,338,001	\$578,207	78	\$1,393,060	\$578,207	78	\$1,425,847	\$578,207	78	\$1,440,916	\$578,207
B+E = H - Total Instructional Personnel (Salary & Benefits)	240	\$931,582	\$1,819,600	282	\$1,001,554	\$2,117,812	318	\$1,039,214	\$2,391,302	318	\$1,045,442	\$2,391,302	318	\$1,045,442	\$2,391,302
G+H = J - TOTAL	318	\$2,209,343	\$2,397,807	360	\$2,339,555	\$2,696,019	396	\$2,432,274	\$2,969,509	396	\$2,471,289	\$2,969,509	396	\$2,486,358	\$2,969,509

PERSONNEL															
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Operations Budget: Expenditure Projections 2015-16 through 2019-2020

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Administrative & Support:					
Office:	Office Supplies	\$21,000	\$24,225	\$35,000	\$35,000	\$35,000
	Paper	\$4,000	\$5,000	\$6,000	\$6,000	\$6,000
	Computers & Software	\$10,000	\$11,600	\$15,500	\$15,500	\$15,500
	Copier leases	\$20,000	\$25,000	\$30,000	\$35,000	\$35,000
Professional Contract	Legal Counsel	\$10,000	\$12,000	\$14,000	\$16,000	\$16,000
	Student Accounting	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Financial	\$33,880	\$38,720	\$44,880	\$45,540	\$45,540
	Other Professional	\$18,000	\$21,500	\$22,000	\$32,000	\$32,000
Facilities	Facility Lease/Mortgage	\$560,000	\$571,000	\$582,624	\$594,276	\$606,162
	Maintenance	\$17,000	\$18,000	\$19,000	\$20,000	\$22,000
	Custodial Supplies	\$10,000	\$11,500	\$11,500	\$11,500	\$11,500
	Custodial Contract	\$38,000	\$46,000	\$46,000	\$46,000	\$46,000
	Insurance (pg19)	\$30,050	\$32,000	\$34,000	\$35,000	\$35,000
	Other	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000
Utilities	Electric	\$45,000	\$52,000	\$54,000	\$54,000	\$54,000
	Water/Sewer	\$30,000	\$38,000	\$45,000	\$45,000	\$45,000
	Trash	\$6,500	\$7,500	\$7,500	\$7,500	\$7,500
Transportation	Gas	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000
Other	Marketing	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Travel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Other	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Utilities	Telephone	\$5,000	\$5,500	\$5,500	\$5,500	\$5,500
	Internet Service	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Mobile Communication	\$5,000	\$5,800	\$6,800	\$6,800	\$6,800
Books And Supplies	Safety Supplies	\$3,500	\$1,000	\$1,000	\$1,000	\$1,000
Professional Contract	Audit Services	\$10,500	\$10,500	\$10,750	\$11,825	\$13,008
	Human Resource Services	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Books And Supplies	Health Supplies	\$750	\$750	\$1,000	\$1,000	\$1,000
	Postage	\$1,775	\$2,000	\$2,600	\$3,000	\$3,000
	Memberships	\$4,000	\$4,600	\$4,600	\$4,600	\$4,600
	K - TOTAL Administrative & Support Operations	\$945,955	\$1,006,195	\$1,061,254	\$1,094,041	\$1,109,110
	Instructional:					

Ballancrest Charter Academy

Classroom Technology	Computers	\$75,000	\$50,000	\$42,000	\$42,000	\$42,000
	Software	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	Instructional Technology	\$17,000	\$22,000	\$22,000	\$25,000	\$25,000
	Other	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Instructional Contract	Instructional Support	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Staff Development	\$15,000	\$22,000	\$23,000	\$23,000	\$23,000
Books and Supplies	Instructional Materials	\$44,000	\$75,000	\$90,000	\$90,000	\$90,000
	Curriculum/Texts	\$50,000	\$30,000	\$20,000	\$20,000	\$20,000
	Copy Paper	\$4,000	\$5,000	\$6,000	\$6,000	\$6,000
	Testing Supplies	\$3,000	\$4,000	\$5,000	\$5,000	\$5,000
Books And Supplies	Library Books	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Ec Supplies	\$8,000	\$8,000	\$5,000	\$5,000	\$5,000
	Athletic Supplies	\$13,000	\$15,351	\$15,000	\$15,000	\$15,000
Professional Contract	Instructional Equipment Lease (Ffe)	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000
	Ec Services	\$30,000	\$45,000	\$45,000	\$45,000	\$45,000
Other	Contingency	\$208,747	\$237,961	\$275,372	\$278,600	\$278,600
Instructional Contract	Substitute Teacher	\$25,920	\$29,520	\$33,120	\$33,120	\$33,120
	L - TOTAL Instructional Operations	\$683,667	\$733,832	\$771,492	\$777,720	\$777,720
	K+L = M - TOTAL OPERATIONS	\$1,629,622	\$1,740,027	\$1,832,746	\$1,871,761	\$1,886,830

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$2,397,807	\$2,696,019	\$2,969,509	\$2,969,509	\$2,969,509
M - TOTAL OPERATIONS	\$1,629,622	\$1,740,027	\$1,832,746	\$1,871,761	\$1,886,830
J+ M =N TOTAL EXPENDITURES	\$4,027,429	\$4,436,046	\$4,802,255	\$4,841,270	\$4,856,339
Z - TOTAL REVENUE	\$4,177,751	\$4,768,366	\$5,521,032	\$5,582,696	\$5,582,696
Z - N = SURPLUS / (DEFICIT)	\$150,322	\$332,320	\$718,777	\$741,426	\$726,357

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

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

1. *How was the student enrollment number projected?*

Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Provide the break-even point of student enrollment.

Projected enrollment of the school is based on a customary matriculation pattern of four classes of approximately 22 students per class, per grade level, Kindergarten through sixth grade. The school will add grade levels seven and eight and welcome new Kindergarten classes in successive years until the school is at its full capacity of 828 students.

The Board determined the need for a school of choice in Union County for a variety of reasons. First, many of the Union County schools are significantly overcrowded, and although a surplus exists in the County's revenue, there are no immediate plans to build much needed school facilities. Second, up to 3% of students travel into other counties to attend schools that are not over-crowded or offer unique education plans. Thirdly, the gifted population is under-served. The goal for Ballancrest Charter Academy is to offer hundreds of students a place to attend school that can meet their individual needs, provide a project-based learning environment to increase student achievement and to meet the unique needs of gifted students through our gifted academy. Our Board wants to keep Union County students in their "home" communities. There is currently only one charter school in the entire county and adding new school options for families will help keep our children local, and the charter school can offset some of the negative issues the overcrowded schools bring to students, teachers and the community at large.

The schools budget is built on a conservative foundation: a combined 5% contingency with an 8% projected fund balance, with an overall expense to revenue percentage of 87% or 536 equivalent students. Additionally, the Board has pre-identified approximately four hundred thousand dollars in salary and benefits for non-core instructional and related staff (or 17% of projected staffing costs), and three hundred twenty-eight thousand dollars in non-staffing related expenses (or 20% of projected non-staff related school expenses) that can be immediately reduced should enrollment not meet expectations, for a total of reduction to 80% of the original projected budget, or 431 student equivalent revenue.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

The five year budget proforma is purposefully built to provide an accurate,

yet fundamentally conservative financial basis, ensuing that the school is sustainable over the long term. Three important aspects of the budget which protect the school against unforeseen negative revenue scenarios are: the 5% contingency fund built into the expense section of the budget, all source revenue projections are flat (no annual percentage increase) in the first five years of the school, and the budget does not rely on any outside sources of funds such as grants, fundraising or donations to operate. Should these proactive measures not fully ameliorate a deteriorating revenue situation, the Board and school leadership team through its established budget review process will identify potential expenses that can be reduced and act in the combined best interest of students and the financial longevity of the school.

Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices

Not Applicable. *The schools budget is built to sustain itself solely on the accumulated per-pupil funding from federal, state and county sources. Any fundraising, grants or donation that the school receives will serve to enrich the existing program and assist the school in achieving its programmatic and financial goals sooner than forecasted.*

Provide the student to teacher ratio that the budget is built on.

22:1 Student to Core Instructional Teacher Ratio.

- 2. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

The board has contracted with the North Carolina Public Charter Schools Association for comprehensive financial and relates services support, including: preparation of financial reports each month, preparation of vendor payments , reconciliation of bank accounts, preparation of payroll (including payroll deductions and withholdings), preparation and submission of state and federal payroll taxes and associated reports, preparation and transmission of state and federal reporting in accordance with the Uniform Education Reporting System, provide financial, budget and other reports and data independent auditor to plan and conduct annual audit, and confer with staff and board as necessary at reasonable intervals and provide consulting relating to accounting and financial matters. The board may elect to contract with other independent entities or vendors should the school staff require additional assistance in areas necessary to operate the school, or otherwise not be able to provide a specific service through in house staff. Examples of this would include contracting with a licensed vendor for speech and occupational therapy services, should the school not be able to hire qualified candidates, or should the EC service requirement be such that contracting with an outside vendor at an hourly rate would be in the best financial interests of the school versus hiring employees directly. In instances where the board will contract for services with an outside vendor, there will be strict criteria and a robust selection process to ensure that the contracted services are performed appropriately and school funds are expended in the best interest of students. Minimally, potential vendors will be licensed in their respective fields, insured or otherwise bonded, and undergo background checks which mirror the school and the local LEA. The Board or a school leadership designee will research available vendors

and independently obtain data (such as a client list for reference checks) to gauge the quality of potential vendors. The Board will vote to contract with specific vendors based on this criteria, and such contracts will be subject to periodic review for efficacy. When appropriate, the board will enact a full Request for Proposal (RFP) process and adjust to fit the individual need as articulated by the board and allowable under state law.

3. *Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.*

The schools budget was developed based on actual per-pupil spending drawn from published financial audits of existing charter schools located in Charlotte-Mecklenburg County. Primary spending priorities are on expenses directly related to student instruction and a conducive learning environment. This would include: salaries and benefits of instructional and support staff, instructional materials and supplies, contracted services for educational support, insurance, facility costs and related costs necessary to provide a safe and healthy learning environment for students. Secondary spending priorities are for those non-essential but beneficial expenses to improve student learning. These costs are usually incurred as the School reaches its targeted student capacity. This would include: additional enrichment, auxiliary supplemental instructional materials, intramural uniforms, etc. The school will contract with an outside food service vendor who is pre-approved to process Free and Reduced Lunch applications and serve within the guidelines of the National School Lunch Program. It is anticipated that the costs associated with this program will be pass through. School staff is sufficient in number to assist and otherwise facilitate the breakfast and lunch service if necessary. The school will allocate funds as necessary to comply with state law regarding charter school students and transportation to and from school. Safe and efficient transportation a top priority, and every effort will be made to facilitate carpooling within families of students who attend the charter school. The acquisition and operation of school buses to transport students to and from school, within a two to four mile radius of the school, will be the first use of surplus funds beyond the anticipated fund balance.

4. *What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.*

The Board has set an anticipated goal of approximately 5-8% percent of annual expenditures to develop the schools unrestricted fund balance. At no point will the fund balance decrease below 2% of the schools annual approved budget, or one full months worth of operating expenses, whichever is the greater amount.

Developing and maintain a healthy fund balance will be a primary component of the schools budgeting process. The systematic budgetary review process conducted by the Board and school leadership consists of four main budgeting periods: Early Bird (June of preceding fiscal year), Post ADM (September), Spring (February) and Final (July of following fiscal year). This schedule of compulsory budget review will ensure a balance between revenue and expenses, and empowers the Board and school leadership with the agility needed to quickly adjust the budget. This practice when combined with monthly review of financial Budget versus Actual statements prepared by the schools financial accountant, local comptroller and school principal will allow the school to thoughtfully and methodically develop an appropriate

unrestricted fund balance.

5. *Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases.*

Based upon current discussions with brokers, real estate developers and potential lessors, the developers estimate that the per square foot lease cost of the completed facility will be between \$10-\$14 per square foot, which will result in an annual lease of between \$450,000 and \$570,000. The rate variation is due variation to the actual size of the facility and whether the school leases an existing facility (\$10-\$12/square foot per year) or builds a new facility (\$12-\$14/square foot per year). These costs are consistent with leases that have recently been executed in the area. These costs are also consistent with our information on current land costs and construction costs. From our research and discussions with commercial real estate brokers, general contractors and real estate developers, we estimate the total cost of a new facility would be between \$4 million and \$6 million depending on the location and size of the facility. This would translate into annual lease costs of between \$500,000 and \$600,000 assuming a typical lease rate of between 9% and 10%. The Board has already received a funding commitment for all furniture, fixtures and equipment necessary to open and operate the school from an internationally reputable company who specializes in equipping new schools and specifically charter schools: 3 Oaks Corporation.

7. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends*

Not Applicable. The school will not rely on assets from any external sources. As described in the budget and financing narrative, the Board has arranged for a long term lease for all necessary furniture, fixtures and equipment (FFE) to open and operate the school. Additional asset needs are provided for in the annual operating budget and increase as the school grows in enrollment.

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

How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

The board will work in conjunction with the financial accountant, auditor and school leadership to develop policies that comply with Generally Accepted Accounting Principals (GAAP), and all federal, state and local law and policy related to monitoring and use of public school funds and those funds received and discharged by a North Carolina Non-Profit Corporation. The internal control system will be documented and evaluated regularly by the board, school leadership, and financial accountant, and will be reviewed as part of the annual financial audit. An accounting policy and procedures manual will be developed that includes the following: an organizational chart which sets forth the actual lines of responsibility and that shows individual names and titles, accounts payable and accounts receivable listings, listing of all bank accounts and authorized signatories, payroll calendar and processing information, vendor files, lease and contract documents, segregation of duties chart, cash handling procedures, credit card policy, travel and expense policy, master copies of school-based forms (time sheets, expense reports, etc.) School staff will receive training about the internal control system and their individual responsibilities within the system. The organizational chart, accounting procedures, record retention policy, vendor list, and chart of accounts will be maintained on a timely basis to eliminate outdated information and include current information. Procedures will be followed by the schools office and leadership team that mirror widely established segregation of duties habits, such as the person making bank deposits is not the same person as who is reconciling those deposits. The school will inventory and track items purchased with school funds, especially those items with an initial value of \$700 dollars or more, and also items purchased as a set with a combined initial value of \$700 or more, such as a textbook adoption. Items in these categories may be considered capital purchases and depreciated over time to accurately reflect the schools real asset position. Items in this category that break or no longer serve a useful function may be disposed of by the school. A disposal form which includes a record of the reason for the disposal as well as relevant tracking information on the item will be used, and noted in the inventory.

Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

Not Applicable. There are no known or possible related party transactions the board is aware of at this time.

Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.

Potter and Company, Certified Public Accountants
7239 Pineville-Matthews Road
Charlotte, NC 28226
Phone: (704) 926-3300
Fax: (704) 926-3333

VI. AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$500 application fee to the Office of Charter Schools. The applicant must submit their application fee by the December 6, 2013 5:00 pm EST deadline. Payments will be accepted in the form of a check only. Cash or credit cards are not accepted.

**Application Note: The applicant must mail the check along with a copy of the proposed charter LOI to be received before or on the due date of December 6, 2013 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

Payments should be made payable to North Carolina Department of Public Instruction

*North Carolina Department of Public Instruction
Office Of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303*

I understand the requirements pursuant to G.S. 115C-238.29B(e).

ballancrest1

Date: 12/06/2013

Applicant Signature:

The foregoing application is submitted on behalf of Ballancrest Charter Academy (*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: ballancrest1

Board Position: Caroline L. Walker, President of the Board

Signature: _____

Date: 12/06/2013

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

Notary Public

Official Seal

My commission expires: _____, 20____.

