



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Empowerment Academy Charter School

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

Mailing Address:
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.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Empowerment Academy Charter School

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

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

Provide the name of the person who will serve as the primary contact for this Application. The primary contact should serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of contact person: Deryl von Williams

Title/Relationship to nonprofit: Administrator

Mailing address: 317 S. Garnett Street
Henderson NC 27536

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

E-Mail address: vclearningcenter@live.com

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

County: VANCE

LEA: 910-Vance County Schools

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

No:

Yes:

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? Vance County Learning Centert

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	06,07,08,09,10,11,12	150
Second Year	06,07,08,09,10,11,12	200
Third Year	06,07,08,09,10,11,12	250
Fourth Year	06,07,08,09,10,11,12	260
Fifth Year	06,07,08,09,10,11,12	270
Sixth Year	06,07,08,09,10,11,12	280
Seventh Year	06,07,08,09,10,11,12	290
Eight Year	06,07,08,09,10,11,12	300
Ninth Year	06,07,08,09,10,11,12	300
Tenth Year	06,07,08,09,10,11,12	300

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.

empowerment
Signature

President of the Board
Title

empowerment
Printed Name

12/05/2013
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:

Proposed Mission Statement: Empowerment Academy Charter School engages disenfranchised middle and high school age students in a programmed individualized education while facilitating their social, emotional, and physical development to assist their successful transition to be skilled life long learning adults and contributing members of their communities.

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

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

The target population is any disenfranchised student in any of the 3 counties served. It is our intention to mitigate the drop out rate in the three county area. Many students have mentally dropped out of school as early as the sixth grade, once they are significantly behind their peers. Over 16% of people over 25 have not finished high school in Vance County. It is crucial that students have the opportunity to become successful members of their societies. To this end, we intend to afford all enrolled students the expectation that they will finish high school ready to go on to more education, training, the military, or a skilled job of their choosing.

We expect the racial make-up of the school to be about 80% Black and 20% White, Hispanic, American Indian based on our downtown location in Henderson. The main high schools in Vance county are about 70% Black, Warren County is over 75%, and Granville County is under 60%. This population has been under served for many generations leading to low self-esteem and low expectations. We know that our program will be able to turn these students around, not only academically, but in all areas of their lives.

- 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).*

By 2022, we will grow to accept 300 students in the grades 6 - 12. We will accept students from Vance, Warren, and Granville counties, but will be housed in the Vance County LEA. This would be just less than 10% of the present ADM in Vance County using present numbers for grades 6 - 12, but we expect to be bringing students in from all three counties. The population

in NC has been rising for the past few decades. Thus we believe that we will be attracting about 30% of our students from Granville and Warren Counties, and approximately 70% from Vance County. Also, we will only start with 150 students in 2015, which we expect will be less than 5% of the ADM of Vance County.

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

Empowerment will use a tailor made, self-paced modular educational system based on the NC Standards and the Common Core Curriculum. This prescribed program allows each student to start at an instructional level in which they test into and move through the program as quickly as they are able with direct teacher instruction as needed and reteaching when appropriate. The student must pass one module at 90% before moving onto to the next. Teachers are able to evaluate student strengths and challenges every week to adjust instruction as needed.

In addition to the individualized program, the teachers will design group lesson plans that will facilitate learning in all the soft skills we believe are just as important as objective skills that are testable. These plans will incorporate opportunities to work in groups, learn leadership skills, research and study skills, time management, written and oral presentations, conflict resolution, and problem solving skills in real world situations. These group modules will incorporate integrated learning practices, last 3 to 4 months at a time, and will be evaluated using the rubric method.

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

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

The Six Legislative Purposes of a Charter School are:

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

1. The prescription modules allow the teachers more time to focus on the

students individual challenges and to bring in their own creativity to address those individual issues. The soft skills that we teach for real world integration allows for a great deal of creativity from the teacher with in the parameters of teaching students how to think critically, analyze information, express themselves in written and oral form, problem solve, how to work in groups and manage their time.

2. Empowerment modules work on a mastery basis. Each student must achieve 90% or better to move on to the next lesson. Reteaching using different methods occurs whenever a student does not achieve mastery on the first test. Other skills are measured by a rubric pointing out the strengths and challenges the student has in any of the target areas of development. Students are also tested with the NC End-of-Grade tests. Since our population will generally be coming to us below grade level, we will not expect our students to be on grade level the first year. However, we will expect them to be on grade level within a few years of attending the school.

3. At the present time, there are no public schools in the area that cater to the needs of disenfranchised students. These students and parents need a place that is able to take all of their idiosyncratic needs into consideration. As Maslow's Hierarchy of Needs indicates students who do not have their basic needs met or do not feel safe are not able to absorb as much academically. Empowerment will address wrap around services to help the whole family assist in the student's education.

4. The design of the program allows each student to go as quickly or as slowly as they need to go. The teachers are able to make sure that all students are able to achieve success at whatever level suits them. If more intensive instruction is needed, it happens right away. If a different teaching method is needed, it can happen right away. If different types of services are needed, those areas may be addressed quickly. Truly, no child who shows up will be left behind.

5. The entire program is set up to meet the needs of at-risk students. However, it is a great program for gifted students who find themselves bored in a traditional setting where they have to wait for all their peers to go onto a new topic. The soft skills (as we call them) are acute for gifted students as well, as they often have difficulty learning the value of working in groups.

6. Integrated learning and prescription mastery modules are not new, but they are not always used together in such an intense way to assure that each student is progressing at an appropriate pace while monitoring that nothing is left out or forgotten.

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.*

Empowerment will have "End of Module" tests. These modules are geared to take the average student a week to complete and take the corresponding test achieving a score of 90% or better. If the student does not progress at least at this level then the teacher, or when necessary the dean, will intervene to find out what is needed to assist this student to do the work that they have tested into on a pretest. Students will also have four rubric scores per year to help them evaluate their skills development with discussions and techniques on how they can improve in these areas of development. The emphasis in these areas will be to improve on your past performance, not on what others have achieved. Students will be a part of the evaluation process of the rubrics to make them truly working evaluations, not just something that is done to the student. They must own the evaluations. Students will take the NC End-of-Grade/Course tests. Students will also take the SAT and/or ACT tests when appropriate.

The board will be apprized every month on the status of every student - academically, socially, emotionally, and physically. Rubric and scope and sequence reports will be kept on every student to be shared quarterly with the board and parents. The teachers will offer 2 formal parent conferences per year. However, we expect that the teachers and parents maintain an on going dialog of all the great work the student is doing as well as sharing any areas of concern.

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

Due to the ongoing evaluation process, end-of-grade/course test should come as no surprise to the board or the teachers. Since we expect that our students will all start out behind, we do not expect them to be on grade level within the first year. However, we do expect them to have made no less than a years growth from their instructional level and in most cases we expect them to make more than one years growth. If any student achieves less than one (1) years growth on the end of grade tests, and the student has been attending school regularly, the student will be evaluated for special learning differences or to find out what else might be preventing the student from achieving expected growth.

The test scores will not be the biggest measure of our success internally. Our success will be measured by students who love to come to school, who are taking responsibility for themselves and others, who take pride in turning in quality work on time without complaints, who are able to express themselves eloquently in written and oral form, and who want to make a difference in the world for themselves and others.

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 method will consist of individualized weekly lesson modules that include language, math, social studies, and science. These modules must be passed with 90% accuracy. If the tests are not passed, the student will receive further individual instruction and take a new test. If the student chooses to do extra work, they may start on the new module while still preparing for the retest on the old module. However, they may not skip any modules without testing out of that module. The teachers will continue to retest until the student is able to reach mastery. Students not able to master the tests after repeated reteaching will be referred for psychological testing.

The modules are designed to help most students catch up to their peers academically. Individualized learning is very useful to this end, but we want our students to enjoy the benefits of a rich education that will prepare them for the world they are entering. To that end, we have designed (and our creative teachers will be able to continue to design) quarterly lessons that incorporate language, history, science, math, analytical thinking, problem solving, research and study skills, verbal and written presentation, team work, time management, conflict resolution skills, and quality work. These lessons will be evaluated through a rubric presented to the students before the lesson begins. This will include all the curriculum objects to which the students will be exposed.

The students will be involved with the evaluation of their own work and that of their peers. They will learn how to give and take constructive criticism to improve their work and help others.

Along with all the academic success, we want to make sure that our students learn how to take care of themselves and their families and how to make healthy, sustainable choices for future success. We will help the students learn how to choose and prepare healthy foods and how to do so economically. They will learn how to open and maintain a checking account, how to apply for and succeed at a job, how to apply for an apartment and all that entails, and how to take care of their future children.

Older students will have the opportunity to do internships in the community. These internships may count as part of their quarterly lessons if they do the extra academic work and fulfill the rubric designed by the teacher (which may be with input from the student).

6-8 Curriculum and Instructional Design:

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

The classroom environments will be a mixture of desks with partitions, group tables, living room areas, and open floor space. Lead teachers will be in charge of 30 students with 2 paraprofessionals. Since the students will be at different instructional levels the age groups may be mixed. However, we would like to keep the students with their developmental peers.

Due to the expectation that most of our student will have special needs of some kind or another, all of our teachers will have degrees in Special Education and regular education or will be in a program to extend their certifications to include degrees in Special Education. Our paraprofessionals will have extended on the job training to make sure that they are following the school policies and procedures and support them with their work with the students.

Provide a synopsis of the planned curriculum, including:

1. **One** sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B1) for one core subject (specific to the school's purpose) for the middle school 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 curriculum aligns with the target population of the school, because it starts the student out at their instructional level, not their grade level. This sometimes seems counter-intuitive to some people who worry that a sixth grader working at a first grade instructional level will never be able to catch up. First, we know that is not true, we know that they can catch up and that the students can graduate with at least an eighth grade reading level; which is much better than some are doing now. Second, our quarterly lessons are designed to make sure that the students are still having the opportunity for a more comprehensive program as desired in the NC Accountability Model. The lessons are suited to meet the instructional levels of all students, not limiting them as other types of programs do.

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.

All of our lead teachers will have special education certifications. We expect all of our population to have special learning styles of one kind or another, even if it is just emotional withdrawal from the educational process. We will have two (2) paraprofessional per group as well. We hope to attract retired or young teachers for these positions who have a passion for helping these students who have, for the most part, given up on themselves. We expect both teachers and paraprofessionals to be thoroughly familiar with all the objectives of all the modules and to be able to communicate those objectives to the students. Our goal is for all students to know what they are learning and why they are learning it before they

start a lesson. Students must have a point of reference to be able to process and store information and ideas. If they don't have a frame of reference they have no reason to care why they need to learn how to figure out percentages. If you first show the student how they can figure out the less expensive size of their favorite food than all of a sudden there is an emotional connection to percentages.

Teachers will have the opportunity to design the quarterly lessons using the objectives outlined earlier. They must design these programs to meet the interests of the students in the class, and make sure that the students have the evaluation rubrics and clear objectives before the lessons begin. We believe it is paramount for the students to start the 3 to 4 month projects with everything that they will learn and what is expected of them, including why they should care, all clearly communicated in writing and verbally with plenty of time for questions before they commence with the lesson.

We will be spending the 1 1/2 before the school starts designing lots of quarterly lessons for the teachers to choose from or to remodel to the needs of their students. We will also have extensive training time to teach the teachers how to design these multi-subject units.

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.*

We will roughly follow the Vance County School System's academic calendar because we expect that some families will have students in more than one school. Our students may be reluctant to come to school in the first place so will not be keen to be in school longer than their peers. We expect this school phobia to dissipate after the student has experienced enough success. However, we won't get them in the door in the first place if they think they have to go to school longer.

We will have in-house services for year round if we have enough interest to support such a program

9-12 Curriculum and Instructional Design:

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

Same as 6 -8 design

Provide a synopsis of the planned curriculum, including:

1. *One sample course scope and sequence for one core subject (specific to the school's purpose) (Appendix B2).*
2. *As Appendix B3, provide a visual disseminating what courses (core content and electives) will be offered in year one through year five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

Same as 6 - 8 alignment

4. *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.*

Same as 6 - 8

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

We will encourage all students to do the work it takes to go to college, but for many of our students, we expect they will be interested in exploring options that will allow them to graduate from high school as soon as possible. In order to graduate with a high school diploma, the students must declare a direction, college, trade school, military, etc., and complete the coursework designed for that program.

Students must demonstrate that they are prepared for the real world before they graduate. They must know how to get and keep a job, open a checking account, apply for an apartment and all that intail - paying bills, etc. and how to take care of a child.

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

When a student enters ninth grade or when they start the program if after ninth grade, the student's cuncellor will sit down with student to help them map out their high school career using the different options in the Future-Ready Core requirement lists. Thee cuncellor will express to the student that evn if they first choose to pursue the Career Tech Course, but later change their mind later and add a language course to be ready for a college education.

The students will earn credits by finishing the perscribed course work by mastering the work to various levels. A student must take the tests for any course at 90% mastery. The number of tests that they take will determine what grade they receive for the course. This information will be sent with the transcripts that the student will receive when they leave or graduate from the program.

Grade point averages can be calculated the way any school would caluculate them on a 4.0 scale. Students must receive a C or better to pass a course.

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

We will have a traditional school year program because most high school students have the opportunity to take advantage of work, internships, or special courses.

We believe that these opportunities are just as important as high school work.

We also believe that families with children in more than one school are more likely to have their child attend Empowerment if we have the same calendar

as the other schools in the area. Ideally, we would want these students to attend year round, but the reality is that they would opt out if they thought they had to go to school more than other students. We can encourage them to attend summer school, but we will get them in the seats as long as we can.

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.*

Empowerment is designed for "At-Risk" students. The entire curriculum is set up to meet the individual needs of all students regardless of their individual challenges. Students will be pre-tested for academic needs. Just as importantly, students will be evaluated for all other needs, such as English language proficiency, economic needs, emotional needs, and any other aspects that might interrupt their academic progress.

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

1. ELL students will be tested after they have accepted a lottery spot and before school starts. Once it is determined to what extent the student is able to learn in English, a program will be employed to make sure that the student is able to keep up with their learning objectives while still improving their English. Generally, after a year of intensive English, students are able to keep up with regular classes as long as the students have continued support.

2. With the technology available at the school, students will be able to learn content material in their mother language while they are learning English. Most languages can be translated through web programs. The support staff will make sure that the translations are accurate.

3. Our designated ELL staff member will check on the ELL students weekly to make sure that they are receiving the support that they need to complete their course work, that their course work is adjusted to meet their needs, and that they have the support they need to learn English successfully. To support their English language learning, we will use Rosetta Stone programs along with personal interaction.

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.

1. All students will have the opportunity to take advantage of the work available for gifted students. They just have to choose to do the extra work. All students may test out of lessons, so that they do not have to be held back repeating the work that they have already mastered. If the staff identifies a student as potentially gifted and feels that they need to administer more testing to label the student so that students may take advantage of other special programs then the school will go through the evaluation process.

2. The program as a whole will be monitored weekly through the teachers sectional meetings. The administration attends 2 out of 3 of those meetings. The staff meets as a whole monthly to evaluate all programs. All students will have advisers who monitor their academic, emotional, social, and physical needs. If any student needs to have their program adjusted, we will try to do that in a timely fashion, not having the student bored or frustrated for too long.

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)*

1. Empowerment expects to attract many students with IEP's or 504 plans in place. We will have all the necessary forms in house for the parents to sign when their students are accepted into the charter school. The school will make every attempt to get all the records from other schools. We will do everything in our power to make sure that all records are in place at school before the student starts. The student's team, including the parents and when appropriate the student, will meet to review the records and make sure the educational plan is understood and in place before the student starts.

If we are not able to get the records from the previous schools, we will check with the NC Department of Education for more information.

2. Each student entering the school will be tested in all academic areas to identify their instructional levels so that they are placed in the correct module for each subject. All the lead teachers will be certified in special education and capable of identifying students with learning differences. The students are evaluated every week, so if they are exhibiting difficulties the teacher will first attempt to teach the material in an alternative style. If the teacher determines that more intervention or testing for further evaluation is needed, the student's information will be brought to the educational evaluation team.

Educational testing will be administered by the in house special education teachers. The psychological testing and report will be contracted to a licensed school psychologist. After the testing is completed the team, including parents and students, will meet to determine what the student is eligible for and what interventions will be put into place.

3. The principal or designee will send parent signed forms to all past schools that the student attended. A time line will be set for each student to assure follow up.

All confidential records received by the school or generated within the school will be kept under lock and key in a filing cabinet. The files will have a signed check out system. There will be a checklist of all the forms placed in every file to maintain accuracy.

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.*

1. The team will evaluate the IEP received from another school and decide what is appropriate for our school setting. If any adjustments are needed to be made than the student's educational team will meet to put a new plan into place.

Since students all test into the program that best fits their needs, all special needs students will start at their instructional level for each subject area. The student's IEP will be linked with the school's individual module program.

All students with physical disabilities will have appropriate accommodations.

2. All students will be instructed by special education teachers. Thus, all students will receive a prescribed educational program meeting the individual student's needs. Students are monitored weekly for compliance and success. Reports are communicated quarterly and parent meetings are bi-annual. Parents are welcome to contact teachers at any time. IEP meetings are held yearly unless more meetings are deemed necessary.

3. Weekly testing and quarterly rubrics for soft skills will be monitored for all students. Each student's progress is monitored in the same way. Parent meetings are scheduled twice a year with IEP meeting once a year. However, parents and teachers are expected to have open communication whenever any issues arise on either side.

4. All related services such as Occupational Therapy and Speech will be contracted to outside certified providers. All related services will be administered by the consultant or by the teacher under the consultant's tutelage.

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.*

1. Empowerment's mission is to meet the academic needs for all the students. Since for us, failure is not an option, students will be helped on all levels to succeed academically, as well as socially, emotionally, and physically. We expect that all students will be prepared to successfully navigate college, trade school, military, or work when they graduate.

The culture of the school will be an important part of our mission. We expect that the students choosing to attend our charter school will need fast, small successes with expectations of strong character. Students will work at their own pace in content areas and will learn to work in groups to develop skills in research, study skills, team work, critical thinking skills, time management, oral and written communication, and problem solving. Practical life skills including healthy living skills are also an important aspect of our program.

2. All students will be pretested when they enter the program. Their individual plan will be based on their instructional level. There are 39 lesson plans per subject. The student must pass each lesson with 90% accuracy to move onto the next lesson. If the student does not pass the lesson, the teacher will tailor a new lesson to meet the student's needs until the student is able to master the material. All programs are geared for at-risk students, so only material that is deemed necessary for success is tested.

Students also are presented with evaluation rubrics to assist them in continued personal development in the group activities and lessons which will help them develop team building skills, research and study skills, written and oral communication skills, critical thinking, problem solving,

time management, and practical living skills. The students must participate in four long term group lessons per year. These will be designed as part of their graduation requirements, including being promoted to the next grade level. These will be set up as pass or redo (failure is not an option). The student will have the opportunity to redo a group lesson in a different area, including during the summer.

3. Students will move from one grade level to the next when they have successfully finished 39 modules at the mastery level and 4 group project lessons at the pass level. Group projects may include internships as long as the student includes the written and oral presentations.

Students will know how they are progressing every week. The rubrics will be reviewed before and after group projects with each student. The parents will receive written progress reports 4 times per year and formal conferences twice a year. We believe that parents our school partners educating their children. Ongoing open communication is important, we expect teachers to maintain informal communication with parents throughout the year.

4. Minimum graduating requirements will be:

- 4 Credits, each, in Math, English, Science, & Social Studies
- 2 Credits in a Foreign Language
- 8 Credits in Electives, choices will include, but not limited to:
internships, military readiness exams, and "school to work" programs.
- 4 group projects may count as 1 elective credit.

We expect all at-risk and most special needs students to be able to graduate with a high school diploma. Students identified with special needs that expect not to graduate with a diploma will follow their IEP plan that will allow them maximize their talents and progress to work at whatever level they are able to accomplish. All students will be expected to move into the world of work at the highest level that they are able to accomplish.

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.*

Empowerment Charter School intends to develop a "culture of empowerment" from the beginning. Our culture will be designed to better ourselves.

Students will learn to respect themselves and others. This culture will help minimize discipline issues, alas, the students don't arrive that way.

1. The important part of effective discipline is to understand each student and have preventative conversations and role-playing before an issue arises. The students will practice conflict resolution and anger management. A stronger self-esteem from classroom success generally translates into fewer conflicts among students. We will also have a strong male role model employed as our security officer.

We intend on providing opportunities for economic interventions for school success. When students have their basic needs met, they are able to concentrate on their present task. We will have mental health professionals available for consultations and interventions. We will work with the police and parole officers to help students stay in school.

However, when needed students may be isolated from the group and discussions will be had about unacceptable behaviors. If the conflict is with another person or group, the students will have the opportunity to practice the conflict resolution techniques that they have learned.

2. It is our contention that suspensions do not generate the desired effect. Therefore, if a student has behavioral issues that require time away from the group, that area will be provided in school. This is not to be confused with in school suspension. It is more like time out. During that time, the student may be working on their independent work or may need to interact with a teacher, mental health professional, or administrator to help the student learn how to modify their behavior.

If a student is deemed a harm to him/herself or others and must be excluded from the school population for the safety of everyone, that student must obtain certification at their own expense stating that the student is no longer a danger to themselves or others in order to be considered for re-admittance into the school. A space will not necessarily be held for a student during this procedure, but the student may reapply through the lottery process.

Any student found on campus with drugs or weapons will be turned over to the police and will not be allowed to return to campus with out an intervention program developed at the families expense. The student's family may petition the school for re-entry, but the school may deny the request if it does not agree that the intervention program will work effectively. We must keep all students in a safe environment for learning.

3. It could be argued that all students whose behavior leads to suspension or expulsion could be identified with some kind of special needs whether identified or not. Since we will treat all students as individuals, we will be working on preventive strategies to help allstudents have a successful learning environment. For all identified students with disabilities care will be taken to make sure that their rights and needs are taken into consideration while keeping all the other students safe.

4. Our policy as stated earlier is that we do not believe in suspensions so will not have them. Our policy for expulsion is when a student is a harm to

themselves or others, including but not limited to, bringing weapons or drugs to school or exhibiting violent behavior that is not able to be controlled through talking or other reasonable methods to extinguish the violence. Basically, if the police have to be called to escort the student off campus that student may not return without major intervention, if at all. A grievance committee will be convened to review petitions for re-enrollment after proof of intervention has been completed. The school does not guarantee a space will be kept for the student while they are working on their intervention.

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: Vance County Learning Center

Mailing Address: 317 S. Garnett Street

City/State/Zip: Henderson NC 27536

Street Address: 317 S. Garnett Street

Phone: 252-438-6900

Fax: 252-438-6905

Name of registered agent and address: The Vance County Learning Center
317 S. Garnett Street
Henderson, NC 27536

FEDERAL TAX ID: 26-2374180

Tax-Exempt Status 501 (c)(3)

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

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
Yolanda Feimster	Legal	VANCE	Attorney at Law

	Committee		
Annie Miller	Curriculum Committee Chair	VANCE	Retired Public School Teacher
Paulette Horton	Secretary	VANCE	Marketing Consultant
Robert Hargrove	Career Committee Chair	VANCE	Construction Company Owner
Mark Baldwin	EC Committee Chair	VANCE	Mental Health Services Provider
Deryl von Williams	Chairperson	VANCE	Private School Administrator
Joan Robinson	Community Relations Committee	VANCE	Job Corps Community Relations Director
Janet Littlejohn	Education Committee Chair	WAKE	Charter School Educator and Life Coach
Judith Alston	Community Relations Chair	WARREN	Consultant
Reginald Hinton	Finance Committee Chair	WARREN	CPA

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.*

The governing board for Empowerment Academy Charter School will be the Vance County Learning Center board. We have been an operating board for the past 10 years. We have revised our by-laws to include the proposed charter as another entity that the board governs, as we would like to continue offering adult education, before and after school care, and summer school through the Vance County Learning Center.

The board will hire the principal from a national search to find a person with a background in leadership, special education, financial management, an entrepreneurial spirit, conflict management, team leadership, individualized programing, charter schools, and a belief in the school's mission. The principal will co-manage the students and parents with Dean of Students. The principal will be responsible for handling all the reports due to the Office of Charter Schools and other government agencies.

The board will hire the Dean of Students. There will be a search for the best person who understands our student population and has at least 10 years successful experience with at-risk students with a proved track record. This person also must have an entrepreneurial spirit and a willingness to do anything that it takes to help these students succeed emotionally as well as

academically.

The principal and the dean will hire the teachers. They must all be certified in Special Education. The principal, dean, and teachers will have input on hiring the paraprofessionals. Since they all have to work as a team, they need to all agree with the hires.

The principal will be responsible for documenting any issues that arise with teachers and paraprofessionals, including follow through with any action plans and firing if needed. The teacher or paraprofessional may appeal to the board.

The board will define the clear expectations, including the evaluation, for the principal and the dean before contracts are signed every year. These evaluations will take place in March every year.

The board approves and signs all contracts.

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 present board has 10 members. We have a nice balance of expertise, including legal, financial, and educational. When the charter is approved, we would like to invite a parent to the board and have a teacher representative on the board. This will give us 12 board members which we feel is a manageable group.

The other board members bring wonderful skills to help us govern our different programs including, but not limited to marketing, business consulting, job corps, mental health, entrepreneurs, and school management. They have been a dedicated group for the past 10 years and we expect them to continue their effective work.

Our present committees include Education, Curriculum, Community Relations, Financial, Career, Legal, and EC. They work together to keep each other apprised of what is going on with all the committees, either during our monthly meetings or by email if an issue is time sensitive.

The board will work together over the next 1 1/2 years to make sure that all policies and procedures are in place for a successful start of our new charter school both educationally and strong operation procedures. The educational program will include the individual modules that have worked so well with the Vance County Learning Center for the past ten (10) years and will be enhanced with the quarterly group projects that ensure all students have a content rich program that ensures subjective skills along with the objective skills we have been testing.

The board will evaluate the school success by evaluating how the students are progressing monthly, how the students are reacting to the environment, and how they are doing outside of school. The school leaders will have a comprehensive list of expectations before they start their contracts. These

list will delineate who is responsible for what aspects of the schools success - teacher training, student behavior, parent satisfaction, etc. It will also include how staff are expected to interact with students, parents, and peers. We want to make sure everyone has the same expectations from the top down. School leaders will be evaluated yearly with help from the board at any time. We want to make sure that the principal and dean understand that the board is here as support, not for judgement. Although it is important for the board to step in when a school leader is having difficulty, if the culture is of mutual respect and support, than the leader is more likely to bring issues to the board for support, before the issue becomes a problem.

We intend to invite a parent and a teacher to join the board after the school starts. We will have a parent- teacher association so that parents may be involved with supporting the school and developing a strong sense of community. The school and the teacher-parent association will work together to host community dinners, celebrate cultural events, and attend student shows.

- 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 board has been operating for the past 10 years. All of our board members are dedicated to helping our three counties turn around the drop out rate and decrease the unemployment rate in the area through attracting more industry with more skilled labor or entrepreneurial pursuits. They are also dedicated to the health and welfare of the students and families we serve.

Board members are recruited from professions with expertise in business, education, community mental health, construction, real estate development, higher education/State Job Corps, Law, Certified Public Accounting and community volunteerism. If we have a vacant position, we vet our potential candidates, insuring they have our student's interest in mind, they have the highest level of ethics and dedication to creating a school and future leaders for North Carolina.

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

The board will meet once a month during the school year.

- 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).*

All board members will participate in the North Carolina Department of Public Instruction(DPI) Office of Charter Schools training for Charter School Board members, which is also archived on their web site - <http://charterschoolgovernance.wikispaces.com/>

These course will train board members on how to read the monthly board reports and this will be started within three months of becoming a board member.

Board members must sign off that they have read all board and school

documents, policies and procedures, and all handbooks. This will include, but not be limited to self-study, in-house and online trainings.

The board will monitor its needs for for what kind of ongoing education they feel they will need considering the education of the board members. They will check in on their own needs yearly and will set a plan for their own continuing education at least once a year. The board will have a formal strategic plan at least every 5 years. They may decide in early years to convene for a strategic plan every three years. The school will hire a qualified facilitator to help the board through this process. The strategic plan should have input from stakeholders before hand and a comprehensive report should be made available to any interested parties with in two weeks of the strategic meeting.

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.*

We intend to use The Village Cafe that board chair, Deryl Von Williams, owns to supply our free lunch program. We will do our due diligence to make sure that the price we pay for the services are with in market range. However, we are dedicated to providing healthy options to help teach our students how to choose and cook healthy food. We also intend to be part of the "Farm to Fork" program which will support the student food program with fresh farm produce.

If any other conflict of interest or perceived conflict of interest arises than the person involved may be included in the discussion process, but will not be allowed to vote on that particular issue.

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

The board will make decisions based on the primary mission of the school first. They will gather the facts available, collect input from experts, listen to the interest of ALL the stakeholders including the students, and make an informed decision that best meets the long term sustainable goals of the school.

The board must have a quarum to make a decision. Two thirds (2/3) of the members must vote positively for a motion to pass. The board will operate under Robert's Rules.

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.*

We have ongoing committees in Financial Control, Legal Issues, Educational and Curriculum, Career Development, and Community Relations. The chair people of these committees make monthly reports whether they have any new information to share or not. These are added to the agenda on our meetings.

Ad hoc committees are formed when needed. Any board member may request the formation of an ad hoc committee that will convene until the issue is dealt with to everyones satisfaction. An example of an ad hoc committee would be to find out the feasibility and interest in a sports team. This maybe something the school expresses interest in having, but does not have the personnel or time to research and it would ultimately require board approval

for expenditures larger than \$5000.

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

The board hires a principal. The board sets the policies for grievances which are communicated in the staff, student, and parent handbooks where appropriate. The policies state that all persons with grievances with anyone are expected to speak with that person first before going to the next level. If a person feels that they are not able to speak with that person, they are free to ask someone at the next level to mediate a conversation.

If the person does not feel that an issue has been resolved, then they may go to the next level - teacher - principal - then the board. All people in authority will check that the person has tried to resolve the issue with the person or people with whom they have a grievance first. Then they will attempt to resolve an issue through mediation.

If all of that does not work, then the teacher or the principal may take it to the next level if they feel that they need further support. A person or group may take an issue to the board after they have gone through all channels first. The board will collect evidence that the person or group have tried to solve the issue first with the person or people that they have a grievance. Then the board may mediate an issue.

If mediation is not achieved the board will make a final decision. If it gets that far, the board will make sure that they have legal representation whether through someone on the board or independent representation.

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:

The Vance County Learning Center Board will hire the Principal and the Dean of Students. The board will set the policies and procedures to ensure that the principal and dean work together to hire high quality teachers who will be dedicated to our mission and match our diverse population. The board will approve the hires and sign contracts.

Special Needs teachers will be recruited through websites like ihireteachers.com, advertised on our website, posts at conferences, posts at colleges with good special education programs, and word of mouth.

- 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.*

The employees will work for Empowerment Academy Charter School governed by the nonprofit Vance County Learning Center. The nonprofit will approve all contracts and policies and procedures that are developed by the all the school stakeholders.

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

The board only directly hires the principal and the dean of students. The principal and dean of students hire all the rest of the personnel. The principal and the dean of students will agree to dismiss an employee after a strict protocol is adhered to, including but not limited to an action plan. The employee may appeal to the board after they have received a letter of dismissal within 10 days.

All employees, volunteers, and board members must agree to a criminal background check.

The employee handbook and contracts will detail the job descriptions and expected conduct of the staff.

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

Principal - \$75,000 - \$80,000

Dean - \$50,000 - \$56,000

Special Education Teachers - \$40,000 - \$50,000

Teachers \$32,000 - \$37,000

Instructional Support - \$25,000 - \$29,000

Clerk - \$25,000 - \$29,000

Custodian \$10 - \$15/ hour

Safety Officer - \$25,000 - \$29,000

Health Insurance \$2,400 - \$3,100

When we are sure of more funding, we would like to pay more of the staff's health insurance and to start paying retirement. For retirement, we will pay into the employee's 401 K. Eventually, we would like to match employee contributions up to 4% of the employee's salary.

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

Employees must have a conversation with the person or persons with whom they have a grievance. They may choose to ask for a mediator for this process. If their concern is not resolved, they may take their issue to the next level. For instance, if they have an issue with another teacher, they must talk with that teacher first. If they do not feel the issue is resolved then they may bring the issue to the administration to mediate the situation. If they are still not satisfied then they may bring this issue to an executive meeting of the board.

If an employee is terminated for cause, after the proper channels have been met, then they may argue their case in front of the board. The board's decision is final.

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

We have not identified any positions thus far.

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.

All of the lead teachers will be certified in special education. They will work with all students including ELL and gifted students. All students will have individual or personal educational plans.

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).

The principal will be responsible for all aspects of managing the school: staff, students, reports, financial, facilities, relationship with DPI, board, and other stakeholders, parents, and general well being of the school.

The dean will be the support staff for principal, teachers, and especially the students. This person will have a background in leadership skills, at-risk student populations, teaching, conflict resolution, diversity training,

and preferably someone who understands high school developmental needs.

One half of teaching staff will have NC teaching licenses, the rest of the teaching staff will have a minimum of a BS/BA degree.

The special needs teacher will be certified in Special Education K -12 and will be the lead teachers and will be responsible for all paperwork, identification, and administration of all IEPs for different learners, ELL and gifted students. S/he will work with appropriately assembled teams (including the student) to define the best way for the school to help the student maximize their educational opportunities.

Instructional support staff must have an understanding of the developmental needs of middle and high school students and experience with educational support. The staff will be instructed how we expect them to interact students, parents, and each other. They will be the front line of support for the students working independently.

The safety officer will need to be a strong, male role model with a background and training in the military or as a safety officer. This person must believe in the mission of the school, that all students can succeed, and how we expect students to act and be treated with respect.

The clerical personnel will have to take the in-house school course on how we expect adults to interact with the students, teachers, and parents. This person will be the first contact for many with the school, they must understand and believe in the mission of the school. This person must be well organized and assist with the accuracy of all information data that must be collected for all the various groups.

Staff Evaluation and Professional Development

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

The principal will be responsible for maintaining teacher licensure and making sure that all staff take advantage of professional development opportunities. All staff must maintain First Aid and CPR certifications.

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.*

A staff handbook detailing what is expected from each job, including the way people are expected to interact with each other, will be reviewed every year before school starts. Staff will have a written copy with a signed sheet stating that they have read and understand the expectations for their job and others. The evaluation process will be reviewed at the beginning of each school year. The evaluation process is similar to an IEP, after formal and informal observations the principal will write an evaluation with the staff member. They will write the persons strengths, challenges, and 5 to 7 objectives to work on over the next year with times for completion and what will indicate success.

When hiring staff, we want to make sure that they have enough detail about our program as possible. It is crucial that we retain as stable a staff as possible for the sense of security for the students. We feel, due to the

projected needs of the students, that we will be better off having all certified special education teachers for our regular teachers. We have the opportunity to hire several retired teachers who would like to work as teacher assistants, and are specialists in core areas. The key will be to maximize everyone's expertise and making them feel valued.

All staff will have the opportunity to participate in on and off campus continued education. We want to make sure that all staff have the chance to take courses in the areas that they feel will help them do their jobs, and for teachers to maintain their certifications.

All new staff will have assigned mentors for the first three years of licensure. All staff will have support groups either through sectional meetings held weekly or individual meetings with administration who will have time set aside for staff weekly.

- 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.*

The school will use a module program for the individual lessons for all students. Teachers must be trained on this process before they start teaching, periodic review of this process and assessment there of will be needed throughout the year. The group projects and internships that the teachers are to develop and monitor will take intensive workshops for all staff before school to ensure that planning is successful. These projects work best when they are totally planned out before implemented.

Ongoing weekly teacher development during sectional meetings and whole staff meetings monthly will assist in the uniform education of the staff. When a staff member has the opportunity to attend training outside of the school, that staff member will be expected to return and share their experience with the rest of the staff.

- 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.*

As discussed above, before the school starts all teachers and paraprofessionals will be trained to use both the modular program and an intense, several days workshop on writing the group projects that they would like to use over the next year, including how to evaluate not only the students' success, but the overall project success as well. The latter will require a guest trainer to facilitate this workshop.

(Note Appendix _ for an example of a group lesson plan)

Since these workshops and training will be time consuming, we would like to have teachers and paraprofessionals identified as soon after we get our final approval for the Charter School as possible.

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

Teachers and para-professionals will have planning time every school day. Middle school teachers and paraprofessionals will have weekly sectional meetings to discuss issues and for professional development after the

regular school day. High school teachers and paraprofessionals will have the same opportunity for weekly meetings. Whole staff meetings will be held one evening a month for discussion and development. These meeting will be part of the staff's contracted time.

Teachers will be allotted 2 professional days per year. Teachers will be encouraged to take these, even if it is just to take time to observe other similar programs. However, we encourage all teachers to take at least 20 hours of professional development per year. Most teachers return rejuvenated when they attend well run workshops.

If we find workshops that we would like everyone to attend thus the need to close school for those days, we will have those days inserted in our calendar. At this point, we feel it is more important to have students in school as much as possible.

Due to our individualized programing, it is easier for our teachers to carve out meeting times than other traditional programs.

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)).

Empowerment will advertise in the local papers in Vance, Warren, and Granville Counties. We will optimize the opportunities of social media. We will have flyers up around the three counties in grocery stores and other local venues to advertise information sessions about our programs. We will work with the local truant officers to help students return to school. Our program will be a safe place for students to return to school in a non-judgmental environment.

We expect that there will be no issues attracting the racial/ethnic and demographic composition of the three counties. We expect that we will attract more African American and Hispanic students than the 72% make up of the Vance County, as they historically are under privileged in the area. We expect that the program will attract about 80% African American and Hispanic students and about 20% White students. 75% of all Vance County students are eligible for free and reduced lunch. We expect 85% to 90% of our students will be eligible for free and reduced lunch. We have a commitment to providing healthy food options for our students and will advertise that fact. Trying to get students to learn to eat healthier food options is part of our mission. We will advertise to farmers so that the school can be part of the Farm to School movement.

We want to make sure that the disenfranchised students we attract understand that they will experience success, but that they will be expected to show up.

Parent and Community Involvement

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

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

2. We feel that supporting the family is the only way to help the student do their very best. This includes welcoming parents to the school. Helping the parents communicate often with the teachers and administrators. Helping the parents identify resources in the community to assist them in raising their children. Assisting parents and students in finding other resources that they need to maintain safe, comfortable lives.

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.*

1. The school will start accepting applications for the first year in February. After the final approval we will start advertising where to pick up applications and when the first lottery will be held. The first lottery will be held on February 19, 2015. Parents will be notified by phone that day and a packet accepting the spot will be sent to the parents by 2/20/15. The acceptance letter must be returned by March 1, 2015.

A randomized wait list will be developed on 2/19/15.

2. All persons are eligible for enrollment in Empowerment Academy. The only statutory enrollment will be for students of teachers and founding board members. We believe that if it takes a village to raise a child, the community members putting in the most work to make that happen should have a place in the village.

The lottery will be a randomized computer program. A designated staff member will input the student names. The first 150 students will be offered seats. The wait list will be generated from the randomized program. After the acceptance letters have been returned, if any spaces are free, letters will be sent out to the first name on the waiting list on down.

Since the program is individualized and students are not necessarily at the grade level their age indicates, students will be accepted at any grade/age level.

Subsequent years will be the same, lotteries will be advertised in January and the lottery will be held in February.

3. Students will be placed on the wait list and offered seats as they come available. If a person is offered a seat and they decline the next person on the list will be offered the seat. The person who declined may ask to remain on the wait list. They will stay in the same order on the list.

Students must withdraw or transfer in writing and the parents and/or student (depending on age) must attend an exit meeting with the administration to assure that the student has everything they need, including a copy of their file. The student will remain on the schools roster until they have officially withdrawn. Once the student has withdrawn then records may be sent to a new school within 1 week of a signed request for records.

Students may only re-enroll through the lottery process unless they have been expelled, in which case they must have a signed note from a mental health professional.

4. As explained in #2, it takes a village to raise a child, it is important that the teachers and the founding members are able to have their children with them, if that is what they would like.

5. Students may withdraw or transfer at any time. They or their parents must sign the students out and sign releases to send any information on to any other schools. They must attend an exit interview and take a copy of the student's file.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Vance County Schools
 LEA #2 Granville County Schools
 LEA #3 Warren County Schools

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

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 910	LEA 390	LEA 930	LEA 910	LEA 390	LEA 930	LEA 910	LEA 390	LEA 930	LEA 910	LEA 390	LEA 930	LEA 910	LEA 390	LEA 930
Grade 06	12	2	1	12	2	1	15	3	2	15	3	2	15	3	2
Grade 07	12	2	1	16	3	2	20	5	3	23	5	3	25	5	3
Grade 08	12	2	1	16	3	2	20	5	3	23	5	3	25	5	3
Grade 09	20	3	2	26	5	3	30	7	5	30	8	5	32	7	5
Grade 10	20	3	2	26	5	4	30	7	5	30	8	5	32	7	5
Grade 11	20	5	2	26	7	4	30	9	6	30	10	6	32	10	6
Grade 12	20	5	3	26	7	4	30	9	6	30	10	6	32	10	6
	116	22	12	148	32	20	175	45	30	181	49	30	193	47	30
	150			200			250			260			270		

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.

We have identified a transportation company who will bring students to and from school in Vance county for \$5 a day per student. They will also provide group pick up stops for Warren and Granville Counties for \$5 per student. We will budget for \$5 per student per day, but do not expect all students to use the school transportation every day. Students within a two mile radius of the school will be expected to walk to school.

The transportation company will transport all students with physical adaptive needs.

School Lunch Plan:

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

Part of our mission is to help students learn how to make healthy food choices and why that will make them feel better and therefore be able to function more effectively. To this end, we will have our meals catered by The Village Cafe ensuring healthy options for breakfast, lunch, and a snack. The Village Cafe will cater the three meals for \$5 per day per student. We will make sure that all students who are eligible for free and reduced lunch will have good brain food. Other students will be able to purchase all or one of the meal options everyday.

The Village Cafe will work with local farmers to buy up excess fruits and vegetables that might not be perfect for other markets. Students will also have an option to do internships at The Village Cafe. students will have a chance to learn how to cook healthy, cost efficient meals that are delicious and they will learn to love.

We expect that we will attract many students eligible for the free lunch program. We know that we can provide the nutritious options working within the free lunch program. Encouraging our other students to eat healthy options is going to be an ongoing teaching moment.

We will work with grocery stores in the area to collect seconds of fruits and vegetables that aren't bad, but won't sell in order to not only make sure that students have food to eat, but also to teach them how to use our resources.

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		\$1,280.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$2,381.00
Property Insurance	\$750,000		\$875.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$0	\$250,000	\$332.00
Other	\$1,000,000		\$5,003.00
Total Cost			\$10,052.00

*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.

empowerment 12/04/2013

(Board Chair Signature)

(Date)

Facility:

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

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

The board has discussed the feasibility of buying the empty Leggett building in downtown Henderson at 303 S Garnett Street, Henderson, NC 27536 (MLS # 1801781) - Brassfield Commercial Real Estate Brokerage Services.htm for \$179,000. We would need to invest at least another \$70,000 to upgrade it for our use. This location would give us 18,000 square feet of

instructional space upstairs and about 9,000 square feet at street level to either rent out or to eventually have our own school store, giving our students internship opportunities.

We have not advanced enough to fill out the Facilities Form yet.

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.*

Hopefully plans will be finalized to occupy the Leggett building before the charter school starts. However, if it is not available on time, we have another building available to rent for a year until the building is secured. This building at 317 S. Garnett Street Henderson, NC 27536 is only 6000 square feet. It will be OK for the first 150 students, but will not be large enough for the next year when we will grow to 200 students.

The rent for the back up building is \$5000 per month. We hope to raise all the money needed to buy and renovate the Leggett building, but if we are not able to raise it all, we do believe at this time that we will be able to get a loan for no more than \$5000 per month.

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 #1 910 - Vance County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$5,766.80	116	\$668,948.80
Local Funds	\$1,350.00	116	\$156,600.00
Federal EC Funds	\$3,398.04	0	\$.00
Totals			\$825,548.80

LEA #2 390 - Granville County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$5,135.90	22	\$112,989.80
Local Funds	\$1,386.90	22	\$30,511.80
Federal EC Funds	\$3,743.48	0	\$.00
Totals			\$143,501.60

LEA #3 930 - Warren County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$6,284.01	12	\$75,408.12
Local Funds	\$1,401.20	12	\$16,814.40
Federal EC Funds	\$3,341.29	0	\$.00
Totals			\$92,222.52

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	\$857,347	\$1,143,515	\$1,428,826	\$1,483,970	\$1,542,900
-Local Per Pupil Funds	\$203,926	\$272,205	\$340,697	\$354,344	\$367,770
-Exceptional Children Federal Funds	\$0	\$20,388	\$27,184	\$40,000	\$44,000
-Other Funds*	\$92,500	\$138,750	\$173,900	\$178,750	\$185,000
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,153,773	\$1,574,858	\$1,970,607	\$2,057,064	\$2,139,670

***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	\$75,000	\$75,000	1	\$75,000	\$75,000	1	\$76,000	\$76,000	1	\$80,000	\$80,000	1	\$80,000	\$80,000
Clerical	1	\$25,000	\$25,000	1	\$26,000	\$26,000	1	\$27,000	\$27,000	1	\$28,000	\$28,000	1	\$29,000	\$29,000
Custodians	.5	\$16,000	\$8,000	.5	\$17,000	\$8,500	.5	\$17,500	\$8,750	.75	\$18,000	\$13,500	.75	\$19,000	\$14,250
Safety Officer	1	\$25,000	\$25,000	1	\$26,000	\$26,000	1	\$27,000	\$27,000	1	\$28,000	\$28,000	1	\$29,000	\$29,000
Dean Of Students	1	\$50,000	\$50,000	1	\$50,000	\$50,000	1	\$52,000	\$52,000	1	\$55,000	\$55,000	1	\$56,000	\$56,000
A - Total Admin and Support:	4.5	\$191,000	\$183,000	4.5	\$194,000	\$185,500	4.5	\$199,500	\$190,750	4.75	\$209,000	\$204,500	4.75	\$213,000	\$208,250
Instructional Personnel:															
Core Content Teacher(s)	4	\$32,000	\$128,000	5	\$34,000	\$170,000	7	\$36,000	\$252,000	7	\$37,000	\$259,000	7	\$37,000	\$259,000
Electives/Specialty Teacher(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Exceptional Children Teacher(s)	5	\$45,000	\$225,000	7	\$45,500	\$318,500	7	\$46,000	\$322,000	8	\$47,000	\$376,000	8	\$48,000	\$384,000
Instructional Support	5	\$25,000	\$125,000	7	\$26,000	\$182,000	9	\$27,000	\$243,000	9	\$28,000	\$252,000	10	\$29,000	\$290,000
Teacher Assistants	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
B - Total Instructional Personnel:	14	\$102,000	\$478,000	19	\$105,500	\$670,500	23	\$109,000	\$817,000	24	\$112,000	\$887,000	25	\$114,000	\$933,000
A+B = C - Total Admin, Support and Instructional Personnel:	18.5	\$293,000	\$661,000	23.5	\$299,500	\$856,000	27.5	\$308,500	\$1,007,750	28.75	\$321,000	\$1,091,500	29.75	\$327,000	\$1,141,250
Administrative & Support Benefits															

Empowerment Academy Charter School

Health Insurance	4	\$2,400	\$9,600	4	\$2,400	\$9,600	4	\$2,700	\$10,800	4	\$3,000	\$12,000	4	\$3,100	\$12,400
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	4.5	\$590	\$2,655	4.5	\$598	\$2,691	4.5	\$615	\$2,768	4.75	\$624	\$2,964	4	\$636	\$2,544
Social Security	4.5	\$2,521	\$11,345	4.5	\$2,556	\$11,502	4.5	\$2,628	\$11,826	4.75	\$2,669	\$12,678	4	\$2,718	\$10,872
D - Total Admin and Support Benefits:	13	\$5,511	\$23,600	13	\$5,554	\$23,793	13	\$5,943	\$25,394	13.5	\$6,293	\$27,642	12	\$6,454	\$25,816
Instructional Personnel Benefits:															
Health Insurance	14	\$2,400	\$33,600	19	\$2,400	\$45,600	23	\$2,700	\$62,100	24	\$3,000	\$72,000	25	\$3,100	\$77,500
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	14	\$2,117	\$29,638	19	\$2,188	\$41,572	23	\$2,202	\$50,646	24	\$2,291	\$54,984	25	\$2,314	\$57,850
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	14	\$495	\$6,930	19	\$412	\$7,828	23	\$515	\$11,845	24	\$536	\$12,864	25	\$541	\$13,525
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	42	\$5,012	\$70,168	57	\$5,000	\$95,000	69	\$5,417	\$124,591	72	\$5,827	\$139,848	75	\$5,955	\$148,875
D+E = F - Total Personnel Benefits	55	\$10,523	\$93,768	70	\$10,554	\$118,793	82	\$11,360	\$149,985	85.5	\$12,120	\$167,490	87	\$12,409	\$174,691
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	17.5	\$492,713	\$206,600	17.5	\$594,354	\$209,293	17.5	\$685,543	\$216,144	18.25	\$712,013	\$232,142	16.75	\$731,954	\$234,066
B+E = H - Total Instructional Personnel (Salary & Benefits)	56	\$132,012	\$548,168	76	\$143,500	\$765,500	92	\$155,917	\$941,591	96	\$161,227	\$1,026,848	100	\$164,755	\$1,081,875
G+H = J - TOTAL PERSONNEL	73.5	\$624,725	\$754,768	93.5	\$737,854	\$974,793	109.5	\$841,460	\$1,157,735	114.25	\$873,240	\$1,258,990	116.75	\$896,709	\$1,315,941

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	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Paper	\$1,500	\$2,000	\$2,500	\$2,600	\$2,700
	Computers & Software	\$2,000	\$1,000	\$1,000	\$1,000	\$1,000
	Communications & Telephone	\$1,500	\$1,600	\$1,700	\$1,800	\$1,800
	Copier leases	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
Professional Contract	Legal Counsel	\$500	\$500	\$500	\$500	\$500
	Student Accounting	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Financial	\$1,500	\$2,000	\$2,500	\$2,600	\$2,700
Facilities	Facility Lease/Mortgage	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000
	Maintenance	\$0	\$1,000	\$1,000	\$1,000	\$1,000
	Custodial Supplies	\$500	\$550	\$600	\$650	\$650
	Insurance (pg19)	\$10,052	\$11,300	\$11,650	\$11,720	\$11,800
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$3,600	\$4,000	\$4,400	\$4,500	\$4,500
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$1,200	\$1,500	\$2,000	\$2,000	\$2,000
	Trash	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Other	Marketing	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Child nutrition	\$92,500	\$138,750	\$173,900	\$178,750	\$185,000
	Travel	\$0	\$0	\$0	\$0	\$0
Transportation	Contract	\$138,750	\$185,000	\$231,250	\$240,500	\$249,750
Instructional Contract	Psychologist	\$9,000	\$6,000	\$7,500	\$9,000	\$9,000
Facilities	Alarm System	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
Professional Contract	Auditor	\$0	\$6,000	\$6,000	\$6,500	\$6,500
	K - TOTAL Administrative & Support Operations	\$296,202	\$394,800	\$480,100	\$496,720	\$512,500
	Instructional:					
Classroom Technology	Software	\$1,500	\$2,000	\$2,500	\$2,600	\$2,700
Instructional Contract	Staff Development	\$2,000	\$2,000	\$3,000	\$3,000	\$3,000
Books and Supplies	Instructional Materials	\$15,000	\$20,000	\$25,000	\$26,000	\$27,000
	Curriculum/Texts	\$1,500	\$2,000	\$2,500	\$2,600	\$2,700
	Copy Paper	\$2,000	\$3,000	\$3,500	\$4,000	\$4,000
	Testing Supplies	\$3,000	\$4,000	\$5,000	\$5,200	\$5,400

Empowerment Academy Charter School

	Other	\$0	\$0	\$0	\$0	\$0
	L - TOTAL Instructional Operations	\$25,000	\$33,000	\$41,500	\$43,400	\$44,800
	K+L = M - TOTAL OPERATIONS	\$321,202	\$427,800	\$521,600	\$540,120	\$557,300

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$754,768	\$974,793	\$1,157,735	\$1,258,990	\$1,315,941
M - TOTAL OPERATIONS	\$321,202	\$427,800	\$521,600	\$540,120	\$557,300
J+ M =N TOTAL EXPENDITURES	\$1,075,970	\$1,402,593	\$1,679,335	\$1,799,110	\$1,873,241
Z - TOTAL REVENUE	\$1,153,773	\$1,574,858	\$1,970,607	\$2,057,064	\$2,139,670
Z - N = SURPLUS / (DEFICIT)	\$77,803	\$172,265	\$291,273	\$257,954	\$266,429

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.

We want to keep the school small to be able to meet the needs of our high needs students and their families. We know that we will have enough students to fill the school with the disenfranchised students in the three counties. Fewer than 25% of the adults 25 and older in Vance County have not finished high school. The Vance County Learning Center has been in operation for the past 10 years. Students have to pay \$10 a day to attend. The students who have graduated from that program are very grateful. Many other students would like to attend but cannot afford it. Empowerment will fill the gap. Since we will start with sixth graders, we hope to catch the students young enough to help them catch up with their grade and develop the self confidence they need to be successful not only in high school, but in college or whatever else they want to do after graduation.

To meet our fixed cost needs with the bare minimum of staff to meet our expectations for our mission we will need at least 81 students. Fixed costs for the building, utilities, insurance, employment taxes, contract services, and materials could be as low as \$10,000 a month. A teaching Principal, Dean, 2 Special Ed. teachers, 4 para-professionals, and a security officer will cost about \$370,000. Transportation will be a bit less than \$75,000.

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

The school will not open without 81 students. We will only add staff with every 10 students added to the roster. We know how to be frugile and make the most out of our assets.

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

The budget will not rely on donations, but will be enhanced by donations. We will have a contingency plans for all aspects were we would like to rely on donations. For example, we will be able to rent space until we are able to raise enough money to buy and renovate the Leggett building. If another building is donated to us, we will consider the feasibility of that building. We would prefer to have our own permanent space. If we are close to our goal for the purchase and renovation of a building, we will

consider a small loan, as long as that loan is not larger than the rent payments that we have in our budget.

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

10:1 including para-professionals

- 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.*

Our enrollment will determine how many services we will be able to outsource. If we are at full capacity, we expect to outsource our accounting, psychological services and testing. If we are not at capacity, we will only outsource psychological services and testing.

The stakeholders will recommend any large purchases, over \$5000, with justifications for the expenditures. The board will approve expenditures with accompanied research that it is the best producer and meets the needs and mission of the school. Others funds will have budgets with the people identified who are to use those funds. Monthly reports will indicate how those funds are used.

The school will obtain at least 3 bids from 3 different companies before contract work is done. The school does not have to take the lowest bid. It may choose to take the bid that shows the best understanding of the needs of the school at the fairest price. The lowest bids often leave out key components. The board will be prudent with all contracts.

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

The school intends to put most of its working capital into teaching and support staff. When assets are minimal it is important to spend the money on what will help the students achieve success the most. We want to put as little as possible into things that are not as important, such as facilities and furniture. We must spend quite a bit on transportation to make sure that the students are able to get to school when they are reluctant to go. The rest of our funding will be geared towards our curricular materials.

We know that many schools are able to achieve great success without great sums of money. We know that we can make the allotment that we will get go a long way to realize our mission and goals.

- 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 school would like to keep a balance of approximately 10% in the general fund from local funding.

Our present budget shows less than that for the first year because we will not receive funding for special needs students. We intend to raise funds before the first year. Although, we will be able to manage on a tight budget even if we are not able to raise all the funds we expect.

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

financing and leases.

Once we receive the charter approval, we will start raising funds to buy the Leggett Building. We are hoping not to finance the building. If we do have to finance the building, we should be able to get a loan with a payback of \$2000 per month. We intend to raise the funds. If we are not able to do so, we will lease a building from the Vance County Learning Center until we are able to refurbish a permanent building.

Leases will be handle the same way all contracts are handled. We will make sure that we follow all of rules to make sure their is no conflict on interest involved.

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

At the present time the school does not have more than the \$500 application fee committed to it. It will start raising funds for the school as soon as the preliminary charter is approved. The Vance County Learning Center, Inc. has assets, but they are not dedicating those to the charter school until approval is granted.

The school expects to raise funds for the building and renovation. They will buy or accept second hand furniture ans supplies. We intend to write grants for technical equipment. Until we receive the grants or donations, we will use what we can afford.

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?

Empowerment is a relatively small school. We expect the principal to oversee the reports that go to the local, state, and federal governments. S/he will be responsible for the financial reports, although the payroll will be outsourced. S/he will compile the monthly reports for the board with input from all the staff members and the financial company.

The clerk will help compile all reports. The clerk will turn in the daily attendance reports. Records will be kept in a locked file cabinet with safe guards on computer programs.

Inventory will be taken on a regular basis by the paraprofessionals with the students help. This will encourage students to take care of the schools assets.

Our budget does include a security system to safe guard intruders. The school will develop a strong culture to make help students understand why they want to safeguard the schools property.

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

As related before, Deryl Von Williams owns the Cafe that we expect to use for our free lunch program. The cafe will be paid \$5 per day per student for breakfast, lunch, and a snack. Once that contract is researched by the rest of the board, a vote will be taken with Ms. Von Williams abstaining from voting on this issue.

Ms. Von Williams may choose to apply for a position at the school, if so she will relinquish her seat as chairperson of the board, but may be a non-voting member.

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.

Winston, Williams, Creech, Evans & Company PLLC
102 W. Spring Street
Oxford, NC 27565
919-693-5196
Fax: 919-693-7614

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).

empowerment

Date: 12/05/2013

Applicant Signature:

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

Print/Type Name: empowerment

Board Position: 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____.

