



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Next Generation Academy

Public charter schools opening the fall of 2015

Due by 5:00 pm, December 6, 2013

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

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.

TABLE OF CONTENTS

I.	<u>APPLICATION CONTACT INFORMATION</u>	5
	Grade Levels Served and Total Student Enrollment:	5
II.	<u>MISSION and PURPOSES</u>	7
	Mission:	7
	Educational need and Targeted Student Population of the Proposed Charter School:	7
	Purposes of the Proposed Charter School:	8
	Goals for the Proposed Charter School:	10
III.	<u>EDUCATION PLAN</u>	13
	Instructional Program:	13
	C	
	K-5 Curriculum and Instructional Design:	14
	C	
	6-8 Curriculum and Instructional Design:	17
	C	
	Special Programs and "At-Risk" Students	20
	Exceptional Children	22
	Student Performance Standards	25
	Student Conduct:	26
IV.	<u>GOVERNANCE, OPERATIONS and CAPACITY</u>	28
	Governance:	28
	Governance and Organizational Structure of Private Non-Profit Organization:	28
	Proposed Management Organization (Educational Management Organization or Charter Management Organization)	32
	Private School Conversions: complete	32
	C	
	Projected Staff:	32
	Staffing Plans, Hiring, and Management	32
	Staff Evaluation and Professional Development	36
	Enrollment and Marketing:	37
	Marketing Plan	38
	Parent and Community Involvement	38
	Admissions Policy	39
	PROJECTED ENROLLMENT 2015-16 through 2019-2020	42
	Transportation Plan:	43
	School Lunch Plan:	43
	Civil Liability and Insurance	44
	Health and Safety Requirements:	44
	Facility:	
	Facility Contingency Plan:	45
V.	<u>FINANCIAL PLAN</u>	
	Budget: Revenue Projections from each LEA 2015-16	46
	Total Budget: Revenue Projections 2015-16 through 2019-2020	47
	Personnel Budget: Expenditure Projections 2015-16 through 2019-2020	48
	Operations Budget: Expenditure Projections 2015-16 through 2019-2020	50
	Overall Budget:	52
	Budget Narrative:	52
	Financial Audits:	54
VI.	<u>AGREEMENT PAGE</u>	

LEA Impact Statement:_____55
Applicant Signature:_____55

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Next Generation Academy

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

Name of non-profit organization under which charter will be organized or operated: Next Generation Academy INC

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

Name of contact person: James S. Pfaff

Title/Relationship to nonprofit: Board Member

Mailing address: 305 South Chapman Street
Greensboro NC 27403

Primary telephone: 336-772-3000 Alternative telephone: 336-772-3000

E-Mail address: pfaffjim@aol.com

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

County: GUILFORD

LEA: 410-Guilford 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? Next Generation Academy INC

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05	600
Second Year	K,01,02,03,04,05,06	700
Third Year	K,01,02,03,04,05,06,07	800
Fourth Year	K,01,02,03,04,05,06,07,08	900
Fifth Year	K,01,02,03,04,05,06,07,08	900
Sixth Year	K,01,02,03,04,05,06,07,08	900
Seventh Year	K,01,02,03,04,05,06,07,08	900
Eight Year	K,01,02,03,04,05,06,07,08	900
Ninth Year	K,01,02,03,04,05,06,07,08	900
Tenth Year	K,01,02,03,04,05,06,07,08	900

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.

nextgeneration
Signature

James Pfaff
Title

nextgeneration
Printed Name

11/30/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

The Next Generation Academy provides a robust and innovative learning environment for students where parents, community, and staff work in collaboration to ensure a world-class education for all. Students are consistently challenged by the implementation of a comprehensive Science Technology Engineering and Mathematics (STEM) model curriculum that is additionally supported by a focus on leadership skill development and appreciation for the arts. With a concentration on 21st century skill sets, students are encouraged to apply their unique and diverse abilities and gifts to develop an understanding of their immediate communities, expand that understanding to global needs, and consequently promote an improved future for all peoples.

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 East Greensboro community targeted by the Next Generation Academy is often defined by its statistics. For example, of the 52,325 residents, over 60% are African Americans. The poverty rate is at 25% and the number of single parent families led by females significantly outpaces the number of two-parent families. Within this geographic area there are zip codes where 31% of the households make less than \$20,000 per year.

Members of the Founding Board, along with a multitude of stakeholders (e.g., parents, community members, faith-based personnel, and interested persons), are quite knowledgeable about the statistics associated with East Greensboro. Having worked, lived, volunteered, and served residents through a myriad of programs and initiatives, the Board is aware of and sensitive to the needs of this community that is characterized by low socio-economic status, racial and ethnic diversity, and a multitude of single family households. The targeted student population of the charter school will mirror these demographics.

- 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).*

The Next Generation Academy will be a K-8 school with a student-teacher

ratio of 1-20 (significantly lower than the LEA classrooms), with a teacher assistant assigned to each K-2 classroom. The projected enrollment in 4 years will be 900 students with 600 in the first year.

This projected enrollment represents 1.25% of the LEA.

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

The Founding Board has made a commitment that the children of East Greensboro will be more than statistics. They will be provided with educational options that will allow them to distinguish themselves as productive citizens, willing and able to improve the future for themselves, their families, their community, and ultimately their world.

While there are several public Guilford County Schools within a five-mile radius, these schools are limited in terms of alternative curricular choices. None of these schools offer a solid curriculum that emphasizes the necessary 21st century skills of Science Technology Engineering and Mathematics (STEM), along with a focus on leadership which is a skill that is imperative for students to develop and have nurtured. While some of the public schools within this radius offer a minimal art curriculum, visual and performing arts competencies are not necessarily aligned with STEM as a way to increase not only student appreciation of the arts but also advance student achievement in the STEM areas. Each student in the K-8 school will be provided with a computer tablet.

A significant population of students in this East Greensboro community are African American males who statistically achieve at lower levels. While there is a Guilford County Schools initiative that offers suggestions for schools to use when working with African American males, there continues to be a wide gap among these students in comparison to their Caucasian male counterparts in regards to academic achievement and behavior problems. There needs to be a more strategic focus on African American male achievement for this targeted population. Our plans are to partner with Boy Scouts of America(Venturing Program)with an emphasis on mentoring and leadership.

Parents in this community have indicated through surveys, focus group conversations, and advocacy that they are interested in a strong, equitable education for all students that will prepare them to be competitive in an increasingly global workforce. They have expressed concerns that their students have been "caught in the middle" of political wars and socio-economic inequities that have limited their children access to quality, innovative teaching, educational resources, and an education that is focused on success for all.

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.*

The primary purpose for the Next Generation Academy is to "provide a robust and innovative learning environment where students are consistently challenged by the implementation of a comprehensive Science Technology Engineering and Mathematics (STEM) model curriculum, additionally supported by a focus on leadership skill development and appreciation for the arts." The Founding Board strongly believes that our mission, academic and social curriculum, and school operations are fully aligned with three of the six purposes of North Carolina's charter school legislation:

1. Improve Student Learning:

Science Technology Engineering and Mathematics (STEM) will be the primary curricular focus of the Next Generation Charter School additionally complemented by an emphasis on Leadership and the Arts. In addition, students will also be required to master those competencies related to Common Core Curriculum. Through the implementation of project-based learning, personalized learning and blended learning, students will be challenged to apply skill development to a STEM curriculum. The Next Generation Academy will be a K-8 school with a student-teacher ratio of 1-20 (significantly lower than the LEA classrooms), with a teacher assistant assigned to each K-2 classroom.

Unique to Next Generation Academy will be that students will experience multi-age classrooms which will be structured to allow students to accelerate at their own pace, regardless of age and prior traditional grade assignments. Students will be assessed using standards-based grading. At least once a semester school leadership and faculty will participate in student placement meetings in which student assessments, authentic student work, and teacher observations will be examined to determine if there should be adjustments made in student placement.

2. Increasing learning opportunities for all students:

The Next Generation Academy will be a K-8 school with a student-teacher ratio of 1-20 (significantly lower than the LEA classrooms), with a teacher assistant assigned to each K-2 classroom.

This projected enrollment represents 1.25% of the LEA.

Specialized instruction will meet the needs of students at risk of academic failure as well as students who are academically gifted. (Please refer to our plan for all students as described in Section III: Education Plan in regards to how we intend to address those special populations such as gifted, at-risk children, English language learners, etc.)

In an effort to raise achievement for African American males, a specialize teacher (with a psychology, social work, and/or counseling background) will be hired to specifically work with African American males, their teachers, and their families to provide research-based and best practice solutions and interventions that support African American males being successful in their respective classrooms, in the school, and even in their community.

In addition, in support of both male and female students learning STEM concepts and applications, there will be some single gender classroom settings (e.g., one all female, one all male) from which parents may choose.

All students and staff will be engaged in Leadership Wednesdays where students will be exposed to a weekly 90-minute leadership curriculum designed and co-facilitated along with faculty and staff by the world-renowned Center for Creative Leadership. Students and staff will be encouraged to dress in a more formal attire on these days as a way to emphasize such concepts as positive image, manners, etiquette, decorum, etc. Leadership Wednesdays will also address such topics as bullying, social media etiquette, college and career preparation, good citizenship, values, and life skills.

Recognized as partners in their child's educational success, parents (grandparents and guardians will be invited, as well) will be asked to agree to commit to at least fifty (50) hours of additional support per family (e.g., volunteer activities, participating in parent education classes, reading to your child, after school tutoring etc.)

All students will be provided with an electronic tablet to serve as a learning tool and all classrooms will be equipped with state-of-the-art technology to facilitate teaching and learning.

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 school's existence.*

The Founding Board has established the goals (as outlined in Appendix B) to ensure academic, behavioral, and social success for Next Generation Academy students. With the focus on Science Technology Engineering and Mathematics, each goal includes clear and measurable objectives, along with associated timeframes, that will allow the Board, parents, faculty and staff, and community to easily gauge whether our students are attaining the knowledge,

skills, and dispositions requisite to appropriate standards of achievement. One of our main academic goals is to enrich our students learning atmosphere. The primary focus of our program is academic excellence and we will not compromise with mediocrity for any reason. Lax attitudes or underperformance will not be accepted and students will be given whatever guidance is necessary to improve and reach their goals.

K-8 Science/Technology/Engineering/Math Goals for Next Generation

These Goals includes two focus areas:

1. STEM Education and Outreach programs aimed at inspiring, engaging, and educating the next generation of scientists and engineers; and
2. Evaluation to assess the effectiveness and impact of the STEAM efforts.

Efforts proposed for the STEM Education and Outreach focus area must clearly demonstrate that they:

A. Invest in either the development of innovative capabilities and educational tools OR in significantly scaling proven models and approaches.

B. Will create meaningful content and participant experiences that meet Next Generation STEM goals and priorities, and that will expose students to skills, content, careers, facilities and personnel that applies the curriculums' content of the program.

C. Contain a strategy for self-sufficiency, such that following the completion of coursework, the effort will have a clear sustainability path and enduring capability.

The program at Next Generation will provide students with the skill and knowledge required to meet these goals. At all levels and in all subjects, students are expected to master dimensions of education; acquisition of knowledge by systematic learning and rote learning where necessary; acquisition of skills by coaching and modeling; and acquisition of understanding through focused discussions and projects. We expect our teachers to motivate their students with energy and affection for the subject matter.

Next Generation students in grades 6-8 who are interested in pursuing careers in the math and sciences may be provided curriculum opportunities that expose them to related fields such as aeronautics and aviation, chemistry and biomedicine, and space, astronomy, and astronautics.

Next Generation Academy provides excellence in education in fundamental academics and performing arts, fine arts and technology related to the arts creating an educational community where each student thrives, exploring personal interests in an atmosphere that encompasses different learning styles, individual learning opportunities, smaller class sizes and multiple methods of learning assessments.

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

The board will receive monthly updates from the Executive Director. Assessment data, attendance data, teacher attendance data, behavior data will be charted and made available to the board. At the end of each grading period, the board will receive academic progress sheets on all of the

subgroups by grade level. The reports will clearly identify the objectives that each student has or has not mastered. The board will also receive quarterly updates of the school improvement plan that will address all targets determined by the board. The board will receive monthly updates on the expenditures from the budget

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 Curriculum ensures academic excellence in every classroom and encourages steady academic progress as students build their knowledge and skills from one year to the next.

The knowledge and skills students learn will not be limited to the defined curriculum. All staff will partner with students and parents to create opportunities to learn. Student learning will be monitored by the Curriculum Team and school administration.

The Education Model will be implemented within the Learning Focused framework created by Max Thompson and Julia Thomason who based their framework on the research for practices within an Exemplary School. An Exemplary School is defined as a school with 90% or more of its students at or above grade level. Exemplary Practices are defined as practices/activities that exist on a consistent, pervasive basis in exemplary schools.

* These practices/activities are classified into the following components:

* Curriculum

The curriculum must be prioritized to identify which standards are essential standards. Essential standards to be taught must meet the following criteria: (1) Endurance, (2) Leverage (3) Essential for the next level of instruction. Benchmarks and Curriculum Maps will be developed and provided for each grade level.

Unit and Content maps with a focus on vocabulary will be developed by the teacher that aligns with the Essential Standards.

* Instruction

There must be a focus on reading comprehension as well as writing in the content area that is vertically aligned. The use of advanced organizers, scaffolding, and previewing are to be used throughout the instructional presentation. Teachers will consistently differentiate cognitive strategies. Instructional coaching with feedback will be a part of daily practice.

* Assessment

The focus must be on assessment for learning with continuous formative assessment. Benchmark assessments will be used to direct planning and instruction. Rubrics development and use will be incorporated into each lesson.

* Organization

Within the school must be multiple options for acceleration for students. Teachers will meet vertical as well as grade level teams to properly align the curriculum. Large blocks of time will be incorporated into the schedule especially for math, and reading.

* Planning

Priority must be given for allocated time for planning. Data and results will be used to guide team-based planning and individual planning. Planning will be linked to staff development.

These components will interact and support one another to increase achievement and improve student learning.

Teachers, curriculum coaches and administration will be provided training and onsite coaching in the Learning Focused Model. Specific Learning Focused lessons will be used to deliver the curriculum. Higher Order Thinking Skills based on Webbs Depth of Knowledge will be used to increase the rigor of the Learning Focused Lessons. The Learning Focused training and coaching will assist teachers in developing rubrics which focus on creating effective assignments and assessments for learning based on expected outcomes. Accelerating learning will be a part of each unit as teachers work collaboratively on the lesson design. During planning, teachers will make and use "student learning maps" to assure curriculum, instruction, and assessments are aligned. Teachers will also receive training on mapping the Common Core State Standard as well as how to unpack the standards.

K-5 Curriculum and Instructional Design:

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

The learning environment in the classroom will focus on integrated teaching strategies. All students will be involved in a variety of learning activities that are challenging but appropriate for the age group. The students will be allowed to explore, discuss, solve problems and ask questions to understand what is being taught instead of memorizing and regurgitating the information. The class size will be kept to a maximum of 20 students. To meet the needs of all students at the New Generation Academy every child will be administered a series of assessments to determine students current performance based on grade level competencies. The data from the assessments will be used to meet the needs of the students by developing groups within the class to provide prescriptive instruction.

Provide a synopsis of the planned curriculum, including:

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

K-8 One of the ultimate goals of a reading a program is to develop readers who not only comprehend what they read but who also want to read throughout their lives. A board range of experiences with a wide variety of books is crucial in any communication program. Students should have some choice in the selection of their reading materials and books for at least part of their reading program. Using the research from the Reading Next and Reading First study, key components will include a phonics based program as well whole language.

K-8 Language Arts Language Arts curriculum will be aligned to the North Carolina Common Core Curriculum with and integration of the reading,

writing, listening, and speaking.

K-8 Mathematics The math curriculum will be centered on the North Carolina Common Core State Standards Goals and Objectives. The focus will be on a balance of procedures and understanding as outlined in the nine Mathematical Practices outlined by the Common Core State Standards. Students will be able to connect the Mathematical Practices to the content. Students will learn the base for analogous problems, representing problems coherently, justify conclusions, applying mathematics to practical situations, use technology mindfully to work with mathematics, explain the mathematics to other students, and deviate from a known procedure to find a shortcut.

K-8 Science Science will be used to foster the natural curiosity found in all students. Science will be taught as a process by which students will try to understand how the natural world works. Students will use the inquiry method not as a process for collecting facts or just describing the world but to build their knowledge of how living things interact with each other and their environment. Students will understand there is a process to follow but there is not one scientific method. During their investigations advanced tools will be used to assist them in recognizing patterns in data and how to use of the data to create reasonable explanations of results and explanations.

K-8 Social Studies The social studies curriculum used will align with the North Carolina Essential Standards for Social Studies. Students will be taught in a more conceptual framework rather than the memorization of facts and dates. The purpose will be to assist students in recognizing patterns and making connections which will transfer beyond a single discipline.

K-8 Art, Music, Dance The Arts will be used to assist students in their understanding of the human experiences. The weekly schedule will be used to provide opportunities for students to attend music, visual arts, and dance. The focus of the curriculum will align with North Carolina Arts Education Essential Standards. The Art will also allow for the facilitation of teamwork, collaboration, leadership and a diverse way of thinking about themselves and society.

K-8 Health and Physical Education The goal of a physical education and healthy living program is to teach students behaviors that contribute to a healthful lifestyle and improved quality of life. The schedule will include an allocated time for recess as well as a weekly structured time for the goals and objectives to be met which correlate with North Carolina Essential Standards for the study of Health and Physical Education. Throughout the curriculum teachers will incorporate activities that allow for movement throughout the lesson. The focus will be on active manipulation of the curriculum through hands-on experiences.

- 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.*

Learning Management System to Support the Educational Model

A Virtual/blended instruction model will be used throughout the school. All students will receive a personalized electronic tablet for use at school and home. Teachers will have the flexibility to communicate with students via Brainhoney, a learning management system that will provide tools for teachers and students to transition successfully to a virtual/blended learning. With the use of the system, learning objects, assignments, and resources can be upload to allow easy access for students and parents from

home.

Functionality of the system:

Content Repository:

Teacher will upload and share learning objects, assignments, and resources across the school creating a professional learning community and improving teacher collaboration.

Assessment: Teacher will create assessments from item banks or self-created assessments in the following formats: multiple choice, matching, short answer, multiple answers and essay. All assessments will be graded automatically.

Progress Monitoring:

Teachers are able to access their dashboard which will provide a list of critical students based on the grades and recent activity. Teacher will analyze student performance down to detailed items and response reports from assessments and activity log. Teacher will use the system to determine the length of time spent on each assignment.

Automatic Prescriptions

Formative assessments will provide students with an individualized learning plan, automatically generated based on their mastery of specific standards.

Collaborations

Students will collaborate using a variety of tools such as wikis, journals, blogs, and discussion boards. All these tools will reside within the system and will not allow for external participants.

Data Driven Instruction

Each kindergarten through fifth grade student will be given the Dynamic Indicators of Basic Early Literacy Skills (Dibels) basic assessment test to determine students acquisition of early literacy skills. The Dibels assessment has seven indicators which focus on Phonological Awareness, Alphabetic Principle and Phonics, Accuracy and Fluency, Comprehension, and Vocabulary and Oral Language. The use of the Dibels assessment will allow for the identification of students experiencing difficulty in acquisition of basic early literacy skills. The Dibels assessment data will provide support early and prevent the occurrence of later reading difficulties. The mClass TRC assessments will also be used to determine students comprehension and writing skills critical to becoming successful readers.

Reading Program

(SRA) The Imagine IT will be used as the primary reading program used during Teacher Directed Reading within the 120 minute Literacy Block. The scope and sequence of the reading program is based on the research that skills and strands must be introduced and reviewed while other skills are being presented. The Imagine IT program will allow teachers to explicitly and systemically teach and review the skills. The Developmental Reading Assessment (DRA) included in the Imagine IT reading program will be used to assist in determining student placement in the Guided Reading groups also to be held during the literacy blocks included in the schedule. The Jan Richardson Next Steps to Guided Reading model will be used to provide a guide for teachers to teach reading at the developmental level as indicated by the students assessment data. The model focuses on:

- * Analyzing reading assessments to identify an instructional focus
- * Prompting students to use reading strategies when they encounter

difficulties

* Teaching skills that are necessary and appropriate for a specific reading stage

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.*

NGA will align their academic calendar with Guilford County Schools and will consist of 185 days of instruction. The anticipated first day will be August 25, 2015. School will begin at 7:45 a.m. and will dismiss students at 2:25 for a total of 6.5 hours and 390 instructional minutes each day.

New teacher orientation will occur August 10th-August 13th. Teacher workdays for professional development will occur between August 17-24. The school will be closed for Labor Day, Thanksgiving (November 25,26,27) Holiday break is scheduled for December 21-January 1. Holidays for 2016 will be January 18, March 25, Spring Break March 28-April 1, May 30. The school year will end June 12 for students and June 17th for teachers. Workdays will be scheduled at the end of each 9 weeks. Each Wednesday morning, the students will have a 90 minute leadership class while the teachers are participating in weekly PLCs and grade level meetings to discuss effective teaching strategies to meet the needs of the students based on data from assessments

6-8 Curriculum and Instructional Design:

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

The learning environment in the classroom will focus on integrated teaching strategies. All students will be involved in a variety of learning activities that are challenging but appropriate for the age group. The students will be allowed to explore, discuss, solve problems and ask questions to understand what is being taught instead of memorizing and regurgitating the information. The class size will be kept to a maximum of 20 students. To meet the needs of all students at the New Generation Academy every child will be administered a series of assessments to determine students current performance based on grade level competencies. The data from the assessments will be used to meet the needs of the students by developing groups within to provide prescriptive instruction.

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.*

K-8 One of the ultimate goals of a reading a program is to develop readers who not only comprehend what they read but who also want to read throughout their lives. A board range of experiences with a wide variety of books is crucial in any communication program. Students should have some choice in the selection of their reading materials and books for at least part of

their reading program. Using the research from the Reading Next and Reading First study, key components will include a phonics based program as well whole language.

K-8 Language Arts Language Arts curriculum will be aligned to the North Carolina Common Core Curriculum with and integration of the reading, writing, listening, and speaking.

K-8 Mathematics The math curriculum will be centered on the North Carolina Common Core State Standards Goals and Objectives. The focus will be on a balance of procedures and understanding as outline in the nine Mathematical Practices outlined by the Common Core State Standards. Students will be able to connect the Mathematical Practices to the content. Students will learn the base for analogous problems, representing problems coherently, justify conclusions, applying mathematics to practical situations, use technology mindfully to work with mathematics, explain the mathematics to other students, and deviate from a known procedure to find a shortcut.

K-8 Science Science will be used to foster the natural curiosity found in all students. Science will be taught as a process by which students will try to understand how the natural world works. Students will use the inquiry method not as a process for collecting facts or just describing the world but to build their knowledge of how living things interact with each other and their environment. Students will understand there is a process to follow but there is not one scientific method. During their investigations advanced tools will used to assist them in recognizing patterns in data and how to use of the data to create reasonable explanations of results and explanations.

K-8 Social Studies The social studies curriculum used will align with the North Carolina Essential Standards for Social Studies. Students will be taught in a more conceptual framework rather than the memorization of facts and dates. The purpose will be to assist students in recognizing patterns and making connections which will transfer beyond a single discipline.

K- 8 Art, Music, Dance The Arts will be used to assist students in their understanding of the human experiences. The weekly schedule will be used to provide opportunities for students to attend music, visual arts, and dance. The focus of the curriculum will align with North Carolina Arts Education Essential Standards. The Art will also allow for the facilitation of teamwork, collaboration, leadership and a diverse way of thinking about themselves and society.

K-8 Health and Physical Education The goal of a physical education and healthy living program is to teachstudents behaviors that contribute to a healthful lifestyle and improved quality of life. The schedule will include an allocated time for recess as well as a weekly structured time for the goals and objectives to be met which correlate with North Carolina Essential Standards for the study of Health and Physical Education. Throughout the curriculum teachers will incorporate activities that allow for movement throughout the lesson. The focus will be on active manipulation

- 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.*

Learning Management System to Support the Educational Model

A Virtual/blended instruction model will be used throughout the school. All students will receive a personalized electronic tablet for use at school and

home. Teachers will have the flexibility to communicate with students via Brainhoney, a learning management system that will provide tools for teachers and students to transition successfully to a virtual/blended learning. With the use of the system, learning objects, assignments, and resources can be upload to allow easy access for students and parents from home.

Functionality of the system:

Content Repository:

Teacher will upload and share learning objects, assignments, and resources across the school creating a professional learning community and improving teacher collaboration.

Assessment: Teacher will create assessments from item banks or self-created assessments in the following formats: multiple choice, matching, short answer, multiple answers and essay. All assessments will be graded automatically.

Progress Monitoring:

Teachers are able to access their dashboard which will provide a list of critical students based on the grades and recent activity. Teacher will analyze student performance down to detailed items and response reports from assessments and activity log. Teacher will use the system to determine the length of time spent on each assignment.

Automatic Prescriptions

Formative assessments will provide students with an individualized learning plan, automatically generated based on their mastery of specific standards.

Collaborations

Students will collaborate using a variety of tools such as wikis, journals, blogs, and discussion boards. All these tools will reside within the system and will not allow for external participants.

The key elements designed to improve adolescent literacy achievement in middle school students will be incorporated throughout the curriculum. ie: Direct, explicit comprehension instruction, 2. Effective instructional principles embedded in content, 3. Motivation and self-directed learning, 5. strategic tutoring, 6. Diverse texts, 7. Intensive writing, 8. A technology component, 9. Ongoing formative assessment of students, 10. Extended time for literacy, 11. Professional development, 12. Ongoing summative assessment of students and programs, 13. Teacher teams, 14. Leadership.

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.*

NGA will align their academic calendar with Guilford County Schools and will consist of 185 days of instruction. The anticipated first day will be August 25, 2015. School will begin at 7:45 a.m. and will dismiss students at 2:35 for a total of 6.5 hours and 390 instructional minutes each day.

New teacher orientation will occur August 10th-August 13th. Teacher workdays for professional development will occur between August 17-24. The school

will be closed for Labor Day, Thanksgiving (November 25,26,27) Holiday break is scheduled for December 21-January 1. Holidays for 2016 will be January 18, March 25, Spring Break March 28-April 1, May 30. The school year will end June 12 for students and June 17th for teachers. Workdays will be scheduled at the end of each 9 weeks. Each Wednesday morning, the students will have a 90 minute leadership class while the teachers are participating in weekly PLCs and grade level meetings to discuss effective teaching strategies to meet the needs of the students based on data from assessments

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.*

At Next Generation Academy we plan to use the Response To Intervention (RTI) program. Additionally, because we know that students succeed when teachers consistently and aggressively monitor their progress our teachers will actively participate in each students path to achievement. It is the teachers responsibility to ensure that students master the grade level content as articulated through Common Core and state standards.

Phase 1 - All students will complete a screening assessment at the beginning of each academic year, which will provide useful information for planning more effective instruction. In addition, short-cycle assessments will be used during daily instruction to check for understanding. Students who have not yet mastered the concept will receive additional support within and without the classroom. These corrective measures will include but not limited to re-teaching, cooperative learning opportunities, differentiated instructional strategies, learning centers and alternative materials.

Phase 2 - Those students not mastering content in Phase 1 will receive more prescriptive intervention in Phase 2. These will be based on a review of a range of factors, including teacher referrals, data from classroom and end-of-instruction assessments, results from assessments tied to national norms (norm-referenced), state assessment results, and parent input. Students will receive supplemental interventions using programs and approaches that are proven to accelerate student learning. Other intervention strategies may be provided in the classroom in a workshop setting or delivered through supplemental support outside of the general classroom during non-core educational programming. Student progress will be monitored frequently to ensure that the intervention is effective.

Phase 3 - If data shows that some students are not making appropriate progress through phase 2 interventions, the teacher will refer those students for Phase 3 interventions. The teacher and intervention support staff will review current intervention strategies, monitor student progress, and work together as student learning progresses. Phase 3 interventions will include an intensified approach that focuses on fewer high-priority reading and math skills. One-on-one concentrated and focused tutoring will also be considered. If these interventions do not successfully promote

student learning, the schools special education team will conduct a referral meeting to decide whether testing is needed to determine if the student has special needs.

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. The staff of Next Generation Academy will use the process designated by the state and approved by the federal government (Title III of the No Child Left Behind Act of 2001) to identify students and provide services to students identified as English Language Learners (ELL). We will follow the guidelines set forth by the North Carolina State Board of Education to identify students using the Home Language Survey (HLS). We will use the state designated World-Class Instructional Design and Assessment (WIDA) to determine the level of services and assessments and the length of time students are to be involved in the special ELL program.

2. Students identified as ELL (English Language Learners) will be included in regular classes with an allowance of support services using designated and approved accommodations for the students. ELL students access to the comprehensive educational program will be provided in the least restrictive environment feasible.

3. The staff will follow the guidelines established by the State Board of Education based on federal guidelines to determine when students are eligible to exit the ELL program without negative consequences. The ELL students parents/guardians will be involved in the identification, monitoring and termination decisions of all ELL students identified. The staff will have high expectations for all students regardless of their need for special services. ELL students access to the educational programs at Next General Academy will always be provided in the least restrictive environment feasible.

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.*

We will use state and national normed assessments in reading, language usage and mathematics to identify students who are performing at the very highest levels, serving as a potential indicator of a student's identification as gifted and talented. This assessment will also be used to determine whether such students are growing appropriately in each area. For all students, including those performing at the highest levels, it is critical to ensure continued growth. We are committed to continually progressing students and adjusting learning opportunities when growth is inadequate. In addition to using these assessment results, classroom teachers will monitor mastery of

curricular content, which will be measured through classroom assessments.

Classroom teachers will offer gifted and talented students differentiated instruction and extended opportunities through a variety of means including: enrichment, differentiation in content, process, products, and/or learning environment, infusion of higher-order thinking skills and individualized learning opportunities. When needed, we will accelerate grade-level or content-level learning, taking into consideration the specific needs of the individual student. Students at or above grade level will be consistently challenged through their engagement with classroom curricular content and high quality instruction. Likewise, the school will use teaching methods designed to ensure that gifted and talented students are challenged appropriately.

Through classroom assessments, assessments tied to national norms, and classroom observations, teachers will monitor and evaluate the progress of gifted students. The Administration will meet weekly with the staff to review lesson plans and provide feedback. Also, staff will be observed weekly and provided with feedback on the quality of their instruction and effectiveness in meeting the needs of all students, which include the gifted and talented.

In an effort to raise achievement for African American males, a specialized teacher (with a psychology, social work, and /or counseling background) will be hired to specifically work with African American males, their teachers and their families to provide research-based and best practice solutions and interventions that support African American males being successful in their respective classrooms, in the school, and even in their communities.

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)*

The mission of Next Generation Academy (NGA) is to ensure students with disabilities receive an appropriate education in the least restrictive

environment that will develop them mentally, physically, emotionally, and academically. NGA will offer a full inclusion program to exceptional students whose educational needs can be met in regular classroom setting in the least restrictive environment. NGA will provide this fully inclusive model together with an Exceptional Children teacher who will offer input to enhance the curriculum for those students. It should be noted that while full inclusion is optimal, NGA recognizes that the IEP team will determine the continuum of services for students with disabilities. The Exceptional Children teacher will be available to co-teach in classrooms and provide an even smaller student/teacher ratio. This teacher will provide special education consultative services and will assist teachers in developing students' strengths and using these strengths to address areas of weakness. The Exceptional Children teacher will employ direct, explicit and sequenced instruction with clear modeling and guided practice activities. The Exceptional Children teacher will also assist general education teachers in making necessary modifications and adjusting the presentation of curriculum as needed so that all students can be successful. Students individualized education plans will be followed and reviewed annually. Some children may require more intensive services in a setting away from non-disabled peers to reach their full potential.

NGA will identify students with disabilities by accepting referrals for a student to be identified as a student with a disability based on a referral for 1) Section 504 which is part of the Rehabilitation Act of 1973, a civil rights law that prohibits discrimination of students on the basis of a handicapping condition, or 2) an Exceptional Children's Program in which the Individuals with Disabilities Education Act (IDEA) has a defined list of disabilities. When a teacher, parent, or other involved person suspects that a child may be a child with a disability, he/she will provide in writing the reason for the referral, addressing the specific presenting concerns and the student's current strengths and needs. The referral is to be given to the principal, the child's teacher or other school professional at the school. The principal at NGA will accept and review all written referrals for students with disabilities; and provide assistance to parents, if needed, in completing the written referral, and inform parents and others who make an oral referral that it must be in writing. The school staff will then conduct the initial evaluation in accordance with NC 1503-2.4 through NC1503-2.7 which 1) must be conducted; eligibility determined; and for an eligible child, the IEP developed; and placement completed within 90 days of receipt of a written referral; and must determine--a. if the child is a child with a disability under NC 1500-2.4; and b. the educational needs of the child.

RECORD COMPLIANCE (ON SITE): NGA will follow and adhere to the North Carolina Policies Governing Services for Children with Disabilities (2010). NGA will align their Continuous Improvement Performance Plan with the North Carolina State Performance Plan and meet all local, state and federal special education reports deadlines.

REQUESTING RECORDS FROM PREVIOUS SCHOOLS: NGA will submit a form requesting for records to the student's previous school in order to obtain student IEP and 504 Plan documents.

RECORD CONFIDENTIALITY (ON SITE): Records (including files, documents, and other materials containing information directly related to a student and are

maintained by NGA of all children referred for evaluation and/or identified as disabled/504 will be maintained in a locked secured file cabinet in the administrative office of NGA.

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.*

Ongoing progress monitoring by referring to the IEP or PEP will be in place to track rate of progress to determine which concepts and skills need to be targeted for further instruction. Weekly staff meetings and frequent progress reports will allow NGA teachers, administrators, and parents to evaluate the academic and social progress of each student. This approach ensures that student needs are addressed in a timely manner. The school's IEP Team, which includes the parents and administration, will be responsible for determining the special accommodations and services that are needed to ensure that all students receives a free appropriate education. The school's IEP Team will monitor the students progress and effectiveness of the students plan.

NGA Board of Directors will select and contract for related services. Related services include but are not limited to: speech and language pathology, audiology services, psychological services, physical therapy, and, nursing. The implementation and delivery of related services will be based on the student need as determined by the Individualized Education Program (IEP), which includes the school principal, child's teacher and parent. Key elements of the Individualized Education Program include the projected date for the beginning of the services and the anticipated frequency, location, and duration of those services. Students who have previously been found to be eligible for special education services or protected under Section 504 of the Rehabilitation Act will be identified by: (1) notification by parent; (2) school registration form; and (3) Comprehensive Exceptional Children Accountability System (CECAS).

Student needs will be supported through the interventions determined by the Instructional Support Team (IST). The IST will be responsible for identifying students who may be eligible for intervention and special education services. The IST is a school-based group of people (i.e. parents, General Education and Exceptional Children teachers, psychologists, social worker, speech therapists and administrators). The interventions will be in place for a minimum of 30 academic days. Students will be assessed weekly in order to monitor progress. After 20 academic days, students who make expected growth may no longer be a part of the intervention process and will continue to work with the teacher in the classroom. Students who do not make sufficient growth will either begin a different research-based program or spend more time working on the same program as a second intervention. If the student does not make progress, the comprehensive evaluation of the student will include normative measures to advance the understanding of why

the student continues to have difficulty. The student will also be tested with an individually administered standardized achievement test to validate the samples of classroom assessment data with normative data. The evaluation will lead to appropriate recommendations as to the best plan for instruction. Recommendations will not be limited to special education supports and programs and may include recommendations such as classroom accommodations or continued participation in response to intervention targeted small group instruction.

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.*

Next Generation Academy staff will use both formative and summative data to evaluate student performance, to adjust instruction and to improve curriculum. Assessment data will serve as the basis of Professional Learning Communities (PLCs), with teachers designing lesson plans, creating common assessments, conducting item analyses, reviewing student performance and disaggregating data. Teachers will review pacing and curriculum maps weekly with horizontal planning occurring weekly and vertical planning conducted monthly. Curriculum will be adjusted quarterly.

Formative assessments will consist of teacher-made assessments that will include a range of checks from understanding to progress monitoring to readiness checks for mastery. Summative assessments will measure student mastery at the culmination of units as well as measure student learning at the end of the year as required by the state. Assessments will be designed to encourage students to participate and demonstrate knowledge, understanding, and skill; assessments will be clearly aligned to learning targets written in student friendly terms; and assessments will be varied in type and differentiated to meet student needs. All local assessments will be scored using a standards-based approach. Portfolios will be maintained and used for parent conferences as well as a component in promotion/retention decisions.

Entrance requirements for Kindergarten will follow the statutory requirements as established by the state of North Carolina. Admission to all other grades will be based on successful completion of the previous grade. Grade three promotion will follow state requirements; students will be proficient as measured by the state end of grade reading test; and all guidelines for Read to Achieve will be in place at Next Generation Academy. Promotion for all grades will be based on mastery of the power standards in the core subject areas along with mastery of key concepts in leadership and

technology. Students will work in teams to complete a year-end culminating project for exhibition at the end of grades five and eight. Students who do not meet requirements as established here will be considered for retention; early intervention will be expected; summer camp may be provided if necessary. Communication with parents will be ongoing and in writing no later than the final quarter if retention is expected. The school principal will make a final decision on whether a student will be retained.

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.*

Next Generation Academy(NGA) will have a handbook that is very similar to Guilford County Schools. NGA is committed to maintaining effective discipline in order to establish a positive learning environment that ensures that every student has the maximum opportunity to receive appropriate education. NGA recognizes that establishing order and maintaining discipline in the school setting can be achieved only through the cooperative efforts of school personnel, students, and parents/guardians. State law addresses the responsibilities of teachers and principals as follows: " It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to maintain good order and discipline in their respective schools." (G.S.115C-307)

When it is recognized that a student is behaving in a manner that indicates potential disciplinary problems, school personnel shall make reasonable efforts to initiate preventive measures. Possible preventive intervention procedures may include, but are not limited to: conferences with students; conferences with the students/guardians; periodic follow -up reports to parents/guardians; and referral to appropriate support personnel.

Formal grievances involving principals: In the event that the principal is the employee to whom the grievance was addressed originally, the grievant must within five (5) days following the event or condition that is the basis for the grievance file a written grievance form, including all information requested on the form. Within five (5) days following the receipt of the written grievance, the principal shall meet with the grievant to attempt to resolve the grievance. Within five (5) days following the conference, the principal shall provide the grievant with a written response to the grievance. The written response must be signed and dated by the grievant, or

it must be sent to the grievant through certified mail. In the event that the grievant is still not satisfied with the outcome of the grievance, he/she must file a formal appeal to the Executive Director within five (5) days of the written response of the principal or the grievance will be deemed abandoned.

If the principal determines a student's behavior warrants a long-term suspension(greater than 10 days). a 365-day suspension or expulsion. to the extent permitted by law; the Executive Director must approve any suspensions of greater than 10 days. The Board of Education must approve any expulsion based on a recommendation from both the principal and Executive Director.

Rights of Students With Disabilities: Students who are served under IDES(Special Education) or under section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline upon their qualification for services under these federal laws. School administration along with the IEP team will determine whether the student's disciplinary infraction was a manifestation of an identified or not yet identified disability. With this determination NGA will apply the code of conduct with accommodations and ensure that the student continues to receive services as outlined in the IEP.

The following is a partial list of the offenses that can lead to an out of school suspension. A more detailed list is included in the appendix:Violations of North Carolina Criminal Statutes

- 1.Possession, Use, Sale, Delivery or Distribution of Marijuana, Narcotics, Stimulants, Alcoholic Beverages and
- 2.Any Other Unauthorized or Illegal Substances or Drug Paraphernalia
- 3.Possession of a Dangerous Weapon or Other Instrument
- 4.Possession of a Firearm, Other Types of Guns, or Other "Look-Alike" Firearms
- 5.Physical Assault Upon a Student
- 6.Threats or Actions of Assault Against Adults
- 7.Fighting Among Students

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: Next Generation Academy INC

Mailing Address: 305 South Chapman Street

City/State/Zip: Greensboro NC 27403

Street Address: 305 South Chapman Street

Phone: 336-772-3000

Fax:

Name of registered agent and address: James S. Pfaff
305 South Chapman Street
Greensboro, NC 27403

FEDERAL TAX ID: 46-4091036

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
		GUILFORD	

		GUILFORD	
Barbara Zwadyk	Member	GUILFORD	Academic Services and Instructional Support
James Pfaff	Member	GUILFORD	Magistrate Judge
Karen Dyer, Ed.D.	Member	GUILFORD	Education Mamanger
Jean Jackson	Vice Chair	GUILFORD	Retired Educator
Craig Rhodes, Ph.D.	Chair	GUILFORD	Special Assistant to the Provost NC A&T State Univ

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 founding board of Next Generation Academy(NGA) will ensure the school's compliance with all applicable local, state, and federal laws and regulations. The following principles will guide board members: 1) Duty of care; 2) Duty of Loyalty; and 3) Duty of obedience. The board's specific responsibilities will include, but not be limited to the following; 1) defines and refines the organization's mission, vision, and direction; 2) recruits, supports, and evaluates the school's leaders; 3) ensures effective organizational planning; 4) ensures adequate resource; 5) manages resources effectively; 6) determines, monitors, and strengthens the organization's programs and services; 7) enhances the organization's public standing; 8) ensures legal and ethical integrity and maintains accountability; 9) recruits and orients new board members; and 10) assesses board performance. Every board member must discuss and clearly articulate a shared understanding of its roles and responsibilities. The basic responsibilities of the board members are to ensure that 1) the school's academic program is successful, as measured by both internal and external assessments; 2) the school's programs and operation are faithful to the terms of its charter, including compliance with statutory and regulatory requirements; 3) the school is a viable organization, which includes, among other things, that it is financially solvent and has competent professional staff. The individual board members will be expected to do the following: 1) believe in and be an active advocate and ambassador for the values, mission, and vision of the organization; 2) regularly attend and participate in board and committee meetings; 3) contribute to the effective operation of the board by focusing on the good of the organization and the group, supporting board decisions once they are made, and participating in an honest appraisal of ones own performance and that of the board as a whole; 4) stay informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions; 5) use personal and professional contacts to reach into diverse communities to identify and recruit donors, volunteers, and advocates to support the organization; 6) serve as a committee member or task force member as needed; 7) help raise funds by working on a fundraising project or carrying out a particular fundraising task; 8) inform the board of trustees of any potential conflicts of interest, whether real or

perceived, and abide by the decision of the board members. During the founding stage of Heritage Collegiate Leadership Academy of Bertie County, board members may have to perform hands-on tasks before staff members are hired. The board has a supervisory and oversight role with respect to the school's leaders: Executive Director and Principal. The board hires, supervises, evaluates, compensates, and (if necessary) terminates the employment of said school leaders. The leaders, in turn, hire, supervise, evaluate, and make compensation decisions with the scales and budget set by the board as provided for by the board-approved annual budget.

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.*

According to the bylaws for NGA Academy, the board will consist of a minimum of three (3) and a maximum of fifteen (15) board members. The founding board consists of seven (7) members. The governing board members come from diverse backgrounds in business, education, law, and community leadership. There is a retired Educator and two educators who have an extensive background in all areas of education. One board member has been on the founding board of another school and the last board member has an extensive background working at the collegiate level. Their oversight will help to ensure that the school will be an educational and operational success. The board, as a whole, will evaluate the success of the school and school leaders on a quarterly and annual basis.

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 founding board members were recruited and selected based on the overall needs of the corporation. Each founding member was strategically selected based on the expertise that he/she was able to bring to the corporation at the founding stage. Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining board members. The board member so elected shall serve the unexpired term of the the board member that he/she replaces

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

The Board of Directors shall meet at least monthly

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

The board members will receive board training from a designated trainer. The plan of training will include:: 1) Overview: Understanding Nonprofit Basics; 2) The Board's Role: Fiduciary Responsibilities, Fiscal Oversight & Governance; 3) Being an Organizational Champion: Supporting the Organization and the Executive Director; 4) The Board's Role: Fund Development & Financial Support; 5) Stewarding the Organization's Resources; 6) Managing

Crises and Transitions; 7) An Overview of NC Grant Makers and Philanthropic Organizations.

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.*

Conflict of Interest. The Chairman of the Board of Directors shall inform the Board of Directors of any direct or indirect conflict of interest which the Chairman of the Board of Directors has with regard to any transaction contemplated by the Board of Directors (a "Conflict of Interest"). A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction:

(i) in which the Chairman of the Board of Directors has a material financial interest, or

(ii) in which the Chairman of the Board of Directors is presently serving as a director, trustee, officer or general partner of another party.

Pursuant to the provisions of Section 55A-8-31 of the General Statutes of North Carolina, the Chairman of the Board of Directors may participate in the discussion but may not vote on the transaction and when the Chairman of the Board of Directors does not vote because of a Conflict of Interest, the act of the majority of the Board of Directors voting shall be the act of the Board of Directors if a quorum is present at the meeting.

There are no existing relationships that could pose actual or perceived conflicts if the application is approved.

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

Upon identifying the need for a new policy, the Board of Directors shall follow the following steps: 1) Board-level discussion; 2) Assign a team to draft a new policy; 3) Write a first policy draft; 4) Ask legal counsel to draft policy; 5) Present draft policy to the board for approval; 6) Continue to review and revise board policies on an ongoing basis. With regard to personnel policies, the board has the final authority. The board is the ultimate employer of the staff in the sense that it is the board that makes personnel policy and decisions. Personnel policy may be recommended by the charter school leadership and/or by the personnel committee, but only the board can make final decisions. The board gives final approval of wage and salary scales, fringe benefit programs, vacation plans, and so forth.

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.*

At this time there has not been a determination about forming an advisory board. The Board will welcome opportunities for community feedback and will encourage the formation of a Parent Teacher Association

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

The Board may occasionally be called upon to function as a grievance committee with respect to an employee who has a dispute with the charter school administrator(s) or from a parent who has a conflict with a staff member and who seeks relief from the higher authority of the board. The grievance procedures will be clearly defined in the student handbook once there is a final copy ready to share with the parents

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:

Next Generation administrative leadership staff and its designated personnel committee, together, will devise job descriptions for teachers and other staff at the school. They will reflect abilities and skills the school needs to carry out its mission and instructional focus. The job descriptions and advertisements will specify that teachers are expected to be individuals who have at least a bachelor's degree in the area of certification and believe in the public charter school concept. They must be

progressive thinkers who are capable of functioning in a climate of "no-excuses", high expectations, and innovative ideas. The ads will specify that teachers at Next Generation Academy must be committed to the mission of the school and willing to learn the instructional strategies to be employed at the school such as blended learning and differentiated teaching/learning models. Because the school wishes to hire high performing, highly qualified and highly desirable teachers, an annual supplement will be provided to each professional staff member. The goal is to hire highly qualified teachers who have some experience, who have at least a bachelor degree, and North Carolina certification in the grade level and content they are expected to teach. Also, the school will look to hire teachers who are motivated to teach motivated students. The staff for Next Generation is projected to align with the projected enrollment, the school's mission, the educational plan and programming, and the projected budget for the school. The school administrators will offer professional development for staff at the beginning of the school year and on an ongoing basis to assure that experienced and inexperienced teachers are supported daily. Instructional teams will be encouraged and developed across grades and within content to ensure a system of mentoring and support among teachers employed at the school.

- 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 relationship that will exist between Next Generation employees and the non-profit board is that all employees will be employees of the board even though only the Executive director and the principal will actually be recruited and hired by the board. It will be the responsibility of the Executive Director and the principal to recruit and hire other staff members. They will work with a designated personnel committee to interview prospective applicants for all positions after developing uniformed interview questions to be asked of all applicants for a specific position. The school's leadership will then conduct the criminal background checks, check the applicant's references, and make a recommendation to the governing board. The board gives final approval for the hiring of all individuals. This employment practice applies to all employees of the school whether they are contracted staff, paraprofessional, or professional.

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

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

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

applications.

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

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

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

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

NGA anticipates employment salary ranges of \$35,000 to \$45,000 for teachers, \$25,000 to \$40,000 for staff and \$50,000 to \$90,000 for administrators. NGA will initially offer health insurance only as employee benefits with life insurance, 403(b) retirement plans, and disability insurance offered as employee funded benefits under group policies where practical. School matching will be offered as the school becomes more financially established similar to other new charter school employment offerings.

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

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

- * substance abuse
- * insubordination
- * consistent poor performance
- * theft

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

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

times to determine the nature and severity of discipline and/or termination. In the event it becomes necessary to discipline an employee, the following steps of discipline may occur at the discretion of the Executive Director and/or NGA Board:

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

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

There will not be any staff who will have a dual role

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.*

Next Generation Academy will hire a special education resource teacher for identified students. Once the number rises, then a second special education teacher will be added. . A general education core teacher will be designated to serve as the ELL coordinator for the school. A small compensation of will be recommended for these extra duties. A highly qualified master teacher will be given the duties of AIG coordinator with a small stipend of recommended annually provided to support the teacher in this role.

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).*

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

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

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

a. Should any issue arise between an employee and the immediate supervisor, including, but not limited to performance evaluations and decisions to terminate the employees services, that cannot be resolved, then the employee may reduce his or her concerns in writing and submit this writing to the schools Executive Director.

b. The Executive Director will meet with the employee within a reasonable time to attempt to resolve the issue. A summary of the discussion and the proposed resolution shall be given to the employee by the Executive Director within a period not to exceed ten working days after the meeting. The employee shall sign an acknowledgement of the receipt of the proposed resolution.

c. If the employee is not satisfied with the proposed resolution, then he or she may appeal the proposed resolution to the NGA Board. Such appeal must be filed with the NGA Board in writing within five working days of receipt of the proposed resolution. This appeal must contain the following documents: 1) a copy of the original writing stating the dispute, 2) a copy of the meeting summary and the proposed resolution, and 3) a written statement prepared and signed by the employee stating the specific reasons why the proposed resolution is unacceptable. The appeal must be delivered to the NGA

Boards legal counsel, and the employee shall be given the name of the NGAs Boards current legal counsel upon request.

Staff Evaluation and Professional Development

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

The Executive Director and Principal both will be involved with teacher licensure to ensure checks and balances. Professional development oversight will also include the Executive Director, principal and Dean of Students

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.*

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

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

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

Employee development planning is almost universally recognized as a strategic tool for continued growth, productivity and ability to retain valuable employees. Managing NGAs development planning process is a current and on-going process. Short term plans for projects, long term plans for NGA career development plans for the employee and skill building for the immediate performance deficiencies are all a part of professional development.

The professional development available to all employees includes, but is not limited to the following:

- * What Great Teachers Do Differently: 14 Things that Matter Most
- * Safe and Civil Schools
- * The First Days of School

* Ron Clark Academy strategies

Staff development will be centered on curriculum design that examines the teachers sequencing and pacing of content along with the experiences students have with that content. Also included will be classroom management staff development that examines the teachers action in establishing and enforcing rules and procedures, carrying out disciplinary actions, maintaining effective teacher and student relationships, and maintaining an appropriate mental set for management. The actual environment of the classroom is also considered to be the place where a student can feel safe and nurtured. The last piece of the preparedness section focuses on student motivation, or what "drives" student behavior.

After visitations and each benchmark test, the Administrative meets with the Leadership Team to discuss strengths and opportunities for growth for the school, as well as each grade level and subject area. Based on these discussions and the data collected, it will be used to guide professional development training,

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.*

Teachers will receive Professional Development at the beginning of the year for three days. In addition they will receive 2 hours every Wednesday during leadership Wednesdays to collaborate with colleagues regarding best practices, engaging the students, understanding depth of knowledge These best practices will ensure NGA will accomplish its mission through its teachers. Teachers will also have the opportunity to visit other schools that are similar in demographics as NGA and are performing exceptionally well

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

Teachers will have the opportunity to have daily planning with their grade level/ On Wednesdays, there will be opportunities to engage in other grade levels. Staff development will be an on-going process. The teachers will be asked to share what they felt would benefit them to improve their teaching abilities. The principal and other administrative staff will be responsible for coordinating or delivering staff development. Teachers are typically provided time throughout the week during their common planning period to work with their team members to create lesson plans and discuss instructional and delivery strategies. While the team may have shared/common lesson plans, each teacher will receive individualized feedback based on their classroom performance. The classroom walk-through form, observation form and the evaluation tool all allow for this individualized feedback. Teachers with consistent instructional deficiencies as proven by the classroom walk-throughs and have received sufficient support will be put on an Improvement Action Plan. This will include goals and timelines required for professional development in the deficient area(s). At the end of the designated timeline, the teacher will be reevaluated on a specific follow up date to determine the next steps of action.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access

to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

Marketing Plan

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

NGA already will implement a marketing plan to target the demographic it will reside. The plan includes Facebook, Websites, Newspaper Advertisements, Radio, Public Community Meetings and Word of Mouth referrals. All marketing literature will be available and distributed in Spanish and other languages, as necessary. The Board will recruit volunteers to assist in all activities.

* STARTING JULY 2014; NGA will begin marketing strategies; the Board will contact community centers, local sports leagues (football, baseball, basketball and soccer), head start preschools, shopping malls, supermarkets, churches, faith based organizations and neighborhoods associations to post advertisements and inform the community at large about the school opening and events. Additionally, posters will be placed in and around grocery stores, banks, restaurants, barber shops, beauty salons and coin-operated laundry facilities.

* SEPTEMBER 2014- NOVEMBER 2014: NGA will mail Flyers/Post Cards/Brochure to households within a twenty-mile radius of the proposed school site.

* SEPTEMBER 2014- MARCH 2015: NGA. will conduct door to door solicitation through the distribution of flyers, pamphlets, 1, and promotional items in the community, neighborhoods, businesses, and subdivisions within the vicinity of the school; this will be continued annually, as needed. Monthly informational session will be held for the community to meet the Board and any staff members who have been hired. These sessions will be held at libraries, churches, community centers, boys and girls clubs.

SEPTEMBER 2014-July 2015: NGA. will develop an online presence through social media networking, and NGAs website will promote general information. The Board will use local radio, TV, bus ads, newspapers and publications to inform the community and make public announcements about the school.

* DECEMBER 2014- JULY 2015: Staff recruitment will begin and continue as needed. NGA will be present at education job fairs to attract highly qualified teachers and college job fairs to recruit potential staff members. NGA will collaborate with Teach 4 America.

* MARCH 2015: Informational Sessions will begin and continue annually for parents to learn about the educational focus, school culture, NGA's mission, and enrollment procedures. Informational Sessions will be strategically held at local libraries, churches, and community organizations. Parents will have the opportunity to meet staff, board members and have questions or concerns answered.

* JULY 2015 Open Houses will begin and continue annually. Parents that have attended an informational session and want further specific information on NGA can schedule a personalized tour that allows parents and children to visit and familiarize themselves with the school facility and staff. This will give parents an opportunity to make a well informed decision in selecting NGA.

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.*

NGA supports the vision, mission, and goals through its commitment to maintain multiple lines of communication with its stakeholders. NGA strives to inform stakeholders of the successes and challenges of the school's students, staff, programs and budgets as well as gather input and feedback. A variety of strategies are implemented to garner input and inform stakeholders. Websites, blogs, email blasts, e-newsletters, television and radio broadcasts from the time that the school is approved through opening reinforce the commitment to build strong relationships with all stakeholders.

NGA has established a parental involvement plan to meet the needs of the families in our school. We understand that a child's education is a responsibility shared by the school and family during the entire time the child spends in school. Our goal is to educate all students effectively, and we know that to do that the schools and parents must work as partners to ensure educational success.

NGA is based on a stakeholder empowerment model that immerses students, parents, and teachers in the decision-making process which enables them to make choices and generate discussion that directly informs leadership decisions at the local level. NGA will develop a Parent Teacher Association to engage families in school planning, leadership and meaningful volunteer opportunities. NGA will offer parents, student government and community members the opportunity to be actively involved in instructional activities, review pertinent data and engage in school improvement projects.

The school will serve as a community center where an after-school program and Parent Community Center will take place. NGAs after-school program will be an extension of the schools learning model and include academic, enrichment, and athletic activities. Parents will be charged a minimal cost to cover after school expenses (instructors, snacks, instructional supplies, etc.). The Parent Community Center is an innovative program that provides life skill and job training workshops, GED support groups, computer skills, End of Grades Testing assistance, book clubs, sessions on Title I and Special Education programs, and other offerings. The Parent Community Center will be held at the school in comfortable community-gathering spaces equipped with multiple computers, phones, sofas, small libraries, play areas for children, checkout academic tool kits and more.

NGA will provide parents access to PowerSchool, an online communication tool that provides parents and students with real-time information on grades, attendance, homework, scores, teacher comments, projects, assessment dates, academic progress, and school bulletins. Parents and students can view comprehensive academic and behavioral information through their mobile devices.

Admissions Policy

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

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

Any child who is qualified under the laws of North Carolina for admission to a public school in the grades served by Next Generation Academy (NGA) is qualified for admission to the school. NGA does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. In order for students to enroll at NGA, parents/guardians must complete an Application for Admission, and provide 1) a copy of the child's birth certificate, 2)the child's immunization record, 3)the child's social security number, 4)proof of address, and 4)records transferred from the previous school, if applicable.

For the 2015-2016 school year, NGA will have an open application period that begins on January 1, 2015 and will end on May 31, 2015. During the enrollment period, NGA will agree to enroll any student whose parents/guardians submit a valid application during the application period, unless the number of applications exceeds the capacity of the school or the expected assigned grade. If the number of applications exceed the school's capacity or the capacity for a grade, a lottery will be held to fill vacant seats for the 2015-2016 school year and for subsequent years. Once enrolled, students are not required to reapply in subsequent enrollment periods

Each student applicant will have an index card with their name and grade. Cards for the general waiting list for each grade will be randomly drawn one card at a time, beginning with kindergarten. The lottery will then proceed for each grade through grade 5, As openings become available at a given grade, students will be admitted based on their current lottery number. If applicants selected for admission decide NOT to enroll at NGA, the parents of the next child on the list for that grade will be notified immediately. Parents of students who are given acceptance by NGA have 15 days to notify the school of their decision regarding the enrollment of their child. NGA will give enrollment priority annually to siblings of its currently enrolled students. NGA will give enrollment priority to the children of the school's staff and, for the first year only, its board members providing board members' children do not exceed 10 percent of the total enrollment or up to 20 students, whichever is less. The school's enrollment policy will be specified on the official copy of the school's Application for Admission and in the student handbook.

The parents of students at NGA may withdraw or transfer their children at any time. Students' records will be forwarded as official documents to the child's receiving school. In order for parents to re-enroll their students at NGA at a later time, they must go back through the school's admission process.

Student withdrawals will be processed upon parental request. NGA will

withdraw a student on the first day of school if they are absent without excuse. This practice will be shared with parents and attempts to contact the student must be documented. Student withdrawals and transfers will be effective the date in which the student was last in attendance at the school. Once a student has been withdrawn or transferred, a new application must be submitted to be eligible for attending NGA.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Guilford County Schools
 LEA #2
 LEA #3

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

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000	LEA 410	LEA 000	LEA 000
Kindergarten	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 01	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 02	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 03	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 04	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 05	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 06	0	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 07	0	0	0	0	0	0	100	0	0	100	0	0	100	0	0
Grade 08	0	0	0	0	0	0	0	0	0	100	0	0	100	0	0
	600			700			800			900			900		

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 will ensure that our transportation policy complies with state law. We understand that transportation shall not be a barrier to any student who wishes to attend NGA. Transportation will be provided free to all students who attend NGA. The board has received a quote from a local transportation company First Student INC. This company provides contracted transportation services for Guilford County Schools. Funds have been allocated to cover the cost of the preliminary proposal listed below:

James S. Pfaff

Next Generation Academy
305 South Chapman Street
Greensboro, NC 27403

Re: Transportation quotes to provide bus service for charter school.

Full day service routes- \$256.00 per bus

Half day service routes- \$150.00 per bus

4 Morning and @ \$256.00 = \$ 1024.00
Afternoon Runs

4 Morning runs @ \$150.00 = \$ 600.00

Total service = \$ 1624.00 per day

Please contact me if you need any further information.

David Chappell
Location Manager . First Student
FS11800

School Lunch Plan:

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

The planned facility will include a multipurpose room which will be used as a spacious cafeteria and a fully functional commercial kitchen. All students will eat meals in the cafeteria. The room will also be used for student gatherings and school wide assemblies.

NGA will contract with a national food service vendor to cater breakfast and lunch. The food vendor will provide a quality unitized meal program that includes all the "components" of a full service operation. Their "component

meal system" should consist of: individually packaged entrees; side dishes; fresh fruits; vegetables; fresh bread; condiments; plastic wear; trays and liners.

Prior to the beginning of the school year, the selected food vendor will send training personnel to the Academy to work with the food service staff on how to properly run the food service program, including: ordering, inventory, food prep, serving procedures, and cleanup.. The serving lines are set up with the point of service station at the end. This set up ensures the staff can ensure the students are receiving all of the required components to make up a reimbursable meal. NGA will utilize a computerized point of sale system that will track meals and provide a reporting function for accountability and claiming. All students are assigned a unique account number at the beginning of the school year and can add funds to their account in the cafeteria office.

Regardless of account balance, no child is ever denied a meal.

In addition, the Board should be eligible to participate in the National School Lunch Program. The Board will complete all necessary applications in advance of the school year. If, for any reason, the NGAs application for participation in this program is not accepted, NGA will amend its operating budget to reflect the reduction in revenues associated with reimbursement from the National School Lunch Program. At the end of each month the school will be responsible for sending the monthly historical edit check report

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		\$2,509.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$3,808.00
Property Insurance	\$600,000		\$900.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$12,043.00
Total Cost			\$19,773.00

*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.

nextgeneration 12/06/2013

(Board Chair Signature)

(Date)

Facility:

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

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

We have currently located a building that had been used as a school for 33 years. We have spoken with the Pastor of the church where the school is located. He has signed a "letter of intent" for us to use the facility. The school has on record a certificate of occupancy and is equipped with furniture, a library, an auxiliary gym, and a fully functional kitchen. The building is located in the heart of the community that we wish to serve.

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

If for some reason we are not able to fulfill the "letter of intent" we would continue to talk with other pastors and real estate agents to secure a sight.

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 #1 410 - Guilford County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,656.79	600	\$2,794,074.00
Local Funds	\$2,368.00	600	\$1,420,800.00
Federal EC Funds	\$3,578.93	75	\$268,419.75
Totals			\$4,483,293.75

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

INCOME: REVENUE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
-State ADM Funds	\$2,794,074	\$3,259,900	\$3,725,600	\$4,191,300	\$4,191,300
-Local Per Pupil Funds	\$1,420,800	\$1,657,600	\$1,894,400	\$2,131,200	\$2,131,200
-Exceptional Children Federal Funds	\$268,420	\$268,420	\$268,420	\$268,420	\$268,420
-Other Funds*	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$4,583,294	\$5,285,920	\$5,988,420	\$6,690,920	\$6,690,920

***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:															
Executive Director	1	\$80,000	\$80,000	1	\$80,000	\$80,000	1	\$80,000	\$80,000	1	\$80,000	\$80,000	1	\$80,000	\$80,000
Principal	1	\$75,000	\$75,000	1	\$75,000	\$75,000	1	\$75,000	\$75,000	1	\$75,000	\$75,000	1	\$75,000	\$75,000
Dean Of Students	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000
Office	3	\$27,500	\$82,500	3	\$27,500	\$82,500	3	\$27,500	\$82,500	3	\$27,500	\$82,500	3	\$27,500	\$82,500
Business Office	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Marketing & Initiative	1	\$50,000	\$50,000	1	\$50,000	\$50,000	1	\$50,000	\$50,000	1	\$50,000	\$50,000	1	\$50,000	\$50,000
Technology	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000
A - Total Admin and Support:	8	\$332,500	\$387,500	8	\$332,500	\$387,500	8	\$332,500	\$387,500	8	\$332,500	\$387,500	8	\$332,500	\$387,500
Instructional Personnel:															
Core Content Teacher(s)	33	\$35,000	\$1,155,000	38	\$35,000	\$1,330,000	43	\$35,000	\$1,505,000	48	\$35,000	\$1,680,000	48	\$35,000	\$1,680,000
Supplement	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000
Teacher Assistants	18	\$26,000	\$468,000	18	\$26,000	\$468,000	18	\$26,000	\$468,000	18	\$26,000	\$468,000	18	\$26,000	\$468,000
Substitute	1	\$26,400	\$26,400	1	\$35,200	\$35,200	1	\$26,400	\$26,400	1	\$26,400	\$26,400	1	\$26,400	\$26,400
Exceptional Children Teacher(s)	3	\$35,000	\$105,000	3	\$35,000	\$105,000	3	\$35,000	\$105,000	3	\$35,000	\$105,000	3	\$35,000	\$105,000
Social Worker	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000
Guidance	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000

Next Generation Academy

Bonus	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
B - Total Instructional Personnel:	58	\$222,400	\$1,854,400	63	\$231,200	\$2,038,200	68	\$222,400	\$2,204,400	73	\$222,400	\$2,379,400	73	\$222,400	\$2,379,400
A+B = C - Total Admin, Support and Instructional Personnel:	66	\$554,900	\$2,241,900	71	\$563,700	\$2,425,700	76	\$554,900	\$2,591,900	81	\$554,900	\$2,766,900	81	\$554,900	\$2,766,900
Administrative & Support Benefits															
Social Security Cost	66	\$2,650	\$174,900	71	\$2,650	\$188,150	76	\$2,650	\$201,400	81	\$2,650	\$214,650	81	\$2,650	\$214,650
Retirement Cost	66	\$1,039	\$68,574	71	\$1,039	\$73,769	76	\$1,039	\$78,964	81	\$1,039	\$84,159	81	\$1,039	\$84,159
Health Insurance Cost	66	\$5,461	\$360,426	71	\$5,461	\$387,731	76	\$5,461	\$415,036	81	\$5,461	\$442,341	81	\$5,461	\$442,341
Unemployment Cost	66	\$764	\$50,424	71	\$764	\$54,244	76	\$764	\$58,064	81	\$764	\$61,884	81	\$764	\$61,884
D - Total Admin and Support Benefits:	264	\$9,914	\$654,324	284	\$9,914	\$703,894	304	\$9,914	\$753,464	324	\$9,914	\$803,034	324	\$9,914	\$803,034
Instructional Personnel Benefits:															
D+E = F - Total Personnel Benefits	264	\$9,914	\$654,324	284	\$9,914	\$703,894	304	\$9,914	\$753,464	324	\$9,914	\$803,034	324	\$9,914	\$803,034
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	272	\$1,761,999	\$1,041,824	292	\$1,903,586	\$1,091,394	312	\$2,336,636	\$1,140,964	332	\$2,757,704	\$1,190,534	332	\$2,464,366	\$1,190,534
B+E = H - Total Instructional Personnel (Salary & Benefits)	58	\$344,900	\$1,854,400	63	\$384,200	\$2,038,200	68	\$405,900	\$2,204,400	73	\$431,400	\$2,379,400	73	\$456,400	\$2,379,400
G+H = J - TOTAL PERSONNEL	330	\$2,106,899	\$2,896,224	355	\$2,287,786	\$3,129,594	380	\$2,742,536	\$3,345,364	405	\$3,189,104	\$3,569,934	405	\$2,920,766	\$3,569,934

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:					
Other	Internet Services	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
	Instructional Software	\$20,000	\$15,000	\$15,000	\$15,000	\$15,000
	Non-Capitalized Hardware	\$199,000	\$40,000	\$40,000	\$40,000	\$40,000
	Other Software	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Non-Capitalized Office Hardware	\$3,000	\$1,000	\$1,000	\$1,000	\$1,000
	Instructional Equipment	\$60,000	\$10,000	\$10,000	\$10,000	\$10,000
	Reproduction Costs	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600
	Office Equipment	\$10,000	\$1,000	\$1,000	\$1,000	\$1,000
	Advertising	\$20,000	\$5,000	\$5,000	\$5,000	\$5,000
	Audit Services	\$0	\$9,000	\$9,500	\$10,000	\$10,500
	Bank Fees	\$500	\$500	\$500	\$500	\$500
	Community Services	\$0	\$0	\$0	\$0	\$0
	Financial Services	\$72,000	\$84,000	\$96,000	\$96,000	\$96,000
	General Administration	\$0	\$0	\$0	\$0	\$0
	Legal Services	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500
	Student Information	\$21,000	\$35,000	\$40,000	\$45,000	\$45,000
	Technology Support Services	\$0	\$7,500	\$10,000	\$12,500	\$15,000
	Background Checks & Fingerprints	\$10,000	\$1,500	\$1,500	\$1,500	\$1,500
	Workers Compensation	\$10,000	\$11,500	\$13,225	\$15,209	\$17,490
	General Liability	\$18,873	\$19,500	\$20,225	\$21,209	\$22,490
	Property	\$900	\$1,000	\$1,100	\$1,200	\$1,300
	Building Rent	\$443,272	\$443,272	\$443,272	\$443,272	\$443,272
	Debt Service	\$0	\$0	\$0	\$0	\$0
Facilities	Building Repairs & Maintenance	\$0	\$0	\$0	\$0	\$0
	Building Supplies & Materials	\$0	\$0	\$0	\$0	\$0
	Contracted Custodial Services	\$30,000	\$40,000	\$50,000	\$60,000	\$60,000
	Custodial Supplies & Materials	\$20,000	\$7,500	\$7,500	\$7,500	\$7,500
	Improvement To Site-Additional Buildings	\$0	\$300,000	\$700,000	\$1,100,000	\$800,000
	Security Monitoring	\$0	\$0	\$0	\$0	\$0
Utilities	Electricity	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	Natural Gas	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Water & Sewer	\$0	\$0	\$0	\$0	\$0

	Waste Management	\$0	\$0	\$0	\$0	\$0
	Telephone	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Mobile Communications	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
Other	Contracted Food Service	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
	Food Purchases	\$0	\$0	\$0	\$0	\$0
Transportation	Contracted Transportation	\$300,440	\$347,800	\$347,800	\$347,800	\$347,800
	Travel	\$500	\$1,000	\$1,500	\$1,500	\$1,500
Other	Capital Instructional Computers	\$0	\$0	\$0	\$0	\$0
	Capital Instructional Equipment	\$0	\$0	\$0	\$0	\$0
	Capital Office Equipment	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations Instructional:	\$1,419,585	\$1,561,172	\$1,994,222	\$2,415,290	\$2,121,952
Books and Supplies	Curriculum/Texts	\$0	\$0	\$0	\$0	\$0
	Instructional Materials	\$30,000	\$35,000	\$40,000	\$45,000	\$50,000
Books And Supplies	Ec Instructional Supplies	\$3,000	\$3,500	\$4,000	\$4,500	\$4,500
	Office Supplies	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Board Of Directors Supplies	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Postage	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Memberships	\$500	\$500	\$500	\$500	\$500
	Sales Tax	\$0	\$0	\$0	\$0	\$0
Professional Contract	Instructional Services	\$0	\$0	\$0	\$0	\$0
	Ec Services	\$15,000	\$20,000	\$25,000	\$30,000	\$35,000
	Psychological Services	\$15,000	\$20,000	\$25,000	\$30,000	\$35,000
	Speech Services	\$15,000	\$20,000	\$25,000	\$30,000	\$35,000
	Field Trips	\$15,000	\$20,000	\$25,000	\$30,000	\$35,000
Other	Workshop Expenses	\$15,000	\$20,000	\$25,000	\$25,000	\$25,000
	Workshop Expenses - Board	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	L - TOTAL Instructional Operations	\$122,500	\$153,000	\$183,500	\$209,000	\$234,000
	K+L = M - TOTAL OPERATIONS	\$1,542,085	\$1,714,172	\$2,177,722	\$2,624,290	\$2,355,952

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$2,896,224	\$3,129,594	\$3,345,364	\$3,569,934	\$3,569,934
M - TOTAL OPERATIONS	\$1,542,085	\$1,714,172	\$2,177,722	\$2,624,290	\$2,355,952
J+ M =N TOTAL EXPENDITURES	\$4,438,309	\$4,843,766	\$5,523,086	\$6,194,224	\$5,925,886
Z - TOTAL REVENUE	\$4,583,294	\$5,285,920	\$5,988,420	\$6,690,920	\$6,690,920
Z - N = SURPLUS / (DEFICIT)	\$144,985	\$442,154	\$465,334	\$496,696	\$765,034

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.

The enrollment number was used based on being able to serve as many students a possible in the designated area. The demand is very obvious for students in this area. Less than 2% of Guilford County School students are enrolled in charter schools. There are no charter schools in the area that provide transportation, lunch, breakfast, and computers for each child. The number of student needed to break even is about 423.

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

In the event that enrollment projections are lower than expected, expenses will be adjusted to make up for the revenue shortfall. An example, would be decreasing the number of teachers hired based on the actual numbers of students enrolled. Budgets will be revised as necessary to achieve balance, which includes methods to align costs with revenue that are least disruptive to the learning environment. The owner of the building has agreed to make adjustment to the monthly rent

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 as written relies only on state, county, and federal programs.

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

1:20

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

The Academy will employ a school-based r Bookkeeper who will act as a liaison to the A contracted business manager who is familiar with charter schools Departments for human resource, payroll, and financial matters relating to cash collection and accounts payable. The Business Administrator or Bookkeeper, in addition to the Finance Department, will also work with the Principal to ensure adherence to the board approved budget

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

The spending priorities of the Academy are as follows: personnel expenses; instructional resources, facilities costs; furniture fixture & equipment lease payments; all other operating expenses The Academy fund balance is estimated to grow to over \$500.00 by year five. Our budget is intended for our targeted students and will include transportation, breakfast and lunches, and individual computers. Our small classes and teacher assistants are essential to our success and money is allocated for them

- 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 fund balance will be developed by being very frugal in our spending.

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

We will lease our building from the source identified in the application. We have allocated money for ongoing building needs

- 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*

We will not have any of these resources

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

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

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

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

NOne

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.

Name: Potter & Company, P.A.

Address: 434 Copperfield Boulevard NE, Suite A Concord, NC 28025

Phone Number: 704.786.8189

Fax Number: 704.786.4447

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).

nextgeneration

Date: 11/30/2013

Applicant Signature:

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

Print/Type Name: nextgeneration

Board Position: James Pfaff

Signature: _____

Date: 12/06/2013

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

Notary Public Official Seal

My commission expires: _____, 20____.

