



NORTH CAROLINA CHARTER SCHOOL APPLICATION

T.E.A.M D&K 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.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: T.E.A.M D&K 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: D&K T.E.A.M Academy

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: Marilyn M. Hutchins

Title/Relationship to nonprofit: CEO Founder

Mailing address: 6611-01 Reafield Drive
Charlotte NC 28226

Primary telephone: 980-298-5171 Alternative telephone: 704-712-6918

E-Mail address: marhutc60@gmail.com

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg 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? D&K T.E.A.M Academy

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05,06,07,08	480
Second Year	K,01,02,03,04,05,06,07,08,09	549
Third Year	K,01,02,03,04,05,06,07,08,09,10	618
Fourth Year	K,01,02,03,04,05,06,07,08,09,10,11	687
Fifth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	756
Sixth Year	K,01	816
Seventh Year	02,03	876
Eight Year	04,05,06	1029
Ninth Year	07,08,09	1098
Tenth Year	10,11,12	1167

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.

marmack
Signature

President Marilyn M. Hutchins
Title

marmack
Printed Name

12/06/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

T.E.A.M. D & K Academy is committed to enhancement of education reform by exceeding common core benchmarks through a balanced and comprehensive liberal arts education using Paideia as the primary vehicle for delivery for grades K-8. Targeting diverse, economically disadvantaged families, our students will be challenged to learn using medicine and engineering as a focus for bringing all of the liberal arts disciplines together to prepare them for higher learning and successful adult careers. T.E.A.M. D & K Academy will align their structure to be the cornerstone of 21st century academic reform.

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.*

In order to ensure T.E.A.M. D & K Academy was successful in reaching the demographic outlined in our mission statement, T.E.A.M. D & K hired Derek Richardson, a market strategist with experience in education demographics, to work exclusively with Claritas, one of the largest and most successful national demographic and market segmentation information companies. In narrowing down the 66 distinct PRIZM NE market segments, the primary requirements were families with children that were predominantly below-average incomes or economically disadvantaged households. This search narrowed our target market to 9 distinct demographic segments. The T.E.A.M. D & K Academy board of directors primary pool of resources and professional relationships correlate to the Charlotte-Mecklenburg area so a series of queries were run on the Claritas database to find the zip codes with the largest populations of these target segments. This map was then given an overlay of other alternative educational choices. The 28217 zip code was shown to have a high concentration of 3 of the target market segments in need and nearly void of other education sources to service this need.

The 3 predominant market segments within this zip code that correlated with the T.E.A.M. D & K mission statement were:

- 1) "Blue-Chip Blues" Known as a comfortable lifestyle for ethnically-diverse, young, sprawling families with blue-collar jobs. The segments aging neighborhoods feature compact, modestly priced homes surrounded by commercial centers that cater to child-filled households.
- 2) "New Beginnings" Filled with young, single adults, New Beginnings is a magnet for adults in transition. Many of its residents are twenty-something

singles and couples just starting out on their career path or starting over after recent divorces or company transfers. Ethnically diverse with nearly half its residents Hispanic, Asian, or African-American. New Beginnings households tend to have the modest living standards typical of transient apartment dwellers.

3) "Suburban Pioneers" One of the nation's eclectic lifestyles, a mix of young singles, recent divorcees, and single parents who have moved into older, inner-ring suburbs. They live in aging homes and garden-style apartment buildings, where the jobs are blue collar and the money is tight. But what unites these residents, a diverse mix of whites, Hispanics and African-Americans, is a working-class sensibility and an appreciation for their off-the-beaten-track neighborhoods.

In addition to finding an area that was both "in need" and lacking alternative educational choices to fill the need Loopnet was successful in identifying multiple on or below budget properties for sale and lease within the geographic segment. The statistical evidence was then reviewed by the board and found to be overwhelmingly conclusive in the T.E.A.M. D & K Academy board of directors decision to select the 28217 zip code of Charlotte Mecklenburg.

- 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 2013-2014 enrollment for Charlotte Mecklenburg Schools K-8 is 101,549. This includes 54 percent of students considered economically disadvantaged. The current racial breakdown in the school district is 42 percent African-American, 18 percent Hispanic, 32 percent white, 5 percent Asian, 3 percent American Indian/multicultural.

Our projected enrollment for 2015-2016 is 480 students in K-8. Because T.E.A.M. D & K is committed to serving economically disadvantaged students, we project 75 percent of our average daily membership to be among this population. T.E.A.M. D & K Academy also project that majority of our student population will be minorities.

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

When comparing the NC Common Core Standards to the Paideia curriculum, the greatest difference is in the vehicle for delivery. Paideia is an instructional approach that leads to a student production or performance of real value to an audience outside the classroom. It is designed specifically to create relevant classroom work that connects the standards to the larger world in which our students live. To buttress these founding principles, the T.E.A.M. D & K Academy charter educators will offer extracurricular focuses in medicine and engineering. These two distinct concentrations offer a unique opportunity to weave each discipline of a liberal arts education into real world applications.

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

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter*

school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

The Six Legislative Purposes of a Charter School are:

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

1. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site. Because this institution is designed to provide an intimate learning experience, the teachers will be able to influence and improve upon the curriculum through the use of regularly scheduled teacher meetings. These meetings will help teachers provide input, communicate inefficiencies and successes and improve upon those systems. This will help teacher growth and retention become a character trait of T.E.A.M. D & K Academy. In addition, using the Paideia core curriculum, every teacher and administrator is required to receive a minimum of 120 Staff Development Credit Hours (SCRs) for professional development during every five years of employment. Paideia is charged with providing in-house classes, lectures, groups and workshops to further professional growth in our core curriculum. As a subset to our core curriculum training, Lindamood-Bell workshops will be provided as a supplement for our literacy program. Our partnership with Discovery Education will provide support and training for the active-learning components of the T.E.A.M. D & K Academy charter curricular focuses on medicine and engineering.

2. Hold schools accountable for meeting measurable student achievement results.

Our self evaluations will be focused on measuring important student outcomes and determining whether we have been successful in accomplishing our primary goal: providing students with a rigorous general education that will enable them to succeed in college or, if they choose not to attend college, a trade skill institution or high-level knowledge-based career. In addition to oversight by the North Carolina State Board of Education, we will hold ourselves accountable, and we expect all of our stakeholders and board of directors to hold us accountable for accomplishing that goal.

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

The T.E.A.M. D & K Academy configuration is a unique offering among public schools in our area because of the extracurricular focus on medicine and engineering. These areas are capable of bringing together the entire scope of a Paideia liberal arts education. The school's small size will also provide an important new choice for parents and students. The baseline size for middle schools in Mecklenburg County is more than 1,000 students with many of the nearby middle schools like Southwest Middle nearing 1,400. Many students do not thrive in such large environments and will benefit from the availability of a smaller charter school.

4.Improving student learning.

Every school, should be designed to maximize student learning. Several features of T.E.A.M. D & K Academy charter will be distinctive to improved student learning, including small school size, small class size, a focus on active learning, and arigorous curriculum with high expectations for all our students. According to a December 2001 study by The Northwest Regional Education Laboratory, the conclusion that smaller schools, properly implemented, improve student outcomes as well as having positive effects on school safety, equity and teacher and parent attitudes. There is similar support from a 2004 issue of The Journal of Educational Research for small class size improving the long-term benefits of classroom education. The National Academy Press produced convincing evidence that active, problem-based learning improved student learning and retention, while the US Department of Education demonstrated a statistical correlation between high student expectations and the later attainment of a bachelor's degree.

Goals for the Proposed Charter School:

1. *Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. Address how often and when the information will be communicated to the governing board and other stakeholders. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

In addition to any state or federally mandated assessments, T.E.A.M. D & K Academy may administer additional tests to provide useful information to students, parents and teachers. Since the school's mission is to provide all of our students with a high-quality Paideia liberal arts education with concentrations in medicine and engineering, any additional tests used will be designed to measure the success of this mission.

Goal 1: Increase academic performance so at least 80 percent of Paideia students meet reading, math and science standards, as measured by year 2 and each successive year of state testing.

Goal 2: Decrease the achievement gap demonstrated between subgroups based on race, special education status, and free/reduced price lunch. Year 1 will serve as a baseline with each subsequent year showing improvement from the previous year.

Goal 3: Maintain a 95 percent attendance rate or higher each year for the first 5 years. The attendance rate is reflective of the school culture to support an inclusive environment in which all students, staff and families feel supported and motivated to actively participate in the school community. Many studies support this goal, including a 2008 study conducted by the Rodel Community Scholars at Arizona State University. This study

tracked students from kindergarten through high school found that dropout patterns were linked with poor attendance that began in kindergarten. Gregory Hickman, director of the Rodel Community Scholars program and former director of the Arizona Dropout Initiative, notes they discovered that as early as kindergarten, behavioral differences are apparent between those who go on to graduate and those who drop out, with dropouts missing an average of 124 days by eighth grade.

Goal 4: To meet or exceed all staff requirements, student assessments and school benchmarks set by the National Paideia Center. The Paideia program offers a wide variety of professional development, learning and assessment tools built on years of successful implementation. Leveraging these resources and following their set guidelines ensure a measurable success that will be relayed at both team meetings with teachers and the Board of Directors' monthly meetings.

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

The T.E.A.M. D & K Academy mission statement wisely includes a benchmark standard of excellence needed to achieve our goals. Because the common core curriculum is used as the LEA standard and testing scores and graduation rates are public record, comparison of T.E.A.M. D & K Academy testing scores, graduation rates and requirements will make evaluation of the success of the mission statement possible. We will also equip our board of directors to reliably evaluate the charter and adjust the mission statement and/or charter directives as necessary.

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.

T.E.A.M. D & K Academy plans to use the Paideia model for all instructional and assessment strategies of the core curriculum. This model follows a three-pillar approach to teaching:

Didactic Instruction: The delivery of factual information. Lecture, demonstration, videos and reading are common forms of didactic instruction. The goal of didactic instruction is for students to acquire the basic "must-know information" about a subject. Because didactic instruction typically puts students in a passive role, the National Paideia Center advocates limiting didactic instruction to 10-15 percent of instructional time. Assessment and evaluation of didactic instruction and factual learning is effectively conducted through traditional short-answer and multiple-choice tests.

Intellectual Coaching: Guidance through modeling and questioning. Intellectual coaching may begin with a teacher modeling writing a sentence, reading a paragraph, solving a problem or hypothesizing about a reaction. Intellectual coaching often happens by questioning as well as both positive or corrective feedback. The goal of intellectual coaching is for students to acquire expertise in skills of learning, such as reading, writing, calculating and observing. Developing skills in a relevant context occurs in a Paideia classroom through teachers development and use of units called coached projects. Intellectual Coaching ideally occurs 70 percent of instructional time. Assessment and evaluation of intellectual coaching is conducted through performance tasks and project work often with the use of checklists and rubrics.

Paideia Seminar: A collaborative, intellectual dialogue facilitated by open-ended questions about a text. The goal of Paideia seminar is for students to expand their understanding of ideas, concepts, and values about the curriculum. The Paideia seminar nurtures both intellectual and social skills. Paideia Seminars occur approximately 15-20 percent of instructional time. Assessment and evaluation of Paideia Seminars occurs through pre- and post-seminar tools and processes including self-identified goals, discussion, and writing.

A report produced by the Piton Foundation in collaboration with the Colorado Department of Education showed that using Paideia as a the chosen delivery mode has shown tremendous success in Colorado at closing the achievement

gap, a perfect alignment between our mission statement, demographic selection and the evidence supporting using Paideia as an education vehicle.

K-5 Curriculum and Instructional Design:

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

In the elementary school, teachers will design courses to meet or exceed the requirements of the North Carolina Board of Education curriculum standards. We will make every effort to identify potential teachers early in the planning year, so that they can work with the Board of Directors, Paideia and Discovery Learning to design appropriate courses in line with the North Carolina State Board of Education's Standard Course of Study. We will also offer additional course labs on the basics of engineering and medicine to facilitate cross-curricular learning.

Structurally, teachers will instruct by grade level to encourage cross-curricular unit planning and cooperative group learning. Student discipline is administered through conflict resolution and learning. Paideia will better serve a broader vision of education, wherein teachers use different methodologies, exercises and activities to reach all students and give students responsibility for their own learning. The program developers maintain that these structural and philosophical changes, an intimate learning environment of less than 18 students per classroom, along with increased collaboration among staff, will improve the quality of instruction.

In terms of developing a curriculum for the middle school, we will work with Paideia, Discovery Learning and instructional staff to select materials aligned with the North Carolina Standard Course of Study. A variety of materials will be considered and selected based on meeting and exceeding state academic standards and alignment with the T.E.A.M. D & K Academy academic vision.

Provide a synopsis of the planned curriculum, including:

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

The charter school's mission targets diverse, economically disadvantaged families. Our choice to use the Paideia program was selected by the board because of a report produced by the Piton Foundation in collaboration with the Colorado Department of Education that showed tremendous success in Colorado as closing the achievement gap using Paideia. Buttressing the Paideia liberal arts vehicle with cross-curricular learning through engineering and medicine enhances the educational offering, conducive to scoring well on state accountability assessments. This creates a strong alignment between our mission statement, demographic selection and the standards set forth by the state.

- 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.

Our core curriculum teachers will largely use a three pillar model of instruction. Didactic instruction, 10-15% of instructional time
Didactic Instruction is the delivery of factual information through teacher led discussion, demonstration, videos, and reading the acquisition of organized knowledge. The goal of Didactic Instruction is for students to acquire the basic "must know information" about a subject. By acquiring the basic knowledge of a subject, students gain confidence to move to the next level of learning. Didactic instruction focuses on the lower level critical thinking skills of remembering, understanding, and applying. Because didactic instruction typically puts students in a passive role, this method of instruction will be limited to 10-15% of instructional time. Assessment and evaluation of didactic instruction and factual learning is effectively conducted through traditional short answer and multiple choice tests.

Intellectual coaching and coached projects, 70% of instructional time

Intellectual Coaching -

Within the framework of intellectual coaching the teacher is the guidance and facilitator through modeling and reflective questioning. This strategy seeks to develop the intellectual and critical thinking skills of students and culminates in student-led, collaborative projects. The goal of intellectual coaching is to raise students towards higher levels of critical thinking evaluating, synthesizing, creating.

Coached Projects- Project Based Learning

While the goal of Intellectual Coaching is for students to acquire expertise in higher level skills of critical thinking in the context of reading, writing, calculating, observing, and presenting, the goal of Coached Projects is to engage the students in meaningful, rigorous, and relevant project-based experience. The core of the Paideia model of instruction and curriculum is project-based learning. Project Based Learning is an instructional approach built upon authentic learning activities that:

Engage student interest and motivation,

Are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom,

Provokes students to encounter the central concepts and principles of a discipline,

Project Based Learning teaches students 21st century skills as well as content,

These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills.

Seminars, 15-20% of instructional time

Paideia Seminar is a collaborative, intellectual dialogue facilitated by open-ended questions about a text or topic increased understanding of ideas and values. This method is more often referred to as the Socratic Method during which the teacher acts as facilitator guiding the students into meaningful dialog.

As questions drive critical thought, the goal of Paideia Seminar is for students to expand their understanding of ideas, concepts, and values about the curriculum through thoughtful dialog rather than by memorizing bits of information.

This instructional method also nurtures the academic skills of critical, purposeful reading and reflective writing in Paideia Seminar journals. The seminars occur approximately 15-20% of instructional time. Assessment and evaluation of the seminars occurs through pre and post seminar tools and processes including self-identified goals, discussion, and writing.

In a study performed on this instructional rubric, Eric L. Robinson, Ph.D. Associate Professor of the Department of Educational Psychology at Baylor University found that this system; improved state test scores and 95% of the students scored at or above proficiency, improved "pass rates" and was especially commendable for its ability to service students who are "at risk" or behind academically.

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.*

The T.E.A.M. D & K Academy mission statement includes using the LEA core curriculum as a benchmark. To ensure a stable benchmarking process, our calendar coincides with the Charlotte-Mecklenburg Schools calendar. In considering a calendar format, the Paideia program, a core component of our liberal arts education plan, has been repeatedly implemented in a traditional calendar format with statistical success, leaving no reason to consider a year-round schedule or to deviate from this model of achievement.

6-8 Curriculum and Instructional Design:

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

In the middle school, teachers will design courses to meet and exceed the requirements of the North Carolina Board of Education curriculum standards. We will make every effort to identify potential teachers early in the planning year, so that they can work with the Board of Directors, Paideia and Discovery Learning to design appropriate courses in line with the North Carolina State Board of Educations Standard Course of Study. We will also offer additional advanced courses in engineering and medicine to facilitate cross-curricular learning.

Structurally, teachers will instruct by grade level to encourage cross-curricular unit planning and cooperative group learning. Student discipline is administered through conflict resolution and learning Paideia will better serve a broader vision of education, wherein teachers use different methodologies, exercises and activities to reach all students and give students responsibility for their own learning. The program developers maintain that these structural and philosophical changes, an intimate learning environment of less than 20 students per classroom, along with increased collaboration among staff, will improve the quality of instruction.

In terms of developing a curriculum for the middle school, we will work with Paideia, Discovery Learning and instructional staff to select materials aligned with the North Carolina Standard Course of Study. A variety of materials will be considered and selected based on meeting and exceeding state academic standards and alignment with the T.E.A.M. D & K Academy academic vision.

Provide a synopsis of the planned curriculum, including:

1. *One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B1) for one core subject (specific to the school's purpose) for the middle school division the school would ultimately serve.*
2. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

The charter school mission targets diverse, economically disadvantaged families. Our choice to use the Paideia program was selected by the board because of a report produced by the Piton Foundation in collaboration with the Colorado Department of Education. The report showed tremendous success in Colorado at closing the achievement gap using Paideia. Buttressing the Paideia liberal arts vehicle with cross-curricular learning through engineering and medicine enhances the educational offering, conducive to scoring well on state accountability assessments. This creates a strong alignment between our mission statement, demographic selection and the standards set forth by the state.

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.*

Teachers are expected to utilize the three pillars of the Paideia: didactic instruction, intellectual coaching and Socratic seminar, along with cross-curricular unit planning as means for bridging each of the core studies into real-world applications.

Rebecca Herman and Sam Stringfield of The Johns Hopkins University produced a report about the merit of this approach. Their research, called "Ten Promising Programs for Educating Disadvantaged Students: Evidence of Impact," cited several studies confirming these strategies were successful in four important areas of student success. First, "Paideia students had a higher average daily attendance (84 and 91 percent versus 78 and 85 percent)." Second, the report said, "On the tests of achievement and proficiency, 33 to 66 percent of non-Paideia students in Paideia schools scored in the bottom quartile in reading comprehension, math-problem solving and science compared to 11 percent of Paideia students." Third, the report showed lower failure rates -- 3.6 percent versus 4.3 percent. Lastly, the report addressed student reception to this method of instruction as positive. Sixty-three percent preferred Socratic instruction to traditional teacher lectures.

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.*

The T.E.A.M. mission statement includes using the LEA core curriculum as a benchmark. To ensure a stable benchmarking process our calendar coincides with the Charlotte-Mecklenburg Schools calendar. In consideration to selecting a calendar format, the Paideia program, a core component of our liberal arts education plan, has been repeatedly implemented in a traditional calendar format with statistical success, leaving no reason to

consider a year-round school schedule or to deviate from this model of achievement.

9-12 Curriculum and Instructional Design:

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

Not Applicable. Our grade structure will not have 9-12 grade during our first school term.

Provide a synopsis of the planned curriculum, including:

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

Not Applicable. Our grade structure will not have 9-12 grade during our first school term.

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

Not Applicable. Our grade structure will not have 9-12 grade during our first school term.

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

Not Applicable. Our grade structure will not have 9-12 grade during our first school term.

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

Not Applicable. Our grade structure will not have 9-12 grade during our first school term.

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

Not Applicable. Our grade structure will not have 9-12 grade during our first school term.

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.

A compilation of studies examined by Educational Research Service stated that "rather consistently...students who are economically disadvantaged or from some ethnic minorities perform better academically in smaller classes." Small class sizes will allow teachers to create a more intimate learning environment for identification, prevention and intervention of at-risk students. Other standardized tools such as mid-term evaluations, parent teacher conferences and the T.E.A.M. D & K Academy family center will serve as support tools to aid teachers and staff in this mission.

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.*

The intake process is designed to identify ELL students and their levels of need. The intake process includes registration, home visits, cumulative folders and administration of the LEP, according North Carolina English proficiency assessment.

As each ELL learned is unique in their needs, multiple strategies may be used to incorporate access and success to our core academic program including; use of Paideia resources to develop our ELL techniques to address the language barrier in non-English speaking students, utilizing foreign language teachers and educators as a communication conduit to develop both English language skills and provide thorough access to the core curriculum information, and utilization of quarterly assessments and monthly progress reports to notate ELL student success through a total mainstream structure that will include English as well as prevalent foreign languages. The headmaster and the director of exceptional children will meet weekly to ensure that all facets of the academic program for ELL families are employed.

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.*

Dr. Heidi R. Cherwony explains that, in order for a student to be considered gifted, "a child must score at or above the 98th percentile on an individually administered standardized test of intelligence. This means that he or she scored better than 98 out of 100 children his or her age, which is equivalent to an IQ score of 130 or above." Servicing the needs of a demographic that represents 2 percent of the school is a challenging task and often under-served. Fortunately, T.E.A.M. D & K Academy operation, with smaller, more intimate class sizes, helps serve these children. In Meta-analysis of research on the relationship of class size and achievement Glass and Smith collected and summarized nearly 80 studies on the relationship of class size with academic performance that yielded more than 700 class-size comparisons on data from nearly 900,000 pupils. They found that reduced

class size can be expected to produce increased academic achievement for all levels as long as the class size is reduced to less than 20 pupils. In addition to leveraging an intimate learning environment, Discovery Learning, a T.E.A.M. D & K Academy partner, will offer active learning programs in medicine and engineering with specific modules geared toward gifted students. These advanced modules will serve as an enhanced learning opportunity for both gifted and talented students to improve their intellectual prowess.

To monitor and evaluate the progress and success of intellectually gifted students, T.E.A.M. D & K Academy will utilize the advanced Discovery Learning modules in medicine and engineering. These modules will have their own built-in evaluation and grading process. These evaluation methods will serve in monitoring the success and growth of each team and individual as they progress through the program. This program will be evaluated on an ongoing basis at teacher and staff meetings to ensure the professional program designers are adequately challenging intellectually gifted students.

Exceptional Children

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), 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)*

Recipient school districts must establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need special education and/or related services because of disability. The Section 504 regulatory provision at 34 C.F.R. 104.35(b) requires school districts to individually evaluate a student before classifying the student as having a disability or providing the student with special education. Tests used for this purpose must be selected and administered so as best to ensure that the test results accurately reflect the student's aptitude or achievement or other factor being measured rather than reflect the student's disability, except where those are the factors being measured. Section 504 also requires that tests and other evaluation materials include those tailored to evaluate the specific areas of educational need and not merely those designed to provide a single intelligence quotient. The tests and other evaluation materials must be

validated for the specific purpose for which they are used and appropriately administered by trained personnel.

At the elementary and secondary school level, determining whether a child is a qualified disabled student under Section 504 begins with the evaluation process. Section 504 requires the use of evaluation procedures that ensure that children are not misclassified, unnecessarily labeled as having a disability, or incorrectly placed, based on inappropriate selection, administration, or interpretation of evaluation materials. In maintaining confidentiality of student records:

The Individuals with Disabilities Education (IDEA) Act requires schools to provide parents of a child with a disability a notice containing a full explanation of the procedural safeguards (legal rights) available under the IDEA and the accompanying federal regulations.

The procedural safeguards must be given to parents one time each school year and at the following times:

- a. When a child is first referred for evaluation or when parents request an evaluation;
- b. When parents request a copy of the procedural safeguards;
- c. When a child is removed for disciplinary reasons and the removal results in a change in placement;
- d. Upon receipt of the first state complaint and/or the first due process petition in a school year, if parents file a state complaint or request a due process hearing; and

The prior written notice must clearly explain everything the LEA decided to do or refused to do, and why those decisions were made.

-The prior written notice must clearly explain the other things the LEA considered, but decided against, and why it decided against them.

-The prior written notice must clearly explain all the information used in making the decisions.

-The prior written notice must have a statement that tells parents about their protections in this document.

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.*

We will follow all applicable federal and state laws and regulations concerning the education of children with special needs. Special education teachers will consult with general education teachers, providing direct instruction for exceptional children, and help us make appropriate curricular and assessment accommodations and modifications. Such accommodations and modifications will be provided in all areas. For example, if we decide to administer the SAT assessment as discussed above then reasonable accommodations will be provided for students with disabilities in accordance with SAT's policies regarding documentation of an applicants disability and the process for requesting accommodations.

We will also ensure that our general education classroom teachers are sensitive to the needs of exceptional children, both in the initial hiring process and by providing training and professional development to help

teachers learn to identify and assist students with special needs. As an example of such training, we plan to enroll all of our core subject teachers and lead administrators in the Schools Attuned Program, North Carolina, which has been funded by the North Carolina General Assembly. All of our middle school teachers will be trained in the Schools Attuned: Generalist Path. Both curricula are designed to accomplish the same primary objective: to support educators in creating classrooms that meet the learning needs of students through an understanding of the guiding principles and neurodevelopment framework taught through Schools Attuned.

At T.E.A.M. D & K Academy, we will establish a school-wide culture of sharing and serving all students and a collaborative school structure that supports inclusion. These factors have been shown to foster collaboration between general education teachers and special education teachers, leading to the successful inclusion of exceptional children in general education classrooms minimize the areas in which children with special needs feel singled out.

As previously dictated, our Academic Advisory Board will consist of at least one member with experience in working with children with special needs. Utilization of this valuable resource in planning our special needs programming will ensure that T.E.A.M. D & K Academy is capable, considerate and successful in that endeavor.

At the beginning of each year, educators will prepare informal individual learning plans for each student. Students with Individualized Education Programs (IEPs) under the Individuals with Disabilities Education Act (IDEA) will thus simply engage in a more formal version of the process afforded to all students. Similarly, by basing our discipline policy on school-wide implementation of positive behavior support, teachers will use the same rules and strategies with respect to all students while also complying with the rules regarding discipline of students under IDEA. We will make every effort to create awareness of, and support for, the challenges often faced by exceptional children.

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.*

Teachers will design courses using the Paideia method to meet or exceed the requirements of the North Carolina Board of Education curriculum standards. We will make every effort to identify potential teachers early in the planning year, so that they can work with the Board of Directors, Family Center and the PTA to design appropriate programs and activities in line with the North Carolina State Board of Education's Standard Course of Study. We will also offer additional advanced courses in medicine and engineering.

Structurally, teachers will instruct by grade level to encourage cross-curricular unit planning. Student discipline is administered through conflict resolution and learning. Paideia will serve a broader vision of education, wherein teachers use different methodologies, exercises and activities to develop students as individuals and give students responsibility for their own learning. The program developers maintain that these structural and philosophical changes, along with increased collaboration between staff, will improve the quality of instruction.

In terms of developing a curriculum for the school, we will work with the National Paideia Center and instructional staff to select materials aligned with the North Carolina Charter Goals and T.E.A.M. D & K Academy academic vision.

Implementation of the National Paideia Center assessment tools serve two distinct benchmarks for measuring the effectiveness of our academic programming. The first benchmark is to ensure our educators are highly qualified and effective in their roles. Understanding the strengths and weaknesses of each staff member will allow the school to adjust their human resources policy and needs to maximize the benefit to the students served. Second, assessing the success of our Paideia implementation as a means of delivering a core liberal arts education will serve as a point of discussion during team meetings with teachers. This allows teachers to adjust their models and approaches to suit the needs of each class and the individual learner.

Students with disabilities are entitled to graduate with a regular high school diploma if they complete the same graduation requirements as general education students. In addition, if a student is unable to meet a district's graduation requirements due to his or her disability, and requires special education services and/or modifications to the general curriculum, the student can graduate and receive a regular diploma if the student's IEP team determines that the student has satisfied the IEP goals to the extent necessary for graduation.

Graduation is a change in placement for a special education student. Therefore, school districts must provide written notice to the parents of their intent to graduate a student. If a parent does not agree with a district's decision to graduate his or her child, the parent can offer a formal objection and remedy through reevaluation, appeal or a formal hearing before an impartial hearing officer.

8th Grade Graduation Requirements

1. A student who fails one or more core subjects (for a second semester) will not be promoted to the ninth grade.
2. Each student must pass all classes (during the second semester) to participate in graduation exercises at the end of the year, including the eighth-grade graduation dance and Graduation Night.
3. A student not promoted due to failing a class may remove the failing grade or grades by doing the work assigned by the teacher and approved by the principal during the summer. Upon satisfactory completion of assigned work, the student may be promoted.
4. Students' lunch and library accounts must be paid in full before they will be allowed to participate in graduation exercises or issued a diploma.
5. Students may have no more than 20 full days of absences during the school year. Exceptions may only be granted on an individual basis by vote of the Board of Directors.
6. No home suspensions within 30 days of graduation.

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.*

At T.E.A.M. D & K Academy, a college-preparatory school, we will have high standards for our students. We have designed a challenging, rigorous curriculum. In order to be successful, we depend on the responsible participation of our students, parents, faculty and staff. We have developed general guidelines to clarify our expectations for our students:

- Students will focus on their academic work during school hours.
- Students will be civil and kind to each other, to the staff, and to the campus community.
- Students will dress according to the written dress code. Dress will not be disruptive, obscene or offensive.
- Students will attend class regularly. They will be on time and prepared every day.

A draft copy of the Academy's Student Handbook/Student Code of Conduct is attached as Appendix D. Areas of the Student Handbook/Student Code of Conduct that are integral to the successful implementation of the core academic and school-culture components are outlined in this charter application. These include areas such as: school uniform policy, parent drop-off and pick-up procedures and grading policy. In instances where students exhibit inappropriate behavior, the Academy will utilize a Behavior Improvement Plan (BIP) in order to promote effective discipline. A BIP will take into consideration the cause of the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and necessary consequences that will take place if the behavior continues. The BIP shall be signed by all parties, with copies made available to parents and kept in the student's file. When acts of misconduct are disruptive to the school environment, the resulting consequence issued by the school administration may include suspension or other disciplinary interventions such as restitution, counseling and exclusion from school activities. In addition to this brief narrative, please see Appendix D for further detail on the Academy's approach to promoting effective discipline as well as a draft of the Student Handbook/Student Code of Conduct.

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: D&K T.E.A.M Academy

Mailing Address: 6611-01 Reafield Drive

City/State/Zip: Charlotte NC 28226

Street Address: Charlote

Phone: 980-298-5171

Fax:

Name of registered agent and address: Ms. Marilyn Hutchins Incorporator
6611-01 Reafield Road
Charlotte, North Carolina 28226

FEDERAL TAX ID: 46-3579943

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix 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
Frances Marshall	Secretary	MECKLENBURG	Executive

			Assistant
Mitchell Feld	Treasurer	MECKLENBURG	Attorney
Ien Chapman	Vice President	MECKLENBURG	Vice President Of EmBrace Develop. & Mang. LLC
Marilyn M. Hutchins	President	MECKLENBURG	Program Coordiantor

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 board of directors and their respective positions: President Marilyn Hutchins (Educator); Vice President Ien Chapman (Business Owner); Secretary Frances Marshall(Executive Assistant); Assistant Secretary (Open), and Treasurer Mitchell Feld (Attorney).

T.E.A.M. D & K Academy is a North Carolina not-for-profit entity organized exclusively for educational purposes and will hold the charter for T.E.A.M. D & K Academy. The Board shall be responsible for developing and outlining the mission, vision and values of T.E.A.M. and developing the appropriate policies to ensure those fundamentals are maintained.

The Board is responsible for the legal and financial obligations of the T.E.A.M. D & K charter. The Board ensures that T.E.A.M. D & K Academy's programs and operations are faithful to the terms of the charter, including compliance with statutory and regulatory requirements. The Board will continue to uphold the mission and vision of T.E.A.M. D & K Academy through visible leadership and stewardship of T.E.A.M. D & K Academy charter, including the following:

- Communicating the mission and vision of T.E.A.M. D & K Academy charter to the community.
- Holding the accountable for achieving the mission and vision of T.E.A.M. D & K.
- Participating in fund raising and other community events on behalf of T.E.A.M D & K Academy.
- Leading by example in their personal and professional endeavors.

The headmaster of the T.E.A.M. D & K charter will be Ms. Rossanna Ellis. The headmaster will be employed by and report directly to the leadership committee. While the headmaster will not report directly to the Board, a strong relationship will exist. The Board will ultimately hold the headmaster accountable through the performance expectations defined by the Board and through the management agreement between the Board and the school leadership. The headmaster will provide a monthly status report for the board and will attend all board meetings. The headmaster will field any questions of the board members and conduct follow-up action items as necessary. Board members will be given the opportunity to provide input on the Head-masters performance and the leadership committee may remove the headmaster if the Board is objectively and reasonably dissatisfied with the

performance of the headmaster.

A committee generally includes officers, staff members and at least two board members. Upon the opening of the charter, the Board of Directors and the marketing team will post the charter vacancies on their website. The Family Center will also put in place structures that are relative to the hiring practices of the local LEA.

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

The Board is comprised of a diverse and talented group of community business people and leaders, with skills that include business, finance, law, education, technology, marketing and community work. In addition, each board member is actively committed to improving public education for all students in North Carolina and is actively involved in his or her community.

The Board shall be comprised of (5) members at any one time. In order to facilitate and ensure efficient daily operations, board members shall define the roles of other board members as minimally as possible. Board members shall not have any authority or ability to formulate or implement policy on an individual basis and all decisions shall be made collectively in accordance with board procedure as stated in the Board's bylaws.

With the exception of ad-hoc or emergency meetings, PTA representatives and key charter school staff members will be encouraged to attend the regularly scheduled monthly meetings of the board. The presence of the key stakeholders and leaders will ensure the transparency necessary for achieving both the educational and operational success of the charter.

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?*

Board members were brought together through their affiliation with T.E.A. M. (Teaching Every Available Moment) D & K Academy. Each of the board members has an interest in bringing the same type of charter school model to their community. The Board was formed because of its member's vast interest in education reform. With district school scores at an all-time low, this Board was formed to research Common Core standards and compare them to other states' academic structures and successes.

Vacancies of the Board of Directors shall exist (1) on the death, resignation, or removal of any director, and (2) whenever the number of authorized directors is increased. Any director may resign effective upon giving written notice to the president of the Board, vice president, secretary or Board of Directors unless the notice specifies a later time for such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs. Directors may be removed from office with or without cause, as permitted by and in accordance with the laws of this state. Unless otherwise prohibited by the Articles of Incorporation, these bylaws or provisions of law, vacancies on the Board may be filled by approval of the Board of Directors. If the number of directors then in office is less than a quorum, a vacancy may be filled by approval of a majority of the Directors then in office or

by a sole remaining director. A person elected to fill a vacancy on the Board shall hold office until the next election of the Board of Directors or until his or her death, resignation or removal from office.

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

The board meets monthly on the third Tuesday, with ad-hoc meetings as needed.

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).*

Board members will receive an orientation and be given a thorough review of the Board's bylaws, Articles of Incorporation and other applicable governing documents. Please see Appendix J for training timetable.

To ensure board members are effective in their role, board members will receive training on a wide variety of topics. Training will be provided by legal counsel selected by the Board. In addition, Board members will participate in the Board training workshops provided by DPI. The Board has not yet adopted any policies, but intends to do so in accordance with applicable law, including without limitation SBE policy TCS-U-006.

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

The Board will adopt and enforce a Conflicts of Interest policy. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. A director shall inform the board of any direct or indirect conflict of interest which the Director has with regard to any transaction contemplated by the Board.

A conflict of interest shall exist in Board actions including, but not be limited to, actions concerning any transaction in which the Director: (a) has a financial interest; or (b) 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 director with a conflict of interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the directors in office who have no conflict of interest (which must be more than one director) and when a majority of directors who have no conflict of interest so vote, a quorum is deemed to be present at the meeting for purposes of that vote. There are no existing relationships that could pose actual or perceived conflicts of interest if the application is approved.

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

The Board will develop school policies with the support of legal counsel, when necessary. All policies will be reviewed and approved at public meetings and shall be provided to parents via the Student Handbook/Student Code of Conduct and will also be made available online through T.E.A.M. D & K Academy's website. T.E.A.M. D & K Academy's policies will be reviewed annually to ensure compliance with state law, local regulations and Board of Education policies.

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.*

Parental participation is essential to operating high quality charter schools, and is required for the success of T.E.A.M. D & K Academy overall goals and objectives. A Parent/Teacher Association (PTA) will be established to provide a voice for parent and community input into the governance and development of its educational programs. The PTA will interact regularly with the Head-master and key members encouraged to attend the monthly board of directors meetings. Utilizing teachers and key staff members, the T.E.A.M. D & K Family Center will assist in bridging the gap between the schools educational team and the home through communication and leveraging available resources. To ensure high performance without straying from our core competency as an academic facility, nutritional and legal considerations will be outsourced to highly qualified companies approved by the board. Professional development will be co-developed with the assistance of Paideia, core curriculum and Discovery Learning for engineering and medicine and implemented by the T.E.A.M. D & K educators. Other T.E.A.M D & K staff members will pick up supporting roles, including the athletic director for health & wellness and the assistant headmaster for safety. All entities residing within the school are under the day-to-day stewardship of the headmaster and are expected to provide monthly updates to the Board of Directors.

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

Students who believe they have been treated in an inappropriate manner should report the behavior to the school administrator.

Parents/guardians or community members who believe they have been treated in an inappropriate manner should report the behavior to the staff members immediate supervisor or Head-Master. If after reporting the matter to a supervisor and/or Head-master they still feel that the matter is unresolved they may issue a formal request in writing for the Board to review the matter at their monthly meeting. All requests should be submitted to the office at least 3 days prior to the meeting for review.

Employees who believe they have been treated in an inappropriate manner shall, if personal harm is threatened, report such to the school administrator. Most incidents resolve themselves without formal intervention. However, should a situation persist that the employee believes is detrimental to himself/herself, the Board and/or the employee should follow the procedure described here for bringing the complaint to school administration and/or the Human Resources department's attention.

Step 1: Discussion of the problem with the immediate supervisor is encouraged. If the employee does not believe a discussion with the supervisor is appropriate, the employee should proceed directly to Step 2.

Step 2: The aggrieved employees are encouraged to request a meeting with the Human Resources manager. Human Resources will conduct an investigation and consider the facts and may review the matter with the aggrieved employees supervisor.

All employment decisions involving the hiring or termination of teachers shall be made after investigation by Human Resources, which shall be presented to the Board for final decision in accordance with N.C. Gen. Stat. 115 C 238.29F(e).

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

Include in the Appendices:

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

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

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

X Not Applicable

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The AALE Charter School Accreditation Standards suggest the following criteria, which will serve as a guide for the Board of Directors and the principal when hiring faculty:

1. A distinguished undergraduate record in a broad variety of liberal arts subjects,
2. A major, concentration, minor, or significant coursework in the teacher's liberal arts subject area(s),

3. Graduate coursework and/or degree(s) in the teacher's liberal arts subject area(s),
4. A high score on a relevant and rigorous test, such the Graduate Record Examination Subject Area Tests, or
5. Significant professional experience in fields requiring liberal education and/or advanced knowledge in the teacher's subject area(s).

In addition to hiring practices and providing professional development for teachers and staff, all educational positions will include salaries listed above the LEA average to attract high performing teachers not just locally, but from other areas like Fort Mill, South Carolina which service a different LEA, but present a reasonable commute for teachers wanting additional upward mobility within their careers.

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.*

Teachers, administrators and staff will be employed by the Board. The board will govern the school. However, the staff will report to the Head Master. The only staff member that will report to the Board is the Head Master.

The Board has provided the attached Employment Handbook and is working with legal counsel to ensure that it complies with applicable law, including without limitation, N.C. Gen. Stat. 115C-238.29A et seq. The Board expressly acknowledges that the Employment Handbook may need to be revised before it is adopted. However, the Employment Handbook is being submitted with this application as evidence that the Board is working diligently to prepare for final charter approval. A draft of the employee handbook is attached as Appendix N.

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

The Board will follow the protocol established for screening school employees, vendors and board members working with or around students. T.E.A.M. D & K will be responsible for background checks and fingerprinting services, including FBI checks. As a condition for continued employment, every five years the staff of the Academy will be required to be fingerprinted and pass a criminal background check.

A comprehensive criminal history background check includes state and national criminal background checks on each applicant. The employment application will also ask legal questions in relation to past felony convictions, probation, pleadings, and pending disciplinary actions. If a candidate misrepresents his/her application, the Board reserves the right to end the hiring process or employment relationship.

The selection process focuses on factors such as interview structure and the phrasing of question prompts, and it draws on effective teacher research. Interview protocol focuses on job-related questions and thus is within the legal bounds of interviewing guidelines.

Every hired employee will sign an offer of employment. Staff will be hired "at will" on a year-to-year basis. Extensions of employment offers are recommended on an annual basis. All instructional personnel will be considered 10-month employees paid over a 12- month period. Instructional

personnel will begin approximately two weeks prior to the start of school and work about one week after the end of school.

The first 90 days of employment are considered an Introductory Period. The employee may resign from the Academy without reason and without notice and may terminate employment without cause and without notice. After the first 90 days, progressive discipline policies will be followed for minor performance situations and immediate termination for any violations of a serious nature. Per the employee handbook, the Academy and Board requests two weeks notice of all voluntary resignation.

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

To recruit and maintain highly qualified staff, the budget strategy was to set starting salaries slightly higher than the local mean for each position. All full-time staff will receive medical and dental benefits, but part-time staff will not receive benefits. Functions such as food and legal services will be outsourced. For retirement, T.E.A.M. D & K Academy will offer 403(b) plans through a third party provider.

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

It is the Board's purpose to provide an effective way for employees to bring problems concerning their well-being at work to the attention of management. Therefore, both an informal and formal grievance procedure has been established for the benefit and use of the employees.

When an employee believes a work condition or treatment is unjust, inequitable, a hindrance to effective operation or creates a problem, they are encouraged to discuss the condition or treatment with school administration. School policy provides for alternative lines of communication when the employee has such issues with his or her direct supervisor.

If the teacher or staff member feels he or she has been treated unfairly as a result of actions from the administration, the employee can present a formal grievance with the Board. A further investigation will be conducted. The Board will address reported violations as required or deemed necessary.

Most incidents resolve themselves without formal intervention. However, should a situation persist that the employee believes is detrimental to himself/herself, the Board and/or the employee should follow the procedure described here for bringing the complaint to school administration and/or the Human Resources departments attention.

Step 1: Discussion of the problem with the immediate supervisor is encouraged. If the employee does not believe a discussion with the supervisor is appropriate, the employee should proceed directly to Step 2.

Step 2: The aggrieved employees are encouraged to request a meeting with the Human Resources department. The Human Resources department will conduct an investigation and consider the facts and may review the matter with the aggrieved employee's supervisor.

All employment decisions involving the hiring or termination of teachers shall be made after investigation by the Human Resources Department, which shall be presented to the Board for final decision in accordance with N.C.

Gen. Stat. 115 C 238.29F(e).

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

The two positions that will have dual roles are the director of exceptional children/LEA and the physical education/health & wellness teacher. The funding source for both positions will be the state allotments that are received from the office of charter schools.

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.*

Because a special education teacher's job requires far more than just teaching, administrators will seek candidates who are true specialists in the field. When hiring a special education teacher, you need an expert at the art of adapting lessons, an active advocate for student needs, a professional IEP writer, someone educated about student disabilities, and a dedicated individual who is 100 percent committed to doing whatever it takes to help all students reach their fullest potential.

Paideia philosophy on gifted and talented education: Paideia philosophy believes all students should receive a challenging, inspirational, content-rich education.

The ELL community has enough barriers, so we must convince those families of safety and communication. These are keys in keeping qualified staff:

- Training
- Provide classroom assistants
- Hire special-area teachers
- Check references
- Have a qualified interpreter on staff
- Pay above the national average
- Recruit diverse parents

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).*

Head master

Responsibilities:

- Responsible for the leadership of the school, including hiring and supervising educational staff
- Work with teachers and teacher aides to align and implement National/State standards and assessments within the school curriculum - Review course curriculum and lesson plans

QUALIFICATIONS: Master's Degree Required: Administrative Certification ,Three Years Administrative Experience.

- CFO the Chief Financial Officer (CFO) role, reporting directly to the Board of Directors and the headmaster, is responsible for leading the organizations financial affairs along with a commitment to excellence and growth. In conjunction with the Board of Directors and the headmaster, the senior management team, and the Board of Directors, the CFO ensures that the organization makes sound strategic decisions on the use of its resources and operates in an effective and fiscally sound manner.

-CFO the Chief Financial Officer (CFO) role, reporting directly to the Board of Directors and the headmaster, is responsible for leading the organizations financial affairs along with a commitment to excellence and growth. In conjunction with the Board of Directors and the headmaster, the

senior management team, and the Board of Directors, the CFO ensures that the organization makes sound strategic decisions on the use of its resources and operates in an effective and fiscally sound manner. Experience in senior financial-management role, partnering with senior leadership, resulting in the development and implementation of creative financial management strategies. Multi-view experience a plus. Bachelors degree required, with advanced degree (MBA) and/or CPA certification strongly preferred.

Assistant Head Master: Help in the orientation of new staff members to the teaching environment at T.E.A.M. D&K Academy, especially as it relates to the area of student personnel policy and procedures, general building practices and routines, and T.E.A.M. D & K Academy vision, values, Core Acts, and non-negotiable. Advise, support, celebrate, and mentor individual teachers to improve instruction through: Conducting consistent, weekly classroom observation and feedback/coaching o Facilitating curriculum planning and evaluating unit and lesson plans , Promoting continuous, high-quality assessment as a means for evaluating student achievement , Collaborating with the School Leader to implement, evaluate and refine a comprehensive professional development program for teachers. Strong record of helping students from underserved neighborhoods achieve academic success, Bachelors degree (required); Masters Degree (preferred), Experience in leading adults supervision and administration preferred ,Minimum of five years of teaching experience preferred, Willing and able to play different roles at the school, and to go above and beyond to meet the varied and constant needs of the students and staff.

Exceptional Children

Exceptional Children's Program is to assure that students with disabilities develop mentally, physically, socially, emotionally, and vocationally through the provision of an appropriate individualized education in the least restrictive environment being provided appropriate services by capable, qualified faculty and staff.

Education: Bachelors from an accredited college or university in education discipline applicable to teaching assignment. Masters Degree preferred.

Kindergarten teacher

The job of Teacher is done for the purpose/s of facilitating student success in academic and interpersonal skills through academic courses of study and implementing the charter approved curriculum, documenting teaching and student progress/activities/outcomes; addressing specific needs of students; providing a safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc. NC Early Childhood Certification Required.

Staff Evaluation and Professional Development

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

The Director of Exceptional Children/LEA will work with Charlotte-Mecklenburg Schools to follow the same requirements that are enforced in reference to teacher licensure. The position will also be responsible for all staff development.

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

All teachers of "core academic subjects" (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography) are required to be "highly qualified" as specified by PL 107-110, the No Child Left Behind Act of 2001, and 1.01 and 1.02 of the State Board of Education Policy Manual.

Teacher Licensure Plan, General Policies

1. All employees who hold professional valid licenses issued by the SBE are subject to the rules pertaining to licensed professionals and their licenses may be revoked based on any of the grounds listed in 16 N.C.A.C. 6C. 0312.
2. Prior to each academic year, and as required by the SBE, the School will report the total number of teachers and the total number of teachers who hold valid licenses who are employed to teach at the School.
3. The school will not employ, or accept voluntary services from, any individual whose certificate or license has been suspended or revoked by the SBE or any other licensing board or agency on the grounds of unethical or immoral behavior, including improper sexual or physical conduct with children or students.
4. In the case of a school employee who is on leave from employment with the local board, the school will notify the local board of education if such employee is suspended, terminated, asked to resign, or otherwise subjected to disciplinary action because of poor performance or misconduct. The School will cooperate with the local board of education and provide any information requested concerning such employees.

Licensure Renewal Program

During the planning year, the school will submit a plan to the SBE for permission to administer a Licensure Renewal Program. The headmaster or his or her licensed designee, who will serve as the licensure officer, will administer this program to serve those holding an initial license or a continuing license.

Initial Licensure Program

Upon approval of the Licensure Renewal Program, the school will submit an Initial Licensure Program plan to the SBE for approval.

-The headmaster or his or her licensed designee will act as coordinator and eligibility verifier for this program.

-School administration will conduct a formal orientation for holders of an initial license, including a description of available services, training opportunities, and the process for achieving a continuing license.

-The plan will comply with the optimum working conditions for holders of an initial license identified by the SBE.

-The school will comply with the mentor selection guidelines identified by the SBE.

-Appropriate mentors will be selected for each holder of an initial license from the school or from nearby schools.

-Our search committee will ensure that a Principal is found who is supportive of licensure initiatives.

-All teachers will be observed a minimum of four times each year in accordance with the Excellent Schools Act and SB 1126, using the instruments adopted by the SBE for such purposes.

-New teachers will submit an individualized growth plan at the beginning of each year. This plan will be developed with joint consultation between the teacher, the headmaster or designee, and the mentor teacher

-Technical assistance and similar services will be provided. The headmaster will be responsible for the development, identification and service delivery program for each beginning teacher.

-A cumulative file will be maintained for each teacher, which contains the Individual Growth Plan and the performance-based criteria evaluation reports.

-The timely transfer of the cumulative file to successive employing local education agencies, charter schools, or non-public institutions will be provided.

-A performance-based assessment system for the Initial Licensure Program will be put in place.

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

The core components of the professional development plan are (4) areas(1) NC Professional Teaching Standards: Teacher Demonstrate Leadership, Teacher Establish a Respectful Environment for a Diverse, Population of Students, Standard(s) to be addressed:.(2) Teacher's Strategies: Goals for Elements, Activities/Actions, Expected Outcomes and Evidence of Completion, Resources Needed, Timeline:(3) Evidence of Progress toward Specific Standards or Elements to be Addresses/Enhanced:(4) Narrative. The administration of T.E.A.M. D & K Academy will align their PDP to have internal assessment as well as externally connection with the University of North Carolina at Charlotte to provide CEU's. The individual assessment will allow staff feedback, this way if the individual need is not met, input will allow for positive change. With Paideia begin a part of the external process, T.E.A.M. D & K Academy will have an assigned consultant that has a major role in the professional development process. With both assigned tents, uniformity will be created, when the board, the administration, and parents take part in the success of the school, curriculum and the planning process.

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.*

Upon delivery of the charter, T.E.A.M. D & K Academy will begin identification and interviews for potential elementary and middle school teachers who are knowledgeable and meet the NC state guidelines as accredited teachers. These teachers will be required to complete the necessary Paideia training and licensure requirements prior to the first day of class for all core curriculum. Discovery Learning will be charged with preparing educators handing the medicine and engineering labs post Paideia training and prior to the first day of labs to ensure the delivery of these labs will integrate properly with our core curriculum programming. Proper timing of these training programs will be coordinated by the educational staff, The National Paideia Center and Discovery Learning post inception to maximize preparation success.ith

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.

During the month of July there will be 3 weeks/94 hours of staff the development. During the months of September 2015 through February 2016, staff will be allotted 3 days each week for training, from 4 to 6 p.m., totaling 36 hours a month. This includes CEU for licensure requirements. During the months of March through May 2016, instructional staff will meet with their mentor from 4 to 6 p.m. 2 days a week, totaling 16 hours a month. The charter school hours will be 7:15 a.m. to 3:15 p.m. daily. The calendar

supports time for parent conferences as well as teacher workdays. The staffing structure accommodates time for teacher to develop units that support the Paideia curriculum, and professional development in-service that allows staff to receive CEUs to keep all core teacher licensures in compliance. On staff development days, teacher are required to be a part of all in-service training. On teacher workdays, if staff have completed all required compliance mandates, upon notice, teacher will have the option to take leave with pay.

Enrollment and Marketing:

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

Marketing Plan

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

If this charter application is approved, the Board of Directors will immediately implement a three-phase marketing plan focused on educating our community about T.E.A.M. D & K Academy. The Board of Directors will establish a marketing director role that will have primary responsibility for planning and implementing our marketing and outreach efforts.

Phase I: Pre-opening Blitz

Because the school at inception starts with no students and lacks the ability to utilize grass roots marketing and word-of-mouth programming, this phase will be the most expensive phase in the process and includes the goal of generating awareness. Articles in the Mecklenburg Neighbors section of The Charlotte Observer, Charlotte Parent and various local papers will reach interested parties throughout Mecklenburg County as well as regular press releases. Marketing efforts will also include posters and brochures distributed to community organizations, neighborhood groups and faith communities. We will also develop a comprehensive website that clearly communicates the school's mission, unique educational program, school calendar, faculty, student routine and class schedules, easy on-line application, and other features of interest. Website marketing will be largely driven by a comprehensive Google AdWords campaign. Our research from Claritas concludes that many of our target market segments in need of this type of secondary education read Spanish-language publications. To that end, we will place advertisements in Spanish-language newspapers, including La Noticia, Que Pasa, and El Progreso Hispano. We will also attempt to air public service announcements in Spanish on radio stations that have a large share of Hispanic listeners, including WNOW (1030AM) and La Tremenda (13 10AM), and attempt to share information about the school through Caminando por las Carolinas, a local Spanish-language television show. Mailing lists for direct mail marketing campaigns will allow us to specifically target those families in our area that would benefit most from our unique educational offering. We anticipate sending out nearly 30,000-40,000 direct

mail marketing pieces.

Phase II: Guerilla Marketing

Public presentations will be done at town halls, libraries, schools, churches, and neighborhood and city-wide festivals supplemented by open houses and meet and greets with attractive offerings and activities like food and recreational equipment designed to attract families. This phase will heavily capitalize on the recognition created in phase I as a means of initiating and building relationships through "hitting the pavement" and speaking directly with the community leaders and families.

Phase III: Grass Roots Marketing

After the innovation and early growth stages of the first year have passed the school will transition to low cost strategies relying on word of mouth, existing relationships, social media, a powerful online presence and regular school events and functions to grow the school. This phase will rely heavily on the academic and educational successes of the school to springboard into new growth through the reputation of the school as a high performing institute.

Given that admission to the school is through a lottery (to the extent that we have more applicants than available seats), our efforts will be aimed at creating a diverse pool of applicants so that the student body chosen through the lottery will reflect that diversity.

Using the resources of our Board of Directors and their existing skill sets, all marketing materials will be created by a professional media specialist and the website built by a technology expert under the direction of the marketing director and approved by the board of directors. Using professional developers and a board approval process will ensure all published materials meet the highest standards and represent quality academics for T.E.A.M. D & K Academy and the NC Board of Education which approves charters.

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.*

The Forum for Qualitative Social Research suggests, in a technologically advanced age, people have accepted giving and receiving information in diverse formats. It is imperative that T.E.A.M. D & K develops a model that allows communication with the school in an easy and effective manner. In the infancy of the school's inception, the headmaster and key board members will play an integral role as the information providers for the charter. Email accounts have already been established via the school website. This website includes a contact form, literature and a main phone number that will be established as a primary verbal contact. Because the school will be in a build-out phase during this time, the key staff members will be responsible for maintaining a physical presence in the community as outlined in Phase II of the marketing plan. Text messaging services will also exist via an online web portal for convenient and immediate communication.

Engaging the parents and community will revolve around 2 key points. First, utilizing the 3 phase marketing plan set in this application and second, leveraging the relationships of the charter board members to bridge the connection between the community and school.

The Michigan Department of Education reports that, "family participation in education is twice as predictive of student academic success as family socioeconomic status." To foster family involvement, T.E.A.M. D & K Academy will use Epstein's Six Types of Parent Involvement. Dr. Joyce L. Epstein of the Center on School, Family, and Community Partnerships at Johns Hopkins University identifies a framework composed of six critical components to ensure maximum parent and family involvement in child education which will be supported and run by the Family Center of T.E.A.M. D & K Academy.

Family Center involvement and PTA plan:

1) PARENTING: Help all families establish home environments to support children as students.

-Parent education or training on how to assist their children

-Family support programs to assist families with health, nutrition, and other services.

2) COMMUNICATING: Design effective forms of school-to-home and home-to-school communications about school programs and child progress.

-Conferences with every parent at least twice a year.

-Language translators to assist as needed.

-Regular schedule of useful notices, agenda notes, phone calls, newsletters, e-mail and other communications.

3) VOLUNTEERING: Recruit and organize parent help and support.

-School and classroom volunteer program to help teachers, administrators, students, and other parents.

-Parent room or family center for volunteer work, meetings, and resources for families.

-Online calendar to identify talents, times, and locations of volunteers.

4) LEARNING AT HOME:

-Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, planning and skills required for students in all subjects at each grade.

-Homework policies and how to monitor and discuss schoolwork at home.

-Family participation in setting student goals each year and in planning for college or work.

5. DECISION MAKING: Include parents in school decisions, developing parent leaders and representatives.

-Active PTA or other parent organizations, advisory councils, or committees for parent leadership and participation.

-Advisory committees to assist and work for school reform and improvements.

-Networks to link all families with parent representatives.

6. COLLABORATING WITH COMMUNITY: Identify and integrate resources from the community to strengthen school programs, family practices, and student learning and development.

-Information for students and families on community health, cultural, recreational, social support, and other programs/services.

-Information on community activities that link to learning skills and talents, including summer programs for students.

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.*

For the 2015-2016 school year only, the school will hold an open enrollment period beginning in late April 2015 or the day after the date the school receives final approval from the State Board of Education and ending in July 2015. Subsequent years, the School will hold an open enrollment period from Jan. 1 through Feb. 28 of each year. If, in any year, Feb. 28 falls on a Saturday or Sunday, then the enrollment period will end on the preceding Friday. T.E.A.M. D & K Academy will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability, and will 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. Pursuant to GS 11 5C-23 8.29B(b)(1 1).

Prior to submitting an application, a student and his or her parent or guardian will be encouraged to attend an informational session at which the Schools philosophy and educational approach will be explained, and questions answered. Students who submit a complete application by 5 p.m. on the last day of the enrollment period will be admitted, unless the number of applications received for any grade level exceeds the number of openings at that grade level.

If applications received for any grade level exceed the number of openings at that grade level, then a lottery will be held to determine admissions for that grade. Siblings of currently enrolled students and children of the school's headmaster, teachers and teacher assistants will be given enrollment priority.

The admissions lottery will be held tentatively on the second Saturday in March each year. The lottery will be conducted in a board meeting that is open to the public by one or more members of the Board of Directors who do not have any children enrolled in, or applying for admission to, the school and at least one additional disinterested person from the community to ensure fairness. Names will be drawn and admitted based on the order of selection, and students not admitted will be placed on a waiting list. If any admitted student declines to enroll, then admission will be offered to students on the waiting list, in order. If openings remain available for any grade after the enrollment period ends, then additional applications will be accepted on a first come, first served basis until there are no further openings. Additional applications may also be accepted, in the order in which received, and placed on a waiting list.

To ensure proper student placement, the following pre-admission procedures will be enforced.

- 1) Applicant Parent/Guardian attends an Information Meeting.
- 2) Applicant Parent/Guardian attends a School Tour on a scheduled tour date.
- 3) Applicant Parent receive home visit from our Family Center representative.

- 4) Applications to the school shall be completed and returned to the school no later than two days prior to the lottery draw preceding the beginning of the school year.
- 5) Application to the school shall include authorization for the school to request and receive student records from schools the student has attended or is currently attending.
- 6) Application to the school shall include full disclosure by the parents, current teacher, and any specific needs of the child.
- 7) A copy of any existing Individual Education Program (IEP)
-Required procedures for the transfer of program between SELPAs shall be followed.

Students wishing to withdraw or transfer to another school from T.E.A.M. D & K Academy charter should submit this request to the school office prior to the set lottery date. If a parent wants to withdraw a student from a charter school after the lottery date or during the school year, the parent must first go to the school district or other charter school and obtain a letter of acceptance for enrollment in the new school.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg 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 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
Kindergarten	43	0	0	44	0	0	45	0	0	46	0	0	47	0	0
Grade 01	44	0	0	46	0	0	48	0	0	49	0	0	50	0	0
Grade 02	44	0	0	46	0	0	48	0	0	49	0	0	50	0	0
Grade 03	44	0	0	46	0	0	48	0	0	49	0	0	50	0	0
Grade 04	43	0	0	46	0	0	48	0	0	49	0	0	50	0	0
Grade 05	43	0	0	46	0	0	48	0	0	49	0	0	50	0	0
Grade 06	75	0	0	59	0	0	55	0	0	49	0	0	55	0	0
Grade 07	73	0	0	74	0	0	61	0	0	60	0	0	50	0	0
Grade 08	71	0	0	72	0	0	73	0	0	62	0	0	61	0	0
Grade 09	0	0	0	70	0	0	75	0	0	79	0	0	68	0	0
Grade 10	0	0	0	0	0	0	69	0	0	78	0	0	80	0	0
Grade 11	0	0	0	0	0	0	0	0	0	68	0	0	78	0	0
Grade 12	0	0	0	0	0	0	0	0	0	0	0	0	67	0	0
	480			549			618			687			756		

Transportation Plan:

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

The vision for T.E.A.M (Teaching Every Available Moment) D & K Academy is that of a mid-size school, which is physically integrated into its surrounding neighborhood. While we will recruit and accept students from throughout Mecklenburg County and beyond, carefully selecting an accessible location will help reduce transportation costs. We anticipate that some students will walk or ride with their parents, we will provide six busses to transport students who cannot. All transportation services will be coordinated through a transportation director. These buses will employ point-to-point transportation between the school and strategically targeted pick-up locations (either through a school-owned bus or under contract). As permitted by GS 1 15C-238.29F(h), we do not anticipate providing transportation to students who live within one and one-half miles of the school or to students who reside outside of Mecklenburg County.

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.

For the first 5 years T.E.A.M. D & K Academy plans to contract with a food service vendor such as Sodexo or Aramark. The Board will make that determination during the planning year, and will also contact the Mecklenburg County health department to determine what requirements must be followed. The School will comply with all state and local regulations concerning food handling, including compliance with the Mecklenburg County Food, the T.E.A.M. charter leaders and Facilities Sanitation Program (F&FS), which is a component of the Environmental Health Division of the Mecklenburg County Health Department. To ensure food items are set at affordable prices for all students including those on free or reduced lunch all items will be priced to meet breakeven on food, management and supply costs rather than profit.

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		\$5,347.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$6,200.00
Property Insurance	\$500,000		\$750.00
Motor Vehicle Liability	\$1,000,000		\$6,900.00
Bonding Minimum/Maximum Amount	\$0	\$250,000	\$332.00
Other	\$1,000,000		\$8,146.00
Total Cost			\$27,675.00

*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.

marmack 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).

According to the demographic research, the zip code that is in need of a charter school is 28217. T.E.A.M. D & K Academy has taken this steps:

- Have identified a commercial broker, On Pointe Partners, contact Daryl Hayes. The president and vice president have meet with On Pointe Partners. In this meeting the President and Vice President also met with the development team.

- -The board have located (4) properties and vacant land in the 28217 zip code.

- Submit Charter school application (December 6, 2013)
- Prepare loan process financing package (December 20, 2013)
- End of Purchase Contract Due-Diligence Period (January 1, 2013)
- _ Projected Acquisition Closing Date (February 1, 2013)
- _ Ten (10) Administrative Staffers in Building -Temporary Facility, if necessary. (July 14, 2013)
- _ Commence 2014-2015 Inaugural School Year

Onpointe partners will seek the Educational Certificate prior to the build out. The dates have indicated the process before that administrative team occupies the location.

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.*

While the T.E.A.M. D & K Academy board has already identified an abundance of potential and available sites in our target market, in the unlikely event the school will not be ready in time for the first day of classes the Board of Directors will appoint a Facility Search Committee to identify potential sites with the help of a contracted real estate agent and, subject to approval of the Board of Directors, negotiate a temporary lease agreement. The Committee will be comprised of board members with knowledge of the local real estate market, zoning requirements, educational facility planning and real estate law. The facility will meet all applicable health and safety requirements, as required by NCGS 1 15C-238.29F(a). Before beginning the Schools operations, the Board of Directors will provide the Office of Charter Schools a detailed description of the facility and the related financing arrangements, as well as a Certificate of Occupancy for Educational Use. We anticipate providing maintenance for the facility through a combination of School employees and outside contractors for services such as grounds maintenance, trash removal, etc.

In evaluating potential sites, the Committee will consider not only cost and the physical space requirements, but also the degree to which a given location will enhance our ability to accomplish our mission. That mission includes providing a high quality education for a racially and socio-economically diverse group of students. We also believe in the community development potential of charter schools. Thus, we will look for neighborhoods that are demographically under served and in which our school can provide a community anchor. We will pursue creative options, such as facility-sharing arrangements, that may reduce our facility cost and provide access to community facilities such as libraries, parks, museums and vacancies by other educational institutions.

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 #1 600 - Charlotte-Mecklenburg Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,582.77	480	\$2,199,729.60
Local Funds	\$4,438.40	480	\$2,130,432.00
Federal EC Funds	\$3,743.48	48	\$179,687.04
Totals			\$4,509,848.64

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	\$2,199,730	\$2,515,940	\$2,832,151	\$3,148,362	\$3,464,575
-Local Per Pupil Funds	\$2,130,432	\$2,436,681	\$2,742,931	\$3,049,180	\$3,355,430
-Exceptional Children Federal Funds	\$179,687	\$202,147	\$228,352	\$254,556	\$281,761
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$4,509,849	\$5,154,768	\$5,803,434	\$6,452,098	\$7,101,766

***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									
Administrative & Support Personnel:															
Headmaster	1	\$75,000	\$75,000	1	\$76,000	\$76,000	1	\$77,000	\$77,000	1	\$78,000	\$78,000	1	\$79,000	\$79,000
Assistant Headmaster	1	\$60,000	\$60,000	1	\$61,000	\$61,000	1	\$62,000	\$62,000	1	\$63,000	\$63,000	1	\$64,000	\$64,000
Dean Of Students	1	\$50,000	\$50,000	1	\$51,000	\$51,000	1	\$52,000	\$52,000	1	\$53,000	\$53,000	1	\$54,000	\$54,000
Director Of Exception Children/Lea	1	\$60,000	\$60,000	1	\$61,000	\$61,000	1.5	\$62,000	\$93,000	1.5	\$63,000	\$94,500	1.5	\$64,000	\$96,000
Finance Officer	1	\$48,000	\$48,000	1	\$49,000	\$49,000	1	\$50,000	\$50,000	1	\$51,000	\$51,000	1	\$52,000	\$52,000
Human Resource Officer	1	\$45,000	\$45,000	1	\$45,500	\$45,500	1	\$46,000	\$46,000	1	\$47,000	\$47,000	1	\$47,500	\$47,500
Clerical	1.5	\$30,250	\$45,375	2	\$31,500	\$63,000	2	\$32,500	\$65,000	2.5	\$34,000	\$85,000	2.5	\$35,000	\$87,500
Custodians	1	\$27,000	\$27,000	2	\$28,000	\$56,000	2	\$29,000	\$58,000	2	\$30,000	\$60,000	2	\$31,000	\$62,000
Transportation Director	1	\$45,000	\$45,000	1	\$46,000	\$46,000	1	\$47,000	\$47,000	1	\$48,000	\$48,000	1	\$49,000	\$49,000
Transportation Staff	6	\$34,250	\$205,500	8	\$35,000	\$280,000	9	\$35,500	\$319,500	10	\$36,000	\$360,000	11	\$36,500	\$401,500
It Specialist	1	\$45,000	\$45,000	1.5	\$46,000	\$69,000	1.5	\$47,000	\$70,500	1.5	\$48,000	\$72,000	1.5	\$49,000	\$73,500
Media Specialist	1.5	\$38,250	\$57,375	1.5	\$38,500	\$57,750	2	\$39,000	\$78,000	2	\$39,500	\$79,000	2	\$39,750	\$79,500
A - Total Admin and Support:	18	\$557,750	\$763,250	22	\$568,500	\$915,250	24	\$579,000	\$1,018,000	25.5	\$590,500	\$1,090,500	26.5	\$600,750	\$1,145,500
Instructional Personnel:															
Core Content Teacher(s)	30	\$39,000	\$1,170,000	34	\$40,000	\$1,360,000	38	\$41,000	\$1,558,000	42	\$42,000	\$1,764,000	46	\$43,000	\$1,978,000
Electives/Specialty Teacher(s)	3	\$38,250	\$114,750	3	\$39,000	\$117,000	4	\$39,500	\$158,000	4	\$40,000	\$160,000	5	\$40,500	\$202,500

Foreign Language Teacher	2	\$38,250	\$76,500	2	\$39,000	\$78,000	2	\$39,500	\$79,000	3	\$40,000	\$120,000	3	\$40,500	\$121,500
Exceptional Children Teacher(s)	2	\$38,250	\$76,500	3	\$39,000	\$117,000	4	\$39,500	\$158,000	5	\$40,000	\$200,000	6	\$40,500	\$243,000
Instructional Support	5	\$32,500	\$162,500	5	\$32,750	\$163,750	6	\$33,000	\$198,000	6	\$33,250	\$199,500	7	\$33,750	\$236,250
Teacher Assistants	19	\$24,250	\$460,750	20	\$25,000	\$500,000	21	\$25,500	\$535,500	22	\$26,000	\$572,000	23	\$26,500	\$609,500
Physical Education & Wellness Teacher	1	\$46,250	\$46,250	1	\$46,750	\$46,750	1	\$47,250	\$47,250	1	\$47,750	\$47,750	1	\$48,250	\$48,250
Family Advocate Coordinator	1	\$40,000	\$40,000	1	\$40,500	\$40,500	1	\$41,000	\$41,000	1	\$41,500	\$41,500	1	\$42,000	\$42,000
Family Advocate Asst	1	\$32,500	\$32,500	1	\$32,750	\$32,750	1	\$33,000	\$33,000	1	\$33,250	\$33,250	2	\$34,000	\$68,000
Talented Development Specialist	1	\$40,000	\$40,000	1	\$41,500	\$41,500	1	\$42,000	\$42,000	1	\$42,500	\$42,500	1	\$43,000	\$43,000
B - Total Instructional Personnel:	65	\$369,250	\$2,219,750	71	\$376,250	\$2,497,250	79	\$381,250	\$2,849,750	86	\$386,250	\$3,180,500	95	\$392,000	\$3,592,000
A+B = C - Total Admin, Support and Instructional Personnel:	83	\$927,000	\$2,983,000	93	\$944,750	\$3,412,500	103	\$960,250	\$3,867,750	111.5	\$976,750	\$4,271,000	121.5	\$992,750	\$4,737,500
Administrative & Support Benefits															
Health Insurance	17	\$480	\$8,160	20	\$490	\$9,800	22	\$500	\$11,000	23	\$510	\$11,730	24	\$520	\$12,480
Life Insurance	17	\$41	\$697	20	\$45	\$900	22	\$48	\$1,056	23	\$52	\$1,196	24	\$55	\$1,320
Medicare	18	\$540	\$9,720	21	\$550	\$11,550	23	\$560	\$12,880	24.5	\$570	\$13,965	25.5	\$580	\$14,790
Social Security	18	\$2,251	\$40,518	21	\$2,300	\$48,300	23	\$2,325	\$53,475	24.5	\$2,350	\$57,575	25.5	\$2,375	\$60,563
D - Total Admin and Support Benefits:	70	\$3,312	\$59,095	82	\$3,385	\$70,550	90	\$3,433	\$78,411	95	\$3,482	\$84,466	99	\$3,530	\$89,153
Instructional Personnel Benefits:															
Health Insurance	65	\$480	\$31,200	71	\$490	\$34,790	77	\$500	\$38,500	85	\$510	\$43,350	94	\$520	\$48,880
Social Security	65	\$2,251	\$146,315	71	\$2,300	\$163,300	77	\$2,325	\$179,025	85	\$2,350	\$199,750	94	\$2,375	\$223,250
Medicare	65	\$540	\$35,100	71	\$550	\$39,050	77	\$560	\$43,120	85	\$570	\$48,450	94	\$580	\$54,520
Life Insurance	65	\$41	\$2,665	71	\$45	\$3,195	77	\$48	\$3,696	85	\$52	\$4,420	94	\$55	\$5,170
E - Total Instructional Personnel Benefits:	260	\$3,312	\$215,280	284	\$3,385	\$240,335	308	\$3,433	\$264,341	340	\$3,482	\$295,970	376	\$3,530	\$331,820
D+E = F - Total	330	\$6,624	\$274,375	366	\$6,770	\$310,885	398	\$6,866	\$342,752	435	\$6,964	\$380,436	475	\$7,060	\$420,973

Personnel Benefits															
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	88	\$1,684,797	\$822,345	104	\$1,629,517	\$985,800	114	\$1,777,980	\$1,096,411	120.5	\$1,954,004	\$1,174,966	125.5	\$2,154,629	\$1,234,653
B+E = H - Total Instructional Personnel (Salary & Benefits)	325	\$431,605	\$2,435,030	355	\$428,475	\$2,737,585	387	\$438,602	\$3,114,091	426	\$448,569	\$3,476,470	471	\$459,426	\$3,923,820
G+H = J - TOTAL PERSONNEL	413	\$2,116,402	\$3,257,375	459	\$2,057,992	\$3,723,385	501	\$2,216,582	\$4,210,502	546.5	\$2,402,573	\$4,651,436	596.5	\$2,614,055	\$5,158,473

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Administrative & Support:					
Office:	Office Supplies	\$1,440	\$1,728	\$2,073	\$2,488	\$2,985
	Paper	\$480	\$576	\$691	\$829	\$995
	Computers & Software	\$30,000	\$20,000	\$25,000	\$28,000	\$30,000
	Communications & Telephone	\$4,600	\$3,400	\$3,450	\$3,500	\$3,550
	Copier leases	\$6,000	\$6,500	\$7,000	\$7,500	\$8,000
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$16,000	\$12,000	\$13,000	\$14,000	\$15,000
	Financial	\$12,000	\$13,000	\$14,000	\$15,000	\$16,000
	Other Professional	\$9,000	\$10,000	\$11,000	\$12,000	\$13,000
Facilities	Lease/Mortgage	\$264,000	\$290,400	\$319,440	\$351,384	\$386,522
	Buildout	\$100,000	\$40,000	\$40,000	\$40,000	\$40,000
	Furniture	\$70,000	\$20,000	\$20,000	\$20,000	\$20,000
	Food Service Contract	\$360,000	\$432,000	\$518,400	\$622,080	\$746,496
	Maintenance	\$30,000	\$36,000	\$39,200	\$42,840	\$45,000
	Custodial Supplies	\$5,200	\$1,900	\$2,600	\$3,200	\$3,900
	Insurance (pg19)	\$27,675	\$33,210	\$39,852	\$47,822	\$57,386
	Other	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Utilities	Electric	\$3,500	\$3,900	\$4,300	\$4,700	\$5,200
	Gas	\$700	\$850	\$1,000	\$1,150	\$1,300
	Water/Sewer	\$7,200	\$7,600	\$8,000	\$8,600	\$9,200
	Trash	\$1,500	\$1,600	\$1,700	\$1,800	\$1,900
Transportation	Buses	\$85,000	\$35,000	\$35,000	\$35,000	\$35,000
	Gas	\$9,640	\$11,368	\$13,441	\$15,929	\$18,915
	Oil/Tires & Maintenance	\$12,800	\$15,600	\$17,400	\$19,200	\$23,000
Other	Marketing	\$25,000	\$14,000	\$8,000	\$8,000	\$8,000
	Travel	\$12,000	\$17,000	\$21,000	\$25,000	\$29,000
	Other	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	K - TOTAL Administrative & Support Operations	\$1,123,735	\$1,057,632	\$1,195,547	\$1,360,022	\$1,550,349
	Instructional:					
Instructional Contract	Staff Development	\$35,500	\$30,000	\$33,000	\$36,000	\$39,000
Classroom Technology	Software	\$6,600	\$1,400	\$1,400	\$1,400	\$1,400
Books and Supplies	Instructional Materials	\$3,400	\$3,500	\$3,650	\$3,800	\$3,950

	Curriculum/Texts	\$3,400	\$2,200	\$2,300	\$2,400	\$2,500
	Copy Paper	\$4,320	\$5,000	\$5,880	\$6,560	\$7,340
	Testing Supplies	\$2,410	\$2,985	\$3,560	\$4,135	\$4,710
	Other	\$3,413	\$3,755	\$4,129	\$4,542	\$4,996
	L - TOTAL Instructional Operations	\$59,043	\$48,840	\$53,919	\$58,837	\$63,896
	K+L = M - TOTAL OPERATIONS	\$1,182,778	\$1,106,472	\$1,249,466	\$1,418,859	\$1,614,245

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$3,257,375	\$3,723,385	\$4,210,502	\$4,651,436	\$5,158,473
M - TOTAL OPERATIONS	\$1,182,778	\$1,106,472	\$1,249,466	\$1,418,859	\$1,614,245
J+ M =N TOTAL EXPENDITURES	\$4,440,153	\$4,829,857	\$5,459,968	\$6,070,295	\$6,772,718
Z - TOTAL REVENUE	\$4,509,849	\$5,154,768	\$5,803,434	\$6,452,098	\$7,101,766
Z - N = SURPLUS / (DEFICIT)	\$69,696	\$324,911	\$343,466	\$381,803	\$329,049

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.

Student enrollment was calculated using the population density of our target market factoring in the overburdened sizes of several of the closest LEA schools, an aggressive marketing plan and familiarity with the area in which many of the T.E.A.M. D & K Academy board members reside. While there are many schools with enrollments much larger, such as; Lincoln Charter School, Forsyth Academy, Franklin Academy, American Renaissance School, Carolina International School and dozens more including Lake Norman Charter which boasts a waiting list of 2,777 students, the T.E.A.M. D & K Academy mission wishes not to grow so large as to exceed the intimate educational environment of a small to mid-sized school. In the advent that the opposite occurs and enrollment is below current budget allowance, the charter school as a business model allows considerable scalability to ensure financial success. Roughly of the current budget is staff costs, most of which can be increased or decreased as initial demand dictates by simply hiring more or not hiring for the 80% or more scalable positions. Consequently, this causes the breakeven point to scale with initial student enrollment and placing a static number on a dynamic scale would be folly.

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

The commitment letter from Embrace Development & Management to supply T.E.A.M. D& K Academy with a generous donation of \$1,500,000.00 bolsters confidence in the ability for T.E.A.M. D & K Academy to meet immediate financial shortcomings in the unlikely event of budget errors.

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

Other than state, county, federal funding, T.E.A.M. D & K Academy has received a letter of commitment from EmBrace Development & Management, LLC in the amount of \$1,500,000 for education use.

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

- 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 school expects to outsource many of the non-education related services to unrelated parties including food services, legal, human resources, financial auditing, HVAC/facility maintenance and IT support. Of course as the school grows many parents may also be qualified to lend their time and talents to the support and development of the T.E.A.M. D & K Academy. All service needs will be bid out and selected by the Board based on price, quality, customer support and timing. All contracts shall be in writing and hold no relation to any board member or stakeholder.

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

The budget was constructed with an approach to balance responsible spending with how the school would best meet the needs of the students. The school's mission and curricular offerings are serviced largely through above average staff salaries and a variety of uniquely tailored educational positions to meet the needs of EC, ELL and gifted students. Ensuring all children are able to attend was supported not only with the purchase of buses, but providing a transportation director charged with ensuring adequate service for all students and tempered spending habits by utilizing gently used buses rather than new vehicles. The target geographic area provides an impressive selection of properties available for sale and/or lease a respectable budget was established to cover all necessary supplies including furniture, rent/mortgage, utilities, maintenance and accounts for inflation in subsequent years. As the facility costs are the most significant operational expenses, the benefit of a smaller chartered institution lies in the ability to service the needs of a budget by reallocating unused funds from one line item to meet the needs of another. The ability for T.E.A.M. D & K Academy to redistribute budget funds is a utility the LEA is largely incapable of accomplishing, and provides the T.E.A.M. D & K Academy charter with a dynamic method of insuring all school needs are met financially.

- 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.*

Per the DPI "Characteristics of a High Quality Charter School" the T.E.A.M. D & K Academy goal is to accumulate a minimum of 1 month expense coverage in fund balance after 5 years. Conservative budget practices, fiduciary spending by carefully elected shareholders and regular financial audits will serve to protect the school fund and ensure this goal is met for the benefit of the T.E.A.M. D & K Academy mission and vision.

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

T.E.A.M. D & K Academy has outlined two possible facility structures including lease or purchase of an instructional facility. In a lease structure there are two possible approaches including using the charter approval letter as evidence to the leasing agent to provide free rent during the build out phase or utilize the commitment letter from EmBrace Development & Management, LLC. In a purchase agreement there are three options. First, utilize the charter approval to secure bank financing.

Second, leverage the commitment letter for purchase or down payment of a facility. The final option is to secure owner financing where available.

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*

T.E.A.M.'s D & K Academy largest asset is the highly valued commitment letter from EmBrace Development & Management LLC (See appendix R) While this financial commitment would build confidence in the T.E.A.M. D & K charter, it was not included in the financials as evidence that the charter plan already succeeds as a financial model without dependence on outside donations. Outside donations will only serve to strengthen The T.E.A.M. D & K Academy charter's ability to serve the students.

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?

Contracts: The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any document or instrument on behalf of the charter, and such authority may be general or confined to specific instances. Any resolution of the Board of Directors authorizing the execution of documents by the proper officers of the charter or by the officers generally and not specifying particular officers shall be deemed to authorize such execution by the chair of the Board of Directors or by any other officer if such execution is within the scope of the duties and authority of such other officer.

Loans: No loans shall be contracted on behalf of the charter and no evidences of indebtedness shall be issued in its name unless authorized by the Board of Directors. Such authority may be general or confined to specific instances.

Checks and Drafts: All checks, drafts or other orders for the payment of money issued by the charter accountant in the name of the charter shall be signed separately by an officer or officers, agent or agents of the charter, and in such manner, as shall from time to time be determined by resolution of the Board of Directors.

Deposits: All funds of the charter not otherwise employed or invested shall be deposited from time to time to the credit of the charter in such depositories as the Board of Directors directs.

Periodic Reviews: To ensure that the charter operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, third party periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include a determination of whether compensation arrangements and benefits are reasonable and are the result of arms-length bargaining.

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

EmBrace Development & Management, LLC has generously provided a letter of commitment in the amount of \$1,500,000 as a tax deductible donation for the purpose of educational prosperity in the name of T.E.A.M. D & K Academy. Largely this financial contribution is planned to be used for the outfitting of a 21st century facility to service the needs of the more than 480 students expected to attend T.E.A.M. D & K Academy. Other than this generous contribution, there are no known additional party related transactions or eloquent currency.

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.

RIVES & ASSOCIATES, LLP
1023 West Morehead Street
Charlotte, NC 28208-5304
Phone & Fax: 704-372-0960

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).

marmack

Date: 12/06/2013

Applicant Signature:

The foregoing application is submitted on behalf of T . E . A . M D&K 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: marmack

Board Position: President Marilyn M. Hutchins

Signature: _____

Date: 12/06/2013

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

Notary Public Official Seal

My commission expires: _____, 20____.

