



NORTH CAROLINA CHARTER SCHOOL APPLICATION

ASHVILLE MATH AND SCIENCE

ACADEMY

Public charter schools opening the fall of 2016

Due by 5:00 pm EST, September 26, 2014

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

2015 Application Process

To open a charter school in the 2016-2017 school year

APPLICATION DUE DATE/TIME

September 26, 2014 A complete **online** application package, in the Office of Charter Schools **by 5:00 pm EST.**

Non-Refundable \$1000 Application fee due to the Office of Charter Schools

Application Fee Payment Details can be found on the Office of Charter Schools Website

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 26, 2014 at 5:00 pm EST. **All applications 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 in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: ASHVILLE MATH AND SCIENCE ACADEMY

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

Name of non-profit organization under which charter will be organized or operated: *AMS Educational Services, Inc*

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

Name of contact person: *Yavuz KORUK*

Title/Relationship to nonprofit: *PRESIDENT*

Mailing address: 18 Business Park Circle
ARDEN NC 28704

Primary telephone: 828-367-8300 Alternative telephone: 828-676-2666

E-Mail address: *yavuzkoruk@gmail.com*

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

County: BUNCOMBE

LEA: 110-Buncombe County Schools

Was this application prepared with the assistance of a third party person or group?

No: X

Yes:

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

No: X

Yes:

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

No:

Yes: X

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in. *Triad Math and Science Academy NC*

What is the name of the nonprofit organization that governs this charter school? *AMS Educational Services, Inc*

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2016 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05,06	332
Second Year	K,01,02,03,04,05,06,07	402
Third Year	K,01,02,03,04,05,06,07,08	474
Fourth Year	K,01,02,03,04,05,06,07,08,09	546
Fifth Year	K,01,02,03,04,05,06,07,08,09,10	618

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, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. 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.

amsa2015
Signature

Yavuz KORUK, Board President
Title

amsa2015
Printed Name

09/25/2014
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

*State the Mission of the proposed charter school in **thirty-five 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:

Asheville Math & Science Academy (AMSA) will partner with parents, educators and the community to have its students attain educational excellence through a rigorous math and science integrated program.

Clearly describe the mission of the proposed charter school:

AMSA will provide a well-rounded education to have its students develop the skills that are necessary for academic excellence, social growth, critical thinking, problem solving, innovation, communication, collaboration, ethical decision making and in particular, a career in the ever-growing science and engineering fields.

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.*

Including students from low-income and socio-economically disadvantaged families, AMSA will attract students from all parts of Buncombe and surrounding counties and serve an economically and ethnically diverse student population. Buncombe County Schools Demographics according to Buncombe County Schools System School Profile 2012 are represented as follows:

Ethnicity	Percentage of Students
American Indian	.31%
Asian	1.40%
Black	6.13%
Hispanic	11.99%
Multi-racial	4.37%
Native Hawaiian / Pacific Islander	.16%
White	75.64%

AMSA will strive to represent the demographics of BCS via its open enrollment, community engagement, and home visits. The American Community Survey of 2009 showed that in Buncombe county 1 out of every 5 children is living in poverty and that number has been steadily increasing with each year. AMSA will provide these underprivileged students with a public charter school that will offer the best K-12 education possible. Our approach to education will provide underprivileged children with all the tools necessary to become outstanding citizens in the difficult economy we live in today.

Incorporating programs such as free after-school tutoring we will not only help low-achieving students attain a higher level of achievement through individualized educational plans, but also provide students with a safe and productive place to be after school. High-achieving students will be offered advanced curriculum opportunities, and will have the chance to prepare for nationwide and international competitions.

The U.S. Department of Labor predicts that virtually all science and technology-related jobs will have excellent prospects and projects much faster growth than average employment. North Carolinas economy is undergoing a transformation from a low-wage, low-skill economy to a high-skill and knowledge-based economy based around technology and innovation. The Carolinas are home to major national and international engineering-related companies and institutions including but not limited to Eaton, Borg Warner, Meritor, Lamaar, BMW, GE, Michelin, and I-CAR. This advanced economy requires a workforce that possesses an education in science, technology, engineering and mathematical (STEM) skills based in a 21st century global community.

In 2013, at a collegiate level NC General Assembly allocated to Western Carolina University \$1.4 million for the expansion of their engineering program which includes the addition of that program to the Biltmore Park Campus located in Asheville, NC. In addition Buncombe County has begun to make efforts toward incorporating STEM curriculum in several high school institutions throughout the county. Western North Carolina has taken the first steps in acknowledging the need for STEM centered curriculum to be part of a childs education, and while progress has been made to some extent, our changing economy requires much more from our public education system.

Though Buncombe County offers 5 Charter schools, the county still contains no public STEM school at an elementary or middle school level. AMSA will provide students with the foundation needed to excel in a STEM centered curriculum at the high school and collegiate levels, as well as become 21st century leaders in the future STEM centered economy of North Carolina. These STEM programs and concepts must be rooted at a young age and then revisited, focused on, and fine-tuned later in a students education in order for our young citizens to champion this highly innovated future economy.

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).*

During the first year at AMSA our projected enrollment is 332 students for grades K-6. After the first year the enrollment population will increase by 70 students. In each year after the second year the enrollment population will increase by 72 students. By the 5th year the projected enrollment at AMSA is 618 students. This total enrollment will have a negligible impact on the local district, as they have 25604 students. BCS is North Carolinas 11th largest school system and the largest of all the districts in Western North Carolina.

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

In Buncombe County there is not currently a public K-12 school that focuses on a STEM curriculum. As honorable Congressman Mark Meadows stated in his support letter to our application, "There is a growing demand for STEM based education to meet the changing needs of the economy of our area. According to a report by the President's Council of Advisors on Science and Technology, the United States need to produce 1 million more STEM-degree graduates over the next decade." (see Appendix A) It is important to expose students to real life examples and hands-on education in order for them to build and retain information throughout our STEM curriculum. Our STEM centered curriculum will help prepare students to further their education in high school and at the collegiate level. AMSA's focus on college preparation will differ from most schools in the local LEA. AMSA is modeled after two previously established, successful charter schools in North Carolina. Triad Math and Science Academy (TMSA) of Greensboro, established in 2009, was recently designated as the "School of Distinction" based on the percentage of students performing at grade level and whether students have learned as much as they are expected to learn in one year. Based on this success, Triangle Math and Science Academy of Raleigh was established in 2012. Now we are aiming to replicate this successful model, emphasizing STEM education, technology integration, parent involvement, and extended programs for both at-risk and AIG students in Buncombe County School District.

4. *In the appendices (Appendix A1), 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. Through collaboration and teamwork among all school personnel, AMSA will maximize the opportunity for continuing professional development and teachers' ownership of curriculum design. Teachers will be encouraged to translate research into practice through membership in professional organizations and subscriptions to professional journals. Staff will be

required to meet regularly as departments and as grade level teams to desegregate data, which will drive instructional decisions. AMSA will keep up with emerging best practices and standards, particularly those pertaining to math and science via on-site and off-site trainings. By recruiting a diverse professional community, AMSA will build a multicultural learning environment where collaboration powers learning. Positive Behavioral Intervention Supports (PBIS) and training on child and adolescent development will be utilized to promote classroom management and guide positive behaviors. In order to serve our population of English Language Learners, AMSA will provide staff development on culture, equity, and language. Training for purposeful and innovative use of various technology tools will support student progress and achievement.

2. As a charter school, AMSA is subject to performance-based accountability, proven by EOG and EOC scores. AMSA will also utilize MAP testing in an effort to help students by gaining progress data at several checkpoints throughout the year. In addition, AMSA is subject to financial accountability through use of funds allocated for its programs.

3. AMSA will make the following educational opportunities available to parents and students: a mathematics and science based curriculum, an open enrollment that accepts all students from Buncombe and the surrounding counties, small class sizes with low teacher-to-student ratio, compliance to federal and state regulations (e.g., Title 1), facilities such as science lab, biology lab, computer lab, gymnasium, auditorium, and designated spaces for specialized professionals, miscellaneous community projects such as field trips, guest speakers from institutions, and site visits, college credits and advanced programs, extended weekend and summer programs, before and after school programs, project-based programs with dedicated staff, student clubs (e.g., chess clubs, table tennis clubs, language clubs), home visits, parent volunteering, newsletters, and free tutoring. AMSAs students will also participate in academic competitions such as: Science Olympiad, Math Counts, Science Fair, and First Lego League Robotics.

4. AMSA will employ active learning methods that aim to enhance learning process by shifting the focus for learners from receiving to creating. In its active learning structure, AMSA will also implement the following techniques to improve student learning: 1) PBIS to improve the quality of school culture and the time-on-task in the classroom. 2) Technology-integrated instruction for inquiry, communication, construction, and expression. Classrooms will be equipped with smart boards, document cameras, iPads and other instructional technology. 3) Family-school-community partnerships facilitated through newsletters, parent-teacher conferences, home visits, parent volunteering, family nights, collaboration with local colleges and universities, and field trips. 4) Extended programs before and after school and on the weekends including, but not limited to: homework help, tutoring, foreign language learning, sports, music and art. 5) A community-centered learning environment will be created to help students build confidence and believe that they can do well, find the meaning and value in the material learned and feel that they are valued members of the learning community. 6) Small class sizes targeting a teacher-to-student ratio of 1:16 with a maximum class size of 24. 7) A uniform policy to promote school spirit, encourage individual expression, and build a sense of community within the school.

7) Data driven instruction employing online Progress Monitoring System (PMS). 8) Cognitively-oriented instruction to promote the use of metacognitive skills where students can reflect on their own thinking process and develop effective learning strategies. 9) Educate parents to support their students educational experience and allow parents to partner with the school to build trust, to advance transparency, and to bring about the best educational outcomes. 10) Help students develop the necessary 21st century skills in critical thinking, communicating, collaborating, and using technology to be globally competitive. 11) Employ qualified teaching staff based on educational experience, National Board Certification, and an articulated philosophy that demonstrates an alignment with the schools mission. 12) Require teachers to develop instruction based on Revised Blooms Taxonomy and formative assessment data.

5. Through ongoing observation and assessment, including but not limited to MAP Testing and benchmarks, AMSA will help students at risk of academic failure with a "catch them before they fall" approach. This approach will increase students motivation to learn, and give them a sense of self-efficacy. Besides supplemental and extended instruction, when needed, an individualized intervention will be provided. Tutoring, small group instruction, family involvement, and extended programs are among our key approaches. For English Language Learners, instruction designed to enhance language acquisition as well as content comprehension will be provided.

Academically or Intellectually Gifted (AIG) Students will be identified by a Test of Cognitive Skills (TCS) such as Common Test of Basic Skills or Stanford Achievement, and will be offered personalized educational plans (PEP). Highly qualified teachers will be recruited. Collaboration with higher education institutions, participation in academic competitions, summer camps, and advanced curriculum opportunities will also be offered for AIG students.

To increase learning opportunities for all students, AMSA will also:

- * Provide a variety of authentic assessments based on students learning styles.
- * Differentiate instruction in an effort to allow students to experience success so that they will readily take on more rigorous academic challenges.
- * Design lessons in a strategic way to stimulate learning through the senses by taking learning outside the classroom.
- * Collaborate with regional universities on projects and experiences so that students will increase their motivation and set their expectations for higher education in STEM fields.
- * Pursue external opportunities in the community for students to show what they know, to job shadow, to bond with their community and to interact with experts.

6. Problem-based learning, based on using the knowledge as a means to apply and solve the problem, will be used both as a pedagogical approach and curriculum design methodology.

Technology integration is the primary signature of AMSA. Technology will be simultaneously incorporated in teaching and curriculum, as the integration of technology will serve for inquiry, communication, construction and expression as well as for assessment. Action research will be employed as a practical, yet systematic research method to help teachers investigate their own teaching and their students learning in and outside the classroom.

Goals for the Proposed Charter School:

1. *Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

Operational Goals:

Monthly, AMSA will average a student attendance rate of no less than 90%, measured by monthly PMR reports. Consistent attendance is one of the most important factors in a child's success, and the school leadership will report this information to the board at monthly meetings.

Twice yearly, AMSA will conduct a school climate survey so that the voices of parents and teachers can guide new and better policies. AMSA will average 85% satisfaction on the surveys, with at least 60% of parents and 90% of teachers taking part in the survey. The PVO and the Principal will report this information twice a year, via survey results, to the board and stakeholders.

Academic Goals:

On all state End-of-Grade (EOG)/End-of-Course (EOC) assessments administered, students who are enrolled in at least their second year at the school, on average, will exceed the performance of demographically similar schools in the LEA. This information, garnered from the EOG and EOC scores, will be reported to the board annually.

On average, students will increase their performance/knowledge in core subjects, indicating their academic progress, by a national norm test every year. The results from the test allows teachers and parents to address concerns immediately, which aligns with our, "catch them before they fall" approach. The NWEA MAP Test will be administered at least twice yearly, in the fall and spring. The Principal will report results to the board and the PVO after each testing session.

Annually, at least 90% of students, school-wide will actively participate in the AMSA STEM fair by submitting a project. Participation in the AMSA STEM fair is an integral part of our students ability to demonstrate their broadening knowledge of STEM. Participation results and sample projects will be presented to the board annually.

Annually, AMSA will maintain a graduation percentage that is equal to or higher than the state average in every year. This information, once the first class graduates, will be gathered via number of diplomas earned each year. The Principal will report the graduation rate to the board and the PVO once yearly.

Finance Goals:

By July of each year, the board will be responsible for approving the annual budget and will ensure a year-end balanced budget by reviewing budget projections monthly so if necessary, modifications can be made in a timely

manner. Should budget projections be lower than anticipated, fundraising opportunities and grant applications will be employed so that the budget is balanced. The finance officer, the financial oversight committee, and the principal will report information at monthly board meetings.

The financial oversight committee and the board will work together to ensure that spending priorities are focused on curricular offerings, which include technology, transportation and professional development by providing guidance to the accountant and purchasing, monthly, to direct spending actions so that they align with priorities.

Governance Goals:

The board will meet at least once a month for regular board meetings and use webinar technology to facilitate remote participation. Board minutes will be made available to the PVO and other stakeholders within two weeks via our website, excluding any closed session minutes.

It is important that all stakeholders involved in AMSA communicate and have a voice in the creation of new and the alteration of existing policies. Therefore, at 80% of board meetings, the board aims to have representation of the PVO and AMSA teachers. A sign-in sheet and minutes utilized at each meeting will serve as a collection of this data, which will be made available to all staff and PVO members.

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

Consistent with our mission statement, the governing board will utilize the following metrics to ensure that AMSA is preparing students to become competent, responsible, and successful individuals in our globalized and technology-based society. The governing board will know whether the proposed school has been attaining our mission during its periodic review as shown below:

Metric 1 "Growing Enrollment": Board will annually review targeted enrollment numbers and actual enrollment.

Metric 2 "Academic Performance": Board will review EOG exam results annually. AMSA students who are enrolled in at least their second year at the school, on average, will exceed the performance of demographically similar schools in the state of NC.

Metric 3 "Staff Retention": Board will review staff turnover rate every quarter. AMSA aims to have better staff retention rate than county and state averages.

Metric 4 "Fiscal Performance": Board will review budget projections every month to ensure balanced budget every year.

Metric 5 "College Prep": Board will annually review number of graduates accepted into colleges annually (once founding class members reach graduation year).

Metric 6 "STEM Attainment": More than half of our students will pursue a

degree in STEM field. Board will annually review the graduates college placement.

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.

AMSA's educational program has been adopted from the Triad Math and Science Academy (TMSA) model, a charter school in Guilford County under NC Charter School Law. This model focuses on STEM (Science, Technology, Engineering, and Math) and centers inquiry-based and problem-based learning at its core. While literacy will be the first priority at early grades starting with kindergarten, AMSA's focus on STEM will be implemented, starting at these levels. As students move to upper grade levels, balance between STEM and Literacy will be shifted towards the former.

Using the TMSA model, AMSA will ensure students make expected progress towards successful high school graduation and college acceptance. The instructional approach and school environment will sharpen students' skills and prepare them to pursue a high profile career, preferably a STEM career through our Technology Integrated Education and Advanced Studies Programs. The school will be using both traditional and alternative assessments to make instructional decisions. Specifically, AMSA will implement the MAP Test by NWEA which offers various tools/strategies for teachers to differentiate their instruction to meet the different learning needs and styles of students. This test, given at least twice per year, provides instantaneous results about the academic progress of our students as they move from one quarter to the next, which helps teachers and administrators to plan, implement and evaluate necessary interventions in a timely and professional manner. It also enables students, parents, and teachers to see the greater picture by creating reports on student progress for multiple years.

Teachers will meet the students where they are. Learning activities will be built to meet a student's existing needs, and take the student to a higher level as high and reasonable expectations will be held for all students. To accomplish this goal, differentiated instruction and assessment will be used in the classroom to reach each student at their academic performance level, like using appropriate technology to build small projects, creating and testing hypotheses, collaboration within small groups, presenting their projects, and communicating with experts, classmates, teachers about their projects.

Active engagement of students is also critical. Every student will be provided with opportunities to develop and learn. Students will be actively involved in their learning, by doing, writing, making, debating, role playing, brainstorming, discussing, designing, problem solving, creating,

and demonstrating.

The school will be using both traditional and alternative assessments to make instructional decisions. Traditional assessments include tests, quizzes, projects, homework, and so on which are administered and evaluated in class by the teachers. Students and parents will be able to get immediate feedback for these assessments and work with the teachers to make decisions about an individual student. Teachers will be able to make instructional decisions about the class as a whole using the data. Traditional assessments also include benchmarks and MAP testing, detailed above.

Targeting a similar student population, in all NC Report Cards available for TMSA, by 7th grade, TMSA students scored 12.1% better than the state average on math EOG tests and 14.5% on the reading EOG tests. Since AMSA will replicate TMSA's instructional model, we expect to achieve similar results.

Due to space restrictions, further details of assessment strategies can be found in "Student Performance Standards" section.

Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

AMSA will start with students in K-6 and will ultimately serve grades K-12 following Triad Math and Science Academy(TMSA)'s model.

For elementary school, class size will be at 20 students and student to teacher ratio at or below 18.

For middle school, class size will be at 22 students and student to teacher ratio at or below 20.

For high school, class size will be at 24 students and student to teacher ratio at or below 22.

In K-3, students are in traditional elementary classroom setting where they receive instruction from their homeroom teachers except for specials, namely art, physical education, music, and computer. Focus of the classes is predominantly literacy starting with Kindergarten classes and STEM focus follows literacy. As students move up from kindergarten toward 5th grade this balance of focus gradually shifts from literacy to STEM. Starting at 4th grade we departmentalize where math, science, and technology courses are taught by subject teachers. 4th and 5th grade students will be switching classes to receive instruction from their subject teachers. These classes will be held in rooms such as the science lab, computer lab, or art room.

In middle school, all classes will be taught by subject teachers. AMSA's teaching approach includes culturally responsive teaching by (1) acknowledging the cultural differences as they affect students' dispositions, attitudes, and approaches to learning, (2) incorporating cultural differences as a content to be taught in the formal curriculum and (3) using instructional strategies that meet the needs of students with different learning styles. Thus, the learning environment will be positive and encouraging, and based on mutual respect, responsibility, and caring. It will operate based on the respect for the differences in beliefs, values and

cultural variations. A sense of belonging will be created among the students. Implementation of Positive Behavior Interventions and Supports (PBIS) will set up students and staff for success as everyone works together to build a positive and safe learning environment.

Problem-based learning: As opposed to rote memorization of the knowledge, through problem-based learning, students will apply the knowledge in real-life situations and solve the problem. Using problem-based learning prepares students to be effective communicators, effective collaborators, critical and creative thinkers and active learners. AMSA chose to use the curricula below to implement its STEM focus.

Elementary

Math Saxon Math by Houghton Mifflin Harcourt
 Science Science and Technology for Children by Carolina Biological
 Technology Easy Tech by Learning.com

Middle

Math Connected Mathematics Project 3 by Pearson
 Science Science and Technology Concepts by Carolina Biological
 Technology Easy Tech by Learning.com

High

Math College Preparatory Mathematics
 Science Prentice Hall Science
 Technology Varies by Course and System. Ex. Microsoft, Cisco

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. 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.*

AMSA is proposing a Science, Technology, Engineering, and Math (STEM) program which will customize TMSA's academic program with a specific focus on Mathematics & Science. Our mission includes developing students' capacity to succeed in college. The STEM program that we are proposing will prepare Buncombe County students for higher education, especially in the field of technology as the U.S. demand for scientists and engineers is expected to increase four times the rate for all other occupations during the next decade. At AMSA, the curricula for all subject areas are rigorous and aligned with Common Core Standards and the NC Standard Course of Study. In addition, early years are important for building strong mathematics skills. Students with stronger mathematics skills at early grades perform better on

mathematics and reading tests in upper grades. Thus, the focus of grades K-3 is to build strong language, literacy, and mathematics skills. Science and social studies are naturally integrated through themes. All instruction will be supported by the technology. In grades 4-5, the focus starts shifting from general elementary education towards more science related classroom activities and advanced mathematics while the NC Standard Course of Study is followed.

AMSA's curriculum explores an education system in which all the students are required to be fully active. It aims to graduate students whom will take learning as a lifelong activity in order to meet the needs of the 21st century. All students from different socioeconomic levels, including low-income and underrepresented minority students, are welcomed via AMSA's education program. For benefit of our economy and society, we should be encouraging more students to study STEM. While 40% of the world's scientists and engineers resided in the U.S. about 30 years ago, today that number has shrunk to about 15%. According to Rodney C. Adkins, senior vice president of IBM's Systems & Technology Group, we need to increase the size of the STEM education pipeline by motivating students for science, technology, engineering and math throughout high school and college, and to improve the composition of the STEM education to include more women and underrepresented minorities.

AMSA will strive to represent the demographics of Buncombe County Schools. AMSA will use the math, science, and technology curricula that is being currently used at TMSA schools. Publishers of these curricula released research data proving their effectiveness on their respective grade levels and on different student groups including minority students and at-risk students. Beyond the evidence provided by the publishers, AMSA looked at the results of both TMSA Schools, Triad MSA and Triangle MSA. Triad MSA serves a diverse student body consisting of a high percentage of minority and low-socioeconomic background students where as Triangle MSA serves also a diverse student body where a high percentage of students are Asians. Success of both schools in state tests and academic competitions shows first hand proof that this curriculum aligns with a mission built around STEM focus and also works with different student populations.

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 for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

Brief description of the Instructional Methods and the related Teaching Approaches:

Direct Instruction: Direct Instruction is skills-oriented, and the teaching practices it implies are teacher-directed. AMSA teachers will use face-to-face instruction and aides, using carefully articulated lessons in which cognitive skills are broken down into small units, sequenced deliberately, and taught explicitly.

Indirect Instruction: Indirect instruction is a teaching and learning approach in which concepts, patterns, and abstractions are taught in the context of strategies that emphasize concept learning, inquiry, and problem solving. Constructivist teaching approach supports the usage of indirect instruction in the school settings. As AMSA, we believe that the best way to apply indirect instruction is to design and sequence constructivist lessons

to encourage learners to use their own experiences to actively construct meaning. The nature of constructivist lessons at AMSA will have the following characteristics: promoting development of higher level and abstract thinking, promoting critical thinking and questioning, promoting collaboration and cooperation within the classroom, use of questions to guide investigation and discovery, encouraging students self-reflection and evaluation.

* Using students' ideas to organize the lesson around each students needs and interests

* Encouraging students' positive attitudes towards learning.

Project Based Learning: AMSA provides a project-based learning environment by utilizing technological tools and authentic, challenging tasks embedded in course projects. The usage of technological tools in challenging projects embedded in AMSA lessons can contribute to students' sense of authenticity and to the "real-life" quality of the task at hand. AMSA lessons establish a learning environment which includes many connections with real life situations. These connections are facilitated with the use of technology for simulations and virtual manipulative and with the use of computer software (e.g., Spreadsheet, Fathom, Thinker Plot, GSP). The accessibility of these technological tools that are used for challenging tasks in the project-based learning allows AMSA students to aspire to a level of effort and quality of product that more closely reflects what they see and know of the real world.

Discovery Learning: Students are more likely to remember concepts they discover through their own experiences. AMSA teachers will provide an appropriate teaching and learning environment to better serve each students' understanding and learning abilities by acting as a facilitator and using appropriate instructional technology tools. Current technology allows creation of virtual environments for students to explore, examine, and investigate. AMSA teachers will use innovative technological tools to provide additional discovery learning opportunities. In this learning approach, students will have a chance to observe and reflect on their first-hand experience, and thus, generate solution strategies.

Problem Based Learning(PBL): Using this instructional method, students focus on problem solving strategies, habits of mind, and content proficiency. Students using PBL learn to communicate their reasoning by constructing viable arguments, offering proofs, and using representations. These approaches are integrated into the curricula AMSA will use and teachers will receive training to use them.

5. *Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.*

AMSA will closely monitor its students' progress during the year. Data will be collected through formal and informal assessments. AMSA teachers will use this data to make sure students are meeting grade level expectations. Parents and students will also receive feedback on the progress. AMSA also has an At-Risk Student Intervention Plan to help identify students at-risk of academic failure or lack of progress.

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*

AMSA is setting the graduation requirements higher than traditional public schools and NC State requirements. AMSA High School students will be expected to complete a minimum of 26 credits in order to graduate, which exceeds Future-Ready Core course and credit requirements. AMSA students will also meet testing requirements to receive a high school diploma. Table 1 below shows the required course, credits and tests that AMSA students will meet before they graduate from high school. Please see the details below:

a. Graduation Requirements

To graduate from AMSA High School, a student must meet the following requirements:

A total of twenty-six(26)* credits as follows:

4 credits English

4 credits Mathematics

4 credits Science

3 credits Social Studies

4 credits World Languages (Except for the Orange track, which will have taken a world language in MS and 3 years of a second world language in HS, plus an extra elective).

1 credit Health/Physical Education

6 credits Technology/Electives

26* credits TOTAL

*Students will also earn high school course credits in middle schools. In total, AMSA students will have a chance to earn up to 36 credits, of which could total eight AP courses. Please see the attached Course Sequence for details.

b. High school students enrolled are required to take the following state tests:

* NC EOC tests: Common Core Math I, Biology, English II,

* ACT PLAN at grade 10

* ACT at grade 11 or 12

c. High school students are also required to take the following NC Final Exams for the following courses:

o English Language Arts I&III&IV

o Math II&III

o Precalculus

o Physical Science

o Chemistry

o Physics

d. AMSA High School students will also be encouraged to take AP Exams when they are enrolled to an AP course.

AMSA calculate both an un-weighted GPA that reflects no additional weighting for advanced courses and a weighted GPA that reflects additional quality points for advanced coursework. In accordance with General Statute 116-11 (10a), grade point average values and class rank will be calculated by a standard method devised by the University of North Carolina and NC Community College systems. AMSA will use standard grades for courses.

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.*

AMSA will offer instruction for at least 185 days. The school's calendar will be similar to the school district's calendar and might differ for first and last day, teacher work days and early release days. AMSA not only offers 185 school days, but also extended school hours and before or after school activities, giving teachers additional instructional time needed to implement the school's focus of STEM and to provide opportunities for academic growth or enhancement.

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.*

Research has shown that students of color, students with limited English proficiency, and students from economically disadvantaged families are at risk of academic failure. Our approach to students at risk of academic failure is "catch them before they fall". Thus, early identification of at-risk students through on-going observation and assessment is critical. These strategies are proven to be effective to improve learning of students who are identified as at risk of academic failure:

Increasing students self-efficacy and motivation to learn: Students who are at risk of academic failure usually need support to increase their self-efficacy and motivation to learn and to develop positive attitudes towards learning. Students will experience a caring, sustained relationship. They will be provided manageable and achievable tasks at their level and the difficulty level of the task will be increased as they accomplish more. This will create a sense of accomplishment, prevent frustration and will help increase students self-efficacy.

A three-tiered approach: In the three-tiered approach, Tier-1 refers to the instruction through core program. Tier-2 is to provide supplemental and extended instruction. Tier-3, the final tier, is an intense and individualized intervention.

Usually, students who are at risk of academic failure will need supplemental and extended instruction (Tier 2), in addition to receiving instruction through the core program (Tier 1). Applying Vygotsky's concept of zone of proximal development, which is the areas that a student can accomplish a skill with a more skilled individual's help, the individual will be moved to the level that he can do by himself. A more skilled individual could be a peer, an adult or a teacher. Therefore, at the tier 2 level, after identifying the areas of difficulty that put the students at risk, the following strategies will be followed:

- a. Individualized student instruction will be provided: Some students may need additional time and one-on-one teaching to master the content. The student will be provided additional materials and variety of instructional

strategies at his level. Tutoring will be provided by the teachers and other peers.

b. Small group instruction, including students with heterogeneous and homogenous abilities, will be provided.

c. Family involvement will be increased. It will be done by sending materials and resources home, educating parents to help their children complete homework, providing tips for structuring routines and homework times, having parents volunteer at and visit the school, and informing parents about the progress of their children.

If the student does not respond to Tier 2, a Tier 3 intervention will be provided. At the Tier 3 level, along with the strategies used at the Tier 2, an alternative program(s), which is proven to be effective with students who do not respond to Tier 2, will be implemented. Collaboration amongst school staff and across the NC public school system staff will be needed. If the students response to intervention (RTI) at Tier 3 is not at the expected level, an alternative intervention will be used. The school personnel will work closely with the state personnel as well as the student's family.

During the school-year, AMSA will provide before school, after school and weekend programs where various instructional support and extra-curricular activities will be implemented. Additional instructional support will be offered during the summer to prepare students who may be at risk of failing.

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.*

a) *Methods for identifying ELL students.*

The WIDA-ACCESS Placement Test (W-APT) is the assessment used in North Carolina for initial identification and placement of students identified as limited English proficient. Eligibility for the W-APT is based on results of the Home Language Survey (HLS). The HLS process, identification, and subsequent placement of limited English proficient students in English as a Second Language (ELL/ESL) services are guided at the state level by the NCDPI Curriculum and Instruction Division.

b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students:*

- * Differentiated instruction to meet the needs of all learners
- * ELL/ESL pull outs
- * Stand-alone ELL/ESL programs
- * Cooperative learning
- * Content based ELL/ESL programs
- * Collaborative teaching with other teachers

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

The ESL teacher closely monitors the student's development of social communicative language and academic language proficiency during the school year.

A series of steps are taken for monitoring and guiding student progress:

* Ongoing monitoring of development of language and content skills/knowledge as the student progresses through the individualized program of instruction (Assessments of student work are used to determine appropriate instructional approaches, adaptations, materials and coursework).

* Determining when the student has acquired the academic language proficiency necessary to be placed full-time at the appropriate grade level in the regular instructional program without ELL/ESL services (exit criteria);

* Post-service monitoring to ensure successful transition into the regular instructional program;

* Periodic program evaluation to ensure that language and academic support services for ELL/ESL students are effective.

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.*

AMSA will work diligently to make sure that our future Academically or Intellectually Gifted (AIG) students showing high performance capability academically and intellectually are correctly identified and their highly unique and specialized needs are fully met in our nurturing school environment. School will establish an AIG Committee Review Team to be comprised of an Administrator, AIG Coordinator, classroom teachers, special educator and English Language Learners (ELL) teacher where applicable. This committee will meet to review nominations and pertinent data to determine the continuation of the screening process for identification.

AMSA will find out whether each student was already placed in an AIG program before; students who have previously been designated as AIG will then be further screened by AMSA to confirm eligibility.

If there is no record available about a student who claims to have been classified as AIG, then the student will be advised to take one or more tests, such as Common Test of Basic Skills, Stanford Achievement Test, Weschler serious of IQ tests, MAP Test, and Stanford-Binet test.

IQ	Classification
130-145	Moderately Gifted
145-160	Highly Gifted

160-180 Exceptionally Gifted
180 and above Profoundly Gifted

a) Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

AMSA will adhere to the following program when educating AIG students:

1. Emphasizing skills in critical thinking, problem solving, and inquiry.
2. Involving the student in selecting and planning field trips.
3. Planning and providing optional and voluntary enrichment activities.
4. Planning assignments and activities that challenge the students to the full extent of their abilities.
5. Providing in-class seminars for students to discuss topics and problems that they are pursuing individually or as members of a learning team.
6. Providing independent and joint learning opportunities.
7. Working with individual students in the planning of their own objectives and activities for learning.

AMSA believes that all students are entitled to equal access to learning and achievement. We provide this access by placing exceptional students in the most enabling learning environment possible.

AMSA AIG Program

Once a student is identified as an AIG student, with the signed consent from their legal guardians, AMSA will take the following steps:

* This student will be invited to AMSA Advanced Placement Program.

* Students will be observed during the first half of the academic year. If teachers report that the student has the necessary academic potential, the student will be invited to a special interest team such as the Science Olympiad Team or the Math Olympiad Team and students will be placed in Special Interest Certification Programs.

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

AMSA monitors and evaluates all gifted students to ensure they are making gains. Goals will be established based on each student's level and these goals will be stated in each student's IEP. Teachers who have gifted students in the classrooms monitor each student's progress to ensure the gifted students achieve successful completion of the gifted goals in the general education setting. The special education teacher is required to maintain a record of the services as related to the PEP goals. Goals for gifted learners will be monitored to ensure the gifted services provide focus on expected outcomes as indicated in the PEP document, and these goals are clearly intended to ensure increased academic gains. The AIG committee review team will meet to evaluate the program and to facilitate effective changes as needed.

Exceptional Children

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Identification and Records

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

1. Students with special needs, including those under Section 504, will be identified according to the NC DPI regulations and recommended procedures. Students will be provided with a full range of services and placements to fulfill the special education requirements identified for students with disabilities. An Individualized Education Plan (IEP) will be developed in accordance with standard practices for each student with disabilities. The IEP team will be responsible for the development of Individualized Education Plans.

2. The student's IEP will reflect all the elements required by the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. The services will include intense elements:

- * Students present levels of functioning and academic performance
- * Measurable annual goals and, where appropriate, short-term objectives
- * Special education, related services, and supplementary aids and services
- * A statement of program modifications and/or supports to be provided for the student
- * The extent (if any) to which the student will participate with non-disabled students in the general education class and extracurricular activities
- * Any individual modification in the administration of state or other required assessments of student achievement needed for the student to participate in the assessments;
- * Projected date for the beginning of services and modification and

anticipated frequency, location, and duration of services and modifications

* How progress toward annual goals will be measured

* Transition services for students age 13 and above

* Documentation that the student has been informed of his/her rights that will be transferred to the student upon reaching the age of maturity

Evaluation procedures will be administered in accordance with federal regulations to determine whether a student is disabled and the nature and extent of the special education and related services that the student needs. The use of this term means procedures are used selectively with an individual student and does not include basic tests administered to or procedures used with all students in a school, grade, or class.

3. a) Requesting Records from previous Schools

To request records from previous schools, a written record request form will be sent to the student's previous schools via facsimile. The request for the records of students with disabilities will be also sent in attention of Exceptional Children Department, and the request for students with 504 Accommodation plans will be also sent in attention of school's 504 Coordinator.

b) Record Confidentiality (on site)

In order to ensure record confidentiality, the records of students with disabilities and 504 Accommodation plans will be kept in a secure place (in a locked file cabinet, in a locked room) with access sheet included in the records.

c) Record Compliance (on site)

Our school will provide special education and related services according to the federal mandates of the Individuals with Disabilities Education Act and the regulations of the North Carolina Public School Law, Article 9. To ensure record compliance, our school will develop and implement a record compliance monitoring system. The Exceptional Children Coordinator will complete a compliance checklist for all records of students with disabilities. Each record will be reviewed and if any noncompliance is found, a correction action of noncompliance will take place immediately. Verification of correction will be the final action to ensure the noncompliance was corrected. The 504 Coordinator at our school will monitor the 504 Accommodation plan's compliance as required by Section 504 of the Rehabilitation Act of 1973.

Exceptional Children's Education Programming

1. *Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.*
2. *Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).*
3. *Describe how implementation of the Individualized Education Plan (IEP) will be monitored and*

reported to the student, parents and relevant staff.

4. Describe the proposed plan for providing related services.

1. AMSA will adhere to all applicable provisions of federal law, relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990. AMSA will work with NCDPI Exceptional Children Department to ensure that all students with disabilities who qualify under the Individuals with Disabilities Education Act (IDEA): (1) will have available a free, appropriate public education (FAPE); (2) are appropriately evaluated; (3) are provided with an individualized educational plan (IEP); (4) receive an appropriate education in the least restrictive environment; (5) are involved in the development of and decisions regarding the IEP, along with their parents.

AMSA will have policies and procedures to ensure that all children with disabilities residing in the school's jurisdiction, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated in accordance with NC Procedures Governing Programs and Services for Children with Disabilities. AMSA will offer a full inclusion model as much as a student's needs and IEP allow. Research has shown evidence that those students with exceptional needs whose educational needs can be met in a regular classroom setting benefit from remaining in that setting. We seek to offer students the least restrictive environment possible for their optimal learning. AMSA will provide this fully inclusive model in conjunction with a special education teacher who will make necessary modifications and supplement curriculum for identified students. The special education teacher will collaborate with classroom teachers to ensure that all accommodations and modifications are provided as required by a student's IEP. In addition to supporting students in the regular classroom, special educators will also pull students out of class, as needed, for additional support and assessment. In order to make sure that students are achieving all their IEP goals, AMSAs everyday instruction will be differentiated to meet various needs and learning levels. Some of the programs offered to exceptional children at AMSA may include the following:

- * Extended Time on Assignments
- * Multiple Sessions
- * Individual Pull-Out Instruction
- * In-Classroom Collaboration with the Special Education Teacher
- * Preferential Seating
- * Small Group Instruction
- * Peer Tutoring
- * Differentiated Assignments

2. All special education students will receive appropriate support, remediation, and consultation services in accordance with FAPE. All students will have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to AMSAs provision of FAPE.

Curricula for exceptional children in AMSA will follow the curricula adapted for non-exceptional students. However, focus will be given to instruction on various subjects, depending on the needs of the individual students. Exceptional students cognitive, affective, motor and vocational development

within the curricular areas will be emphasized.

AMSA will designate one of the school's special education teachers as the school's special education coordinator who will work with NCDPI Exceptional Children Department throughout the year to ensure that all required special education and related services are being provided and that all IEPs are appropriately updated. Education and related services are being provided and that all IEPs are appropriately updated.

AMSA shares the vision that "special education is built on the belief that all students can and will learn".

AMSA targets to support and enhance the social, emotional, and academic functioning of all students in the school, especially the special education students. This education shall include special services supported with special education teachers, and will meet their unique needs by providing a full range of educational opportunities offered in the least restrictive environment. There are examples for AMSA "that education services designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met" and "the education of each student with a disability with nondisabled students, to the maximum extent appropriate to the needs of the student with a disability" (as explained at <http://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>)

3-The student's IEP will be reviewed by the IEP team and also will be discussed with the student at least twice a year. Based on these reviews and discussions, the IEP will be updated accordingly. The IEP team will also develop and implement teaching strategies and classroom modifications so that the special education student will be educated in the least restrictive environment. Referrals to outside resources will be made on the basis of need in order to address more complex and difficult issues.

Following the evaluation, AMSA will notify the parents/guardian that the evaluation has been completed. The notice shall include the following, with the exception of the items specified which are pertinent to both permission for evaluation and placement:

- * Results of the evaluation and the educational implications
- * Statement of the parents/guardian(s) rights to attend a meeting of the IEP team
- * A statement of the parents/guardians right of refusal of permission for placement
- * An explanation of other rights pertaining to the placement process
- * A full description of all procedural safeguards available
- * A declaration that the student will not be placed in special education without the knowledge and written approval of the parent
- * A list of the sources where the parents/guardian may obtain free/low cost legal services; and
- * A statement of any other factors relevant to the proposed action.

4- AMSA will comply with Federal and State regulations for serving exceptional children. Following are some of the commitments that AMSA makes:

- * Enrollment to all children will be open, regardless of disability status, which is in compliance with the regulation states that "free appropriate public education is available for exceptional children"

* Assistive technology devices or assistive technology services, or both, will be made available to a child with a disability if required as a part of the child's(1) Special education; (2) Related services; or (3) Supplementary aids and services

* Exceptional children will be placed in least restrictive environment

* Each exceptional child will have an Individualized Educational Plan (IEP)and IEP team.

* An initial evaluationand reevaluation activities will be conducted after parent consent is obtained.

* Annual notices to the parents of exceptional children will be provided.

* Child with special needs will be placed in the appropriate special program within 90 calendar days of receipt of a referral, unless the parent refuses to give consent for evaluation or placement.

Student Performance Standards

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

1. AMSA will participate in the NC Accountability Program and conduct the statewide testing required in all NC public schools; hence, results obtained from the state assessments will be used for student performance standards.

The percentage of AMSA students who score at Level 3 or above in reading tested in End of Grade at any grade will exceed the same of 85% of non-charter public schools with similar demographics in Buncombe County Schools (BCS).

The percentage of AMSA students who score at Level 3 or above in mathematics tested in End of Grade at any grade will exceed the same of 85% of non-charter public schools with similar demographics in BCS.

The percentage of AMSA students who score at Level 3 or above in any subject tested in End of Course at any grade will exceed the same of 85% of non-charter public schools with similar demographics in BCS.

Academic progress via national Norm Test: Objective: At least 70% of the students shall increase performance/knowledge in core subjects for 1.5 grade level per one academic school year. Method of Demonstration: MAP Testing Analysis (2 times a year (Fall/Spring))

2. The school will be using both traditional and alternative assessments to make instructional decisions. Traditional assessments include tests, quizzes, projects, homework, etc..., which are administered and evaluated in class by the teachers. Students and parents will be able to get immediate

feedback for these assessments and work with the teachers to make decisions about individual students. Teachers will be able to make instructional decisions about the class as a whole using the data. Traditional assessments also include benchmarks. The school will be using the NWEA MAP test. This test offers various tools/strategies for teachers to differentiate their instruction to meet the different learning needs and styles of students. Alternative forms of assessments provide more complete information about what students have learned and are able to do with their knowledge, and provide more detailed and timely feedback to students about the quality of their learning than traditional multiple choice tests. Using alternative assessments, teachers will be able to capture how students think, reason, and apply their learning, rather than merely having students "tell" the teacher what they have remembered or show that they can perform a task or carry out a specific procedure correctly. Some of these alternative methods - portfolio assessment, authentic assessment, and performance assessment - are described below:

Portfolio assessment: The collection and evaluation of a carefully chosen selection of student's work. The number and types of selections included in a portfolio may vary, but are typically agreed upon by the teacher and student for the purpose of representing what that student has learned.

***Authentic assessment:** A method of obtaining information about students' understanding in a context that reflects realistic situations and that challenges students to use what they have learned in class in an authentic context.

***Performance assessment:** Presenting students with a task, project, or investigation, and then evaluating the products to assess what students actually know and can do.

Participation in NC Testing Program: AMSA will comply with the NC Testing Program, including NC Accountability Program, EOG Tests, EOC Tests, other state mandated tests, and student portfolio requirements. Below is the summary of the program.

A. Elementary school students are required to take the following assessments:

- * NC K-2 literacy assessment.
- * Grade 3 Pretest.
- * End of Grade Tests (EOGs)-Mathematics and Reading at grades 3, 4 and 5
- * NC Final Exam Social Studies at grade 4 and 5.
- * NC Final Exam Science at grade 4.
- * MAP Testing in Mathematics, Reading, Language Usage, and Science at grade K-5.

B. Middle school students are required to take the following assessments:

- * EOGs in Grades 6, 7, and 8 for Mathematics and Reading
- * EOG in Grade 8 Science
- * NC Final Exams Social Studies at grade 6, 7, and 8.
- * NC Final Exams Science at grade 6 and 7.
- * MAP Testing in Mathematics, Reading, Language Usage, and Science at grade 6-8.

Alternate assessments are available for many of the state tests for students with disabilities who have IEPs and students with limited English proficiency who meet specific eligibility requirements.

C. High school students are required to take the following state tests:

* NC EOC tests: Common Core Math I, Biology, English II,

* ACT PLAN at grade 10

* ACT at grade 11 or 12

High school students are also required to take the following NC Final Exams for the following courses:

o English Language Arts I&III&IV

o Math II&III

o Precalculus

o Physical Science

o Chemistry

o Physics

D. Other Tests:

* WIDA ACCESS Placement Test (W-APT) in K-12 for students identified as limited English Proficient

3. PROMOTION POLICY

At the end of the school year, the Student Academic Committee (Dean, Guidance Counselor, and one core subject teacher) will review each student's case and make a recommendation to the Principal for final approval. The EC Coordinator will be part of the Committee when reviewing a student with special needs.

I. Any student failing 3 or more core classes for an academic year is automatically retained at that grade level.

II. Any student failing 2 core subjects in a given year may be:

a. If student failed math and language arts, then student is automatically retained.

b. If student also fails EOGs in two or more subjects, then student is automatically retained.

c. If student's GPA is less than 1.0, then student is automatically retained.

d. Retained at parental request.

e. Put on academic probation (probation to last through the following school year)

III. Any probationary student that fails the same 2 core subjects in a subsequent year will automatically be retained (parent will already have signed paper in step #2 above that indicates understanding of this action).

IV. The principal will make the final decision based on the best interest of the student.

The policy above applies for the students with special needs as well. Meeting students' special needs as stated in their IEPs will be the main focus when discussing promotion of students with special needs. Slight changes may apply based on each student's individual needs, present level of academic and functional performance, and the progress toward meeting IEPs goals.

4. Graduation Requirements

To graduate from AMSA High School, a student must meet the following requirements:

A total of twenty-six (26) credits as follows:

4 credits English

4 credits Mathematics

4 credits Science

3 credits Social Studies
4 credits World Languages (Orange track - 3)
1 credit Health/Physical Education
6 credits Technology/Electives
26 credits TOTAL

Expectations and Performance Standards:

The student expectations are the basis for the knowledge, skills, and characteristics expected of all graduates of AMSA HS.

The student expectations are defined and measured by performance standards and assessment rubrics.

The AMSA HS students participate collaboratively as well as cooperatively as a member of a team. Collaboratively, the student gathers ideas from the group to develop an individual position. Cooperatively, the student works to resolve divergent ideas in order to achieve a common purpose.

Attributes:

A. Self-assesses and monitors own behavior in order to contribute to group maintenance.

B. Works interdependently toward the achievement of group goals.

C. Demonstrates effective interpersonal skills and applies them respectfully when challenging and responding to the ideas.

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.*

AMSA will implement Positive Behavior Intervention and Support(PBIS) as an effective and proactive process for improving social competence and academic achievement for all students.

Positive Behavior Intervention and Support, and Character Education are programs aimed at improving school climate and creating systems that support academic and social success for all students. Coaches are assigned to schools to provide professional development and technical support, and to assist with data analysis, problem solving and planning.

The coaching model is focused on building capacity at the school level and assisting the school to create sustainable practices. AMSA designates a team of representative staff that takes the lead in learning and supporting the implementation of new practices.

The purpose of Positive Behavior Intervention and Support is to provide assistance to students to create positive school climate and develop more effective strategies for working with challenging behavior. This is achieved through school-wide behavior support planning, professional development on best behavioral practices, supporting teachers to master strategies, and developing systems of intervention for small groups of students and for specific students. Each school participating in the initiative develops specific goals, identifies data sources to measure progress, and creates an action plan to meet goals.

Implementing PBIS with fidelity over time demonstrate the following outcomes:

- * Improved school climate
- * Reductions in office discipline referrals and in-school and out of school suspensions
- * Increased parent and community satisfaction
- * Improved systems for responding to students in need of additional support with social behavior

The mission of the PBIS Coach Team is to empower adults within a school with the skills needed to improve overall classroom and school climate to achieve higher academic performance for all students.

All students at AMSA will comply with all discipline rules governing behavior and conduct. It is the AMSA Board's responsibility to establish a set of written rules and discipline structure. The Board will revisit, revise and update student conduct and discipline rules when necessary. For application of these rules within the school environment, it is the responsibility of the AMSA principal: 1) to investigate fully the cases of students appropriately referred to principals office for misbehavior, 2) to ensure fair treatment of such students and protection of their procedural and substantive rights, and to determine what, if any, disciplinary action is warranted. The teacher shall have the responsibility and authority to discipline students, except in those cases requiring the attention of the principal.

AMSA discipline policy will support the attainment of the school's mission statement that stresses preparing students to become innovators, problem solvers, critical thinkers, and collaborators through a strong academic program. AMSA will implement a positive discipline model that leads to a nurturing school environment that sets the stage for engagement and academic excellence. School leadership and staff will uphold high expectations and be responsible for establishing a positive school climate that continuously identifies and praises students for respectful behavior. Staff will model and identify appropriate behaviors in varying environments throughout the course of the school day and academic setting. Learning behavior transitions amongst varying environments is a valuable part of the socialization process of a productive citizen. All school staff, students, and parents will be trained to support and implement a school-wide positive discipline model which will be outlined in the Student/Parent Handbook.

IV. GOVERNANCE 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 upon application submission.

Name of Private Nonprofit: AMS Educational Services, Inc

Mailing Address: 18 Business Park Circle

City/State/Zip: Arden NC 28704

Street Address: 18 Business Park Circle

Phone: 828-367-8300

Fax: 828-676-2665

Name of registered agent and address:

Yavuz KORUK
18 Business Park Circle
Arden NC 28704

FEDERAL TAX ID: 46-4241166

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)

X 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	Board	County/State	Current	Past or Present	Has any disciplinary
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Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?
Alexandra Kelly, MA	Treasurer	BUNCOMBE	Family Finding Specialist , Children's Home Society	NC Teaching License	N
Sandra Owens	Board member	BUNCOMBE	Retired Medical Administrative Assistant	N/A	N
Amber CRAMM, BSc	Secretary	BUNCOMBE	Showroom Manager/ Designer at SARE Kitchen & Bath	N/A	N
Yavuz KORUK, MBA	President	BUNCOMBE	Engineer and CEO of NYTE Inc	N/A	N
Mustafa Kabul, PhD	Board member	WAKE	Sr Operations Research Specialist , SAS Institute	N/A	N
Kenan Gundogdu, PhD	Vice President	WAKE	Asst Professor of Physics, NCSU	N/A	N

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 proposed AMSA School will be governed by AMS Educational Services. The board hires the principals and the principals run the day to day operation of the school. The governing board is committed to the education of all students to the best of their individual abilities. The governing board maintains a focus on the concerns and desires of the community regarding the quality and performance of the school while the board assumes an educational leadership role. Additionally, the governing board will oversee the employment of school personnel who, under the direction of the principal, will ensure that the school maintains an outstanding academic position and will carry out the policies of the board with innovation and dedication. Responsibilities of the board include:

* Interpreting the education needs and aspirations of the student community through the formulation of policies to stimulate the learner and the

learning process;

- * Governing the school in accordance with federal and state laws;
- * Providing leadership in order to carry out the goals and objectives of the school effectively;
- * Facilitating communication with the community served by the school, and
- * Gathering and providing the data appropriate for the management functions of planning, evaluating, organizing, controlling and executing.

More detailed information on the functions, primary duties, roles and responsibilities of the board can be seen in Bylaws in Appendix F.

The principal will be recruited among qualified candidates and will be appointed by entering into a contract to serve in that capacity. The job description of the principal position is provided later in this chapter, which will be used to advertise for the position. The principals performance will be monitored by the board through the schools academic, financial, and organizational successes as well as the satisfaction of students, teachers, and parents. Professional development services will be provided to the principal.

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

According to Bylaws, the board size is at least 5 members. Currently, these positions are filled. AMS Educational Services is projected to govern its charter school in Buncombe County, from where the majority of board members is naturally selected. The board is empowered with conducting the activities, affairs and business of the schools. The board is responsible for governing the school in accordance with federal and state laws, formulating policies to address the education needs of students, and providing the leadership in order to effectively carry out the goals and objectives of the school. Our board members have significant experience in diverse areas such as: STEM education, finance, accounting, school governance and accountability, school facility planning, private sector, health and safety. The experience has been gained via our vice presidents professional background as well as through the process of governing the charter schools in Guilford and Wake Counties. The board is dedicated to have effective representation from parents. We promote the establishment of a Parent Volunteer Organization (PVO) for the school. The PVO is given a dedicated slot in our board meeting agendas to hear the voice of the parents. The board also requires the teachers to attend at least one board meeting in a given school year. During the year, the board conducts 2 school climate surveys to hear the parents and teachers voices, and formulate new and better policies, if needed.

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

The board members are recruited based on their background and their dedication to serve community. The board president is a local entrepreneur, Mr. Koruk, who is passionate about Math and Science education in Buncombe County, initiated the school concept by observing immediate K-12 STEM education needs for the region. During his search for a successful school

model, Mr. Koruk was intrigued with the success of both Triad Math and Science and Triangle Math and Science Academies. After elaborate discussions with Dr. Gundogdu, the member of the governing board of mentioned charter schools, Dr. Kenan Gundogdu was attracted to the idea and agreed to serve on the board of AMS Educational Services. Ms. Sandra Owens was selected to the board because of her extensive administrative experience in health and safety. Dr. Kabul has a passion in education and knows that we have an obligation to provide the best education for our children. His extensive math background and contacts will be of benefit to the school. Mrs. Alexandra Kelly brings over a decade of public school experience, including in both KIPP and ChicagoQuest charter schools. With a passionate belief in an inquiry-based teaching approach, she was excited to join the board. Ms. Amber Cramm, who is a business associate of Mr. Koruk, was also impressed with the idea of STEM school and was happy to join and serve on the board to the best extent possible. We have one vacant position and we hope to recruit a board member, residing in Buncombe County, with a background in law, within the coming months. During the regular operation of the school, we expect to fill any vacancies in the board within one school year.

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

The board will meet once a month for regular board meetings and will use webinar technology to include board members in Wake County.

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).

New board members will be required to complete several board training and orientation programs. In these programs, new board members will be able to learn our philosophy and approach for effective board-staff relations and have an opportunity to better understand the school curriculum, state standards, testing requirements, other school operations and their impact on the student achievement as well as budget and financial planning. We believe that training increases the boards capacity to accomplish their responsibilities, overcome challenges, and work together. Hence, existing board members will also receive certain professional development programs as needed.

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 Bylaws (Appendix H) has a Conflict of Interest policy as well as a detailed Nepotism Policy. Any board member who has a conflict of interest in a matter pending before the board must explicitly state it and refrain from voting. In addition, our Nepotism Policy identifies specific restrictions in order to avoid the possibility of favoritism based on family or personal relationship. Our current board does not have any prior or current business relationships with the school it will be governing, and all of the board members are professionals working for 3rd party companies or public institutions. There are no perceived conflicts and we intend to keep the board structure and membership in a similar way to eliminate the possibility of any perceived conflicts

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

The board will be making governance decisions. In order to conduct the

activities, affairs and business of the school and to address the education needs of students, the board will formulate policies from time to time. The board will first identify the need for a new policy, and then will assign it to a team (such as an ad hoc committee) to draft the new policy. The team will write a first policy draft, which will then be reviewed by legal counsel. The policy then will be presented to the board for approval in a board meeting.

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.*

As provided in the organizational chart in question #1, the principal will be working with volunteers and volunteer groups in the school. One prominent volunteer group is the parent volunteer organization (PVO). Parents will be encouraged to form the PVO once the school opens. PVO membership will include all parents, legal guardians and staff at AMSA School. The PVO's mission will be to promote open communication and understanding between parents and staff, and to enhance the education experience of each child. The PVO will support teachers in the classroom setting, hold fund-raisers for supplemental educational materials and experiences, and support school and family social interaction. During our regular board meeting, the PVO will be given a dedicated time slot so that the board can hear the voices of the parents and address any areas of concern.

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

AMSA fosters a safe, secure, and friendly working atmosphere. In order to ensure the continuum of this atmosphere, employee complaints will be taken seriously and will be addressed in a timely and consistent fashion. Disagreements should be solved whenever possible among the people most closely involved while preserving positive relationships. Therefore, when an employee has a complaint or disagreement with any parties at AMSA, they should observe the following guidelines:

1. If the complaint involves a situation with a student, school-wide code of conduct shall be followed.
2. If the complaint involves a situation with a parent, immediate supervisor such as Dean or the Principal should be contacted to get assistance to resolve the issue.
3. If the complaint involves a situation with another employee or if the complaint is with a school-wide policy or procedure, the employee should seek to resolve the issue with an immediate supervisor.
4. If a resolution with an immediate supervisor is not possible, the employee should seek to resolve the issue with the Principal.
5. If a resolution with the Principal is not possible, the employee should address a complaint to the Board of Directors in writing. The employee shall submit a written grievance within the 30 calendar days of the situation or incident. The Board of Directors will discuss the grievance in closed session and respond in writing. This will occur within 30 days of receiving a grievance.
6. If the employee is not satisfied with the boards resolution, the employee has the right to seek resolution through the North Carolina Department of Public Instruction. Complaints may be addressed to: Director, Office of Charter Schools, North Carolina Department of Public Instruction, 301 North Wilmington Street, Raleigh, North Carolina 27601.
7. This Grievance Policy is not designed to supersede or supplant federal law and parent rights under The Individuals with Disabilities Education

Improvement Act of 2004 and the Family Educational Rights and Privacy Act (FERPA) as amended, 1996.

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 from the NC Department of the Secretary of State. (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

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

Not Applicable

1. The proposed charter school will be governed by a new governing board
2. Describe the rationale for replicating the application based upon the success of another charter school. Include documentation and evidence that the existing charter school model is successful in student achievement, charter school governance, and fiscal responsibility. Base this explanation upon academic data available through state and national summative assessments, financial audits, and state compliance reports.

Student Achievement: The board is replicating the TMSA school model currently running in two charter schools: TMSA-Greensboro and TMSA-Wake. The academic standing of both of these schools show that TMSA model is successful in that it improves the progress of at-risk students, while challenging the academically skilled students. Both of these schools have been making adequate yearly progress as quantified by state testing since their inceptions. Students from both schools have won several local, regional, national and international medals in STEM fields consistent with

our mission. The success story of the school has produced a large waiting list and the schools have been experiencing increasing student population. In TMSA Wake there are about 900 students on the waiting list. In TMSA Greensboro there are more than 1000 students on the waiting list.

Fiscal and Governance Responsibility: At TMSA school model, governance responsibility has manifested itself as financial responsibility. For example, within 2 years of its operation, TMSA-Greensboro was able to successfully secure required financing to buy its Greensboro campus: A 76,000 square feet of building with a state of the art gym sitting on 11.4 acres of land. Recently, the board replicated the same business model in Raleigh and the school moved to its new building after its first year. For both schools, the financial audit reports in the past three years show satisfactory results with no major findings. The new board of AMSA Educational Services is planning to replicate the same business model for the proposed charter school.

Please see Appendix U5 for a permit letter from TMSA granting AMSA permission for replication of their educational model.

3. Depict and analyze the current enrollment trends and student demographics of the replicated charter school model over the past three academic years.

In TMSA Greensboro, over the past three years, the African American enrollment increased from 56.7 percent to 62.8 percent. The Caucasian enrollment dropped from 30.5 percent to 21 percent. Hispanic enrollment has moved from 4.5 percent to 9 percent. Asian enrollment decreased from 5 percent to 4.2 percent. Multiracial enrollment is stable around 2 percent. Both American Indian and Hawaiian Pacific enrollment are less than 1 percent but the population consistently increased over the years. Overall the school has a diverse student population. In addition, the overall enrollment increased by 87.4 percent in three years. Every year there are about 1000 students in the waiting list.

4. Explain why the governing board of the proposed charter school is a good fit for the proposed student population as noted in Section II Mission and Purposes.

Consistent with our mission to provide rigorous math and science education, our governing board constitutes a professor and an engineer from science and technology fields. In addition, on our board we have members who have experience in education and management, which are very important skills for a school board. The professional diversity in our board is a good fit for the mission of our proposed charter school.

5. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix T

Projected Staff:

Outline below, 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.

Please see a list of positions needed for AMSA charter school. The specific number of positions needed is listed in the Financial Plan under the

personnel budget.

- Principal
- Assistant Administrator(s)
- Finance Officer
- Clerical(s)
- Core Content Teachers
- Elective/Specialty Teachers
- Exceptional Children Teachers
- Instructional Support
- Teacher Assistants

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The school will implement a non-discriminatory Human Resources (HR) policy, which will be fully compliant with the North Carolina State laws and the No Child Left Behind Act. The school believes that the quality of the teachers is an important factor in determining the quality of education offered. It is the responsibility of the principal to locate and recruit the best-qualified candidates to meet the school's educational needs. The school prefers qualified, certified teachers. However, in case of a shortage of certified candidates and/or for any other reason deemed appropriate by the principal, candidates from traditional secondary environments, from postsecondary environments, from international teacher recruitment organizations, and from business, industry and the military will also be considered. Selection will be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the advancement of the school mission. The school will offer a competitive compensation scheme where longevity with the school is rewarded. Also, with the additional flexibilities of charter school offerings versus public schools, we hope to retain our high performing teachers.

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

The primary means of communication between the school employees and the board will be through the principal. The board will have a positive relationship with school administration and staff while maintaining an appropriate distance from day-to-day decision making. The school personnel are required to attend at least one board meeting in a given school year. From time to time, the board may organize informal sessions to interact with the staff, listen to their voices, and receive input in important decisions. Board members should also attend school functions. Appendix O provides detailed employment policies.

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

The principal fulfills the hiring process on behalf of the board. At the beginning of the recruitment process, the open positions are identified by the administration based on the number of students, grade levels, subjects to be taught, and justified in the schools budget. Positions are then posted on the schools website, a local newspaper, and a third party website (such

as www.teachers-teachers.com). A resume screening is done by the administration and the employment application form is sent to the selected applicants. After reviewing the employment application forms and supporting documents, the candidate is invited for an interview. The principal makes the hiring decision. Finally, the list of new hires are presented to the board and approved in the first board meeting. Employment at the school is contingent on fingerprinting and successful criminal background checks. If needed, the principal will handle the dismissal decision; he/she will dismiss the personnel after applicable notice requirements, and will present to the board for approval in the first board meeting after dismissal.

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

AMSA School will offer competitive compensation to its employees. We are planning to use a similar salary scale as in the TMSA model, which is currently active in TMSA-Greensboro and TMSA-Raleigh. The school will also offer comprehensive benefit plans including medical insurance, life insurance, short/long term disability insurance, personal/sick leave days, leaves due to jury/military duties, etc.

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

AMSA School fosters a safe, secure, and friendly working atmosphere. In order to ensure the continuum of this atmosphere, employee complaints will be taken seriously and will be addressed in a timely and consistent manner. Appendix N includes the detailed grievance policy outlining the steps that should be taken to resolve conflicts within the school. In addition, the school will not have tenured or guaranteed employment. The employee or the school may terminate employment at any time after giving notice (60 days for the employee, 30 days for the school) with or without a reason. Termination may result from any of the following including but not limited to: corrective action measures, which include infractions for violation of company policies, layoffs, which include the elimination of an employees job function or headcount reduction due to redundancy or cost reduction, or involuntary dismissal, which may include poor performance reviews or failure to demonstrate an acceptable attitude in the workplace.

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

None

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.

For the proposed charter school, the board will replicate the same practice as in TMSA model for running effective school organization. We will provide qualified and adequate staff for ELL, gifted and other special need populations. Teachers serving these students will be certified in their fields.

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).

All core subject teachers will be highly qualified as outlined by the Federal No Child Left Behind Act. As North Carolina State Statues requires, 50% of elementary, middle and high school teachers will be licensed. AMSA School will hire teachers who are either licensed in North Carolina or in the process of becoming licensed. The latter could be recent graduates of teacher programs who applied for a license, out-of-state teachers who applied to transfer their license, or teachers with a Bachelors degree in

related fields and enrolled in a lateral entry program. The school will strongly encourage its non-licensed teachers to become North Carolina licensed by going through the state licensure procedures.

The Principal position requires a minimum master's degree in Education or in a STEM related discipline, or at least 10 years of (secondary) education experience with minimum five years of admin experience at the assistant principal or principal capacity. Experience involving charter school application preparation is highly preferred. The principal will be the ultimate authority and responsible person in the day-to-day operation of the school. Briefly, the principal will be responsible for the educational, administrative, and counseling activities of the school, establishing and maintaining relationships with external organizations and service providers, teacher evaluations, and safety of the school. Strong credentials regarding educational leadership conflict resolution and communication skills are required. Principal duties involve reporting the school progress and issues to the board in a timely manner. Principal regularly attends the monthly board meetings.

The Assistant Principal will hold a minimum of bachelor's degree and five years of teaching experience in a STEM school setting (charter school is preferred). Prior school administration experience is highly preferable. Briefly, he/she will assist the principal in planning and assessing the educational program, ensuring compliance with all applicable federal and state laws, and designing, managing, and implementing information systems to manage and track progress on school goals and academic excellence indicators.

Teacher assistants will be required to have bachelor's degree or pursuing a bachelor's degree. AMSA School would prefer candidates who are interested in becoming teachers. These assistants will be supporting homeroom teachers in K-3 classes.

Staff Evaluation and Professional Development

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

Academic Deans / Assistant Principal will be responsible for maintaining teacher licensure requirements and arranging professional development services, and this will be overseen by the Principal.

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.*

Asheville Math & Science Academy will employ the highest quality staff and teachers. All new employees will be introduced to school culture, mission, and goals through an orientation program. Teachers with less than three years of teaching experience will be supported by the Beginning Teacher Program developed at AMSA based on the State of North Carolinas Professional Teaching Standards. The purpose of the Beginning Teacher Program is to promote teacher confidence and professionalism through constructive feedback. Each employee will receive annual performance reviews from his/her mentor identified by the Principal. Employees will frequently meet with their mentors to openly discuss their performance and to have an ongoing dialogue about professional best practices. Competitive compensation and

supportive environment for professional development will help retaining employees. The AMSA will meet the licensure and certification standards outlined in the NC charter school law and federal law including No Child Left Behind. All teachers will have at least a Bachelors degree from a four year college or university. Moreover, each teacher will be required to obtain a license by the end of his/her 3rd of teaching at the school, and maintain high competency in his/her subject area.

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.*

At AMSA, we value professional development of our teaching staff. Our professional development plan has two main components: In-service and out-of-school training. In-service training includes such activities as in teacher orientation week, periodic departmental training, teacher work days, and other in-school instructional and content-based enrichment programs. To support our mission, teachers will receive training on STEM education, alternative assessments, utilizing a constructivist approach in the classroom, and PBIS. Out-of-school training includes mainly workshops/training/webinars organized by professional organizations such as by National Association of Science Teachers, Math Teacher Associations, and other professional associations providing training to enhance knowledge-base, sharpen instructional and leadership skills.

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.*

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

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.

The schedule and professional development activities provided in the school are outlined below. The school calendar and staffing needs are determined in consideration of this professional development plan.

Activity-Timeline

1. Staff Orientation and Preplanning-5 days before school starts
2. Departmental or Grade Level Meetings-Every Wednesday after classes end
3. Professional Development Days-One day every other month
4. Year End Meetings-2 days after school closes
5. Conferences/Workshops-As needed

Enrollment and Marketing:

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

Marketing Plan

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

AMSA School Board of Directors will execute a sound marketing plan that will enable us to best communicate with parents, students, community leaders, prospective teachers, staff and the public in general. The school will publicize all enrollment information throughout the counties being served through its website, flyers, bulletins, newspaper ads, websites, mailings, town meetings, informational open house sessions, and/or presentations at other local schools or public institutions such as libraries. Being a STEM focused school, we will mainly attract those students who are curious to explore and have intrinsic motivation for math, science and technology. AMSA School will be a public school with an open enrollment policy. Therefore, we anticipate the school demographics will reflect the local demographics. In order to make sure the school continuously represents the local demographics, we will collect demographic information from the application forms at the beginning of each academic year and accordingly tailor our recruiting efforts towards underrepresented communities.

Parent and Community Involvement

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

1. AMSA School is dedicated to a positive parent and student experience; hence, it considers parents and students as well as the community in general as its customer base. Therefore, communicating with them has utmost importance for both the success of the schools educational program as well as its financial health. Upon the approval of the AMSA Schools charter application, the school will start accepting applications and publicize its educational program through its website, flyers, bulletins, newspaper ads, websites, mailings, town meetings, informational open house sessions, and/or presentations where prospective parents and students can learn more about the schools educational program. During these events, the school will collect the contact information of interested parents, who will then be engaged in attracting other prospective parents/students, recruiting staff members, securing and renovating a school facility, and equipping it with the instructional equipment, furniture, and other supplies required during the initial phase of opening the school.

2. We believe that active parent engagement is as important as having a quality educational program. Therefore, once the school starts, parents will be encouraged to form the Parent Volunteer Organization (PVO). Its

membership will include all parents, legal guardians and staff at AMSA School. The PVO's mission will be to promote open communication and understanding between parents and staff, and to enhance the education experience of each child. The PVO will support teachers in classroom setting, hold fund-raisers for supplemental educational materials and experiences, and support school and family social interaction.

Admissions Policy

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

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
 2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
 3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
 4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
 5. *Clear policies and procedures for student withdraws and transfers.*
1. Tentative dates for application period; enrollment deadlines and procedures.
(Tentative Admission Milestones: Tentative Timeline)
-Availability of Application forms: February continuous 2016
-Pre-applications are accepted: February-March 2016
-Conducting school open house(s): March 2016
-Application Deadline: April 1, 2016
-Lottery Date: April 8, 2016
-Notification of lottery winners/parents: By April 15, 2016
-Registrations for lottery winners to be completed (in three weeks): Until May 6, 2016
-Registration invitations to students in waiting lists: May 9 ongoing 2016
-Orientation of parents: A week prior to first day of school
-First school day: Similar calendar as Buncombe County
 2. Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.

Application, lottery, and enrollment procedures are governed by the Asheville Math and Science Academy Admissions and Lottery Policy. A detailed policy is provided in Appendix U1-U4. Students who are the sibling of an already admitted and continuing student enrolled in the school, current and continuing students from the previous grade/school year, and students who are the children of a current employee or founding board member (only in the first year) of the school are given enrollment preference, then available spots for the upcoming school year will be determined on a lottery basis.

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

Detailed application, lottery, enrollment, withdrawal and transfer

procedures are provided in the Admissions and Lottery Policy in Appendix (T2?). After conducting the lottery, a waiting list will be created from which students will be enrolled as spots become available. Students who are planning to withdraw from school should report to Administrative Assistant with their parents in person three days prior to leaving the school. After the appropriate withdrawal paperwork is submitted, all school property is returned, and all outstanding debts are paid off, the withdrawal process will be completed. When the student transfers to another school and requests the transfer of students records to the new school, AMSA will fulfill this request with appropriate written documentation. Similarly, if a student wants to re-enroll at the school, he will go through the same procedures as the other applicants, i.e. application, lottery, and enrollment. No enrollment preference will be given to students who want to re-enroll.

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

Detailed application, lottery, enrollment procedures are provided in the Admissions and Lottery Policy in Appendix U1-U4. During the pre-admission period, the school will publicize all enrollment information throughout Counties served via its website, flyers, bulletins, newspaper ads, websites, mailings, town meetings, informational open house sessions, and/or presentations at other local schools and public institutions. AMSA School will be a public school with an open enrollment policy. Therefore, we anticipate the school demographics will reflect the local demographics. In order to make sure the school continuously represents local demographics, it will collect demographic information from the application forms at the beginning of each academic year and accordingly tailor recruiting efforts towards underrepresented communities.

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

This question was already asked and answered in question #3

PROJECTED ENROLLMENT 2016-17 through 2020-2021

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Buncombe County Schools
 LEA #2 Asheville City Schools
 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.

	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	LEA 110	LEA 111	LEA 000	LEA 110	LEA 111	LEA 000	LEA 110	LEA 111	LEA 000	LEA 110	LEA 111	LEA 000	LEA 110	LEA 111	LEA 000
Kindergarten	22	22	0	33	33	0	33	33	0	33	33	0	33	33	0
Grade 01	24	24	0	24	24	0	36	36	0	36	36	0	36	36	0
Grade 02	24	24	0	24	24	0	24	24	0	36	36	0	36	36	0
Grade 03	24	24	0	24	24	0	24	24	0	24	24	0	36	36	0
Grade 04	24	24	0	24	24	0	24	24	0	24	24	0	24	24	0
Grade 05	24	24	0	24	24	0	24	24	0	24	24	0	24	24	0
Grade 06	24	24	0	24	24	0	24	24	0	24	24	0	24	24	0
Grade 07	0	0	0	24	24	0	24	24	0	24	24	0	24	24	0
Grade 08	0	0	0	0	0	0	24	24	0	24	24	0	24	24	0
Grade 09	0	0	0	0	0	0	0	0	0	24	24	0	24	24	0
Grade 10	0	0	0	0	0	0	0	0	0	0	0	0	24	24	0
	166	166		201	201		237	237		273	273		309	309	

V. OPERATIONS

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 board will ensure that transportation will not be an obstacle for any student within our community, and therefore, anticipates adhering to the plan as described below:

* Transportation of students attending AMSA School will be decided based on the analysis of student population gathered via a transportation survey, traffic patterns, school bus capacities, exceptional education students needs within the local transportation guidelines.

* The board aims to obtain a facility within easy access for the transportation of students to and from the school. The school will present parents or guardians with carpooling options and maintain a list of participating parents. The school may arrange a transportation service to serve students who do not have any other option of attending the school. The school will also help students get passes from/to the local transportation system by offering subsidized bus passes. At the beginning of each school year the school will coordinate with the parents and local community to create the most effective transportation plan based on student need.

* The school will provide transportation for the students as prescribed by law such as children with special education needs that require transportation service.

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.

AMSA will be using a catering company to serve hot lunch to students. This company will be cooking the meals at their facilities and will serve them in school, meeting all of the health department's food safety requirements. The budget includes a \$15,000 allocation which will increase by 20% each year for the school lunch program. In order to support our mission of educating and supporting at-risk students, the school will collect household income surveys from enrolled students to determine the need for the federal free and reduced lunch program. We anticipate the need will meet the requirements to apply for the federal program. If the percentage of students who are eligible for the program is low, then the school, together with the parent volunteer organization will cover the cost of lunch for these students ensuring that every student is getting a daily meal, as we recognize that for some students, this is the only meal of the day.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$1,508.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$3,332.00
Property Insurance	\$300,000		\$500.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$6,754.00
Total Cost			\$12,607.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix P) 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.

amsa2015 09/20/2014

 (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 Q).

AMSA School board has started searching for an adequate school facility, zoned for school use to lease in Buncombe County upon approval of the final charter, which will allow us to obtain the Educational Certificate of Occupancy. The school facility will be located in a place that is easily accessible by most community elementary, middle and high school students. Based on the availability of the classrooms and space, we are willing to utilize any school facility, partially or as a whole. We started working with local real estate agents to find a building that meets the needs of AMSA School as explained in the next question. Upon finding a potential school facility, we will work with local city government, health and fire departments to ensure that it is compliant with the North Carolina State Building Code for elementary, middle and high schools.

Please attach copies of Facilities Inspections as Appendix R.

What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

The cost per square foot for the proposed facility is \$10.52 or \$8.52 with a 5 year lease. Based on the realtor's analysis, comparable properties in the area range from \$14.00 to \$25.00 per square foot, which will make the location cost effective.

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.*

We will consider various options for securing a school facility by the start day of the school such as lease, purchase, land with modular classrooms on, leasing school/classroom space from other public/private schools or churches. We need 20 classrooms for the first three years in addition to one science lab, one computer lab, four offices, one resource room, one teacher work area and lounge, one conference room, a library, a multipurpose room with enough parking and play area. All applicable inspections and certifications will be in place prior to opening the school. Total square footage of the building is expected to be 25,000 to 30,000 sq.ft. If the identified school facility is smaller than the intended size, we will reduce the enrollment to be able to fit into the available space while ensuring that the quality of the educational programs and the budgetary obligations of the school are not compromised.

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2016-17

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 #1110 - Buncombe County Schools

Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
State Funds	\$4,592.46	166	\$762,348.36
Local Funds	\$1,875.12	166	\$311,269.92
Federal EC Funds	\$3,485.40	17	\$59,251.80
Totals			\$1,132,870.08

LEA #2111 - Asheville City Schools

Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
State Funds	\$4,638.35	166	\$769,966.10
Local Funds	\$1,893.16	166	\$314,264.56
Federal EC Funds	\$3,768.11	16	\$60,289.76
Totals			\$1,144,520.42

Total Budget: Revenue Projections 2016-17 through 2020-2021

INCOME: REVENUE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
-State ADM Funds	\$1,532,314	\$1,855,393	\$2,187,702	\$2,520,011	\$2,852,320
-Local Per Pupil Funds	\$625,534	\$757,424	\$893,082	\$1,028,740	\$1,164,399
-Exceptional Children Federal Funds	\$119,542	\$145,070	\$170,457	\$195,845	\$221,232
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$2,277,391	\$2,757,887	\$3,251,241	\$3,744,596	\$4,237,951

***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 S.

Personnel Budget: Expenditure Projections 2016-17 through 2020-2021

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.

BUDGET EXPENDITURE PROJECTIONS Personnel	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Administrator	1	\$79,000	\$79,000	1	\$81,370	\$81,370	1	\$83,811	\$83,811	1	\$86,325	\$86,325	1	\$88,915	\$88,915
Assistant Administrator	1	\$57,000	\$57,000	2	\$58,710	\$117,420	2	\$60,471	\$120,942	2	\$62,285	\$124,570	3	\$64,154	\$192,462
Finance Officer	1	\$39,000	\$39,000	1	\$40,170	\$40,170	1	\$41,435	\$41,435	1	\$42,616	\$42,616	1	\$43,895	\$43,895
Clerical	1	\$22,000	\$22,000	1.5	\$22,660	\$33,990	2	\$23,340	\$46,680	2	\$24,040	\$48,080	3	\$24,761	\$74,283
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	1	\$17,000	\$17,000	1	\$17,510	\$17,510	1.5	\$18,035	\$27,053	2	\$18,576	\$37,152	2	\$19,134	\$38,268
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
A - Total Admin and Support:	5		\$214,000	6.5		\$290,460	7.5		\$319,921	8		\$338,743	10		\$437,823
Instructional Personnel:															
Core Content Teacher(s)	18	\$35,000	\$630,000	23	\$35,500	\$816,500	27	\$36,000	\$972,000	30	\$36,500	\$1,095,000	33	\$37,000	\$1,221,000
Electives/Specialty Teacher(s)	2	\$39,000	\$78,000	3	\$40,500	\$121,500	3	\$41,500	\$124,500	4	\$42,500	\$170,000	5	\$43,500	\$217,500
Exceptional Children Teacher(s)	1	\$40,000	\$40,000	2	\$41,000	\$82,000	2	\$42,000	\$84,000	2.5	\$43,000	\$107,500	3	\$44,000	\$132,000
Instructional Support	1	\$30,000	\$30,000	1	\$30,000	\$30,000	2	\$32,000	\$64,000	2	\$33,000	\$66,000	2	\$33,500	\$67,000
Teacher Assistants	3	\$22,000	\$66,000	4	\$23,200	\$92,800	5	\$23,400	\$117,000	6	\$23,700	\$142,200	7	\$24,000	\$168,000
B - Total Instructional Personnel:	25		\$844,000	33		\$1,142,800	39		\$1,361,500	44.5		\$1,580,700	50		\$1,805,500

ASHVILLE MATH AND SCIENCE ACADEMY

A+B = C - Total Admin, Support and Instructional Personnel:	30		\$1,058,000	39.5		\$1,433,260	46.5		\$1,681,421	52.5		\$1,919,443	60		\$2,243,323
Administrative & Support Benefits															
Health Insurance	3	\$6,000	\$18,000	4	\$6,000	\$24,000	6	\$6,000	\$36,000	6	\$6,000	\$36,000	7	\$6,000	\$42,000
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	5	\$621	\$3,105	6.5	\$648	\$4,212	7.5	\$773	\$5,798	8	\$614	\$4,912	10	\$907	\$9,070
Social Security	5	\$2,654	\$13,270	6.5	\$2,771	\$18,012	7.5	\$3,305	\$24,788	8	\$2,625	\$21,000	10	\$3,878	\$38,780
D - Total Admin and Support Benefits:	13		\$34,375	17		\$46,224	21		\$66,585	22		\$61,912	27		\$89,850
Instructional Personnel Benefits:															
Health Insurance	23	\$6,000	\$138,000	30	\$6,000	\$180,000	35	\$6,000	\$210,000	40	\$6,000	\$240,000	45	\$6,000	\$270,000
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	25	\$2,093	\$52,325	33	\$2,147	\$70,851	39	\$2,164	\$84,396	44.5	\$2,202	\$97,989	50	\$2,239	\$111,950
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	25	\$490	\$12,250	33	\$502	\$16,566	39	\$506	\$19,734	44.5	\$515	\$22,918	50	\$524	\$26,200
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	73		\$202,575	96		\$267,417	113		\$314,130	129		\$360,907	145		\$408,150
D+E = F - Total Personnel Benefits	86		\$236,950	113		\$313,641	134		\$380,715	151		\$422,819	172		\$498,000
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	18		\$248,375	23.5		\$336,684	28.5		\$386,506	30		\$400,655	37		\$527,673
B+E = H - Total	98		\$1,046,575	129		\$1,410,217	152		\$1,675,630	173.5		\$1,941,607	195		\$2,213,650

ASHVILLE MATH AND SCIENCE ACADEMY

Instructional Personnel (Salary & Benefits)														
G+H = J - TOTAL PERSONNEL	116		\$1,294,950	152. 5		\$1,746,901	180. 5		\$2,062,136	203. 5		\$2,342,262	232	\$2,741,323

Operations Budget: Expenditure Projections 2016-17 through 2020-2021

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	Administrative & Support:					
Office:	Office Supplies	\$2,000	\$2,450	\$3,000	\$3,675	\$4,500
	Paper	\$1,000	\$1,500	\$2,000	\$3,500	\$4,500
	Computers & Software	\$40,000	\$45,000	\$45,000	\$45,000	\$45,000
	Communications & Telephone	\$8,500	\$10,000	\$11,500	\$12,500	\$14,000
	Copier leases	\$7,500	\$15,000	\$15,000	\$15,000	\$15,000
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$20,000	\$25,000	\$30,000	\$35,000	\$35,000
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$5,000	\$6,125	\$7,500	\$9,000	\$9,000
	Other Professional	\$0	\$0	\$0	\$0	\$0
Facilities	Facility Lease/Mortgage	\$300,000	\$330,000	\$363,000	\$399,300	\$439,239
	Maintenance	\$9,000	\$10,000	\$11,000	\$12,000	\$13,000
	Custodial Supplies	\$5,000	\$5,500	\$6,000	\$6,500	\$7,500
	Custodial Contract	\$30,000	\$32,000	\$34,000	\$36,000	\$37,000
	Insurance (pg19)	\$12,607	\$12,985	\$13,375	\$13,776	\$14,189
	Other	\$3,000	\$4,000	\$5,000	\$6,000	\$7,000
Utilities	Electric	\$26,000	\$27,500	\$30,000	\$33,000	\$37,000
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$3,500	\$4,000	\$4,750	\$6,000	\$7,000
	Trash	\$2,000	\$2,500	\$3,000	\$3,500	\$4,000
Transportation	Buses	\$2,500	\$3,000	\$3,500	\$4,000	\$4,500
	Gas	\$0	\$0	\$0	\$0	\$0
	Oil/Tires & Maintenance	\$0	\$0	\$0	\$0	\$0
Other	Marketing	\$20,000	\$15,000	\$10,000	\$10,000	\$10,000
	Child nutrition	\$15,000	\$18,000	\$21,600	\$25,920	\$31,104
	Travel	\$3,000	\$3,500	\$4,000	\$4,500	\$5,000
	Other	\$10,000	\$12,500	\$15,000	\$20,000	\$25,000
	K - TOTAL Administrative & Support Operations	\$525,607	\$585,560	\$638,225	\$704,171	\$768,532
	Instructional:					
Instructional Contract	Staff Development	\$15,000	\$20,000	\$25,000	\$30,000	\$35,000

ASHVILLE MATH AND SCIENCE ACADEMY

Classroom Technology	Software	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Books and Supplies	Instructional Materials	\$155,000	\$155,000	\$155,000	\$160,000	\$160,000
	Curriculum/Texts	\$50,000	\$40,000	\$40,000	\$40,000	\$40,000
	Copy Paper	\$6,000	\$7,350	\$8,500	\$10,000	\$12,000
	Testing Supplies	\$5,000	\$6,500	\$7,500	\$8,750	\$10,000
	Other	\$25,000	\$3,500	\$4,500	\$5,000	\$5,000
	L - TOTAL Instructional Operations	\$281,000	\$257,350	\$265,500	\$278,750	\$287,000
	K+L = M - TOTAL OPERATIONS	\$806,607	\$842,910	\$903,725	\$982,921	\$1,055,532

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
J - TOTAL PERSONNEL	\$1,294,950	\$1,746,901	\$2,062,136	\$2,342,262	\$2,741,323
M - TOTAL OPERATIONS	\$806,607	\$842,910	\$903,725	\$982,921	\$1,055,532
J+ M =N TOTAL EXPENDITURES	\$2,101,557	\$2,589,811	\$2,965,861	\$3,325,183	\$3,796,855
Z - TOTAL REVENUE	\$2,277,391	\$2,757,887	\$3,251,241	\$3,744,596	\$4,237,951
Z - N = SURPLUS / (DEFICIT)	\$175,834	\$168,077	\$285,381	\$419,414	\$441,096

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.

Enrollment: The school will initially have grade levels K-6 and each grade will have two classes of students with 22-24 students per class. AMSA will add a grade level each year as the enrolled students progress and increase the number of classes by one, beginning with kindergarten. For example, in year 2, grade 7 will be added and an additional kindergarten class will be added to continue to increase enrollment. Hence, there will be 14 classes in the first year and number of classes will increase by 3 every year. This will add approximately 72 students each year.

Personnel: AMSA will hire teachers and school staff according to the projected classes and offered courses. For K-3 classrooms, a class teacher and specialized teachers will deliver courses such as Art, Music and PE. After the 3rd grade, math, science and language arts divisions departmentalize as aligned with the core mission of the AMSA. The teachers with specialized degrees will teach these courses.

Operational Costs: In addition to the conventional operational costs for instructional supplies, materials, and facility costs, the budget includes purchase of specialized services to aid teachers to assess the students levels and teach specialized courses in the STEM fields as well as language arts. For example, the proposed budget includes MAP testing, which is essential for determining student level in the beginning of the school year. Budget also includes resources to help students with tutoring and education of EC students and at-risk students.

Break-even point: The budget projections are adequate for the proposed operation of the school. The break-even point for the first year of student enrollment is 305 students, which is 27 students lower compared to the proposed enrollment.

If the revenues are lower than the anticipated, grant applications, fundraising activities will be used to cover the deficit.

Demand for the School: Increasing the number of students who are proficient in vital STEM fields has been set as a national priority where the current percentage of American high school seniors (16%) falls short in matching the projected increase in STEM jobs (see:<http://www.ed.gov/stem>). The national and state-wide strategies to reduce this demand-and-supply mismatch require more K-12 institutions like AMSA.

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

The proposed school budget is planned with a cushion amount as a protection of the school from deficit that could result from less than anticipated revenues. In the case that revenues are less than the anticipated amounts, the school has a contingency plan that will be executed as the budget and spending is monitored very closely with the financial oversight committee. Namely the plan is to reduce the payroll by 3%, facility costs by 1% and instructional supplies by 1%. For the first year, this will provide an additional \$175.8K to the projected surplus.

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

The core operation of the school solely depends on state, local funds per pupil and federal EC funds. There is no commitment from any other sources nor is there the need for such sources for the core operation. However, the board will apply to federal implementation grants for charter schools. The school also will fundraise for science fairs and for engagement in STEM related competitions.

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

12-14 student per teacher ratio

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

Accounting: AMSA will employ an accountant for managing accounting activities.

Purchasing: School purchasing policies are determined by the existing bylaws. All checks shall be signed by any of the two Board members, or any Board member and the Principal. The Principal and the assistant principal can sign the checks for recurring expenses, and expenses that are not exceeding \$5,000. Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the Principal or treasurer or by any officer or agent who may be authorized by the Board to do so.

Payroll: AMSA School will use existing ISIS system managing payrolls.

Audit: An independent audit company approved by the NC Local Government Commission (LGC) will perform the financial audit of the school annually.

Contracted Services: AMSA expects to contract external companies for education related services. For example the school will receive contracted services for EC speech occupational therapy, psychological evaluations, financial audits, and janitorial services. These service providers are selected through a bidding process as regulated by NC State codes. At least three companies bid to contract for a service. The Board reserves the right to interview the winning bidder before approving the contract.

Financial Oversight: The accounting and budget projection will be strictly monitored by the Board in each monthly Board meeting. In order to achieve the projected annual figures in the budget and maintain the financial strength of the school, the Board will establish a financial oversight committee to assess the priorities of the school and provide feedback and

guidance to the purchasing and accounting.

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

Curricular offerings: Teacher hirings, instructional materials and supply purchases are aligned coherently with the schools mission. For example: All math and science teachers are required to be certified and to have BS degree in relevant majors. All of the classrooms are equipped with smart boards. All teachers are provided with a laptop. The purchased science curriculum includes experimental kits for hands-on, inquiry based education. The school will organize regional science fairs and attend regional, national and international science fairs. For assessment of students' math and reading skills, school will purchase MAP testing. The instructional supplies also include purchase and subscription of online resources such as Study Island, learning A-Z, educationcity.com, ED helper, learning.com and online student tracking systems. In addition to these items, the budget also includes purchase of "interactive response system", a wireless remote kit that facilitates active student engagement in the class for specifically teaching STEM related subjects. The budget also includes supplementary curriculum for education of EC students.

Transportation plan: The school will be located in an easily accessible location in Buncombe County. The budget does not include any additional transportation item. Details of the transportation plan are explained in the previous sections.

Professional development: Staff professional development is very important for continuing success of the school. Therefore starting from the first year budget includes staff development allocations, which will be used for teacher workshops, and teacher conferences.

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

The Board recognizes its responsibility to establish an unreserved fund balance in consideration of unanticipated costs or revenue shortfalls. Consequently, the Board will direct the Principal to manage the adopted budget in such a way to ensure (strive for), at a minimum, an unreserved ending fund balance of no less than 3 to 8 percent of the general fund budget. To achieve this, the Board will review monthly a variety of factors with potential impact on the charter school's budget including the predictability and volatility of its expenditures; the availability of resources in other funds as well as the potential drain upon general fund resources from other funds; liquidity; and designations.

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

The school facility will be rented in the first years. The stable and increasing enrollment combined with our experienced board with successful history will enable the expansion, relocation and new development for the ownership of the facilities as an investment. For this, the resources that will be relied on include the existing reserves, ongoing percentage of revenue, public/private fundraising and seeking other funding alternatives (bond, loan, lease etc.)

6. *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.
The school will not have assets from other sources.

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?

For financial Compliance, internal control and safeguarding the assets, regardless of the amount, we will use "Purchase Order (PO)" system for all purchases. AMSA Board will establish an internal control mechanism to ensure that proper internal approval protocol is followed. The PO system not only will provide us an ability to track expenses with respect to allocated budget amount automatically, but will also help us establish a sense of accountability and responsibility in using public money. The principal can authorize purchasing up to \$5000, while any expense exceeding that amount has to be approved by the board/ or a member of the board who is authorized to sign. We require that regardless of the amount, there are always 2 signatures on the face of each check. Bank reconciliation will be done by the accountant at the end of each month and reviewed/ approved (if necessary) by the board treasurer. We will also establish a financial oversight committee among the admin team, board members and external consultants to ensure that the monthly budget report is periodically reviewed and necessary recommendation/actions are taken in a timely fashion to prevent over estimation or over expenditures.

Safeguarding the Assets: All assets will be tagged with a barcode and recorded in an excel spreadsheet according to the source of funding. For example, an asset bought by using federal grant is tagged with red label, state grant with blue and local fund yellow. All items at risk will be kept in a locked room or cabinet with an access control system. Students and employee personal files are to be kept in a safe room in fire-proof cabinets with daily log of access. During the first year the Assistant Principal and then the Custodian will watch over these items. The asset list will be checked at the end of every quarter by 2 people.

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

not applicable

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.

Following Audit service providers discussed in the board:

- 1)LB&A, Certified Public Accountants, PLLC
212 W. Matthews St Suite 102 Matthews, NC 28105
704.841.1120
- 2)Petway Mills & Pearson, PA
806 North Arendell Avenue, Zebulon, NC 27597
Tel:(919)-269-7405
Fax:(919) 269.8728
- 3)Davis + Davis CPAs
115 S. St. Marys Street, Suite A Raleigh, NC 27603
Tel:800-494-4330

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 26, 2014 5:00 pm EDT deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

**Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of September 26, 2014 5:00 pm EDT. 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).

amsa2015

Date: 09/25/2014

Applicant Signature:

The foregoing application is submitted on behalf of ASHVILLE MATH AND SCIENCE 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: amsa2015

Board Position: Yavuz KORUK, Board President

Signature: _____

Date: 09/25/2014

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

Notary Public

Official Seal

My commission expires: _____, 20____.

