



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Community Academy Charter Public School

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: Community Academy Charter Public School

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

Name of non-profit organization under which charter will be organized or operated: *Edwards Community Center of Wayn eCounty*

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: *Joseph L. Seay*

Title/Relationship to nonprofit: *Board Member*

Mailing address: 504 Plantation Road
Goldsboro NC 27534

Primary telephone: 609-923-0241 Alternative telephone: 919-584-2963

E-Mail address: josephlseay@hotmail.com

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

County: WAYNE

LEA: 960-Wayne County Public Schools

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

No:

Yes:

If so, provide the name of the third party person or group. Bakerconsulting

List the fee provided to the third party person or group. \$3000

Provide a **full** detailed response of the assistance provided by the third party person or group while preparing this application and when the assistance will end.

Prepared the Application

Prepared the Appendices

Prepared the Preliminary Budget

Assisted in all aspects of the completion of all phases of three areas listed above

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

No:

Yes:

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? Edwards Community Center of Wayn eCounty

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No:

Yes: X

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	06,07,08	120
Second Year	06,07,08,09	190
Third Year	06,07,08,09,10	240
Fourth Year	06,07,08,09,10,11	290
Fifth Year	06,07,08,09,10,11,12	350

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.

jakelou
Signature

Curtis E. Edwards
Title

jakelou
Printed Name

09/26/2014
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:

Mission Statement :

THE MISSION OF COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL (CAPCS) IS TO PROVIDE THE HUMAN RESOURCES AND MATERIALS TO PREPARE ALL STUDENTS TO ACHIEVE TO HIS OR HER HIGHEST ACADEMIC POTENTIAL AND TO ACQUIRE THE SOCIAL SKILLS HE OR SHE WILL NEED TO BE SUCCESSFUL IN THE 21ST CENTURY.

Clearly describe the mission of the proposed charter school:

Community Academy Public Charter School (CAPCS) is driven to achieve a vibrant learning community that goes beyond event and test driven learning. Our academic community of board, faculty, staff, students, and parents will serve as committed stakeholders in providing opportunities for development of excellence in educational (developing strengths), academics (college preparation) and scholarship (preparation for a proactive life of learning).

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.*

Educational skill is not defined by race, gender or religion. Educational skill is defined by each students unique strengths and educating those strengths into knowledge and skills. Based on form surveys on the Internet and public community meetings it was determined that our location lacked in schools that provided the requisite education skills students will need in order to score at the proficient or above level or meet the Annual Measurable Achievement Objectives (AMAOs)-- on the state of North Carolina High-Stakes testing.

Indian	Asian	Hispanic	Black	White
2.0%	2.0%	12.0%	75.0%	9.0%

- 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).*

Wayne County Public ADM was 13,791 for the K-8 2012-2013 LEA Community Academy Public Charter School will start at 120 students and grow to 350 which is 3.3% to 6.6% of total ADM.

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

The need for the Community Academy Public Charter School approach to the gifts and talents of each student is foundational to all transformational strengths-based leadership education. It is based on its unique mission, vision and strategy in developing students, parents, teachers and administrators to their full potential, above and beyond immediate and necessary roles in academic success. In the surrounding Wayne County schools, while there is an academic emphasis for select students identified as gifted students according to North Carolina state law for K-12 (AIG) students, there are no schools which are based on dedicated, proven research that all students have gifts and talents that can be systematically developed as researched and established by both The Gallup Organization and Dr. Stephen R. Covey. The

Community Academy Public Charter School approach to the gifts and talents of each student is foundational to all transformational strengths-based leadership education. While the initial programs offered by the School will have most of the best educational practices of comparable existing schools, we will add a unique foundational focus on talent, character, emotional and leadership development within The Gallup Path as pioneered by Dr. Donald O. Clifton, founder of The Gallup Organization and strengths based founder - Soar

With Your Strengths (Clifton & Nelson, 1996); Now Discover Your Strengths (Buckingham, Clifton, 2001); The Gallup Path (Clifton, 2002), Building Engaged Schools (The Gallup Organization: Gordon & Crabtree, 2006) and Dr. Stephen R. Covey author of The 7 Habits of Highly Effective People (Covey 1989); The Leader in Me (Covey 2008);

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.*

Community Academy Public Charter School (CAPCS) is driven to achieve a vibrant learning community that goes beyond event and test driven learning. Our academic community of board, faculty, staff, students, and parents will serve as committed stakeholders in providing opportunities for development of excellence in educational (developing strengths), academics (college preparation) and scholarship (preparation for a proactive life of learning).

One theme that will be used throughout the school is best conveyed in the following quote,

"Factual knowledge alone is thus no longer the great differentiator between those who succeed and those who do not. Instead the individuals who are emerging as the new winners - the new thrivers of the twenty-first century are those who possess above average creativity, strong analytical skills, a knack for foresight, and, surprise, good people skills. If we are putting all of our efforts on the almighty test scores alone, I am quite afraid that we are going to create a generation of children who know how to do nothing well but take a test well. " (Muriel Summers, Director A. B. Combs Elementary, *The Leader in Me* (Covey, 2008))

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.*

Community Academy Public Charter School (CAPCS) will create new professional opportunities for teachers by helping them identify their strengths, via the Gallup Path and giving them the leadership tools by Covey so that they can set the culture in their classrooms and school. Each teacher will be given strengths assessments and professional seminars so that they can not only understand their strengths but those of the students they teach. Teachers will be required to follow the core curriculum; however, they will be encouraged to present that curriculum in a variety of ways through differentiated instruction. Six instructional strategies will be utilized throughout all subject areas: integrative units, small group activities, product-based learning, classroom workshop, authentic experience, and reflective assessment. All units of study will be built around these foundations of successful instruction.

Students will be active, engaged participants at Community Academy Public Charter School. There will be more experiential learning, more student choice, more goal setting, and more collaboration. Using higher thinking skills, curriculum mapping, and a variety of instructional methods, units of study will be designed around the needs of the students.

Professional strategies at Community Academy Public Charter School will include the following:

- * Three hour collaborative planning sessions with other Teachers each week
- * Extensive professional development such as Strengths Based Gallup Seminars
- * Curriculum Mapping
- * Building curriculum plans based on the needs of the students

Community Academy Public Charter School will measure enduring student success through a synthesis of data via the Gallup Student Poll, the Gallup StrengthsFinder Assessment (StrengthsExplorer and StrengthsQuest), the Measures of Academic Progress (MAP) by Northwest Evaluation Associates, the North Carolina READY Initiative, the National Assessment of Educational Progress (NAEP) and other best practice data sources that best assist teachers, administrators and school leaders in having the most complete understanding and holistic progress of each Community Academy Public Charter School student. The data necessary to measure enduring success will come from the goals below which then will drive a Quarterly benchmarking with Balanced Scorecard which is a tool that helps monitor performance against CAPCSs Mission and Goals.

Goal 1: The primary goal of CAPCS is to improve student learning by assisting its students in reaching academic excellence.*

Goal 2: CAPCS will provide a supportive learning environment for students.*

Community Academy Public Charter School

Goal 3: CAPCS will proactively assist its students in reaching academic excellence in the specific North Carolina state required core curriculum.*

Goal 4: CAPCS will consistently provide leadership development opportunities for its students by cultivating and training students to be leaders through community roles and responsibilities at the local school level as well as within the community.*

Goal 5: CAPCS will reach academic excellence based upon North Carolina READY and/or national AYP ratings.* * See Appendix R-4 for detailed measurements for each goal

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

Since Leaders are not unique to one industry or subject a variety of Core Knowledge will be presented at Community Academy Public Charter School. (CAPCS) expects to raise leaders in Language Arts, History and Geography, Visual Arts, Music, Mathematics, and Science. In Appendix B contains the Core Knowledge sequence for each topic along with its sequence for 6-12. A sample course scope is included for Mathematics grades 6, 7, 8, and 10 from the Core Knowledge Sequence.

Students need a curriculum that aligns both knowledge and thinking skills to maximize their success and prepare them for leadership roles in the future. (CAPCS) has adopted Core Knowledge Sequence as its curriculum basis since it will give our students better context to make leadership decisions for theirs and others strengths and thus accomplish the Mission of the school

that develops a legacy of leadership and learning for each child.

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.

Community Academy Public Charter School (CAPCS) will create new professional opportunities for teachers by helping them identify their strengths, via the Gallup Path and giving them the leadership tools by Covey so that they can set the culture in their classrooms and school. Each teacher will be given strengths assessments and professional seminars so that they can not only understand their strengths but those of the students they teach.

Teachers will be required to follow the core curriculum; however, they will be encouraged to present that curriculum in a variety of ways through differentiated instruction. Six instructional strategies will be utilized throughout all subject areas: integrative units, small group activities, product-based learning, classroom workshop, authentic experience, and reflective assessment. All units of study will be built around these foundations of successful instruction.

Students will be active, engaged participants at Community Academy Public Charter School. There will be more experiential learning, more student choice, more goal setting, and more collaboration. Using higher thinking skills, curriculum mapping, and a variety of instructional methods, units of study will be designed around the needs of the students.

Professional strategies at Community Academy Public Charter School will include the following:

- * Three hour collaborative planning sessions with other Teachers each week
- * Extensive professional development such as Strengths Based Gallup Seminars

- * Curriculum Mapping
- * Building curriculum plans based on the needs of the students

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.

Community Academy Public Charter School will measure enduring student success through a synthesis of data via the Gallup Student Poll, the Gallup StrengthsFinder Assessment (StrengthsExplorer and StrengthsQuest), the Measures of Academic Progress (MAP) by Northwest Evaluation Associates, the North Carolina READY Initiative, the National Assessment of Educational

Progress (NAEP) and other best practice data sources that best assist teachers, administrators and school leaders in having the most complete understanding and holistic progress of each Community Academy Public Charter School student. The data necessary to measure enduring success will come from the goals below which then will drive a Quarterly benchmarking with Balanced Scorecard which is a tool that helps monitor performance against CAPCSs Mission and Goals.

Goal 1: The primary goal of CAPCS is to improve student learning by assisting its students in reaching academic excellence.*

Goal 2: CAPCS will provide a supportive learning environment for students.*

Goal 3: CAPCS will proactively assist its students in reaching academic excellence in the specific North Carolina state required core curriculum.*

Goal 4: CAPCS will consistently provide leadership development opportunities for its students by cultivating and training students to be leaders through community roles and responsibilities at the local school level as well as within the community.*

Goal 5: CAPCS will reach academic excellence based upon North Carolina READY and/or national AYP ratings.* * See Appendix R-4 for detailed measurements for each goal

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.*

Students need a curriculum that aligns both knowledge and thinking skills to maximize their success and prepare them for leadership roles in the future. (CAPCS) has adopted Core Knowledge Sequence as its curriculum basis since it will give our students better context to make leadership decisions for theirs and others strengths and thus accomplish the Mission of the school that develops a legacy of leadership and learning for each child.

"The idea behind the Core Knowledge Sequence is simple and powerful: knowledge builds on knowledge. For the sake of academic excellence, greater fairness, and higher literacy, Core Knowledge provides a core curriculum that is coherent, cumulative, and content-specific in order to help children establish strong foundations of knowledge, grade by grade.

If all of our children are to be fully educated and participate equally in civic life, then we must provide each of them with the shared body of knowledge that makes literacy and communication possible. This concept, central to the Core Knowledge Foundations goal of excellence and equity in

education, takes shape in the Sequencea pioneering attempt to outline the specific core of shared knowledge that all children should learn in American schools." <http://www.coreknowledge.org/sequence>

The curriculum will prepare students for end of grade assessments in the READY accountability model such as Math, English Language Arts and Science, topics already a basic component of the Core Knowledge Sequence.

- 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.*

All students at Community Academy Public Charter School will have the opportunity to experience core academic subjects through a variety of instructional methods. The variety of methods and approaches will meet many different learning styles and academic strengths, increasing the chances for student success. The Academic Director will work with teachers on a variety of instructional strategies to make their planning and teaching times more productive. Curriculum mapping will allow teachers to group goals from the Standard Course of Study in ways to maximize the available class time and to minimize goals learned in isolation.

Community Academy Public Charter School will proactively achieve its mission and vision by using a clear, collaborative and success oriented process which establishes and promotes the best culture for whole child development based on the School Success Pyramid (See Appendix S). The School Success Pyramid represents a synthesis of the research, principles and processes of Dr. Donald Clifton and Dr. Stephen Covey. (CAPCS) will be driven by its culture of collaborative responsibility with parents for the enduring life success of all of its students, above and beyond their immediate and necessary academic success

Specific strategies will be used to fulfill the School Success Pyramid (See Appendix S) based on the School House Strategic Process (See Appendix T). The School House Strategic Process is built on the guiding principles of the Gallup Path and the Covey 7 Habits as measured and assessed via Balanced Scorecard. The School House Strategic Process represents a synthesis of the research, principles and processes of Dr. Donald Clifton, Dr. Stephen Covey and Muriel Summers. As described by Dr. Covey and Muriel Summers, the school house model is a "visual blueprint", or strategy for teaching. While the Gallup Path, Covey 7 Habits and Balance Scorecard within the School House Strategic Process are a constant foundation for the School, the door and windows represent current leading practices which are flexible as further research and other proven best practices evolve in the field of education.

Community Academy Public Charter School will actively provide an ongoing assessment and evaluation of goals at the student, class and school levels as listed above via utilization of: 1) the Northwest Evaluation Associates (NWEA) Measures of Academic Progress (MAP) at least three times academic year, 2) the Iowa Basic Test where possible, and 3) all assessment and testing requirements required by the North Carolina State Board of Education under the North Carolina Testing Program (including READY and AYP required testing). All performance assessments and evaluations of students and the

school shall be correlated within the globally recognized Balance Scorecard benchmarking process. Balance Scorecard is a strategic planning and management system used to align organizational activities to the vision and strategy of the COMMUNITYACADEMY PUBLIC CHARTER SCHOOL (CAPCS) organization, improve internal and external communications, and monitor organizational performance against strategic goals.

Community Academy Public Charter School will be the first public charter middle school/high school in the Wayne County community that actively focus on and fully utilize proven, measurable talent development education for the development of the whole child helping meet the needs of the targeted student population. The combination of the proven, measurable aspects of talent development via The Gallup Organization and the proven, qualitative character and leadership principles of Covey will provide a unique whole child education process above and beyond what North Carolina Standard Course of Study requires. Significant influence in the (CAPCS) educational model is based on the consistently strong success Muriel Summers and her staff at A. B. Combs Elementary in Raleigh, N.C. in applying the Covey 7 Habits. By recognizing that eac

- 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.*

Since Leaders are not unique to one industry or subject a variety of Core Knowledge will be presented at Community Academy Public Charter School. (CAPCS) expects to raise leaders in Language Arts, History and Geography, Visual Arts, Music, Mathematics, and Science. In Appendix B contains the Core Knowledge sequence for each topic along with its sequence for 6-12. A sample course scope is included for Mathematics grades 6, 7, 8, and 10 from the Core Knowledge Sequence.

- 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?*

Since Leaders are not unique to one industry or subject a variety of Core Knowledge will be presented at Community Academy Public Charter School. (CAPCS) expects to raise leaders in Language Arts, History and Geography, Visual Arts, Music, Mathematics, and Science. In Appendix B contains the Core Knowledge sequence for each topic along with its sequence for 6-12. A sample course scope is included for Mathematics grades 6, 7, 8, and 10 from the Core Knowledge Sequence.

- 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.*

The calendar is designed to give students and teachers not only sufficient time learning how to be a leader but also time to spend away from their studies for greater reflection. It is believed that great leaders need to have balance in their lives by experiencing more than just what is in the classroom so extended summer and winter breaks are scheduled. Some Holidays were selected to commemorate and help students recognize a few of the great

leaders in the world.

CAPCS will use 185 days as instructional days and 1,025 hours as the total instructional hours

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.*

Community Academy Public Charter School will utilize a Response to Intervention (RTI) approach to address learning and behavioral problems. We will provide high quality instruction and intervention matched to student need, monitor progress frequently to make decisions about change in instruction or goals, and apply child response data to important educational decisions, such as need for remediation.

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.*

In the first year of operation, students will be screened by a trained educator, via a Dynamic Indicators of Basic Early Literacy Skills (DIBELS) measure for both reading and literacy as a snapshot to determine surface discrepancies of fundamental content skills. The DIBELS are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. The measures were developed to assess student development of phonological awareness, alphabetic understanding, and fluency with the code. The DIBELS measure will continue to be administered at the end of each nine week period to only students identified as needing monitoring via the Response to Intervention (RTI) model.

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.*

CAPCSs holistic approach to helping ELL students involves implementing ELL curricula that includes an emphasis on high-level or higher order thinking and the mental processes of application, analysis, synthesis, and order evaluation. ELLs need these skills to pass high stakes tests, compete in a high-stakes global job market and initiate social change.

Strategies that may be put in place to assist the ELL students are:

- * Provide English language learners access to English speaking peers

- * Ensure teachers do not force production of English before students are ready
- * Utilize various sources of literature to inspire learning and literacy
- * Respect the students primary language and culture
- * Ensure that teachers utilize a variety of student-centered methodologies with English language learners
- * Encourage the use of content-based sheltered English methodologies in the classroom

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)*

Community Academy Public Charter School recognizes that gifted students have special educational needs and hence, require specialized programming that goes beyond that ordinarily provided by regular classroom/school programs. In response to the needs of gifted students, the School will establish and maintain a school culture that values, promotes and recognizes excellence; stimulates students to pursue higher level goals and aspirations; provides learning activities at an appropriate level and pace; provides a variety of learning activities that supplement or extend requirements of the curriculum; and fosters on-going professional development to enable school staff to enhance their ability to meet the needs of gifted students.

Community Academy Public Charter School may employ a number of different administrative and organizational strategies in the delivery of its program for gifted students. These strategies include cross-grade or multi-age grouping, course and/or grade advancement, independent study, and seminars and tutorials.

Intellectually gifted students will be monitored and evaluated throughout year and advancement may continue throughout the school year depending on the students response to the intervention. A system of graphing concrete data for visual analysis will be provided by the classroom teacher to the parent and stakeholders involved in the interests of educating the individual learner. Curriculum may be further altered to match the skills

and learning of the intellectually gifted students.

If such services are deemed appropriate, the IEP / 504 Team and the school administration will make arrangements for additional, supportive services to be secured. Some of these possible services to be secured may include speech, assistive technology, transition services, mental health, and vocational rehabilitation.

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.*

All students identified as qualifying for services under IDEA or 504 will be referred by the parent or teacher to the Academic Director. A team composed of the students teachers, parent/guardians, student, and Academic Director (IEP / 504 Team) will convene to discuss the educational program designed to meet the individual students needs. Methods of evaluation of current skill levels may include prior test results, grades, portfolio assessments, standardized tests, observations and teacher recommendations. These possible variances in performance are not limited to academic area, but may include social or emotional factors. Corrective action plans, including intervention by the school staff will be developed in cooperation with the parents.

Community Academy Public Charter School will implement comprehensive K-8 universal screening measures to be determined during the continued planning phase. We will use the NWEA Measures of Academic Progress (MAP) tool. The assessment program will include benchmark assessments (3 times per year) as well as progress monitoring assessments (conducted either weekly or every 3 weeks, depending on student risk level). The school will gather formative assessment data and the faculty will collaborate to make data-based instructional decisions via the Intervention Advancement Team, IAT that meets biweekly or monthly.

This data will be a secondary source of information displaying the progress of the individual student receiving science-based interventions from the IAT. The IAT will include, at a minimum, parents, the regular classroom teachers, the Director or the Academic Director, and a representative special education teacher.

First we will determine all students that have a 504. We then will contact the parents to see if they have a copy of while simultaneously contacting the school district subject to all laws for conveying such information.

All student files are considered confidential. Student records, including IEPs, intervention methods, evaluations, etc. will be maintained in the main office of (CAPCS) (including filed hard copies and digital copies maintained through secured computers) and only be available to members of the IEP team as identified on IEP forms and others as specified only under the Family Education Rights and Privacy Act

The records of students identified as eligible for services through IDEA or 504 will follow federal mandates. These records become a part of the students permanent file that is maintained in a highly secure and fire proof area. All records will be maintained as

required under the Family Education Rights and Privacy Act (FERPA). As prescribed by Federal and associated State laws, an Individual Educational Plan (IEP) will be developed for each special education student. IDEA requires that students by the age of 14 be provided with an annual meeting for the purpose of discussing possible transition services. The school shall invite the parent and a student of any age with a disability to attend the IEP meeting if the purpose of the IEP meeting will be the consideration of transition services. This may include discussion concerning what the student wants for his or her future, what needs or challenges are perceived as barriers to reaching student goals, and what accommodations and supports will aid the student's efforts. Annual goals, short term objectives, statement of interagency responsibilities, statement of participation in state and district-wide tests and a list of special education and related services to be provided will be a part of the IEP. The IEP / 504 Team for the student will determine if services outside the school are required for a student.

Students at Community Academy Public Charter School with active Individualized Education Plans (IEPs) will automatically be assigned to Tier 2 and Tier 3 interventions. Student who enroll at Community Academy Public Charter School with a score of 3 or below on the most recent READY test will. If such services are deemed appropriate, the IEP / 504 Team and the school administration will make arrangements for additional, supportive services to be secured. Some of these possible services to be secured may include speech, assistive technology, transition services, mental health, and vocational rehabilitation.

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.*

Based on the best approximation of the academic profile we anticipate will attend (CAPCS) we estimate that our prospective student body will approximate 70% proficiency according to NC READY standards. Our performance standards are more closely tied to AYP (Annual Yearly Progress) and individual progress of each student at whatever level we encounter them. The (CAPCS) charter has been developed so as to achieve an overall school standard of 75% achievement of all state standards within two years.

In addition to State and Federal mandated tests, (CAPCS) will measure enduring student success through a synthesis of data via: 1) the Gallup Student Poll, 2) the Gallup Student StrengthsFinder

Assessment, and 3) the Measures of Academic Progress (MAP) by Northwest

Evaluation Associates. This data will contribute to the Balanced Scorecard to identify gaps and be able to adapt curriculum to opportunities. See Appendix R-7 for greater details.

For grades six to eight students need to receive a passing grade, "D" or higher in Science, Math, Language Arts/English, History and Geography. Students not meeting passing in Language Arts/English and Mathematics after eighth grade will be retained. Credit recovery options will be provided for students not meeting requirements in sixth grade mathematics.

High School Graduation Requirements

This section has to be gotten from the Internet (CAPCS) will be for students in grades 6-8 and 9-12.

(see appendices)

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.*

Good leaders are created through respect for self and others. To help all students develop respect and strong leadership abilities, Community Academy Public Charter School will require good manners, appreciation for property, honesty, punctuality, reliability, and responsibility from all students, staff, parents, and community participants. We fully expect the focus on ethics and decision-making to lead to an environment where good character is important to all. (CAPCS)s intention is to praise rather than to reprimand whenever possible. Nonetheless, if redirection is necessary due to disruptions to others learning experiences, offence guidelines will be enforced.

In the event that a student needs specific guidelines, certain offenses are stated below which would include, but are not limited to, these suggestions. Community Academy Public Charter School has adopted a description of violations defined as Class I, II, or, III offenses as specifically detailed within the Student Parent Handbook. SEE Appendix C. Students who exhibit any Class I offenses may receive a 1 day in-school suspension. A Class II violation will result in temporary suspension from (CAPCS) for up to 5 days. To re-enter the school, the student must show evidence that indicates that he or she is now focused on academic, motivational, and behavioral aspects of his or her life. Any student accumulating 10 days or more of out-of-

school suspension or committing any Class III offenses will be expelled from the school and may not re-apply.

Day-to-day application of the discipline code will be the responsibility of the classroom teacher, the Grade Leader, and the Director. Student disciplinary issues, which may be the result of an existing student condition, will be evaluated on a case-by-case basis. A procedure for appeal will be available for consideration by the Director and the (CAPCS) Board. All Class III offences will be automatically appealed.

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.

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: Edwards Community Center of Wayne County

Mailing Address: 504 Plantation Road, Goldsboro NC

City/State/Zip: Goldsboro NC 27534

Street Address: 504 Plantation Road

Phone: 919-584-2963

Fax: 919-584-2963

Name of registered agent and address:

Curtis E. Edwards
504 Plantation Road
Goldsboro, NC 27534

FEDERAL TAX ID: 26-2423272

Tax-Exempt Status 501 (c)(3)

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

X Yes (copy of letter from federal government attached: Appendix E)

No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board	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?
Melissa Barnes Grimes	Member	GREENE	Testing Director	Teacher	N
Andra Hall	Treasurer	LENOIR	Correctional Officer	None	N
Joseph L. Seay	Member	WAYNE	Retired Director	Educational Leadership	N
Kenisha Simmons	Member	WAYNE	Teacher	Teacher	N
Ron Dortch	Member	WAYNE	Youth Director	None	N
Minnie E. Gillis	Secretary	WAYNE	Child Care Teacher	Teacher	N
Curtis E. Edwards	Chair	WAYNE	Retired	None	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 (CAPCS) Board functions, duties, roles and responsibilities are tied to three (3) primary roles: 1) Policy Formulation, 2) Decision Making and 3) Oversight/Evaluation as illustrated below.

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.*

(CAPCS) will be governed by a Board of Directors comprised of engaged advocates for the School Mission with diverse academic, leadership and business development backgrounds. The Board of Directors will be assisted by an educational consultant in establishing and maintaining an on-going development of the knowledge and skills of the Board of Directors necessary to best fill their respective roles and responsibilities to the School. The Director (who is the Head of School and Director) will be responsible for the education, evaluation and business affairs of the school as specifically delegated by the Board of Directors within the policies and procedures established by the Board of Directors, including hiring, student oversight, teacher development and volunteer coordination. The specific duties of the Board of Directors and the Director are provided in the (CAPCS) By-Laws. The primary key to the success of the (CAPCS) Board is their focus on their three primary roles as previously outlined above.

The structural relationships outlined above establish the legal authority and accountability of the (CAPCS) Board. The (CAPCS) Board is accountable to the State of North Carolina and to the enduring success of its students and

should primarily identify with students rather than the School management or staff. All (CAPCS) Board members are expected to put the welfare of (CAPCS) and its Mission, Vision and Strategy ahead of their personal benefit or convenience.

Above Board Functional Organization Chart duties will be compressed into five (5) roles until board is formally expanded to seven (7) members.

As the School enrollment grows, the Director and Academic Director roles will be supported by a Student Director and Curriculum Coach respectively. These roles together balance out the entire delivery of the School Mission so that the school can benefit from:

- 1) More ideas from more collaborative sources.
- 2) More involved and satisfied teachers/leaders in the School strategy and tactics.
- 3) Avoidance of over reliance on singular personalities and/or a detached, fragmented organization.
- 4) Functional staff engagement where the School leaders have to be more visionary and teach others what they are proposing rather than the typical top down vertical organization structure.
- 5) Flat organizations where people work best in organizations where people are the key resources.

* Grade Leaders represent their respective grade groups (the How and with Who this group has the primary focus on the individual student and teacher)

** Department Chairs represent core curriculum throughout all grade levels (the What and Why this group has the primary focus on pointing out the path and staying on it) assuring continuity, congruency and accountability.

Balance Scorecard will be used to monitor the performance of (CAPCS) in accordance with its mission and objectives. This scorecard will be reviewed quarterly to ensure that the school is true to its purposes. In addition MAPS, North Carolina READY Accountability and Iowa Basic will be used to monitor academic performance. These core metrics will be made available not only to the board but administrators to ensure all are working towards the same end and success of the school. The School Operating Structure illustrated above provides a much higher reliance on collaboration and leadership by (CAPCS) staff than a more traditional administrator intensive operating structure. The School Operating Structure above has been instrumental in the academic and operational success of Lake Norman Charter School from its onset.

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?*

(CAPCS) Board members have been self-selecting based on their mutual interests, common community organizations and mutual references by common colleagues in the Wayne County community. In addition they support a desire to develop leadership education.

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

Based on the (CAPCS) By-Laws in Appendix F, the (CAPCS) Board will generally meet monthly unless special circumstances require more frequent meetings.

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

The (CAPCS) Board anticipates utilizing The High Bar system for board training and governance as well as managing overall Board/Administration interaction/protocol. (CAPCS) Board training and development topics shown below shall be covered at least one per month and shall be completed within each fiscal year. All topics below shall be covered every fiscal year. Board participation in The High Bar is a mandatory Board obligation.

1. Review of Key Board Roles (Oversight, Accountability, Metrics, Evaluation)
2. Review/Evaluate Specific Success Drivers (Mission, Vision, Strategic Goals)
3. Recruitment, Orientation and Retention of Board Members
4. Public/NGO Financial Understanding for Board Members
5. Evaluating Director/School Administration
6. Creating Successful Annual Board Retreats
7. Fund and School Partner Development
8. Running Effective Board Meetings/Board Meeting Protocol
9. Board Self-Assessment/Evaluation Criteria
10. Review/Evaluate Special Education Overview, Plans and Success Measures
11. Review Board Committees (Work, Structure and Board Oversight)
12. Measure and Review Ongoing School Constituent Satisfaction
13. Developing Key Board Operating Processes (High Bar Orientation)
14. Review Legal Roles/Responsibilities of Board Members, By-Laws Policies
15. Review Hiring, Training, Professional Development, Employment Law

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 (CAPCS) Board shall adhere to the Board Code of Conduct and Conflict of Interest Policies shown in Appendix H. Any Board member that violates these policies will be removed from the Board where the overall Board is required under the By-Laws to remove any offending Board member. All (CAPCS) Board Members shall be required to submit a Board Member Compliance Letter affirming their individual compliance with the Code of Conduct and Conflict of Interest Policies prior to their becoming a Board Member as well as each year thereafter.

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

Two primary decision making concepts that the (CAPCS) board will utilize are summarized below by Eugene Smoley, Jr. and Oak Capital Group.

The decision making process that the (CAPCS) Board will use in developing School policies will follow the following principles (Smoley, Jr., Effective School Boards, 1999):

6. The Board will access and use relevant information. Relevant information comes from many sources, including School staff and the community. The Board will vet information to ensure it is accurate and balanced and use the information as an efficient guide for action. To be relevant, the information should also address Board concerns such as resolving immediate

crises and strengthening longer-term educational results.

7. The Board will discuss issues deliberately. This step ensures that Board discussions are systematic, objective and open and that Board members consider the information in context and give the time necessary to avoid forcing decisions prematurely. It also includes Board members being coached to put aside personal differences and hidden agendas and consider the merits of a particular situation or issue without prejudice. It presumes Board members are honest and forthright in their exchange of viewpoints.

8. The Board considers alternative actions. This practice shows that the Board has discussed different points of view, has heard from all sides and assessed the positive and negative consequences of various choices.

9. The Board works toward consensus. This step requires Board members try to find areas of commonality, tolerate differences and recognize the need for compromise in reaching agreement.

The (CAPCS) Board decision making process will be founded in best practice collaborative decision processes based on having clear Objectives, Actions, Risks and Resources. Each (CAPCS) Board decision will be based within an effective decision making framework similar to the OARR Checklist illustrated. (See Appendix R-8)

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.*

(CAPCS) Operating Committee Functional Organization

The (CAPCS) Operating Committee functions as the day-to-day collaborative body between the (CAPCS) Board and the (CAPCS) Administration. The Operating Committee facilitates the leadership development of School administrators, School staff, prospective board members and School students where practical. The Operating Committee is the primary venue where actual leadership talents, skills and knowledge is refined by each respective adult contributor in the School and otherwise modeled for School students.

The (CAPCS) administrative structure will consist of the Director and Academic

Director and include instructional support staff to comprise the School Leadership Team. The School Leadership Team will work in collaboration with a group of parents and community members that comprise the Operating Committee. The Operating Committee, as approved by the (CAPCS) Board, will be comprised of parents and community members that complement with the day-to-day roles of the School Leadership Team and not supplant the role of the School Leadership Team in leading the School day-to-day. The Operating Committee will collegially and constructively assist the Director and his School Leadership Team, under the direction of the (CAPCS) Board Vice-Chair and

the Director in fulfilling the Mission, Vision and Strategy of (CAPCS). The collaborative efforts of the School Leadership Team and the Operating Committee will be regularly facilitated each month via the monthly Operating

Committee meeting to further develop and enhance the School learning environment and curriculum to further stimulate and motivate all (CAPCS) students and teachers to reach excellence. The School Leadership Team will take the lead role in all Operating Committee functions required by the (CAPCS)

Charter and/or state law where all non-School Leadership Team members on the

Operating Committee shall function in supporting roles wherever deemed appropriate by the Director and the (CAPCS) Board Vice-Chair.

The combined Operating Committee and School Leadership Teams topics of focus will include the following areas:

- * curriculum development
- * selection and organization of materials
- * implementation of research-based instructional strategies
- * horizontal and vertical articulation of curriculum and instruction
- * data analysis for student and school improvement
- * staff development
- * mentoring, coaching of teaching staff
- * media services coordination
- * special education services coordination
- * parental involvement
- * technology integration
- * service learning
- * character education
- * guidance services for students
- * testing coordinator
- * student assessment coordination
- * scheduling

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

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

Examples of these rules include but are not limited to:

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

This list is not all-inclusive, and there may be other circumstances for which employees may be disciplined, up to and including immediate termination. (CAPCS) retains the discretion at all times to immediately terminate an employee or to decide what level or type of discipline is warranted, if any. Employees of (CAPCS) are at-will employees and can be

terminated at any time, without resorting to any type of discipline. (CAPCS) does not have to use any of the following steps of discipline, and does not have to use them in any particular order, but retains the discretion at all times to determine the nature and severity of discipline and/or termination.

In the event it becomes necessary to discipline an employee, the following steps of discipline may occur at the discretion of the Director and/or (CAPCS) Board:

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

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

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

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

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

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

d. The (CAPCS) Board Chair shall select three (CAPCS) Board members to review the appeal. This panel, in its sole discretion, may conduct any additional investigation that it deems necessary, including, but not limited to, interviews of the Director, the employee, or any other affected school employees. All deliberations and activities by the panel shall submit all of its proceedings to (CAPCS) legal counsel as confidential attorney-client privileged information and shall otherwise remain confidential.

e. The panel shall complete its investigation and submit its confide if a

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.*

X Not Applicable

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.

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

(CAPCS) will be an equal opportunity employer. The (CAPCS) Board will have the ultimate responsibility in assuring that all recruiting, selection, training, and other employment decisions will occur on the basis of individual merit and without discrimination because of race, religion, color, creed, disability, sex, age, or national origin in accordance with

applicable state and federal laws. All (CAPCS) job announcements and advertisements may also include where applicable such information as job title, major job responsibilities, location of the school, how to apply for the position, minimum qualifications, and deadline for receiving applications.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

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

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

- 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.*

There will be a working relationship between the charter school employees and the nonprofit board. Teachers will be invited to board meetings and they will be given the opportunity to serve on ad hoc committees and also be recommended for recognition for going above and beyond the call of duty.

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

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

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

(CAPCS) will be a drug free workplace. (CAPCS) will require pre-employment drug testing of all employees and maintains the right to perform random drug

tests according to laws and policy to be set forth by the (CAPCS) Board. Applications of candidates meeting all local, state, and federal guidelines for public school employment will be given to the Managing Director. All hiring interviews will be initially conducted by the Director in order to provide recommendations for hiring to the (CAPCS) Board.

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

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

(CAPCS) anticipates employment salary ranges of \$32,000 to \$45,000 for teachers, \$30,000 to \$40,000 for staff and \$50,000 to \$90,000 for administrators. (CAPCS) will initially offer health insurance only as employee benefits with life insurance, 403(b) retirement plans, and disability insurance offered as employee funded benefits under group policies where practical. School matching will be offered as the school becomes more financially established similar to other new charter school employment offerings.

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

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

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

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

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

Examples of these rules include but are not limited to:

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

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

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

The (CAPCS) Board is unaware of any dual responsibility positions within (CAPCS).

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.

i. (CAPCS) will comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. (CAPCS) will staff needed certified EC teachers to facilitate the needs of students deemed in need of IEP assistance either via student transfer with an existing IEP or through the RTI process. These teachers will assist in the development, planning, and s (CAPCS) will provide adequate staffing to fulfill the above special needs students. ELL and gifted students will also have adequate staffing respectively based on federal and state mandates for those students. creening of EC students or prospective EC students.

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).

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

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

recruitment process in order to determine which recruitment strategies will be the most effective for the specific job vacancy.

Staff Evaluation and Professional Development

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

The Director and Academic Director both need to be involved with teacher licensure to ensure checks and balances. Professional development oversight will also include the Director and Academic Director to approve scheduling and the development path

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.*

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

The core components of professional development are extensive strength based Gallup seminars to identify teachers strengths. These trainings will be conducted both internally and externally by experts.

The Gallup Student Poll supplies teachers, administrators, and school leaders with an accurate, useful, and holistic picture of their students and the outcomes they desire. Research by The Gallup Organization that shows that hope, engagement, and well-being are positioned as actionable targets and indicators of success, with links to grades, achievement scores, retention, and future employment.

The Gallup Student StrengthsFinder Assessment is based on the premise that individual student success is the core of any great school. The Gallup strengths-based approach to student development helps educators, leaders, adults, and students understand the unique talents of every child. Rooted in the science of Positive Psychology, strengths-based student development begins with the assumption that every child is talented in his or her own special way. The Gallup Path enables students to develop these natural patterns of thought, feeling, and behavior - their talents - through the StrengthsExplorer and StrengthsQuest tools. Students are given a report of their top themes of talent along with action items to help build their talents into true strengths.

Measures of Academic Progress (MAP) is a state-aligned computerized adaptive assessment program that will provide (CAPCS) teachers and parents the information needed to improve teaching and learning. (CAPCS) teachers will use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. With the ability to test students up to three times a year, (CAPCS) MAP test results will enable the teachers to make student-focused, data-driven decisions.

Teachers will also be made familiar with Covey Leadership principles to help turn Teachers strengths into skills. There will

- 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.*

There will be a teacher orientation before the beginning of the school year to train teachers in the Mission, Goals and Leadership Culture of the school. They will go through Gallup Path and be taught the Leadership Principles by Covey. Teachers will be required to follow the core curriculum (Core Knowledge Series); however, they will be encouraged to present that curriculum in a variety of ways through differentiated instruction. Six instructional strategies will be utilized throughout all subject areas: integrative units, small group activities, product-based learning, classroom workshop, authentic experience, and reflective assessment. All units of study will be built around these foundations of successful instruction.

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

Teachers will receive Professional Development at the beginning of the year for three days. In addition they will receive 3 Hours every week to collaborate with colleagues regarding Gallup, Coveys Leadership Skills and Core Knowledge. These best practices will ensure (CAPCS) will accomplish its mission through its teachers.

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)).

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.

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.*

Parent, community, and educator involvement will be an essential component of the school. As the influence of the home directly impacts the students well-being and academic motivation, (CAPCS) will strive to facilitate, encourage and compliment a high standard of volunteer parental involvement. (CAPCS) will plan explicit fundamental strategies to actively engage families, community members, and educators from the onset of conditional charter by the North Carolina State Board of Education including:

1. (CAPCS) will continue to recruit interested students via its website, Facebook presence and public advertisements. All parents of interested students will receive periodic mailings to keep all informed of the progress of (CAPCS) through its lottery process, administrator/teacher hiring process and facility announcements.

2. (CAPCS) will sponsor various public "charter approval" events that celebrates the approval milestone. Charter approval events may include an outdoor ice cream social, community gatherings, prominent speaker appearance, or any other low cost, high contact events that raise the profile of (CAPCS).

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.*

(CAPCS) will begin advertising for student enrollment application on October

15, 2015 and each October 15 thereafter. The enrollment deadline for (CAPCS) will be February 15, 2015 and each February thereafter. All enrollment applications may be submitted either paper application (blank forms will be made available at Wayne County public facilities) or by website electronic enrollment. All student enrollment applications will be received and processed by the Director of (CAPCS). Media advertisements and public announcements will clearly state how or where applications are available and the deadline for receipt of completed applications.

If the number of applicants exceeds the capacity of a program, class, grade level or building, a lottery process will be used to determine enrollment. The lottery will be held no later than March prior to the beginning of the school year.

- * The names of each applicant will be placed on an index card.
- * Each name on the index card will be verified against the application for accuracy.
- * The individual index card will be placed in a box.
- * All index cards placed in the box will be shuffled.
- * An individual with no professional or business relationship to Wayne Preparatory School will randomly select index cards from the box.
- * The name of the student will be announced and assigned a lottery number.

This number will be recorded on the index card and the application. This information will also be recorded on a ledger.

- * This process will continue until all index cards have been drawn and recorded.
- * The names drawn in lottery number order equaling the enrollment openings will be placed on the class roster.
- * The remaining names will be placed on a waiting list in their lottery order number.
- * The above lottery process will be repeated for all grade levels.
- * Class rosters for each grade level will not be finalized until the lottery process for 6 thru 12 grades is complete.

If feasible, after the first year of operations, the lottery will be conducted via an auditable, statistically valid computer program. (Feasibility will be determined by the board on the basis of technical merit of the proposed lottery system and acceptability to the (CAPCS) community.) (CAPCS) will give priority enrollment to existing students (after year one), any or all siblings of a pupil already admitted, students of a charter school administrator, teacher or teacher assistant as provided by North Carolina law, and children of a founding board member (first year) as permitted by North Carolina state law. An enrollment spreadsheet will organize all students and siblings assuring a transparent and documented enrollment process to ensure fair and legal entrance to (CAPCS).

(CAPCS) will maintain a student wait list for all students not immediately chosen in the lottery process above. Such wait list shall be maintained for the duration of the (CAPCS) school year based on (CAPCS) admission policies.

If a student chooses to withdraw from the school, a parent/guardian will be asked to fill out a withdrawal form stating the effective date and school where students records should be sent.

If a school name is provided, (CAPCS) will transfer the students records,

otherwise (CAPCS) will wait until a request for records is received. Any transfers into (CAPCS) shall be subject to (CAPCS) enrollment policies, enrollment application process, lottery and North Carolina law governing inbound transfer students.

If a student fails to show during the first 10 days of school, (CAPCS) will make every effort to contact the parent/guardian to determine if the student is attending a different school. If during the 10 day period a request for records transfer is received, (CAPCS) will try to contact the parent/guardian to confirm the request before transferring the students records.

PROJECTED ENROLLMENT 2016-17 through 2020-2021

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

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

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

	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	LEA 960	LEA 000	LEA 000	LEA 960	LEA 000	LEA 000	LEA 960	LEA 000	LEA 000	LEA 960	LEA 000	LEA 000	LEA 960	LEA 000	LEA 000
Grade 06	40	0	0	50	0	0	50	0	0	50	0	0	0	0	0
Grade 07	40	0	0	50	0	0	50	0	0	50	0	0	0	0	0
Grade 08	40	0	0	50	0	0	50	0	0	50	0	0	0	0	0
Grade 09	0	0	0	40	0	0	50	0	0	50	0	0	0	0	0
Grade 10	0	0	0	0	0	0	40	0	0	50	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0	0	0	40	0	0	0	0	0
Grade 12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	120			190			240			290			0		

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.

(CAPCS) will not provide school bus transportation to or from school unless a critical mass of at least 50 students without transportation alternatives are identified. (CAPCS) will actively advertise to parents in the enrollment process that (CAPCS) will facilitate transportation for students not otherwise able to attend (CAPCS). Families will provide their own carpool transportation. (CAPCS) will provide a carpool assistance committee, helping parents arrange carpools to ease transportation needs.

Extenuating circumstances preventing carpool transportation will be presented to the Board of Directors. The (CAPCS) proposed budget includes contingency funds to assure student transportation arrangements are possible in extraordinary situations as approved by the Board of Directors and according the North Carolina state law.

Transportation shall not be an obstacle to any child attending this school.

School Lunch Plan:

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

The (CAPCS) lunch program will be created and operated under the auspices of the (CAPCS) Operating Committee staffed by parent volunteers. There is no cafeteria, so all students will need to bring a healthy lunch (snack where appropriate) from home. Lunch at (CAPCS) will be eaten "parochial school style" in the classrooms. Parent volunteers will watch the classes during their 30 minutes of lunch and 30 minutes of recess immediately following lunch. Students in grade levels K-2 will also have a morning snack break.

Lunch will also be offered every full school day at the school by school approved outside vendors and must be pre-ordered via parent/teacher orders. Outside lunch vendors will be identified, screened and managed by a designated member of the Operating Committee. Children in economic need will have a lunch provided by the School by the same outside vendor lunch order process described above. (CAPCS) has budgeted \$48,000 in its first operational year to pay for economic need lunches.

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	\$2,000,000		\$4,247.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$5,000.00
Property Insurance	\$3,000,000		\$9,532.00
Motor Vehicle Liability	\$1,500,000		\$876.00
Bonding Minimum/Maximum Amount	\$1,000,000	\$250,000	\$2,074.00
Other	\$500,000		\$33,676.00
Total Cost			\$55,405.00

*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.

jakelou 09/26/2014

(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).

The (CAPCS) Board has established a Preliminary Building Timeline to assure it has fully identified key facility planning and acquisition milestones. The Preliminary Building Timeline outlined below provides a fairly concise outline of facility planning typically used by commercial organizations in

their facility acquisition process. Each step will include the entire (CAPCS) Board in an oversight role where at least two Board members will serve in lead facility acquisition roles for the benefit of the entire board.

The (CAPCS) Board will fully develop multiple facility options that are mutually exclusive wherever possible. The (CAPCS) Board anticipates as many as four options can be developed based on very preliminary due-diligence by the (CAPCS) Board. Full facility options may be finalized as early as May 2015 but not later than July 2015. The (CAPCS) Board does not anticipate that any school programs will be affected in the event a permanent facility is not secured.

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 will be determined at a Board meeting. We will use the square footage established by the state to come up with a total cost.

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

The (CAPCS) Board will fully develop multiple facility options that are mutually exclusive wherever possible. The (CAPCS) Board anticipates as many as four options can be developed based on very preliminary due-diligence by the (CAPCS) Board. Full facility options may be finalized as early as May 2015 but not later than July 2015. The (CAPCS) Board does not anticipate that any school programs will be affected in the event a permanent facility is not secured.

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 #1960 - Wayne County Public Schools

Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
State Funds	\$4,925.30	120	\$591,036.00
Local Funds	\$1,198.82	120	\$143,858.40
Federal EC Funds	\$3,449.16	120	\$413,899.20
Totals			\$1,148,793.60

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	\$591,036	\$638,319	\$689,383	\$744,533	\$804,995
-Local Per Pupil Funds	\$143,858	\$153,206	\$164,382	\$177,532	\$191,735
-Exceptional Children Federal Funds	\$413,899	\$447,010	\$4,827,700	\$521,392	\$579,903
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,148,794	\$1,238,535	\$5,681,465	\$1,443,457	\$1,576,633

***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	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$95,000	\$95,000	1	\$95,000	\$95,000	1	\$95,000	\$95,000	1	\$95,000	\$95,000	1	\$95,000	\$95,000
Assistant Administrator	1	\$75,000	\$75,000	1	\$75,000	\$75,000	2	\$125,000	\$250,000	2	\$130,000	\$260,000	2	\$135,000	\$270,000
Finance Officer	1	\$50,000	\$50,000	1	\$50,000	\$50,000	1	\$52,000	\$52,000	1	\$52,500	\$52,500	1	\$52,500	\$52,500
Clerical	2	\$50,000	\$100,000	2	\$10,000	\$20,000	2	\$52,000	\$104,000	2	\$52,500	\$105,000	2	\$52,500	\$105,000
Food Service Staff	1	\$15,000	\$15,000	1	\$15,000	\$15,000	1	\$16,000	\$16,000	2	\$31,000	\$62,000	2	\$32,000	\$64,000
Custodians	1	\$15,000	\$15,000	2	\$15,000	\$30,000	2	\$30,000	\$60,000	2	\$30,000	\$60,000	2	\$31,000	\$62,000
Transportation Staff	2	\$25,000	\$50,000	2	\$50,000	\$100,000	3	\$38,500	\$115,500	4	\$52,000	\$208,000	4	\$52,000	\$208,000
A - Total Admin and Support:	9		\$400,000	10		\$385,000	12		\$692,500	14		\$842,500	14		\$856,500
Instructional Personnel:															
Core Content Teacher(s)	5	\$32,000	\$160,000	7	\$224,000	\$1,568,000	9	\$32,000	\$288,000	11	\$288,000	\$3,168,000	11	\$32,000	\$352,000
Electives/Specialty Teacher(s)	2	\$34,000	\$68,000	2	\$68,000	\$136,000	2	\$34,000	\$68,000	2	\$68,000	\$136,000	2	\$34,000	\$68,000
Exceptional Children Teacher(s)	2	\$38,000	\$76,000	2	\$76,000	\$152,000	2	\$30,000	\$60,000	2	\$60,000	\$120,000	2	\$30,000	\$60,000
Instructional Support	2	\$25,000	\$50,000	2	\$50,000	\$100,000	2	\$25,000	\$50,000	2	\$25,000	\$50,000	2	\$25,000	\$50,000
Teacher Assistants	2	\$25,000	\$50,000	2	\$50,000	\$100,000	2	\$25,000	\$50,000	2	\$52,000	\$104,000	2	\$25,000	\$50,000
B - Total Instructional Personnel:	13		\$404,000	15		\$2,056,000	17		\$516,000	19		\$3,578,000	19		\$580,000

Community Academy Charter Public School

A+B = C - Total Admin, Support and Instructional Personnel:	22		\$804,000	25		\$2,441,000	29		\$1,208,500	33		\$4,420,500	33		\$1,436,500
Administrative & Support Benefits															
Health Insurance	9	\$0	\$0	11	\$0	\$0	13	\$0	\$0	0	\$0	\$0	15	\$0	\$0
Retirement Plan--NC State	6	\$0	\$0	6	\$0	\$0	7	\$0	\$0	0	\$0	\$0	8	\$0	\$0
Retirement Plan--Other	3	\$0	\$0	5	\$0	\$0	6	\$0	\$0	0	\$0	\$0	7	\$0	\$0
Life Insurance	9	\$0	\$0	9	\$0	\$0	10	\$0	\$0	0	\$0	\$0	11	\$0	\$0
Disability	9	\$0	\$0	10	\$0	\$0	10	\$0	\$0	0	\$0	\$0	11	\$0	\$0
Medicare	7	\$0	\$0	8	\$0	\$0	8	\$0	\$0	0	\$0	\$0	7	\$0	\$0
Social Security	7	\$0	\$0	8	\$0	\$0	8	\$0	\$0	0	\$0	\$0	8	\$0	\$0
D - Total Admin and Support Benefits:	50		\$0	57		\$0	62		\$0	0		\$0	67		\$0
Instructional Personnel Benefits:															
Health Insurance	9	\$0	\$0	11	\$0	\$0	13	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--NC State	6	\$0	\$0	8	\$0	\$0	8	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	3	\$0	\$0	3	\$0	\$0	3	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	8	\$0	\$0	9	\$0	\$0	9	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	3	\$0	\$0	3	\$0	\$0	3	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	4	\$0	\$0	4	\$0	\$0	4	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	9	\$0	\$0	5	\$0	\$0	50	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	42		\$0	43		\$0	90		\$0	0		\$0	0		\$0
D+E = F - Total Personnel Benefits	92		\$0	100		\$0	152		\$0	0		\$0	67		\$0
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	59		\$400,000	67		\$385,000	74		\$692,500	14		\$842,500	81		\$856,500
B+E = H - Total	55		\$404,000	58		\$2,056,000	107		\$516,000	19		\$3,578,000	19		\$580,000

Community Academy Charter Public School

Instructional Personnel (Salary & Benefits)														
G+H = J - TOTAL PERSONNEL	114		\$804,000	125		\$2,441,000	181		\$1,208,500	33		\$4,420,500	100	\$1,436,500

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	\$5,000	\$7,000	\$9,000	\$9,000	\$9,000
	Paper	\$9,720	\$12,056	\$14,000	\$14,000	\$14,000
	Computers & Software	\$9,800	\$15,000	\$31,050	\$15,400	\$15,400
	Communications & Telephone	\$4,860	\$18,000	\$18,000	\$18,000	\$18,000
	Copier leases	\$3,240	\$4,050	\$4,050	\$4,050	\$4,050
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$2,700	\$10,000	\$10,000	\$10,000	\$10,000
	Student Accounting	\$12,150	\$12,150	\$12,150	\$12,150	\$12,150
	Financial	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Other Professional	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Facilities	Facility Lease/Mortgage	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000
	Maintenance	\$6,480	\$6,480	\$6,480	\$6,480	\$6,480
	Custodial Supplies	\$6,480	\$8,037	\$12,709	\$12,709	\$12,709
	Custodial Contract	\$13,500	\$27,000	\$27,000	\$27,000	\$27,000
	Insurance (pg19)	\$7,560	\$7,560	\$9,720	\$9,720	\$9,720
	Other	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
Utilities	Electric	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000
	Gas	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
	Water/Sewer	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
	Trash	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
Transportation	Buses	\$2,000	\$4,000	\$6,000	\$0	\$0
	Gas	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Oil/Tires & Maintenance	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Other	Marketing	\$2,700	\$2,700	\$2,700	\$2,700	\$2,700
	Child nutrition	\$12,960	\$15,220	\$25,380	\$25,420	\$25,420
	Travel	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Other	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
	K - TOTAL Administrative & Support Operations	\$257,150	\$307,253	\$346,239	\$324,629	\$324,629
	Instructional:					
Instructional Contract	Staff Development	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000

Community Academy Charter Public School

Classroom Technology	Software	\$4,000	\$6,000	\$8,000	\$10,000	\$2,000
Books and Supplies	Instructional Materials	\$4,995	\$6,195	\$6,195	\$6,195	\$6,195
	Curriculum/Texts	\$21,600	\$10,800	\$20,000	\$20,000	\$10,000
	Copy Paper	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Testing Supplies	\$10,000	\$12,000	\$14,000	\$16,000	\$16,000
	Other	\$3,000	\$3,000	\$3,000	\$30,000	\$30,000
	L - TOTAL Instructional Operations	\$54,595	\$48,995	\$62,195	\$93,195	\$75,195
	K+L = M - TOTAL OPERATIONS	\$311,745	\$356,248	\$408,434	\$417,824	\$399,824

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
J - TOTAL PERSONNEL	\$804,000	\$2,441,000	\$1,208,500	\$4,420,500	\$1,436,500
M - TOTAL OPERATIONS	\$311,745	\$356,248	\$408,434	\$417,824	\$399,824
J+ M =N TOTAL EXPENDITURES	\$1,115,745	\$2,797,248	\$1,616,934	\$4,838,324	\$1,836,324
Z - TOTAL REVENUE	\$1,148,794	\$1,238,535	\$5,681,465	\$1,443,457	\$1,576,633
Z - N = SURPLUS / (DEFICIT)	\$33,049	-\$1,558,713	\$4,064,531	-\$3,394,867	-\$259,691

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.

CAPCS budget criteria include: 1) classroom sizes smaller than or approximating Wayne County LEA, 1) master/apprentice teacher staffing model where proven teachers can excel professionally through extensive professional development and achievement, 3) efficient use of technology/curriculum resources, and 4) budget surplus or contingency always approximates 9-10% annually. The budget surplus serves as a contingency for negative variances in enrollment, exceptional children needs, transportation needs and/or any other school events reasonably beyond normal budgeted programs.

The contingency funds stated above may also be needed to augment contract education services which may consist of "possible [education] services . include[ing] speech, assistive technology, transition services, mental health, and vocational rehabilitation" as stated in the Exceptional Children Educational Programming Section Paragraph 2, above.

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

Any CAPCS financial or operational contingency events (including any negative enrollment variances) will trigger a Dynamic Break-Even Analysis as discussed in the Budget Narrative Paragraph 1 above. Actual "right size" decisions by the CAPCS Board in such a situation will be based on objective, constructive financial analysis that determines what is best for the overall school without any bias for CAPCS personnel, student or Board personal preferences. Actual Static Break-Even student enrollment figures for FY 2015 through FY2020 a CAPCS will immediately establish and maintain its 9 10% Operating Surplus (Contingency Reserve) as discussed and illustrated above from all funds received by CAPCS. re 120, 190, 240, 290 and 350. respectively.

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

Not Applicable

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

The teacher/student ratio will be 1::20

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

Not Applicable

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

The budget will align with the school's mission by providing a research-based plan that includes a rigorous curriculum, a solid transportation plan, and the overall needs of a safe and healthy environment. This will be completely coordinated and approved at a board meeting.

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.*

CAPCS will allocate 3% of its total revenue to an account titled "Fund Account" The funds allocated will be used to ensure that all approved expenditures are paid. The account will be approved at a general board meeting.

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

CAPCS will apply for a low rate loan to finance costs that are beyond the allotment allowed by the local, state, and federal government.

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 have access to a building, student and office chairs, a few computers, etc. Please see below.

*Building--Anticipated

*Furniture--Some Anticipated

*Chairs--Some Anticipated

*Computers--a few Anticipated

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

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

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

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

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.

Name: Potter & Company, P.A.
Address: 434 Copperfield Boulevard NE, Suite A Concord, NC 28025
Phone Number: 704.786.8189
Fax Number: 704.786.4447

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).

jakelou

Date: 09/26/2014

Applicant Signature:

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

Print/Type Name: jakelou

Board Position: Curtis E. Edwards

Signature: _____

Date: 09/26/2014

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

Notary Public

Official Seal

My commission expires: _____, 20____.

