



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Progressive Charter 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

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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: Progressive Charter School

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

Name of non-profit organization under which charter will be organized or operated: *Adonai Home and Family Outreach Care*

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: *Glenda Scott*

Title/Relationship to nonprofit: *Executive Director*

Mailing address: 3408 Lake Woodard Drive #C
Raleigh NC 27604

Primary telephone: 919-763-2790 Alternative telephone: 919-201-4213

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

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

County: WAKE

LEA: 920-Wake County Schools

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

No:

Yes:

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? *Adonai Home and Family Outreach Care*

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2016 Month September

Will this school operate on a year round schedule?

No:

Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03	100
Second Year	K,01,02,03	150
Third Year	K,01,02,03,04,05	225
Fourth Year	K,01,02,03,04,05	250
Fifth Year	K,01,02,03,04,05	300

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application, 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.

gscott848

Signature

Glenda Scott Executive Director

Title

gscott848

Printed Name

09/25/2014

Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

Our mission is to cultivate creativity and motivate students to be compassionate learners using innovative thinking for a firm academic foundation with a global perspective.

Clearly describe the mission of the proposed charter school:

Progressive Charter School recognizes that each child is an individual; that all children are creative; that all children need to have an opportunity to explore creativity in the academic environment. Children can explore and develop a global perspective taking a broader, more critical view of experience, knowledge and learning which includes seeking to understand the links between their own lives and those of people throughout the world.

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.*

Progressive Charter School agrees with years of research showing that art education is closely linked to almost everything that we as a nation say we want for our children and demand from our schools: academic achievement, social and emotional development, civic engagement, and equitable opportunity (Rabkin, 2004). With this in mind Progressive Charter School goal aims to educate the whole child. Within the scope of improving school safety and climates, promote equity, and reduce barriers based on gender, race, class, and disability for student in the West Raleigh area of Wake County (Simone,2007). Advocates for Childrens Services (ACS) Charter Schools work with Legal Aid of North Carolina (LANC) statewide as a nonprofit law firm that provides free legal services in civil matters to low income people in order to ensure equal access to justice and to remove barriers to economic opportunity (Simone,2007). They report that from 2004-05 to 2008-09, the WCPSS short-term suspended more than 20,000 students per year and long-term suspended (Simone,2007). The WCPSS also had massive school discipline disparities and a severe shortage of alternative education, such as effective Charter Schools(Tamar,2009). During 2008-09, Black students were 26.1% of the total student population, but were subject to 62.3% of short-term suspensions, 67.5% of long-term suspensions, and 73.4% of school-based delinquency complaints (Simone,2007). In Wake County (2010-2011), the region's largest school district, black students make up 26.5 percent of the

county's high school population but account for 59 percent of its suspensions (Simone,2007). Conversely, white students make up about half of the high school student body but account for only 19.5 percent of suspensions. Hispanic students also saw a disproportionately higher suspension rate(Tamar,2009). Although Hispanics make up about 12 percent of the school population, they compose more than 15 percent of total school suspensions (Tamar,2009). Wake County students in our district deserve high quality opportunities to learn. Every avenue and aspect must be utilized to see to it that children all areas of success. Progressive Charter's goal is to partner with Wake County Schools to provide a rigorous quality academic standard that includes a balance in arts education including global studies to ensure that all students cultivate creativity. This is an integral part of our mission that every child can explore and develop a passion for learning with a global perspective. Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork (Rabkin, 2004). We will work to push the initiative of rigorous academics that includes art education maintaining school and district goals. It is a part of our mission to rely on where we can foster a strategic partnership that will help the students, parents, and community in West Raleigh grow one of North Carolinas most high-quality public charter schools.

References:

Rabkin, N.(2004).Putting the Arts in the Picture: Reframing Education in the 21st Century.

Retrieved from <http://www.citeuli>

Simone, M.F.(2007).Upholding Students Due Process Rights: Why Students are in Need of Better

Representation at, and Alternatives to, School Suspension Hearings,45FAM.CT.REV.638,646.

Tamar,R.B. (2009). Toward a Theory of Procedural Justice for Juveniles, 57BUFF.L.REV.1447,1478

- 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).*

Progressive Charter School expects to enroll 100 students in the 2015 - 2016 school year in grades K - 3. This enrollment will project a growth rate of 25- 50 students per calendar year. The WCPSS (LEA) average yearly enrollment growth in 2.2% in 2015 and 2.3% in 2016 (January 2013 enrollment report/WCPSS Operating and Capital Planning).We have provided the K - 3 numbers because we plan to begin with a K - 3 population and build to a K 5 population by year three, as noted in our projected enrollment.

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

The intent of the No Child Left Behind Act (NCLB)ESEAs 2001 was to close achievement gaps between high- and low-performing students; minority and non-minority students; and disadvantaged and more advantaged students(Sabol,2010). However, a study conducted by Sabol F. Robert (2010) on the impact of Art Education and No child Left Behind (NCLB) gave some alarming results (Purdue University, West Lafayette, Indiana). Data were collected

via a questionnaire with Likert scales, open-ended questions and demographic (Sabol, 2010). A random selection from US Elementary, Middle, Secondary, Supervision and Administration, Higher Education and Museum Education membership divisions comprised 89% of the total number of respondents. The longitudinal study went on between 2008 and 2009 (Sabol, 2010). The results determine that 84% of respondents felt that NCLB changes in academics pushes school into adapting programs that factor out visual arts do not make their students become better learners. However, only a smaller percentage, fewer than one in four (23%) agreed that the quality of education in their schools has improved because of NCLB (Sabol, 2010). From these findings, Sabol makes the following recommendations: Visual art education must be at the core of education in public schools. Progressive Charter School will incorporate arts education as a core subject alongside math, reading, social studies, and science. This knowledge sequence goes well beyond the Common Core, enumerating not just what is needed to be proficient, but what is needed to be a well-rounded, highly educated, successful member of a global society. In addition to educating the whole student by incorporating art education, Progressive Charter School will limit class sizes to 10-12 in each kindergarten, 12-14 in each first grade, 14-16 in each second grade, and up to 20 in grades three, four and five. There will provide a greater amount of time that each teacher has to spend with each student. Knowing that class size will never be an issue each student will have a full enrichment opportunity. Core teachers will be able to take full advantage of the Core Knowledge Sequence and serve all students, including those who are at lower level of proficiency and those with special learning needs, at a more individualized, rigorous level. Parents will deeply appreciate the diversity of the art inclusion and freedom that it offers students. The quality of education gives students more valuable choices to explore learning differences. This provides quality of education provided to their student (s) and quantity of time spent with their student (s). To further more it will aid in creating a rigorous environment that offers a more individualized education. PSC will utilize professional learning communities and develop community learning projects in collaboration with community business partners around the world. Teachers will be able to accomplish much more, as they will have a greater understanding of each student's individual learning style. Community service projects is a 21 century global learning educational reform method that allows teachers, students and parents to build a powerful classroom community, to which everyone becomes connected and in which everyone feels invested. PCS is conscience of the environment around us and therefore, our first community service project will be to develop a community garden project. This project based learning activity will allow PCS to connect parent volunteers, students, and community partners who invest in the education of our students.

Reference:

Sabol, F. R. (2010). No Child Left Behind: A Study of Its Impact on Art Education. Purdue University, West Lafayette, Indiana. The AEP Wire. Retrieved from <http://www.aep-arts.org/wp-content/uploads/2012/03/AEP-Wire-09-2010-Sabol-NCLB.pdf>

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.*

Improved School Learning and Encourage the use of different and innovative teaching methods:

Educators may disagree about how to best teach children to read and write, or learn science, history, and math, but there are no serious questions about whether these subjects should be taught to all children (Sir Robinson,2009). They are the core of academic programs. In some cases other subjects, such as the arts are squeezed in, or they are not taught. These subjects are threatened when budgets are trimmed, when new demands are made on schools to improve academic performance, or when new subjects claim a share of the school day(Sir Robinson,2009). Than with in the arts there are levels that are considered more teachable or essential. For example, music as opposed to dance. In most school we would not teach dance every day. Why not? Are we producing a world of university professor or a world of growing and creative people. The truth is that the educational systems of the world strive to education children from the neck up and slightly to one side of brain(Sir Robinson,2009). Our educational system is predicated on the ideas of academic ability. The whole system did not exist before the 19th century(Sir Robinson,2009). It was created for the industrial revolution. So they were centered around educating for a job you could do. Don't become a dancer, writer, or painter because you could not get a job doing that. Most Universities are designed on the era of the industrial revolution and so that is how students who go to Universities are educated. Most gifted and talented individuals did not go on because what they were good at was not taught in schools or they were stigmatized for their creativity.

Progress Charter School advocates for art education being an essential dimension of life that must be included among core academic subjects. We recognize the efforts to bring back inclusion of the arts as a core subject in federal legislation, most recently in the No Child Left Behind

legislation and earlier in Goals 2000 legislation (Sir Robinson, 2009). Progressive Charter School will implement art education/academics as an essential component of a child's educational process. This will enable students to understand the links between their own lives and those of people throughout the world. Recognizing the creativity of all cultures around the globe.

Progressive Charter School will improve student learning by using higher standards than the minimums called for in the North Carolina Standard Course of Study. The Core Knowledge Sequence reaches these higher, more meaningful standards through a rich base of building background knowledge that promotes increased comprehension and advanced problem solving and critical thinking skills. Student learning will also be improved through cross-curricular and collaborative teaching and learning. PCS will also push for an exceptional creative arts curriculum. While creative arts are eliminated from some LEA schools. PCS will place an emphasis on the arts. As we know all children do not have the same learning styles. PCS view creative arts as a valuable component in the learning environment. Everywhere on the Earth the education systems have the same higher achievement of subject: math, science, and language art, social studies at the top and at the bottom are anything that has to do with the arts.

Reference:

Sir Robinson, K. (2009). The element: How finding your passion changes everything. Retrieved from http://sirkenrobinson.com/?page_id=15

Increased Learning Opportunities:

Progressive Charter School is open to all students eligible to attend public school in North Carolina. PCS does not target a specific ethnic, socioeconomic, language-based, or academic demographic. At-risk, exceptional children and academically gifted students are welcome at PCS and will be well served by an environment of high expectations and individual attention. The Core Knowledge Sequence offers children of all backgrounds and abilities the opportunity to grow, as the program builds on prior knowledge and advances academic achievement in a sequential. Different and Innovative Teaching Methods: Within the framework of small class sizes, an innovative teacher assistant program and modified scheduling, there are an infinite variety of methods that can be employed, depending on the lesson being taught. Teachers will be given wide latitude in the planning of their lessons to take maximum advantage of innovative ideas they may develop on their own or collaboration with colleagues in Professional learning communities.

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.*

Based on the PCS mission and purpose, the following SMART goals have been developed:

After two years of operation, the percentage of students in grades 3 who meet or exceed state proficiency standards on EOG and EOC testing will be 7

percentage points over the state average. This goal will be maintained or exceeded through the fifth year of 3-5 being 5 percentage points over state average. Meeting this goal will be proof of a diverse project based service learning academic environment. By the end of the fifth year of operation, student test scores will be at a rate of at least 80% proficient on all Bench Mark assessments. By the end of the fifth year, student test scores will be at a rate of at least 85% on all Bench Mark assessments. The average achievement gap for minorities, special needs and English Language Learners will decrease each year.

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

Based on the use of our character development program and creative arts interventions total time spent out of school due to suspensions will occur less than 0.10% of the total school calendar. Creative arts promoting student interest will motivate students to produce quality work.

For students who struggle with standardized tests or those who are already scoring at the 98th percentile or above, student portfolios will be utilized to show growth throughout the year and across subject areas. We will implement student led conferences and each teacher will keep a collection of student work. The portfolio of student work will be shared with parents during the conferences. We will implement a private viewing web page for parents who would like to view test scores and student grades weekly. Test results will also be published with parents, board members and stakeholders per semester. Scaled data analysis with spread sheet interpretation of EOGs and EOCs will be communicated to the governing board, parents and other stakeholders on a yearly basis.

Attendance and disciplinary records in comparison to academic achievement will be communicated to the board on a monthly basis by the lead administrator. The PLCs will further monitor progress towards mission statement success by analyzing results and offering any recommendations to improve student achievement.

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.

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies:

Progress Charter School will join the ranks of the A+ Schools Program in North Carolina. A comprehensive education reform initiative that integrates the arts and the many beneficial effects going beyond assessment of student out comes to focus also on teaching and learning processes. The program ranks high on measures of increased teacher collaboration and enhanced partnerships with parents and the community.

The overall instructional strategy is to combine academics with the arts and its relationship to other learning. Knowing the full effects of the combine curriculum requires assessment instruments that

that can validly and reliably identify and measure the outcomes of arts instruction. Discerning the impact of that learning in other domains requires instruments other than the currently available tests of reading and math achievement. The instructional program will develop assessments that build and demonstrate the connection between art education and academic achievement. Progress Charter School will implement the comprehensive, innovative arts initiatives taking root in a growing number of Arizona state school districts. Many of these models are based on new findings in brain research and cognitive development, and they embrace a variety of approaches: using the arts as a learning tool. For example: musical notes to teach fractions, writing and performing a play, creating a school environment rich in arts and culture (Mozart in the hallways every day) and hands-on arts instruction. The analysis of data in participating school districts concludes when the arts are connected in meaningful ways with other subject areas, students comprehend and retain more about the subjects involved. Research by Marshall and Olanoff & Kirschner also show that music lessons assesses the creativity of three to eight year old children with limited verbal and drawing skills" (M.D. Angus & Associates Limited. These types of assessments offer flexibility, originality and elaboration by asking the examinees (kindergarten adult) to produce as many different solutions. More over students gain eight percentile point on standardized achievement tests in language arts and two-year participants gained 16 percentile points, although non-participants did not show any percentile gains. Moreover, three-year participants had significantly higher report card grades in the field of language arts, math, reading, and social studies.

Explain how this instructional program and model meet the needs of the targeted student population:

A strong arts programming combined with academic achievement in schools helps close a gap that has left many a child behind: From Mozart for babies to tutus for toddlers to family trips to the museum, the children of affluent, aspiring parents generally get exposed to the arts whether or not public schools provide them. Low-income children, at-risk children, and special needs children often, do not. "Arts education enables those children from a financially challenged background or have special needs to have a more level playing field with children who have had those enrichment experiences," says Eric Cooper, president and founder of the National Urban Alliance for Effective Education.

Reference;

Deasy, Richard J., Ed. Critical Links: Learning in the Arts and Student Academic and Social Development.

Arts Education Partnership, Washington, DC. Department of Education, Washington, DC.; National Endowment for the Arts (NEA), Washington, DC.

North Carolina Arts Council, NC Department of Cultural Resources: <http://handbook.laartsed.org/models/index.ashx?md=4>

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.

One key component in Progressive Charter School's missions statement is that we will cultivate creativity and motivate students to be compassionate learners. Arts will allow students to expand in creative and cultural based learning will motivate students to be compassionate about learning. PCS teachers and administrators will provide designers of arts education curriculum and instruction with insights found in the research that suggest strategies for deepening cultural based learning experiences. Cultural based learning addresses Learning Trajectories (LTs) and is required for specific achievements in the academic and social effects of a learning environment.

Classroom size K-5 will range from 10- 20 students

Cultural learning or Culturally Based Education (CBE) utilizes highly qualified instructional strategies to address diversity in academics (Tharp, 2006). Teachers develop an integrating style of instructional practices in the classroom with CBE. Teachers use CBE to recognize pedagogy that emphasizes cultural instructional practices. These methods demonstrate ways of problem solving for student interest and learning. The professional learning communities (PLCs) at Progressive Charter School work with teachers in sustaining student learning over time. The diverse student demographic range affects the academic rate of student progress on state standardized test (WCPSS). This is an area that the instructional design will address with project based learning (PBL). The PBL emphasizes the significance of different learning styles for developing pedagogical tools. It presents a unique learning approach for every student. Teachers are required to custom tailor instructional practices to the wide range of differences relating to students individual learning styles or LTs. Furthermore, there will be a personalized student assessment on the adoption of curriculum to account for

the demographic characteristics of each student (Cohen & Fisher, 2014). It is essential to recognize that differences among students exist and factor some of this information in such a way that brings structure to the academic outcomes. All stakeholders (parents, teachers, administrators, community leaders, global partners) in a PBL will play an inter-geral role to provide assistance and structure for students so that they learn from creative experiential opportunities (Janet & Dwight, 2007). It leads to directive of our mission statement to formulate innovative thinking for a firm academic foundation with a global perspective. Teachers encourage student through project based learning to learn by gathering information incorporating their own learning style with a set of conceptual tools. Moreover, it prompts students who participate to identify problems, formulate questions, and know how to go about gathering information (Duffy, 2008). Teachers will collaborate in professional learning communities and set clearly defined concepts that allow integration of the art with PBL for all subject areas. These instructional practices promote differential instruction creates learning opportunities that stretch across a wide range of LTs, academic needs, cultural backgrounds, and learning styles (Blair & Sobal, 2006).

References:

Blair, D., & Sobal, J. (2006). Luxus consumption: Wasting food resources through overeating.

Agriculture and Human Values, 23(1), 63-74.

Cohen, W., & Fisher, J. (2014). The book of gardening projects for kids: 101 ways to get kids

outside, dirty, and having fun 2014. Timber Press. Retrieve from <http://www.timber>

[press.com/books/book_gardening_projects_kids/cohen/9781604692457](http://www.timberpress.com/books/book_gardening_projects_kids/cohen/9781604692457)

Duffy, J. (2008). Village empowerment: Service-Learning with continuity. International

Journal of Service Learning in Engineering. 3(2): 1-17.

Janet E., & Dwight E. G. (2007). Wheres the Learning in service-Learning? San Francisco,

CA: Jossey-Bass.

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.*

Progressive Charter School has adopted a curriculum model which integrates traditional subject matter and art education appropriate to each child's stage of development and learning modalities. Art education combined with academic achievement cultivates creativity and motivates students to be compassionate learners with innovative thinking and a global perspective While maintaining the highest academic standards, rigor, and expectations, Progressive Charter School embraces this integrated process that places

learning, ideas, and experimentation in a real life context that requires interdisciplinary thinking and applications. The home, school, community, and the global community become the frame for these endeavors. Progressive Charter School promotes the reciprocal bonds that tie home, school, and community to breach the confines of theoretic learning, and expands learning into tangible, hands-on creativity applications that accentuate the rich diversity and cultural interventions. The overall instructional strategy is to combine academics with the arts and its relationship to other learning. Knowing the full effects of the combine curriculum requires assessment instruments that that can validly and reliably identify and measure the outcomes of arts instruction. Discerning the impact that learning in other domains requires instruments other than the currently available assessments of Language Arts (as well as Math) achievement. The argument is not just that these assessments are not sensitive to the effects of arts learning, but that they also are not adequate to assess the complexity of language and mathematical learning themselves, which, the contend, are interwoven with the cognitive and affective processes of other domains, including the arts. They urge the development of new forms of assessment in all domains. Current forms, which assess only a limited range of content and skill, may divert curriculum and instruction away from more authentic and enriching learning. Catterall makes a related argument that the technology of achievement assessment current in education, largely centered on reading and mathematics, also defines the educational research agenda and studies that are published (Gelling, 2000). Among the effects, he argues, is a concentration of studies in the arts and other domains on young children in the elementary grades where data from standardized tests are most readily available (Gelling, 2000). With these views and perspectives, the Progressive Charter School places arts firmly within curriculum of every core subject. Art education practices will best bring about school reform and improvement and high achievement for students.

How will it targeted student population, and North Carolina Accountability Model?

In North Carolina school performance is measured by the percentage of students meeting annual targets in English/language arts, mathematics and science. There are differentiated annual targets for schools and student groups. The different annual targets for each school and student group by assessment/exam based on starting proficiency levels. All schools also must meet the participation target for all students and student groups for each assessment/exam. (According to the North Carolina: 2013 Accountability Profile to No Child Left Behind provisions Elementary, http://publications.sreb.org/2013/NC2013_Acc%20Report.pdf). Progressive Charter School is determined to close the achievement gap between the highest and lowest performing student groups that is above the three year state average and student group whose proficiency score is below 50 percent for two years and that has the lowest student group performance (http://publications.sreb.org/2013/NC2013_Acc%20Report.pdf).

Reference:

Gelling, M., (2000), Place-Names in the Landscape, Phoenix Press

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.

The primary instructional strategies of Progressive Charter School is the implementation of art education combining it with all subjects. Public Schools of North Carolina vision for art education is to create innovative thinking in a globally competitive world. They desire to provide high quality standards based instruction in arts development skills. This will be effective in engaging, retaining, and preparing our students for graduation, social development, and entrepreneurial economy.

<http://ances.ncdpi.wikispaces.net/home>

Progressive Charter Schools mission is to aid in bring the Public Schools of North Carolinas vision to pass by integrating throughout the curriculum art education in all areas of: dance, music, theatre arts, and visual arts. Progress Charter School shares the same vision that art education is critical to North Carolinas 21st century education.

Progress Charter teacher expectations will be for students to master and explain: And teacher will agree and practice the following,

Progressive Charter School will promote five basic premises which under gird teaching philosophy and practice.

Agreement: Children are learners who learn. Positive affirmation of creativity will enhance students' abilities to develop their own learning style at their own pace, while concurrently supporting and encouraging independent, individualized, and thoughtful learning

Children will be viewed and affirmed as capable, intelligent and powerful learners. As much as possible, young people will be empowered to direct and design their own learning, both individually and in groups.

Agreement: Creative artistic learning promotes "perpetual curiosity".

Children learn best when they are actively involved in meaningful pursuits.

Learning will be active and "hands-on"; Children will pursue real research and applications in a relevant context as much as possible.

Agreement: Maintain a healthy, thriving, interactive learning community.

Learning is solidified and enhanced when many adults, (teachers, parents, and community members), model and participate together with children. All are immersed in the continuing process of growth and learning.

Learning will be cooperative and interactive; students, teachers, parents, and community members will participate as learners together.

Teachers will establish a student-centered learning culture, and their expectations and instructional practices so that all children can learn to high levels. The classroom is a powerful social network, and students feelings about both their teachers and classmates have important implications for how much they are willing to exert themselves to succeed at learning. Expectations can create reality. In a circular fashion, students and teachers perceptions and expectations both reflect and determine their achievement goals.

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.*

Progress Charter School will only service K-5. However, it is our

philosophy that learning is transitional and requires a firm foundation from elementary through high school. Therefore student readiness to transition from grade to grade with successful completion of the academic program is essential.

Parent, Teacher, School Expectation by the end of each grade level and transition (K-5):

K-5 will have the expected outcomes based on implementation of essential knowledge and skills for Fine Arts, Elementary integrated into the curriculum of core subjects

(1) Four basic strands perception, creative expression/performance, historical and cultural heritage, and critical evaluation provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

K-5 will have the expected outcomes based on student readiness to transition from grade to grade and to the next grade span upon program completion.

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?*
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.*

Progressive Charter School favors the year round school calendar so that we can meet the essential needs of the targeted student population in West Raleigh. The results of four year pilot study, obtained by The Globe and Mail, show that children who have only a one month summer break do better in math, retain more of their lessons and need less time for review (<http://www.theglobeandmail.com>). This study rides on the tail of a 20 year investigation in the U.S. by researchers at Johns Hopkins University that found children from low-income families fell nearly three grade levels behind their higher-income peers (<http://www.theglobeandmail.com>). Low-income families or at risk students can no always afford summer vacation. The learning advantages families can offer their children during non-school months like lessons, camp and parents who can afford to stay home with their children are often only available to an elite few from high-income homes. Progress Charter School offers an environment richly filled with innovative, artistic, cultivate activities. Children will participate in a year round program that is able to accommodate their skills in a classroom environment to help relate to the student body; part of the Progressive Charter Schools academic program is all about cultural diversity incorporated in and out of the classroom. The poverty level in West Raleigh is 87.2% greater than the

Raleigh average and 52.2% greater than the North Carolina average (<http://www.areavibes.com/raleigh-nc/west/employment/>). If a family has low-income and little funds for the arts then Progressive Charter School can give a child and family the enrichment of art education.

Progress Charter School will bring the joy of the performing arts to members of the community utilizing the year around calendar. This will extend the educational program to community partners and bring an extensive array of educational outreach and community service programs, in which students and parents can participate. In addition to programs administered by PCS, PCS will offer the music advancement program, a seasonal music instruction program for children from backgrounds underrepresented in American performing arts, and is a joint program with Carnegie Hall, the Weill Music Institute, and Juilliard Outreach Programs

(<http://www.juilliard.edu/community-programs>).

<http://www.carnegiehall.org/acjw/>

Although some studies would debate a year round calendar, Progressive Charter School's rigorous art education/academic achievement program favors the quality time and opportunity to enrich students.

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.*

Teachers at Progressive Charter School are award winning teachers understanding that there is a direct, measurable link between teacher effectiveness and student success. Studies that examine the connection between content knowledge and teacher certification and preparation indicate that a relationship does exist (Grant, L. Strong, J. H., & Popp, P. 2008). In other words, students of teachers who have subject matter content knowledge and who are certified to teach perform better than teachers who lack knowledge of the content and are not certified. The benefits of subject matter knowledge are clear.

Based on a case study conducted by (Grant, L. Strong, J. H., & Popp, P. 2008) Effective Teaching and At-Risk/Highly Mobile Student: What do Award-Winning Teachers Do? Progressive Charter School as adapted the principles of the premises in this study for all students.

Teaching 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.

- * Teachers recognize the importance of knowing the subject that they teach.
- * Teachers know how to teach the subject with art integration.
- * Teachers will continue to achieve student success by continuing professional development and collaboration in professional learning communities.
- * New teachers will collaborate with experienced teachers in the profession to benefit from experience levels. A study of correlates to student achievement revealed that poor and minority students were more likely to have a teacher with less than three years experience than schools with lower percentages of minority and poor students (Stronge, 2007). Schools with the highest poverty levels, between 15 and 21 percent of the teaching staff had less than three years experience, while the percentage in lower poverty

schools was between eight and nine (Stronge, 2007).

* Teachers relate to their own views toward students, the subject matter they teach, and the teaching profession itself.

* Teachers are enthusiastic, motivating, and have a positive attitude toward teaching. They reflect on their practice and strive for ways to improve.

* Teachers genuinely care about students this also includes social interactions with students and getting to know students on an individual basis. Educators have described effective teachers of at-risk students as those who develop a personal relationship with students and have an understanding of their students various backgrounds (Stronge, 2007).

* Teachers make themselves aware of families on a personal basis and so have an understanding of the issues facing the family (especially low-income families, at-risk, special needs, ELL, ESL students)

* Teachers are enthusiastic, motivating, and have a positive attitude toward teaching

* Teachers believe that they can make a difference and do.

* Teachers create a positive safe environment in the classroom. One that involves highly motivated student interest.

* Teachers have high expectations of all students work and behavior and provide the support for students to succeed.

* Teachers create an orderly classroom. They communicate expectations and are consistent in encouragement of those expectations.

* Teachers create a curriculum that is global giving students a real world classroom atmosphere

* Teachers plan for instruction that is rigorous and makes appropriate use of time and materials. They attend not only to content of instruction, but also to resource materials to be used maintaining high expectation for student learning.

Reference:

Stronge, J. H. (2007). *Qualities of effective teachers*(2ndEd.). Alexandria, VA: Association for Supervision and Curriculum Development.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*

a) *Methods for identifying ELL students.*

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

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

1. Progressive Charter will identify ELL and ESL student using the following: A home language survey, Identification testing, including a parent and/or student interview when an EL is identified, Analyzing home language survey, testing, and interview of findings. The more information that is gathered, the better the chances are that the program model will be successful. Testing must include, where age-appropriate, assessing a student's ability to listen, speak, read, and write in English. Assessment in the primary language. It is very helpful, when possible; to test students in both their primary language and English, and this is essential for planning and implementing bilingual programming.

2. Progressive Charter School adapts methods from the case study in 2005 done by Alliance for Excellent Education at the University of California at Santa Cruz.

(<https://uteach.utexas.edu/sites/default/files/files/SixKeyStrategiesELL.pdf>) The practices implicated in this study will be implemented in the teaching program and curriculum of PCS for ELL and ESL students. The methods are developed by the New Teacher Center (NTC) who works with teachers in every grade and subject area, each of whom faces challenges. These methods are adapted by PCS to assist teachers in help ELL and ESL students over the lack of basic literacy skills needed to grasp grade-level content due to some language barriers. Teachers will enhance skills through professional develop in the area of communicating with ELL and ESL student bout academic, social and personal issues. Teachers will address individual needs in both academic skills and English language acquisition.

PCS teacher will use the six strategies that identify effective methods.

Six Strategies of Progressive Charter School for ELL and ESL students:

*Teachers introduce new concepts by discussing vocabulary words key to that concept.*Teachers structure lessons so students work together to understand what they read by listening, speaking, reading, and writing collaboratively about the academic concepts in the text*Teachers model and explicitly teach thinking skills. . *Teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks.*Teachers use meaning-based context and universal themes, referring to taking something meaningful from the students everyday lives and using it as a springboard to interest them in academic concepts. *Teachers use a variety of visual aids, including pictures, diagrams, and charts, helps all studentsand especially ELL students 3.Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.Progressive Charter also adapts the five steps of monitoring and evaluating the progress of student in Ell services. *Informal Assessment*Performance-based assessment for language where student demonstrate specific skills and competencies that reflect performance on instructional tasks and teacherrelies on professional judgment.*Portfolio assessments for language: Keeping records of student work over time to examine student development of the students abilities over over time.*Curriculum referenced assessments*Standardized referenced assessments

Progressive Charter School will determine exiting students from ELL services: Criteria will be based on Wake County Public School District standards (LEA). By those standards Progressive Charter teachers will be able to explain why students meeting these standards will be able to participate in the regular classroom without accommodations for language barriers. Criteria requires that students not be exited from the alternative language program unless they can read, write and comprehend English. Well enough to participate meaningfully in the program. Criteria requires teachers to test a student's oral language skills are inadequate. In no way is the ELL or ESL program at PCS an end track to segregate national origin of students.

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*

- a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
- b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

1. Instructional program, practices, strategies, and opportunities for Gifted Students:

* Teachers will familiarize themselves with the characteristics of intellectually gifted students. Recognizing that gifted students come from all ethnic groups, they are both boys and girls, they live in both rural and urban areas (even low-income) and they aren't always straight A students. At times at-risk students are gifted students.

* Teachers explore the creativity of all students letting go of the "normal." Research consistently shows that curriculum based on development and ability is far more effective than curriculum based on age.

* Teachers will conduct formal assessments at the beginning of every integrated unit. If students can demonstrate competency at 80% or higher, they will be allowed to move on with enrichment and extra exploration activities so that they will not get bored with the regular classroom pace.

* Teachers will enhance methods through continual professional development of researching student development and learning styles. All assignments offer the student the opportunity to utilize higher level thinking skills

* Teachers will involve Parents as resource locators

* Teachers will learn and explore global learning projects and activities

* Teachers will use a mentoring program allowing students to attend classes with other students who are at the same developmental level, rather than with their age peers.

* Teachers will use the artistic development components of art education and develop lesson plans with the idea that gifted students may learn differently from other students.

2. Monitoring and evaluating the progress and success of intellectually gifted students.

In Three ways:

At Student level

* Student will set goals and keep a record of achievement as assessed

* Student will track personal progress towards goals using assessment outcomes

* School keeps record of study support opportunities

At School level

* Teacher has overview assessment goals

* Teacher monitors student progress towards academic goals set

* Teacher creates an action plan with parents, integrated advanced opportunities

* Teacher monitors upward differentiation in classroom lesson planning

At LEA level

* Teacher follows and implement LEA Policy for intellectually gifted students

* Teacher develop an action educational plan for student with LEA Policy at the beginning of year.

Exceptional Children

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

Identification and Records

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

1. Progressive Charter School will establish An Intervention Assistance Team to identify students who are enrolled that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act. Intervention Assistance Team (IAT) is a team of professional educators with diverse training and experience who will meet, discuss and initiate referrals on students in need of assistance and individualized services. It is a concerns group whose major

purpose is to assist teachers, parents, and others with intervention strategies for dealing with the learning needs and behavior problems of students. The Intervention Assistance Team (IAT) is established to identify instructional recommendations for students having learning difficulties and behavioral or other concerns. The IAT should consider all support services available, such as tutorial, remedial, compensatory and other services. The IAT may assist the teacher with instructional strategies, or may make program and/or placement recommendations. The IAT certified staff members and will be highly trained in the intervention assistance process. 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.

2. To implement the federal 'Child Find' mandate Progressive Charter School IAT will devise a practical method to determine which students are in need of special education services, and which children are not. After identifying children who may need services, all necessary evaluations will be completed on these children, at no cost to parents. As a part of the process Progressive Charter School IAT will include a licensed specialist in school psychology (LSSP), and speech therapist to offer valuable information regarding possible intervention for students when invited to participate in the IAT. For enrolled Students with Disabilities: Progressive Charter School will comply with all federal and state authority concerning the education of students with disabilities, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Students prior identified as eligible for special education services or protected under Section 504 will be identified through student record or self-report. The IAT should establish regularly scheduled meetings to ensure that assistance and recommendations are provided to the teacher, student, and parent prior to

referral for special education or Section 504 evaluation. The students response to the intervention (RTI) must be reviewed before a referral for special education or Section 504 evaluation is made.

3. Progressive Charter School plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.

Progressive Charter will adapt the same policy for maintenance, review, and release of student records as the LEA (Wake County Public School System (6300). General information is posted on the following sit: <https://www.wcpss.net/policy-files/series/policies/6300-bp.html>. In general compliance with that adaptation, while a student is enrolled in a Progressive Charter School, official school records are kept electronically in schools information system and in the students Cumulative Record Folder. Other parts of the official student records, such as health records or Special Education files, are stored in a separate folder attached to the Cumulative Record Folder in the same location. The principal is the custodian of student records and cumulative files. Release policy is denoted by the principal of the school the student currently is attending or most recently attended. Student records are located in the administrative office of the school in a records room.

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.*

Progressive Charter Schools Exceptional Children Evaluation Program: Evaluation procedures in accordance are adapted in ordinance with NC 1503-2 through NC 1503-3 to determine whether a student has a disability. The nature and extent of the special education and related services that the student needs are also evaluated. Students must have a full individualized evaluation prior to any action of placement in the special education program.

Evaluation procedures may include but is not limited to observations, interviews, progress monitoring data, special education behavior checklists, classroom structured interactions, special programs criterion-referenced and norm referenced instruments, clinical judgment, and other techniques and procedures considered needed by the IAT.

Prior notice will be provided to the parents (guardian) so that they are award of the area in which the IAT recommends proposed ways to conduct the evaluation.

The School will contract with qualified evaluators and licensed specialist in school psychology (LSSP), to administer required screenings and evaluations.

Progressive Charter School IAT will determine eligibility along with teachers and parent of student with disability based on evaluation. Parents will receive a copy of all meeting notes, and evaluation reports of determination.

If a determination is made that a student has a disability and needs special education and related services, and parental consent has been obtained, the IAT will develop an individual education program (IEP) in accordance with

federal and state law.

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.*

Setting high academic goals for all students expressed as minimally acceptable levels of achievement rather than using prior achievement data to establish ceiling levels beyond which students would not be expected to progress. Developing and applying instructional plans which protect instructional time (e.g., policies referring to attendance, tardiness, classroom interruptions during instructional time etc). Developing global creativity practices that underscore the essentials of core subjects and integration of art education. Frequently sharing student progress with parents, and strong instructional leadership. Establishing policies which emphasize the importance of academic achievement for all students. Hold high self-expectations as leaders and teachers, taking responsibility for student performance. Using positive slogans through the school to promote school spirit. Establish a positive learning climate non-instructional and instructional areas. Insistent coaching at-risk student who are experiencing learning difficulties.

Teacher expectations are, of course, a component of school wide expectations.

1. Early in the school year, teachers form differential expectations for student behavior and achievement.
2. Consistent with these differential expectations, teachers behave differently toward all students. This is a valuable intervention for at-risk students.
3. Teachers high expectation treatment tells students something about how they are expected to behave in the classroom and perform on academic tasks.
4. When teacher treatment is consistent over time and students do not actively resist or change it, it will likely affect their self-concepts, achievement motivation, and levels of aspiration, classroom conduct, and interactions with the teacher.
5. Teacher expectations encourage students to conform to the classroom instruction and environment in a positive way.
6. Teacher high-expectation of students will lead them to achieve above, at or near their potential.

Progressive Charter Schools curriculum is designed to provide students with planned instruction needed to attain academic standards. Every year, the Board of Progressive Charter School will review the academic standards to

ensure that they continue to apply and meet the North Carolina State Standards and assessments for all core subjects. The purpose this is to ensure grade level transitions and promotion policies as mandated by the State Board of Education. K-5, teachers will design courses to meet or exceed the requirements of the North Carolina Board of Education curriculum standards. The art education/academic achievement program is designed to complement the North Carolina Standard Course of Study. Assessments K-5: It is the philosophical belief at Progressive Charter School that there is more than one way to accurately assess student learning. These include not only North Carolina standardized test measures such as EOGs and benchmark test, but also more formative and summative assessments including common end of unit assessments, reading/writing conferences, classroom participation, classroom projects, and writing assignments, project based learning, integrated unit across grade levels and curriculum. These will be derived from teacher creative lesson plans through collaborative professional learning communities. To ensure collaboration effectiveness, teachers, will develop common grade level and transitional grade level assessments across the

curriculum. Teachers will analyze data from assessments and establish affirmative pacing guides so that adjustments can be made to enhance instructional strategy. Assessments are designed to include art educations as a key component to meet student diversity in a differentiated style of instruction.

Each teacher in collaboration with student will maintain a student portfolio and journal for conferences, IEP, at-risk, intellectually gifted. This portfolio/journal is a continual document from K-5. It is an existing portfolio writing journal of student work in grade transition and can be utilized to evaluate students for the next grade level. Portfolios and writing journals give teachers general ideas of student strengths and how to work with their weaknesses. Kindergarten will follow the statutory requirements as established by the State of North Carolina Board of Education. Admission to all other grades will be based on successful completion of the previous grade level under requirement held by the NC Board of Education. Grade 1, 2, and 3 promotion will follow state requirements; students will be proficient as measured by the state end of grade reading test; and all guidelines for Read to Achieve will be in place at Progress Charter School (Reviewed for compliance yearly by school board). The art education curriculum requires that all students complete a culminating project at the end of fifth grade. Promotion for all grade levels is based on mastery of state standards in core subjects. Students who do not meet those requirements will go before a review board in consideration for retention. There will be ongoing intervention in place to assure that all students make successful and smooth academic transitions from one grade level to the next. Communication with parents will be ongoing and in writing and verbal no later than the final quarter if retention is expected. The school principal will make a final decision on whether a student will be retained.

Student Conduct:

*Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.*

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

Be sure to include:

- 1. Practices the school will use to promote effective discipline.*
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
- 3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
- 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*

Progressive Charter School will have a handbook that is very similar to Next Generation Academy (School in North Carolina) and Cherry Creek Schools (Greenwood Village, CO 80111). North Carolina State law governs all State law addresses. It shall be the duty of all staff, to maintain good order and discipline in their respective schools." (G.S.115C-307) Preventive measures are placed throughout the learning community. Conferences with the students/guardians; periodic follow-up reports to parents/guardians; and referral to appropriate support personnel. Formal grievances involving principals: In the event that the principal is the employee to whom the grievance was addressed originally, it must be within five (5) days following the event or condition that is the basis. Formal grievances involving principals: In the event that the principal is the employee to whom the grievance was addressed originally, it must be within five (5) days following the event or condition that is the basis for the grievance file a written grievance form, including all information requested on the form. Within five (5) days following the receipt of the written grievance, the principal shall meet with the grievant to attempt to resolve the grievance. Within five (5) days following the conference, the principal shall provide the grievant with a written response to the grievance. The written response must be signed and dated by the grievant, or it must be sent to the grievant through certified mail. In the event that the grievant is still not satisfied with the outcome of the grievance, he/she must file a formal appeal to the Executive Director within five (5) days of the written response of the principal or the grievance will be deemed abandoned. If the principal determines a student's behavior warrants a long-term suspension (greater than 10 days). a 365-day suspension or expulsion to the extent permitted by law; the Executive Director must approve any suspensions of greater than 10 days. The School Board must approve any expulsion based on a recommendation from both the principal and Executive Director. Rights of Students With Disabilities: Students who are served under IDES (Special Education) or under section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline upon their qualification for services under these federal laws. School administration along with the IAT team will determine whether the disciplinary infraction identified or not identified disability. The rules: (1) shall not infringe upon constitutionally protected rights, (2) shall be clearly and specifically described, (3) shall be printed in a handbook (4) shall have an effective date subsequent to the dissemination of the published handbook. Suspension or expulsion serious violations in a school building or on school grounds, in school vehicles, or during a school-sponsored activity. Suspension or expulsion shall be mandatory for serious violations in a school building or on school property. 1. Causing or attempting to cause damage to school property or

stealing or attempting to steal school property of value.2.Causing or attempting to cause damage to private property or stealing or attempting to steal private property.3.Commission of any act which if committed by an adult would be robbery or assault as defined by state law4.Violation of criminal law, which has an immediate effect on the school or on the general safety or welfare of students or staff.5.Violation of district policy or building regulations.6.Violation of the districts policy on weapons in the schools. Possessing a firearm without the authorization of the school or school district, in accordance with federal law.7.Violation of the districts alcohol use/drug abuse policy.8.Violation of the districts violent and aggressive behavior policy. 9. -12. are stated in student hand book under Student Rights and Responsibilities Section.

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: Adonai Home and Family Outreach Care

Mailing Address: 3408 Lake Woodard Drive #C

City/State/Zip: Raleigh NC 27604

Street Address: 3408 Lake Woodard Drive #C

Phone: 919-763-2790

Fax:

Name of registered agent and address:

Glenda Scott
1489 Huntzell Main Drive
Wendell NC 27591

FEDERAL TAX ID: 45-3261594

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?
Roman Williams	Board Member	WAKE	Manager	Business Owner	N
Terrell Bell	Board Member	WAKE	Nurse	CNA	N
Natalie Cooke	Board Treasurer	WAKE	Wake County Teacher	K-12 Certification	N
Shantee Owens	Board Secretary	WAKE	Administrative Assistant Adonai	Notary	N
Glenda Scott	Board Chair	WAKE	Executive Director Adonai	K-6 Certification	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.*

Progressive Charter will be governed by a Board. The Board will procure a school management organization to provide education and management services to the school. The roles and responsibilities of the Board are detailed elsewhere in the handbook and Board of Directors Handbook. The way in which the Principal (Head Administrator) is selected, managed, and evaluated (by the Board) is also addressed in other sections of the Board of Directors Handbook. The relationship between the Board/Principal and the school is described in Handbook. Board of Directors Handbooks is given to every student enrolled, teacher, administrator, and staff.

Principal Selection and Evaluation Process. The performance of the Principal is critical to PCS success. The Board will develop a set of key school leadership characteristics that will be used to identify possible Principal candidates. Examples of possible Principal identification criteria are listed below:

- * Interprets school-wide data trends to identify, adapt and improve curriculum and management practices across subject areas and grades
- * Delivers evaluation feedback effectively so that staff members always adopt suggested improvements
- * Maintains a respectful tone and does not compromise school expectations in all dealings with parents

The Board will hold informal screening interviews with applicants. Qualified applicants will receive a formal interview. After the initial screening process, qualified candidates will complete performance tasks based on the Principal selection criteria. For example, a Principal candidate might be shown school performance data along with a video footage of a teacher in action. The candidates task would be to identify instructional and management habits which most directly contributed to the schools achievement score and to formulate an action plan for the teacher. The Board would score this task according to a rubric and debrief the candidate about the strengths and weaknesses of his/her performance. The Board would not be

involved in this debrief and evaluation.

The Board will nominate a final candidate after considering each candidates overall performance. PCS Board will conduct a formal interview with the candidate, discuss his/her qualifications and vote on whether to approve recommendation. A simple majority of the Boards voting members must support the candidate in order for an offer to be extended to the final candidate. If the Board rejects the recommendation, The Board Chair will restart the evaluation process with other qualified candidates.

The Principal will receive a formal Annual Evaluation. The Board Chair will be the primary author of the evaluation. The Principal will be scored based on progress towards and achievement of quantitative metrics approved by the Board. Examples of performance goals may include:

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.*

Distinguishing the Role of the Board. The key distinction between the Board and the schools administration (Principal) is that the Board governs and the administration manages. "Governing" a charter school involves setting policies and making major decisions that set the overall direction of the organization and move it towards fulfillment of its mission. "Managing" the charter school involves the effective allocation and deployment of resources for the organization on a day-to-day basis to implement policies and major decisions. Another useful way to think about the distinction between the Board and the administration is that the Board is concerned with the "ends" of the school (the achievement it creates) and the administration with the "means" (curriculum design) to achieve those ends. The schools role in the schools success includes enforcing district-wide policies that support the school and its students.

Roles and Responsibilities of Board. PCS Board will operate in accordance with the North Carolina Charter School Administrative and Governance Guide. As public agents authorized by the state, the PCS Board is responsible for governing the school and holding the charter for the school, as it is granted by the NC Department of Public Instruction. A strong Board defines the mission of the school, develops school policies and changes them when appropriate, hires qualified personnel to manage the schools day-to-day operations and holds them accountable for meeting established goals, and formulates a long-range plan and charter school Accountability Plan that will ensure the schools continued stability. In addition to its many other responsibilities, the PCS Academy Board will ensure that the school is complying with all of the state and federal laws that apply to the school and that the Board itself is operating in accordance with the rules set out by all applicable North Carolina laws and regulations. Finally, the Board is responsible for operating the school in accordance with its charter and with any approved amendments to its charter. PCS individual Board members will be held to the duties of care and loyalty defined in the Board of Directors Handbook. These duties include, but are not limited to, the following actions: always acting in the best interest of the school, regularly

reviewing key school documents including the charter and budget, voting only after thoughtful consideration of all relevant options, and not voting on any school matter in which they have a personal interest.

The Board is Reflective of the Schools Mission. All Board members were initially drawn to the school by the promise of the schools mission. The Board is comprised of professionals with a broad variety of experiences in mission. The Board includes key community stakeholders from the neighborhoods where PCS Academy anticipates drawing many of its students (West Raleigh). These members special knowledge of PCS Academys student population will allowthem to provide critical information to the Board and be strong advocates for PCS families.

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

The PCS Board will be founded with seven voting members. There will be one seats reserved for PCS Principal. The Chair is the senior volunteer leader of the Board who presides at all meetings of the Board and other meetings as required. The Board Chair oversees implementation of Board policies and ensures that appropriate organizational systems and procedures are established and maintained. Through frequent communication, the Chair maintains a close working relationship with the Principal. The Chair is the primary liaison between the Principal and the Board. The Chair will possess strong group facilitation/group process skills and will be prepared to serve as a coach and mentor to the Principal. Duties of the Chair include: (1) jointly developing with the Principal agendas for Board meetings; (2) facilitating all Board meetings; (3) appointing Chairpersons of all Board committees; (4) coordinating the Principals annual performance evaluation; and (5) working with the Board and school management to establish and maintain systems for: (a) planning the organizations human and financial resources and setting priorities for future development; (b) reviewing operational effectiveness and setting priorities for future development; (c) controlling fiscal affairs (d) acquiring, maintaining, and disposing of property; (e) maintaining a public relations program to ensure community involvement; ensuring the ethical standard of the Board; and ensuring that PCS remains true to the terms of the charter.

In the case that the Chairs term ends and the Board seeks to promote a new Chair from within its ranks, all Board candidates will follow the procedures outlined in the draft bylaws. The nominating process will be a multi-step process designed to ensure both a mission fit and the necessary skills and qualities described in the Chairs roles and responsibilities. The new Chair will be identified at least three months before the current Chair departs the role so that the new candidate can be trained on key responsibilities of the role. Because the Board must always be a capable and high functioning entity for the school to meet its goals, it is a major responsibility of the Board to ensure the school has structures in place to attract talented governance candidates to PCS. The Principal and existing Board members will use personal, professional, and community connections to identify new Board members. Of particular importance will be expertise in business, law, education, real estate, finances, and fundraising and a willingness to use this expertise for the benefit of the school. These individuals must have roots in and a demonstrated commitment to Boston, and a philosophical alignment with PCS mission. Annually, the Governance Committee may complete a skills analysis of the Board both for the immediate needs and for the

subsequent 2-3 years. This inventory will include succession planning for Directors and the Officers of the Board. All Board candidates will follow the procedures outlined in the Board-approved nominating policy. The nominating process will be a multi-step process designed to ensure both a mission fit and the necessary skills and qualities needed. New Board members must be approved by a 2/3 vote of the existing Board.

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

Meetings are held once a month, There must be a quorum (majority present).

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 PCS Board understands the unique challenges of creating a strong governing Board from scratch. To this end, the full founding Board will commit to an extensive initial training program to be completed by the end of 6 months. The general purpose of this training is to prepare the Board to work effectively at its meetings, but the program will also provide opportunities for the Board to plan its work and codify its roles, responsibilities and procedures. The resource materials and outputs from this program will be provided to new Board members who join the Board after its initial training and a Board committee will be responsible for completing a modified form of the training for the new member. Our formal training program, which will commence after submitting this charter application, is outlined below.

Understanding the Role of the Board (e.g., founding Board retreat to dissect the charter application in great detail; founding Board members orientation to effective governance)

Best Practices (e.g., training on the Boards role in upholding promises outlined in the charter application; training on running an effective Board meeting)

Setting Up for Action and Policy Development (e.g., individual coaching and troubleshooting around Board structure, roles and responsibilities, and governance and management; development of mid-term action plan which assigns tasks to be completed the Board and its committees before the first day of the 2011 academic year)

By end of the 6th month, the Board will be prepared to execute on its action plan and take on new issues during its meetings. In addition to this initial training for the founding Board and new members, PCS may contract with an outside vendor to provide ongoing coaching in developmental areas like strategic planning, committee leadership, and policy development or create internal mentoring relationships to help with these areas.

PCS Board will partake in a formal self-evaluation process. The purpose of this evaluation is to help maintain the Boards high level of performance and to invest each member in his/her professional growth.

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.*

All Board members will follow these 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.

1. Uphold and enforce all laws, rules and regulations of the State Board of Education, and court orders pertaining to schools. Desired changes shall be brought about only through legal and ethical procedures.
2. Make decisions in terms of the educational welfare of children and will seek to develop and maintain public schools that meet the individual needs of all children regardless of their ability, race, creed, sex, or social standing.
3. Confine board action to policy making, planning, and appraisal, and I will help to frame policies and plans only after the board has consulted those who will be affected by them.
4. Carry out responsibility, not to administer the schools, but, together with fellow board members, to see that they are well run.
5. Recognize that authority rests with the board of education and will make no personal promises nor take any private action that may compromise the board.
6. Refuse to surrender independent judgment to special interest or partisan political groups or to use the schools for personal gain or for the gain of friends.
7. Hold confidential all matters pertaining to the schools which, if disclosed, would needlessly injure individuals or the schools. In all other matters, I will provide accurate information and, in concert with my fellow board members, interpret to the staff the aspirations of the community for its school.
8. Vote to appoint the best qualified personnel available after consideration of the recommendation of the chief administrative officer.
9. Support and protect school personnel in proper performance of their duties.
10. Refer all complaints to the chief administrative officer and will act on the complaints at public meetings only after failure of an administrative solution.

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

Policy Development. The true value of school policies is that they provide a framework in which other decisions are made. This framework assures consistency of actions in the difficult and stressful situations a school often faces. Progressive Charter Schools Board will institute a comprehensive policy development process adapted from the National Center of Non-Profit Boards best practices. This process is outlined below.

1. Identify a need for new policy. The recognition that there is a need for a new role of institutional policy can come from a number of sources including the Board itself, the administration and the community. Some conditions that may trigger the development of a new policy include: (1) changes in operating practice that have accumulated over time so that the current policies do not reflect reality; (2) external changes and trends that have an impact on the charter school and the families being served; and (3) federal or state laws that have created the need for adjustments in policy. When such new issues and questions arise, the Board will consider whether any current policies can be adjusted to meet the new condition. If there is no relevant policy already in existence, the Board will begin the process of creating new policy.
2. Assign a team to draft new policy. After it has been determined that a new policy is needed, it is often in the best interest of the school for the Principal to draft the new policy since s/he has more intimate knowledge of

the schools day-to-day operations. It may also be appropriate for a subset of Board members with useful professional experience, or a relevant committee to take on the task of drafting the policy. In either case the Board will clearly name the person(s) responsible for drafting the policy and give them guidance about how to approach the policy.

3. Write a first policy draft. The team then develops a written policy statement that responds to the issue or question at hand. In some cases, the team can use policies that have been drafted by other charter schools. If the policy is created rather than reused, the writers will create a policy that speaks directly to the large issue to be addressed. The policy will be specific enough to consistently guide those who use it to compliance, but it should not be so specific that it "manages" administrators or staff decisions about how to comply.

4. Ask legal counsel to review the draft policy. Legal review of every policy created by the Board is not necessary. However, when a new policy is significant enough in its reach that it might touch state or federal education law, the schools counsel will be brought in to consult early on. Although counsel will not write school policy, it will serve as a valuable resource during the drafting process.

5. Present draft policy to the Board for approval. Once the drafting team has the policy draft ready for Board approval, the drafting team will have a first reading at a Board meeting to gather informal feedback. The writing team will incorporate any suggestions into the draft policy and present it at the next Board meeting for adoption.

6. Continue to review and revise Board policies. Periodically, the Board will review its policies to make sure they are still relevant and in compliance with applicable laws and regulations.

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.*

PCS Board will secure the services of a legal firm to help navigate various legal matters: Counsel and Auditor.

Adonai Home and Family Outreach is the non-profit that sponsors PCS: It's basic role is to reach out to low-income families, individuals, and single parent home in the community for the following: Adonai is committed to ensuring that low-income communities and communities of color are not only assured seats at the table when initiatives or policies are created, but have the capacity to fully participate and play leadership roles in those initiatives. Changes are more likely to occur through deep partnerships between schools, communities and government or systems partners.

Adonai intends to support collaborative efforts with PCS to focus on the following areas:

1. High-quality early learning aimed at kindergarten readiness and academic gains that can be sustained throughout elementary school;

2. K-5 education aimed ultimately at earning an educational credential above proficiency levels

3. Improving the crisis response system leading to permanent housing solutions for children and families that are either unstably housed, homeless or at risk of homelessness.

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

The Faculty and Staff of Progressive Charter School welcome and encourage direct communication with our families. To assure effective communications

please follow the guidelines listed below.

The school's administration is available to answer questions from families and students or offer assistance should it be required. Families should always feel free to set an appointment to meet with the Administration or Board.

With or without an appointment, parents/guardians should be advised that the Administration and Board will not meet with a parent about a classroom issue unless it has already been discussed with the classroom teacher. This process not only honors the teacher as a professional, but also cuts back on the time it takes to bring closure to issues. If after discussing the issue with the classroom teacher and Administrator a parent still feels there is a need to speak to an administrator, they may schedule an appointment to meet with the Board and Administration as well as the teacher.

The front office is expected to gain as much information about a particular issue in order to determine if a message should be taken or if the request requires immediate attention based on school processes. We appreciate your cooperation.

The best way to communicate with the staff and faculty is through email. Parents may also call the school's phone number and leave a message on voice mail. Please see the General Information and the Faculty and Staff Directory in this handbook for email addresses and phone extensions. Notes are also a good way to communicate, and can be placed in a student's classroom communication folder. Parents who desire a meeting with a teacher may request one via email or phone message. Please do not "drop in" to communicate with teachers before, during or after school. In cases of emergency, please contact the front office.

GRIEVANCE ISSUES AND DUE PROCESS

Anyone with an issue that needs to be resolved should attempt to resolve the issue following the appropriate chain of responsibility as outlined in the Board Policy:

1. Issues with a classroom teacher, program coordinator, administrator or teaching assistant should first be brought to that person's attention.
2. If the issue is not satisfactorily resolved through discussion with the individual, it should be brought in writing to the Administrator for that grade level.
3. Only if the Administrator and the parent cannot reach an understanding or agreement should the issue be brought in writing to the Board.
4. If the issue is not satisfactorily resolved with the Administrator it may be brought in writing to the Board of Directors through the Administrator. Documentation must show that the chain of responsibility has been followed.

The Problem Resolution and Grievance policies are available by request from the front office staff or from any member of the Board. For more information on problem resolution or the grievance procedures, please refer to the

Grievance Process in this handbook.

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.

Leadership Team: one Principal, 5 Board Members. This leadership structure will remain constant during the first five-year.

Non-Instructional Staff: two Office Managers, one Nurse, and one Counselor. Having benchmarked staffing levels at other highly-effective urban public schools, we believe that this staffing level is both necessary and sufficient to meet the needs of our students, families, and community.

Additionally, we intend to hire two full-time Food Service personnel and one Custodian. One school accountant/finance administrator
Instructional Staff: team includes three Associate Teachers (one per grade level). Five art education teachers: a Music Teacher, an Art Teacher, Dance/theatre, Audio Visual, Strings. One Fitness/Health Teacher. One ELL Teacher. We have determined this staffing level based on our anticipated enrollment of ELLs students.
Two Special Education Inclusion Teachers.
Two AG Teachers/which will also be testing coordinators for PCS
Two Special Education Sub Assistance. (The number of sub-separate students is currently depend on specifically assigning students with in the PCS community.)
Our core instructional regular education staffing model, , requires two K-3 math teachers for the first 3 years and two K-5 teachers for the remaining two years. A total of 5 years to start.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Staff Recruitment. PCS Principal will invest heavily in the efforts through which we will recruit, screen, select, and yield the strongest individuals to join the school.

The Board along with the Administration will works with colleges and universities, community organizations, and strategic partners to build the pipeline through which strong applicants will apply to the school. It is critical to the success of the school that we strategically recruit individuals both from within Wake County and individuals from outside. The goal is to respond to 100% of applicants within a week of receipt of their application materials. Candidates who are not viable will receive email notification alerting them of this decision. Candidates who seem viable after their resumes have been reviewed will be invited to complete a phone interview. Following the phone interview, strong candidates will be invited to more detailed interviews. Most candidates will interview with the Principal once on the phone and once in person (including a sample lesson) before references are checked and an offer is made. For some candidates, additional interviews/sample lessons may be requested. It is the discretion of the Principal to determine what steps are necessary in order for the best hiring decisions to be realized. No offers of employment can be made without at least one reference being officially checked. We aim for more than 90% of the individuals who receive offers from the school to accept those offers and begin employment at the school in the summer of 2016. PCS will strategically work to reward and retain the members of its school by offering targeted professional development and opportunities for career development both within and outside of the school. We will also offer compensation packages for professional development through an evaluation process.

- 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.*

Personnel. The will work to collectively support and manage personnel issues within the school.

* The Board Will design and implement the school-wide professional development program; research and identify meaningful professional

development opportunities for individual teachers; observe and provide feedback to teaching staff on a consistent basis.

* Establish personnel policies; on boarding systems; and evaluation protocol and will develop a strategic system through which the Board will assist Administration to recruit, interview, select, matriculate, and retain high-quality staff members.

* Principal: participate to evaluate all members of the Board, except for herself or himself, and will review all evaluations written for staff members of PCS.

* Board will provide regular support and guidance to the Principal and staff regarding issues related to personnel.

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

PCS Staff are hired by the Administration with a contract and duties approved by the board. Therefore, all staff works for the school that is governed by the Board. The Board enforces and assures that the school operates according to its set mission and vision statement. All board members, staff, and volunteers will have to have background checks before working with students. The school will be responsible for paying for the board member background checks. The board hires, evaluates, and fires the Principal. The Principal hires all the teachers and support staff based on the policies and procedures outlined by the board handbook. The Principal fires all staff based on the schools policies, including objective action plans (approved by the Board) with dates corrections will be observed. All observations and actions must be documented and kept in a locked file on campus. Action plans must be signed by the staff member.

If a staff member is fired and disagrees, that person may take their appeal to the Board. The Board will make the final decision to uphold or over turn the termination based on compliance with the action plan.

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

Principal - \$60,000 - \$80,000 based on experience in the first 5 years degrees/certifications (BA,BS,MS,PhD, Ed.D)

Licensed Teachers - \$30,000 - \$45,000. based on salary scale, years of experience and degrees/certifications (BA,BS,MS,PhD, Ed.D)

Non-licensed Teachers - \$25,000 - \$30,000

Specialists & Coaches - \$20.00 - \$40.00 per hour

Office Manager - \$30,000 - \$35,000

With the increase of enrollment in the duration of years, salaries will be raised or adjusted as needed. We are still investigating the most reasonable health insurance package that includes visual and dental. This is a quote for the present: \$3200 -\$4000 per year. Retirement to set in after the 2nd year of employment 2% of the 401K.

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

A professional staff member may be dismissed upon provision of at least sixty days notice and pay during the probationary period only upon the recommendation of the Principal and majority vote of the Board in accordance with the Board Policy. Any professional staff member desiring to terminate services must provide the Board with a minimum of thirty days notice before the effective termination date. When possible, a professional staff member shall make every effort to terminate employment at the end of the school year. Resignations must be in writing and include the effective date.

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

"Not Applicable," At this this time there are no identified positions that will have dual responsibilities (within or without the organization) that funding source are needed for a position.

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.*

The ELL program offers a school within a school approach to world language education. The goal of the program is to offer students the opportunity to become proficient in speaking, reading, and writing in English and one other language. At the elementary level the program is designed for a group of students at each grade level who, after participation in the program for one school year, are enrolled in the subsequent grade level with the ultimate goal of creating a K-5 continuum. Professional development will be offered as follows: *3-Day Institute for teachers new to the ELL Program*1-Day Institute for ELL teachers previously trained*With-in each school year PCS will hire a qualified ELL Teacher contingent upon enrollment of ELL identified students.

PRIMARY FUNCTION:

Responsible for working with students of other languages to learn English and achieve literacy objectives (in their assigned grade level)

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).*

Principal (Doctor of Education in Educational Administration)- daily management and oversight of all school functions both academic and non-academic

Counselor -Counselor (Certification)oversight of all areas of School Climate, Parental involvement and volunteers

Instruction Staff- (Current and Valid NC Teaching Certification)- delivery of curriculum and instruction and all areas of classroom management

ELL/AG

IAT/SST

Teacher - Kindergarten A

Teacher - Kindergarten B

Teacher - Grade 1 A

Teacher - Grade 1 B

Teacher - Grade 2 A

Teacher - Grade 2 B

Teacher - Grade 3 A

Teacher Grade 3B

Teacher - Grade 4

Teacher - Grade 5

Support Staff- Must hold a college degree

TA - Kindergarten A

TA - Kindergarten B

TA - Grade 1 A

TA - Grade 1 B

TA - Grade 2 A

TA - Grade 2 B

TA - Grade 3 A

TA Grade 3 B

TA - Grade 4

TA - Grade 5

ART Education/Specials- Valid NC Teaching Licenses or Professional Licenses

Art/Technology

Art/Technology

Music

Creative Movement / Dance

Music Assistant

Creative Movement Aide / Dance

Theatre

Gifted Program takes steps to identify students who are eligible for gifted education services, following the eligibility requirements defined in Board Policy. The school ensures that qualified teacher will be hired for gifted students having a current gifted education endorsement. PCS will provide a gifted education programs to eligible gifted students.

1) whole-grade and/or subject acceleration, 2) self

-contained gifted education classes, 3) specialized classes for highly gifted students, (4) Enrichment Model, and (5) any other research-based alternative.

The school will ensure that meaningful and equitable communication with parents and guardians of gifted students takes place by providing such parents and guardians with important notices or documents in written form.

PCSs equitably include English Language Learners, Students with Disabilities, economically disadvantaged, and minority students in the gifted and talented program.

Staff Evaluation and Professional Development

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

The Principal is responsible for ensuring that all academic requirements for available certification and licensure approaches are met, background clearance requirements for professional and support staff are satisfied.

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.*

The Principal will identifies highly qualified teachers based on federal and state guidelines and provides information on acceptable professional development.

Professional Development

Progressive Charter School will provide the following training for all Teachers:

Beyond the Workshop: Interactive Online Learning

* Interactive and engaging hands-on activities

* Interviews, classroom videos, and multimedia presentations

* A resource library of tools and practical teaching strategies to download and use in the classroom

* Common Core State Standards-aligned teaching strategies

* Facilitated discussions

* Use of new technology features such as wikis and text annotation tools

<http://www.wested.org/service/beyond-the-workshop-interactive-online->

learning-for-charter-school-teachers/

The teachers at Progressive Charter School for Better Learning will receive far more professional development than is typical for staff at other schools.

Most training will take place via workshops led by our professional development team and outside consultants. Almost all of PCS training focuses on some aspect of the subordination of teaching to the learning. Teachers will be fully trained in Responsive Classroom. In addition, teachers in Kindergarten and 1st Grade are trained in learning centers, and teachers in all grades receive extensive training in Writer's Workshop and Reader's Workshop.

Professional development activities include:

- * pedagogical training for all teachers
- * Responsive Classroom for new teachers
- * Weekly 45-minute institutes on how the subordination of teaching to learning plays out in English language arts, mathematics, integrating arts education
- * 2 or more grade-level planning sessions per week
- * Extensive grade-level curriculum planning
- * Full day and half day "lesson study" workshops with outside consultants
- * Frequent in-class observations and team teaching
- * Close, collaborative scrutiny of actual lessons
- * Attendance at conferences and workshops outside of school

Workshop online courses include:

- * Interactive and engaging hands-on activities
- * Interviews, classroom videos, and multimedia presentations
- * A resource library of tools and practical teaching strategies to download and use in the classroom
- * Common Core State Standards-aligned teaching strategies
- * Facilitated discussions
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- * Extensive grade-level curriculum planning
- * Full day and half day "lesson study" workshops with outside consultants
- * Frequent in-class observations and team teaching
- * Close, collaborative scrutiny of actual lessons

- * Attendance at conferences and workshops outside of school
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.*

Workshop online courses include:

- * Interactive and engaging hands-on activities
- * Interviews, classroom videos, and multimedia presentations
- * A resource library of tools and practical teaching strategies to download and use in the classroom
- * Common Core State Standards-aligned teaching strategies
- * Facilitated discussions
- * Use of new technology features such as wikis and text annotation tools

Progressive Charter School and "No Child Left Behind"

Progressive Charter School will apply for educational grants that are specifically designed to help with funding programs to increase student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies. With this type of funding the plan is to use scientifically based professional development interventions and hold state accountable for improvements in student academic performance. Research shows that teacher quality is correlated with student academic achievement (Sanders and Rivers, 1996). The Board understands and is ready to face a variety of challenges in the community with respect to teacher quality; therefore, staff development funding is to be used for a wide array of interventions.

1. Ensure that activities are aligned with state standards, and based on a review of scientifically based research and contribute to improvements in student academic achievement;

2. Coordinate the program with other professional development programs;

3. Develop professional development activities in a collaborative fashion and seek the input

of teachers, principals, parents, administrators, paraprofessionals, and other school personnel;

4. Use funds to meet the requirement that all teachers be "highly qualified" by the end of the 2016-17 school year, develop annual objectives for measuring progress toward this requirement

5. Use funds to ensure that all current paraprofessionals with instructional duties in any program supported with Title I, Part A, funds

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.*

Provide a schedule and explanation of professional development that will take place prior to school opening.

Progressive Charter Schools professional development is centered for Arts Education with Academics. With this in mind, we have tentatively set out the following schedule of pre-opening professional development:

Days 1 and 2:

These days will be given over to presentations regarding flipped classroom methodologies and resources, as well as hands-on experimentation with the equipment and web-based resources needed for the classroom.

We intend to have teachers who are experienced in teaching in

classroom settings deliver most, if not all, of this professional development the following topics:

Technology

The 33 Digital Skills Every 21st Century Teacher should Have.

North Carolina A+ Arts Education Program to support the analysis of state-level policies (in statute or code) related to the arts in education.

Days 3 and 4: Workshop Topics

The Benefits of Attending Art Education

Bloom's Taxonomy

Classification system for the development of educational goals and objectives based on thinking behaviors believed to be important in the processes of learning. This framework became a taxonomy of three domains:

- * The cognitive - knowledge based domain, consisting of six levels
- * The affective - attitudinal based domain, consisting of five levels, and
- * The psychomotor - skills based domain, consisting of six levels.

Classroom Management

classroom management from an experienced art teacher.

Common Core Resources

From Common Core Standards to Curriculum: Five Big Ideas

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.

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.

Extended school hours (workdays) and more open days will be allocated on the school calendar to allow for teachers to take training and to attend conferences or other professional development events. The school calendar will be drafted at the start of the year with these events in mind, and in consultation with the faculty, so as to allow for days of professional development for each teacher.

Professional Development for Progressive Charter School Teachers:

The goal of PD for teachers at Progressive Charter School is assist teachers in making practical decisions about how to arrange the classroom for art education with core subjects. Managing the classroom can be quite different and integrated having a major impact on how the class functions.

That is why PCS adopts a mentoring program from teachers that provides experts in your school who can provide guidance and experience. The mentoring program is set up by a professional development team that includes a literacy coach, a math coach, a visual arts coach a Teacher Center specialist.

The principal is responsible for establishing the working of the PD team teachers. These colleagues have years of classroom experience, and they're eager to share their knowledge. They will:

- * Help teachers problem-solve instructional and classroom management issues.
- * Show teachers how to construct standards-based classroom assignments and assessments that will assure you that students are learning the subject matter while preparing for standardized tests.

- * Meet with teachers and, make observations in the classroom to make suggestions and even provide demonstration lessons.

- * Offer support in a non-evaluative way.

Mentors

The PD team has had prior years of teaching experience:

- * Mentors are experienced colleagues who have trained extensively in ways to best support the school mission statement.

- * They will do demonstration lessons, co-teach classes with teachers and offer constructive feedback on your teaching practices.

- * They will help teachers diagnose student work, make suggestions about lesson plans and help teachers connect to people and instructional resources in the school and district.

- * They will work with teachers on a non-evaluative, nonjudgmental basis.

Translation: Discussions will be professional and confidential.

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)).

Progressive Charter School is a non-profit, tuition-free, North Carolina public charter school. Enrollment is open to all students per the North Carolina General Statute (GS 115C.238.29F(g)(1-7)), which states that no student shall be denied admission based on race, origin, religion, ethnicity, gender, ancestry, disability or academic ability.

The PCS approach is arts-based because we believe this allows students to learn in new and more meaningful ways than can be demonstrated by grades alone, it is most likely that PCS school will appeal to a family who desire a more innovative style of learning. This fully complies with the State Statute to mirror the diversity of the local education agency.

Marketing Plan:

1. Staff members from PCS will attend the following meetings for the organizations below to provide the parent/guardian of each of the students and the student with a brochure informing them of the positive impact and experience students will benefit in arts education.

- * Biweekly girls scouts and boy scouts meetings held at the non-profit center Adonai Home and Family Outreach 3408 Lake Woodard Dr. #C

- * Boys and Girls Club mentoring program meetings held monthly at the Brentwood Boys and Girls Club.

- * Principal will visit elementary schools in the Wake County area providing information for the school about the programs at PCS

- * The non-profit Adonai Home and Family Outreach and Board of Directors will mail brochures and visit local faith based ministries to explain the

benefits of the academics in an arts based school:

Churches in the school neighborhood

North Raleigh Ministries

Open Door Clinic Urban Ministries

Sacred Heart Outreach

Salvation Army

Dorcas Ministries

Christian Community in Action

Urban Ministries

W.E.B. Dubois Center

With Love from Jesus

Triangle Family Services

2. Progressive Charter School has a Partnership with North Carolina Center for Afterschool Programs. Several students currently attending the afterschool programs families have interest in attending PCS

3. The Board of Directors conducts weekly meeting prior to the beginning of the school year (Monday nights) to provide parents opportunities to address inquiry questions regarding the academic programs provided by PCS.

4. Advertisement for the school will be televised on public access channel 20, 10 and My RDC channel 22. School will be posted in the South Side Shopper and local newspapers.

5. School will have a new letter on all social media publications including an up and running informational web site with application page.

6. Presentations will be made to community advocacy groups who address the needs of special populations to stimulate parental interest and student enrollment at PCS.

7. The Board of Directors will make presentation to local community colleges and provide information for recruitment that have teacher education programs to inform them of the exciting job opportunities at PCS

8. Board of Directors will also provide information for online schools with teachers certification programs for out of state and in state potential candidates.

9. Each home in the community will receive a school newsletter monthly of school programs and events. PCS is a performing arts school and welcomes the community to participate in all performing arts events (musical, theater, dance, etc) throughout the school year.

10. PCS will send out a parental email monthly concerning student interest and enrollment campaigns.

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.*

Progressive Charter School believes highly in the family school connection.

It is one of the major practices that support the mission. Our mission is to cultivate creativity and motivate students to be compassionate learners using innovative thinking for a firm academic foundation with a global perspective. It is essential that our program establish a trusting and open relationship with the families we serve, so staff members are privy to the economic, cultural, and social challenges that our students may be facing, and appropriate action can be taken to provide the services the family needs to be an active partner in the child's education.

Based on our goals and objectives and grounded in our mission, a family connection team of educator in SST (Student Support Team) will develop a plan for creating a strong family-school connection. The plan is devised and inspired by the best practices and programs already succeeding across the nation in early childhood education the many home visit and family-school connection programs.

The main pieces of our plan include Family Intake Meetings, a Welcome dinner, Parent Meeting Sessions and Family Outreach programs which are already in practice with Adonai Home and Family Outreach.

Principal family intake meeting:

The principal and SST meets with the student and his/her parent(s)/guardian(s). All information gathered and shared during it is confidential and

becomes part of the student's school record. The meeting normally lasts 30 minutes, and

is divided into three sections: meeting with student and family together, meeting with

parent alone, and meeting with student alone.

During the first part of the meeting, SST will thoroughly review the unique aspects of the arts education (including academics, conduct, school philosophy, school dress code in preparing students for the school mission).

We use this meeting to initiate a positive relationship with the family prior to the start

of school. We want parents to feel comfortable discussing any aspects of their child's

education and family life with members of the faculty. The SST meeting will help in setting the tone of the relationship between the school and family.

Pot-luck Welcome Dinner

We feel the Welcome Dinner is a crucial aspect of our school community for numerous

reasons. It gives students and parents the chance to meet each other and the faculty

before the school has started. It helps family members become involved, right from the

beginning. It also brings our community together. Welcome Dinner was helpful in introducing the family to the SST and how it can help students throughout the school year.

PARENT MEETINGS AND CONFERENCES

We firmly believe that by keeping parents informed we help them remain invested in

their child's education. We have Parent Meetings once a month; parents and the

SST of PCS come together to discuss topics about which parents have expressed an interest, as well as topics that the faculty would like to

share with the school community. Guest speakers have also been invited to Parent Meetings, such as the school nurse, who focused on nutrition and health, and a local banker who spoke on managing money, creative arts programs for student involvement outside of school, and connection with furthering student education for middle school. The school councilor will create a Parent Advisory Group to keep parents abreast of many issues, ranging from uniform policies, to behavior/discipline issues, to class-room space.

Family event POLICY

Parents are welcome to set up appointments to stop by the school and sit in on classes, talk with teachers, or participate in school-wide events, such as afterschool performances, community involvement sessions set up by the Board of Directors, and the Principals information meetings (set up for major school concerns and issues that may occur during the school year). We will also invite parents to accompany faculty and students on field trips and community projects.

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.*

PCS Application Process

To apply for enrollment in prospective students/parents must complete an application. The application is provided in languages: English, Spanish for students enrolling in the community. The application includes submission and deadline information. Progressive Charter School will convert the standard enrollment application into an electronic/online form for the convenience of applicants. Charter schools may convert the standard enrollment application into an electronic/online form for the convenience of applicants. Applicant signatures may be standard electronic equivalent. To ensure that we reach our targeted area of at-risk and low-income families questions on the application will be adjusted as the following:

Low-income students by providing two chances in the lottery for students eligible for free and reduced lunch and one chance for students not eligible. The question and rationale must align around a specific and verifiable attribute of students free/reduced lunch status. PCS has a purpose of guidance for the educationally disadvantaged which include students who are economically disadvantaged, students with disabilities, migrant students, limited English proficient students, neglected or delinquent students, and homeless students.

Progressive Charter Schools will have an open enrollment period and lottery procedure. All prospective students, grades Kindergarten through 3rd (first two years) and 5th (after the first two years), will be given the opportunity to enroll in the free public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

The following shall be given preference for admission to the school in the beginning and future executive years following:

- * Children of founding families

- * Siblings of students currently enrolled in the school (siblings are defined as any two students who share a legal parent/guardian)

- * Children of school faculty and staff

Enroll forms will be available at the school or on the school website. These forms should be completed and returned as soon as possible but no later than the announced due date, so that should the need arise, those names will be included in the lottery (a random drawing). They will be dated according to when they are received.

After the due date, if the number of pupils who wish to attend the charter school exceeds the schools capacity, attendance, except for preferences listed above, shall be determined by a lottery (a random drawing). The lottery will be held in a designated place by the Board of Directors. The results will be witnessed and parents will be notified of the results. PCS commits to making the lottery and enrollment procedures and practices clear and transparent to parents, staff and community.

All applications received will be dated and timed. Children listed on these applications will be added to the list for their grade in the order they are received. If openings are available, the children will be given a placement in Progressive Charter School. If there are no openings, they will be added to the wait list.

As openings occur mid-year, families on the waiting list will be contacted regarding the vacancy. They have 48 hours to accept the available opening. If they decline the offer, their name is removed from the waiting list and they must resubmit an intent form the following year to participate in the stated admission procedures, including a possible lottery.

If a parent wants to withdraw or transfer a student from PCS during the school year, the parent must first go to the school district or other charter school and obtain a letter of acceptance for enrollment in the new school. The parent then needs to give the school a copy of that letter of acceptance.

PROJECTED ENROLLMENT 2016-17 through 2020-2021

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Wake County Schools
 LEA #2
 LEA #3

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

	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000
Kindergarten	20	0	0	30	0	0	40	0	0	40	0	0	40	0	0
Grade 01	24	0	0	36	0	0	36	0	0	36	0	0	45	0	0
Grade 02	26	0	0	39	0	0	39	0	0	39	0	0	50	0	0
Grade 03	30	0	0	45	0	0	45	0	0	45	0	0	55	0	0
Grade 04	0	0	0	0	0	0	33	0	0	45	0	0	55	0	0
Grade 05	0	0	0	0	0	0	32	0	0	45	0	0	55	0	0
	100			150			225			250			300		

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.

Progress Charter will establish a transportation committee to ensure supplemental transportation to comply with all state transportation safety laws and regulations applicable to other NC public schools. It is the goal of the transportation committee to raise funds (to meet the budget proposal) to purchase buses and hire drivers to transport students who otherwise would not be able to attend. Transportation committee will also look into contracting with state approved outside entities to provide transportation. Several students coming from the community have to option of carpooling. PCS transportation committee adopts the following safety standards as the Recommended Guidelines and Procedures complying with Legal References: G.S. 115C-36

The board shall provide school transportation services for eligible students consistent with the following goals:

1. Use only approved list of transportation providers to and from school to students most in need of the service;
2. Ensure that a contract for any trip is made only with companies on the approved list;
3. Assure that the number of vehicles and drivers for the trip is sufficient to assure the safety of the students being transported;
4. Provide safety and evacuation training to all students prior to any trip; and
5. Any other procedures that the Board deems reasonable to assure the safety of students being transported to or from school related activities.

The Principal shall maintain an approved list of companies that meet the Charter School safety standards for transportation services for school-related activities.

In contracting for transportation services, the Principal shall comply with all Board policies relating to contracts with the board and services to the Board.

The Principal shall ensure that the school contracts for transportation services for school-related activities only with companies or individuals on the approved list.

ORGANIZATION OF STUDENT TRANSPORTATION SERVICES

Legal References :G.S. 115C-241, -242, -244 to 246, -248

Cross References:

The Principal is responsible for establishing a student transportation services program consistent with Board of Directors goals established in board policy Goals of Student Transportation Services, and state and federal laws and regulations. School personnel, volunteers, and private carriers are

expected to be familiar with all duties imposed by law, board policy or the Principal. Specific duties related to providing student transportation services will be included in appropriate job descriptions and Board of Directors Policy Handbook.

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.

PCS Board of Directors along with our non-profit sponsor Adonai Home and Family Outreach Programs (Childhood Obesity Campaign) recognizes that it is essential for students to receive proper nutrition so that they are ready and able to take advantage of educational opportunities.

The goals of school nutrition program are:

*operating child nutrition efficiently so that earnings may be used to reduce the cost of food, serve better food or provide free/reduced price, meals to eligible students;

*minimizing obesity, encouraging life-long healthy eating habits consistent with the health education curriculum;

*providing courteous service to students, employees and authorized visitors

The Principal shall establish a committee of child nutrition specialist to provide services consistent with Board Goals of Child Nutrition Services, and state and federal laws and regulations. Duties related to child nutrition will be included in all related job descriptions.

PCS will participate in the National School Lunch Program and School Breakfast Program.

Specific legal requirements which must be met include, but are not limited to the following:

(1) No child will be discriminated against because of race, sex, color, national origin, age, religion or disability;

(2) The child nutrition department will meet safety and sanitation standards established in local, state and federal rules and guidelines for child nutrition programs;

Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.; National School Lunch Act, 42 U.S.C. 1751 et seq., 7 C.F.R. pt. 210; G.S. 143-64; 115C-47(7), -47(22), -263, -264, -264.1, -426, -450, -522; 16 N.C.A.C. 6H .0104; State Board of Education Policy TCS-S-000

(3) Menu preparation and purchasing will be consistent with established state and federal guidelines for programs which receive special revenue funds;

(4) Budgeting and accounting will be conducted in accordance with accepted practices and procedures, as dictated by the School Budget.

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	\$100,000,000		\$3,500.00
Officers and Directors/Errors and Omissions	\$100,000,000		\$1,000.00
Property Insurance	\$100,000,000		\$3,500.00
Motor Vehicle Liability	\$5,000,000		\$3,000.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$1,500.00
Other	\$100,000,000		\$5,000.00
Total Cost			\$17,500.00

*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.

gscott848 09/25/2014

(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 Board of Directors is currently working with The Gap Partners Realty in Raleigh NC to acquire a current location 3408 Lake Woodard Drive to begin renovation for classrooms for Progressive Charter School. The property is already under contract by the non-profit sponsor of PCS, Adonai Home and Family Outreach Care. The plans for renovation will have a contingent

period based on charter approval by the state. The Board will move forward with plans once final approval of the application has been granted.

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 breakdown of cost per square foot is 3500 per month for 5065 SF. The outline is sufficient for renovation for classrooms and office space.

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.*

Facility Contingency Plan is not needed. There positive assurance that Progressive Charter School will open on time as projected.

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 #1920 - Wake County Schools

Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
State Funds	\$4,501.95	100	\$450,195.00
Local Funds	\$2,062.00	100	\$206,200.00
Federal EC Funds	\$3,768.11	100	\$376,811.00
Totals			\$1,033,206.00

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	\$450,195	\$675,292	\$1,012,938	\$1,125,487	\$1,350,584
-Local Per Pupil Funds	\$206,200	\$309,300	\$463,950	\$515,500	\$618,600
-Exceptional Children & Federal Funds	\$376,811	\$565,216	\$847,824	\$942,027	\$11,304,324
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,033,206	\$1,549,808	\$2,324,712	\$2,583,014	\$13,273,508

***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	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000	1	\$60,000	\$60,000
Finance Officer	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000
Clerical	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000
Food Service Staff	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000
Custodians	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000
Transportation Staff	1	\$20,000	\$20,000	2	\$20,000	\$40,000	2	\$20,000	\$40,000	2	\$20,000	\$40,000	2	\$20,000	\$40,000
Substitutes	0	\$20,000	\$0	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000
Special Education Teacher	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000
Staff Development	1	\$5,000	\$5,000	1	\$5,000	\$5,000	1	\$10,000	\$10,000	1	\$10,000	\$10,000	1	\$10,000	\$10,000
Libraian/Informational Technologist	0	\$25,000	\$0	.5	\$25,000	\$12,500	1	\$25,000	\$25,000	1	\$25,000	\$25,000	1	\$25,000	\$25,000
A - Total Admin and Support:	8		\$205,000	10.5		\$257,500	11		\$275,000	11		\$275,000	11		\$275,000
Instructional Personnel:															
Core Content Teacher(s)	4	\$30,000	\$120,000	7	\$30,000	\$210,000	12	\$30,000	\$360,000	12	\$30,000	\$360,000	12	\$30,000	\$360,000
Exceptional Children Teacher(s)	0	\$30,000	\$0	1	\$30,000	\$30,000	2	\$30,000	\$60,000	2	\$30,000	\$60,000	2	\$30,000	\$60,000
Teacher Assistants	2	\$25,000	\$50,000	3	\$25,000	\$75,000	5	\$25,000	\$125,000	5	\$25,000	\$125,000	5	\$25,000	\$125,000
Coach/Specialist	0	\$20,000	\$0	1	\$20,000	\$20,000	2	\$20,000	\$40,000	2	\$20,000	\$40,000	2	\$20,000	\$40,000

B - Total Instructional Personnel:	6		\$170,000	12		\$335,000	21		\$585,000	21		\$585,000	21		\$585,000
A+B = C - Total Admin, Support and Instructional Personnel:	14		\$375,000	22.5		\$592,500	32		\$860,000	32		\$860,000	32		\$860,000
Administrative & Support Benefits															
Health Insurance	1	\$4,763	\$4,763	1	\$4,763	\$4,763	1	\$4,763	\$4,763	1	\$4,763	\$4,763	1	\$4,763	\$4,763
Life Insurance	1	\$0	\$0	1	\$0	\$0	1	\$0	\$0	1	\$0	\$0	1	\$0	\$0
Disability	1	\$0	\$0	1	\$0	\$0	1	\$0	\$0	1	\$0	\$0	1	\$0	\$0
Medicare	1	\$0	\$0	1	\$0	\$0	1	\$0	\$0	1	\$0	\$0	1	\$0	\$0
Social Security	1	\$0	\$0	0	\$0	\$0	1	\$0	\$0	1	\$0	\$0	1	\$0	\$0
D - Total Admin and Support Benefits:	5		\$4,763	4		\$4,763	5		\$4,763	5		\$4,763	5		\$4,763
Instructional Personnel Benefits:															
Health Insurance	14	\$4,763	\$66,682	22.5	\$4,763	\$107,168	32	\$4,763	\$152,416	32	\$4,763	\$152,416	32	\$4,763	\$152,416
Social Security	1	\$92,547	\$92,547	1	\$92,547	\$92,547	1	\$103,261	\$103,261	1	\$103,261	\$103,261	1	\$103,261	\$103,261
Disability	1	\$2,985	\$2,985	1	\$2,985	\$2,985	1	\$3,331	\$3,331	1	\$3,331	\$3,331	1	\$3,331	\$3,331
Medicare	1	\$21,644	\$21,644	1	\$21,644	\$21,644	1	\$24,005	\$24,005	1	\$24,005	\$24,005	1	\$24,005	\$24,005
Life Insurance	1	\$2,239	\$2,239	1	\$2,239	\$2,239	1	\$2,498	\$2,498	1	\$2,498	\$2,498	1	\$3,498	\$3,498
E - Total Instructional Personnel Benefits:	18		\$186,097	26.5		\$226,583	36		\$285,511	36		\$285,511	36		\$286,511
D+E = F - Total Personnel Benefits	23		\$190,860	30.5		\$231,346	41		\$290,274	41		\$290,274	41		\$291,274
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	13		\$209,763	14.5		\$262,263	16		\$279,763	16		\$279,763	16		\$279,763
B+E = H - Total Instructional Personnel (Salary & Benefits)	24		\$356,097	38.5		\$561,583	57		\$870,511	57		\$870,511	57		\$871,511
G+H = J - TOTAL PERSONNEL	37		\$565,860	53		\$823,846	73		\$1,150,274	73		\$1,150,274	73		\$1,151,274

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	\$5,000	\$1,000	\$1,000	\$15,000
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Facilities	Facility Lease/Mortgage	\$420,000	\$420,000	\$420,000	\$420,000	\$420,000
	Custodial Supplies	\$500	\$800	\$1,000	\$1,000	\$1,000
	Insurance (pg19)	\$3,500	\$3,500	\$2,500	\$2,500	\$3,500
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$0	\$0	\$0	\$0	\$0
	Trash	\$1,080	\$1,080	\$1,080	\$1,080	\$1,080
Transportation	Buses	\$1,000	\$1,000	\$1,500	\$2,000	\$2,400
Other	Marketing	\$1,500	\$1,500	\$2,000	\$2,500	\$3,000
	Child nutrition	\$1,000	\$1,000	\$2,000	\$2,000	\$2,000
	Travel	\$500	\$700	\$900	\$900	\$900
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$438,080	\$438,580	\$435,980	\$436,980	\$452,880
	Instructional:					
Classroom Technology	Computers	\$1,500	\$2,500	\$3,000	\$4,000	\$4,500
	Software	\$600	\$1,000	\$2,000	\$2,500	\$3,000
	Instructional Technology	\$0	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0
Instructional Contract	Instructional Support	\$0	\$0	\$0	\$0	\$0
	Staff Development	\$0	\$0	\$0	\$0	\$0
Books and Supplies	Instructional Materials	\$0	\$0	\$0	\$0	\$0
	Curriculum/Texts	\$25,000	\$35,000	\$40,000	\$45,000	\$50,000
	Copy Paper	\$0	\$0	\$0	\$0	\$0
	Testing Supplies	\$5,000	\$5,500	\$6,000	\$6,500	\$7,000
	Other	\$0	\$0	\$0	\$0	\$0
	L - TOTAL Instructional Operations	\$32,100	\$44,000	\$51,000	\$58,000	\$64,500

	K+L = M - TOTAL OPERATIONS	\$470,180	\$482,580	\$486,980	\$494,980	\$517,380
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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
J - TOTAL PERSONNEL	\$565,860	\$823,846	\$1,150,274	\$1,150,274	\$1,151,274
M - TOTAL OPERATIONS	\$470,180	\$482,580	\$486,980	\$494,980	\$517,380
J+ M =N TOTAL EXPENDITURES	\$1,036,040	\$1,306,426	\$1,637,254	\$1,645,254	\$1,668,654
Z - TOTAL REVENUE	\$1,033,206	\$1,549,808	\$2,324,712	\$2,583,014	\$13,273,508
Z - N = SURPLUS / (DEFICIT)	-\$2,834	\$243,383	\$687,458	\$937,760	\$11,604,854

Budget Narrative: (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

1. *How was the student enrollment number projected?*

Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Provide the break-even point of student enrollment.

The budget projection for 2016- 2017 (5 year plan) is based on on the number of students enrolled times the amounts of allocate for state and local funding. 2017-2021 following years are projection for allocated funding per student enrollment. Staffing will depend upon the number of enrolled students. If the numbers are less than expected and staff is hired, Progressive Charter may combine grade levels until numbers of enrollment are met. The break-even point of student enrollment is 100 for operation with the deficit. PCS anticipates going over the 100 mark and having to develop a waiting list. The demand for an elementary school with art inclusive education is very high. Progressive Charter School offers a balanced curriculum that will educate the whole child. It is the intent of the North Carolina General Assembly and the State Board of Education, with the North Carolina Department of Public Instruction, that every student be offered a comprehensive educational program that includes ALL areas in the North Carolina Standard Course of Study(SCS)(<http://www.dpi.state.nc.us/docs/curriculum/balancedcurriculum.pdf> . Progressive Charter School takes on the responsibility, as funding allows and acquiring funding (grants), for making sure instruction is provided in arts education (dance, music, theatre arts and visual arts), English language arts, guidance, healthful living (health education and physical education), information skills and computer skills, mathematics, science, second languages and social studies. It is essential to teach all areas of the curriculum, not just those which are assessed. It is our belief (along with with the North Carolina Department of Public Instruction) that students who receive a balanced curriculum and possess the knowledge, skills, and abilities to transfer and connect ideas and concepts across disciplines will be successful as measured by standardized tests as well as other indicators of student success.

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

The non-profit sponsor for Progressive Charter School is Adonai Home and Family Care Outreach Program. Adonai takes care of school accounting and

any purchase orders or processing of invoices. Adonai is the sponsor for Progressive Charter school and will work with Mass Mutual Financial Group. The direct contact is Daryel Washington the Financial Representative. Payroll will be processed by Bank of America and direct deposit is available for all staff. Annual audits will be done by Mass Mutual Financial Group. The goal is for Mass Mutual to assist PCS to operate in with a two to three months reserve of cash fund balance.

If demand for the school is less than expected, enrollment will be managed in increments of full classrooms. For example, fewer classes will be advertised until student on the wait list can fill full classrooms at each grade level which would then fund additional teachers.

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

The support cost for staff development, art education, and balanced curriculum will be sublimated by the Adonai Home and Family Care Outreach Program granting team. The granting team is currently working with The Office of Public Charter Schools in Washington DC. The Office of Public Charter School Financing and Support (OPCSFS) was created in the FY 2003 Appropriations Act. The OPCSFS manages several programs for public charter school facility financing, including the Revolving Direct Loan Fund for Public Charter School Improvement; the Revolving Credit Enhancement Fund; the Charter School Incubator Facility Initiative; and various Facility Incentive Grant programs like the City Build Grant, the Public Facilities Grant, and the Facility Modernization and Expansion Grant. In addition, the OPCSFS manages the Districts federal Charter Schools Program grant from the United States Department of Education, which funds the start-up and implementation of new public charter schools.

Service Contact:

Katherine Cox

Contact Email:

katherine.cox@dc.gov

Contact Phone:

(202) 442-3265

Progressive Charter School has also completed an application to work with Accelerator program website: www.NCCharterAccelerator.org

Kwan Graham

Director of Parent and Charter School Advocacy

Parents for Educational Freedom in North Carolina

434 Fayetteville Street, Ste 1620

Raleigh, NC 27601

919-760-7167

kwan@pefnc.org

The Board of Directors has a granting service agreement contract with Adonai Home and Family Outreach Care non-profit to acquirer up to 50,000, in funding covering cost deficits on the projected budget for each year.

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

15.9:1

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.*

Progressive Charter School Board of Directors is aware of the essential need for appropriate and accepted accounting of state and federal auditing standards. Therefore, the Board will contract with the outside firm named below to handle all accounting measures, audits, and purchase order transaction. The same firm will give assistance in annual records audits for PCS. This is completely in compliance with the Board of Directors Code of Ethics.

Financial Representative

Darryel Washington

Mass Mutual Financial Group

4000 Westchase Blvd. Suite 190

Raleigh, NC 27607

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

School's Mission,

Our mission is to cultivate creativity and motivate students to be compassionate learners using innovative thinking for a firm academic foundation with a global perspective. While not every identified need can be funded, tracking and prioritizing these requests will allow PCS to commence a longer term, five-year, budget plan. This plan will allow for a staggered fulfillment of high-level needs with the realignment of existing non-recurring or off-year operating funds. Addressing our mission statement is a serious and thoughtful process which involves directing PCS to its long-term budget and the educational goals and priorities desired for art education in education the whole child and our future.

Curricular Offerings Smaller classes:

Education budgets are imploding at the fiscal seams. A sluggish economy and falling property values are shortchanging public education budgets across the country. At the same time, there are growing expectations for improved student performance, better teachers and closing the achievement gap. We believe there is a way to move forward. Progressive Charter School can improve learning and teaching using research-based art education and best practices-based strategies that in many cases dont require more money, and in others where more money will help if its spent strategically. Most districts find that reducing class size by one or two students eats up large portions of the budget and generally has modest impacts on achievement. More specifically, researchmainly the Tennessee STAR experimentsupports class-size reduction only for grades K-3. In that study, larger classes (24-25 students) were compared to similar size classes with an instructional aide as well as to smaller classes (15-17 students). The small class sizes (but not the regular classes with an instructional aide) did increase student achievement by about 0.25 standard deviations for all students (Nye, Hedges, & Konstantopulos, 2002) and about twice that level for low-income and minority, primarily black, children (Krueger & Whitmore, 2001).

Transportation Plans:

Progressive Charter School provides a transportation solution for working

low-income parents. Every family situation is unique, but we believe that a transportation solution reliable, safe, flexible will meet the needs in most situations.

Facility Needs:

The Board of Directors will utilize funds to upgrade and reconstruct the current proposed facilities, to show that its capacity is sufficient to house all students for enrollment.

Nye, B., Hedges, L.V., & Konstantopoulos, S. (2002). Do low-achieving students benefit more from small classes? Evidence from the Tennessee class-size experiment. *Educational Evaluation & Policy Analysis*, 24 (3), 201-217.

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.

PCS will have the professional services of our non-profit sponsor Adonai Home and Family Outreach to provide 20% of general fund balance. As professional nonprofit consultants and grant writer, Adonai provides numerous services to help market the school, stay in touch with volunteers and supporter, and compete for grant money from both private foundations and government entities. Because Adonai is a small company, not a large corporation, and that means that they can give personal attention to acquiring grant monies that aid PCS develop the fund balance.

Progressive Charter School has a contract with Adonai Home and Family, that also offer a la carte services:

* Grant prospect research: We research grant opportunities and develop a list of strong matches with grantmakers and your organization.

* Foundation grants: We complete your grant application, proposal, or letter of inquiry, ensuring its highly competitive and thorough.

* Federal and state grants: Government grants are highly technical and involved; we ensure your narrative is strong and your entire application package meets the rigorous standards laid out by the agency. Client most have 501 3 (c).

* Proofreading and editing: We proofread your grant proposals before you submit them, making sure your message is clear and that youve followed instructions provided by the grantmaker. A second set of eyes on your proposal is always important.

* Grant writing consultations: We offer private coaching sessions to make suggestions and offer advice for your grant proposals, including offering insight on why you may not have received funding in the past and what you can do to improve your proposals to be more competitive in the future.

* Organizational assessments: Many new nonprofits rush into grant writing before theyre ready. Let us help you assess your organizations grant readiness.

* Organizational and program development: Not every nonprofit is quite ready to write grants and be competitive for funding. We compile and implement a detailed Plan of Action for program and organizational development that will help your nonprofit become grant ready.

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

In the event and it is not anticipated that funding projections of the budget are not met in advance of opening, Progressive Charter School Board

of Directors and non-profit sponsor Adonai Home and Family Outreach will make advances to PCS on projected funding to satisfy the temporary deficit. Nationally, less than one-fifth of all charter schools lease facilities at minimal rates from their districts. This is generally used for a significant proportion of their per pupil (instructional) revenue to pay for leasing, renovation, construction, purchasing, and maintenance of their facilities. To eliminate this strain Progressive Charter School will work with the Board of Directors to commit no more than 12-15 percent of their per pupil revenue to debt service, and because of our non-profit PCS will not have to spend an average of 20-25 percent of instructional revenue on repaying loans and bonds.

Progressive Charter School will begin by making modifications using grants, personal funds, or leasehold improvement loans. Renovations made to the leased property contributes to the school and will make adequate accommodations for student growth over a 5 year period.

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.*

"Not Applicable" No, the school will not have assets from other sources (e.g. building, furniture, chairs, computers, etc)

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?

To safeguard assets and enhance the accuracy and reliability of its accounting records, The Board of Directors will follow internal control principles. The following six internal control principles apply to the operations of Progressive Charter School:

1. Establishment of Responsibility of funds will be given to specific individuals (principal or the Chairman of the Board. Internal control is most effective when only one person is responsible for a given task. The principal with approval of the Board will establish responsibilities that includes the authorization and approval of transactions.

2. Segregation of Duties

Segregation of duties is indispensable in a system of internal control.

The rationale for segregation of duties is that the work of one employee should, without a duplication of effort, provide a reliable basis for evaluating the work of another employee.

There are two common applications of this principle:

The responsibility for related activities should be assigned to specific individuals.

The responsibility for record keeping for an asset for PCS is the financial officer from the physical custody of the asset.

Related Activities:

The Principal is responsible for all of approval of the audit and presentation with the financial accounting firm to the Board of Directors, this will decrease the potential for errors and irregularities.

The principal is responsible for purchasing activities that include ordering merchandise, receiving goods, and paying (or authorizing payment) for merchandise.

Documentation Procedures

The Principal will:

Documents provide evidence that transactions and events have occurred.

Documents should be prenumbered and all documents should be accounted for.

Source documents for accounting entries should be promptly forwarded to the accounting department to help ensure timely recording of the transaction and event.

Progressive Charter School Components of Policies & Procedures

Progressive has an annual budget and subsequent amendments will be board approved

Ensure separation of duties the same individual should not handle all phases of a

transaction (authorization, receiving, recording, depositing, and reconciling)

Purchases should require written approval and have proper documentation

School accounts must have two authorized check signers, one of whom must be the principal. All checks must have two signatures.

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

Applications of Internal Control to Cash Disbursements

The principal is responsible for all cash disbursed to pay expenses and liabilities or to purchase assets.

The Board of Directors knows that it is important for internal control over cash disbursements is more effective when payments are made by check, rather than by cash, except for incidental amounts that are paid out of petty cash.

The following are measure to be taken by the principal:

Cash payments are generally made only after specific control procedures have been followed.

The paid check provides proof of payment.

The principal has the internal control apply cash disbursements as follows:

Establishment of responsibility - Only designated personnel (principal) are authorized to sign checks.

Segregation of duties - Different individuals approve and make payments; check signers do not record disbursements.

Documentation procedures - Use prenumbered checks and account for them in sequence; each check must have approved invoice.

Physical, mechanical, and electronic controls - Store blank checks in safes with limited access; print check amounts by machine with indelible ink.

Independent internal verification - Compare checks to invoices; reconcile bank statement monthly.

Management of cash is the responsibility of the Financial Representative Mass Mutual Financial Group with the approval of the principal.

The principal can improve its chances of having adequate cash by following five basic principles of cash management:

Keep inventory levels low

Maintaining large inventories ties up large amounts of cash, as well as space.

Using techniques to reduce the inventory on hand, can help conserve cash.

Delay payment of bills

PCS will make every effort to pay on time, but not "stretch" payment past the point that could damage its credit rating.

4. Plan the timing of major expenditures

In order to increase the likelihood of obtaining outside financing, a PCS will carefully consider the timing of major expenditures in light of its operating cycle. If at all possible, the expenditure should be made when the school normally has any excess cash. This will be determined by the financial representative.

All monies should be collected in the school office or turned in to the school office no later

than the next business day. All money should be deposited no later than five working days after receipt. Bank statements should be reconciled promptly.

No funds should be commingled between affiliated organizations or designated accounts. Capital assets should be recorded , tagged, and inventoried annually.

Monthly Financial Statements

should include the following. Balance Sheet
Statement of Revenues, Expenditures, and Changes in
Fund Balances

Year-to-date comparison of budgeted vs. actual revenues and expenditures
Projected enrollment for the current school year
Actual enrollment at the time the statement is submitted
Notes to include other material information

Principal may except funding up to \$1000 approval. Any funding over \$1000 dollars must have the approval and authorization of the Board of Directors.

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.

Progressive Charter Schools internal quarterly audits will be done by Mass Mutual Financial Group. The full service of accounting and audit services for Progressive Charter School is unique and we are partnering with LB&A Certified Public Accountants, to offer advice to our Financial Representative regarding our preliminary budget. LB&A uses state-approved ISIS accounting software to provide monthly accounting, state reporting, payroll, and payroll tax administration.

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).

gscott848

Date: 09/25/2014

Applicant Signature:

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

Print/Type Name: gscott848

Board Position: Glenda Scott Executive Director

Signature: _____

Date: 09/25/2014

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

Notary Public

Official Seal

My commission expires: _____, 20____.

