



Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.
- § Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

Subcommittee Members:

Cheryl Turner
Joe Maimone
Carol Ann Hudgens
Kathryn Mullen Upton
Becky Taylor
Eric Sanchez
Helen Nance
Mike McLaughlin
Alex Quigley
Sherry Reeves
Kristen Vandawalker
Tammi Sutton
Darrell Johnson
Alan Hawkes
Steven Walker
Phyllis Gibbs

Date of Review:

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

10/23/2014

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Unity Classical Charter School ("Unity")

Public charter schools opening the fall of 2016

Due by 5:00 pm, September 26, 2014

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

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL
2014 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.

TABLE OF CONTENTS

I.	<u>APPLICATION CONTACT INFORMATION</u>	6
	Grade Levels Served and Total Student Enrollment:	7
	Concerns and Additional Questions	9
II.	<u>MISSION and PURPOSES</u>	10
	Mission:	10
	Educational need and Targeted Student Population of the Proposed Charter School:	10
	Purposes of the Proposed Charter School:	13
	Goals for the Proposed Charter School:	14
	Concerns and Additional Questions	17
III.	<u>EDUCATION PLAN</u>	19
	Instructional Program:	19
	Curriculum and Instructional Design:	20
	Special Programs and "At-Risk" Students	25
	Exceptional Children	27
	Student Performance Standards	29
	Student Conduct:	30
	Concerns and Additional Questions	32
IV.	<u>GOVERNANCE and CAPACITY</u>	35
	Governance:	35
	Governance and Organizational Structure of Private Non-Profit Organization:	35
	Proposed Management Organization (Educational Management Organization or Charter Management Organization)	41
	Private School Conversions:	41
	Projected Staff:	41
	Staffing Plans, Hiring, and Management	41
	Staff Evaluation and Professional Development	46
	Enrollment and Marketing:	49
	Marketing Plan	49
	Parent and Community Involvement	50
	Admissions Policy	51
	<u>PROJECTED ENROLLMENT</u>	53
	Concerns and Additional Questions	54
V.	<u>OPERATIONS</u>	55
	Transportation Plan:	55
	School Lunch Plan:	55
	Civil Liability and Insurance	56
	Health and Safety Requirements:	56
	Facility:	56
	Facility Contingency Plan:	57
	Concerns and Additional Questions	58
VI.	<u>FINANCIAL PLAN</u>	59
	Budget: Revenue Projections from each LEA 2016-17	59
	Total Budget: Revenue Projections 2016-17 through 2020-2021	60
	Personnel Budget: Expenditure Projections 2016-17 through 2010-2021	61
	Operations Budget: Expenditure Projections	64
	Overall Budget:	66
	Budget Narrative:	66
	Financial Compliance:	70

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

<u>Concerns and Additional Questions</u>	<u>71</u>
<u>VII.</u>	
<u>AGREEMENT PAGE</u>	
<u>Application Fee:</u>	<u>73</u>
<u>Applicant Signature:</u>	<u>73</u>
<u>VIII.</u>	
<u>APPENDICES</u>	
<u>OVERALL ASSESSMENT</u>	<u>73</u>
<u>Total External Evaluator Votes</u>	<u>74</u>
<u>Total Subcommittee Votes</u>	
<u>CSAB Votes</u>	<u>74</u>
<u>Initial Screening</u>	<u>75</u>
<u>External Evaluator</u>	<u>75</u>
<u>Charter School Advisory Board Subcommittee</u>	<u>84</u>
<u>Overall Summary</u>	<u>85</u>

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Unity Classical Charter School ("Unity")

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: *Unity Classical Charter School*

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: *Beth Early*

Title/Relationship to nonprofit: *Board Chair*

Mailing address: 2501 Robin Hill Dr.
Charlotte NC 28210

Primary telephone: 704-552-6964 Alternative telephone: 704-562-4228

E-Mail address: *jbearly@carolina.rr.com*

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No:

Yes:

If so, provide the name of the third party person or group. NC Public Charter School Accelerator Program

List the fee provided to the third party person or group. **None**

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

The NC Public Charter School Accelerator Program supports the development of

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

public charter school applications through teaching, coaching, and application feedback. This program provides applicants with resources and access to experts in the areas of educational and instructional design, fiscal budgeting, facility selections, and legal requirements. It is the mission of the NC Public Charter School Accelerator Program to support a vibrant pipeline of high-quality, highly innovative, public charter schools. These public charter schools will produce strong academic results while introducing dynamic new teaching models and technology-rich learning strategies. It is anticipated that the assistance of the Charter Accelerator Program will be available to Unity Classical Charter School at least through the start-up of the School, and probably longer if needed.

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

No:

Yes:

Submit the following evidences (Appendix A) to support the conversion of the traditional public to a charter school:

- *Statement of Support signed by the majority of the teachers and instructional support personnel currently employed at the school*
- *List of current staff receiving compensation from the traditional public school*
- *Current school enrollment*
- *Parent support of the conversion*

Outline the 3 year financial history of the proposed converted charter school in the chart below and attach the past 3 year tax returns.

<i>Financial History YR2011</i>	<i>Financial History YR2012</i>	<i>Financial History YR2013</i>
---------------------------------	---------------------------------	---------------------------------

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? Unity Classical Charter School

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2016 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02	207
Second Year	K,01,02,03	276

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

Third Year	K,01,02,03,04	345
Fourth Year	K,01,02,03,04,05	414
Fifth Year	K,01,02,03,04,05,06	483

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.

unityclassical
Signature

Board Chair Beth Early
Title

unityclassical
Printed Name

09/26/2014
Date

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>VERIFY: is this a different program that the one that the other schools used? this Cover page does not include the blanket attribution statement.</u>	<u>Kristen Vandawalker</u>	<u>Cover Page</u>
<u>It's unclear whether the enrollment figures are tactical and realistic. While petitions were included in Appendix A1, there's no indication that the signatories were prospective families or members of the public who support the opening of a school.</u>	<u>Kathryn Mullen Upton</u>	<u>Grade Levels</u>
<u>The small school size, small number of year one grades, and one grade at a time growth plan are typical of conservative growth for a new school. The plan appears to include some small attrition allowance (~6 students a year), confirming whether the applicant would backfill makes sense.</u>	<u>Kristen Vandawalker</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Cheryl Turner</u>	
<u>Joe Maimone</u>	
<u>Carol Ann Hudgens</u>	
<u>Kathryn Mullen Upton</u>	<u>Pass</u>
<u>Becky Taylor</u>	
<u>Eric Sanchez</u>	
<u>Helen Nance</u>	
<u>Mike McLaughlin</u>	
<u>Alex Quigley</u>	
<u>Sherry Reeves</u>	
<u>Kristen Vandawalker</u>	<u>Pass</u>
<u>Tammi Sutton</u>	
<u>Darrell Johnson</u>	<u>Pass</u>
<u>Alan Hawkes</u>	
<u>Steven Walker</u>	
<u>Phyllis Gibbs</u>	

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:

Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

Clearly describe the mission of the proposed charter school:

Board members of Unity Classical Charter School have studied the astounding success achieved in the renewed movement in classical education (essentially the liberal arts tradition of integrated studies) founded on the sequential, development of learning that starts with learning the rules of each subject (i.e., math tables, phonics, rules of grammar, etc.) in the elementary years, and then moving the student into logic in the middle school years when a typical student can work with logic

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.*

While Unity Classical Charter School expects that the majority of students will come from within a 5 Mile radius of the school located on Scaleybark Road, we still expect to receive students from all over the County, and possibly from Gaston County, as well. This location gives us ready access to the wide ranging demographics of lower to middle and upper income families. With a focus on low-to-middle income neighborhoods and those who may be considered at-risk students, Unity Classical Charter School (Unity) will reach out to all citizens.

Unity's Board desires to demonstrate the universal value of classical education's structured approach of moving students through developmentally appropriate stages of learning known as the grammar, logic and rhetoric of each subject (we recognize that the prominent focus on rhetoric gains most attention in high school years). We concur with the noted schoolmaster David Hicks, who wrote in Norms and Nobility, that every child is capable of learning through this approach. Indeed it is so well proven to overcome the difference of background, that it is now proving to be a highly preferred way to educate. This model will therefore be of supreme value in also addressing the at-risk population that we expect to draw. In a private school (Brookstone) located about 3 miles west of us, we have seen classical

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

education develop scholarship and a love of learning among children that come from broken families that often have no education themselves.

Another way we intentionally seek to create a school of diversity is by building a board of diversity in professional skills and ethnic background. It is much easier for a school to reflect the Board than most people realize. Board members will naturally speak to friends and others within the community, thereby creating a cross section of interest among all about the character and mission of Unity Classical Charter School. Our Board reflects an ethnic and professional diversity, that we are seeking to further grow. At this time we are in the process of bringing two new board members into our work. We expect them to join in October. One is a former college professor, and now she is a professional fund raiser; the other is a young banker that plans to have a child in the next year. Both offer a range of professional expertise that will further strengthen our Board.

While the Unity Classical Charter School does not target a specific racial and ethnic composition, ethnic and racial diversity is important to the school. The location of the facility is in approximation to the center of Mecklenburg County. The racial makeup of Mecklenburg in 2010 was 55.3% White, 30.8% Black or African American, 4.6% Asian, 6.2% from other races, and 2.6% from two or more races. 12.2% of the population were Hispanic or Latino of any race. (http://ww.charmeck.org/Planning/ResearchGIS/Census/Census_2010_Demographic_Profile_Mecklenburg.pdf). The demographic of Mecklenburg County displays racial diversity which coincides with Unity Classical target demographic.

Our location is right between apartment neighborhoods, and middle to upper income neighborhoods. Our location is also on a bus line, and provides easy access to most candidate families for the school.

- 2. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*

The total projected enrollment of the charter school in the first year is: 207 students, grades K-2.

This represents less than 1% of the K - 2 Enrollment in the LEA. The LEA enrollment for all K-12 grades is more than 140,000 students in CMS (in 2012-2013). CMS's enrollment is roughly 10,800 students per grade level, making our enrollment per grade level (69 students) less than 1% of each CMS student grade level.

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

The main difference between Unity Classical Charter School and the local LEA is the combination of Unity's classical curriculum for all grades entwined with the Common Core State Standards and Essential Standards in a sequential, rigorous, and comprehensive path from Kindergarten through eighth grade allowing for natural transitions from elementary school to middle school. The classical approach to learning will benefit the students in many ways, but most specifically the rigorous and systematic nature of

the approach.

Classical education recognizes that learning is most effective when it works with the developmental growth of the student. So, when young children love to memorize (even that which they do not understand), then through the use of rhyme and chant the rules of grammar and math are embedded deeply into the knowledge base of the student. This is called the grammar phase of learning and roughly, though not linearly, equates to the K-5 years of life. Then in middle school years (again, roughly 6-8) the student typically becomes argumentative, disputations, and generally challenging. These are the years that education can more effectively focus on the dialectic, or logic, of a subject. Since the student wants to argue, the student will be taught the rules of logic and the value of thoughtful organized debate. Essentially, education thereby works with the grain of the student.

Rigorous study develops virtue in the student. Aristotle defined virtue as the ability to act in accordance to what one knows to be right. The virtuous man (or woman) can force himself to do what he knows to be right, even when it runs against his inclinations. The classical approach to education continually asks a student to work against any lesser inclinations that may tempt a student to not finish their studies in order to reach the goal of mastery of a subject.

Systematic study also allows the student to join what Mortimer Adler calls the "Great Conversation" the ongoing conversation of great minds down through the ages. Much modern education is so eclectic that the student has little opportunity to make connections between past events and the flood of current information. Indeed many students have attested in films like, *Race to Nowhere*, that education seems to be endless unrelated facts offered for the purpose of test taking, but not the development of understanding. "The beauty of the classical curriculum," writes classical schoolmaster David Hicks, "is that it dwells on one problem, on author, or one epoch long enough to allow even the youngest student a chance to exercise his mind in scholarly way: to make connections and to trace developments, lines of reasoning, patterns of action, recurring symbolism, plots, and motifs." Similarly, Gregg Strawbridge, in a pamphlet called, *Classical and Christian Education, Recapturing the Classical Educational Approach of the Past*, speaks directly to the value of classical education when he states, "imagine having skill at advanced mathematics or algebra without first learning the simple sums or the multiplication table. Mastering the facts gives one the foundation of further understanding. This is common, 'classical' sense"

A variety of teaching methods will be used to ensure mastery of appropriate skills, ideas, and knowledge for all students, regardless of race, gender, or family's socioeconomic and educational backgrounds. Since knowledge and skills are acquired cumulatively and systematically, it will be essential to detect any learning difficulties early and to intervene before proceeding to the next level. Regular formative assessments integrated into the curriculum will help to evaluate how well students are learning and to identify those areas that need more support or greater challenge. A modified program will be provided for those children with diagnosed disabilities which require adjusted teaching strategies or definitions of success, all within the general framework of our education.

4. *In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this*

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

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

1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
3. Provide parents and students with expanded choices in that types of educational opportunities that are available within the public school system.
5. Increasing learning opportunities for all students, within a special emphasis on at-risk or gifted students.

1. Teachers at Unity Classical Charter School will have the expected numerous professional development opportunities through Professional Learning Communities, courses offered at the North Carolina Department of Public Instruction, and webinars. Unique to Unity is that we will join with the growing community of schools reclaiming classical education in America and benefit from partnerships in this model of education. Specifically, having partnered with Hillsdale College's Barney Classical Charter School Initiative, we will be able to offer their classical conferences. We further expect to participate in regional conferences with other schools they are supporting. We will also offer their webinars and other continuing education opportunities for teachers. Teachers will also have the opportunity to work with their specific department and collaborate about curriculum, lessons, student advancement, and the ultimate goal of academic growth. Teachers that show exemplary leadership, knowledge, and professional development will have the opportunity to serve as a lead teacher or a department head. We will also partner for with other schools in this classical movement that are nationally located, like the Great Heats Academies of Arizona, to offer continuing education opportunities.

3. Unity Classical Charter School will provide the families in Mecklenburg County and any students that may come from surrounding counties an

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

additional educational choice for students in grades Kindergarten through 8th grade based on the classical educational model. This model has proven so successful that it is moving from private schools (that reclaimed this movement 25 years ago) into charter schools around the county, like Ridgeview Classical Charter Schools in Colorado. For example, the now well known Great Hearts Academies of Arizona (www.greatheartsaz.org) has 16 classical charter schools serving 6,000+ students by lottery, with an 11,000 + waiting list for enrollment. They outperform the traditional public schools of Phoenix and Scottsdale significantly, and the elite private schools of those two towns very notably. Significant percentages of their students receive college scholarship offers.

5. Unity Classical Charter School will increase learning opportunities for all students by providing a rigorous and comprehensive academic program that incorporates multiple facets of classical education into their lessons. The curriculum choice is founded on the work of Orten-Guillingham and has proven so effective in teaching the foundation of our language, that reading comprehension quickly attaches to students, whether they are at-risk, or gifted. Once students are enrolled. There will be pre-screening and placement assessments to ensure students are achieving their academic potential and will be grouped based on the best learning opportunities for the student. Identified at-risk students will have the opportunity to attend remedial classes and additional tutoring sessions and will participate in the second and third tiers of the North Carolina Response to Intervention program. Gifted students will have the opportunity to transition to more advanced classes as well as participate in the same enrichment activities, lessons, and projects available to all students. These opportunities will include the various arts, like music, dance, painting or other experience of self-expression that will be offered. Unity Classical Charter School will also provide honors courses.

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.*

Unity Classical Charter School has three specific and measurable student achievement goals for the school's educational program:

Goals:

After three years of operation, the percentage of students in grades 3-5 who meet or exceed state proficiency standards will be 5%, or more, over the state average.

Upon 8th grade graduation from Unity Classical Charter School over 75% of students will have high school credits in foreign languages. Classical education stresses Latin as a basis to understanding English and other romance languages. Latin is foundational to English, and the value was noted by Richard A. LaFluer, Franklin Professor and Head of Classics, University of Georgia, "the mean Verbal SAT score for students in 1999 was 505; the mean SAT verbal score for students who took the SAT II Latin test was 662,

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

157 points higher" (College-Bound Seniors booklet published by the College Board)." Such language focus aligns with our mission by helping to develop intellectually excellent citizens who embrace learning. We will also offer Mandarin Chinese and Spanish.

While evidence is continuing to grow that this model of learning is universally appropriate and proven, the expected data demonstrating improvement goals for Unity Classical Charter School will require a few years of base line studies to see how far our enrolled population can rise. We expect the average achievement gap for minorities and English Language Learners will decrease by at least 5% more than the LEA each year.

Unity Classical Charter School will also have a target of setting aside 10% of our income in year one (from ADM and fund raising) for contingency funds, and we will continue to target that number - 10% in year two, and beyond. We recognize that in our budgeting work, we can not increase any expected Federal, State, or Municipal allocations per student in successive years. We will work to raise funds, under the leadership of the Board member we are recruiting for this purpose, and build budgets that are mindful of allocation changes in successive years.

Unity Classical Charter School will also build our budgeted surplus, and support further financial strength through specific fund raising.

Because of a favorable lease agreement, Unity Classical Charter School will be able to pay teachers competitively and build reserves from year one.

Governance - A Unity Classical Charter School teacher and parent representative will be present at all board meetings to allow mutual communication with the board about all data, updates, events, and information pertaining to the school's mission and our goals. The Board will also communicate to the teachers and parents the status of the school's academic development, budget, financial reserves, plans for teacher continuing education, and general perception of the health of the school.

Also, Unity Classical Charter School will have a communication system that alerts stakeholders of all information and events regarding the Unity Classical Charter School community. Unity will post announcements on school bulletin boards, send fliers home with students, as well as posting notices on the school website and setting up phone trees to communicate relevant information. Unity Classical Charter School will endeavor to communicate to Spanish speaking parents in their native language through the phone tree, and bi-lingual notices placed in book bags.

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

The board will adopt a strategic outcome based calendar that will allow the board to provide substantial oversight to the entire organization. Committees will provide reports seven days in advance to the board for their meeting. The reports will provide deliverables, regarding the school's goals (as approved by the board) and any recommendations for action.

The Board will know that Unity Classical Charter School is working toward attaining their mission statement by:

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

ACADEMIC: The board will examine annual academic scores and reports and monitor NWEA MAP results to make certain the school is meeting targeted growth and proficiency. The board will examine the Professional Development Program to ensure that the school's instructional staff is being supported in their charge to carry out the mission of the school. Individual Board members will selectively meet with parents to proactively ascertain their satisfaction with their student's growth.

GOVERNANCE: The board will perform an annual self-evaluation and will undergo annual training to ensure that board meetings are conducted regularly and in accordance with Charter/Bylaws/Articles of Incorporation/State statute. In addition, the board will require a monthly operations update from the school Principal highlighting the progress of certain administrative or committee assignments; and, the Board will annually conduct an evaluation of the School Board. Lastly, the board will establish and monitor a multi-year strategic plan, modifying as necessary and measuring progress.

FINANCIAL - The board will monitor all financial transactions through the required accounting system via a set of monthly financial and transaction reports. These reports will include bank statements, P & L accounting, and cash flow projections. The board will compare current spending and revenue flow with the annual budget and identify any potential for overspending and take action to mitigate the negative effects of budget variances. The board will also review the annual budget with the independent auditor to identify areas for increased efficiency and improvements in financial management, thereby ensuring sufficient resources to support the school's core curriculum and mission. The Board will develop a fund raising program under a professional's guidance.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
<p>The mission statement is concise and actionable. Typos and grammar issues are still evident.</p>	Kristen Vandawalker	Mission Stat
<p>Proposed charter school will be in a county in which there are at least 15 other charters are located.</p>	Darrell Johnson	Educational
<p>It would be useful to have the basis for the assertions that the classical method is "so well proven to overcome the difference of background." This model will therefore be of supreme value in also addressing the at-risk population that we expect to draw. In a private school (Brookstone) located about 3 miles west of us, we have seen classical education develop scholarship and a love of learning among children that come from broken families that often have no education themselves. Please explain and provide the basis for this statement: "This model will therefore be of supreme value in also addressing the at-risk population that we expect to draw. In a private school (Brookstone) located about 3 miles west of us, we have seen classical education develop scholarship and a love of learning among children that come from broken families that often have no education themselves."</p> <p>What is the basis for the statement "It is much easier for a school to reflect the Board than most people realize."</p> <p>CLARIFY/VERIFY: the applicant could be paying lip service to serving all students and being open to all students. Classical programs situating in and serving middle and upper income families, and intentionally (even actively) excluding students of color, lower income students, students with IEPs, etc., is a prevalent charter issue nationally.</p> <p>CLARIFY/VERIFY: This section seems to have implicit hallmarks of an attempt to create a surreptitiously private/religious school. Applicants need to be pushed on whether they understand and will create a truly free and open school. It is difficult to see and understand the data presented in the appendix, but it appears that the county as a whole outperforms the state.</p>	Kristen Vandawalker	Educational
<p>The Great Hearts Schools are not particularly diverse, even they and their authorizer acknowledge this. Additionally, the GreatHearts chain has only 3 schools serving Primary and elementary grades, one in its second year of operations, the others in their first, so their track record with Primary and elementary students is far from proven.</p> <p>If the applicant is sincere in their wish to serve all students and if they actively recruit students of color, students from low income families, and at-risk and high need students, then the school likely will serve several of the purposes. However, it is not clear whether the applicants truly intend to serve this population.</p>	Kristen Vandawalker	Purposes of
<p>The three year goal of being 5 percent or more over the state average is low. Appendix A1 shows statewide reading scores in grades 3 (45%), 4 (43%), and 5 (39%). Adding 5% to these figures means student achievement is still unacceptably low, especially after three years.</p> <p>Question for interview: what is the favorable lease agreement?</p>	Kathryn Mullen Upton	Goals for th
<p>The goals are not expressed in SMART terms, and are unclear. No school wide goals or short term goals are presented academically. Outperforming the state by only 5% lacks rigor. Most of the statements here do not actually constitute goals. Rather they are really statements of ideal operational procedures and protocols. The inability to set goals is concerning. At the margin, charter performance standards would be a useful baseline for goal setting. This shows lack of understanding of the importance of providing an excellent education, and calls into the questions the board's preparation to oversee a charter school for which they are academically accountable.</p> <p>Is Spanish the only anticipated second language? Are all LEP/ELL students</p>	Kristen Vandawalker	Goals for th

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

<p>expected to be Latino? The information presented explaining how the board will assess school performance is vague and underdeveloped. There is not clear picture of how short-term, regular monitoring will take place, nor of a clear understanding of the appropriate roles of a governing board vs. a staff</p>		
--	--	--

Reviewer	Score
Cheryl Turner	
Joe Maimone	
Carol Ann Hudgens	
Kathryn Mullen Upton	Pass
Becky Taylor	
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Alex Quigley	
Sherry Reeves	
Kristen Vandawalker	Fail
Tammi Sutton	
Darrell Johnson	Pass
Alan Hawkes	
Steven Walker	
Phyllis Gibbs	

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.

Overall Instructional Program

Unity will provide elementary and middle school students with a rigorous liberal arts classical education. Classical education was founded by the Greeks, adopted by the Romans, and brought to America by European settlers. Embraced by our founding fathers, classical education was the model of education used in our country until the early 1900s. Through the phases of grammar, logic, and rhetoric students are taught to think and reason in a sequence that complements brain development. In the grammar phase, students are presented with facts to build a foundation for learning, including phonics and grammar through the Spalding literacy curriculum, math foundation through Singapore math, reading of classic literature, and science and history. Latin, Mandarin and Spanish language study will be introduced in grammar school. To best meet the needs of Unity's learners, the Spalding and Singapore programs drive instruction appropriate for needed repetition and remediation. The Core Knowledge Curriculum builds a strong foundation of background knowledge targeting both struggling and gifted learners from elementary through middle school.

Unity will share professional development opportunities and resources with similar schools in the region to support instructional development. Unity students will embrace age appropriate service learning to help build excellent moral character. Historically, the classically educated student is well prepared for the next step in education and a lifetime of learning.

Major Instructional Methods

Unity's teachers will implement best practices and will differentiate instruction to meet each student's learning needs, to most effectively deliver instruction. Instructional methods will include direct instruction, explicit phonics instruction, memorization, sequential instruction from concrete to abstract, the classical cycle of grammar-logic-rhetoric phases of learning, and the Socratic Method. Instruction will be given as appropriate in flexible small groups, whole group, and collaborative groups. Remediation and enrichment opportunities will meet student learning needs. An interdisciplinary approach will be used as subject areas lend themselves to integration of learning. Authentic character education is taught in all subject areas as children meet actual role models in history and literature.

Assessment Strategies

A variety of pre, post, and ongoing assessment strategies will be employed to measure student learning. Curriculum programs, such as Spalding, Singapore,

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

and Core Knowledge offer many assessments tools. Teacher made assessments, checklists, observations, anecdotal records, rubrics and fluency checks will monitor student performance and will be used to guide instruction to meet student needs. Standardized testing and state prescribed instruments such as NC Read to Achieve tests will give formative and summative data. Teachers will meet regularly to discuss data and to plan instruction, remediation, and enrichment based on this data.

Meeting Student Needs

Through the rigor of classical education, our students will become intellectually, morally, and physically excellent citizens who love learning and develop a desire to serve. The structure of our program builds foundations for successful learning in the grammar phase, building basic knowledge and skills, then more complex knowledge and skills in the middle school logic phase. Remediation is built into the instruction whenever needed, especially in phonics based reading instruction and sequential math instruction. Enrichment is provided to students who are ready for challenge. Ongoing assessment tracks student progress and guides daily instruction. A classically educated student is well prepared for matriculation, and enjoys a pathway to a successful, productive life.

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.

Welcome to Unity Classical Charter School! Our K-8 classrooms will be learning communities in which students find a high standard of excellence encouraging academic success and formation of strong moral character. Our teachers and staff are committed to creating a learning environment where students are nurtured and can fully develop the mind, body and spirit. Younger students will spend their days in explicit phonics instruction, reading classic pieces of literature, primary documents, studying the rules of grammar, and building math skills. Sciences and Social Studies are taught explicitly and are often integrated into the curriculum when meaningful. By utilizing original documents rather than informational texts, we inspire interest beyond even the immediate subject. Writing skills are an important component of English/Language Arts and will be applied across the curriculum. Middle school classrooms will begin at the grammar level, when needed, and proceed to the logic level where students connect and examine the basic building blocks gained in the grammar phase, seeking to analyze, form opinions, and share their ideas with peers. Latin and foreign language begins in the elementary school and continues into the middle school. The Core Knowledge curriculum is embedded in all special area classes from physical activity to the fine arts. After school hours will offer athletic, remedial, enrichment, and special interest opportunities.

Class Size and Structure

The self contained, heterogeneous elementary classrooms will have a maximum of 23 students (as will the middle school) and will be set up to encourage the absorbing of facts, systematically laying the foundations for advanced study. Classroom instruction will revolve around the learning of facts; rules of phonics and spelling, rules of grammar, poems, the vocabulary of

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

foreign languages, the stories of history and literature, descriptions of plants and animals and the human body, and the facts of mathematics. Teachers in elementary school will ensure that each student has the foundational facts to be successful in the logic phase of middle school core subject classrooms.

Highly qualified teacher assistants will be utilized in the elementary and middle school to help monitor student learning and to assist with remediation and enrichment opportunities for small group instruction. Flexible grouping will provide appropriate instruction within classrooms and across grade level teams. EC and ELL services will be provided to support learning needs both in the classroom and in pull out settings when appropriate. Student work will be proudly displayed in classrooms and hallways, respectful of local fire regulations. The walls and classrooms will be filled with language rich materials which directly relate to the Common Core Standards. Technology literacy will begin in kindergarten and grow increasingly important with each grade level. Teachers will remain abreast of best use of technology in the classroom.

A student's first years of schooling are called the "grammar phase." Just as grammar forms the foundation for all language, the grammar stage forms the foundation upon which all learning rests. In the elementary school years, a child's mind is ready to absorb information. Children find memorization engaging and enjoyable. During this period, education involves self-expression, discovery, and the learning of facts. By late elementary school years, a child's mind is more prepared to think analytically. It is at this time that the student begins to question, debate, and argue. This is the entrance into the middle school years, when the course development focuses on the logic of the subject. Subjects will be taught in self contained classrooms by teachers who are well versed in the specific subject area. The outcome is teaching a student effective thinking, logical analysis, proper argumentation, and sound reasoning.

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.*

As stated in our mission, Unity Classical Charter School through classical education's rigor, seeks to develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

Unity Classical Charter School will remain accountable for student learning as we study the data to ensure that the program, the method of delivery, and the differentiation in instruction we are using is the most effective

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

curriculum available for our targeted population. A classical education is more than a pattern of learning. Classical education works the student's mind with symbols and sounds to develop understanding, whereas media critic Neil Postman has argued, modern educations' dependence on video necessarily projects visual images that weaken the rational, objective language centered thinking that is fundamental to learning. In contrast, Classical education works the mind. Classical education is a language focused approach accomplished through words, writing and speech, rather than through the softer images of pictures, videos, and television. As such, the Spalding curriculum works the mind more fully. Classical education, by its focus on phonics, rules of grammar and the development of reading comprehension, supported by more extensive reading than is typically found in classrooms today, develops the mind of the student, equipping them for literacy, knowledge, and understanding.

A classical education has two important aspects. It is language focused and it follows a specific three-part pattern: the mind must be first supplied with facts and images of language, then given the logical tools for organization of facts, and finally equipped to express conclusions. Through the use of these ideas and techniques, Unity Classical Charter School will be able to stay true to its mission and target our diverse, at-risk population.

As our targeted population is diverse and expected to include a notable ELL population, Unity Classical Charter School is committed to helping our students become confident and successful learners by:

1. Early identification of exceptional student needs (at-risk, EC, ELL) students through screenings, benchmarks, data meetings, and assessments.
2. Providing a curriculum that addresses the economic, social, academic, and urban contributors to dropout rates.
3. Following the Common Core Standards using classical curriculum approach and Socratic teaching methods.
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.*

Instructional Strategies

The primary academic objective of the elementary years is to develop foundational building blocks. Teachers employ lectures, chants, repetition, memorization, and explicit instruction, as students absorb the facts upon which all learning will be built. In the middle school years, students are ready to analyze and connect ideas, to think in the abstract, to understand the how and why of concepts, events, and ideas. Having learned historical dates, people, and places in the grammar phase of elementary school, the logic phase finds students exploring the motivations of people and societies, supporting their thoughts and ideas in class discussions and in writing. Unity teachers in all grades will employ instructional strategies that include:

*Differentiation - Based upon pre-screening assessments, ongoing observation, data collection, work samples and grades, test scores, and teacher recommendations student needs will be identified and differentiated instruction will be targeted to meet these needs. Lessons taught and resources used will be thoughtfully planned to facilitate a high level of

student achievement. Flexible groups will be formed within heterogeneous classes and teachers have the responsibility to also group across classes on grade level teams. Built into Spalding, Singapore, and Core Knowledge are lessons and resources to both remediate and accelerate instruction based on identified student needs. All are highly sequenced, specific programs to ensure successful student learning at every grade level. Technology provides opportunities for differentiated student learning, skill work, research, and work product.

*Explicit instruction - Both classical education and Core Knowledge build strong background knowledge and vocabulary development in students. Instruction is content specific within each grade level and one grade builds upon the next. Integrated instruction helps children connect areas of learning and allows teachers to deepen knowledge and cover subjects thoroughly. While some explicit instruction is delivered in a whole group setting, teachers can effectively meet all levels of learning needs in small group settings.

*Writing Across the Curriculum: In every grade and for every student, the rules and processes of writing are taught explicitly and then applied across the curriculum, in every subject area. In history class, we learn of the colonization of America. We find young writers assuming the identity of a European settler journaling about life in the newly settled colony while older students write an argument for the forming of a democratic government

*Learning beyond the Classroom - through field trips our students will access Charlotte's history, science, culture, and art exhibits. Museums, fine arts performances, innovative businesses, and local universities invite engaging opportunities for learning. Our students will thereby broaden horizons appreciate the educational opportunities beyond classroom walls

*Service Learning: Each grade will be partnered with a community organization whose mission and services align with curriculum goals. Students will address real community needs in ways that are connected to and informed by their classroom learning. Year-long partnerships will create the relationship formation that transforms charity into mutual service among neighbors. Unity Classical Charter School students will become citizens of the world as they answer the call to embrace their neighbors.

Middle school teachers will integrate across content areas as students connect ideas, think logically and in the abstract, and analyze knowledge previously absorbed. English, history, science, math, various languages and electives will fill the day of our avid learners.

A well experienced teacher in each grade level will coach younger teachers. Teachers will exhibit leadership, collaboration, and curriculum development skills and will participate in continuous professional development.

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.

In "An Introduction to Classical Education," Christopher Perrin, Ph.D, shares Dorothy Sayers' assertion that the trivium organization of classical education is a method for teaching students how to learn. Grammar, logic, and rhetoric are actually tools of learning that roughly correspond to the elementary (or grammar years), middle school (logic years) and high school (rhetoric years). The grammar phase teaches factual information, rules of grammar, vocabulary, and phonics. In the logic phase, the knowledge and rules learned in the grammar phase become the basis for finding relationships that connect ideas, and support discussion, debate, and reasoning. Students analyze the how and why of events and ideas and see the

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

big picture. As students move to the rhetoric phase (more the focus of high school), students become accomplished at effective communication and expression. They apply the tools of learning to any subject they wish to explore. Transitions from one grade to the next are inherent in the classical school. The trivium approach of classical education parallels the adage, "Give a man a fish and he eats a meal: teach a man to fish and he eats for a lifetime."

Teachers consistently monitor student learning, ensuring a solid foundation for later learning. The Spalding Reading, Singapore Math, and Core Knowledge programs sequentially structure learning and assessment to make sure students are learning necessary skills before moving on to more sophisticated skills. Evidence of this is that classically educated students across the country are outperforming their peers. For example, Great Hearts Academies in Phoenix, Arizona (serving 6,000 students in their various schools) graduated high school students in 2013 with SAT scores more than 300 points over the national average. These scores were 50 points ahead of the elite private schools in the State capital. In their book, "Classical Education, the movement sweeping America," Gene Veith and Andrew Kern share that, "Students around the nation in classical schools typically score in the top 10-15 percent on national tests like the Stanford Achievement Test and the Scholastic Aptitude Test (SAT). Established classical schools often graduate a significant proportion of National Merit Scholars."

In her life's work captured in her book, "The Marva Collins' Way" educator Marva Collins tells of embracing the classical method to teach low income African American students. In her Westside Chicago Preparatory School, she educated children who had been deemed "learning disabled" by the Chicago Public Schools. With just one year at Westside Prep, many students scored five grades higher. She introduced second graders to Shakespeare, and moved third graders to read on middle school levels. Alex Haley mused, "America would be infinitely better served if Marva Collins' philosophy of education somehow could become franchised and implemented on a national scale."

As Unity Classical Charter School adherence to the high standards that are a hallmark of a classical education, we will build intellectually, morally, and physically excellent citizens.

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.*

Unity Classical Charter School's proposed calendar has been designed to provide students with the opportunity to learn content included in the school's curriculum while also providing instructional staff with the support and professional development time that they need to grow as teachers. The calendar, which will apply to K-8 (though we are beginning K-2) meets the number of hours and days required by the state for a complete school year, while allowing for ample professional development opportunities for teachers. The start date for classes will be no earlier than the Monday August 15, 2016, and end date no later than Friday, June 9, 2017. The calendar covers at least nine calendar months. Unity Classical calendar has a minimum of 185 days of instruction. There are at least 10 teacher

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

workdays. The Unity Classical board will designate two workdays on which teachers may take accumulated vacation leave. School will not be held on weekends. Veteran's Day, and all Federal holidays, shall be a holiday for all Unity Classical students. This calendar, which outlines both the learning opportunity for students as well as the professional development opportunity for teachers, is intended to align with our mission of placing each student on the path to a lifetime love of learning while preparing them to matriculate to the next level of education.

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.*

Unity Classical Charter School has consulted with Dr. Louise Baucom, a former UNCC professor of education with expertise in special education instructional models, to help us develop our understanding of how best to serve our at-risk students. Dr. Baucom has a distinguished career in teacher instruction.

Unity will use North Carolina's Responsiveness to Instruction model (NCRtI) to ensure all students are progressing and meeting academic growth goals so students will be able to comfortably and confidently pursue high learning.

NCRtI is a multi-tiered framework which promotes student progress through engaging high quality instruction used to guide educational practices. Unity Classical Charter School understands that NCRtI is a shared responsibility by all stakeholders, school staff, parents, and students and is a continuous process of assessment and reflection using the five key components:

- *Tiered organization of supports and services
- *Early intervention prior to "formal" identification for special education
- *Screening, assessment, and progress monitoring (collecting data)
- *Standard protocol/evidence- based practices
- *Collaborative problem-solving

The three tiers are as follows:

Tier 1: The primary level of prevention, requires universal screening of all students to determine the best educational strategies and also identify any students who may need more targeted interventions. In Tier I the teacher provides differentiated instruction to every student, based on data collection. Progress monitoring for each student is an ongoing process which dives instruction to meet needs.

Tier 2: Calls for targeted assessment and explicit instruction for students who have shown to be at risk for behavior or learning problems. Students in this tier are provided more instructional time with the teacher on targeted skills.

Tier 3: The third tier, the tertiary level of prevention, defines intensive interventions for students who need the most assistance to succeed with the core curriculum. Additional instructional strategies, resources, and personnel are chosen to best meet the needs of the student, and the amount of instructional time is increased. data is carefully collected to drive

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

needed changes in instructional practice. The model is typically presented as a triangle, with the primary level at the bottom affecting most students and the tertiary at the top affecting the fewest.

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.*

Unity Classical Charter School will administer home language surveys in its enrollment packets for all students and responses will be maintained in the student's file.

If a language other than English is spoken in the student's home, the student will be scheduled for administration of the state identified English language proficiency screening test, the W-APT. The results of the W-APT will identify if the student is an ELL student and is in need of additional services.

Unity Classical Charter School's ESL teacher will develop LEP plans for all students identified as ELL and will vary in intensity based on the tier level achieved on the W-APT. LEP plans will be developed with the collaboration of the students, teachers, parents, and EC staff and will provide accommodations to ensure they are given equal and comparable lessons in amount, scope, sequence, and quality that are provided to non-ELL students. Accommodations can include, but are not limited to: read a loud, separate setting, extended time, chunked text, one item per page.

Monitoring, Evaluation, and Exiting

ELL students will be monitored through collaboration from the ESL teacher, class teacher, and parents using class work, assessments, fluency checks, and one-on-one time with the ESL teacher. ELL students will be evaluated annually using the state and federally required WIDA ACCESS for ELLs assessment. The school will comply with the state's exiting requirements from ELL services.

1. A minimum score of 4.8 Composite
2. A minimum score of 4.0 Reading
3. A minimum score of 4.0 Writing

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.*

Unity Classical Charter School will provide a rigorous curriculum that will support gifted and high ability learners through achievement grouping,

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

honors classes, advanced placement courses, self-paced computer programs, and designated "curriculum paths" geared to motivate students towards higher learning. Curricular modifications for higher achievement groups include more complex tasks, exposure to a broadened scope of information, an emphasis on multiple perspectives, more rapid pace of instruction and a higher focus on 21st century thinking. Spalding Reading, Singapore Math, and Core Knowledge build enrichment and challenge into their programs, respecting that some students are ready for a higher level of learning. Classical students read time honored literature selections. In a classroom that serves all student ability levels, some readers may read an abridged version of, for example, Robinson Crusoe while gifted students will read the original novel. Gifted readers will read additional selections within a unit of study and work products will meet more stringent criteria. Ongoing progress monitoring, a portfolio of work samples, rubrics specific to the work product of the gifted, and test data will serve as a guide for appropriate instructional opportunities for students. Collaboration with peers is a common practice as gifted students present and defend their understanding when producing group projects. Teachers facilitate groups, provide feedback and challenge and hold students accountable for their work. In the classical tradition of the trivium, those students having mastered learning at the grammar phase will move ahead to the logic phase where lessons and work assignments will reflect higher reasoning, greater challenge, seeing the bigger picture by connecting ideas, and a more effective articulation of thoughts and ideas.

Monitoring and evaluating AIG:

Unity Classical Charter School will monitor and evaluate intellectually gifted students based on the same criteria as all students; which is addressed in the student performance standards section.

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)*

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

Unity Classical has consulted with Dr. Louise Baucom, a former UNCC professor of Education with expertise in instructional models, to help us develop our understanding of how best serve our at-risk students.

1. Upon enrollment at Unity Classical, parents will be required to fill out enrollment packets, which will inquire about any services their student may have received at a previous school or any diagnosis that may affect the student's learning.

In addition, Unity Classical will request this information upon receipt of the student's prior school records. Unity Classical 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.

2. Unity Classical will comply with the federal Child Find mandate to identify and evaluate all students who either have, or are suspected of having disabilities and need special education services. A multidisciplinary team composed of teachers, parents, support staff, the student, and school administrators will be an integral part of the identification process as students may exhibit behaviors or disabilities only in certain areas. Once a child has been identified the teacher will recommend the student to the Student Intervention Team (SIT) with parental permission.

The SIT team will consist of the student's teachers, resource teachers, administration, exceptional children teachers, and support staff and will conduct the initial evaluation within ninety days of receipt of a written referral. The team will evaluate the student through a wide variety of assessment tools including gathering data, observations, and trying different accommodations.

Upon completion of the evaluation, the SIT team will determine whether the student is qualified under the Individuals With Disabilities Education Act (IDEA) for a 504 plan or an Individualized Education Plan (IEP) and will work with the parents on their findings and recommendations to determine the most appropriate services to support the child's needs.

a. Requesting Records: Within 30 days of student enrollment, Unity Classical Charter School will request the student's prior records, including IEPs and supporting documents and /or 504, accommodation plans from previous schools and the student's name, date of birth, and district ID number.

b. Record Confidentiality (on-site): All student education records will be kept confidential in accordance with the Family Education Rights and Privacy Act (FERPA) and IDEA. Files will be kept in a locked facility and will be authorized in accordance with N C 1505-2.5.

c. Record Compliance (on-site): All required student records will be prepared, retained, and disposed of in a manner consistent with federal and state statutes. Paper records will be stored in fireproof cabinets or reduced to electronic documents for storage. Records will be retained per state and federal guidelines and will be destroyed by burning or shredding in accordance with Chapters 121 and 132 of the North Carolina General Statutes after records have exceeded expiration.

Exceptional Children's Education Programming

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

1. Unity Class Charter School will comply with IDEA and provide all accommodations and special education services for any exceptional child based on the child's IEP. Unity Charter School will educate students with disabilities in the least restrictive environment, but will have an EC room to allow pull-out time, one-on-one time, or allow space for other services. Highly qualified and certified EC teachers will be on staff. Please site your source.

2. Each student with a disability is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment that will enable the student to progress in the general curriculum to the maximum extent possible. The school shall provide a special education program with varying services to meet the needs of all students. Unity Classical Charter School will follow an inclusion model, unless the severity of the disability is such that education in a regular class with the use of supplementary aides and services cannot be achieved satisfactorily. Placement will be decided in accordance with least restrictive environment (LRE) provisions with input from parents, professionals, and any/all documentation.

3. EC teachers will monitor students with disabilities to ensure they achieve the goals specified on their IEP and will update and report to parents via progress reports throughout the quarter. EC teacher will collaborate with classroom teachers to make certain the student is performing in the classroom and in other academic settings. IEPs will be reviewed by the EC team, teachers and parents annually and re-evaluated every 3 years to determine if the student still qualifies as a student with disabilities in accordance with IDEA.

4. Related services, such as speech language pathology, audiology services, interpreting services, psychological services, and physical and occupational therapy will be provided as needed through contracted companies with qualified providers.

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*

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

*should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

1. Student performance standards for all Unity Classical students will be that every student achieves annual growth and will be proficient in grade level standards meeting or exceeding the Common Core State Standards and NC Accountability Model upon promotion to the next grade level. Growth will be evaluated and monitored using benchmark assessments as well as EOY assessments, grades, and teacher input.

2. Students will have quarterly benchmarks in core subjects to ensure proper growth and meeting individual potentials. Unity Classical Charter School will use a variety of methods for benchmarks, including, drills, presentations, discussions, observations, rubrics, fluency checks, STAR assessments, and standardized testing. Formal and informal assessments will allow teachers to consistently check for understanding. Each student's progress will be recorded and reported at data meetings where placement, enrichment, and remediation will be discussed focusing on growth.

Unity Classical Charter School will require students to take the required state assessments, Stanford Achievement Tests for grades 1-8, Advanced Placement Tests, EXPLORE for 8th graders, and any additional testing necessary to ensure Future-Ready students.

3. Promotion decisions will be based on a variety and combination of factors including classroom performance, assessment results, and teacher recommendations. Decisions regarding retention will be made by a team consisting of teachers, parents, and administration and other appropriate participants if needed. Promotion decisions for EC students will include IEP goals being met, and all interventions and accommodations will be applied. Parents and students will have progress reports mid term, and engaged in understanding the student's progress toward promotion.

4. Any student that satisfies Unity Classical Charter School's promotion requirements will be promoted. Students must score a 70% or higher, pass the EOY assessment, and fulfill attendance requirements.

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.*

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

Unity Classical Charter School believes in the inherent worth of all human beings, and while we have set up a program for discipline, it will be effected with the first thought being for the student's well being and learning opportunity, and the second thought being for the continuing structure of a community dedicated to education. Learning will focus on self discovery and self regulation, with a similar focus on the constructive well being of the entire community (school). Accordingly, we will evaluate our own protocols on an annual basis for improvement as warranted by our experience. Again, the education and full formation of the student as an intellectual, social, physical and moral person is our prevailing concern.

1. The school will work with the demerit system in the first year, and determine in consultation with the Principal, Teachers, Families and Students whether it is proving effective in developing the character of the student in alignment with our stated mission. If needed proper adjustments will be made at that point. Before any demerit is issued a teacher will work to make sure the student understands how his or her actions are inhibiting their own well being and that of their fellow students. Emphasis is also placed on the character of the school's ethos (that is how we live our mission) so that a student will understand how their behavior supports or, in the case of a demerit, detracts from the school's mission.

The demerit system will be used throughout the school by all personnel (administrators and teachers). Demerits will be identified to the student as the first step in issuing them. Accumulated demerits will determine how many (hours /days) of afternoon detention will be required. Attendance is mandatory for the demerit, and may only be mitigated by defined family need, and will be served as soon there after as practicable.

2. The following is a preliminary list of offenses that may result in suspension or expulsion. We are mindful that in the K-2 years such offenses are hardly likely, nevertheless, these offenses shape the character of expectation within the school.

- ^ any action that would jeopardize another's safety
- ^ possession of any weapon
- ^ possession of any illegal drug or alcohol, or tobacco
- ^ repeated and willful defiance of a teacher or administrator
- ^ aggressive behavior, or bullying

3. If an identified Exceptional Child is involved in a listed offense, then mindful of the IDEA program we will conduct a timely review (10 days) to determine any linkage to the student's disability. There is a "10 day rule" which must be taken into consideration if a student is being removed or suspended. If a decision is made to change a student's placement, parents will be apprised of any decision and provided the Procedural Safeguard Notice.

4. Any parent or guardian may appeal the school's decision when a student is suspended or expelled. A written appeal should be formally directed to the Board within three business days of the student's dismissal.

Section III: Education Plan		
Concerns and Additional Questions		
<p>Verify: Does CK provide curricular materials? My understanding is that it is a sequence of topics to be covered, and does provide some ELA curriculum, but is not a fully formed curriculum.</p> <p>What are the "similar schools in the region" that Unity plans to collaborate with? Why are they appropriate model and partner schools? What results are they achieving? What are their student populations like? How do you know they are worthy collaborators?</p> <p>How is "authentic character education" included in all areas? What is the curriculum for this program?</p> <p>WHEN and HOW REGULARLY will teachers meet? Who will guide these meetings, what will their purpose be, and how will they improve instruction?</p>	Kristen Vandawalker	Instructiona
<p>The narrative does not provide evidence that the proposed approach will lead to improved student performance for the school's targeted population. No student outcome data for similar models was included.</p>	Kathryn Mullen Upton	Instructiona
<p>What would a student in kindergarten, third, and eighth grade experience in their classroom each day? what will classrooms and student-teacher interactions look like? what will be the overall structure of the day? How is the moral and physical excellence part of the program included?</p> <p>What does the applicant mean by "flexible grouping?" Does this mean tracking, walking up students in need of greater challenge, or something else?</p> <p>What is "language rich" material to be used in decorating the classroom walls.</p> <p>If teachers will be "abreast" of the use of technology, how will this actually happen in classrooms? What permanent and mobile options will be available to the students?</p> <p>The sections on transition are weak and generally rely on quotes from books as opposed to concrete evidence or examples of how the program will work in reality.</p> <p>It is unclear how teacher work days and professional development intersect, and whether the pre-school induction period is sufficient to cover PD on the selected criteria, CK sequence, trivium, etc.</p> <p>Will the school use existing history and science curricula or are teachers expected to develop their own?</p>	Kristen Vandawalker	Curriculum a
<p>The RTI response is simply a parroted high level explanation of what RTI is, and does not explain how RTI will work with the Unity ed program, the classical model, or the specific curricula chosen. It also does not address how teachers will be prepared to integrate this instructional element.</p> <p>These responses do not demonstrate evidence of experience working with RTI or with ELL/LEP student identification. Who will be responsible for the management of these programs? How will the board monitor these programs to ensure fair access to all programs for all students, as well as equity of student growth.</p> <p>Are AP courses available for middle school students? Can the identified elements be implemented faithfully within the classical structure?</p> <p>This section indicated use of student directed computer programs, which runs counter to earlier sections?</p>	Kristen Vandawalker	Special Prog
<p>The school will use the state's RTI framework; however, school-specific plans to best serve special education students have not yet been developed. The narrative indicates that the school will work with an experienced consultant to develop the plan. Question for interview: what is the timeline to develop the plan?</p>	Kathryn Mullen Upton	Special Prog
<p>Very basic procedural information is included.</p>	Kathryn Mullen Upton	Exceptional
<p>Please add more details to the continuum of services.</p>	Carol Ann Hudgens	Exceptional
<p>As noted in the previous section, the narrative indicates that a detailed plan to serve exception children has yet to be developed. The response in this section is very broad and focuses largely on procedural matters, as opposed to what the school's plan to service students with special needs looks like.</p>	Kathryn Mullen Upton	Exceptional
<p>This section does not address how the classical program can/will be modified to work for students with 504 or IEP plans.</p> <p>It does not discuss how the school will modify its sepecific programs and plans to support such students.</p> <p>It does not cite successful classical programs with a track record of serving these students well.</p>	Kristen Vandawalker	Exceptional

<p>Question for interview: what is "annual growth"? Do the growth goals differ student to student?</p> <p>Terms related to growth (e.g., "annual" and "proper") need to be defined.</p>	Kathryn Mullen Upton	Student Perf
<p>Is there an SAT for grades 1-8? Why is MAP not among the many assessments discussed?</p> <p>How does all of this assessment fit in with the classical approach, collaboration, and other hallmarks of the Unity program?</p> <p>The exit standards and retention standards are unclear.</p>	Kristen Vandawalker	Student Perf
<p>This section is underdeveloped and lacks specifics about how the discipline system will be implemented, how parents and students will learn and understand the program, and how the rights of students, especially those with disabilities, will be protected. Due process for expulsion is not really addressed.</p> <p>No promotion of positive behavior is discussed.</p> <p>The draft handbook is at once comprehensive and vague, covering a broad array of topics but not including substantial detail on many key areas. Additionally the pagination and line breaks are out of line which is distracting and might indicate cut-and-paste from a PDF document.</p> <p>A one-month application period seems very short, and leads to the question of whether the applicant will actually provide equal access to all students.</p> <p>The concern that the handbook may be plagiarized is compounded by the inclusion of language such as: "Also, children of the Schools Principal, teachers, and teacher assistants will be given priority at their respective school."</p> <p>What does this statement mean: "The Principal/ Assistant Principal of the school will make every effort to place students in classes that are balanced to foster the optimum growth of each child and the class as a whole."?</p> <p>Uniform is indicated but not described.</p> <p>Demerit system is not explained in the handbook.</p> <p>The lists of offenses in the handbook do not make sense (level I offenses are "major" but fighting, weapons, etc. are level II?) and are not aligned with the list of offenses in the narrative.</p> <p>Suspension and expulsion processes and student rights are not included in the handbook.</p>	Kristen Vandawalker	Student Cond
<p>The handbook includes references to the discipline of students with disabilities, however, the applicant should consider including information regarding manifestation determinations and the provision of services in the event of disciplinary removals that constitute a change in placement. The applicant should also reconsider the "ARD" team used to make decisions regarding IEPs. The applicant should ensure that this team meets the requirements of an IEP team.</p>	Carol Ann Hudgens	Student Cond
<p>Appendix D does not contain much specificity regarding the procedural aspects of suspension, and none for expulsion.</p>	Kathryn Mullen Upton	Student Cond
<p>In # 4, proposed school mentioned the word "expelled".</p> <p>Note: NCGS 115C-390.11. Expulsion. (a) Upon recommendation of the superintendent, a local board of education may expel any student 14 years of age or older whose continued presence in school constitutes a clear threat to the safety of other students or school staff.</p>	Darrell Johnson	Student Cond

Reviewer	Score
Cheryl Turner	
Joe Maimone	
Carol Ann Hudgens	
Kathryn Mullen Upton	Pass
Becky Taylor	
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Alex Quigley	
Sherry Reeves	
Kristen Vandawalker	Fail
Tammi Sutton	

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

Darrell Johnson	Pass
Alan Hawkes	
Steven Walker	
Phyllis Gibbs	

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: Unity Classical Charter School

Mailing Address: 2501 Robin Hill Dr.

City/State/Zip: Charlotte NC 28210

Street Address: same

Phone: 704-552-6964

Fax:

Name of registered agent and address: Ms. Beth Early
2501 Robin Hill Dr.
Charlotte, NC 28210

FEDERAL TAX ID: 46-4248675

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix E)
X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

		MECKLENBURG			
Mark Lavoie	Board, Vice Chair	MECKLENBURG	IT Manager		
Victoria Taylor	Board, Secretary	MECKLENBURG	Professor/Law		
Beth Early	Board Chair	MECKLENBURG	Retired Educator		
Dr. Bautista Nini	Board	MECKLENBURG	Chemist		
Derrick Gates	Board	MECKLENBURG	Education leadership		
Joe C. Young	Board, Treasurer	MECKLENBURG	Law and Business		

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.*

Basic to all of our work is North Carolina General Statutes Section 115C-238.29E(d), which states that the Board of Directors of a charter school shall decide matters related to the operation of the school, including budgeting, curriculum, and operating procedures. The Board of Directors of Unity Classical Charter School has been and will be a very active Board. While unofficial until September 15, 2014, because Unity Classical Charter School was not incorporated until September 12, 2014, it has already set the mission for the School. It has determined the initial size and grades for the School and how the School will grow each year. It has located and gotten a preliminary, and very favorable, commitment for a physical facility for the School. It has adopted some fundamental policy procedures for the school, and will with the Head of School, when selected, adopt additional policies and procedures. It will search out, select and recruit a Head of School, and provide guidance, advice and direction to the Head of School. It will take an active part in fundraising for the School. It will, in addition to approving the annual budget for the School, employ and maintain a close relationship with the CPA accounting firm, and the auditor for the School. It will make sure the School operates within its budget. It will, with the Head of School, establish committees of parents and/or teachers to help the School where parents and/or teachers can do so.

The Board will employ the Head of School after a wide search and after a careful review of qualifications, experience and integrity. The Board will work with Hillsdale College's classical charter school initiative, and Great Hearts Academies in Arizona to widen our search for an exceptional Head of School (Principal). The Board will also use Board contacts, and input from advisors such as Parents for Educational Freedom in North Carolina, and the NC Public Charter School Association, who know and deal with many fine educators in North Carolina, in locating candidates for the position. The candidate must be someone who wholeheartedly agrees with the School's

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

Mission and the classical way of educating. The Board will then work with the Head of School, respecting the complementary rolls each plays in achieving a successful school, with the help of teachers, staff, students and parents.

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

The By-laws of Unity Classical Charter School provide for no less than five directors nor more than eleven. At present there are six directors: Chairperson Beth Early, a retired elementary school teacher; Vice Chairperson Mark Lavoie, information technology manager; Secretary Victoria Taylor, a law school professor and administrator; Treasurer Joe Young, a lawyer and business person; Dr. Nini Bautista, a chemist; and Derrick Gates, a former charter school teacher and administrator. The Board hopes and expects to add at least two additional members, probably more, with complementary areas of knowledge and experience. The powers and duties of the Board were discussed in response to question 1. above. All Board members are parents, some grandparents. Three are or have been teachers. Most have served on non-profit boards, some on many. All members recognize they must work hard to ensure that the School is an educational, operational and financial success; that they must be diligent in employing, supervising, evaluating and helping the Head of School and, through the Head of School, others including teachers, staff, parents, and students, to succeed; and that input and help from these others, both formal and informal, is critical to a successful and happy school. The Board has also decided to devote one meeting each year, probably in summer, for growth and self-evaluation. The Board will develop subjects for growth and criteria for such self evaluation.

- 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?*

Most of the founding Board members of Unity Classical Charter School have been recruited by the current Board Chairperson in consultation with, Marty McCarthy, an educational leader in the community. Marty has inspired other persons that formed other schools over the last decade. The selection of Board members has been of like-minded persons about the Mission and classical educational methods of the School, who are willing to do all that is required to found a successful School on these principles. If a position becomes vacant on the Board, the Board will work diligently to fill the position with a qualified, dedicated member, seeking input from various contacts including others in the community who are known to the Board. The Board is, in fact, in the process of bringing to the team two additional members who satisfy the criteria for Board membership (one is a former college professor, deeply experienced with the value of classical education, turned professional fund raiser, and the other is a banker). An indication of the kind of dedication expected from Board members is the following information. Unity Classical Charter School was not incorporated until September 12, 2014. However, the members of the Board met informally numerous times over the last months (and more intensively in the last 3 months), including three times in Raleigh, and twice formally since September 12, 2014, to discuss and develop plans for the School and for this

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

application. In addition, members have spent many hours individually on School matters, so as to be able to report the results of their efforts back to the other members, and to prepare this application. The Board will be meeting monthly, if not more frequently, in the next few months to continue its efforts on behalf of the School, and to prepare for subsequent steps in this application process.

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

The By-laws of Unity Classical Charter School provide for a minimum of eight regularly scheduled monthly meetings of the Board, plus an annual meeting. However, it is anticipated by the members of the Board that there will be additional meetings as necessary. Refer, for example, to the numerous recent meetings discussed in Item 3 above.

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

New Board members will take part in a 1/2 day orientation either before or shortly after joining the Board. The orientation will address Board policy and procedures, Board member responsibilities and expectations, and the fundamentals of governance. Annually, the entire Board will undergo a full day of Board training and self-evaluation. Topics covered will include governance vs. management, keys to effective governance, the qualitative aspects of charter school leadership, managing legal matters, managing parent matters, conflict resolution and an SBE Policy review. The Board will also develop criteria for its self-evaluation. The first board training and self-evaluation will take place within 90-days after charter approval by the SBE.

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.

Article II, Section 7 of the By-laws of Unity Classical Charter School prohibits compensation to directors for their services. In addition, the By-laws also include, in Exhibit A, a comprehensive Conflict of Interest Policy for directors and for management, and this policy will be adhered to rigidly. It requires full disclosure of conflicts or potential conflicts, and procedures for dealing with and resolving the conflicts. It also provides for disciplinary action when the policy is not adhered to, and for acknowledgement of receipt of a copy of the policy by each member of the Board and management. The Board is not aware of any conflicts or potential conflicts at this time, or any existing relationships that could pose actual or perceived conflicts if the application is approved. In addition to the Conflicts Policy and Procedures, referred to above, the Board is and will remain alert to matters that could pose a conflict, a potential conflict, or a perceived conflict; and the Board will deal with such matters promptly and thoroughly.

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

After review and revision of some standard board and policy procedures, the Board of Unity Classical Charter School has adopted some fundamental board and policy procedures. The Board will continue to seek information and recommendations, from its members, and from the Head of School when employed, and from the teachers and parents after the School opens, for the

development of School policies. The Board will likely appoint one or more committees, comprised of members of the Board, and/or the Head of School, and/or one or more teachers and/or parents, to make recommendations to the Board for School policies; but the Board or a committee of the Board will exercise the final authority regarding such policies.

8. *Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.*

The Board of Directors is currently being advised, at no charge, by the Charter Accelerator Program (the "Accelerator") of Parents for Educational Freedom in North Carolina. The Accelerator has provided information and guidance to the Board about school financing and budgeting, school governance, and other matters. It is anticipated this advice and assistance will continue at least until the School opens, and probably longer. The Board will establish a grievance committee as discussed in Item 9 below. The Board will likely establish other committees such as a finance and audit committee to handle and advise on finance, budget and audit matters, an operations committee to handle and advise on school operations, and possibly an executive committee to deal on a more frequent basis with the Head of School and governance matters. In addition, the Board may, with the Head of School, establish other advisory or working councils of parents, teachers and/or staff for various matters of school operations and concerns. The advice and action of all such committees and councils will, at all times, be subject to rejection or modification by the Board.

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

The By-laws contain a "Whistleblower Protection Policy" which provides for the handling of allegations of criminal, fraudulent or seriously dishonest or dangerous conduct. For grievances that do not involve a "Whistleblower", the Board will establish a Grievance Committee, to evaluate and determine the merits of a properly filed grievance by a parent, teacher or staff member and to make recommendations to the Board for consideration. Filing a valid grievance requires the aggrieved party to address the issue with the following individuals in the sequence as follows:

STAFF or TEACHER GRIEVANCE:

First Step: Seek resolution of the matter with the person against whom the aggrieved has the disagreement.

Second Step: Seek resolution via the employee's immediate supervisor (if applicable).

Third Step: Seek resolution via the Head of School. Assuming no resolution, the aggrieved may file a grievance with the Grievance Committee.

PARENT GRIEVANCE:

First Step: Seek resolution with the child's teacher.

Second Step: Seek resolution with the teacher's department chair or supervisor (if applicable).

Third Step: Seek resolution with the Head of School. Assuming no resolution, the parent may file a grievance with the Grievance Committee.

Grievance forms (see Appendices) are to be provided without cost by the Head of School within 48 hours of being requested by the aggrieved. The aggrieved is not required to provide a reason to the Head of School. The forms must be completed and submitted to the Grievance Committee Chairperson per the address and/or email prominently displayed on the grievance forms. Multiple

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

grievances may not be combined on one form; however, multiple grievances may be submitted concurrently on separate forms. Grievances must be individually submitted and individually reviewed by the Grievance Committee.

The aggrieved has a right to an expeditious, objective and thorough review of the grievance. Upon receipt of the grievance, the Chairperson of the Grievance Committee shall convene a quorum of the Grievance Committee within a reasonable time, not to exceed twenty (20) calendar days from receipt of the grievance.

The Grievance Committee will consider all available evidence but is neither required to conduct hearings nor to hear verbal testimony. Upon thoughtful review, the Committee may elect to dismiss the grievance (i.e. take no action), request additional information or recommend action to the Board.

If the Committee chooses to dismiss a grievance, the Chairperson of the Committee will issue a letter to the aggrieved notifying him or her that the committee has chosen to dismiss the grievance and indicating the reason for dismissal. The letter must explicitly state that the aggrieved may appeal the matter directly to the Board by submitting a letter to the Secretary of the Board stating "I appeal the decision of the Grievance Committee" and providing the basis of the appeal. The findings of the Board upon appeal by the aggrieved shall be final.

If the Grievance Committee chooses to recommend action to the Board, the Chairperson will issue a letter to the aggrieved stating that the grievance has been referred to the Board of Directors for further action. In addition, the Committee Chairperson will issue a letter to the Board detailing the specific action that the Committee is recommending to the Board. The Board may accept the recommendation of the Grievance Committee, take action in a manner that it deems fit regardless of the recommendation, or take no action. The Board's decision shall be final.

All records submitted or reviewed during the grievance process are to be preserved in accordance with the school's retention policy. Grievance records containing protected information under the law are not public documents and are not to be disclosed, published or released in full or in part. Grievance Committee members may not make any comment regarding the grievance deliberations or final outcome.

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.

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

(Appendix I)

5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

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

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

X Not Applicable

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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.

We will employ a Principal (chief administrator, sometimes called Head of School) and a part time assistant financial secretary and a part time administrative assistant. We will employ one teacher per class and three classes per grade. Each grade level will have one assistant teacher (TA) to be shared among the faculty in a cooperative basis, with the exception that Kindergarten will have two assistants to be shared among the three teachers. We have budget for specialized teachers as well. These include either a dual role teacher within the arts that will also teach physical education in year one, or, two part time teachers to fulfill these duties. In year two of operation we will include a Latin Teacher, and in year three we will add a half time Mandarin Teacher and a half time Spanish Teacher.

The maintenance and cleaning will be provided by the church from which we lease the building, though we are reserving budget funds to augment their work should the School want to improve the general conditions of the facility

The cleaning and maintenance work will be supplied by the lessor.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Although it goes without saying that every school must make the quantitative offerings of competitive salaries and benefits an integral part of its recruitment plan, Unity will also actively promote its engaging, collaborative work environment and its commitment to every teacher's professional development. These more qualitative characteristics of working at Unity will serve as the cornerstone of its strategy to recruit and retain a quality instructional staff at every level of experience. Unity will reach

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

out to the colleges and universities in North Carolina as well as the Charlotte office of Teach for America to provide teaching opportunities for newly certified teachers. Unity will also recruit experienced, highly regarded, mid and late career teachers who are seeking new opportunities in their career by emphasizing the freedom that Unity teachers have to innovate and apply their experience to classroom instruction and by providing seasoned school teachers the opportunity to share their knowledge and mentor to the more novice teachers who are in the early stages of their teaching career. Unity will conduct a nationwide search, advertising available teaching positions in local media as well as national publications such as The Chronicle of Higher Education, Education week and commercial job search sites. Unity will also work with the NCDPI Educator. Further Unity will work with Great Hearts Academies in Arizona and Hillsdale College, among others, to identify early career teachers or upcoming graduates in education that want to pursue the classical teaching opportunity with us.

Effectiveness division to assist in recruiting high quality teachers, particularly from the North Carolina Teacher Corps program. Lastly, Unity will seek and pursue referrals from parents and members of the community who have knowledge or existing relationships with quality educators who would positively contribute to the Unity Classical Charter School.

- 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.*

Although the board retains final authority over all faculty and staff at Unity Classical Charter School, it will delegate the duties of hiring, evaluation, discipline, promotion, assignment and termination of faculty and staff (in accordance with established policy and procedure) to the Principal (Chief Administrator, or Head of School). The Principal will remain accountable to the board for all educators made with regard to personnel.

Every member of the faculty and staff of Unity Classical Charter School will have open and equal access to the grievance process and will contribute, likely through formal and informal surveying, to the annual process of evaluating the Chief Administrator.

Employees will elect a staff representative annually to serve as a liaison to the board of directors. This liaison will attend board meetings, provide faculty and staff insights on issues of importance and provide feedback to the board with regard to policy and procedure. In addition, teachers and staff will be encouraged to serve on subcommittees of the board.

The Board of Directors is responsible for reviewing and, if satisfactory, approving the terms and conditions of all employment contracts recommended to the Board by the Chief Administrator.

With all of this comes the natural inclination the Board will have to see and enjoy the impact of our teachers on the students. So, we will have a quarterly opportunity for various Board members to visit and encourage teachers by doing such simple things as providing bagels and coffee as the teachers arrive for the school day, and sitting through class sessions as a means of "knowing the school" more fully.

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

criminal background checks.

The hiring process will generally include the following steps, but may be modified slightly for particular positions or unique circumstances; Initial applications for employment will be screened by designated personnel for appropriate experience, certification, education, credentials and other stated pre-requisites for the position. A qualitative review of applications will then be conducted by the personnel committee or other designated team and qualified candidates will be granted a first-round interview. First-round interview will be conducted with the Chief Administrator and any other relevant designees of the board. A candidate chosen from the first-round interviews to proceed to a second interview will undergo an examination and verification of the candidate's education, certification, achievements and references and will be required to submit to a multi-state criminal background check and pre-employment drug screening (using protocol provided by a professional drug screening company such as LabCorp. Assuming a successful second interview and the return of a favorable background check, satisfactory references, verified credentials and licensure and clean drug screen, an offer of employment will be extended to the candidate.

Unity Classical Charter School will establish a comprehensive protocol for evaluating employees. In instances where staff or faculty members are identified as under performing the staff/faculty member will be counseled by the Chief Administrator and may be required to participate in a corrective action plan that establishes clear expectations, timelines and benchmarks for continued employment. Progress on the corrective action plan will be monitored periodically through the expiration date of the plan. Upon re-evaluation, the employee will be retained or discharged based upon progress. Employees who commit acts of violence, endangerment or other behaviors that compromise student and workplace safety may be discharged without notice.

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

SALARIES:

By utilizing a solid lease, Unity's average teacher starting salary will push toward the lower \$40,000. range with adjustments up or down for experience and credentials. Our favorable lease terms will allow for a strong salary base.

Average teacher assistant salary: \$20,000

Average non-executive administrative and support staff salary: \$22,000-\$40,000 depending upon job requirements, experience and credentials.

Chief Administrator salary: \$65,000-\$75,000

Assistant Chief Administrator salary: \$30,000-\$40,000

BENEFITS

Employees will receive major medical insurance through the state health program. Unity Charter School intends to pay a portion of the premium cost (for the sake of conservatism, the budget assumes 100% of employee premium costs, but economic conditions and uncertain market dynamics -- particularly related to the implementation of the Affordable Care Act -- may not make it economically feasible for the school to fund the entire premium). This budget line can vary more than most.

Unity Classical Charter School will also make supplemental insurance available through a Section 125 cafeteria plan. Such coverage includes

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

cancer, dental, short/long term disability, life vision and other insurance. The Section 125 plan premium would be the employee's responsibility.

Unity will offer participation in a tax-deferred, defined contribution retirement plan. Unity will provide a dollar-for-dollar match (or portion thereof) for employee contributions up to a maximum amount as defined in the plan documents.

Employees eligibility and vesting with certain benefits will be determined by prevailing law, status of employment (full/part time), plan mandates and years of service.

Unity will also provide each full-time employee with a fixed number of personal leave days that can be used for illness, vacation, bereavement and other personal time. Unity Charter School will be subject to the Family Medical Leave Act (29 USC 2601 et seq.; 29 CFR Pa

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

The Board will establish a standing Grievance Committee. The purpose of the Grievance Committee is to evaluate and determine the merits of a properly filed grievance by a member of the faculty or staff and to possibly make a recommendation to the Board for consideration. Filing a valid grievance requires that the aggrieved party address the issue with the following individuals in the proper sequence as follows:

First Step: Seek resolution of the matter with whom the staff member has the disagreement.

Second Step: Seek resolution via the staff member's immediate supervisor

Third Step: Seek resolution via the Chief Administrator assuming no resolution, the staff member may file a grievance with the Board. In accordance with federal law, Unity Charter School forbids retaliation when it comes to any aspect of employment, including grievances and complaints.

Unity Charter School will establish a comprehensive protocol for evaluating, remediating, and terminating employees. In instances where staff or faculty members are identified as underperforming the staff/faculty member will be counseled by the Chief Administrator and may be required to participate in a written corrective action plan that establishes clear expectations, timelines and benchmarks for continued employment. Progress on the corrective action plan will be monitored periodically through the expiration date of the plan. Upon re-evaluation, the employee will be retained or discharged based upon progress.

Employees convicted of or pleading nolo contendere to a felony or to certain Class A1, 1 or 2 misdemeanors may be discharged without notice to the extent that the law permits. Employees who are charged with a felony or certain Class A1, 1, or 2 misdemeanors may be suspended with pay pending outcome of a trial or hearing. Employees who commit acts of violence, assault, endangerment or other behaviors on school property or during school - sponsored events that compromise student and workplace safety.

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

The school is not planning to hire employees with dual responsibility roles.

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.

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

Assuming special education enrollment at 10% of the total student population, the initial (year one) special education staff will include 1 Special Education Director/Teacher, and 1/2 Special Education Teacher. EC staffing will fluctuate up or down as exceptional child enrollment and IEP requirements dictate. This category of teacher will grow in successive years.

The faculty will include at least one certified teacher with ESL/ELL certification or endorsement.

Special education teachers will have a Bachelors degree in education, curriculum and instruction, or related field from an accredited college or university and will hold a teachers certification reflecting mastery of the principles of exceptional child education, special education curriculum and instructional theory and use of data to drive student progress and program improvement.

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).*

Faculty and staff will be required to hold the appropriate licenses, certifications, endorsements and experience necessary to faithfully and satisfactorily fulfill the roles and responsibilities for which they were hired and as required by their job description. Faculty and staff will conduct their work in a manner consistent with the mission of the School, the needs of every student and the expectations of all stakeholders.

TEACHERS:

In accordance with State law, 50% of classroom teachers at the School will hold a valid North Carolina Standard Professional ("SP") 1 Professional Educators License and the School will develop, maintain, and, as necessary, have approved by the NCDPI a teacher licensure program, allowing teachers to progress from a SP1 License to a SP2 License and renew SP2 Licenses from time to time. Educators who qualify for Lateral Entry in North Carolina will be considered for employment as teachers. Teachers designated as Department heads will be responsible for necessary evaluation and reporting on programs and staff and will possess experience and/or advanced credentials commensurate with the position.

CHIEF ADMINISTRATOR:

The Chief Administrator (Principal) will provide educational and operational leadership, contractual accountability and logistical direction as part of his/her responsibility for the day-to-day management of the school. The Principal is accountable to the Board of Directors. Minimum qualifications include a Master's Degree in administration, educational leadership, curriculum and instruction or a related academic management field and at least 5 years of experience at the executive leadership level. Preference will be given to candidates who have classroom experience as a certified/licensed teacher and those who have earned administrative certification through a recognized or accredited training program.

ASSISTANT ADMINISTRATOR

Assistant Administrator is responsible for interim management of the school in the absence of the Chief Administrator and reports to the Chief

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

Administrator. The Assistant Administrator will also supervise the evaluation of instructional and non-instructional staff, will oversee and coordinate professional development programming and will serve as the chief disciplinarian in the event of student misconduct. Qualifications include possession of a valid state teaching certificate with preference given to those candidates with administrative certification through a recognized or accredited training program.

BUSINESS/FINANCE OFFICER

The Business/Finance Officer is responsible for managing the requisition, purchasing, accounts payable, payroll, budget and financial reporting functions of the school. The Finance Officer will interact with the contracted accounting staff to provide regular financial and budget information, and coordinate the annual audit. Qualifications include a bachelor's degree in finance, accounting or a related field. In lieu of a bachelor's degree, candidates may qualify by demonstrating extensive experience and success in school business.

GUIDANCE COUNSELOR

The primary function of the Guidance Counselor is to provide a comprehensive competency-based counseling program focused on the learning, personal/social and career/vocational needs of all students. The Guidance Counselor will possess a Master Degree in Guidance and/or School Counseling and hold a current license for position as required by the NCDPI. The Guidance Counselor will have minimum of three years of teaching, counseling, or other experience working with children similar in age to the position hired.

OTHER ADMINISTRATIVE/SUPPORT PERSONNEL

Other administrative and support personnel will be responsible for carrying out support functions as delegated to them by the Chief Administrator (Principal) and will require applicable credentials and requisite experience based on the position's duties and responsibilities.

Staff Evaluation and Professional Development

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

The Assistant Administrator, directed by the Chief Administrator and assisted by applicable administrative support staff, is responsible for maintaining teacher licensure and professional development. In year one this duty will be the Principal's.

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.*

Unity Classical Charter School will model the North Carolina Teacher Evaluation Process which is based on the Framework for 21st Century Learning and the North Carolina Professional Teaching Standards in order to assess the teachers performance in relation to those standards and to design a plan for professional growth. In addition, the school will develop an evaluation rubric modeled after the Rubric for Evaluating North Carolina Teachers. The Chief Administrator or a designee will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration (s).

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

Instructional staff will be evaluated based on the six aligned standards adopted by the NCSBE (Leadership, Establishing a Respectful Environment, Content Knowledge, Facilitation of Learning, Critical Reflection, Contribute to Academic Success). The evaluation process will include the following components:

Component 1: TRAINING

Before participating in the evaluation process all teachers, administrators and peer evaluators must complete training on the evaluation process.

Component 2: ORIENTATION

Within two weeks of a teachers first day of work in any school year, the Chief Administrator will provide teachers with the evaluation rubric that will be used during the evaluation process and a schedule for completing each component of the evaluation process.

Component 3: SELF ASSESSMENT

Using the evaluation rubric along with feedback, growth and improvement plans from previous evaluations, the teacher will conduct a performance self-assessment from the beginning of the year through to the date of the most recent evaluation period.

Component 4: PRE-OBSERVATION CONFERENCE

Before the first formal observation, the Chief Administrator will meet with the teacher to review and discuss the self-assessment, the teachers most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the Chief Administrator with a written lesson plan. The goal of this conference is to prepare the Chief Administrator for the observation. In the event that there are multiple observations, pre-observation conferences are not required for subsequent observations.

Component 5: OBSERVATIONS

Formal observations by the Chief Administrators will be made for a minimum of 45 minutes or the entire class period. If a class period is less than 45 minutes, then the evaluation will be made over class periods to fulfill the minimum time requirement. Those teachers who are designated as Probationary will undergo no fewer than three formal classroom observations, one of which must be conducted by a peer designated by the Chief Administrator. Career teachers will be evaluated no fewer than two times per year. During observations, the Chief Administrator and the peer will note, in writing, the teachers performance in relation to the standards contained in the evaluation rubric.

Component 6: POST-OBSERVATION CONFERENCE

The Chief Administrator (and peer for probationary teachers) shall conduct a post-observation conference with the teacher being evaluated no later than ten days after each formal observation. During the post-observation conference, the Chief Administrator and teacher shall discuss and document on the evaluation rubric performance strengths and weaknesses during the observed lesson.

Component 7: PROFESSIONAL DEVELOPMENT PLAN

Based on the teacher's performance, a professional development plan will be crafted that outlines specific areas for improvement, strategies for improvement, benchmarks to be met and a timeline for reevaluation.

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

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

The Unity Classical Charter School professional development plan has as its nucleus a commitment to a mission-driven classical charter school, high quality instruction and constant improvement of student learning. Through the use of qualified contractors, trained in-house staff, professional conferences, guest speakers and online learning the professional development program will include topics of current interest and contemporary relevance such as effective classroom management, evidence-based instructional strategies, engaging parents and families in the educational process, technology in the classroom and other applicable topics. In addition to self-study or a group lecture format, professional development programs will emphasize small group instruction and discussion, peer collaboration and teamwork. Workplace issues will also be incorporated into the professional development program covering topics such as maintaining a safe workplace, First Aid/CPR/AED training, effective communication, preventing sexual harassment and cultivating a culture of diversity in the workplace.

Unity Classical Charter School will also expand our relationship with the Barney Charter initiative of Hillsdale College that is committed to the training and development of Administration and professional teachers in the field of Classical education. Related schools are now opening in Georgia, Florida and other parts of the region. We expect to be able to send our faculty to continuing education conferences that are dedicated to their professional development. We do not yet know whether the conferences will be held locally, regionally, or nationally.

- 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.*

Pre-opening professional development will begin weeks (at least 10 weekdays) prior to the first day of school for students. Faculty and staff will report to school at 8am and remain until 3pm. Each day will include approximately 60-90 minutes for classroom setup and readying and 30 minutes for lunch. The remaining 30-35 hours will be used for professional development. Approximately 30-35 hours will be used for professional development. Approximately 10-15 hours will be used to train the staff on all operating policies and procedures including school safety plans, Code of Ethics, employment policy review, student referrals for discipline, student referrals for special education, managing/reporting workplace violence (including forms of harassment: bullying, verbal, sexual) and other procedural, safety and policy topics. An additional 5-10 hours will be designed to build a culture of collaboration among the staff through team building exercises, simulations and small-group problem solving. The remaining time will be used to orient the staff toward school-wide instructional objectives during which the instructional goals and measurement criteria for student performance will be discussed in detail as a group. Breakout time will be incorporated into the instructional objectives program for instructional/grade teams, led by grade leaders, to meet and define specific objectives within their grades, develop team-wide instructional strategies, create action-plans for anticipated obstacles and challenges, coordinate lesson plans and synthesize curriculum components

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

within the grade.

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

The school calendar provides 18 teacher workdays, in which 14 will be considered mandatory professional development days throughout the school year. There will be 10 professional development days prior to the beginning of school, where teachers will receive intensive training in curriculum and classroom management and 3 full days throughout the year providing continuous support and training for the faculty and staff. Approximately 20-25 hours of additional designated staff development time will be in the form of 4 half-days, which will be incorporated into the calendar. School will not be in session for students during these days but faculty and staff will be required to report to work at normal business hours. The programming for each day will be determined based on trending hot-topics and needs identified by the Principal, the Board, and/or faculty and staff. In addition, the school will advise teachers of short (1-2 hour) topic-specific outline and webinar based voluntary learning opportunities that are available throughout the year. If teachers choose to participate in such opportunities, arrangements will be made in advance so that classes can be covered during the time that the teacher is participating in staff development.

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)).

Marketing Plan

We are recruiting two new members to our Board at this time. One is a former College professor, dedicated to classical education. She is now a professional fund raiser. We know we need her skills for a variety of reasons, and she is eager to join. Key in the planning year will be to work with her guidance on the modern communication tools of Facebook, Twitter, and other medium like web site and targeted marketing. Our Board member that runs IT for an insurance company will develop our web site.

The School will use a variety of methods to promote the school and attract students and families. Some of these methods may include, but are not limited to the following: 1) Holding periodic informational meetings with local community, civic and religious organizations along with individual meetings with local business and civic leaders and other people who may be able to inform and/or influence families and students to enroll at the School; 2) Inviting persons to visit the space on a scheduled basis that is

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

approved by the current occupant of the facility (another charter school).
3) Creating a referral network by fostering relationships with local childcare centers, the Boys and Girls Club of Charlotte, community sporting leagues, the Business and Professional Women's Club and the Charlotte - Mecklenburg YMCA (the Stratford Richardson, Dowd, and Harris YMCA's); 3) Advertisements throughout the community (even flyers on coffee house bulletin boards); 4) reference on line to existing videos that explain this model of education well (found through Hillsdale College's Barney Classical Charter School Initiative, Great Hearts Academies, Arizona, and others); 5) Using the School website for parents to access, educational, marketing, and enrollment literature. We will also develop communication opportunities with the Mecklenburg Council of Churches. We will send out speakers to the Rotary, Lions, and Civitan clubs that surround the school. We will also arrange to speaker quarterly at the weekly meetings of realtors held by Allen Tate Real estate, and Cottingham Chalk Real estate firms.

The Board recognizes the importance of community awareness and recruitment of parents and students. In order to promote a neighborhood school environment, the marketing strategy will start in the immediate area and then broaden to the mass market. Marketing to residents in the surrounding communities (meeting with apartment associations, and neighborhood associations) will be the primary focus. In order to ensure strong demand, marketing will occur to all appropriate populations (e.g., geographic, ethnic, age, etc.). We anticipate that the majority of students will live within a 5-10 mile radius of the school and, thus, reflect the local community being served. Targeted marketing will be used to focus on this geographic area. Additionally, select marketing materials will be created and produced in multiple languages based on the demographics of the local area.

Since many (not all) modern parents turn to the internet for their fact finding about educational opportunities, we will set up our own web site as soon as we receive our charter. This will be managed by one of our Board members that is an IT professional (heading IT for an insurance company).

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.*

Unity Classical Charter School understands that the parent is the primary leader in the formation of a student, and therefore we see them as vital within the school as volunteers. We hope to engage parents in various ways around the school (such as, reading of books to younger students, monitoring and assisting in lunch time, and other ways that have students see parents as committed to education). Unity sees all volunteers, parents and community members as vital to our success. The school believes that constructively engaging all persons (parents, civic leaders, neighbors) creates meaningful ways to include individuals in the life of the school. Consistent with our values, we respect all persons and intend to communicate this to the community. We value parents (and other citizens) because we see them as advocates for all education, not only their charter school. To

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

this end, drawing parents and community members into the everyday life of the school will help them to share in the ownership of improving public education. To achieve this level of engagement, Unity Classical Charter School will host community events, public forums and information meetings where the communication is two-way. We will utilize parental suggestions and guidance when developing certain aspects of the school's co curricular programming and we will actively welcome and enlist volunteers to share the message and mission of Unity Classical Charter School. In addition, Unity will seek to nurture partnerships and relationships with other area charter schools and non-profit organizations committed to student learning by sharing information, expertise and talent as a means of fostering mutual support.

As the school has occasion to read stories about other cultures, we will seek parents from those cultures to visit and speak about their native land. We we also seek parents that can manage communication of stories with a school newsletter in both English and Spanish.

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.*

Except as otherwise provided by law or the mission of the school as set out in this charter, Unity Classical Charter school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Pre-admission activities will be limited to providing interested parents with a letter of intent that will include the child's name, grade and contact information for the parents. The letter of intent will be clearly marked so as to identify that it is not an enrollment document or an application. It will be used for continued outreach and as a preliminary planning tool for resources and staffing. We will enroll for the 2016-2017 school year beginning the day following approval by the NCSBE and continuing through April 2016. At that time, the determination will be made regarding a necessary lottery or whether to continue rolling enrollment until all spaces are filled. If there is a need for the lottery, it will be held in late April 2016.

We will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students shall be accepted by lot. Once enrolled, students are not required to reapply in subsequent enrollment

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

periods. Notwithstanding any law to the contrary, Unity Classical Charter School may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C390.5 through G.S. 115C390.11 until the period of suspension or expulsion has expired.

Any student, residing in the state of North Carolina, must complete the application process to be considered for enrollment. The required application will consist of, and may not be limited to, the following: a personal application form which includes student's name, place of residence, parent/guardian's names and addresses, student's birth date, present school enrollment, current grade.

Following the first year of operations, Unity Classical Charter School may give enrollment priority to siblings of currently enrolled students who were admitted to Unity Classical Charter School in the previous year and to children of the school employees or Board members. If multiple birth siblings apply for admission to a charter school and a lottery is needed under G.S. 115C238.29F(g)(6), the charter school will capitulate with prevailing law regarding admission of multiple birth siblings.

No criteria for admission will be utilized other than a completed application form and residence in North Carolina. A wait list will be maintained in the event that space becomes available and the school chooses to continue to fill any open enrollment positions. The parents of students may withdraw or transfer their children at any time. Students' records will be forwarded as official documents to the child's receiving school. In order for parents to re-enroll their students at a later time, they must go back through school's admission process.

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

PROJECTED ENROLLMENT

2016-17 through 2020-2021

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg Schools

LEA #2 Gaston County Schools

LEA #3

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

	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	LEA 600	LEA 360	LEA 000	LEA 600	LEA 360	LEA 000	LEA 600	LEA 360	LEA 000	LEA 600	LEA 360	LEA 000	LEA 600	LEA 360	LEA 000
Kindergarten	64	5	0	64	5	0	64	5	0	64	5	0	64	5	0
Grade 01	64	5	0	64	5	0	64	5	0	64	5	0	64	5	0
Grade 02	64	5	0	64	5	0	64	5	0	64	5	0	64	5	0
Grade 03	0	0	0	64	5	0	64	5	0	64	5	0	64	5	0
Grade 04	0	0	0	0	0	0	64	5	0	64	5	0	64	5	0
Grade 05	0	0	0	0	0	0	0	0	0	64	5	0	64	5	0
Grade 06	0	0	0	0	0	0	0	0	0	0	0	0	64	5	0
	192	15		256	20		320	25		384	30		448	35	

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

Section IV: Governance and Capacity	Reviewer	Page
<u>Concerns and Additional Questions</u>		Reference

Reviewer	Score
----------	-------

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.

In accordance with state law, Unity Classical Charter School will ensure that transportation is not a barrier to attendance or a deterrent to children who wish to enroll at Unity Classical Charter School. Unity Classical Charter School will actively encourage parents that are able to create a car-pooling network. Currently firms like Carpool Assist provide this service. We expect others will be created to serve this market.

In addition, Unity Classical Charter School will explore available school bus chartering companies (such as Eagle Bus Service, and Frontline Transportation) that would be willing to work directly with Unity to establish "cluster stops" for children in various neighborhoods. We will work to assure that every child can get to school.

Based on exploration of this approach with Eagle Bus Service we have allocated for one bus (a fee that is all inclusive of driver and expenses for running the bus) to begin the first year of operation, and a second bus in year two of operation. So Unity has reserved funds in its' budget planning to manage support of transportation plans that provide bus service from area drop off and pick up sites. Further, as we get closer to the end of the planning year, Unity will establish firmer options that facilitate access to all parents. Though, CMS is currently adverse to allowing access to their buses, we will continue to reach out to Charlotte-Mecklenburg County Schools to open a dialogue regarding the options available for shared expenses pertaining to busing of students. Because Unity is a short walk from a CMS school we hope that we can secure a commitment that allows access to their busing.

We are looking into the experience of Bradford Prep (a new charter school in the County) with the Carpool Assist program, as well.

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.

Each student at Unity Classical Charter School will be expected to bring a bag lunch to school. However, if a child does not have a bag lunch on any given day the school will provide a lunch for that child. The budget includes a \$60/day provision to ensure that no child lacks a daily meal. We expect we can feed 10% of the enrollment with this allocation. If a child is repeatedly arriving without a lunch, a conference with the parents of the child will be held during which Unity Classical Charter School will determine the affordability of lunch for the child. If a child's parents do not qualify for free and reduced lunch but, due to extenuating circumstances, cannot afford to provide lunch, long-term plans will be made

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

on a case-by-case basis to furnish the child with a nutritious meal.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000		\$7,000.00
Officers and Directors/Errors and Omissions	\$1,000		\$900.00
Property Insurance	\$4,000		\$7,300.00
Motor Vehicle Liability	\$1,000		\$1,500.00
Bonding Minimum/Maximum Amount	\$250	\$250	\$500.00
Other	\$2,500		\$9,700.00
Total Cost			\$26,900.00

*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.

unityclassical 09/26/2014

(Board Chair Signature)

(Date)

Facility:

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

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix Q).

Unity Classical Charter School will lease the Charlotte Presbyterian Church on Scaleybark Road in Charlotte. This facility has approximately 35,000 feet of space with 14 classrooms and 12 restrooms. It also features an auditorium, gymnasium and a lunch room. The church has committed to lease the building to Unity Charter School at a rate of \$15,000 per month, or just under \$5.25 per square foot. The facility is located in the heart of a lower-to-middle income neighborhood with convenient access to city services, including public transportation.

The facility is currently in good repair, and is being used by another charter school on a limited two year lease. That school will vacate in June, 2016. At that time Unity Classical Charter School will enter its lease. The lessor will bear the cost of utilities, maintenance, cleaning and parking.

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

The cost is just under \$5.25 per square foot and includes parking, utilities, cleaning and maintenance, making this a very attractive lease.

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.*

Though the lease is in place, in the circumstance of some catastrophic event, such that Unity Classical Charter School's first location choice does not pan out, an alternate facility will be located within the same, general vicinity. Unity Classical Charter School will monitor the progress of the original site each month and, will identify at least one viable contingency site and concurrently make plans to occupy the alternate site should circumstances require. Ideally, the contingency site will meet all space requirements and will minimize the need to eliminate or curtail any programming.

Future sites that are being proposed to the Board include the possible donation of property just 3 miles west. We are also exploring the opportunity to secure the donation of another corner of a prime west Charlotte property. These sites do not support contingency needs. These sites are long term opportunities.

In addition to a contingency site, Unity Classical Charter School will keep checking with commercial real estate brokers to identify a temporary facility where it can establish a short-term lease in case delays prevent immediate occupancy of the primary or alternate site. The facility will have to be very close to "move-in" ready. It is expected that such a facility might include a church facility that offers instructional classrooms, a community center or other such facility that will provide sufficient, interim space for instructional programming and daily operations.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
It is a concern that the applicant is still hopeful that an arrangement can be made with CMS for busing. The transportation plan does not address how transportation will be provided for students with disabilities who have special transportation as a related service in their IEP.	Carol Ann Hudgens	Transportati
This section is vague and does not include a concrete, actionable plan.	Kristen Vandawalker	Transportati
One bus is likely insufficient to address student transportation needs.	Kathryn Mullen Upton	Transportati
It is unclear whether the school plans to serve hot meals.	Kathryn Mullen Upton	School Lunch
This section is vague and does not include a concrete, actionable plan.	Kristen Vandawalker	School Lunch
Insurance costs are quite high.	Kathryn Mullen Upton	Civil Liabil
This quote seems high in comparison to others, especially given the small school size.	Kristen Vandawalker	Civil Liabil
No evidence of the commitment of the facility is provided. How long will this building accommodate the school? With only 14 classrooms it seems to be only two years? what is the long term facility plan? The Facility form indicates \$10k Lease, narrative says 15K? What is Dr. Chun's relationship with the church? Is this a conflict of interest? Why is the lease not provided? What is APCS? No contingency plan or concrete timeline for building occupancy is included.	Kristen Vandawalker	Facility and
The contingency plan is to locate near the current proposed location, although a site has yet to be identified.	Kathryn Mullen Upton	Facility and

Reviewer	Score
Cheryl Turner	
Joe Maimone	
Carol Ann Hudgens	
Kathryn Mullen Upton	Fail
Becky Taylor	
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Alex Quigley	
Sherry Reeves	
Kristen Vandawalker	Fail
Tammi Sutton	
Darrell Johnson	Fail
Alan Hawkes	
Steven Walker	
Phyllis Gibbs	

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 #1 600 - Charlotte-Mecklenburg Schools

Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
State Funds	\$4,505.20	192	\$864,998.40
Local Funds	\$2,262.96	192	\$434,488.32
Federal EC Funds	\$3,768.11	20	\$75,362.20
Totals			\$1,374,848.92

LEA #2 360 - Gaston County Schools

Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
State Funds	\$4,549.62	15	\$68,244.30
Local Funds	\$1,305.00	15	\$19,575.00
Federal EC Funds	\$3,768.11	1	\$3,768.11
Totals			\$91,587.41

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

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	\$933,243	\$1,244,146	\$1,609,725	\$1,865,950	\$2,176,927
-Local Per Pupil Funds	\$454,063	\$609,249	\$761,575	\$917,722	\$1,070,995
-Exceptional Children Federal Funds	\$79,130	\$101,736	\$128,112	\$154,488	\$180,864
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,466,436	\$1,955,131	\$2,499,412	\$2,938,160	\$3,428,786

***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.

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

Personnel Budget: Expenditure Projections 2016-17 through 2010-2021

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	\$70,000	\$70,000	1	\$72,000	\$72,000	1	\$76,000	\$76,000	1	\$81,000	\$81,000	1	\$85,000	\$85,000
Assistant Administrator	0	\$0	\$0	.5	\$31,000	\$15,500	.5	\$32,200	\$16,100	1	\$37,000	\$37,000	1	\$38,400	\$38,400
Finance Officer	.5	\$30,000	\$15,000	.5	\$31,000	\$15,500	.5	\$32,000	\$16,000	.5	\$33,000	\$16,500	1	\$34,000	\$34,000
Clerical	.5	\$23,000	\$11,500	.5	\$23,500	\$11,750	1	\$24,000	\$24,000	1	\$24,750	\$24,750	1	\$25,400	\$25,400
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
A - Total Admin and Support:	2		\$96,500	2.5		\$114,750	3		\$132,100	3.5		\$159,250	4		\$182,800
Instructional Personnel:															
Core Content Teacher(s)	9	\$41,000	\$369,000	12	\$42,200	\$506,400	15	\$44,000	\$660,000	18	\$45,500	\$819,000	21	\$47,000	\$987,000
Electives/Specialty Teacher(s)	1	\$43,000	\$43,000	2	\$44,500	\$89,000	3	\$48,500	\$145,500	4	\$51,000	\$204,000	4	\$52,500	\$210,000
Exceptional Children Teacher(s)	2.5	\$43,000	\$107,500	3	\$44,500	\$133,500	3	\$48,500	\$145,500	4	\$51,000	\$204,000	4	\$51,900	\$207,600
Instructional Support	80	\$120	\$9,600	110	\$125	\$13,750	145	\$130	\$18,850	180	\$135	\$24,300	210	\$140	\$29,400
Teacher Assistants	4	\$20,000	\$80,000	5	\$20,000	\$100,000	6	\$21,000	\$126,000	7	\$22,000	\$154,000	8	\$23,000	\$184,000
B - Total Instructional	96.5		\$609,100	132		\$842,650	172		\$1,095,850	213		\$1,405,300	247		\$1,618,000

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	98.5		\$705,600	134.5		\$957,400	175		\$1,227,950	216.5		\$1,564,550	251		\$1,800,800
Administrative & Support Benefits															
Health Insurance	2	\$5,200	\$10,400	2.5	\$5,500	\$13,750	3	\$5,700	\$17,100	3.5	\$5,900	\$20,650	4	\$6,100	\$24,400
Retirement Plan--NC State	2	\$2,400	\$4,800	2.5	\$2,600	\$6,500	3	\$2,700	\$8,100	3.5	\$2,800	\$9,800	4	\$2,900	\$11,600
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	2	\$700	\$1,400	2.5	\$720	\$1,800	3	\$740	\$2,220	3.5	\$760	\$2,660	4	\$780	\$3,120
Social Security	2	\$3,000	\$6,000	2.5	\$3,100	\$7,750	3	\$3,200	\$9,600	3.5	\$3,300	\$11,550	4	\$3,400	\$13,600
D - Total Admin and Support Benefits:	8		\$22,600	10		\$29,800	12		\$37,020	14		\$44,660	16		\$52,720
Instructional Personnel Benefits:															
Health Insurance	16.5	\$5,200	\$85,800	22	\$5,500	\$121,000	27	\$5,700	\$153,900	33	\$5,900	\$194,700	37	\$6,100	\$225,700
Retirement Plan--NC State	16.5	\$2,200	\$36,300	22	\$2,300	\$50,600	27	\$2,400	\$64,800	33	\$2,500	\$82,500	37	\$2,600	\$96,200
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	16.5	\$3,300	\$54,450	22	\$3,375	\$74,250	27	\$3,450	\$93,150	33	\$3,500	\$115,500	37	\$3,575	\$132,275
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	16.5	\$600	\$9,900	22	\$620	\$13,640	27	\$650	\$17,550	33	\$680	\$22,440	37	\$700	\$25,900
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	66		\$186,450	88		\$259,490	108		\$329,400	132		\$415,140	148		\$480,075
D+E = F - Total Personnel Benefits	74		\$209,050	98		\$289,290	120		\$366,420	146		\$459,800	164		\$532,795
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	10		\$119,100	12.5		\$144,550	15		\$169,120	17.5		\$203,910	20		\$235,520

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

B+E = H - Total Instructional Personnel (Salary & Benefits)	162.5		\$795,550	220		\$1,102,140	280		\$1,425,250	345		\$1,820,440	395		\$2,098,075
G+H = J - TOTAL PERSONNEL	172.5		\$914,650	232.5		\$1,246,690	295		\$1,594,370	362.5		\$2,024,350	415		\$2,333,595

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	\$6,000	\$8,400	\$8,600	\$8,800	\$12,000
	Paper	\$1,200	\$1,400	\$1,600	\$1,800	\$2,500
	Computers & Software	\$14,000	\$5,000	\$3,000	\$10,000	\$10,000
	Communications & Telephone	\$5,000	\$6,500	\$7,000	\$9,000	\$11,000
	Copier leases	\$2,400	\$2,600	\$2,900	\$3,800	\$4,500
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$3,000	\$3,000	\$3,000	\$3,000	\$4,000
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$16,560	\$20,700	\$25,000	\$29,000	\$34,000
	Other Professional	\$8,500	\$11,000	\$13,700	\$16,400	\$19,200
Facilities	Facility Lease/Mortgage	\$180,000	\$180,000	\$180,000	\$180,000	\$180,000
	Maintenance	\$6,000	\$10,000	\$15,000	\$20,000	\$30,000
	Custodial Supplies	\$2,500	\$4,000	\$6,000	\$8,000	\$12,000
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$11,500	\$16,500	\$20,500	\$25,000	\$29,000
	Other	\$3,000	\$10,000	\$14,000	\$16,000	\$18,000
Utilities	Electric	\$0	\$0	\$0	\$0	\$0
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$0	\$0	\$0	\$0	\$0
	Trash	\$0	\$0	\$0	\$0	\$0
Transportation	Buses	\$48,000	\$96,000	\$96,000	\$96,000	\$144,000
	Gas	\$0	\$0	\$0	\$0	\$0
	Oil/Tires & Maintenance	\$0	\$0	\$0	\$0	\$0
Other	Marketing	\$6,000	\$6,000	\$6,000	\$6,000	\$4,000
	Child nutrition	\$11,000	\$15,000	\$18,000	\$22,000	\$25,000
	Travel	\$2,000	\$4,000	\$6,000	\$8,000	\$10,000
	Other	\$1,000	\$4,000	\$6,000	\$6,000	\$12,000
	K - TOTAL Administrative & Support Operations	\$327,660	\$404,100	\$432,300	\$468,800	\$561,200
	Instructional:					
Instructional Contract	Staff Development	\$8,000	\$14,000	\$16,000	\$18,000	\$22,000
Classroom Technology	Software	\$5,000	\$2,000	\$2,000	\$3,000	\$8,000

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

Books and Supplies	Instructional Materials	\$15,000	\$16,000	\$18,000	\$25,000	\$35,000
	Curriculum/Texts	\$20,000	\$22,000	\$23,000	\$24,000	\$36,000
	Copy Paper	\$2,000	\$2,800	\$3,300	\$4,000	\$5,000
	Testing Supplies	\$20,000	\$24,000	\$28,000	\$35,000	\$45,000
	Other	\$2,000	\$2,000	\$5,000	\$5,000	\$10,000
	L - TOTAL Instructional Operations	\$72,000	\$82,800	\$95,300	\$114,000	\$161,000
	K+L = M - TOTAL OPERATIONS	\$399,660	\$486,900	\$527,600	\$582,800	\$722,200

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
J - TOTAL PERSONNEL	\$914,650	\$1,246,690	\$1,594,370	\$2,024,350	\$2,333,595
M - TOTAL OPERATIONS	\$399,660	\$486,900	\$527,600	\$582,800	\$722,200
J+ M =N TOTAL EXPENDITURES	\$1,314,310	\$1,733,590	\$2,121,970	\$2,607,150	\$3,055,795
Z - TOTAL REVENUE	\$1,466,436	\$1,955,131	\$2,499,412	\$2,938,160	\$3,428,786
Z - N = SURPLUS / (DEFICIT)	\$152,126	\$221,541	\$377,442	\$331,010	\$372,991

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.

We believe that this is a small opening for a charter school, and we have chosen to do this so that we can build the classical focus on the grammar of each subject with the younger children before they are expected to rely on this learning in subsequent years. The facility we will lease has room to grow with this projected first year enrollment, while we seek a permanent location on nearby land. We have two strong possibilities of land donation in great locations to our immediate west.

We have seen the recent opening of Bradford Prep (about 10 miles away) evidence the hunger for options that charter schools offer. Their applicants were over three times the number of available seats in year one. We understand that other charter schools in the County have waiting lists. Further, we believe that as parents continue to search for educational options, they will experience the increasing effectiveness of classical education and seek our school as their alternative.

We also realize that some charter schools that have rushed into the Legislative opening for new charter schools have closed for reasons of unrealistic expectations (like the recent experience with Concrete Roses), or inadequate Board involvement in active oversight (like Student First in west Charlotte). Accordingly we have aimed at a more realistic enrollment, and have a Board very interested in active oversight.

We recognize that with current budget planning Unity will break even at 187 students.

Conversations with parents and professionals in the nearby communities indicate that they have a hunger for public charter and classical education. We anticipate strong demand.

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

As soon as we have our Charter, Unity Classical Charter School Board will begin a speaking series in front of Civic groups like the Rotary, Lion's

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

Club, Civitans, Preschools, YMCA's and church groups in the surrounding community. These speaking opportunities will also be solicitation events for our school.

We will also begin requesting meetings with apartment associations and neighborhood associations to get the word out and possibly find donors.

The S.V.P. of Allen Tate, and also Cottingham Chalk, realtors have promised regular access to their weekly meetings so that their personnel will learn of the value of this school. Through all these meetings in which we market the school, we also expect to find a few interested donors.

We will also seek out donors through the program for Advised Giving with the Foundation For the Carolinas. Once our web site is set up we will seek donors through a giving tab within the web site

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

No, but we still expect to secure donors to further strengthen our reserve funds, and/or, specifically provide for items in our budget that would otherwise be met with the State provided ADM (thereby allowing for a stronger development of reserve funds). We will have a target of raising a fifty thousand dollars before the middle of our first school year, and continue fund raising after that.

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

23 to 1; plus specialty teachers and TA's to help

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

The School has already sought bids for competitive contracts for insurance, and the full range of financial services that support the complete school program. We have not signed contracts, but we do have realistic budget numbers at this point in time. We have sought bids from known professionals in the field so that we have good numbers for budget planning. These professionals have proven charter school experience. Therefore we are comfortable with our initial budget numbers. We have also allocated sufficient funds in our "other" category of operations for Acadia North Star to manage our Power School reporting. This number has also been validated with Acadia North Star.

Our lease will provide for parking, utilities, maintenance, and cleaning (though we have allocated money to support the maintenance function, so that we can improve the facility, as needed; and we have allocated funds for cleaning supplies to support class room needs throughout the day).

We will seek to partner with CMS if possible for EC services, or provide exceptional children's services internally. We have funded 1.5 positions in year one for EC (director/teacher and half time teacher, and 1 position in year one for a teacher for ELL. Our budget allows us the option to work for the best solution.

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

We will use the planning year to further develop our Finance Committee and have them do the further work of seeking a wider array of bids, and then compare all bids for efficiency and quality of service expectations.

In the circumstance of accounting work, that includes payroll, monthly reports and projected financial developments, and accounting to the State Board of Education pertaining to the range of non-financial data (enrollment, attendance, grades, discipline, etc.), the Board will investigate whether using a contractor in year two is more advantageous to our own development and fiduciary responsibility. We currently think so. All outside contractors will be supported by our 1/2 time financial secretary, and our half time administrative assistant.

This will allow the Board to be certain all financial, and non-financial, matters are being verified, while studying whether to continue outsourcing, or to bring those functions into the staff of the school (for which we would staff up at a hoped for savings).

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

The budget supports the school community (teachers, students, curriculum, transportation, meals, and facility), while building a contingency reserve. Our goal is to retain 10% contingency reserves each year, to be further strengthened with fund raising. As soon as our charter is granted we will begin implementing our fund raising work.

By securing a favorable lease we expect to pay for a highly experienced teacher in each grade level that can mentor the teachers that are newer to education. We have set aside funds in the budget to support any school driven interest in facility improvement.

We have allocated funds for a complete bus service (one bus) in year one, and two buses in year two. We have also allocated funds for support of students that arrive at school without a lunch.

Our budget also provides for an important array of language teachers: Latin (beginning in year two), Mandarin, and Spanish (beginning in year three), along with arts and physical fitness instruction from day one. We will also fund one EC director/teacher and a half time EC teacher in year one, and an ELL teacher in year one. We will grow these positions with school growth.

We have also budgeted professional development so that teachers can grow in competence with the classical approach and curriculum materials. We expect to send many teachers to conferences for this professional development.

We will continue to grow community wide interest in the school through speaking engagements that we anticipate will generate charitable and civic contribution for further strength of our program. We will also arrange for the public to visit our school at scheduled times so they can see the value of a classical charter school in the range of options available to students and families. We further anticipate that as the school grows in successive years that the civic engagement of our students will become a notable aspect of our school's identity, further promoting support from charitable and civic donors.

Unity Classical Charter School ("Unity") - Through Classical education's rigor, Unity Classical Charter School will develop intellectually, morally and physically excellent citizens who embrace learning and the desire to serve.

We have allocated complete funding for one bus in year one, and a second bus in year two. Eventually we will add a third bus. This is done to make sure each student that needs transportation can be served.

By building a financial reserve we expect to be in a strong position to grow to our own facility in future years. In the first years of operation our attractive lease will afford us room to plan our future growth.

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.

Having secured a favorable lease we expect to be able to reserve more than 10% of our ADM funds for contingency in year one. Each successive year we want to reserve 10% of general funds for the "unexpected." This will allow our annual fund raising to target other objectives. Fund raising work should be able to further strengthen the reserves as we move forward and plan for our own facility. We intend to continue building the reserve for contingency in each successive year.

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

We enjoy a fixed lease opportunity for an indefinite future, that will allow us to aggressively seek opportunity to secure land for a future stand alone facility to support the growth of the mission. As the school grows, and builds reserve funds, it will move into a clearer opportunity to secure land and build facility. The lease provided by Charlotte Presbyterian Church is a \$15,000 a month lease that is all inclusive (utilities, maintenance, cleaning, parking). Please note we are setting aside maintenance funds so that we can target enhancing the classroom experience, and overall appeal of the facility. The favorable lease number will allow the board to build reserve funds in anticipation of the day we can move to our own facility.

7. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)?*

If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends

The facility to be leased comes with tables, chairs and chalk boards, and the general range of rooms and fixtures needed for support of the program (plenty of bathrooms, a multi-purpose room, an auditorium, and a lunch room). The facility currently has a limited two year contract with another charter school that will vacate the premise in June of 2016. We will move in right behind their departure. Our budget allows for purchase of new computers in year one that will outfit a computer room and the office.

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

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

The School will employ a financial assistant that will be tasked with secure maintenance of all financial records (to be stored in locked cabinets inside a locked office). This person will support weekly, or monthly (as various reports require) all record reporting to the appropriate staff and the Board. This person will be certain to maintain all records according to State Standards, and within GAAP protocols (as determined by the reporting requirements).

This person will be certain all checks are signed as required (by the authorized staff person, other than this person, for amounts under \$500) and by two signatories for larger amounts (the authorized staff person and the authorized board member: Treasurer, or other as determined by the Board). All checks written will be fully reported to the Board on a monthly report.

The words trust and verify are very important to the Board. It appears trouble happens when "verify" is forgotten.

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

We will have no know related parties involved in transactions pertaining to the school.

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.

Elliott Davis, PLLC
Kelly Cantweil, CPA, Manager
5410 Trinity Road
Raleigh NC 27607
o) 919-987-2751
f) 919-987-2851

This firm is in multiple locations in the State, and they will decide which partner(s) handles the audit.

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
Question for interview: why only one EC ADM from Gaston?	Kathryn Mullen Upton	Budget Reven
<p>What is the basis for the salary increases indicated? Why does the principal increase seem to outstrip all other increases significantly?</p> <p>Why is the assistant administrator salary so low? is this competitive given the significant responsibilities?</p> <p>What is the basis for the assumption that such a lean admin staff will be sufficient in the early years of operations?</p> <p>Why are specials teachers paid more than core teachers?</p> <p>Unclear if this specials and EC plan aligns with the earlier section on staffing, I think that said 1.5 EC teachers in year one.</p> <p>What are the 8-210 instructional support staff?</p>	Kristen Vandawalker	Personnel Bu
<p>As previously noted, a guidance counselor is mentioned in an earlier section of the narrative, but the cost is not included here.</p> <p>The lead administrator salary seems low; it may be difficult to recruit and retain an exceptional leader at \$70 - \$85K.</p>	Kathryn Mullen Upton	Personnel Bu
There is no evidence of planning for contracted personnel to provide related services for students with disabilities nor is there evidence of contracted services for evaluations conducted by school psychologists.	Carol Ann Hudgens	Personnel Bu
<p>1. The counselor position mentioned in the projected staff is not included in the personnel budget.</p> <p>2. According to the proposed staff job descriptions, the "Assistant Administrator" seems to be an Assistant Principal (ASSISTANT ADMINISTRATOR ~ Assistant Administrator is responsible for interim management of the school in the absence of the Chief Administrator and reports to the Chief Administrator. The Assistant Administrator will also supervise the evaluation of instructional and non-instructional staff, will oversee and coordinate professional development programming and will serve as the chief disciplinarian in the event of student misconduct. Qualifications include possession of a valid state teaching certificate with preference given to those candidates with administrative certification through a recognized or accredited training program.)</p> <p>*** Question: Is the proposed salary of the Assistant Administrator too low? It is lower than the classroom teachers.</p>	Darrell Johnson	Personnel Bu
<p>Technology and travel costs are low. However, as with the questions around marketing and website services posed previously, it's possible that technology is not a core component of the school's design. Question for interview: what is the role of technology in the school? What materials (e.g., hardware, software, licenses, infrastructure updates, etc) does the school plan to purchase in this category, and for whom?</p> <p>Legal costs are also low. Question for interview: does the school have pro bono legal support?</p>	Kathryn Mullen Upton	Operations B
There is no evidence of planning for contracted personnel to provide related services for students with disabilities nor is there evidence of contracted services for evaluations conducted by school psychologists.	Carol Ann Hudgens	Operations B
<p>The basis for increases and decreases in all line ites in unclear and does not appear to track staff or student growth.</p> <p>What is the basis for the huge jump in office supplies in year 5?</p> <p>what is the basis for the huge decrease in computers in years two and 3, even with staff increasing?</p> <p>What is the basis for such low estimates on paper and copiers?</p> <p>What are the financial contracted fees? What are the other contracted fees?</p> <p>Where are EC contracted services included? If maintenance and custodial are covered by the lessor, why are their line items here and why to the increase dramatically year</p>	Kristen Vandawalker	Operations B

<p>over year? Insurance amounts do not match earlier figures. What is the basis for doubling the bus fee in year two and then not increasing again until year 5? What is included in the other line and what is the basis for the increases, especially doubling in year 5? What is the basis for the instructional line items and for the growth year over year, especially for the steep increases in most lines in year 5?</p>		
<p>How many days cash on hand in the surplus indicated here?</p>	Kristen Vandawalker	Total Expend
<p>What is the basis for the assertion that there are "two strong possibilities of land donation in great locations to our immediate west?" How does the experience of a different school 10 miles away provide a basis for establishing demand? What is the point of discussing failures of other charter schools? No concrete evidence of demand is presented. No contingency plan for revenue shortfalls is presented. What is the basis for thinking that the minimal technology line items can outfit the "computer room" and offices?</p>	Kristen Vandawalker	Budget Narra
<p>The contingency plan is to fundraise. Without a demonstrated track record of being able to raise significant sums of money, this is not a viable contingency plan.</p>	Kathryn Mullen Upton	Budget Narra
<p>Why does the board need information on all checks written? \$500 seems a low threshold for second signers on checks. this section is underdeveloped and does not present a plan to ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping."</p>	Kristen Vandawalker	Financial Au
<p>Methods and procedures for conducting an audit were not included, but an independent auditor firm was provided.</p>	Kathryn Mullen Upton	Financial Au

Reviewer	Score
Cheryl Turner	
Joe Maimone	
Carol Ann Hudgens	
Kathryn Mullen Upton	Fail
Becky Taylor	
Eric Sanchez	
Helen Nance	
Mike McLaughlin	
Alex Quigley	
Sherry Reeves	
Kristen Vandawalker	Fail
Tammi Sutton	
Darrell Johnson	Fail
Alan Hawkes	
Steven Walker	
Phyllis Gibbs	

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 EST 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 EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

Payments should be made payable to North Carolina Department of Public Instruction

*North Carolina Department of Public Instruction
Office Of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303*

I understand the requirements pursuant to G.S. 115C-238.29B(e).

unityclassical

Date: 09/26/2014

Applicant Signature:

The foregoing application is submitted on behalf of Unity Classical Charter School ("Unity") (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: unityclassical

Board Position: Board Chair Beth Early

Signature: _____

Date: 09/26/2014

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

Notary Public Official Seal

My commission expires: _____, 20____.

OVERALL ASSESSMENT

Would you as the Advisory Board deem this application complete? The decision of the Advisory Board regarding completeness is final. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total Initial Screening Votes</u>	
No	Yes
0	11 AH, JM, PG, HN, SR, AQ, ES, TS, BT, CT, SW

Would you, as an external evaluator, recommend an interview for this application? Remember that an external evaluator has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for subcommittee and Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total External Evaluator Votes</u>	
No	Yes
0	3

Would you, as an Advisory Board, recommend this nonprofit group to the SBE to start the Planning year? The State Board of Education gives the final approval to start the Planning Year.

<u>CSAB Votes</u>	
No	Yes
1 BT	7 JM, SW, PG, HN, AQ, AH, SR,

Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Public Charter School Advisory Council subcommittee.

Initial Screening	
Mission, Purposes, and Goals	- djuan70
Education Plan	- djuan70
Governance and Capacity	- djuan70
Operations	- djuan70
Financial Plan	- djuan70
OVERALL	- dtsmith840 - djuan70 - djuan70

External Evaluator	
Mission, Purposes, and Goals	<p><u>Mission Statement</u> The mission statement is concise and actionable. Typos and grammar issues are still evident. - kvandawalker</p> <p><u>Educational Need and Targeted Student Population</u> Proposed charter school will be in a county in which there are at least 15 other charters are located. - djuan70</p> <p><u>Educational Need and Targeted Student Population</u> It would be useful to have the basis for the assertions that the classical method is "so well proven to overcome the difference of background." This model will therefore be of supreme value in also addressing the at-risk population that we expect to draw. In a private school (Brookstone) located about 3 miles west of us, we have seen classical education develop scholarship and a love of learning among children that come from broken families that often have no education themselves. Please explain and provide the basis for this statement: "This model will therefore be of supreme value in also addressing the at-risk population that we expect to draw. In a private school (Brookstone) located about 3 miles west of us, we have seen classical education develop scholarship and a love of learning among children that come from broken families that often have no education themselves." What is the basis for the statement "It is much easier for a school to reflect the Board than most people realize." CLARIFY/VERIFY: the applicant could be paying lip service to serving all students and being open to all students. Classical programs situating in and serving middle and upper income families, and intentionally (even actively) excluding students of color, lower income students, students with IEPs, etc., is a prevalent charter issue nationally. CLARIFY/VERIFY: This section seems to have implicit hallmarks of an attempt to create a surreptitiously private/religious school. Applicants need to be pushed on whether they understand and will create a truly free and open school.</p>

	<p>It is difficult to see and understand the data presented in the appendix, but it appears that the county as a whole outperforms the state. - kvandawalker</p> <p><u>Purposes of Proposed Charter School</u> The Great Hearts Schools are not particularly diverse, even they and their authorizer acknowledge this. Additionally, the GreatHearts chain has only 3 schools serving Primary and elementary grades, one in its second year of operations, the others in their first, so their track record with Primary and elementary students is far from proven. If the applicant is sincere in their wish to serve all students and if they actively recruit students of color, students from low income families, and at-risk and high need students, then the school likely will serve several of the purposes. However, it is not clear whether the applicants truly intend to serve this population. - kvandawalker</p> <p><u>Goals for the Proposed Charter School</u> The three year goal of being 5 percent or more over the state average is low. Appendix A1 shows statewide reading scores in grades 3 (45%), 4 (43%), and 5 (39%). Adding 5% to these figures means student achievement is still unacceptably low, especially after three years.</p> <p>Question for interview: what is the favorable lease agreement? - kmullenupton</p> <p><u>Goals for the Proposed Charter School</u> The goals are not expressed in SMART terms, and are unclear. No school wide goals or short term goals are presented academically. Outperforming the state by only 5% lacks rigor. Most of the statements here do not actually constitute goals. Rather they are really statements of ideal operational procedures and protocols. The inability to set goals is concerning. At the margin, charter performance standards would be a useful baseline for goal setting. This shows lack of understanding of the importance of providing an excellent education, and calls into the questions the board's preparation to oversee a charter school for which they are academically accountable. Is Spanish the only anticipated second language? Are all LEP/ELL students expected to be Latino? The information presented explaining how the board will assess school performance is vague and underdeveloped. There is not clear picture of how short-term, regular monitoring will take place, nor of a clear understanding of the appropriate roles of a governing board vs. a staff - kvandawalker</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> The narrative does not provide evidence that the proposed approach will lead to improved student performance for the school's targeted population. No student outcome data for similar models was included. - kmullenupton</p> <p><u>Instructional Program</u> Verify: Does CK provide curricular materials? My understanding is that it is a sequence of topics to be covered, and does provide some ELA curriculum, but is not a fully formed curriculum. What are the "similar schools in the region" that Unity plans to collaborate with? Why are they appropriate model and partner schools? What results are they achieving? What are their student populations like? How do you know they are worthy collaborators? How is "authentic character education" included in all areas? What is the curriculum for</p>

	<p>this program? WHEN and HOW REGULARLY will teachers meet? Who will guide these meetings, what will their purpose be, and how will they improve instruction? - kvandawalker</p> <p><u>Curriculum and Instructional Design</u> What would a student in kindergarten, third, and eighth grade experience in their classroom each day? what will classrooms and student-teacher interactions look like? what will be the overall structure of the day? How is the moral and physical excellence part of the program included? What does the applicant mean by "flexible grouping?" Does this mean tracking, walking up students in need of greater challenge, or something else? What is "language rich" material to be used in decorating the classroom walls. If teachers will be "abreast" of the use of technology, how will this actually happen in classrooms? What permanent and mobile options will be available to the students? The sections on transition are weak and generally rely on quotes from books as opposed to concrete evidence or examples of how the program will work in reality. It is unclear how teacher work days and professional development intersect, and whether the pre-school induction period is sufficient to cover PD on the selected criteria, CK sequence, trivium, etc. Will the school use existing history and science curricula or are teachers expected to develop their own? - kvandawalker</p> <p><u>Special Programs and "At-Risk" Students</u> The school will use the state's RTI framework; however, school-specific plans to best serve special education students have not yet been developed. The narrative indicates that the school will work with an experienced consultant to develop the plan. Question for interview: what is the timeline to develop the plan? - kmullenupton</p> <p><u>Special Programs and "At-Risk" Students</u> The RTI response is simply a parroted high level explanation of what RTI is, and does not explain how RTI will work with the Unity ed program, the classical model, or the specific curricula chosen. It also does not address how teachers will be prepared to integrate this instructional element. These responses do not demonstrate evidence of experience working with RTI or with ELL/LEP student identification. Who will be responsible for the management of these programs? How will the board monitor these programs to ensure fair access to all programs for all students, as well as equity of student growth. Are AP courses available for middle school students? Can the identified elements be implemented faithfully within the classical structure? This section indicated use of student directed computer programs, which runs counter to earlier sections? - kvandawalker</p> <p><u>Exceptional Children – Identification and Records</u> Very basic procedural information is included. - kmullenupton</p> <p><u>Exceptional Children – Education Programming</u> As noted in the previous section, the narrative indicates that a detailed plan to serve exception children has yet to be developed. The response in this section is very broad and focuses largely on procedural matters, as opposed to what the school's plan to service students with special needs looks like. - kmullenupton</p> <p><u>Exceptional Children – Education Programming</u> This section does not address how the classical program can/will be modified to work for</p>
--	---

	<p>students with 504 or IEP plans. It does not discuss how the school will modify its sepecific programs and plans to support such students. It does not cite successful classical programs with a track record of serving these students well. - kvandawalker</p> <p><u>Exceptional Children – Education Programming</u> Please add more details to the continuum of services. - carolann_hudgens</p> <p><u>Student Performance Standards</u> Question for interview: what is "annual growth"? Do the growth goals differ student to student? Terms related to growth (e.g., "annual" and "proper") need to be defined. - kmullenupton</p> <p><u>Student Performance Standards</u> Is there an SAT for grades 1-8? Why is MAP not among the many assessments discussed? How does all of this assessment fit in with the classical approach, collaboration, and other hallmarks of the Unity program? The exit standards and retention standards are unclear. - kvandawalker</p> <p><u>Student Conduct and Discipline</u> Appendix D does not contain much specificity regarding the procedural aspects of suspension, and none for expulsion. - kmullenupton</p> <p><u>Student Conduct and Discipline</u> In # 4, proposed school mentioned the word "expelled". Note: NCGS 115C-390.11. Expulsion. (a) Upon recommendation of the superintendent, a local board of education may expel any student 14 years of age or older whose continued presence in school constitutes a clear threat to the safety of other students or school staff. - djuan70</p> <p><u>Student Conduct and Discipline</u> This section is underdeveloped and lacks specifics about how the discipline system will be implemented, how parents and students will learn and understand the program, and how the rights of students, especially those with disabilities, will be protected. Due process for expulsion is not really addressed. No promotion of positive behavior is discussed. The draft handbook is at once comprehensive and vague, covering a broad array of topics but not including substantial detail on many key areas. Additionally the pagination and line breaks are out of line which is distracting and might indicate cut-and-paste from a PDF document. A one-month application period seems very short, and leads to the question of whether the applicant will actually. provide equal access to all students. The concern that the handbook may be plagiarized is compounded by the inclusion of language such as: "Also, children of the Schools Principal, teachers, and teacher assistants will be given priority at their respective school." What does this statement mean: "The Principal/ Assistant Principal of the school will make every effort to place students in classes that are balanced to foster the optimum growth of each child and the class as a whole."? Uniform is indicated but not described. Demerit system is not explained in the handbook.</p>
--	--

	<p>The lists of offenses in the handbook do not make sense (level I offenses are "major" but fighting, weapons, etc. are level II?) and are not aligned with the list of offenses in the narrative. Suspension and expulsion processes and student rights are not included in the handbook. - kvandawalker</p> <p><u>Student Conduct and Discipline</u> The handbook includes references to the discipline of students with disabilities, however, the applicant should consider including information regarding manifestation determinations and the provision of services in the event of disciplinary removals that constitute a change in placement. The applicant should also reconsider the "ARD" team used to make decisions regarding IEPs. The applicant should ensure that this team meets the requirements of an IEP team. - carolann_hudgens</p>
<p>Governance and Capacity</p>	<p><u>Tax-Exempt Status 501 (c)(3)</u> Appendix E was not included, although it is possible that tax exempt status is pending. Question for interview: what is the status? - kmullenupton</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> The personnel budget indicates that there is a finance officer and also a clerical position, yet these are not included in the organization chart. - kmullenupton</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> The response indicates some, but not thorough, understanding of the role of a board of directors in governing a charter school. "Procedures" are repeatedly referenced, however, this blurs the line between oversight and management of the school. Why do these ppl. want to found this school? Why are the Advisors not on the board? Will they be employees? No concrete plan for recruiting, selecting, and hiring a principal is presented. What resources/commitments have been recieved from Great Hearts? Why will working with Great Hearts help the principal search? The response does not explain HOW this board will ensure the success of the school, is qualified or has a plan to evaluate the HOS, will engage and ensure representation of key stakeholders? Who is Marty McCarthy? What is his current/forward-going role with the school? No process or procedure for identifying board members is indicated. Why did the school not incorporate until just before the deadline for the application? This does not appear to indicate strong committment by the applicants. The answer regarding board orientation, training, and development is minimally responsive. Why is no academic excellence committee discussed when they primary purpose of the board is to operate a school? The org chart is poorly structured and does not present a clear picture of school governance. Doe the HOS oversee all staff directly? Does the HOS oversee the Parent org? Why does a small board need an Executive Committee? Do quorum and action rules apply to this committee? Do these bylaws meet the standards with regard to OML? There does not appear to be sufficient information regarding meeting conduct and notice to establish faithful adherence to the spirit or letter to these laws. Is the role of HOS and staff in board policy development typical? Budget Policy seems overly vague. E.g. "The Board, or its delegated committee, has the authority to deviate from this policy if it is in the best interest of the school." -</p>

	<p>kvandawalker</p> <p><u>Projected Staff</u> Note: this section states that a guidance counselor will be on staff; however, the personnel budget does not contain a guidance counselor. - kmullenupton</p> <p><u>Projected Staff</u> It would be useful to have an actual list with number of each position. It is unclear why language teachers are added in the years specified and whether the specials teachers will be sufficient to serve all students and provide the robust program proposed. - kvandawalker</p> <p><u>Staffing Plans, Hiring, and Management</u> There is not much detail on retention. Question for interview: how will the school retain high quality staff? - kmullenupton</p> <p><u>Staffing Plans, Hiring, and Management</u> The recruitment strategy is vague and does not provide concrete detail about the actual plan for finding, vetting, and hiring teachers, and appears to rely heavily on new teachers, which compounds earlier concerns about the PD plan. This narrative section appears to have been pieced together from some other source, and to be missing wording in some places. Eg: what does this mean? "Effectiveness division to assist in recruiting high quality teachers, particularly from the North Carolina Teacher Corps program."? Same?: "The Principal will remain accountable to the board for all educators made with regard to personnel."? Why does the hiring process not involve review of sample lessons, teaching roleplay, etc? What does the lease have to do with salaries? Salary ranges are difficult to evaluate and compare to budget given the high-level and vague connection of salaries to roles. The benefits section is difficult to evaluate, since it generally posits that Unity will provide X benefit, unless that benefit is not affordable. How will teachers be expected to evaluate offers when there is no guarantee of various benefits. What are EC and ELL teachers not listed in the summary or salary range sections of the response? List of roles and responsibilities does not align with the lists in the summary or salary range sections. These roles are minimally defined and qualifications do not address school-specific needs. It appears that the assistant administrator bears most of the responsibilities with regard to instructional leadership and staff development. What are the key roles of HOS, and why is this person paid so much more when they hold less responsibility? - kvandawalker</p> <p><u>Staff Evaluation and Professional Development</u> Staff development costs of \$8,000 in year one appear low. - kmullenupton</p> <p><u>Staff Evaluation and Professional Development</u> Why will the school re-create the wheel instead of just using the state assessment plan cited? Who are the peer evaluators? are they compensated for this work? If the HOS will not be leading the evaluation process, why is this person holding initial meetings? No information on teacher retention is presented. No information on school-specific elements of evaluation (such a classical components) is indicated. The leadership and execution of the PD program is not clearly attributed to internal or</p>
--	---

	<p>external sources. The induction period does not seem to include training on instructional methodologies or curricula. It is unclear what PD will take place during teacher workdays, and what specifically will be happening during teacher PD days during school, what topics will be covered, whether data days will be included, and what types of personalized PD will be provided. - kvandawalker</p> <p><u>Marketing Plan</u> \$6,000 for marketing may be low, although if the website and media campaign are being run/developed at no cost to the school \$6,000 may be fine. - kmullenupton</p> <p><u>Marketing Plan</u> It is unclear whether the marketing plan will actually reach the diverse community proposed, especial lower income and minority students. It is also unclear who is responsible for coordinating and executing this plan and on what timeline this work will happen. - kvandawalker</p> <p><u>Parent and Community Involvement</u> Although there are volunteer opportunities, the parent engagement strategy is pretty general and revolves around group meetings in different forums. Question for interview: what is the targeted strategy to engage parents? Is there a parent/teacher organization? How will teachers develop and maintain good working relationships with parents? - kmullenupton</p> <p><u>Parent and Community Involvement</u> This section is vague and does not provide a concrete, actionable plan for creating and stewarding stakeholder relationships. - kvandawalker</p> <p><u>Admissions Policy</u> This enrollment timeline does not align with earlier information on applications and lottery. E.g. the application previously stated that the school will accept applications only in January and hold a lottery in February, here, the lottery is scheduled for April. Withdrawals and transfers are not addressed. Preferences do not appear to align with earlier sections of handbook. - kvandawalker</p>
<p>Operations</p>	<p><u>Transportation Plan</u> This section is vague and does not include a concrete, actionable plan. - kvandawalker</p> <p><u>Transportation Plan</u> It is a concern that the applicant is still hopeful that an arrangement can be made with CMS for busing. The transportation plan does not address how transportation will be provided for students with disabilities who have special transportation as a related service in their IEP. - carolann_hudgens</p> <p><u>Transportation Plan</u> One bus is likely insufficient to address student transportation needs. - kmullenupton</p> <p><u>School Lunch Plan</u> This section is vague and does not include a concrete, actionable plan. - kvandawalker</p> <p><u>School Lunch Plan</u> It is unclear whether the school plans to serve hot meals. - kmullenupton</p> <p><u>Civil Liability and Insurance</u></p>

	<p>This quote seems high in comparison to others, especially given the small school size. - kvandawalker</p> <p><u>Civil Liability and Insurance</u> Insurance costs are quite high. - kmullenupton</p> <p><u>Facility and Facility Contingency Plan</u> No evidence of the committment of the facility is provided. How long will this building accommodate the school? With only 14 classrooms it seems to be only two years? what is the long term facility plan? The Facility form indicates \$10k Lease, narrative says 15K? What is Dr. Chun's relationship with the church? Is this a conflict of interest? Why is the lease not provided? What is APCS? No contingency plan or concrete timeline for building occupancy is included. - kvandawalker</p> <p><u>Facility and Facility Contingency Plan</u> The contingency plan is to locate near the current proposed location, although a site has yet to be identified. - kmullenupton</p>
<p>Financial Plan</p>	<p><u>Budget Revenue Projections from Each LEA (Table)</u> Question for interview: why only one EC ADM from Gaston? - kmullenupton</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> As previously noted, a guidance counselor is mentioned in an earlier section of the narrative, but the cost is not included here.</p> <p>The lead administrator salary seems low; it may be difficult to recruit and retain an exceptional leader at \$70 - \$85K. - kmullenupton</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> 1. The counselor position mentioned in the projected staff is not included in the personnel budget. 2. According to the proposed staff job descriptions, the "Assistant Administrator" seems to be an Assistant Principal (ASSISTANT ADMINISTRATOR ~ Assistant Administrator is responsible for interim management of the school in the absence of the Chief Administrator and reports to the Chief Administrator. The Assistant Administrator will also supervise the evaluation of instructional and non-instructional staff, will oversee and coordinate professional development programming and will serve as the chief disciplinarian in the event of student misconduct. Qualifications include possession of a valid state teaching certificate with preference given to those candidates with administrative certification through a recognized or accredited training program.)</p> <p>*** Question: Is the proposed salary of the Assistant Administrator too low? It is lower than the classroom teachers. - djuan70</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> What is the basis for the salary increases indicated? Why does the principal increase seem to outstrip all other increases significantly? Why is the assistant administrator salary so low? is this competitive given the significant responsibilities? What is the basis for the assumption that such a lean admin staff will be sufficient in the early years of operations? Why are specials teachers paid more than core teachers?</p>

<p>Unclear if this specials and EC plan aligns with the earlier section on staffing, I think that said 1.5 EC teachers in year one. What are the 8-210 instructional support staff? - kvandawalker</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> There is no evidence of planning for contracted personnel to provide related services for students with disabilities nor is there evidence of contracted services for evaluations conducted by school psychologists. - carolann_hudgens</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> Technology and travel costs are low. However, as with the questions around marketing and website services posed previously, it's possible that technology is not a core component of the school's design. Question for interview: what is the role of technology in the school? What materials (e.g., hardware, software, licenses, infrastructure updates, etc) does the school plan to purchase in this category, and for whom?</p> <p>Legal costs are also low. Question for interview: does the school have pro bono legal support? - kmullenupton</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> The basis for increases and decreases in all line items is unclear and does not appear to track staff or student growth. What is the basis for the huge jump in office supplies in year 5? what is the basis for the huge decrease in computers in years two and 3, even with staff increasing? What is the basis for such low estimates on paper and copiers? What are the financial contracted fees? What are the other contracted fees? Where are EC contracted services included? If maintenance and custodial are covered by the lessor, why are their line items here and why to the increase dramatically year over year? Insurance amounts do not match earlier figures. What is the basis for doubling the bus fee in year two and then not increasing again until year 5? What is included in the other line and what is the basis for the increases, especially doubling in year 5? What is the basis for the instructional line items and for the growth year over year, especially for the steep increases in most lines in year 5? - kvandawalker</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> There is no evidence of planning for contracted personnel to provide related services for students with disabilities nor is there evidence of contracted services for evaluations conducted by school psychologists. - carolann_hudgens</p> <p><u>Total Expenditure Projections (Table)</u> How many days cash on hand in the surplus indicated here? - kvandawalker</p> <p><u>Budget Narrative</u> The contingency plan is to fundraise. Without a demonstrated track record of being able to raise significant sums of money, this is not a viable contingency plan. - kmullenupton</p> <p><u>Budget Narrative</u> What is the basis for the assertion that there are "two strong possibilities of land donation in great locations to our immediate west?" How does the experience of a different school 10 miles away provide a basis for</p>
--

	<p>establishing demand? What is the point of discussing failures of other charter schools? No concrete evidence of demand is presented. No contingency plan for revenue shortfalls is presented. What is the basis for thinking that the minimal technology line items can outfit the "computer room" and offices? - kvandawalker</p> <p><u>Financial Audits</u> Methods and procedures for conducting an audit were not included, but an independent auditor firm was provided. - kmullenupton</p> <p><u>Financial Audits</u> Why does the board need information on all checks written? \$500 seems a low threshold for second signers on checks. this section is underdeveloped and does not present a plan to ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping." - kvandawalker</p>
OVERALL	<p><u>Cover Page</u> VERIFY: is this a different program than the one that the other schools used? this Cover page does not include the blanket attribution statement. - kvandawalker</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> It's unclear whether the enrollment figures are tactical and realistic. While petitions were included in Appendix A1, there's no indication that the signatories were prospective families or members of the public who support the opening of a school. - kmullenupton</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> The small school size, small number of year one grades, and one grade at a time growth plan are typical of conservative growth for a new school. The plan appears to include some small attrition allowance (~6 students a year), confirming whether the applicant would backfill makes sense. - kvandawalker</p>

Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	<p>Mr. Quigley explained the proposed location of the school was Charlotte-Mecklenburg Schools and they were slated to open with grades K-2.</p> <p>Ms. Turner asked if the board would be partnering with Hillsdale. The board chair replied they would be using Hillsides online materials but there would not be a formal partnership. Mr. Quigley asked about the schools proposed location in Charlotte. The board responded the proposed location would allow them to pull students from a five to ten mile radius from the Gaston side of Charlotte. They are trying to use the social market because it is cost effective.</p>
Education Plan	<p>Mr. Quigley asked what evidence was there that the classical education will reach all students. The board explained schools with a diverse background, Nashville Classical School and Pinnacle Classical, have done well. Classical programs offer supports to all learners. If you offer them a solid basis they begin to manipulate it.</p>
Governance and	<p>The board introduced themselves and explained there were three board members that were not able to be present for the meeting. Since the submission of the charter one person has</p>

Capacity	<p>resigned and three have been added.</p> <p>Mr. Maimone inquired about the Accelerator Program through Parents for Educational Freedom. The board member explained they had been very supportive in preparing them for today's meeting.</p> <p>Mr. Maimone stated they have a strong board. Ms. Nance stated she was comfortable with the group and was impressed. Mr. McLaughlin added he was also impressed with the difference in the interview from this year and last year.</p>
Operations	<p>Mr. Sanchez asked about the schools at-risk plan. The board replied that they were anticipating ten percent of the children needing services. The classrooms will offer differentiated instruction.</p> <p>Mr. Sanchez commented that the nearby schools had a higher percentage of at-risk students than what was reflected in the application. The board replied they would be looking at a higher number than ten percent.</p> <p>Ms. Turner stated she would like to see a classical school that had a student population of 70-80% of at-risk. Ms. Nance noted that they have good problem solving skills. Mr. Sanchez commented they will be appealing to a certain group. One of the biggest areas of weakness was how they were going to support at-risk students. Ms. Reeves stated she felt comfortable with this board and suggested they tweak some things before they open. Ms. Turner noted if they market to the neighborhood they can easily get 200 students but the application is not written for the students in that neighborhood. Mr. Maimone noted he was bothered by the idea that certain people would not choose a classical education. Ms. Turner replied that parents would not choose this school if they had to provide transportation or meals. Ms. Sutton replied if a parent cannot pack a lunch and had to provide transportation they would not choose the school. It had nothing to do with their strong desire for their child to get a good education.</p>
Financial Plan	<p>Mr. Maimone asked about the budget and where the services for outside services were located. The board replied it was budgeted in the line item of "other services".</p> <p>Mr. Maimone asked what they thought the budget received a failed with the external evaluators. The board member explained that they have money in reserves. Mr. Quigley asked if the surplus is based on the break even being 13 students. The board replied if they were to have fewer students they would make cuts. Mr. McLaughlin inquired about Dr. Chuns relationship with the board. The board replied he had no formal connection to the school except he was a board member of the church who would offer land to the school.</p>
OVERALL	<p>Ms. Reeves made a motion to forward Unity Classical to the Ready to Open process. Mr. Maimone seconded the motion. The motion carried 7-1 with Ms. Taylor dissenting.</p>

Overall Summary

Initial Screening 10/23/2014	<p>The Office of Charter Schools deems this application complete.</p> <p>The CSAB voted unanimously to deem this application complete on November 14, 2014.</p>
---	---

<p>Application Review</p>	<p>On February 9, 2015 the CSAB subcommittee voted to move this application to interview. The subcommittee vote was 6 to 0. The full CSAB vote was 11 to 0.</p> <p>Concerns outlined consisted of the following:</p> <p>There was a question about if this school had come to the board before and what stage the school had gone to previously. Mr. Quigley mentioned finances and operations as areas that would need to be clarified if the school moved to the interview.</p> <p>Mr. Walker made the motion to move this application to interview. Mrs. Turner seconded to bring Unity Classical in for an interview. The motion passed unanimously.</p> <p>In the full CSAB meeting, Mr. Quigley gave a synopsis from the subcommittees discussion. Mr. Quigley made the motion to move this application to interview. Mr. Walker seconded. The motion passed unanimously.</p>
<p>Application Interview</p>	<p>On March 10, 2015 the CSAB voted to recommend this application to the SBE to start the planning year. The full CSAB vote was 7 to 1.</p> <p>Ms. Reeves made a motion to forward Unity Classical to the Ready to Open process. Mr. Maimone seconded the motion. The motion carried 7-1 with Ms. Taylor dissenting.</p>
<p>OVERALL</p>	<p>This application will move forward to Ready to Open.</p>