



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Emereau: Wake

Public charter schools opening the fall of 2017

Due 5:00 pm EST, September 25, 2015

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

2016 Application Process

To open a charter school in the 2017-2018 school year

APPLICATION DUE DATE/TIME

September 25, 2015 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 25, 2015 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. APPLICATION CONTACT INFORMATION.....4

II. MISSION and PURPOSES.....7

Mission:.....7

Purposes of the Proposed Charter School:.....9

Goals for the Proposed Charter School:.....11

III. EDUCATION PLAN.....14

Instructional Program:.....14

IV. GOVERNANCE and CAPACITY.....25

Governance:.....25

Governance and Organizational Structure of Private Non-Profit Organization:.....25

Proposed Management Organization (Educational Management Organization or Charter Management Organization).....32

Private School Conversions:.....32

Charter School Replication:.....32

Projected Staff:.....32

Enrollment and Marketing:.....40

V. OPERATIONS.....45

Transportation Plan:.....45

School Lunch Plan:.....45

Civil Liability and Insurance.....46

Health and Safety Requirements:.....46

Facility:.....47

VI. FINANCIAL PLAN.....

Budget: Revenue Projections from each LEA 2017-18.....49

Total Budget: Revenue Projections 2017-18 through 2021-2022.....50

Personnel Budget: Expenditure Projections 2017-18 through 2021-2022.....51

Operations Budget: Expenditure Projections 2017-18 through 2021-2022.....52

Overall Budget:.....53

Budget Narrative:.....53

Financial Compliance:.....57

VII. AGREEMENT PAGE.....

Application Fee:58

Applicant Signature: 58

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Emereau: Wake

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: *The Emereau Foundation, Inc.*

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

Name of contact person: *Anna Carolina Cole*

Title/Relationship to nonprofit: *Board Chair*

Mailing address: 624 Holly Springs Road
Holly Springs NC 27540

Primary telephone: 252-649-3730 Alternative telephone: 252-649-3730

E-Mail address: emereauwake@gmail.com

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

County: WAKE

LEA: 920-Wake County Schools

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

No:

Yes:

If so, provide the name of the third party person or group. *Kate Alice Dunaway*

List the fee provided to the third party person or group. *Yes*

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 Emereau Board of Directors, along with actively engaged North Carolina community members, recognize the need for excellent public schools of choice throughout our communities and specifically the eastern region of North Carolina. We also recognize the opportunities and challenges in creating, opening, and sustaining excellent public charter schools. We contacted Kate Alice Dunaway in early 2015 regarding the possibility of advising our team of people to provide knowledge and expertise with the goal of opening charter schools in under-served areas in the eastern region of North Carolina. She worked with us in a voluntary capacity through July 2015 and then we formalized a relationship in August 2015 for the purpose of Kate Alice helping to draft our application. We asked Kate Alice to bring forth her experience, knowledge and vision in completing the application with the goal of providing twenty-first century educational opportunities with the expectation of graduating students equipped for a two or four year college course of study. Additionally, if the Emereau: Wake Charter application receives approval, Emereau will become a focus of Kate Alice's Doctoral research in Organizational Leadership from Gardner-Webb University. The

Emereau Board of Directors strongly supports the knowledge this research provides the entire Emereau learning community and all charter schools and non-chartered public schools. The Board of Directors anticipates the research will have broad implications for creating and leading Emereau: Wake as a 10X organization (Great by Choice; Collin, J. and Hansen, M.T, 2011); providing professional development consistent with best education practices within the Emereau model; transforming the learning environment to meet twenty-first century expectations; and driving a sustainable model leading to student success including high school graduation and preparedness for a two or four year college course of study. If and when we receive charter approval notification, our expectation is that Kate Alice Dunaway would continue as Emereau's Executive Director upon Preliminary and Final Approval from the North Carolina State Board of Education.

Appendix V: Letter from Dr. John D. Balls, Chair, Department of Organizational Leadership, Gardner-Webb University confirming the research opportunity.

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

No:

Yes:

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? The Emereau Foundation, Inc.

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2017 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
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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 governance, operations, 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.

kadmeck

Anna Caroline Cole, Board Chair

Signature

Title

kadmeck

09/24/2015

Printed Name

Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

At Emereau, we illuminate to embark; we investigate to discover; we innovate to transform; we cultivate to sustain; we celebrate to thrive - realizing the potential within us - we graduate. $E=i(3)c(2)g!$

Clearly describe the mission of the proposed charter school:

The Emereau name and mission, framed by the insights of Ralph Waldo Emerson and Henry David Thoreau, clearly articulates the foundation of the twenty-first century Emereau Learning Community: illuminate, investigate, innovate, cultivate and celebrate. The Emereau formula, $E=i(3)c(2)g$ (stated as $E=i$ cubed, c squared, g), extends the foundation as students embark on their journey to graduation realizing their potential as they discover, transform, sustain and thrive.

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.*

Emereau: Wake will demonstrate a strong commitment to serving a diverse community of learners, reflecting the racial and ethnic composition of Wake County Schools. This commitment will be evidenced as Emereau: Wake actively recruits an economically and ethnically diverse student population - families from diverse backgrounds sharing a common goal - an excellent Kindergarten through Grade Twelve educational program preparing their children in a twenty-first century learning community. Emereau will target families throughout Wake County to offer educational choice within the public sector.

As of August 2014-2015, Wake County Schools enrolled 155,184 students in 171 schools across the county. While, Wake County Schools provides primary through high school facilities throughout the county, there is growing concern regarding resegregation in the Wake County School System (<http://www.newsobserver.com/news/local/education/article36503847.html#storylink=cpy>) due to the fifty percent increase in high poverty and racially isolated schools within the last seven years.

The Emereau Board of Directors selected Wake County due to the disparities in public school opportunities based on a child's place of residence; lack

of public school choice to meet the demand in Wake County within the Wake County Public Schools and charter schools; and the unwavering belief that all North Carolina children deserve an exemplary twenty-first century educational opportunity within the public sector.

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).*

Emereau: Wake plans to open with Kindergarten through Grade Six(6) with a 2017-2018 enrollment of 308 students; adding one grade each year reaching Grade 12 in 2023-2024. The total projected K-12 enrollment at Emereau: Wake will be 1100 students. Emereau: Wake's total projected student enrollment in year seven (2023-2024) of 1100 students reflects <1% of the Average Daily Membership of Wake County Schools in 2015-2016 of 155,184 (Wake County Schools (www.Wakecountyschools.com)).

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

While the Mission and Formula for Greatness are unique to Emereau, the school shares the following commonalities with The Wake County Schools: the utilization of Common Core Standards and the State Essential Standards; curricula designed to increase the number of students reading on grade level as determined by North Carolina End of Grade Tests (Grades 3-8); and implementation of intervention strategies to meet the needs of all students.

Emereau: Wake differs from The Wake County Schools in the following ways:

- 1) a Mission driven organization where the entire learning community knows, understands, and works to reach the goal which is clearly articulated in the Mission and the Formula for Greatness - to graduate;
- 2) a charter school organization demonstrating the guiding principles of a 10X organization (Great by Choice, Collins, J. and Hansen, Morton T., 2011);
- 3) the implementation of the Core Knowledge Curriculum (Hirsch, E. D.) parallel to the Core Standards and the NC Essential State Standards to extend and deepen student learning;
- 4) a dynamic learning environment where the Formula for Greatness (E=i(3)c(2)g) is evident every day, in every class setting, in every learning community, and throughout the greater school community;
- 5) implementation of Dr. Diane McKune's Inquiry Process (K-12) which serves as a catalyst for Investigation, Discovery, Innovation, and Transformation across the curriculum;
- 6) implementation of the Project Learning Tree curriculum (K-8), Cultivate to Sustain, which serves as a springboard for later Upper School (Grades Nine through Twelve) courses in Earth Science, Biology, and Environmental Science;
- 7) development of an Innovation Lab/MakerSpace (Pearlman, B., 2014) available to all students, which provides opportunities for a continuum of creative innovation;
- 8) required K-12 Spanish program, four years of Spanish in Grades 9-12;
- 9) required Service Learning Initiative in Grades 9-12 (Graduation Requirement);

- 10)comprehensive K-12 Healthy Living Program, four years of Healthy Living in Grades 9-12 (Graduation Requirement);
- 11)comprehensive K-12 Fine Arts program, four years of Fine Arts required in Grades 9-12 (Graduation Requirement);
- 12)study of selected works of Ralph Waldo Emerson and Henry David Thoreau beginning in Grade 8 through Grade 12 to stimulate conversation, reflection, and personal insight;
- 13)a daily "Illuminator" Journal utilized by all students K-8 which includes and may not be limited to: Daily Agenda, Individual and Collective Question/s; Personal Goals, Summary of the Week, Self-Analysis, Current Individual Book of Choice (from approved Emereau Accelerated Reader Lists), long-term goals and personal data chart;
- 14) a college preparatory focus with all courses offered at the Honors or Advanced Placement levels, only, once the Honors course is offered/approved by the Department of Public Instruction (Example: If Spanish I is not approved as an Honors Course, then Emereau willnot offer Spanish I as Honors. However, once the course is designated as Honors - Spanish II, the course will no longer be offered on a general track. Hence, Honors Spanish II); and
- 15)Service Learning Hours (25 per year) and Graduation Project (Grade Eleven and Twelve)are required for Graduation.

Emereau: Wake understands and accepts that the path to school-wide "Educational Greatness" for our students, will require dedication, determination, consistency, and perseverance grounded in a belief that all students possess capacity, natural curiosity, and a desire for personal fulfillment. Emereau: Wake's role and obligation will be to create an educational environment where students, educators, and the greater learning community thrive.

4. *In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-218, 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. In *The Futures Company: Twenty-First Century Thinking* (2014), three guiding principles emerge which will shape Emereau's ability to achieve the first legislative purpose: "Organizational culture is more important than strategy; Intrinsic values are becoming more important than extrinsic values, for customers and employers; and Connection is the key to driving down cost and driving up customer engagement." While these guiding principles reflect a business model, the principles apply to innovative, high performing-educational organizations as well.

Emereau: Wake will develop a dynamic learning community that reflects an understanding of twenty-first century research in creating a school culture that sustains and thrives; an acknowledgement of the intrinsic value of teachers and their students; and connections as professional colleagues. Expanding upon the work of Gene Maeroff's, *The Empowerment of Teachers: Overcoming the Crisis of Confidence* (1988), the Emereau: Wake model will include the following opportunities for professional growth and responsibility: A minimum of eighty (80) professional development hours per academic year; attendance at one state level conference and/or one national conference each year; Book Triads with "Concept Conversations" related to the Emereau model; monthly Cohort Groups creating connections via professional development; online professional development to enhance delivery of the academic curriculum; and participation as leaders in the Illumination, Investigation, Innovation, Cultivation, Celebration, and Graduation (E=i(3)c(2)g Team in collaboration with the Leader of Twenty-first Century Initiatives to strengthen and deepen student learning.

Additionally, Emereau: Wake will actively recruit Level V Leaders (Good to Great, Collins, J.) to provide the entire learning community with exemplary and transformative leadership fostering a professional, collaborative, and innovative culture.

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

Emereau: Wake will provide a public school choice within a community where public school choice is extremely limited - one public choice middle school and one 6-12 charter school. Additionally, Emereau: Wake will provide a comprehensive K-12 academic program leading to a two or four year college course of study. Currently, Wake County does not offer any comprehensive K-12 public schools. Emereau: Wake's twenty-first century curriculum, including the Formula outlined as E=i(3)c(2)g, provide a learning environment which exceeds the current public school offerings in the greater community and region.

6) Encourage the use of different and innovative teaching methods
Innovation leading to transformation emerges as a key component of the Emereau: Wake model. As discussed in *Disrupting Class* (Christensen, C. M., 2011), *Creating Innovators* (Wagner, T., 2012), *Creative Schools* (Robinson, K., 2015), and *Blended* (Horn, M.B.; Staker, H.; Christensen, C. M., 2014) innovation is essential to the twenty-first century learning community. The

Emereau: Wake community demonstrates the commitment with a full-time Leader of Twenty-First Century Initiatives who will galvanize current research to provide teaching/learning opportunities for students and teachers scaling these across the K-12 learning community.

Emereau: Wake acknowledges the vital importance of Purposes 2, 4 and 5. As a

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.*

Emereau: Wake will demonstrate a commitment to specific and measurable goals by 1)demonstrating academic achievement; 2)on-going realization of E=i(3)c(2) as the key components - illuminate, investigate, innovate, cultivate, celebrate; 3)professional learning community standards; and 4)increasing the high school graduation rate. Emereau: Wake will conclude each academic year with a review of school-wide goals to determine goals for the coming academic year. All Emereau: Wake staff/faculty and students will participate in review, discussions, and determination of these goals. The following goals represent a starting point for Emereau: Wake as all future goals will be approached holistically throughout the learning community at the conclusion of each academic year.

1)2017-2018 Academic Achievement Goals

Emereau: Wake will meet or exceed the academic results of the Bladen County Schools as measured by the READY EOG results.

Sixty-five percent (60%)of students will demonstrate at least one year of academic growth as measured by the READY EOG results.

Seventy percent (65%) of First and Second Grade students will demonstrate Grade Level Proficiency in Reading and Math as measured by the IOWA Assessments (Reading).

2)2017-2018 E=i(3)c(2)g Goals

One hundred percent (100%) of all Emereau: Wake students and learning community members will state the school mission statement for memory.

One hundred percent (100%) of all Emereau: Wake students and learning community members will utilize the weekly "Illuminator" Agenda to embark in meeting personal and academic goals - Illuminate.

One hundred percent (100%) of all Emereau: Wake students and learning community members will participate in the Innovation Lab/MakerSpace (Pearlman, B., 2014) led by the Leader of Twenty-first Century Initiatives: Investigate and Innovate.

One hundred percent (100%)of all Emereau: Wake students and learning community members will participate in the Organic Garden and Project Learning Tree Sustainable Living Curriculum - Cultivate.

One hundred percent (100%) of all Emereau: Wake students will participate in school celebrations at the conclusion of each semester, five (5) listed on School Calendar - Celebrate.

The Average Daily Attendance Rate (ADA) will meet or exceed ninety percent (90%).

3)2017-2018 Professional Learning Community Standards

In Great by Choice (2011), Jim Collins outlines conditions which lead to the realization of the 10X organization. Emereau plans to distill Collin's

research to create specific and measurable outcomes for a sustainable Professional Development Model. The faculty will participate in informed dialogue regarding Collin's research and Emereau standards.

4)2017-2018 Increase High School Graduate Rate

Robert Balfanz of Johns Hopkins University in Baltimore found signs as early as Sixth (6th) Grade regarding the relationship between reading proficiency and high school graduation. When combined with other factors including chronic absences, poor behavior, and/or failing math or language arts, the evidence indicates a ninety percent (90%) risk that a student won't graduate on time. (Balvanz, R., Education Week, April, 2011).

A study, released at the American Educational Research Association Convention in New Orleans(2013), presents an even earlier warning sign: A student who can't read on grade level by Third (3rd) Grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time.

Therefore, the 2017-2018 goal is as follows:

At least sixty percent (60%) of Emereau: Wake Sixth Grade students will demonstrate Sixth Grade Level Reading Proficiency as measured by the READY EOG Results and/or The Iowa Assessments or The DIBELS Fluency Testing.

At least sixty percent (60%)of Emereau:Bladen Third Grade students will demonstrate Third Grade Level Reading proficiency as measured by the READY EOG Results and/or DIBELS.

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

Emereau: Wake will demonstrate a commitment to specific and measurable goals by 1)demonstrating academic achievement; 2)on-going realization of E=i(3)c(2) as the key components - illuminate, investigate, innovate, cultivate, celebrate; 3)professional learning community standards; and 4)increasing the high school graduation rate. Emereau: Wake will conclude each academic year with a review of school-wide goals to determine goals for the coming academic year. All Emereau: Wake staff/faculty and students will participate in review, discussions, and determination of these goals. The following goals represent a starting point for Emereau: Wake as all future goals will be approached holistically throughout the learning community at the conclusion of each academic year.

1)2017-2018 Academic Achievement Goals

Emereau: Wake will meet or exceed the academic results of the Wake County Schools as measured by the READY EOG results.

Sixty-five percent (60%) of students will demonstrate at least one year of academic growth as measured by the READY EOG results.

Seventy percent (65%) of First and Second Grade students will demonstrate Grade Level Proficiency in Reading and Math as measured by the IOWA Assessments (Reading).

2)2017-2018 E=i(3)c(2)g Goals

One hundred percent (100%) of all Emereau: Wake students and learning community members will state the school mission statement for memory.

One hundred percent (100%) of all Emereau: Wake students and learning community members will utilize the weekly "Illuminator" Agenda to embark in meeting personal and academic goals - Illuminate.

One hundred percent (100%) of all Emereau: Wake students and learning community members will participate in the Innovation Lab/MakerSpace

(Pearlman, B., 2014) led by the Leader of Twenty-first Century Initiatives: Investigate and Innovate.

One hundred percent (100%) of all Emereau: Wake students and learning community members will participate in the Organic Garden and Project Learning Tree Sustainable Living Curriculum - Cultivate.

One hundred percent (100%) of all Emereau: Wake students will participate in school celebrations at the conclusion of each semester, five (5) listed on School Calendar - Celebrate.

The Average Daily Attendance Rate (ADA) will meet or exceed ninety percent (90%).

3) 2017-2018 Professional Learning Community Standards
In Good to Great, Jim Collins outlines the necessary

4) 2017-2018 Increase High School Graduate Rate

Robert Balfanz of Johns Hopkins University in Baltimore found signs as early as Sixth (6th) Grade regarding the relationship between reading proficiency and high school graduation. When combined with other factors including chronic absences, poor behavior, and/or failing math or language arts, the evidence indicates a ninety percent (90%) risk that a student won't graduate on time. (Balfanz, R., Education Week, April, 2011).

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At least sixty percent (60%) of Emereau: Wake Third Grade students will demonstrate Third Grade Level Reading proficiency as measured by the READY EOG Results and/or The Iowa Assessments or The DIBELS Fluency Testing.

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.

Emereau's K-12 instructional program, reflected in the Mission and articulated in the Formula for Greatness: E=i(3)c(2)g, is grounded in twenty-first century research including and not limited to Creative Schools (Robinson, K., 2015); Go Blended (Arney, L., 2015); Disrupting Class (Christensen, C. M., Horn, M. B. and Johnson, C.W., 2011); Mindsets in the Classroom (Ricci, M C., 2013), Creating Innovators (Wagner, T. 2012), and Learning Through Inquiry: A Process (McKune, D. 2015). This research informs the Emereau learning environment: illuminate, investigate, innovate, cultivate, and celebrate.

The Emereau model includes Content: the Core Knowledge Curriculum (Hirsch, E.D.); Outcomes and Benchmarks: Common Core and Essential State Standards; Process: Inquiry Learning (McKune, D.), and the Formula for Greatness which fuels the daily learning environment. Beginning with each student's Daily Illuminator, learning unfolds through inquiry - investigate to discover; innovate to transform, cultivate to thrive. The process of inquiry, evident across the curriculum and implemented throughout the learning community in every class, provides the learning process essential to the twenty-first century learner. The 2017-2018 Emereau Kindergarten students will graduate in 2030 into a future yet known. The ability to understand and meet the challenges of our world and to thrive in our world will only be realized because of their ability to illuminate, investigate, innovate, and cultivate.

Fine Arts

The Emereau Fine Arts curriculum includes and may not be limited to Visual Arts, Theatre, Music, Chorus, Music Theory, Band, Orchestra, Percussion, Drumming, and Strings. While Fine Arts programs continue to see cuts due to shrinking school budgets, Emereau recognizes the connection between imagination, innovation, curiosity and creative learning modalities including spatial and kinesthetic intelligences in the individual learner. The Emereau Fine Arts curriculum will begin in Kindergarten and continue through Grade Twelve.

Language

Emereau acknowledges the importance of a second language for all learners. In our twenty-first century, global society, fluency in two languages is essential. All students beginning in Kindergarten will receive three, thirty (30) or forty-five (45) minute classes of Spanish per week depending upon

their age/grade level. With a goal of proficient fluency, Spanish programming will intensify in Middle School and Upper School with Upper School students completing four Spanish credits in Grades 9-12.

Healthy Living

Beginning in Kindergarten through Grade Twelve, all students and faculty will participate in the Healthy Living curriculum. This includes and is not limited to weekly Healthy Living curriculum utilizing SPARK! by John Ratey, thirty (30) minutes of outdoor activity each day, and a minimum of two fifteen (15) minute walks each week for exercise and conversation. Emereau's commitment to Healthy Living will be evident in the opportunity for physical activity; healthy, nutritional food choices; and on-going participation in the SPARK! curriculum. To enhance the Healthy Living curriculum and to extend Science, Mathematics, and Language Arts, all students will participate in creating, maintaining, and enjoying the Organic Garden. The Leader of Twenty-first Century Initiatives will lead this school-wide program with providing direct linkages with the Formula for Greatness.

MakerSpace

Emereau will provide a MakerSpace for students as outlined in Make space: How to Set the Stage for Creative Collaboration (Doorley, S., Witthoft, S.) A Makerspace, more than a science lab, computer lab or art room, contains elements found in all of these familiar spaces. Diversity and cross-pollination of activities are critical to the design, making and exploration process, and they are what set Makerspaces apart from a specific subject lab. The Leader of Twenty-first Century Initiatives will facilitate Makerspace.

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.

The Emereau learning environment will reflect the ways individuals learn in the twenty-first century. In Grades K-8, each grade will be considered a Learning Community. With each grade, classes of 20-22 students will experience multiple learning space, with physical locations throughout the learning community which foster student learning: Collaboration Spaces (4-6) students; Think Spaces (1-3) students; and Impart Spaces (2-22) as students and teachers gather depending on the learning project or task. The form of the space follows the function - allowing for spaces for individual study, group collaboration, and or large (20-22) group instruction. The design of the learning environment is grounded in research regarding the ways children and adults learn in the twenty-first century (Eliason, T., Hetherington, S. & Balke, T., Thought Leadership, 2015).

While technology will be evident in the K-5 learning environment, increased instructional technology or blended learning will be evident in the Middle and Upper Schools. While Middle School classes, twenty to twenty-two students will include integrated and thematic units, and collaborative group study with increasing evidence of investigation and innovation; the Upper School classes will reflect class sizes of six to twenty-four students based on the course with increased blended learning opportunities.

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.*

The Emereau curriculum represents a twenty-first century approach to learning aligned with our school Mission. In order to create dynamic change necessary for profound student learning and increased performance, innovative and transformative learning environments, overflowing with vibrant creativity and curiosity must be created for children. Emereau seeks to accomplish the extraordinary - adhere to the standards set forth, increase student learning and performance while providing a dynamic learning environment for children in underserved communities in North Carolina.

The Core Knowledge content, aligned with the North Carolina Essential State Standards and Common Core, supported by inquiry based learning strategies will provide a student with the knowledge and skills needed in the twenty-first century.

4. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

All Emereau teachers will be expected to master (Professional Development) the strategies outlined in the Inquiry Model as developed by Dr. Diane McKune as follows: Questioning; A-Z Taxonomy; Clustering; Metacognition; Morphology; Diamante; and Acrostic.

The purpose of the Questioning Strategy is to facilitate deep structured thinking and deductive reasoning necessary for making sense out of the information overload of today. At times, the student will label particular types of questions, but only to highlight their usefulness in certain applications. The "essential question" has been expanded to include the "big idea" and "text dependent" questions.

The A to Z taxonomy is designed to harvest, organize and develop students vocabularies to aid comprehension and composition for communication. The taxonomy is initiated even before resources of any type are introduced and/or referenced. At the beginning of a topic of study, the A-Z may serve to organize and collect any direct and/or related knowledge the students already have (prior knowledge) about the topic of study. This information, in the form of words or phrases, is recorded alphabetically to facilitate the addition of new material or, later in the study, the retrieval of information.

Clustering, not to be confused with mind-mapping, is a thinking strategy that aids in fluency, organizing and categorizing information. Use of a cluster fosters the linking of vocabulary and concepts not always apparent on an A-Z Taxonomy. This strategy often goes beyond the taxonomy in making connections and extending comprehension. Optimal use of this strategy is dependent upon the use of a BIG IDEA (Essential Question) to drive student engagement and to aid in synthesizing understanding.

Emereau will begin as a K-6 school and add a grade each year through Grade Twelve. In the first year, Emereau will identify those students who are reading below grade level in order to develop instructional plans, including and not limited to PEP, in order for students to meet or exceed grade level reading expectations. Children who are not successful in reading often have difficulty interpreting higher level math skills due to mathematics vocabulary, complex problem-solving, and multi-step mathematical analysis. Emereau will continue to utilize a variety of assessments including and not limited to the Iowa Skills Assessment and DIBELS Fluency Assessment to monitor and design instruction with grade level reading as a priority.

The inquiry strategies, utilized throughout the K-12 instructional program, will provide students with consistent opportunities to gather relevant information; critical thinking skills, analyze information, synthesize, and deepen and strengthen their learning.

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.

Students who attend Emereau, beginning in their formative years, will receive continuity of instructional methodologies, personal and academic support; and a learning culture that acknowledges and believes in the goal of graduating all students ready to enter a two or four year college or university. Beginning in Kindergarten, all grade levels will be referred to as Class of 2030, Class of 2029 as daily recognition and reinforcement of the end goal - graduation. At Emereau, every adult in the learning community is responsible for the success of every child, no exceptions.

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?

The Emereau: Wake Graduation Requirements exceed the North Carolina Future Ready Core Requirements with 30 Credit Hours to graduate which are eight (8) credits greater than the current Future Ready Core Requirements (2015). The Emereau expectations are as follows: English: 4 Credits; Mathematics: 4 Credits; Science: 3 Credits; History: 4 Credits; Fine Arts: 4 Credits; Foreign Language: 4 Credits; Physical Education: 4 Credits; Ethics of Technology: 1 Credit; Senior Project: 1 Credit; Service Learning Hours: 1 Credit.

Grade point averages will be calculated in the following manner:

General Course

A 90-100 4.0

Emereau: Wake

B 80-89 3.0
C 70-79 2.0
D 60-69 1.0

Honors Course

A 90-100 5.0
B 80-89 4.0
C 70-79 3.0
D 60-69 2.0

Advanced Placement Course

A 90-100 6.0
B 80-89 5.0
C 70-79 4.0
D 60-69 3.0

The GPA will be determined at the close of each calendar year utilizing the total number of courses, the course classification and the numeric value assigned to the earned grade.

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.*

Emereau: Wake accepts the research which evidences the retention of student learning in year-round academic programs. Hanover Research highlights academic improvement in a Virginias Schools Study as follows:

"And while research in Virginia schools (<http://jllarc.virginia.gov/Meetings/October12/Rpt430.pdf#page=29>) found that state test scores for the general student population only improved at the same rate in year-round schools as in traditional schools, it also showed that "black, Hispanic, limited-English proficient and economically disadvantaged students [at year-round schools] improved at a faster rate than their peers at traditional calendar schools."

Further, Emereau offers a year-round academic program because the American society is no longer agrarian and family members balance full and part-time professional responsibilities with family needs including and not limited to child care; senior adult care for parents or other senior adult family members; multiple responsibilities including continued education or multiple jobs. During Winter Break, Emereau: Wake will coordinate opportunities for Emereau Full Day Experiences with community organizations and may offer Emereau Full Day Experiences based on student/family need to coincide with the days The Wake County School System will remain in school.

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.*

Emereau will provide a learning environment to meet the needs of all

learners specifically striving to meet the needs of students who are at risk of not making adequate yearly progress.

Emereau will utilize the North Carolina Responsiveness to Instruction (RTI) Model. The Response-to-Instruction (RTI) model lies in the use of tiered instructional processes. Although the assessment components of RTI (universal screening and progress monitoring) are essential elements of implementation, it is the instruction that occurs as a function of the outcomes of the assessments that truly drives the changes hoped for in students who are identified as being at some level of risk for not meeting academic expectations. Tiered instruction represents a model in which the instruction delivered to students varies on several dimensions that are related to the nature and severity of the student's difficulties.

Further, the North Carolina Student Accountability Standards, provide for a Personalized Education Plan (PEP) for any student performing below Grade Level in Reading, Math, and/or Behavior. At Tier II, the Personalized Education Plan, written and implemented by the student's classroom teachers will provide the specific goals and strategies to meet stated goals. The Intervention Team, consisting of the Classroom Teacher/s; one school leader; and Guidance Counselor will regularly review the progress regarding the stated goals.

If a student does not make progress by achieving the stated goals as outlined in the PEP, the Intervention Team will move to Tier III at which point the student will receive specific instruction in addition to the core curriculum and PEP instruction. This instruction may take place in a smaller group setting with frequency to provide optimal opportunity for achievement of results.

If Tier III does not provide for measurable or sustained results, the Intervention Team may elect to refer the student to the Exceptional Children's teacher for EC testing.

All adults in the learning community are responsible for the continued academic progress of the child. While Core Classroom Teachers provide direct instruction in Core subjects, every teacher, every adult in the learning community is expected to contribute to the continued academic growth of every child whether through instruction, encouragement, conversation, and/or mentoring.

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.*

Emereau acknowledges the importance of a second language as evidenced in the K-12 Spanish curriculum. Further, Emereau will create a learning community that recognizes all learners and supports all learners, including ELL. The Home Language Survey (as required by NC State Board Policy) completed by parents upon enrollment will provide information regarding a student's first

and/or second language. If a student's second language is English, the information will be referred to the Dean and to the Intervention Team (Dean, Exceptional Children's Lead, Classroom Teacher/s, Guidance Counselor).

The Intervention Team will review the student's records; arrange for additional evaluation or screening, as needed; recommend the additional support and services needed; and provide instructional strategies to assist the teachers in providing an appropriate reading, writing, listening learning environment. Teachers will be expected to carefully assess the growth of all ELL students utilizing classroom and school assessment tools. Additional support and modified assignments will be provided, as needed, through collaboration with the Intervention Team.

The Testing Coordinator and Classroom Teacher are dually responsible for ensuring the appropriate and/or necessary accommodations for state testing, including and not limited to End of Grade and End of Course Tests.

Emereau students will be regularly assessed to measure progress in acquiring proficiency in Spanish or English for non-English speakers. Emereau may use the Student Oral Proficiency Assessment (SOPA), the Heritage Language Placement Interview (HLPA), and/or the Foreign Language Oral Skills Evaluation Matrix (FLOSEM). The FLOSEM, developed at Stanford University, is an assessment instrument based on teacher observation and analysis of student performance. The detailed rubric ranges from novice to native-speaker proficiency.

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.*

All teachers, including and not limited to Core Teachers, Fine Arts, Healthy Living, and Elective Teachers, will be responsible for identifying and designing a classroom and course of study to meet the needs of the intellectually gifted learner. The Emereau Formula for Greatness aligns with best practices in education for intellectually gifted students with the focus on inquiry, investigation, discovery, and innovation. Emereau will bring a collaborative team approach to creating a written plan of action to meet the needs, academic or otherwise of the intellectually gifted student.

The Daily "Illuminator" (Agenda) utilized in Grades K-8, provides the ideal framework for the intellectually gifted student to bring forward their individual plans and goals in written form. Learning community members including and not limited to the classroom teacher, elective teachers, Guidance Counselor, School Nurse, and Dean will participate in developing plans and strategies for the gifted learner.

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)*

All Emereau students will receive the services and instruction to meet their needs, including those students who have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

First, following a student's offer of enrollment, the parent/guardian will receive a Release of Records Form, requiring the Parent/Guardian's signature which will be mailed or faxed to the child's previous school in order to receive records.

Because Emereau will enroll students from many different schools including and not limited to homeschools, non-chartered public schools, independent schools, faith-based schools, charter schools, and out of state schools; families, upon enrollment of their child, will be asked to complete a questionnaire providing additional information about their child. This questionnaire gives the parents/guardians the opportunity to share information about their child, including interests, favorite books, and activities. The questionnaire also serves as another way to provide the school team with information to make sure the child is receiving all of the services to be successful. The Exceptional Children's Lead will review all cumulative folders as an accountability check to confirm that all students are receiving the services they need to be successful. The top priority of the Exceptional Children's Lead during the weeks prior to the opening of school and during the first week of school is to identify all students with Individual Education Plans and ensure the school meets the IEP of each student.

Following the federal "Child Find" mandate, if any Emereau student appears to have Exceptional Children's needs, the student may be evaluated in the following ways:

1. The parent/guardian may submit a written request asking for their child to be evaluated. Emereau will conduct an IEP Meeting, following proper protocol, in which a determination will be made if the evidence substantiates the need for evaluation for a disability or
2. The student, having progressed through Tier III of the RTI process with limited progress, is recommended to the Exceptional Children's Lead/Team for

evaluation.

If the student is recommended by the EC Team for evaluation, Emereau will contract services of a licensed School Psychologist to conduct the testing. If the findings of the testing indicate the student qualifies for Exceptional Children's Services, then the Exceptional Children's Lead/Teachers will be responsible for writing and implementing the student's IEP. If the student does not qualify for Exceptional Children's Services, the student will continue to receive instruction at Tier III (RTI) and all classroom modifications as necessary to enhance opportunities for progress.

The Exceptional Children's Lead and Exceptional Children's Teachers will strive to receive all cumulative records in a timely manner. All student records, including Exceptional Children's records will be located in a locked records room in a lockable, fire-proof file cabinet/s. All student records will remain at the school site.

The Emereau Exceptional Children's Team will include one (1) EC teacher in Year One growing to a team of four (4) in Year Five. Additionally, the school will contract for Speech, Occupational Therapy, Physical Therapy, Auditory Services, and/or Psychological Services based on student needs as demonstrated in the Individual Education Plans and requests for EC evaluation/s. As the number of students receiving Exceptional Children's Services increases, along with the number of hours needed to serve these students, the school will hire Exceptional Children's teachers to meet the requirements pertaining to EC students. Emereau will meet all Federal and State regulations pertaining to the education of EC students.

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.*

The school's faculty will play an integral role in identification of students through the RTI Process and through Child Find as previously outlined. Emereau EC and ELL teachers will be responsible for assisting the classroom teacher in designing a classroom that will meet the needs of the EC student and the ELL student as well as other students in the class. Emereau will utilize an Inclusion Model for the location and programming for each identified student.

Emereau will fully comply with all Federal Laws and regulations governing children with disabilities, such as the Individuals with Disabilities Education Act (IDEA) as follows:

1. Emereau is responsible for providing a free appropriate public education (FAPE) to children with disabilities enrolled in the school that have been determined by an Individualized Education Program (IEP) to require special designed instruction.
2. Emereau will ensure that children who are suspected of having disabilities or who are struggling to meet learning outcomes will

participate in the RTI process.

3. Emereau will ensure that all children who have been previously identified are re-evaluated at established intervals as required by law.

4. When the child is determined to qualify for services, Emereau will ensure that the IEP is fully implemented in accordance with all Federal and/or State regulations.

5. Emereau will maintain confidentiality of all personally identifiable information regarding children with disabilities as required by the Family Educational Rights and Privacy Act (FERPA).

6. Emereau will ensure that Exceptional Children and their parents/guardians are guaranteed procedural safeguards as required by law. These safeguards include and may not be limited to: access to records, appointment of surrogate parents, notice, opportunity for mediation of disputes, and the right to a due process hearing.

7. Emereau will ensure that Exceptional Children who are suspended and/or expelled from school are afforded all due process rights under state and federal law. Whenever Exceptional Children are subject to disciplinary action, the school is solely responsible for providing educational services during that period of exclusion from the school.

8. Emereau will comply with the requirements of the American with Disabilities Act (ADA); the Individual with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

Student Performance Standards

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

The Emereau Instructional Program is fully aligned with Essential State Standards and the Common Core Standards which provide the standards for all student evaluation through the READY Accountability Model and other nationally normed tests (IOWA Assessment, Grades 3 and 6) and the DIBELS for reading proficiency. Emereau will participate in all state testing which includes and is not limited to End of Grade Tests, End of Course Tests, and specific Subject Tests as required through the READY Accountability Model.

Emereau will adhere to all requirements regarding testing and promotion as provided by NCDPI. Students with special needs will be promoted always with attention to the individual child and in compliance with the child's IEP.

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.*

Emereau will create a dynamic learning community exemplified in the school's Mission and Formula for Greatness (E=i(3)c(2)g. All members of the Emereau community will demonstrate the following: a commitment to the academic progress of every child enrolled at Emereau; a nurturing and responsive demeanor; and a determination to create a 10X school.

Mary Cay Ricci's (2013), *Mindsets in the Classroom: Building a Culture of Success and Student Achievement in Schools*, will provide the framework for the expectations (behavior/discipline) throughout the entire school.

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: The Emereau Foundation, Inc.

Mailing Address: The Emereau Foundation, Inc.

City/State/Zip: Fayetteville NC 28303

Street Address: 2801 Maffitt Court

Phone: 252-649-3720

Fax: 919-882-8029

Name of registered agent and address:

Anna Caroline Cole
2801 Maffit Court
Fayetteville
North Carolina 28303

FEDERAL TAX ID: 47-5131659

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board	Board	County/State	Current	Past or Present	Has any disciplinary
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If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?

Please provide the following in this location of the APPLICATION:

1. *A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.*

The Board of Directors and Emereau will utilize BoardOnTrack (Marci Cornell-Feist) to provide guidance regarding: the governing board's functions; primary duties and responsibilities in overseeing the charter school; individual board member knowledge; and professional development to the entire Board. The Board Member Duties and Responsibilities are as follows:

Board of Directors General Responsibilities

Responsible for ensuring that the academic program of Emereau is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization.

Specific Responsibilities

1. Periodically review the mission statement which:

- *Serves as a guide to organizational planning, board and staff decision-making, volunteer initiatives, and setting priorities among competing demands for scarce resources.

- *Is used as the vehicle for assessing program activities to ensure that the organization is not drifting away from its original purposes by understanding and supporting the mission statement.

2. Select the Executive Director

- *Reach consensus on the Executive Directors job description.

- *Undertake a careful search process to find the most qualified individual.

- *Oversee and approve contract negotiation and renewal.

3. Support and review the performance of the Executive Director

- *Assist when board members overstep prerogatives or misunderstand their roles.

- *Compliment for exceptional accomplishments.

- *Provide for an annual written performance review with a process agreed upon with the Executive Director well in advance.

4. Ensure effective organizational planning

- *Approve an annual organizational plan that includes concrete, measurable goals consistent with the charter and accountability plan.

5. Ensure adequate resources

- *Approve fundraising targets and goals.

- *Assist in carrying out the development plan.

- *Make an annual gift at a level that is personally meaningful.

6. Manage resources effectively.

- *Approve the annual budget.

- *Monitor budget implementation through periodic financial reports.

- *Approve accounting and personnel policies.

- *Provide for an independent annual audit by a qualified CPA.

- *Ensure the full board has the proper training to be effective stewards of public funding.

- *Ensure adequate insurance is in force to cover students, staff, visitors, the board and the assets of the organization.

7. Determine, monitor and strengthen the programs and services

*Assure programs and services are consistent with the mission and the charter.

*Approve measurable organizational outcomes.

*Approve annual, attainable board and management level goals.

*Monitor progress in achieving the outcomes and goals. Assess the quality of the program and services.

8.Enhance Emereau's public standing

*Serve as ambassadors, advocates and community representatives of the organization.

*Ensure that no board member represents her/himself as speaking on behalf of the board unless specifically authorized to do so.

*Provide for a written annual report and public presentation that details Emereau's mission, programs, financial condition, and progress made towards charter promises.

9.Ensure legal and ethical integrity and maintain accountability

*Develop and maintain adequate personnel policies and procedures (including grievance mechanisms).

*Adhere to the provisions of the organization's bylaws and articles of incorporation.

*Adhere to local, state and federal laws and regulations that apply to the organization.

*Ensure compliance with all federal state and local government regulations.

10.Recruit and orient new board members and assess board performance

*Define board membership needs in terms of skill, experience and diversity.

*Cultivate, check the credentials of and recruit prospective nominees.

*Provide for new board member orientation.

*Conduct an annual evaluation of the full board

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 seven (7) member Founding Board reflects the desired composition of the governing board as follows:

1)Financial: An Audit Supervisor, North Carolina Office of the State Auditor and a successful business owner;

2)Governance: A Town Manager with a public policy degree and County Commissioner experience and a Criminal Justice and Investigation Officer;

3)Facilities: A Strategic Development Director for Balfour Beatty, an \$11.0 billion dollar construction firm;

4)Twenty-first Century Learning: An engineer with experience in research and application, globally; and

5)Children and Family Services: A private practice child therapist serving children, adolescents, and their families.

The Board, consisting of seven members, no more than nine, will possess: demonstrated individual leadership skills; demonstrated community involvement; undergraduate and/or graduate degrees; and demonstrated passion for exemplary educational opportunity, personally and professionally. A majority of the Board will live and/or work in the eastern region of North Carolina.

The Board of Directors will review the Executive Director's performance by providing for an Embark Conversation prior to the beginning of the school year to determine and agree upon the Executive Director's five key goals and supporting goals for the year; a Midpoint Conversation/Interview reviewing the progress in achieving stated goals, an annual written performance review and conversation regarding achievement of goals and goals for the coming year. Goals may include and not be limited to Academic Benchmarks, Enrollment, School Culture, Faculty/Staff Retention, and Finance.

During the first operational year, the Board will actively recruit two additional members who represent Emereau families - parents, grandparents, or other family members. The addition of these Board members will provide a complete spectrum for the composition of the Emereau Board.

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

The seven (7) Founding Board Members were recruited and selected due to their professional expertise individually and collectively; their desire for exemplary K-12 educational opportunities for all North Carolina children within the public sector; their strong commitment to education as demonstrated in their personal and professional lives; their involvement in community - local, state, and regional; and their personal stories which speak to the power of education in transforming individual lives. While several of the board members know each other through community involvement and/or professional relationships, the board members are not a "group of friends, neighbors, or business associates" creating a charter school. Rather, they are a diverse and highly engaged group of individuals who seek to bring their expertise to a public charter school board in the eastern region of North Carolina - a region they view as underserved in providing exemplary educational opportunity for all children. The Board will grow to nine members with two members as parents or family members of enrolled children. The Board plans to add these members in the 2017-2018 school year. Board member opportunities will be announced during the 2017-2018 school year by the Nominating Committee as outlined in the Board Bylaws. The seven (7) Founding Board Members were recruited and selected due to their professional expertise individually and collectively; their desire for exemplary K-12 educational opportunities for all North Carolina children within the public sector; their strong commitment to education as demonstrated in their personal and professional lives; their involvement in community - local, state, and regional; and their personal stories which speak to the power of education in transforming individual lives. While several of the board members know each other through community involvement and/or professional relationships, the board members are not a "group of friends, neighbors, or business associates" creating a charter school. Rather, they are a diverse and highly engaged group of individuals who seek to bring their expertise to a public charter school board in the eastern region of North Carolina - a region they view as underserved in providing exemplary educational opportunity for all children. The Board will grow to nine members with two members as parents or family members of enrolled children. The Board plans to add these members in the 2017-2018 school year. Board member opportunities will be announced during the 2017-2018 school year by the Nominating Committee as outlined in the Board Bylaws.

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

the bylaws established.

Directors shall occur in January of each year at the midpoint of the academic year. There shall be seven (7) other regular meetings of the Board held each year on the second Tuesday of the months of August, October, November, January, February, April, and June.

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

The Board of Directors believes in professional development and on-going board training. To this end, each member of the Board of Directors received a personal copy of Open Meetings and Local Governments in North Carolina (Lawrence, D.M) to further their understanding of the Open Meetings requirements. All members of the Board of Directors receive an Emereau Board Guide which includes and is not limited to: Annual Board Calendar; Annual School Calendar; Copy of Board Bylaws; Policies, Meeting Agendas; Meeting Minutes; Informational Articles; and monthly budgets. Following the Founding Board, incoming Board Members will receive an overview of Board Responsibilities, Expectations, and Board Practices by a member of the Board of Directors selected by the Chair of the Board.

The Emereau Founding Board will participate in the following professional development beginning in January 2016:

January 2016: Emereau Board Orientation including Board 101; Roles and Responsibilities; Best Practices utilizing BoardOnTrack (Cornell-Fesit, M.);
February 2017: Understanding NC Charter Schools, expert guest speaker;

March 2017: Charter School Law, expert guest speaker.

April 2017: Creating and sustaining a 10X organization, invited guest speaker

June 2017: Attendance at the National Alliance for Charter Schools Conference in Nashville, Tennessee.

Upon Preliminary Approval, the Emereau Board of Directors will set their Agenda to develop, consider, and adopt Board policies in keeping with the school mission and North Carolina charter school law. These policies will be adopted prior to the submission of the Ready to Open (RTO) Report submitted to the Office of Charter Schools prior to the opening of the school.

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.*

Upon Preliminary Approval, the Emereau Board of Directors will set their Agenda to develop, consider, and adopt Board policies in keeping with the school mission and North Carolina charter school law. These policies will be adopted prior to the submission of the Ready to Open (RTO) Report submitted to the Office of Charter Schools prior to the opening of the school.

The Board of Directors recognizes that collectively and individually, all members of the Board must adhere to an accepted code of ethics in order to create an exemplary public school. The Board accepts the code of ethics established by the North Carolina School Boards Association. Each member of the Board of Directors will commit to the following in the performance of his or her duties as a charter school board member:

- 1) Obey all applicable state and federal laws regarding official actions taken as Board members.
- 2) Uphold the integrity and independence of the Board members office.
- 3) Avoid impropriety in the exercise of the Board's and Board member's official duties.
- 4) Perform faithfully the duties of the office.
- 5) Conduct the affairs of the Board in an open and public manner, complying with all applicable laws governing open meetings and public records.

Additionally, each member of the Board of Directors will:

- 1) Strive to make policy decisions only after full discussion at publicly held Board meetings;
- 2) Make all decisions based on the available facts and independent judgment and refuse to surrender that judgment to individuals or special interest groups;
- 3) Encourage professional dialogue and the sharing of perspectives by all Board members and seek systematic communications with all elements of the community;
- 4) Collaborate with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the Executive Director;
- 5) Learn about current educational issues by individual study and through participation in programs providing needed information;
- 6) Avoid being placed in a position of conflict of interest and refrain from using the Board member's position on the Board for personal or partisan gain;
- 7) Take no private action that will compromise the Board or administration and respect the confidentiality of information that is privileged under applicable law; and
- 8) Acknowledge and demonstrate that the school's first and greatest concern must be the educational welfare of the students attending Emereau. (Adapted from North Carolina School Boards Association).

The Board of Directors unanimously approved the Conflict of Interest Policy at their September 2015 meeting (Appendix J). Each Board Member will sign a Conflict of Interest Policy at the upcoming Board meeting in early November 2015. The Conflict of Interest Policy will be completed by each Board member annually regardless of their length of service as a member of the Board of Directors. Should a conflict of interest arise, the matter will be brought to the attention of the Board Chair.

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

The Board of Directors will serve as a governing board acknowledging that the daily operations and leadership of the school reside with the Executive Director, the Dean/s, and faculty. The Board of Directors, guided by the work of Marci Cornell-Feist, BoardOnTrack, will develop policies for a governing board. The Executive Director in collaboration with Deans and Faculty members will develop operational policies and procedures applicable to the students, faculty, and constituents. Each year, the Dean/s and Executive Director will present the Faculty Guide; Student Guide; and General school operational policies to the Board of Directors for their consideration and approval.

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 encourages family involvement and realizes the vital role of families in their child's educational success. The organizational chart highlights GO Emereau!, the Family Organization, which will serve as the volunteer support team for the school. The Board of Directors expects the Dean/s, the Executive Director and all faculty/staff to develop a positive and focused volunteer support program based on the school's mission, Formula for Greatness, and the charter's guiding beliefs and principles. Upon the preliminary Approval of the charter application by State Board of Education, the Executive Director will begin community meetings which engage families and facilitate the organization of GO Emereau!

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

Grievance Process

1)A parent or employee who wishes to file a Grievance must provide a written request including an overview of the grievance to the Dean/s of the appropriate school (Lower, Middle, Upper). A meeting will be scheduled and the grievance may be resolved during the meeting. If the grievance is resolved, a letter, mutually agreed upon, outlining the resolution will be signed and a copy will be filed in Grievance/Confidential Documents.

2)If the grievance cannot be resolved during the meeting, the parent or employee, may request a meeting with the Executive Director within ten (10) days of the action or incident. A meeting will be scheduled and the grievance may be resolved during the meeting. If the grievance is resolved, a letter, mutually agreed upon, outlining the resolution will be signed and a copy will be filed in Grievance/Confidential Documents.

3)If the grievance cannot be resolved during the meeting with the Executive Director, the parent or employee may request, within twenty days of the action or incident, a hearing with the Board. The Board of Directors has 30 days from receipt of the written notification to schedule and hold the hearing or to deny a request for the hearing, with or without cause. The Board of Directors will provide notice to the employee or parent filing the grievance of the time and place of the hearing. The Board will notify all personnel, as relevant including and not limited to the Executive Director and or the Dean/s.

4)The Board will communicate a written final decision regarding the Grievance within twenty (20) days of the hearing. The Board's decision concludes the Grievance Process

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

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix F)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).

3. *The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix H).*
4. *A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix I)*
5. *Copy of any board policies if adopted already (Appendix J).*
6. *Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).*

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

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

X Not Applicable

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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

Proposed Positions based on Annual Funding. Each year, instructional support positions, such as Associate Teachers, will be based on yearly funding 2017-2022.

Projected Staff	K-6	K-7	K-8	K-9	K-10
Dean of K-6	1				
Dean of Lower School	1 1 1 1 1				
Dean of Middle School	1 1 1 1				
Dean of Upper School	1 1 1				
Administrative Associates	1 3 3 4				
Facility Manager	1 1 1 1 1				
School Nurse	1 1 1 1 1				
College Guidance	1 1 1				
Guidance Counselor	1 1 1 1				
Core Content Teachers	14 21 24 28 36				
Elective/Specialty Teachers	5 6 7 8				
Exceptional Children's Teachers	1 2 3 3				
Associate Teachers	0 2 4 4 4				

Executive Director (Contracted)
Information Technology (Contracted)

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The Executive Director will be responsible for recruiting high performing teachers and leading a dynamic organization known for retaining excellent teachers. The Executive Director will utilize Teachers-Teachers.com an national online search engine funded by the state of North Carolina; conduct professional educator events in the community; attend Teach for America events at UNCC and surrounding colleges and universities; contact all Education Departments and University Placement Offices in colleges and universities throughout North Carolina; post the available positions with Education Week, National Alliance for Public Charter Schools, North Carolina Charter School Alliance, North Carolina Association for Public Charter Schools; and with the local Chamber of Commerce.

The strategy for retaining high performing teachers is belief in the mission; creating and maintaining a professional learning environment; expecting excellence throughout the entire school community; salaries exceeding the North Carolina State Salary Schedule; and demonstrating and acknowledging the value of professional educators to our children and their families.

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

The Executive Director and Dean/s will recruit and interview prospective employees. The Executive Director and Dean/s will remain mindful of the qualifications needed for each position, including charter school licensure requirements, and the school's personnel budget. The Executive Director and Dean/s will recommend prospective employees to the board. The Board of Directors will consider and approve all employee contracts/agreements.

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

Hiring School Personnel

Emereau expects innovation and collaboration within a school community focused on the mission and a vision for educational excellence. Exemplary leadership and excellent faculty and staff, provide the framework for greatness. Faculty are expected to demonstrate the Formula for Greatness, E=i(3)c(2)g in every aspect of the learning environment.

Emereau will recruit faculty that embrace the Emereau mission, demonstrate an on-going pursuit of learning and a commitment to teaching excellence. As such, faculty must meet or exceed the following qualifications of the Emereau application prior to an interview and for consideration of employment at Emereau:

- *a sealed college/university transcript indicating a cumulative GPA of 3.0 or higher;
- *a clear Criminal Background Investigation Check;
- *three letters of reference documenting leadership, community service, and/or exemplary service within a community (educational or other);
- *demonstration of superior writing skills through submission of two essays;

*teaching portfolio with sample units, daily lesson plans, technology plans, and/or correspondence with students and families; and
*photographs and/or videos of their classroom and/or teaching methods/strategies.

Emereau acknowledges educators as professionals through on-going professional development, purposeful rigor, and expectations for continued professional and personal growth. Emereau will utilize current research to create a twenty-first century learning community. Therefore, Emereau seeks faculty dedicated to the pursuit of teaching and learning to create and sustain our mission driven school community.

Dismissing School Personnel PROVIDE INFO

Criminal Background Checks

All employees will submit a clear Criminal Background Check prior to an offer of employment. Additionally, Emereau will conduct a Criminal Background Check prior to the Opening of School.

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

The following represents Emereau's proposed salary range:

School Leadership: \$65,000.00+

Professional Educators (teachers): \$40,000.00(First Year) to \$65,000.00

Support Personnel (Administrative Associate, School Nurse, Facility Manager): \$28,000.00 - \$40,000.00

Instructional/Student Services (EC, Guidance): \$40,000.00+

All full-time employees will be offered the NC State Health Plan and will participate in the NC State Retirement Plan. Additionally, all full-time employees will earn ten (10) days of leave per year as outlined in the Employment Agreement.

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

Grievance Process

1)An employee who wishes to file a Grievance must provide a written request including an overview of the grievance to the Dean/s of the appropriate school (Lower, Middle, Upper). A meeting will be scheduled and the grievance may be resolved during the meeting. If the grievance is resolved, a letter, mutually agreed upon, outlining the resolution will be signed and a copy will be filed in Grievance/Confidential Documents.

2)If the grievance cannot be resolved during the meeting, the employee, may request a meeting with the Executive Director within ten (10) days of the action or incident. A meeting will be scheduled and the grievance may be resolved during the meeting. If the grievance is resolved, a letter, mutually agreed upon, outlining the resolution will be signed and a copy will be filed in Grievance/Confidential Documents.

3)If the grievance cannot be resolved during the meeting with the Executive Director, the employee may request, within twenty days of the action or incident, a hearing with the Board. The Board of Directors has 30 days from receipt of the written notification to schedule and hold the hearing or to deny a request for the hearing, with or without cause. The Board of Directors will provide notice to the employee filing the grievance of the time and place of the hearing. The Board will notify all personnel, as

relevant including and not limited to the Executive Director and or the Dean/s.

4)The Board will communicate a written final decision regarding the Grievance within twenty (20) days of the hearing. The Board's decision concludes the Grievance Process.

Upon considering a termination, the Executive Director will request a Closed Session (personnel) during the upcoming Board of Directors meeting. The Executive Directors and/or Dean will provide an overview and documentation regarding termination. The Board of Directors will consider and vote regarding the termination request made by school leadership.

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

There are no positions with dual responsibilities in the organizational structure.

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.

Locating qualified faculty for Exceptional Children' services including ELL and/or gifted education remains challenging throughout North Carolina. The Executive Director and Dean/s will follow the same procedures in recruiting for these positions as for all other positions with particular emphasis on attending and posting professional opportunities at state level Exceptional Children's Conferences; directly contacting university and colleges with Exceptional Children's graduates, and reaching out to contract service providers for individuals seeking full-time school based employment.

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).

Emereau will seek exemplary educators and individuals as follows:

Dean/s, Teachers, and Support Personnel (Administrative Associates, Facility Managers)

Executive Director: Minimum of a Master's Degree; Five to Ten years as an exemplary teacher; and Five or more years as a School Leader, preferably in a charter or independent school model. Licensure preferred, but not required.

Dean: Minimum of a Master's Degree and Three to Five years as an exemplary classroom teacher. Administrative experience preferred, but not required. Licensure preferred, but not required.

Teachers: Minimum of a Four Year Degree; North Carolina Licensure or equivalent out-of-state licensure;

Support Personnel: High School or Associate Degree; prior experience in working in a school or service-provider industry, excellent communication skills.

The Executive Director Role Description:

Emereau: Executive Director - Primary Responsibilities

Strategic vision and leadership

a)Provide professional leadership and direction to the Board, the staff and administration its charter schools; ensure the continued development and management of a professional and efficient organization; and establish effective decision-making processes that will enable the organization to achieve its long-and short-term goals and objectives; and

b)Serve as the spokesperson and liaison to the North Carolina States Board

of Education, the Department of Public Instruction, and the Office of Charter Schools; and
Financial Development

- a) Drive the fundraising efforts for the organization to diversify the funding base;
- b) Collaborate to ensure the successful planning and execution of the Board meetings and retreats;
- c) Ensure that the revenues allow for continuous progress towards the achievement of its mission and that those funds are allocated properly to reflect present needs and future potential;
- d) Formulate and execute comprehensive marketing, branding and development strategies that will ensure consistency throughout the organization and enhance revenue from major donors, foundations, government agencies, and corporations: and.
- e) Oversee the financial operations of the organization including developing long and short range financial plans, monitor the budget and ensure sound financial controls are in place and report to the Board regarding the same; set financial priorities accurately to ensure the organization is operating in a manner that supports the needs of the charter schools;

Professional Development

- a) Ensure that all charter school programs are aligned, mission-oriented and effectively serving the student bodies of the charter school; and
- b) Develop and deliver professional development support and opportunities to the Dean/s of School and faculty to ensure the philosophies and mission are maintained and encouraged.

The Dean Role Description - Primary Responsibilities

- a) Translate the Emereau mission into tangible reality;
- b) Contribute to the short and long range planning for the learning community school and student achievement;
- c) Remain focused on student achievement and school safety as the highest priorities;
- d) Demonstrate inquiry in collaborative conversations, professional development, and daily interactions with students and teachers;
- e) Lead the daily operations of the school;
- f) Ensure continued student progress;
- g) Build positive relationships with students, families, faculty and community members.
- h) Create a dynamic learning environment.

The following Role Description applies to all instructional personnel.

Emereau Role Description

Instructional including and not limited to Core Teachers, Electives Teachers, Exceptional Childrens Teachers, Guidance Counselor, and Instructional Personnel.

I. Purpose of Position

The goal of the Emereau Teacher is to visibly demonstrate the mission throughout the school and greater community in a professional manner with the highest regard for children, families, and colleagues.

II. Tasks Performed

While every position at Emereau encompasses the Formula for Greatness: $E=i(3)c(2)g$. The following outcomes provide an overview of the expectations of teachers within the Emereau community:

- *Implement instruction appropriate for all students that reflects

understanding of relevant content and is based on continuous and appropriate assessment.

*Create an environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

*Promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage student in the learning process, and timely, high-quality feedback.

*Fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.

*Understand the central concepts, tools of inquiry and structures of the discipline and be able to create learning experiences that made the subject matter meaningful to students.(UTeach, Holistic Evaluation Model, p.2)

The role performed by the Teacher includes, and is not limited to the following:

Illuminate

*an inviting and developmentally appropriate classroom environment to the standards outlined by Emereau.

*a developmentally appropriate curriculum in keeping with the North Carolina Essential State Standards, Common Core and The Core Knowledge Curriculum.

*pacing guides, thematic units, and learner-centered instruction outlining the daily, weekly, and yearly plans for the classroom, department and/or grade level.

*utilization of daily Illuminator and curriculum plans which thoughtfully reflect the educational needs and goals of the individual learner and the group.

*research-based strategies that are ground in higher order thinking, problem solving, and real world connections for all students.

*effective communication tools as specified by Emereau with colleagues, students, families, and others.

Investigate

*research-based and relevant content to enhance student learning for all students.

*opportunities to expand student learning beyond the classroom and school campus.

*twenty-first century brain research and create collaborative conversations with colleagues.

*Makerspace initiatives and develop plans to expand opportunities for students in this setting.

Innovate

*in high-quality on-going professional development to strengthen knowledge and skill in the content of the teaching role.

*in the school community through active participation in programs, events, and opportunities as outlined by the Executive Director/Dean.

*in collaborative planning and problem-solving with colleagues.

*in the utilization of technology as available throughout the Emereau community.

*in thoughtful conversations which support the mission of Emereau

Cultivate

*children by demonstrating the belief that all students are learners.

*colleagues by engaging in dynamic professional collaborations which support and encourage the entire Emereau community.

*children in developmentally appropriate ways.

*children through encouragement and positive interactions with students, families, and colleagues.

*oneself through self-reflection, educational dialogues, creative intellectual opportunities, and commitment to the Emereau mission.

Staff Evaluation and Professional Development

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

The Dean/s of each school (Lower School, Middle School, Upper School) are responsible for maintaining teacher licensure and professional development. They are responsible for maintaining all personnel files for personnel under their supervision.

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.*

In the initial years, the Dean/s will provide direct support to all faculty including and not limited to: a visible presence throughout the school in all learning settings and classrooms; on-going conversations regarding school culture and the learning environment; daily highlights from the student "Illuminators" to foster a culture that thrives; and modeling of the Formula for Greatness. Exemplary, experienced teachers will provide mentoring to beginning teachers as colleagues in a dynamic learning environment.

Emereau will retain highly qualified educators for the following reasons:

Mission Driven organization;

Professional Culture;

Salaries exceeding the NC Salary Schedule;

Opportunities for professional growth; and

Dynamic, innovative and engaging learning environment focused on student learning.

Teachers will be evaluated using the North Carolina Teacher Evaluation Model (McREL, Revised September 2012) to align with North Carolina standards for all teachers. The Dean/s of each school will be responsible for informing and implementing the model across their particular school (Lower School, Middle School, and Upper School). Emereau plans to employ highly qualified teachers with a North Carolina license. Our goal is 65% of teachers as North Carolina licensed exceeding the charter school requirement of 50% at the start of the school year. Because of Emereau's determination to recruit and retain exemplary educators, the school will adhere to ensuring teachers who match the specific needs of the school including EC and ELL.

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.*

During the first three years, Professional Development will be conducted internally with the exception of experts in the areas of Inquiry Learning, Dr. Diane McKune; the Core Knowledge Sequence; School Safety; CPR/First Aid/Health; and MakerSpaces. The Professional Development components found in the Formula for Greatness will be provided by the Executive Director, Dean or Faculty Member/s. By providing on site Professional Development, Emereau will have the necessary funds to purchase professional materials and

provide for attendance at relevant state and national conferences.

Additionally, the books utilized for professional development and the Book Triads will include and not be limited to the following: *Disrupting Class* (Christensen, C. M., 2011), *Creating Innovators* (Wagner, T., 2012), *Creative Schools* (Robinson, K., 2015), *Blended* (Horn, M.B.; Staker, H.; Christensen, C. M., 2014), and *Mindsets in the Classroom* (Rici, M. C., 2013).

- 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.*

Prior to the opening of school, Emereau faculty will participate in ten (10) days of Professional Development which will include and not be limited to the following topics: The Emereau Mission, The Emereau Charter application; The Inquiry Model, Dr. Diane McKune; Common Core Standards; Essential State Standards; Goals of the Charter School as outlined in the charter; The Core Knowledge Sequence; MakerSpaces; The Project Learning Tree Curriculum; North Carolina Safe Schools Training; CPR and First Aid Training; OSHA Training; Family Conferencing Plans and Strategies; Diabetes and Allergy Awareness and Response; Human Resources (NC State Health and Retirement); The Emereau Guide which outlines all all employee policies and procedures; Exceptional Children's Services including RTI and Child Find; The Daily Illuminator; Technology Education; Powerschool; Accelerated Reader; Healthy Living, SPARK!; and Culture Building Programs.

- 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.*

Professional Development Days, from 8am - 4pm will be developed by the Executive Director and Dean in collaboration with faculty members. Professional Development will be dynamic, academically rigorous, and promote an environment of illumination, investigation, innovation, cultivation, and celebration.

Expanding upon the work of Gene Maeroff's, *The Empowerment of Teachers: Overcoming the Crisis of Confidence* (1988), the Emereau: Wake model will include the following opportunities for professional growth and responsibility: A minimum of eighty (80) professional development hours per academic year; attendance at one state level conference and/or one national conference each year; Book Triads with "Concept Conversations" related to the Emereau model; monthly Cohort Groups creating connections via professional development; online professional development to enhance delivery of the academic curriculum; and participation as leaders in the Illumination, Investigation, Innovation, Cultivation, Celebration, and Graduation (E=i(3)c(2)g Team in collaboration with the Leader of Twenty-first Century Initiatives to strengthen and deepen student learning.

Professional Development Days, noted on the Professional Calendar throughout the academic year begin prior to the opening of school and beyond the close of the school year. Additionally, faculty will participate in Professional Development individually and in small groups throughout the year with time arranged within the school day. Beginning in Year One, monthly on site Professional Development conducted by Dr. Diane McKune will provide the tools and strategies for all faculty to master the Inquiry Model. Additionally, all faculty members will have access to Dr. McKune's online

platform which provides instructional videos, supplemental resources and additional research.

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.218.45(a-i) carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflects the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

Emereau: Wake is keenly aware of the relationship between a robust Marketing Plan and the school's enrollment. To this end, Emereau: Wake will market the school in the following ways:

2016-2017 Preliminary Year

Public Announcements and Press Releases to area media including and not limited to print, digital, and audio media;
School signage while the school facility is under construction/renovation;
Information to Community Associations throughout Wake County;
Emereau: Wake posters in area businesses;
Membership in the Wake County Chamber of Commerce (Elizabethtown-Whitelake Chamber of Commerce);
Participation in community gatherings, including local events, faith-based organizations, and community organizations;
Bi-weekly gatherings at local libraries, Wake Community College, and/or community centers;
Postcard mailers to Wake County residents;
Popsicles in the Park for children and families;
Lunch with Leaders for area business leaders; and
Hike It Like It! for children and families.

2017 - Upon State Board of Education Approval

Celebration announcing the Emereau: Wake approval by the SBE;
Weekly "Embark" Seminars for prospective children and families;
Public Announcements and Press Release of State Board of Education Approval in area media including and not limited to print, digital, and audio media;
School signage while school facility is under construction/renovation;
Update Community Associations throughout Wake County;
Update Emereau: Wake posters in area businesses;
Continue membership in the Wake County Chamber of Commerce (Elizabethtown-Whitelake Chamber of Commerce);
Community gatherings including local events, faith-based organizations, and community organizations;
Popsicles in the Park for children and families; and
Emereau: Wake Conversation Circles for families.

To market Emereau: Wake successfully, the Board of Directors must demonstrate on-going progress in the following key areas: Facility Acquisition; Faculty/Staff Recruitment; and Leadership/Professional Development. The Emereau Board of Directors expects direct involvement from board members; community partners, and staff/faculty to realize the enrollment as outlined in the Enrollment Plan as follows:

Acquisition of Facilities: Renovation and Construction
October 2015-August 2017
Calvin Stevens, Board Member
Kate Alice Dunaway, Executive Director
Howard Sowell, Advantaged Capital for Education

Student Recruitment/Marketing
Preliminary Approval to Fully Enrolled, August 2018 (308 students)
Anna Caroline Cole, Board Member
Kate Alice Dunaway, Executive Director

Faculty/Staff Recruitment and Leadership/Professional Development Planning
Preliminary Approval to July 1, 2018 or to all position filled
Kate Alice Dunaway, Executive Director
Dean Lower School (at execution of contract)

Upon Preliminary Approval, Emereau: Wake will create a website; a Twitter account; and a Facebook page to provide timely and relevant information to families. At least fifty percent (50%) of all print information will be provided in English and in Spanish. Additionally, the school will advertise on area radio stations including the radio stations within the listening area.

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.*

As outlined in the Emereau: Wake Enrollment and Marketing plan, the school will continue to market and engage families and communities members upon State Board of Education Approval as follows:

Celebration announcing the Emereau: Wake approval by the SBE;
Weekly "Embark" Seminars for prospective children and families;
Public Announcements and Press Release of State Board of Education Approval in area media including and not limited to print, digital, and audio media;
School signage while school facility is under construction/renovation;
Update Community Associations throughout Wake County;
Update Emereau: Wake posters in area businesses;
Continue membership in the Wake County Chamber of Commerce;
Community gatherings including local events, faith-based organizations, and community organizations;
Popsicles in the Park for children and families; and Emereau: Wake Conversation Circles for families.

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.*

Emereau: Wake is a tuition free public school. Any child who is qualified under the laws of North Carolina for admission to a public school is qualified for admission to a charter school. To qualify to attend a North Carolina public school, a student must be a resident of North Carolina. County boundaries or Local Education Agency (LEA) boundaries do not affect charter school enrollment. Emereau: Wake does 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.

Open enrollment for Emereau: Wake will begin at midnight (am) on the first Saturday of the month of November and end at 11:59pm on the last Friday of the month of February each academic year. The Open Enrollment Period will be made public through a variety of methods including the school website, local advertising, and through communications with families of currently enrolled students.

During each Enrollment Period, Emereau: Wake will accept applications for new students. Emereau: Wake will utilize an online application system. To provide opportunities for all children and families, applications for new students will be made available in the School Office and on the website. If needed, the application may be mailed or emailed to the parent/guardian of a prospective student. In order facilitate school planning, the school will send a Letter of Intent to all currently enrolled students on or before the first Friday in the month of February each academic year. The letters are to be returned to the school on or before the last Friday of the month of February. Once enrolled, students are not required to enroll in subsequent enrollment periods

During the enrollment period, Emereau: Wake will enroll all eligible students who submit an application within the Enrollment Period, unless the number of applications exceeds the capacity of the school, class, and grade level. If the number of applications exceeds the number of available spaces, a lottery will be held to fill vacant seats for the next school year. After seats are filled, the drawing will continue to determine the order of a waiting list. Current year waiting lists will dissolve when the next enrollment period begins (midnight/am of the first Saturday of the month of November).

Lottery procedures will comply with the NC Open Meetings Laws provided in G. S.143-218.10(a). Emereau: Wake will publicize the date, time, and location of the meeting and allow anyone to attend.

Sibling Preference

During the lottery, school officials will enter one surname for all the siblings applying at the same time and if that name is drawn, all children are admitted simultaneously, space available. According to charter school law, a sibling is defined as half siblings, stepsiblings, and children residing in a foster home. In the case of high school seniors, the sibling preference will be granted if the lottery takes place before graduation and the sibling is enrolled in the school. In the case of multiple births, one surname is placed in the lottery. If the multiple birth siblings are in different grades, parents will be asked to select the grade level to place the name. That affords the parent rather than the school to make the selection. If one slot remains in the grade span when the multiple birth sibling card is drawn, all of the multiple birth siblings will be admitted.

If a family, who has one (1) or more currently enrolled children, chooses to enroll a child or children in a subsequent year, the child or children will be granted "Sibling Preference" space available. The siblings of the currently enrolled children will receive preference, space available, prior to the current enrollment applicants should a Lottery be necessary.

Appendix U: Complete Admissions Policy. (LOCATE)

PROJECTED ENROLLMENT 2017-18 through 2021-2022

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

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

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

	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000
	308			482			578			692			830		

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.

ACCESS

Emereau: Wake plans to locate in close proximity to community and county services including and not limited to the public library, county departments, and ancillary resources. Transportation will not be a barrier to student attendance and no child will be denied access to the school due to lack of transportation as Emereau: Wake is committed to offering an exemplary educational opportunity to all Wake County children.

BUS SERVICE

To that end, Emereau: Wake will offer school bus transportation provided by a contracted bus service. The entire cost of the contracted bus service is included in the Emereau: Wake budget. The bus service will provide arrival and departure points, within a ten mile radius of the school, in key community locations aligned with the enrolled number of students in a specific area as well points in close proximity to more rural areas. Emereau: Wake will increase the number of buses based on the needs of the families prior to each school year.

RIDE SHARE

For families who choose to ride share, Emereau: Wake will provide opportunities for families to share information prior to the opening of school; in the opening weeks of school; and throughout each academic year. Additionally, Emereau: Wake will offer fee based Before School and After School opportunities for families who choose to transport their children to align with their schedule at work and home.

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.

Emereau: Wake will comply with the regulations set by the Wake County Department of Health and Human Services regarding food purchases; preparation; serving; and disposing of food and food products. The school will arrange a meeting with the Wake County Health Inspector during the preliminary year and prior to opening to ensure compliance in this regard.

In keeping with the mission, Emereau: Wake will demonstrate a school culture showcasing healthy food choices for children and adults. Emereau: Wake will contract with a provider who mirrors the Emereau: Wake expectation of healthy and delicious food for children. The school will offer a monthly healthy lunch menu for a fixed price. Each year, Emereau: Wake will include funds in the school's budget to provide healthy lunches and/or snacks for

children who would otherwise qualify for Free and/or Reduced Lunch and/or for emergency situations. Children may bring a lunch and healthy snack each day. Emereau: Wake expects families to adhere to the school's healthy choice model.

In creating a healthy school model, Emereau: Wake will require fresh fruits and vegetables; absence of high fructose corn syrup; absence of caffeine related products including sodas; absence of high sugar "snack" foods; and the absence of vending machines on school property for children and adults.

Additionally, Emereau: Wake will install an organic garden; a composting center; and recycling stations furthering the mission: Cultivate to Sustain. All students, Grades K-12 will actively participate in the Organic Garden and in the school's Sustainable Living Curriculum outlined in the Educational Plan.

Civil Liability and Insurance (GS 115C-218.20):

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$1,561.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$4,277.00
Property Insurance	\$1,500,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$500,000	\$332.00
Other	\$10,660		\$10,660.00
Total Cost			\$17,461.00

*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 § 115C218.75.

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.

kadmeck 09/24/2015

(Board Chair Signature)

(Date)

Facility:

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

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix Q).

The Board of Directors will partner with Advantaged Capital for Education to acquire a facility through one of the following options: obtain a building and renovate as required; build a building which will become the permanent campus; locate in modulars until a building/campus completed; or locate a vacant independent or public school facility and renovate as required. The Board of Directors remains confident, due to the work already in progress that one or more of these will emerge as viable choices for the school facility. The Board of Directors and Advantaged Capital for Education know that a Certificate of Occupancy, filed with DPI OCS, is necessary prior to occupying the building and the opening of school.

Please attach copies of Facilities Inspections as Appendix R.

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

The school has not finalized a permanent facility, but through its partner ACE(Appendix U)it has surveyed locations and also multiple building contractors to evaluate options. Expected comparable cost per square foot in range of \$130.00-\$150.00psf.

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.*

1. The Board of Directors remains keenly aware of the challenges charter schools face in finding a facility and opening a school according to the school's calendar. For this reason, the Board of Directors expects Advantaged Capital for Education to provide comprehensive services in locating, renovating and/or building the Emereau: Wake K-12 Campus. Because of Advantage Capital's expertise as outline in Appendix U, the Board remains confident in the delivery of a facility prior to the opening of school in July 2017. The Board's discussions with Advantage Capital for Education have included land and new buildings for a permanent campus, renovating

existing buildings, modulars for a two-three year time frame while the permanent campus is under construction, and renovation of vacant school facilities. The Board of Directors is confident one of these choices will be realized to ensure a timely opening in August 2017.

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 2017-18

**SHOW
CALCULATIONS
FOR FIGURING
STATE
AND LOCAL
DOLLARS
FOR THE
PROPOSED
CHARTER
SCHOOL**

*Refer to the
Resource Manual
Finance Section
for guidance on
estimated funding
amounts*

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1920 - Wake County Schools

Revenue	2015-2016 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2017-2018
State Funds	\$4,501.95	308	\$1,386,600.60
Local Funds	\$2,069.00	308	\$637,252.00
Federal EC Funds	\$3,768.11	25	\$94,202.75
Totals			\$2,118,055.35

Total Budget: Revenue Projections 2017-18 through 2021-2022

INCOME: REVENUE PROJECTIONS	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix S.

Personnel Budget: Expenditure Projections 2017-18 through 2021-2022

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	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	<i>Num Staff</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>

Operations Budget: Expenditure Projections 2017-18 through 2021-2022

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

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

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

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

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

Provide the break-even point of student enrollment.

The Emereau: Wake student enrollment projections are based on the need for excellent public sector schools in Wake County; the number of children residing in Wake County currently enrolled in private and faith-based schools in Wake and surrounding counties the number of children on charter school waitlists in Wake and surrounding areas of close proximity. \

We believe a demand exists due to the lack of excellent public school choice in Wake County. Emereau: Wake offers a twenty-first century K-12 college preparatory curriculum which exceeds the current offerings in The Wake County Schools. Additionally, we anticipate families will be drawn to a K-12 school; the Emereau school culture; and our Mission and Formula for Greatness which underscores our commitment to graduating students prepared to attend a two or four year program of study.

The enrollment estimate of twenty-five (25) students receiving Exceptional Children's Services is less than the 10% estimate often suggested for charter schools. Even with a lower Exceptional Children's enrollment, with appropriate decision making regarding personnel and facility size, the school will remain financially viable at 175 students. A decrease in enrollment equates to a decrease in instructional and support personnel as personnel remains the highest Emereau: Wake expenditure. We are confident in our ability to make the decisions necessary to match our student enrollment with the state, local, and federal (Exceptional Children's) revenues.

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

Our research, school and community data, and the expectations for all North Carolina public schools, support the need for a public charter school in Wake County. However, if anticipated revenues are not received or are lower than estimated, the Board of Directors and school leadership will take the following steps:

- 1) reduce the number of core teachers to match the enrollment number;
- 2) reduce the size of the facility or renegotiate the lease if the building is under construction
- 3) reduce FF&E expenditures;
- 4) reduce spending for Professional Development; and/or
- 5) reduce instructional materials spending.

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

In preparing for the first year (2017-2018) only, the school will receive start-up funding in the amount of \$75,000.00 to assist in funding marketing, professional development, technology, and instructional/curriculum materials. The \$75,000.00, included in the 2017-2018 budget will be paid back beginning in Year Three (2019-2020), which is included in the budget, as well. A letter confirming the \$75,000.00 start-up funding is included in the Appendices

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

22 to 1. This ratio includes ONLY Core Teachers.

- 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.*

Emereau: Wake plans to contract for the following services: Financial/Accounting; Student Information Management, PowerSchool; Legal Services (as needed); Transportation; Technology Support including Web Design and Maintenance; Healthy Lunch/Snack; Child Psychologist; Occupational Therapy, Speech Therapy, and Physical Therapy; Facility Maintenance; Leadership Support; and Professional Development.

As of September 2015, Emereau: Wake is in receipt of proposals for Financial/Accounting (Acadia NorthStar); Student Information, PowerSchool () Acadia NorthStar; Transportation (Eagle Bus Services); Transportation (Eagle Bus Services); Technology Support (Steve Joyner); Healthy Lunch/Snack (Wholesome Tummies); and Professional Development (Dr. Diane McKune).

Presently, and moving forward, the criteria and selection of service providers are as follows: Emereau: Wake will consider service providers with a reputation for providing exemplary services especially to charter schools and non-chartered public schools, competitive pricing; insurance/liability coverage (as appropriate); Criminal Background Checks for all personnel providing services to the school; and a willingness to demonstrate their commitment to the Emereau: Wake school Mission and culture.

For purchases, in excess of \$7,000.00, the Dean of the School and/or the Executive Director will submit a request to the Treasurer of the Board of Directors for the proposed service/items. All checks over \$7,000.00 must be signed by the Treasurer of the Board of Directors, the Executive Director or Dean. All purchases in excess of \$12,000.00 must be approved by the Treasurer on behalf of the Board of Directors.

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

The Emereau: Wake budget aligns with the school's Mission in the following ways:

1) The average salary beginning at \$43,000.00 demonstrates our commitment and determination to recruit and retain exemplary teachers at a higher salary than currently provided in the North Carolina State Salary Schedule. As one example, first year teachers who meet the Emereau qualifications will

receive a starting annual salary of \$40,000.00 plus participation in the North Carolina Health Program and Retirement Program; meaningful Professional Development; and a Mission Driven school culture.

2) Support Services, critical to a school's success, begin and expand in the first five years: Year One (2017-2018)- School Nurse; Year Two (2018 - 2019)- Guidance Counselor; Year Three: - College Guidance.

3) Instructional Teachers: Fine Arts, Spanish, Healthy Living, and Music begin in Year One (2017-2018) and are increased each year to meet the growing student population.

4) Our commitment to our Formula for Greatness, E=i(3)c(2)g is evident in our Twenty First Century Initiatives Leader who will scale investigation and innovation across all levels of the school community.

5) Funding transportation, in the school's first year, is challenging. However, we have included transportation beginning in 2017-2018 with the hope of increasing the bus service beyond our current budget plan in Years Three, Four, and Five.

6) Emereau: Wake recognizes the relationship between sustained, engaged, and meaningful professional development for teachers and student learning in the classroom. For this reason, funds are allocated beginning in Year One and increased annually for Professional Development.

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

Describe how the school will develop the fund balance.

The General Fund Balance for the first five years (2017-2022) will represent 2% of the total school budget. In year three (2019-2020), the Board of Directors with input from the Executive Director, Dean/s and Financial Services (Acadia NorthStar) will reevaluate the goals regarding maintaining and growing the General Fund Balance.

In years one (2017-2018) and two (2018-2019), Emereau: Wake will strive to meet the Fund Balance Goals balancing the needs of a start-up organization and the educational needs of the learning community: students, faculty/staff, and facilities.

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

Advantaged Capital Funding ("Advantaged Funding") will provide financing solutions for the school. Advantaged Funding is a North Carolina-based organization that provides direct funding to start-up schools for both operational and facility construction purposes. As noted in the attached letter, the organization has committed \$75,000 for start-up costs related to the school to be paid back over five years starting in 2019-2020. Additionally, it would provide the financing for facilities. To help ensure the schools financial success in the critical early years, we have jointly determined to stage the facility development to keep lease expense low in the initial years. This approach will involve either using temporary space for 1-2 years or building/renovating in phases over several years as school enrollment grows. Advantaged Funding will provide the school with several financing options. The school will be able to lease the facilities for an indefinite period, or it will have an option to purchase the facility at

various intervals once it has stabilized and able to access the tax-exempt municipal bond market or other attractively priced refinancing options.

6. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.

Emereau: Wake will NOT have assets from other sources including and not limited to furniture, chairs, computers, textbooks, or office equipment.

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

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

The Board of Directors will ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping through the following:

- 1)Contract with Acadia NorthStar for financial services and Student Information Management;
- 2)Schedule a training meeting, conducted by Acadia NorthStar, for the Board Treasurer, Executive Director, Dean/s, and designated Administrative Associate in July 2017, prior to the beginning of the school year for the sole purpose of learning the processes and required framework for reporting, record keeping, and securing assets;
- 3)Acadia NorthStar will provide all services to school leadership and the Board of Directors as outlined in the Appendices;
- 3)The Executive Director and/or Dean/s will meet with the Board Treasurer each month or as needed to review processes, including record keeping and safeguarding of assets, and all reports prepared by Acadia NorthStar;
- 4)The Executive Director and Dean/s will be responsible for selecting the Administrative Associate responsible for assisting with reporting of monthly payroll; creating the Package Inventory for monthly invoices; and record keeping related and not limited to Field Trips; Campus Events, and Contributions which will be reviewed by the Executive Director, Dean, and/or Board Treasurer.
- 5)Provide a locked closet/s with a fire-proof locked file cabinet/s for all documents, including and not limited to financial records, petty cash, student enrollment records, and personnel files.
- 6)Arrange for a timely audit at the close of each fiscal year (June 30) as acknowledged and approved by the Board of Directors (Appendix U).

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

The Board of Directors of Emereau: Wake knows of no known or possible related party transactions.

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.

The Board of Directors approved (Appendix V) the following firm to complete the audit:

Petway, Mills, and Pearson, PA
806 North Arendell Avenue
Zebulon, North Carolina 27597
Phone (919) 269.7405
Fax (919) 269.8728
Contact: Phyllis Pearson

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) 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 25, 2015 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.

**Application Note: The applicant must mail the certified check 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 25, 2015 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-218.1(c).

kadmeck

Date: 09/24/2015

Applicant Signature:

The foregoing application is submitted on behalf of Emereau: Wake (*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: kadmeck

Board Position: Anna Caroline Cole, Board Chair

Signature: _____

Date: 09/25/2015

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

Notary Public Official Seal
My commission expires: _____, 20____.