



## NORTH CAROLINA CHARTER SCHOOL APPLICATION

# Forsyth Preparatory Academy

**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  
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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.

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## I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Forsyth Preparatory Academy

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: *Triad Education Organization*

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: *Jennifer Lucas*

Title/Relationship to nonprofit: *consultant*

Mailing address: 1335 Meadow Wind Lane  
Hillsborough NC 27278

Primary telephone: 954-732-3122 Alternative telephone: 954-815-9568

E-Mail address: [jlucas@allianceedservices.org](mailto:jlucas@allianceedservices.org)

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

County: FORSYTH

LEA: 340-Winston Salem/Forsyth 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. Alliance Education Services, INC.

List the fee provided to the third party person or group. 0

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.

All fees are contingent upon approval of the charter application.

Alliance Education Services is currently providing technical services to several schools in Florida and North Carolina. Additionally, the senior leadership of Alliance, Jennifer Lucas and Justin Matthews, are currently serving in leadership roles in Durham and Charlotte, North Carolina.

Staff from Alliance worked closely with the Board of Directors to enhance and articulate a vision for the School and details regarding implementation. At the direction of the Board, Alliance staff drafted the application for Board review and approval.

The agreement between the Board and Alliance ends when the charter application is approved or denied. If denied, the Board does not owe any money to Alliance. If approved, the School will pay Alliance over the first two years of operations for their assistance with getting the application approved. At the Boards option, they may choose to engage Alliance, or

other vendors, for additional services related to School start-up activities or operational items.

*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?* Triad Education Organization

*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.*

forsythprep  
*Signature*

Jennifer Lucas, AES  
*Title*

forsythprep  
*Printed Name*

09/25/2015  
*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:*

Forsyth Preparatory Academy is dedicated to improving the lives of its students by providing authentic learning experiences in a collaborative, nurturing environment that will build a foundation for students success in school, career, and in life.

*Clearly describe the mission of the proposed charter school:*

Our founders came together with the goal of providing a unique opportunity for students interested in an innovative educational program that integrates an experiential-based program with a rigorous and relevant education that will allow students to develop and apply skills needed for success. This model has four key design elements that will provide students with a foundation for success: authentic learning, collaboration, a nurturing environment, and technology skills.

### **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.*

The educational program has been designed to meet the needs of all students, specifically non-traditional learners. The School will focus recruitment efforts in Forsyth County and contiguous counties. We believe that students who will be most successful in our school are those who will benefit from authentic learning experiences in a collaborative, nurturing environment. Some students are not successful in traditional school environments that primarily rely on reading texts for information and writing to demonstrate learning. Students who are abstract thinkers and kinesthetic learners need learning environments that allow them to use manipulatives, engage in authentic learning experiences, and decide how to best demonstrate their learning. Students at our School will research issues using a variety of resources including books, magazines, the internet, and experts to learn the background that they need; develop plans; and conduct projects utilizing many interdisciplinary skills.

The character traits of students who will excel at our School are students who:

- 1.Are able or willing to look at tasks in creative or unique ways (problem solving)
- 2.Are active learners with a need for kinesthetic learning experiences in

addition to auditory/visual learning experiences

3. Prefer to work with others cooperatively and in teams rather than completing a majority of class work alone
4. Are able to rise to the challenge of ambiguity and energized by the possibility of multiple "right" answers
5. Have supportive families who will ensure that students are present at school and complete their homework
6. Are willing to put forth effort into their own education

It is expected that the School's population will reflect the racial and ethnic composition of the school system, as described below. The School will attempt to achieve racial and ethnic balance by actively and intentionally marketing to every subsection of the potential student population. Marketing materials including direct mail pieces, flyers, and social media will be equally distributed throughout the county and distributed to all residential communities within a reasonable distance of the School property. The School will be a public school and enrollment will not be denied to any eligible applicants. on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

Forsyth County Schools is the 4th-largest school system in North Carolina. The district has approximately 54,000 students enrolled in grades K-12 in 81 schools (Source: <http://wsfcs.k12.nc.us/domain/4>). These schools include 43 elementary schools, 14 middle schools, 15 high schools, and 9 special schools.

It is expected that students who enroll in our School will reflect the demographics of the local school system. For the 2014-15 school year, the student demographics included 43% white, 29% black, 22% Hispanic, <1% American Indian/Hawaiian Pacific Islander, 2% Asian, and 4% Multi-Racial. The district average for free and reduced price lunch is approximately 57%. State assessment results for the school district (2014-2015) show that only approximately 51% of students were proficient in all end-of-grade subjects. Additionally, only 42% of students were deemed college and career ready on average. This performance snapshot drives the purpose of this charter school to help improve the academic performance of Forsyth County students, and to push their achievement in grade levels and college and career readiness to ensure their future success. Consideration was given to areas of need when determining the location, grades to serve, and enrollment projections. Major factors considered were: total population, school age population, household size, household income, free and reduced lunch qualification, competition and public school performance.

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

The total projected enrollment at the charter school will be 752 students in Kindergarten through 8th Grade. This reflects approximately 4.5% of the ADM for the same grades of the LEA.

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

Our School's primary goals for student achievement are aligned with the goal areas of the LEA (<http://wsfcs.k12.nc.us/Page/15>), Forsyth County Public Schools:

- \* Third grade students reading on or above grade level.
- \* Closing the achievement gap while increasing performance for all students.
- \* High expectations and high accountability in a psychologically safe environment.

However, our plan for achieving these goals, specifically our educational design, differs from other schools in the school district. Our School will provide a unique opportunity for students who will be better served by an educational program that allows them to focus their academic efforts toward an experiential-based program that offers a rigorous and relevant education. This challenging and hands-on program is not generally available in most traditional elementary or middle school settings. In addition to meeting the goals of the district, this School will strive to increase student achievement at all grade levels and push all students to achieve college and career readiness. The School will balance traditional, explicit instruction with collaborative projects for practice that will help to engage and educate the "whole child".

There are currently 43 elementary, 14 middle, 15 high schools, and nine special schools in the district. There are no schools with an integrated educational program design similar to our proposal. This K-8 program model allows students to grow and mature academically and socially through the project-based model and develop kinesthetic talents, demonstrating greater mastery as they matriculate into the upper grades. The K-8 model also allows the School and its faculty to build solid, long lasting relationships that will help mitigate the transitional time between elementary and middle school that many middle school students experience. Our educational model, designed to help students work collaboratively and demonstrate their learning in a variety of ways, will help increase the academic achievement of students in this County and more importantly, promote College and Career Readiness by teaching life and technology skills in addition to the expected core content.

The School's educational model is intentionally designed to improve student growth and performance in a County that is currently performing below the State average in EOG/EOC performance in grades 3-8. Our goal is to balance a project-based learning environment that uses research-based, state approved text selections for core instruction and assesses students' growth through State assessments and the Discovery Education Assessments aligned to NC Standards so we can encourage and monitor student achievement. We believe that a connection must exist between projects, formative and summative assessments so that we can better engage our students with projects and innovative learning styles, yet hold our teachers and students accountable for individual and collective gains. There will be a delicate balance between project-based learning and authentic measures of progress, with data driven summative assessments that articulate student proficiency aligned with State grade level expectations.

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.*

#### Professional Opportunities

Professional development opportunities will incorporate evidenced-based strategies and resources aligned with the mission and proven to be successful with our target population. Teachers will work together in Professional Learning Communities to develop instructional frameworks with a balanced literacy approach, cooperative learning, integration of technology into instruction, higher-order competencies, differentiation, team teaching, and development and use of assessments. School leadership will provide initial and ongoing professional development (PD) in the area of data driven instruction. Teachers will participate in monthly data chats to examine student performance, refine instruction in the classroom, create appropriate curriculum maps, and provide supports and resources for student academic growth. Teachers will also have PD designed for supporting a project-based learning environment that includes project design, alignment to standards, effective feedback to students, and project rubrics as authentic measures of student mastery of content.

Teachers will have a voice in the leadership of the School through staff meetings, committee meetings, and School Advisory Council. Teachers will be empowered to plan lessons and projects tied to state standards. When teachers are held accountable for their students learning and have the ability to make decisions in their students best interest, all things are possible.

#### Accountability

Our School will be accountable for meeting measurable student achievement results by ensuring that students master the Common Core State and North Carolina Essential Standards. Responsibility and accountability will be aligned to ensure academic success.

Assessment data are important for identifying the strengths/needs of students early in the school year, informing instruction, and monitoring individual progress over time as well as overall progress towards meeting the School's SMART (specific, measurable, attainable, relevant, and time-based) goals. A variety of assessments, including diagnostic, formative, and summative, will be used to inform instruction and evaluate performance. The Schools Director will be responsible for regular review and analysis of disaggregated assessment results, at a minimum, 3 times annually. Teachers and administration will meet for Monthly Data Chats to ensure data and student progress are fully understood, and instructional practices and interventions are being implemented with fidelity. In depth analyses will be conducted to determine if results can be improved with changes to instructional strategies, curriculum, or other variable. The School believes that the rigor of the curriculum, combined with the project-based learning environment, will increase not only student proficiency, but higher level college and career readiness that is so imperative to future success. The college and career readiness component in this County is lower than the average performance composite. The School believes the educational program will help improve student performance in both areas, with a target goal of 56% proficiency and 50% College and Career Readiness. .

#### Expanded Choice

Our School will provide expanded choices in the types of educational opportunities that are available within the public school system by providing a unique opportunity for students in an educational program that allows them to focus their academic efforts in a project-based program that offers a rigorous and relevant education. Students will learn in their early years how to synthesize and apply new knowledge through projects that will help them develop the critical thinking skills needed for the higher levels of success.

Innovative Teaching, Increased Learning Opportunities, Improved Learning  
The School will improve student learning and academic achievement by providing increased learning opportunities for all students with special emphasis on low performing students and reading through the use of innovative teaching methods and the integration of technology. We know the value of engaging, challenging projects and interdisciplinary activities that enrich classroom instruction and curriculum, and support the development of critical thinking skills. Thus, the educational program at the School has 4 critical elements that align with our mission to provide students with a foundation for success at school, career, and in life: authentic learning, collaboration, a nurturing environment, and technology skills.

This School will offer a specialized delivery model designed to support classroom instruction and aligned to the state standards. Learning will be systematic, practical, and engaging. All students will receive explicit instruction at their grade level in all content areas, but the projects will help synergize the learning, improve overall performance, and increase the college and career readiness factor by providing students with opportunities to demonstrate learning in authentic ways, and to dive deeper into the learning continuum. Our staff structure will support professional collegiality in working with students. Grade level classes will be physically adjoined and teacher collaboration/team teaching will be required.

Authentic learning and collaboration will be supported by a nurturing

environment for our students. A nurturing environment will support students social and emotional development, which is essential to academic success.

Social and emotional development in young children has to do with how young children feel about themselves (such as confident, always scared, eager to learn, proud of their culture, afraid of being wrong), how they behave (such as constantly fighting, easily upset, able to deal with conflict), and how they relate to others, especially people who matter to them (for example, parents, teachers, and friends) (Knitzer & Lefkowitz, 2005).

We understand that children develop social and emotional skills at different rates and at different times. Every effort will be made to support children as they learn to trust themselves and others, manage conflict, and take risks. This will be evident through a school-wide behavior plan that focuses on providing a safe, respectful atmosphere where students feel supported and comfortable engaging in their education.

An important element of nurturing the social and emotional development of our students will be our relationship with parents. Relationships with the parents will be encouraged by setting systems in place to emphasize the importance of home-school communication. We plan to ensure that students are wrapped in a nurturing environment at school that is an extension of their home. Research has identified that focusing on social development and emotional needs is especially important with younger students (Goleman, 2006; Neuharth-Pritchett, 2006; Swick & Brown, 1999).

In order to prepare students to be successful both in school and beyond, they must possess the technology skills to acquire information and communicate effectively with others. The School will utilize state of the art technology to assist students with their technological proficiency and the acquisition of core academic content. Technology resources may include but are not limited to mobile devices, document cameras, LCD projectors, video cameras and desktop computers, and access to a variety of on-line resources such as using Google applications. Students will use technology as a tool to access, evaluate, and express information. Attention to the development of these skills is grounded in our commitment to an academic foundation based on the State Standards as technology is infused throughout.

### **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.*

#### **(1) Academic Goals**

In order to meet the School mission of building a foundation for students' success in school, career, and in life, it is essential for students to demonstrate proficiency in academic skills. To that end, academic goals aligned with our mission have been identified. The basis for the School goals is the Overall Composite of the local school district. This measure identifies the percentage of students who are proficient on all end-of-grade and end-of-course tests combined. Our School will exceed the performance of the district in Year 1 and will demonstrate continuous improvement over the next 4 years of operation to exceed district performance. Most importantly,

the overall percentage of students demonstrating "College and Career Readiness" is far below the proficiency average. We believe that a project-based learning environment will help improve the overall depth of knowledge and application of skills for students which will naturally increase the number of students who are deemed College and Career Ready in each grade level.

The Overall Composite Score (EOG/EOC) for Forsyth County Schools for school year 2014-15 was 53.1% which is below the State average of 56.%. The EOG in Reading grades 3-8 was 52%. The EOG in Math grades 3-8 was 49%. The EOG in Science grades 5 and 8 was 41%. With these data points serving as the baseline, the proposed baseline School goals for composite scores are:

Year 1, 56% of students will demonstrate academic proficiency.  
Year 2, 58% of students will demonstrate academic proficiency.  
Year 3, 60% of students will demonstrate academic proficiency.  
Year 4, 62% of students will demonstrate academic proficiency.  
Year 5, 64% of students will demonstrate academic proficiency.

Students in grades 3-8 will demonstrate proficiency and growth as measured by state assessments and AMO learning targets. Each year, AMO targets will become a driving force in goal setting. The School will meet or exceed yearly AMO targets. Students in K-2 will demonstrate proficiency and growth as measured by Discovery Education Assessments (DEA).

## (2) Operations, Finance, Governance, and Communication Goals

Operations, Finance, Governance, and Communication goals have also been identified for the first 5 years of operation. The proposed goals are intended to support implementation of the School's mission and meet the needs of the target population. Most importantly, The School will meet all areas in the new North Carolina Charter School Performance Framework.

Operations: All required School reports will be submitted in full by required deadlines. The School expects to reach a minimum of 90% of targeted enrollment projections in its first year. The School also expects that 80% or more of parents will say they would recommend this School to a friend or family member. The School expects at least 90% of its students to re-enroll at the end of the year.

Finance: The School will have clean annual audit reports with minimal comments and no material weaknesses, and any previous year's findings corrected by the following year. The School will not have a negative fund balance and will meet its budget projections within a 10% margin.

Governance: The Board will provide public notice and meet monthly in compliance with state requirements and the Board's bylaws.

\* The Board will complete 10 hours of governance training above and beyond the required RTO trainings.

Communication with the Board and Stakeholders:

\* Information will be shared with stakeholders through monthly school reports from the Director detailing progress made to the Board, School leadership team; an annual report to the State Board of Education; and access to the READY Accountability results online by all stakeholders. The School will communicate weekly with parents. (See Sample newsletter in Appendix U1.)

\* The School will meet all criteria under the new NC Performance Framework

which measures efficiency and stability in operations and finance.

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

As mentioned above, in order to meet the School mission of building a foundation for students success in school, at career, and in life, it is essential for students to demonstrate proficiency in academic skills. The School intends to utilize Discovery Educational Assessments (DEA) to measure and demonstrate academic growth and achievement for all students in Reading, Language Arts, Mathematics, and Science. Each student will take an initial assessment upon entry into the program to gauge current performance levels and identify academic strengths and needs. Program placement, including remediation of any skills gaps, will be based on objective educational data from a variety of assessment measures; previous state assessment scores, other standardized assessment scores, DEA Assessments and previous educational placement and progress reports.

Students will be assessed up to 3 times with DEA during the year for formative measures of progress and at the end of each school year for summative data. The School believes that data driven decisions are essential for making decisions regarding individual student educational needs, attaining the School mission, and guiding each student toward the path to graduation.

Additionally, teachers, parents, and guardians will be given the opportunity to evaluate the School through an annual satisfaction survey. The survey results will be reviewed and analyzed by Administrators and shared with Board members.

School reports to the board will be provided by the School Director on a regular basis. This will occur, at a minimum, prior to each board meeting. These reports may address the facility, school demographics, enrollment, attendance, assessment results, special events, compliance, or any issue of interest or concern to the Board.

Monthly Board Reports will include the results of school performance measures to determine the degree to which the School is fulfilling its mission. These reports for discussion and review may specifically include:

- \* Academic progress reports related to Discovery Education Assessments,
- \* BOG/EOG Assessment Results,
- \* Enrollment and re-commitment projections
- \* Budget vs. Actual finance reports
- \* Student discipline and attendance data
- \* Student Promotion and Grade level retentions, and
- \* Survey results from parent satisfaction surveys.



### 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.

##### a. Program

The School will employ an instructional model that allows students to develop and apply the skills needed for success. The educational program at the School has 4 critical elements that will provide students with a foundation for success at school, career, and in life: authentic learning, collaboration, a nurturing environment, and technology skills. Each of these elements is described in detail below.

##### b. Methods

Our classroom learning opportunities will use a balanced literacy approach that embeds whole language and phonics in our instructional framework. The goal of a balanced literacy program is to include the strongest elements of read-alouds, guided reading, shared reading, independent reading, and word study to authentically engage students. Our framework includes whole and small group instruction, self-directed learning, and peer/group projects enriched with technology. Specific instructional strategies will be scaffolded instruction, modeling, cooperative learning, group and independent student projects, questioning strategies, and informal learning experiences. Project-based learning will help our students practice skills and provide them with an opportunity to demonstrate mastery of content in authentic and meaningful ways.

##### c. Assessment

The School will use diagnostic, formative, and summative assessments. The School intends to utilize Discovery Educational Assessments to measure academic growth and achievement for all students in reading, language arts, mathematics, and science. Students will be assessed up to 3 times with DEA during the year for formative measures of progress. The School believes that data driven decisions are essential for making decisions regarding individual student educational needs and guiding each student toward the path to graduation. Formative assessments provide snapshots of student performance and teachers will be able to adjust instruction to improve academic outcomes. The School will use quizzes, tests, and classroom-based projects and other assessments to inform and improve instruction. Running records, project work, and other teacher created activities will play a vital role in allowing the teachers to form a comprehensive understanding of student abilities. Samples of project rubrics, planning sheets and feedback are included as appendix. Standards Tracking System (STS) will be developed that will allow teachers to identify the state standards that individual

students have mastered. Summative evaluations, including required End-of-Grade tests for students in Grades 3-8; and end-of-chapter and end-of-unit tests in reading, math, science, social studies, and writing, will also be used. This assessment regimen will ensure that a comprehensive assessment system is in place to provide continuous and accurate information about students abilities, progress, and needs. Student performance will also help inform instructional practices and curricular choices.

#### d. Meeting Student Needs

The educational program at the School will help all students master the state standards by providing rigorous instruction aligned with the standards and supported by a research-based curriculum. Our instructional methods will be respectful of how children learn best to ensure that the knowledge and skills required by the state standards are mastered and retained. By providing students with a creative, nurturing, and collaborative environment, students will experience a high degree of success. Assessments will provide valuable data to determine which students need additional interventions. Staff specialists will be available to provide small group and individualized instruction when necessary for those students who are struggling with individual concepts or who have been determined to be below grade level in reading and/or math. Students who qualify for Exceptional Children (EC) Services will receive services from qualified staff members based on the services and identified needs on their IEPs.

### **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 instructional model has 4 critical elements: authentic learning, collaboration, a nurturing environment, and technology skills.

#### (1) Authentic Learning

Authentic learning is defined as "whole-task experiences based on real life (work) tasks that integrate skills, knowledge, attitude, and social context. Instruction is organized around the whole task, usually in an easy to difficult progression, which scaffolds learning support from lots to little as learners progress" (Gram Consulting, n.d.). Authentic learning experiences will take place by using a variety of educational and instructional techniques focused on connecting what students are taught in school to real-world issues, problems and applications.

#### (2) Collaboration

Authentic learning will be supported at the School by collaboration among students through peer learning and among teachers. Peer learning is a collaborative experience in which students learn from and with each other. Students reflect upon previously taught material by helping peers to learn and develop, as well as hone, their social skills. They must listen to others and make their own ideas clear. Depending on the assignment, students may be asked to collaborate with same-age peers in their class or in another class, with older or younger students in another grade, or with members of the local community.

The School will require that teachers collaborate to plan projects and lessons in order to build on the strengths and interests of each team member. Teachers will work together to plan lessons, and will meet weekly in

teacher-based-team meetings to discuss instructional strategies and monitor student progress. They will be able to implement flexible groupings of students to focus on students who may need targeted instruction or support. A key component in the design of the School will be physically adjoined classrooms, allowing classes to work together. This will also encourage unity and social development within the classroom.

Core curriculum classes will not exceed 22:1 on average in elementary school, or 25:1 on average in middle school.

(3) Nurturing Environment

A nurturing environment will support children's social and emotional development, which are essential to academic success. Every effort will be made to support children as they learn to trust themselves and others, manage conflict, and take risks. This will be evident through a school-wide behavior plan that ensures a safe, respectful atmosphere where students feel supported and comfortable.

An important element of nurturing students' development will be our relationship with their parents. These relationships will be encouraged by supporting effective home-school communication to ensure that students are wrapped in an environment at school that is an extension of their home.

(4) Technology Skills

Students at our School will develop increasingly sophisticated technology skills as they use technology as a tool to access, evaluate, and express information. Students in K-3 may focus on basic computer operations, using search tools, using digital cameras, and becoming comfortable with the interactive whiteboard. Students in grades 4-8 may use technology to create multi-media presentations, improve keyboarding skills, create and use databases, and communicate with people locally, state-wide, and the nationally.

The School supports the safe, ethical, and legal use of technology resources and will provide for compliance with the acceptable use of technology through appropriate student supervision and filtering techniques and software.

(5) Foundation for Success

The foundation of our School will be preparing students for success in school, career, and in life. By embedding instruction into real world, authentic experiences, students will learn more efficiently than with a typical curricular approach. This real life application of learning motivates and engages students to more effectively apply and retain essential knowledge.

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.*

All curriculum materials proposed for use at the School are research-based



and aligned with the state standards and the School's model of instruction. These curricula support authentic learning, integrated curriculum, technology integration, and critical thinking skills. Projects will be incorporated to provide innovative teaching and learning opportunities.

The core Reading/Language Arts curricula will be Macmillan/McGraw-Hill Treasures for K-5 and Literature 2010 for grades 6-8, along with the "6+1 Trait Writing" program. The Treasures series offers daily support for students that are approaching level, on level, beyond level, and the English Language Learner. The leveled readers in Literature 2010 include explicit skill instruction, vocabulary development, writing, assessment, teacher support, and ancillary student support.

Reading Triumphs from Macmillan/McGraw-Hill will be the curriculum used with below grade level elementary readers for Tier 2 and Tier 3 instruction and interventions. This is a comprehensive intervention curriculum that includes explicit instruction, additional practice opportunities, and validated diagnostic and prescriptive tools. This curriculum includes a plethora of resources to allow teachers to customize instruction to students' unique needs.

The School intends to use Reading Plus and Apex Reading Skills and Strategies as the primary intervention reading curricula for Tier 2 and Tier 3 instruction and interventions for below grade level readers in grades 6-8. Math skills will be integrated throughout the curriculum, but a separate time will be given to math instruction. The core Math curricula will be GO Math! for K-5 and Pearson Connected Mathematics for grades 6-8. GO Math! emphasizes Big Ideas and depth of understanding through interactive lessons, research based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure student success. Connected Mathematics is an innovative middle school program which helps develop understanding of important mathematical concepts, skills, procedures, and ways of thinking and reasoning, in number, geometry, measurement, algebra, probability, and statistics. The School will utilize MathSteps from Houghton Mifflin Harcourt as the intervention math curriculum for Tier 2 and Tier 3 students.

Two curricular material sets will be used for Social Studies for grades K-5: Social Studies Alive!, supplemented by Harcourt's Social Studies: North Carolina Geography, History, and Culture fourth grade textbook. For grades 6-8, the School intends to use North Carolina History: A Digital Textbook in addition to Pearson - Prentice Hall History of Our World in World History, World Explorer: People, Places and Cultures in World Geography, America: History of Our Nation in American History, and Civics: Government and Economics in Action in Civics.

The elementary science program will be Pearson's Scott Foresman Science. This program offers many opportunities for hands on experiences related to the subjects being studied. The actual sequence of the instruction will be modified to incorporate the curricular themes being used within the School. Scientific inquiry and the science standards will be heavily infused into the instructional designs to ensure students are meeting the required standards.

For middle grades, the School intends to use Pearson-Prentice Hall's Science Explorer and Event-Based Science in Life Science, Earth Science, and Physical Science Courses. The Science Explorer text includes hands-on science inquiry opportunities, visual learning, reading support, and educational technology. Event-Based Science is a research and standards-

based program that allows students to explore content through hands-on activities, newspaper articles, and data collection, while testing out hypotheses. Working in teams on an authentic task, they assume the roles of professionals working in the field.

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.*

A variety of instructional strategies supported by current research will be used to ensure that students have the knowledge and skills required to be successful within the School's instructional framework and demonstrate increased academic achievement. Best pedagogical practices, including the 9 research-based instructional strategies identified by Marzano, Pickering, and Pollock (2001), will be incorporated throughout instruction. These strategies have been found to have positive effects on student achievement.

\*Setting objectives and providing feedback helps students to develop their own metacognitive abilities and a general awareness of both what they are learning and how they are learning it.

\*Using cues, questions, and advance organizers helps students develop greater interest by encouraging deeper connections to presented information, and supports the tendency of the brain to organize knowledge for long-term storage and recall.

\*The use of nonlinguistic representations addresses key visual elements in different learning styles and modalities, and supports dual-coding of various stimuli to increase neural activity.

\*Identifying similarities and differences is a core strategy for initial processing of information.

\*Summarizing and note-taking supports the natural plasticity and pruning functions of the brain as it selects information to both cross-code into memory and personalizes it into meaningful chunks of content for deeper understanding.

\*Generating and testing hypotheses supports research in both inductive and deductive thinking as actions that inherently trigger connections with prior knowledge.

\*Homework and practice support the memory enhancing strategy of rehearsal, while cooperative learning naturally increases episodic intensity in learning new information.

Ample opportunities will be provided for students to delve into cross-curricular topics through an integrated curriculum approach so that students recognize that subject areas do not stand in isolation from one another. The strategies identified by Marzano, et al. can form a working framework for instructional delivery that is strongly supported by current brain-based research and will be integrated into all content area instruction.

Teachers will also integrate the principles of brain-based learning throughout instruction. According to Madrazo and Motz (2005), brain-based learning is the use of "research in neuroscience on how the brain works to gain an understanding of how students learn and develop in a classroom." Brain-compatible instruction is education that is specifically tailored to reflect current knowledge of how the brain processes and utilizes knowledge. The underlying rationale behind the value of brain-based learning is that neural connections in the brain, those connections that represent the

formation of knowledge, are dynamically created and modified throughout a persons lifetime (Berger, 2005). This potential for continual growth in response to new information is critical to the efforts of modern educators to advance the concept and value of lifelong learning. Madrazo and Motz (2005) described this trait of plasticity in the working functions of the brain as the fundamental advantage in enhancing the retention and recall of knowledge, the common goal of both the educator and the learner. Banikowski and Mehring (1999) stated succinctly that "for educators, memory is the only evidence that something or anything has been learned." Tapping into the power of memory must become a priority for educators.

Brain-based learning includes creating a safe climate for learning, encouraging a growth mind-set, emphasizing feedback, getting bodies and brains in gear, starting early, and embracing the power of novelty (Edutopia, 2011). These strategies for brain-based learning are a natural fit with the elements of our educational model. The instructional methods to be implemented have been carefully selected to actualize brain-based 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.*

The School's proposed educational design, including the curriculum and instructional strategies, have been chosen based on alignment with the School's mission and demonstrated effectiveness with the target population to ensure student readiness to transition from grade to grade and to the next span. To further ensure that students are well prepared for promotion, the School will utilize Discovery Educational Assessments (DEA) to measure and demonstrate academic growth and achievement for all students in reading/language arts, mathematics, and science.

Each student will take an initial assessment upon entry into the program to gauge current performance levels and identify academic strengths and weaknesses. Program placement, including remediation of any skills gaps, will be based on: objective educational data from DEA, as well as other measures, such as previous state assessment scores, other standardized assessment scores, and previous educational placement and progress. Specifically, data will be used to immediately adjust instruction to improve academic outcomes for whole classes, small groups, and individual students. Training and ongoing professional development will address these topics throughout the year. Discussions during Professional Learning Community (PLC) meetings will allow teachers to share best strategies and practices and classroom challenges with each other.

Students will be assessed up to 2 more times with DEA during the year for formative measures of progress and at the end of each school year for summative data. The DEA assessments are state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time. The School believes that assessment should provide students with a chance for success, be engaging, respect regular course time, and provide supplemental information to end of year exams.

DEA assessments provide accurate results that can be used to

\* predict proficiency for reading, language arts, math and science, and

social studies

- \* Screen students to identify risk for academic failure
- \* Measure academic growth within and across years
- \* Monitor progress on state standards
- \* Analyze student performance using reports that show proficiency, state and national percentiles, percent correct, item difficulty, and content mastery

In addition to the DEA, student performance and preparedness for promotion will be based upon the NC EOG, and EOC exams as well as Report Card grades and progress reports in growth areas. Each quarter, teachers will send home progress reports and report cards, and open parent conferences to discuss student performance. Students will be promoted based upon a composite of grades, test performance, and, as appropriate, mastery towards learning goals on IEPs or ELL plans.

The School believes that data driven decisions are essential for making decisions regarding individual student educational needs, attaining the School mission, and guiding each student toward the path to graduation. To ensure that students are on track for promotion, assessment results will inform decisions about student needs at the School, classroom, and individual levels. Data analyses will reveal the need for adjustments to the educational program design, curriculum resources, and/or instructional strategies.

Teachers and administration will meet monthly to discuss data and evaluate instructional practices as well as resources. Monthly data chats will be held to ensure data and student progress are fully understood, and instructional practices and interventions are being implemented with fidelity.

Each of these strategies will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.

- 6. If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*
- 7. Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
- 8. Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The School will follow the same annual calendar as the local school district regarding which days schools are in session. However, the School will determine its own hours of operation and will meet or exceed statutory requirements (GS 115C-84.2). For example, a typical school day may begin at 8:10 AM and end at 2:40 PM.

Elementary Daily Student Schedule

Classes start at 8:10 (Drop-off between 8:00 and 8:10)

Grades K-2 Grades 3-5

8:10 9:40 First Block (Reading Word Work, Vocabulary, Whole Group

Mini Lesson, Small Groups) 8:10 8:40 Specials: PE, Art, Music  
 9:40 9:55 Read Aloud With Accountable Talk 8:40 10:10 First Block  
 (Reading Word Work, Vocabulary, Whole Group Mini Lesson, Small Groups)  
 10:00 11:30 Second Block (Math Whole Group Mini-lesson and small groups  
 instruction) 10:10 10:25 Read Aloud With Accountable Talk  
 11:30 12:00 Third Block (Science, Social Studies, Health) 10:25 11:25  
 Second Block (Math Whole Group, Mini-lesson, and small group instruction)  
 12:00 12:30 Lunch II 11:25- 11:55 Lunch I  
 12:30 1:00 Third Block Continued (Science, Social Studies, Health) 11:55  
 12:25 Second Block Continued (Math)  
 1:00 2:00 Fourth Block (Writers Workshop) 12:25 1:25 Third Block  
 (Writers Workshop)

2:00 2:40 Specials: PE, Art, Music 1:25 2:40 Fourth Block (Science, Social  
 Studies, Health)  
 2:40 Dismissal (Pick up between 2:40-3:00)

The calendar and daily schedule will support the School's mission and  
 education plan by allowing for:

- \* uninterrupted blocks for reading and math (during which time these subject  
 areas will be the primary focus, but aligned with the content of the theme  
 work currently being completed by the class).
- \* integration of language arts (reading, writing, speaking, and listening)  
 and math throughout science and social studies themes to provide for  
 additional instruction and application of key skills.
- \* the use of a reading specialist to work with as many students as possible.
- \* recess time that allow for creative/constructive play and expression.

The Table below indicates the dedicated core instructional minutes that will  
 be provided throughout each day, as well as a breakdown of the specialists  
 who will work with each class of students throughout the week.

Instructional Minutes

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Dedicated Core Academic Instructional Minutes - Daily						
Language Arts Instruction	120	120	110	100	90	90
Math Instruction	90	90	90	90	90	90
Weekly Minutes with Specialists (Per Classroom)						
Reading Specialist	90	90	60	45	30	30
Physical Education	150	150	150	150	150	150
Art Teacher	45	45	45	45	45	45
Music Teacher	45	45	45	45	45	45

In order to offer students a full complement of the courses and topics that  
 make a strong academic program and a strong foundation for well-rounded  
 adolescent students, Middle school students will have 6 classes per day each  
 school year. Each class period will be 55 minutes in length. However, in  
 many cases, because students will work with a team of teachers who integrate  
 their curriculum frequently, there will many opportunities for flexible  
 scheduling to include block periods to allow teachers to work with students  
 for an extended time period on integrated lessons and activities.

A sample middle school schedule is presented below. There will be more than  
 one period for lunch and the times may be adjusted from what is presented



here. The sample daily schedule for middle school students may be as follows:

#### Middle School Daily Schedule

1st period 8:10-9:05  
2nd period 9:10-10:05  
3rd period 10:10-11:05  
4th period 11:10-12:05  
Lunch 12:10-12:40  
5th period 12:45-1:40  
6th period 1:45-2:40

The School may offer additional instructional time through the use of extended school days, summer school, or classes on weekends based on the needs of the students and the Schools academic performance. Samples of daily School schedules are included in the Appendix.

### **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.*

The School's innovative educational model will ensure that all students will engage in and benefit from the curriculum. We believe that through the use of authentic, collaborative learning and differentiated instruction we can meet the needs of both those advanced students who need additional challenge in the classroom, and those who may be struggling academically.

The School will implement a strong Multi-Tiered System of Support (MTSS) process for students who are not performing at grade level: ensuring continued progress and academic growth. Research-based interventions, a philosophy advocating an educational process of continuous reflection, rethinking, and restructuring of strategies, will be afforded to students. The School will have an Intervention Assistance Team (IAT) to apply a progressive change system utilizing consensus building, infrastructure development, and implementation. The system will revolve around the study and optimization of the interactions of curriculum, instruction, assessment, students, and learning environments.

MTSS is "the practice of providing high-quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions" (NASDE, 2005). MTSS will be implemented across all grade levels to identify at-risk students and provide support. If a child continually fails to progress throughout the tiers, he or she may be referred for additional evaluations. MTSS includes behavioral and academic support. The model uses 3 tiers of interventions that become increasingly more focused, intense, and individualized.

Tier 1 will focus on strong core programs using research-based curricula. The School will have systems in place to regularly review and analyze data

on student progress at the school, grade, classroom, and individual levels. Adjustments will be made through whole and small-group differentiation of instruction based on analysis of student data and identified areas of need for additional opportunities for learning. Differentiation will allow these students to become proficient by allowing them to learn the materials in ways that suit their unique needs. This could include small groups, modifying materials, additional practice, and changes to materials or scope of task all while in the general classroom.

Tier 2 will focus on students who need additional academic support beyond what can be provided through differentiation in the general classroom for all students. Data analysis will reveal those students who continue to demonstrate achievement that is not at a commensurate pace as their peers. Additional screenings may be provided to these students to pinpoint specific areas of strength and need. Interventions will be provided in a small group setting with more frequent progress monitoring than is used in the general classroom. Increased time for instruction in the target area will be provided.

Tier 3 will focus on students who require intensive, focused, small group or individual interventions of longer duration than that which is provided in Tier 2. Tier 3 interventions will include targeted content and specialized instruction with extraordinary time and focus. Individual assessments will be conducted to provide frequent monitoring of student progress.

Throughout the MTSS process, student progress will be assessed, analyzed, and reviewed by the IAT. This team will include the students teacher, an administrator or designee, an Exceptional Children's teacher, and other personnel as appropriate. The team will be responsible for tracking school-wide academic growth; documenting student need, interventions, and results; making decisions about the effectiveness of instruction; making recommendations for adjustments to instruction and/or interventions; and initiating referrals for evaluation for specially designed instruction and/or related services.

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.*

The School will comply with all state requirements for Limited English Proficiency Programs (GCS-K-000).

#### (1) Identification

At enrollment, all students will be given a Home Language Survey, unless such a form already exists in that students cumulative records. If the parent indicates a positive response to any of the questions on the HLS, the student will be scheduled for a more formalized assessment with the WIDA ACCESS Placement Test (W-APT) within 30 days after the start of the school year or 14 calendar days after enrollment. If the student is identified as LEP, the W-APT will provide guidance concerning which tier of the English

Language proficiency test should be administered to the student. The score on the W-APT also determines eligibility for state LEP testing accommodations.

## (2) Instruction

The ELL Committee Chairperson, English as a second language (ESL) teacher, and other appropriate school personnel will work together to determine each ELL students academic achievement level to ensure appropriate grade level placement and scheduling. This school team will review prior school records and transcripts to determine academic knowledge and experience of the student. Students with limited or no prior school experience will be assessed and placement will be made based on the students age, regardless of English proficiency.

The School will provide instruction for limited English proficient (LEP) students that will allow LEP students to progress in school. The program may be one of the following: ESL, bilingual education, or programs which adapt instruction to meet the needs of these students.

The ELL Committee will plan together the means for instruction in the English language and any specific accommodations that will be most appropriate for English instruction. All ELL students enrolled in the School will be entitled to programming that is appropriate to their level of English proficiency, their level of academic achievement, and any special needs they may have. All assessment information and instructional accommodations will be reflected in the ELL Student Plan.

ELL students will have equal access to appropriate English language instruction in the core subject areas that is: (1) understandable to their given level of English proficiency; and (2) equal and comparable in amount, scope, sequence, and quality to that which is provided to English proficient (non-ELL) students. General curricula and materials will be the same as those used with non-ELL students. The schedules of ELL students will be comparable to those of non-ELL students containing the same subject area classes and are equal in scope, sequence and content.

Evaluative standards will be adopted for measuring the progress of LEP students in school. In order to determine when students no longer need assistance, the LEA shall determine the content knowledge and language skills necessary for successful functioning in the regular classroom. Then, multiple instruments as well as teacher judgment may be used to evaluate English listening and speaking skills, English literacy skills, and content area knowledge. The students shall not be maintained in alternative language programs longer than necessary based on program exit criteria.

## (3) Monitoring and Evaluation

All students identified as LEP will be administered the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) annually during the state testing window. This test is an annual assessment of English language proficiency in the areas of listening, speaking, reading, writing, and comprehension in English. The results of this test will be used to measure students' progress and proficiency in the English language.

ELL students who are exited from the program shall be monitored for a



minimum of 2 years. Additional academic and English language support will be provided if students begin to have difficulty.

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.*

The School will comply with all state requirements for Academically or Intellectually Gifted Students (AIG) (GCS-U-000).

(1) Identification

Screening, referral, and identification policies and procedures will be adopted that include multiple measures to identify AIG students. These measures may include results from state assessments, DEA, and classroom assessments; as well as evidence from student work and teacher observation in order to develop a comprehensive profile of student achievement and aptitude. The School will ensure that the rights of AIG students and their parents are safeguarded, and will document written consent regarding identification and placement, reassessment, and exit. The School will submit an AIG plan for state approval as required, publish the AIG plan for parents and the community to view and implement the plan for all AIG students.

(2) Instruction

The School's educational program design is well suited to meet the needs of AIG students and meets the requirements of the North Carolina Academically or Intellectually Gifted Program Standards through authentic, collaborative learning experiences. The School will submit an AIG plan as required by NC Statute and implement the approved plan for all students who qualify for AIG educational services. Services to AIG students will include meaningful content and learning opportunities that focus on the use of higher-level thinking skills, and advanced content and skills that will support students' academic growth. Instructional strategies will be differentiated to provide challenge that is appropriate to each student's abilities, readiness, and interests. Teachers will integrate content of greater depth, breadth, abstractness, and/or complexity than that provided to non-gifted same-age peers.

Instruction will be documented on a (DEP) that is reviewed annually with parents to ensure effective programming that meets each student's individual needs and according to the approved AIG plan.

(3) Monitoring and Evaluation

Monitoring and evaluating the progress and success of AIG students will include assessments, project rubrics, and progress towards goals in the DEP including social/behavioral goals. Baseline data will be important for identifying the strengths and needs of our students early in the school year and monitoring their progress over time. To obtain a baseline for student achievement the School will collect the following data:

\*Previous school year grades and scores on state assessments, where applicable

\*Baseline data from a nationally recognized norm referenced instrument, such as Discovery Educational Assessment (DEA)

\* Goals in the DEP (academic or social)

The data will be used to establish a baseline from which to measure student

learning gains, develop instructional plans, and develop individual progression plans. Teachers will utilize the data to assist in the development of lesson plans, creation of individual learning plans, and staff development.

The School intends to utilize DEA to measure and demonstrate academic growth and achievement for all students in reading, language arts, mathematics, and science. Each student will take an initial assessment upon entry into the program to gauge current performance levels and identify academic strengths and needs. DEA testing will be done in the classroom setting with a highly qualified teacher at all times. Performance scores from the EOGs will also indicate AIG students.

The state assessment will be administered in the spring according to the state administration schedule. The results of each of these assessments will allow teachers and administrators to compare the baseline rates to the academic progress of these students attending our School. Finally, project rubrics will help determine authentic measures of learning, growth, and mastery. Teachers will receive in-service training in how to analyze their classroom data as well as how to generate action plans for students based on the data.

### **Exceptional Children**

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

### **Identification and Records**

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

#### (1) Identification

The School will comply with applicable state and federal policy, including the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, including all reauthorizations and additional applicable regulations.

#### (a) Students with Disabilities

As discussed above, the School will implement a MTSS process. If a student fails to thrive after receiving effective instruction and intensive, high quality intervention that has been carefully implemented and monitored, (s)he will be referred for an initial evaluation, which will be conducted

before the initial provision of special education and related services. The evaluation team will consist of the individualized education program (IEP) team and other qualified professionals. The initial evaluation will be conducted within 60 days of receiving parental consent for evaluation and will determine if the student is a student with a disability in accordance with state law and determine the student's educational needs. If the student is found to qualify for special education and related services, an IEP will be developed.

(b) Section 504

To be protected under Section 504, a student must be determined to: 1) have a physical or mental impairment that substantially limits one or more major life activities; 2) have a record of such impairment; or 3) be regarded as having such impairment. The School will provide a free appropriate public education (FAPE) to qualified students who have a physical or mental impairment that substantially limits one or more major life activities.

Student records will be evaluated to determine if a 504 plan is already in effect. If so, the 504 Coordinator will notify the student's teacher and other relevant school staff members. The student's parent(s) will be informed that the teacher will be the primary contact at the School and that the School will carry-out the services/accommodations in the 504 plan. All 504 Plans will be reviewed in accordance with the review date.

(2) Child Find

The School will comply with all state (NC 1501-2.9) and federal requirements for Child Find. Policies and procedures will be developed that ensure that all children with disabilities who are in need of special education and related services are identified, located, and evaluated. This will include children who are suspected of having disability and in need of special education, even though they are advancing from grade to grade.

Within 30 days of receipt of written notification of concerns regarding a child, the School shall issue a written response to the child's parent. The response shall include either an explanation of reasons the School will not pursue the concerns or a date for a meeting at which the School and parent will review existing data and determine whether a referral for consideration of eligibility for special education is necessary. Such meeting will be held within a reasonable period of time.

(3) Records

Reasonable steps will be taken to promptly obtain records (including copies of current IEPs and supporting documents, and any other special education or related services records, pursuant to 34 CFR 99.31(a)(2)) from previous schools of all enrolled students, including students with disabilities. The School will ensure that all student records are kept confidential as required by applicable state and federal law, including the Family Educational Rights and Privacy Act (FERPA). Official records will be maintained permanently. Parents shall be allowed to inspect and review the student's records upon written request.

All required student records will be prepared and stored in a manner consistent with state statutes. All student and financial records will be stored electronically on dedicated servers and on special backup tapes. In

addition, paper versions of student and financial records will be stored in secure cabinets or be reduced to electronic documents for storage.

### Exceptional Children's Education Programming

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

#### (1) Educational Services

The School will provide a continuum of placements, which will include but may not be limited to: regular classes, resource room, and homebound/hospitalized. Students will be placed in the least restrictive environment possible. A student with a disability will only be removed from a regular classroom if the nature or severity of the disability interferes to such a degree that education even with additional supports and services cannot be satisfactorily achieved in a regular class.

The School shall provide the accommodations and related services on the students IEP as necessary to permit access to the general curriculum as appropriate for the student. Accommodations shall include, but are not limited to: presentation, response, setting, scheduling, test accommodations, pacing and remediation, and adaptive technologies.

Students who do not have success in the general classroom with the above mentioned accommodations will work directly with the EC teacher in individual and small group settings. Instruction will be based on formative and summative assessments in all academic areas, as well as observations of student performance. Students will be grouped flexibly based on assessment results and the skill to be taught, so that individual skills and learning differences can be taken into account. Alternative resources may be utilized so that each student has the opportunity to successfully access the regular curriculum. In cases where the foregoing solutions are not working and a greater disability is suspected, the IEP team will meet to review the students IEP, making necessary revisions to permit students with disabilities to access learning opportunities on the same basis as general education students.

The School will initially employ 1 full-time EC facilitator and will staff additional teachers dependent upon actual enrollment and need. The number of students who require EC services will drive the staffing model of the program. The on-site teachers will primarily serve students identified with learning disabilities, emotional/behavioral disorders, and others as appropriate. This is supported in the budget narrative.

#### (2) Support for FAPE

The School will have a policy of enrollment, which is non-discriminatory, provides a free and appropriate public education (FAPE), and adheres to the IEP developed for each student. The School will accept all eligible students who reside in the school district. In accordance with federal and state anti-discrimination laws, the School will not discriminate on the basis of

any legally protected category in the admission of students. The School has designed an enrollment process that will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the School.

(3) IEP's

An IEP will be developed for each student eligible to receive Exceptional Children (EC) services that will consider the parents' concerns, and student's strengths, evaluation results, and academic, developmental, and functional needs. Language needs of ELL students with disabilities will also be considered.

The EC teacher will be responsible for (a) ensuring that IEPs are provided to each general education teacher serving a student with disabilities and (b) monitoring IEP implementation. The progress of students with disabilities will be reported to their parents at least as often as progress of non-disabled students is reported to parents.

IEPs will be reviewed, at a minimum, annually to determine progress and achievement of the student's goals. IEPs will be revised to address any lack of progress, recent evaluation results, additional information about the student, and anticipated needs.

(4) Related Services

Students will receive all services as outlined in their IEP. Services which cannot be provided by existing school staff will be contracted for with outside providers such as speech/language services, occupational therapy, and physical therapy.

More specifically, all children who qualify for EC services will be provided the supports they need. Support staff will either "push in" to the classrooms to support daily learning and collaborative projects, and they may "pull out" students who require additional small group or one on one remediation of skills in academics or behavior. Appropriate personnel will provide supports and instruction for children with social/behavioral goals as well. Classroom (general education) teachers will receive professional development in supporting EC students in the classrooms and EC certified staff will be assigned to manage individual case loads. Students will be provided the accommodations written into their IEP and progress towards goals will be measured throughout the year and assessed at least once yearly in a full IEP Team meeting. The School will hire appropriate Staff to manage the EC needs after enrollment based on student needs. For students who require related services such as Speech or PT/OT, the School will contract with certified personnel to provide services as required.

## **Student Performance Standards**

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be*



*communicated to parents and students.*

4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

(1) Academic Goals

In order to meet the School mission of building a foundation for students success in school, career, and in life, it is essential for students to demonstrate proficiency in academic skills. To that end, academic goals aligned with our mission have been identified. The basis for the School goals is the Performance Composite of the local school district. This measure identifies the percentage of students who are proficient on all end-of-grade and end-of-course tests combined. Our School will exceed the performance of the district in Year 1 and will demonstrate continuous improvement over the next 4 years of operation to exceed district and State performance. The Overall Composite Score for Forsyth County Schools for school year 2014-15 was 53.2%. With this as the baseline, the School intends to increase student proficiency in year 1 by a minimum of 3% and a minimum of 2% each consecutive year. The proposed School goals for the first 5 years are provided in table form included as an Appendix. The goals are created based on the current levels of performance in each grade level in Reading, Math and Science in Forsyth County.

Students in K-2 will demonstrate proficiency as measured by Discovery Education Assessments (DEA). Students in grades 3-8 will demonstrate proficiency as measured by state assessments. All students K-8 will demonstrate learning, growth and mastery through the completion of quality project work aligned to the Standards as a means of authentic assessment. In addition to proficiency in subject area EOG/EOC, our School will set goals for increased college and career readiness. We want our students to earn a mastery in content demonstrated through a College and Career Readiness goal in addition to proficiency. Our intention is to close the gap between the two measures, while simultaneously increasing them.

(2) Assessment Tools

A variety of assessments in addition to state mandated tests will be used to help inform instruction, evaluate student and School performance, and improve the curriculum. These assessments have been selected to provide reliable and valid data to teachers in a timely manner that will support effective instruction without being overly time consuming. The School Director and staff will maintain awareness of commercially available assessments and select those that will best meet the needs of the faculty in providing effective instruction.

Formative assessments will provide snapshots of student performance. Teachers will be able to immediately adjust instruction to improve academic outcomes for whole classes, small groups, and individual students. Teachers will use quizzes, tests, and classroom-based assessments to improve instruction, and provide students with feedback to help them reflect on their current standing and needs to meet expected goals. In addition, assessments in our core curriculum resources will be used to track and monitor student progress weekly, and determine areas of extension and remediation needed on an individual and group level.

The School will utilize Discovery Educational Assessments (DEA) to measure and demonstrate academic growth and achievement for all students in reading/language arts, mathematics, and science. Students will be assessed 2 times with DEA during the year for formative measures of progress and at the end of each school year for summative data.

Authentic measures of performance will include project rubrics that are uniquely designed to measure student mastery of content standards based on NC grade level Standards and expectations. The project planning guides are written to drive the project aligned to standards and identify the resources needed, skills taught, and outcome expectations in all areas of our educational model. A sample is included in the Appendix.

By using DEA, educators will have immediate access to information including percentile rank, achievement score, projected proficiency on state tests, and growth for each student from year to year. Many DEA reports automatically analyze data, providing information at the individual, classroom, and school levels (See Appendix U).

The School will use a variety of summative evaluation techniques and instruments including state assessments; and end-of-chapter and end-of-unit tests in reading, math, science, social studies, and writing. Rubrics will be utilized to assess completion and quality of all projects in which students participate. This will assure that the students are meeting the projected goals of the projects based on the state standards.

The School staff will utilize data in decision making, and teachers will be selected and evaluated, in part, on their abilities to use formal and informal assessment results to make appropriate educational decisions. Monthly data chats will be held to ensure data and student progress are fully understood, and instructional practices and interventions are being implemented with fidelity. This comprehensive assessment system is in place to provide continuous and accurate information about students abilities, progress, and needs in order to drive effective instruction.

### (3) Promotion and Exit

The School will establish placement and promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next.

Upon a students entry into the School, it is the responsibility of the School Director to determine proper grade placement. Grade placement will be contingent upon verification of records. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement. No student may be retained solely on the basis of standardized assessments.

Students shall meet the appropriate performance levels for North Carolina READY End-of-Grade Assessments (EOG) including English Language Arts/reading and math for grades 3-8 and science for grades 5 and 8. Various indicators including, but not limited to, multiple measures using appropriate grade level assessments, as well as teacher judgment, will be used to determine performance levels. The teacher must provide compelling, verifiable evidence when student performance on appropriate grade level assessments is not believed to be indicative of daily classroom performance. Teacher judgment

factors may include, but are not limited to the following: previous retentions; level of text at which student is independently successful, observations, checklists, student portfolios, classroom assessments, and/or current grades/marks.

The School Based Leadership Team will meet throughout the school year to monitor student progress and ensure proper interventions and supports are in place to support successful student promotion and exit.

**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.*

(1) Effective Discipline

A nurturing and collaborative School environment focused on effort, motivation, and academics where all students will feel safe, respect will be the norm, and academics will be the focus. By providing an engaging curriculum, and hands-on, project-based learning experiences, the number of behavioral issues that exist at many schools will be significantly reduced.

The School will follow the Positive Behavior Intervention and Support (PBIS) process. The PBIS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student.

The School will implement a progressive discipline policy. If students are not in compliance with the school-wide expectations, the teacher will implement classroom consequences and communicate with the student's parent(s). If a student is not responding to the classroom behavior plan, the student will be referred to administration for school level consequences as depicted in the discipline policy.

(2) Offenses

Students may be suspended from School for offenses that include but are not limited to:

- \* Fighting or other dangerous and/or disruptive behavior
- \* Harassment/Bullying
- \* Smoking or possession of tobacco products
- \* Being under the influence or possession of alcoholic beverages or intoxicants of any kind



- \* Defacing or vandalism of school property
- \* Igniting any flammable substance or possession of products such as lighters
- \* Theft
- \* Actions deemed to be unsafe or containing the potential to disrupt the educational setting

Dismissal will be a last resort after numerous attempts to re-direct student behavior have failed. The School will have a zero-tolerance policy for circumstances involving drugs, weapons, or violence. These situations may result in the strongest disciplinary action available to the School under the discipline policy and state statute.

### (3) Students with Disabilities

Consistent with the Schools Code of Student Conduct and to the extent that discipline would be applied to students without disabilities, students with a disability (SWD) may be suspended if they violate the schools Code of Conduct and in accordance with the discipline plan. If a SWD is suspended for 10 or more days within a school year, a manifestation determination (MD) meeting will be held to determine whether or not there is linkage between the behavior that resulted in the suspension and the students disability. If linkage is found, then the child will not be suspended for longer than a total of 10 days, although a change in placement may occur if the MD team concludes that it is in the educational best interest of the student.

### (4) Due Process

For long-term suspension of a SWD:

1. Parents will be notified immediately of the suspension and given the notice of procedural safeguards.
2. An IEP meeting will be held within 10 school days after the initial suspension to conduct a manifestation determination meeting, or sooner if the child has been suspended previously within the school year.
3. If the child has been or will be suspended for more than 10 days, services will be provided to enable the student to appropriately progress in the curriculum and advance toward achieving the goals in the students IEP.
4. The result of the MD meeting will determine next steps for the SWD.

The School has a grievance policy to address disputes between the School and parents, students, or others. In summary, the individual should follow the steps below:

1. Meet with the appropriate school educator or employee to discuss the concern.
2. Seek resolution through the School's Director.
3. Appeal to the Board of Directors within 5 days of the meeting with the School Director.

The decision of the Board regarding the concern is final. A copy of our Handbook that offers more detail and and Grievance Policy are included as Appendices.

**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:* Triad Education Organization

*Mailing Address:* Thomas Cornejo

*City/State/Zip:* Winston Salem NC 27106

*Street Address:* 4964 Laurel Run

*Phone:* 336-287-7990

*Fax:*

*Name of registered agent and address:*

Julie Ayers  
 LB&A Certified Public Accountants  
 212 Matthews Street, Suite 102  
 Matthews, NC 28105

**FEDERAL TAX ID:**

**Tax-Exempt Status 501 (c)(3)**

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

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

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

**Governance and Organizational Structure of Private Non-Profit Organization:**

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

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

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

**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.*

(1) Board Duties

The Board of Directors will ensure that the School abides by the North Carolina state law for Charter Schools (GS115C-238.29) and be legally responsible for all transactions of the School. The Board will select, supervise, and evaluate the School Director and contracted service providers; monitor School performance; and hold the Director and contracted service providers accountable for achievement of the School's mission and goals. The Board will formally approve personnel decisions through majority vote and record those decisions in Board minutes.

The Board will annually adopt and maintain a balanced operating budget and exercise oversight over the Schools operation, including but not limited to: setting policy and procedures reflective of current law and educational best practice, supervising audits and business practices, and addressing complaints concerning the operation of the School. Board members shall review the Schools financial statements monthly. It shall be the Board's responsibility to retain a certified public accountant (CPA) for the annual financial audit, reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, and monitoring a financial recovery plan in order to ensure compliance.

The Board will develop, review, and approve all policies related to the operation of the School. The Board also will assess the School, the educational programs successes, and areas in need of improvement. The Board will engage in an continuous improvement model of program by analyzing student and School performance data, and make data-driven decisions in the educational best interest of students. By incorporating such scrutiny, the Board will ensure that the School will consistently and effectively serve the student population.

(2) Director

The Director of the School is absolutely critical to the Schools ultimate success. The School will use multiple media sources to attract interest and resumes from viable candidates for the School Director position. Sources may include, but are not limited to Teachers-Teachers.com, newspapers, national publications like Education Week, as well as connections through board members. board counsel, accountants, the Charter School Association, and other community members.

The School Director will have a minimum of a Masters degree in education, prior experience as a teacher and school administrator, and a strong business understanding. Ideally, the candidate will also have prior experiences with developing and managing public charter school budgets, and communicating with diverse populations; and possess strong understanding of

curriculum, instruction, assessment, special needs populations, and the implementation of project-based, thematic learning.

Once resumes are received, a committee of Board members will review resumes and narrow the number of candidates. Phone interviews will be conducted. Top ranked candidates will be vetted by checking references and confirming resume details. Top candidates will be invited for an in person interview. The committee will make a recommendation for the finalist to be interviewed by the entire Board. A conditional offer/no-offer decision will be based upon this interview. Upon the candidates acceptance, employment papers will be completed and appropriate employment screening will be executed immediately. Finally, the Board will execute the final employment offer.

The School will comply with the following Equal Employment Opportunity policy statement: The laws of the United States and the State of North Carolina guarantee equal employment opportunity for all persons, regardless of race, gender, age, religion, national origin, or disability, and provide equal treatment opportunity in all aspects of employment including working conditions, pay, benefits, and advancement.

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.*

#### 1) Size and Composition

The Board of Directors will consist of no fewer than 5 members. Each member will serve for staggered 3-year terms.

Members of the Board will preferably: a) be a resident of the Schools greater geographical area; b) show passion for the education of today's youth, especially the Schools targeted student population, and the School's mission and educational program design; c) add to the variety of professions/occupations represented by the existing Board composition, broadening the expertise of the group corporately; and d) create a cross-section of diverse professions/occupations representative of the community.

#### 2) Powers and Duties

Board powers and duties have been detailed above and include:

- \* selecting, supervising, and evaluating the Director and contracted service providers, and holding them accountable for achievement of the School's mission and goals
- \* approving personnel decisions
- \* adopting and maintaining a balanced operating budget
- \* reviewing financial statements monthly
- \* retaining an auditor for the annual financial audit, reviewing and approving the audit report, and monitoring a financial recovery plan
- \* developing, reviewing, or approving all School policies
- \* assessing the School and the educational program

#### 3) Board Composition and Expertise

The founding Board represents the local target school community and has

diverse experiences within industry, education, marketing, educational technology, business management, insurance, and other backgrounds which may prove helpful in the organization of the corporation. Additional board members will be recruited to ensure that the board continues to reflect the school population and as a whole is in possession of dynamic skills that collectively contribute to the overall mission and long term success of the School.

#### 4) Ensuring Success

The Board will hold the School Director and contracted service providers accountable for the achievement of the Schools mission and goals. Through the annual Director evaluation process, regular review of student assessment results, and tight fiscal controls, the Board will ensure that the School will continue to consistently and effectively serve our student population in achievement of the Schools mission and goals.

#### 5) Evaluating the Leader

The School Director will be evaluated on the 8 Standards of Executive Leadership (Strategic, Instructional, Cultural, Human Resource, Managerial, External Development Micro-Political, and Academic Achievement) using the North Carolina Educator Evaluation System (NCEES) and the Summary Evaluation Rating Form. A performance rating for the Director will be established: Developing, Proficient, Accomplished, Distinguished, or Not Demonstrated.

The leader evaluation will be conducted by the Board and will comply with NC requirements and include the following process:

- \* Orientation to the process
- \* Self-assessment using the NC Principal Evaluation Rubric
- \* Discussion of self-assessment results with the Chair or designee, development of performance goals, and determination of evidence to be gathered
- \* Data collection
- \* Mid-year evaluation to discuss progress towards meeting the performance goals
- \* Completion of a consolidated performance report by the Director that will provide a comprehensive overview of annual performance
- \* Completion of the Principal Summary Evaluation Rating Form by the Chair or designee
- \* Discussion of self-assessment results, performance report, and Chair's summary report
- \* Agreement on a Professional Growth Plan

#### 6) Representation

As stated above, active and effective representation of key stakeholders from within the community will be a priority. Ideally, board members will be local residents and collectively possess a wide range of knowledge and skills, and represent the Schools diverse population.

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 founding board members were organized in 2014, when the School submitted its first charter application. Based on feedback from the Charter School Advisory Board and other professionals, the board added new members with

needed skills and expertise, including K-12 education.

New board members will be recruited based on the larger needs of the School or articulated needs of the Board, such as business, facility development, or legal.

In the event a Board member is unable to complete the appointed term of office, their successor shall be elected and serve only until the expiration of the term of their predecessor provided, however, any Parent Director vacancy must be filled by a parent of a student enrolled in the School. The Board of Directors shall have the power to temporarily fill, at its discretion, vacancies occurring on the Board of Directors by majority vote of the remaining members.

In the event the Board of Directors has appointed a nominating committee to act, such committee shall present a slate of candidates for each office to be filled at least thirty (30) days prior to the Annual Meeting. Other candidates may be nominated by the Board of Directors from the floor to be added to those selected by the Nominating Committee provided that the nominees willingness to serve has been determined in advance of the nomination.

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

The board will meet at least once per month and more often as needed for emergencies or time sensitive issues.

*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).*

(1) Orientation

The Board will comply with state planning year requirements (TCS-U-013) for new charter schools, including participation in regular meetings with staff from the NCDPI Office of Charter Schools. These meetings will address such topics as school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator.

At the beginning of their term, all new board members will be provided with an orientation specific to the mission, philosophy, educational model, bylaws, finances, charter contract, current initiatives and issues of the School, conflicts of interest, ethics, and Open Meetings law requirements.

(2) Ongoing Development

All Board members will be required to participate in on-going professional development that will take place at each regularly scheduled board meeting. Training will be provided by the North Carolina Charter School Association and/or the Board's attorney. Topics may include, but are not limited to, the following: state assessments and reporting requirements; funding, funding changes, and budget implications; fiscal planning; legal requirements for charter schools; legislative updates; and understanding student assessment results.

*6. Describe the board's ethical standards and procedures for identifying and addressing conflicts of*



*interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.*

The Board will adopt a Code of Ethics. The purpose of the Code of Ethics is to promote the honest and ethical conduct of the directors, officers, and employees of the Corporation, including: a) the ethical handling of actual or apparent conflicts of interest between personal and professional relationships; b) full, fair, accurate, timely, and understandable disclosure in periodic reports required to be filed by the Corporation; c) compliance with all applicable governmental rules and regulations; d) prompt internal reporting of violations of this Code of Ethics; and, e) accountability for adherence to the Code of Ethics. The Code of Ethics is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to non-profit and charitable corporations and charter schools.

Conflict of interest exists when the personal or professional concerns of a board member or a staff member affect his or her ability to put the welfare of the organization before personal benefit. Board members will not participate in any discussions or vote on matters that would affect the transactions between the organization and another party that would benefit them or their personal/professional affiliations. Staff members who have an actual or potential conflict will not be involved in decision-making affecting such transactions. Conflict of Interest is detailed in Article IX of the Board Bylaws provided in Appendix H.

Directors shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests, including G.S. 55A-8-31. If any Director has or may have a conflict of interest in a matter pending before the Board, such member shall fully disclose to the Board the nature of the conflict or potential conflict. No transaction may be approved if it would constitute self-dealing.

Each director, officer and employee shall at the time of election, appointment, or employment, and annually thereafter, sign a statement which affirms that such person has received, read, understands, and will comply with the School's Code of Ethics.

There are no existing relationships that could pose actual or perceived conflicts if the application is approved.

If the Board or committee has reasonable cause to believe that a person has failed to disclose actual or possible conflicts of interest or has violated policy, the person shall be informed of the basis for such belief and afforded an opportunity to explain the alleged violation or failure to disclose. If, after hearing the response of the person and making such further investigation as may be warranted in the circumstances, the board or committee determines that the person has failed to disclose an actual or possible conflict of interest or has violated policy, appropriate disciplinary and corrective action shall be taken.

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

The Board will utilize input from professionals and School stakeholders to develop appropriate school policies. Some of these groups may include legal

counsel, accountants, School administrators and faculty, the PTO, parents, and other groups related to the school community. The board will also review empirical data from appropriate sources when appropriate to help develop certain policies and procedures. Some examples of these data sources may include parent satisfaction surveys, financial reports and academic performance reports. While the Board will consider multiple data points in the decision-making process, the students educational best interests will remain at the forefront of all policy matters addressed by the Board

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 School will establish a Parent Teacher Organization (PTO) upon the approval of the charter. The PTO will work in collaboration with the School Director to support the needs of the School. This may include, but is not limited to organizing volunteers, raising funds for additional classroom resources and field trips, organizing parent education events, and disseminating news and information.

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

The School will have a dispute resolution policy approved by the Board to address grievances between the School and parents, students, or others.

1. Any person with a complaint, including staff members, parents, students, or others, should first visit with the appropriate school educator or employee to discuss the perceived problem or concern in an effort to seek a satisfactory resolution.

2. If a satisfactory resolution cannot be reached, or if, for significant reasons, the individual feels a meeting is not feasible with the appropriate school educator or employee, the individual can seek resolution through the School's Director.

3. If the dispute or concern cannot be resolved satisfactorily with the School's Director, the individual may appeal to the Board of Directors. Any appeals to the Board will be sent to the Board Chairman in writing within 5 days of meeting with the Executive Director. The written appeal may be sent via email, regular mail, or fax. The Board Chairman will review the appeal and may meet formally or informally with the individual to gather more information. If the dispute can be resolved within the Board's existing policies, the Board Chairman may resolve the dispute. If the dispute has merit and is outside of existing policies, the Board Chairman may present the issue at the next regularly scheduled board meeting. The decision of the Board regarding the dispute or concern is final, provided that the dispute or concern does not involve matters related to an individual's protected liberty or property rights.

5. If no appeal is received by the Board Chairman within 5 days, the Executive Directors decision is final.

A copy of the School's Grievance Policy is included in the Appendices.

### 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.

The positions anticipated for the School include:

- \* School Director
- \* Assistant Director
- \* Classroom Teachers
- \* Exceptional Children's Teachers
- \* Resource Teachers (reading, art, music, and/or P.E.)
- \* Instructional Aides
- \* Secretary/Clerical
- \* Custodian

Additionally, the School anticipates that it will need to contract with relevant professionals or organizations to provide support to the Board, School Director, or School Staff. At a minimum, it is expected that the School will need help in the areas below. Depending on the nature of the time and expertise needed, these services may be fulfilled by hiring school

staff, or contracting for services with relevant service firms. Additional service providers may be added if need arises.

- \* Human Resources and Benefits Administration
- \* Payroll Administration
- \* Marketing, Branding, Website services
- \* Third-Party Program Evaluation
- \* Accreditation
- \* Strategic Planning
- \* Professional Development
- \* Start-up Capital
- \* Facility Acquisition, Design, and Development
- \* Facility Maintenance
- \* IT engineering, installation, support, and maintenance

### **Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

#### (1) Recruitment

Once a Director is hired, he/she will begin the process of recruiting, interviewing, and recommend hiring teachers that share our educational vision to staff the School. As with any school, high quality, effective education begins with these teachers.

As necessary, the School will use all traditional means of recruitment including newspaper, online ads, and professional recruiters. The hiring process will include interviews, reference checks, background tests, and screening that are aligned with the policies of the LEA. Teachers will be selected for their experience, expertise, and commitment to the Schools educational mission.

#### (2) Retention

It is our desire to pay all regular employees wages and salaries that are competitive with other employers in the education marketplace. The Director will determine salary offers for initial employment based on each candidate's knowledge, experience, and evidence of success with the target student population and key elements of the educational model.

The School is committed to providing a comprehensive benefits program for all eligible employees. In addition to receiving an equitable salary and having an equal opportunity for professional development and advancement, employees may be eligible for other benefits that will enhance their job satisfaction.

The School Director and Board will periodically review the benefits program, as described below, and make modifications as appropriate to the Schools condition. The School reserves the right to modify the benefits offered.

Teachers will have a voice in School leadership through staff meetings, regularly scheduled committee meetings, and the School Advisory Council. When teachers are held accountable for their students instruction and have the ability to make decisions in their students best interest, phenomenal things are possible.

Competitive salaries and comprehensive benefits combined with teacher

empowerment will encourage staff retention.

- 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.*

All employees will be employees of the Board. The Board will oversee the School Director. Other school employees will not have a direct relationship with the Board. The School Director will interview and recommend staff for hiring approval by the Board. The Director will be responsible for daily operations at the School and will serve as the educational leader, and supervise and evaluate staff employed at the School site.

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

Once the Director is hired, he/she will begin the process of recruiting, interviewing, and recommendation of potential staff for hiring approval by the Board. The pre-employment background check and screening process will mirror that of the local School District. As with any school, high quality, effective education begins with these teachers.

We believe that the majority of the staff will come from within the local community. As necessary, the School will use all traditional means of recruitment including newspaper, online ads, and professional recruiters.

After narrowing the number of candidates based on initial application information, interviews will be scheduled. A conditional offer/no-offer decision will be based upon this interview. Upon the candidates acceptance of the conditional offer, employment papers will be completed and the appropriate reference and criminal background checks will be executed immediately. The Director will monitor these on a continuous basis. All employment will be in accordance with the laws of the United States and the State of North Carolina, which guarantee equal employment opportunity for all persons, regardless of race, gender, age, religion, national origin, or disability, and provide equal treatment opportunity in all aspects of employment including working conditions, pay, benefits, and advancement.

Dismissal or termination is discussed below.

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

It is our desire to pay all regular employees salaries that are competitive in the local marketplace in a way that will be motivational, fair, and equitable. The School will comply with the requirement for full disclosure of salary ranges in compliance with NC Open Records Law. As referenced in the budget, the salary ranges are as follows:

School Director \$70,000 - 90,000  
Assistant Director \$45,000 - 65,000  
Classroom Teachers \$35,000 - 45,000  
Exceptional Children's Teachers \$35,000 - 45,000  
Resource Teachers \$35,000 - 45,000  
Instructional Aides \$18,000 - 24,000  
Secretary/Clerical \$24,000 - 32,000  
Custodian \$25,000 - 33,000

The School Director will determine salary offers for initial employment based on each candidate's knowledge, experience, and evidence of success with the target student population and key elements of the educational model. Compensation will vary with individual performance and in compliance with all applicable statutory requirements. The School will apply the same principles of fairness to all employees, regardless of organizational level, race, color, citizenship status, national origin, ancestry, gender, sexual orientation, age, religion, creed, physical or mental disability, marital status, veteran status, political affiliation, or any other factor protected by law.

Employee benefits will include:

#### Insurance Coverage

A comprehensive, quality insurance program will be provided to eligible employees in the areas of health, dental, and life insurance. Insurance will also be available to eligible family members.

#### Recognized Holidays

Regular full-time employees will be eligible for holiday pay. Recognized holidays include those school holidays, which are recognized by the public school district (according to the district calendar) in which the employee is employed with the Charter School. This does not include the summer holidays.

#### Sick Leave

Each full time employee may earn sick time at the end of each completed month of service.

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

##### (1) Grievance

The School will have a dispute resolution policy to address grievances between the School and parents, students, staff, or others, which has been detailed above. In summary,

1. Visit with the appropriate school employee to discuss the concern in an effort to seek a satisfactory resolution.
2. If a satisfactory resolution cannot be reached, the individual can seek resolution through the School Director.
3. If the concern cannot be resolved satisfactorily with the School Director, the individual may appeal to the Board. Any appeals to the Board will be sent to the Board Chair in writing within 5 days of meeting with the School Director. The decision of the Board is final, provided that the concern does not involve matters related to an individual's protected liberty or property rights.
5. If no appeal is received by the Board Chair within 5 days, the School Director's decision is final.

##### (2) Termination

Employment with the School will be at will. Employment contracts will be issued for the purpose of specifying salary, position title, and duties. Employment dates will be included only as a convenience and will not bind either the employee or the School to a specific time period. The annual number of work days for employees will include a minimum of 190 compensated work days, but may be adjusted by the School Director based on the needs of the School. Employees will be free to terminate their employment with the School at any time, with or without reason. The School intends to provide

its staff with the opportunity to respond to issues prior to action being taken by the Board. Likewise, the School will have the right to terminate the employees employment, or otherwise discipline, transfer, or demote the employee at any time, with or without reason, provided it falls within the legal confines of the North Carolina wage and labor laws.

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

No positions will have dual responsibilities.

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.*

All teachers employed by the School will hold a Standard Professional 1 or 2 Professional Educator's License. Teachers for students with disabilities, ELL students and gifted students will be required to meet the following minimum qualifications: Bachelors Degree in Elementary Education, Special Education (as appropriate), or similar; required license for EC, AIG, or ESOL; experience serving students in the target population to be taught; and positive work history.

The School will initially employ 1 full-time Exceptional Child (EC) teacher and is planning to add additional EC teachers as needed based upon student enrollment.

The School will hire appropriate staff certified in ELL/LEP and AIG based on the number and requisite needs of students. Additional staff may also be employed or contracted with to provide support as needed.

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).*

The School Director will hold a School Administrator-Principal's or Superintendent's license and have earned a Master's degree or higher. Job responsibilities have been detailed above, but include executing and administering School policies, interviewing and recommending staff for hiring approval by the Board, serving as the educational leader, and supervising and evaluating staff employed at the School site.

The Assistant Director (AD) will hold a School Administrator-Assistant Principal license and have earned a Master's degree or higher. The AD supports the Director and serves as Acting Director in his/her absence. The AD is responsible for the oversight of all teaching faculty, curriculum design and improvement, coordination of classroom activities with internship activities, teacher professional development, and teacher assignment in close cooperation with the Director.

All teachers employed by the School, including classroom teachers, EC teachers, and resource teachers (reading, art, music, and/or P.E.) will hold a Standard Professional 1 or 2 Professional Educator's License. Teachers will provide a learning environment that is team-oriented, student-centered, and aligned with the School's mission, goals, and educational program design. Teachers are responsible for designing and implementing instruction, overseeing and monitoring individual student progress and the use of resources and equipment, appropriately enforcing the Schools Code of Conduct, etc.



Instructional Aides (paraprofessionals) must have an Associate's degree or higher or have completed 2 years (48 semester hours) of college coursework. Under the supervision of a classroom teacher, instructional aides will provide instructional assistance to students in need of academic support.

Qualifications for the Office Manager and Secretary will include Associates Degree (Bachelors Degree preferred), experience with managing complex tasks involving a variety of resources, and demonstrated ability to manage the details of multiple tasks. The Office Manager is responsible for modeling the appropriate image for the School; creating a welcoming environment for students, staff, parents, and visitors; human resources and benefits administration; bookkeeping and related tasks; and providing administrative assistance and general office support to the Director. The Secretary is responsible for answering telephones and all other communications in a professional manner, and directing the caller to the appropriate extension; appropriately greeting and directing visitors in a manner that is respectful and professional; maintaining awareness of the physical control of entry into the reception area; and secretarial duties as assigned.

The Custodian will have considerable knowledge of the methods, equipment, and supplies used in the cleaning and appearance of buildings, and will be responsible for the routine maintenance of buildings, grounds, and equipment.

### **Staff Evaluation and Professional Development**

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

The Director will be responsible as the School liaison to the licensure division at NCDPI for maintaining teacher licensure requirements and professional development.

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.*

#### (1) Mentoring

Mentor teachers will be assigned to any teacher who is in the first 3 years of teaching and holds a Standard Professional 1 License. Mentors will be selected who have evidence of success with our student population within the School's model. Mentors will be expected to provide logistical and emotional support, focus efforts on improving instruction and learning, and provide ongoing support and encouragement to their beginning teacher.

Time will be scheduled for mentors to observe their beginning teacher in the classroom, and for mentors and their beginning teacher to meet regularly. Model Classrooms will be identified within the School to allow the scheduling of observations and discussions between new teachers and their assigned Mentor Teacher.

#### (2) Retention

As discussed above, we believe that competitive salaries and a comprehensive benefits program combined with teacher empowerment that gives teachers a voice in the School leadership and administration will encourage staff



retention.

### (3) Evaluation

Teacher evaluation will align with the North Carolina Educator Evaluation System (NCEES). The intended purposes of the School's evaluation process is to assess the teachers performance in relation to the North Carolina Professional Teaching Standards, and the School's mission and goals, and to design a plan for professional growth.

Teachers will be evaluated on their abilities to meet the following standards:

- \* Demonstrating Leadership
- \* Establishing a Respectful Environment for Diverse Student Populations
- \* Knowledge of Content
- \* Facilitating Learning
- \* Reflecting on Practice
- \* Contributing to Student Academic Success

Evaluation will include the following process:

- \* Training/Orientation on the evaluation purposes, process, forms, and schedule
- \* Self-assessment using the Rubric for Evaluating NC Teachers
- \* Pre-Observation conference with the School Director to discuss the self-assessment, current professional growth plan, and the lesson to be observed
- \* Observation of at least 45 minutes or a full class period. Probationary teachers will be observed at least 3 times; career status teachers will be observed annually. During the year in which a career status teacher has a summative evaluation, the Director shall conduct at least 3 observations, including at least 1 formal observation.
- \* Post-observation conference within 10 school days of the formal observation to discuss and document on the Rubric the teacher's strengths and weaknesses as noted during the observation.
- \* Teachers collect artifacts as exemplars of their work, such as lesson plans, student work samples, and student achievement data.
- \* Summary Evaluation Conference to discuss the self-assessment, current professional growth plan, classroom observation results, and data/artifacts collected. During this conference, the Director will complete the Teacher Summary/End-of-Year Rating Form and discuss ratings with the teacher.
- \* Teachers who are rated at least Proficient on all the Standards will develop an Individual Growth Plan. Any teacher who is rated Developing on 1 or more standards will be placed on a Monitored Growth Plan. Any teacher who is rated Not Demonstrated on any standard will be placed on a Directed Growth Plan.

Beginning teachers must be rated "Proficient" on all 5 NC Professional Teaching Standards on the most recent Teacher Summary/End-of-Year Rating Form in order to be eligible for the Standard Professional 2 License. Probationary teachers must be rated as "Proficient" on all 5 NC Professional Teaching Standards on the most recent Teacher Summary/End-of-Year Rating Form before recommending that teacher for career status.

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.*

Professional learning will be connected to the School's mission and specific performance data for the students to whom the teacher is assigned. Teachers and administrators will consider the academic progress of students in determining what professional learning is needed to increase student achievement.

Staff members may be asked to complete written survey instruments that address in-services/training that may be beneficial to them. In order to meet staff needs, the survey will have the respondents rate items on a Likert Scale. The items will include such things as balanced literacy, collaborative teaching, behavior management, organizing groups for instruction, meeting the needs of EC and ELL/ESOL students, interpreting and using test data, using the School technology more effectively, working with parents/family members, inclusion, conflict resolution, ethics and professionalism, curriculum and instructional strategies, and final open sections for staff suggestions/comments.

A specifically tailored Professional Development program may be implemented utilizing the highest rated variables from the respondents surveys. The methods of delivering the programs will include, but not be limited to large groups, small groups, individuals, and electronic functions such as development and training through computerized programs, video conferencing, and web-based delivery. The timeline will be to schedule staff development meetings at pre-School start-up times and then periodically throughout the school year. Staff will attend, as directed, per their position/perceived need.

The School plans to use Professional Learning Communities (PLC) as a component of the overall educational model and design. We believe that the collaboration, creativity, and sense of community in this model is how people learn best and is very similar to how the students will learn in our classrooms. Every teacher will be expected to participate in the PLC.

*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 initial year of operation, all staff will participate in 3 to 5 days of intensive training provided by Alliance Education Services on the following topics:

- \* Differentiated Instruction
- \* Balanced Literacy Approach
- \* Technology Integration
- \* Project-based learning
- \* Higher-order competencies
- \* Literacy Instruction
- \* Data analysis to inform instruction
- \* Cooperative Learning
- \* Effective use of curriculum tools and resources, including assessments

In addition, all teachers will participate in an annual two-day professional development training at an "All Staff Retreat" prior to the beginning of the school year. Following this intense introduction to the education model,

teachers will work together with their leadership team for school-specific pre-service training. A key component of the training will surround the instructional implementation of the education model in each grade level. Model Classroom videos will be viewed during the training to ensure teachers clearly understand how the educational framework supports student learning and academic success.

A sample schedule of Professional Development prior to School starting may be as follows:

Day 1 & Day 2 All Staff Retreat:

Sample Agenda: Welcome Session Vision, Values, History and Goals  
Team Building Activity  
Keynote Address: Leadership in the Classroom  
Whole Group Presentation on Differentiated Instruction  
Break out Sessions  
\* Differentiated Instruction  
\* Teaching to the Left Brain and Right Brain  
\* Content areas/grade groups - Best Practice Sharing  
\* Curricular/Instructional tools and resources

Days 3 - 8 School based; School specific

Day 3 8:00 - 3:00 Training on Differentiated Instruction and Instructional Framework

Day 4 - 8:00 - 3:00 Balanced Literacy Approach Training

Day 5 8:00 - 11:00 Training on Technology Resources  
12:00 - 3:00 Training on integrating technology into classroom instruction

Day 6 8:00 - 11:00 Discovery Educational Assessments: training on system use  
12:00 - 3:00 Discovery Educational Assessments: using data to inform instruction

Day 7 8:00 - 11:00 Training on Effective Cooperative Learning Strategies  
12:00 - 1:30 Training on incorporating higher-order competencies into instruction  
1:30 - 3:00 Training on incorporating literacy instruction into all content areas

Day 8 8:00 - 3:00 Training on all curricular resources: electronic and print materials

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

Teachers will report to work eleven days prior to the first day of school. Eight of these days will be used for professional development (64 hours), while the other three days will be for the teachers to prepare for the students to return to school.

The Schools calendar has been designed to accommodate days for professional development activities by scheduling non-students days. Six Early Release days are scheduled into the instructional calendar to allow for afternoon professional development activities for teachers on these days. In addition, professional development sessions will be held after school at least once per month for the months of September through May (minimum 9 hours). The School will assure that the instructional calendar includes 185 of instruction for students as required.

Additionally, the daily schedule requires that teachers are on campus 30 minutes before students arrive and stay at least one hour beyond the end of the student day. A minimum of one day per week after school will be devoted to staff meetings, child study team meetings, parent conferences, professional learning community (PLC) meetings, and professional development training sessions.

### **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)).*

The School has a comprehensive plan that will attract the target population and ensure that enrollment projections are met. The School will use a variety of strategies to publicize the school. At all times, the Schools admission and enrollment practices will comply with Federal guidelines (Charter Schools Program, Title V, Part B, Non-Regulatory Guidance) and with G.S. 115C-238.29(F)(g). The School intends to contract with a proven, successful vendor with expertise in charter school marketing and media development. The selected provider must demonstrate a long track record of supporting the marketing, branding, and outreach efforts for charter, private, and public schools. Their services must include brand development, images, logos, websites, collateral materials, blogs, print campaigns, and video production.

In our research prior to submission of this application, several firms were identified that specialize in marketing and branding for K-12 public schools, including; Marketing Works Inc., The Campus Agency, and Brown Creative Group.

The School will develop a comprehensive marketing plan with outreach activities taking place from the fall of the pre-opening year through the School opening. Marketing efforts will begin with a website with video and text content that will provide families with information related to curriculum, enrollment, targeted student expectations, and staff

qualifications. Visitors will be directed to this website through all communications as well as an ongoing Google "AdWords" online ad campaign.

The School will develop a comprehensive brochure and informational flyers to provide families with information, including the Schools mission. The School will provide marketing materials in languages other than English and will also make bilingual staff available to answer parent questions. Samples of similar materials are in Appendix U.

The School will distribute information to the parents of appropriately-aged students, hold open houses, and advertise via the local media. The School will utilize local public radio and print media to make announcements regarding enrollment opportunities and parent information meetings. Marketing materials will be distributed in local shopping areas, public places, local youth programs, local athletic programs, and other areas as deemed appropriate to serve our mission and reach all families, including those that are typically hard to reach. The School will canvass neighborhoods considered "harder to reach" and distribute the flyers with school information.

The School believes that this focused marketing approach will help to meet or exceed enrollment targets and achieve a demographic balance that accurately reflects the community at large.

### **Parent and Community Involvement**

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

#### (1) Communication Prior to Opening

The School has developed a website that went live on Wednesday, September 10, 2014 to inform the community about the proposed school and solicit input. After application approval, this website will continue to be used to engage parents and community members, recruit students, provide information about enrollment, and update parents and the community about progress towards School opening.

Outreach meetings are planned each month beginning this fall to inform the community about the School's application, school model, and possible opening.

As students enroll, the School will collect mailing addresses and email addresses to provide a means of communicating with the enrolled students and their families prior to opening. Periodically throughout the summer prior to school starting, the School will mail newsletters and information to the enrolled students. However, more frequently, the School will send regular email communications to parents and students regarding updates on the School facilities, documentation that needs to be provided on students prior to their attending school, and opportunities to attend open houses and other school functions to be held prior to opening.

These frequent email communications will provide the opportunity for the

School to stay connected to the students and their families prior to the school opening, and provide the means for communicating important information to the families as they prepare for school. These newsletters and memos will also be mailed to the students homes periodically in case families do not have access to or do not check email.

## (2) Family Partnerships

The School realizes that its strength lies in the hands of its parents/guardians and the extent to which they become involved in the daily activities of the students. For this reason, the School will actively encourage the participation of parents/guardians in all of its activities. Opportunities for involvement may include, but are not limited to the following.

A School Advisory Council (SAC) will be formed to provide input from all stakeholders to the School administration and the Board.

As required by law, parents will be invited and encouraged to participate in the development of their child's IEP when a student meets the necessary requirements for Exceptional Children services.

Parents/guardians shall be asked to attend school events and volunteer for a minimum of 10 hours of service to the School each year their child is enrolled. Volunteer opportunities may include, but are not limited to: assisting teachers in classrooms; assisting in the cafeteria; assisting teachers with tasks outside of school, such as filing, preparing curriculum materials, etc.; mentoring students; volunteering with the Schools Parent Teacher Organization, if one is formed; chairing a school committee; chaperoning field trips; and/or attending school events.

The School shall hold at least 1 parent open house per semester and offer teacher conferences every fall.

Parents or guardians will be given the opportunity to evaluate the School at least annually.

Parents will be notified of the governing boards schedule of meetings and invited to attend and provide input.

The Governing Board and School Leadership will actively pursue community relations and build a rapport with local businesses and interest groups. A successful School has the input and support of all stakeholders, thus active participation of students within the community, and community members on campus will strengthen our program and increase our success.

## **Admissions Policy**

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

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. \*Please be advised schools cannot accept applications until after final approval from the SBE.*



2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

(1) Enrollment

The School will enroll any eligible student without discrimination in accordance with 115C-238.29F(g)(5).

In year 1, the School will hold an open enrollment application period of not less than 60 days beginning on December 1, 2016. All applications will be assigned a number in the order received based on the grade level for which the student is applying.

In subsequent years, the School will provide an annual pre-enrollment, lottery, and enrollment process. This shall include a 60 day open application process, including a lottery if needed at the conclusion of the application window. At that time, families will also be allowed to apply for additional students who qualify for preferential enrollment under sibling preference, in accordance with 115C-238.29F(g)(5a).

After the School has confirmed the number of available spaces for the upcoming academic year, an open enrollment period of at least 60 days will be held.

A student will have been determined to have accepted enrollment when he/she has returned the acceptance letter with the appropriate parent/guardian signature along with the signed family agreement.

(2) Lottery

In the event that the number of applications exceeds the number of available spaces, the School will conduct a lottery. Numbers will be randomly selected for applicants for each grade level to determine which students are invited to enroll and which students will be on the waiting list. Students will be given 10 days from notice of acceptance to confirm attendance. If a student declines enrollment or fails to respond within the given time frame, the enrollment will be offered to the next student on the waiting list until all student stations are filled.

Enrollment preference will be given to the following students as specified in 115C-218.45(f):

1. Siblings of currently enrolled students
2. Siblings of students who completed the highest grade at the School and who were enrolled in at least 4 grade levels offered by the School
3. No more than 15% of the School's total enrollment may include children of the School's full-time employees and children of the School's Board of Directors
4. A student who was enrolled in the School within the 2 previous school years but left a) to participate in an academic study abroad program or a competitive admission residential program or b) because of the vocational opportunities of the student's parent

(3) Enrollment Policies

The Board will adopt clear policies for Admissions and Enrollment similar to the draft language below:

WAITING LISTS - In the event that the number of applications exceeds the number of available spaces, the School will conduct a lottery. Numbers will be randomly selected for applicants for each grade level to determine which students are invited to enroll and which students will be on the waiting list. Students will be given 10 days from notice of acceptance to confirm attendance. If a student declines enrollment or fails to respond within the given time frame, the enrollment will be offered to the next student on the waiting list until all student stations are filled.

WITHDRAWALS AND TRANSFERS - Students who leave the School must notify the School office and classroom teacher in writing, return all textbooks and library materials, and verify that all debts to the School are paid in full.

RE-ENROLLMENT - A student who was enrolled in the School within the 2 previous school years but left a) to participate in an academic study abroad program or a competitive admission residential program or b) because of the vocational opportunities of the student's parent will be provided with an enrollment preference subject to space availability.

(4) Pre-admission Activities

No pre-admission activities will be required.

**PROJECTED ENROLLMENT 2017-18 through 2021-2022**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Winston Salem/Forsyth 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 340	LEA 000	LEA 000	LEA 340	LEA 000	LEA 000	LEA 340	LEA 000	LEA 000	LEA 340	LEA 000	LEA 000	LEA 340	LEA 000	LEA 000
	554			642			730			752			752		

## V. OPERATIONS

### **Transportation Plan:**

*Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.*

The School will ensure that transportation will not be a barrier to any student's ability to attend the School. The School will provide transportation for the School's students consistent with the state requirements of 115C-238.29F(h) and federal rules and regulations.

Buses will be provided as needed for students who live a reasonable distance from the School, which would be considered as a 1-5 mile radius from the geographic center of the physical location of the School. Bus routes will consist of depot stops strategically placed at safe locations where students enrolled at the School are concentrated allowing for reasonable transit times for students to be on the bus itself. Bus seats are offered on a first come, first served basis.

For families who enroll in the School who do not qualify for bus transportation, parents may provide transportation to the School on a daily basis. Carpooling will be encouraged through a student directory and bulletin board system, and will be facilitated via online signups accessible through the Schools website.

The School will contract with approved vendors for field trips, local competitions, and athletic events as needed, and also as articulated in the school budget.

Transportation costs are reflected in the School budget; however, bus transportation is a major unknown variable with new charter school operations due to the lack of conventional zoning or districting. The budget includes a substantial contingency fund which will account for the costs of providing bus transportation as described. The budget contains a separate line item for gasoline to account for other aspects of school transportation, such as field trips and athletics.

The School will provide transportation for any student with a disability who has transportation indicated as a related service on the IEP.

### **School Lunch Plan:**

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

The lunch program is designed to outsource a fully functional National School Lunch Program (NSLP) compliant program to a vendor at a cost neutral basis to the School. The program will undergo a state-approved Request for Proposals (RFP) process and meet all applicable criteria to operate under

DPI and NSLP guidelines in order to serve reimbursable meals for both breakfast and lunch. . The vendor will provide appropriate food service equipment including warming ovens, hand wash sinks, triple sinks (for equipment and utensil washing), and refrigeration to store food once it has been delivered to the school site.

The Governing Board will require the vendor to supply a monthly menu meeting the requirements of the NSLP. These menus will be published monthly and presented to parents and students. A copy of these menus will be kept with the record(s) of student participation. The vendor will be required to submit evidence of proper meal balance and portion size for the students served.

Student meal counts and participation records will be maintained at the School. The vendor will ensure that its point of sale system accurately provides a count of reimbursable meals by category (i.e., free, reduced price, paid) served to eligible students. These counts will be taken at the time and point of meal service, and only meals that meet meal pattern requirements will be counted and claimed for reimbursement.

The School will adopt the sanitation and reporting requirements prescribed by the Health Department. The local health department will be notified of the School's existence and intent to provide food service to public school students. The School will make application for a "Permit to Operate" and maintain that certification/licensure in a current state and the School will post the results of health and food inspections on its website. food handlers will be required to complete Food Handling Training as mandated by the Department of Health.

**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		\$1,546.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$4,277.00
Property Insurance	\$275,000		\$450.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$7,468.00
<b>Total Cost</b>			<b>\$14,254.00</b>

\*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.

forsythprep                      09/25/2015

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(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 is already in final negotiations with a private real estate developer who will construct the school facility, and will then lease the facility to Forsyth Preparatory Academy. The budget provided in this application includes a projected half-million dollar lease payment for the facility to demonstrate the viability of the school, which targets a current commercial lease market rate of approximately 10-14 dollars per square foot per year, based on the final size of the facility. Before the school begins operations, DPI will be provided with documentation of ownership or lease of the facility and certification that the building satisfies all occupancy requirements. The facility layout will be decided upon through a collaborative effort of the Board and the developer, and will include a design based on current research on safe schools, adequate classroom and office space, appropriate outdoor recreational areas, designated pick-up and drop-off zones, and parking for staff and visitors. The Board will work closely with the developer to ensure a timely completion of the facility.

The Board will carefully monitor the construction progress schedule and will receive weekly updates from the developer as to the progress of the facility. However, should the construction progress not be sufficient to guarantee delivery of the school facility by August, 2017, a contingency plan has been established and will activate approximately six to eight months prior to the initial opening of school. The school has received offers from both Mobile Modular and ModSpace to construct a school facility



in the event that the primary facility is not ready for August 2017. The focus of the Board will shift to the development of a site which will suit the schools needs for a 1-3 year span, utilizing modular classroom space. Approximately four modular units of eight classrooms each would be required to open the school according to the initial years K-6 plan. Additional units may be added should the school choose to remain at the alternate site for the following school year. Local churches and other similar organizations have been contacted to open dialogue in the event a contingent location is needed. It is expected that no programs will be delayed should an alternate facility be used, and the school will encumber no lease payments or otherwise incur any debts for the primary facility until such time as the primary facility is ready for school use. The Board at that time will negotiate a transition plan in the academic and financial best interests of the 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.*

Based upon current discussions with real estate developers, the estimate that the per square foot lease cost of the completed facility will be between \$10-\$14 per square foot, which will result in an annual lease of between \$400,000 and \$500,000.

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

The Board will carefully monitor the construction progress schedule and will receive weekly updates from the developer as to the progress of the facility. However, should the construction progress not be sufficient to guarantee delivery of the school facility by August, 2017, a contingency plan has been established and will activate approximately six to eight months prior to the initial opening of school. The school has received offers from both Mobile Modular and ModSpace to construct a school facility in the event that the primary facility is not ready for August 2017. The focus of the Board will shift to the development of a site which will suit the schools needs for a 1-3 year span, utilizing modular classroom space. Approximately four modular units of eight classrooms each would be required to open the school according to the initial years K-6 plan. Additional units may be added should the school choose to remain at the alternate site for the following school year. Local churches and other similar organizations have been contacted to open dialogue in the event a contingent location is needed. It is expected that no programs will be delayed should an alternate facility be used, and the school will encumber no lease payments or otherwise incur any debts for the primary facility until such time as the primary facility is ready for school use. The Board at that time will negotiate a transition plan in the academic and financial best interests of the school.

## 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 1<sup>st</sup> month average daily membership.

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

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

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

**REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS**

LEA #1 340 - Winston Salem/Forsyth County Schools

Revenue	2015-2016 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2017-2018
State Funds	\$4,705.86	554	\$2,607,046.44
Local Funds	\$2,000.00	554	\$1,108,000.00
Federal EC Funds	\$3,768.11	40	\$150,724.40
<b>Totals</b>			\$3,865,770.84

**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.*

<b>BUDGET EXPENDITURE PROJECTIONS Personnel</b>	<b>2017-2018</b>			<b>2018-2019</b>			<b>2019-2020</b>			<b>2020-2021</b>			<b>2021-2022</b>		
	<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 school will add grade levels and welcome new kindergarten classes in successive years until the school is at its full capacity of 760 students. The NC state average enrollment in elementary schools is 499. In Forsyth County the average is 560. The NC state average for middle school enrollment is 668. In Forsyth County the average is 800. Given the size of the County, the current average membership and student-aged population, the Board is confident that this School will attract the number of students projected for target enrollment. The unique educational model that intentionally balances project-based learning environment with ongoing progress monitoring to increase student performance will be very attractive for parents in this market who are seeking alternative means of supporting their children and helping them find academic success. There are few school options that provide a K-8 experience, and no known schools that promote an articulated intention to improve proficiency and college and career readiness through a similar model.

The Board has pre-identified approximately three hundred thousand dollars in salary and benefits for non core instructional and related staff (or 17% of projected staffing costs), and three hundred thousand dollars in non-staffing related expenses (or 20% of projected non-staff related school expenses) that can be immediately reduced should enrollment not meet expectations, for a total of reduction to 70% of the original projected budget, or 431 student equivalent revenue. This enrollment would further reduce the core instructional teacher requirement by eight, reducing the actual revenue needed to break even by an additional three hundred twenty thousand dollars, for an overall composite reduction to 60% of anticipated projected revenue, or the equivalent of approximately 360 students needed to break even.

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

The five year budget proforma is purposefully built to provide an accurate, yet fundamentally conservative financial basis, ensuring that the school is sustainable over the long term. Three important aspects of the budget which protect the school against unforeseen negative revenue scenarios are: the 5-7% positive fund balance projection built into the 5 year proforma, all source revenue projections are flat (no annual percentage increase) in the



first five years of the school, and the budget does not rely on any outside sources of funds such as grants, fundraising or donations to operate. Additionally, large capital purchases initially budgeted in years one through three could be amortized via long term leases which would free up operating cash during the schools initial opening phase.

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

**Not Applicable.** *The schools budget is built to sustain itself solely on the accumulated per-pupil funding from federal, state and county sources. Any fundraising, grants or donation that the school receives will serve to enrich the existing program and assist the school in achieving its programmatic and financial goals sooner than forecasted. The budget as submitted in the appendix also includes a customary aftercare component that provides slight net revenue to the school.*

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

K-3 20:1, 4-5 21:1, 6-8 22:1

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

The board intends to contract with LB&A for comprehensive financial and relates services support, including: preparation of financial reports each month, preparation of vendor payments , reconciliation of bank accounts, preparation of payroll (including payroll deductions and withholdings), preparation and submission of state and federal payroll taxes and associated reports, preparation and transmission of state and federal reporting in accordance with the Uniform Education Reporting System, provide financial, budget and other reports and data independent auditor to plan and conduct annual audit, and confer with staff and board as necessary at reasonable intervals and provide consulting relating to accounting and financial matters. The board may elect to contract with other independent entities or vendors should the school staff require additional assistance in areas necessary to operate the school, or otherwise not be able to provide a specific service through in house staff. Examples of this would include contracting with a licensed vendor for speech and occupational therapy services, should the school not be able to hire qualified candidates, or should the EC service requirement be such that contracting with an outside vendor at an hourly rate would be in the best financial interests of the school versus hiring employees directly. In instances where the board will contract for services with an outside vendor, there will be strict criteria and a robust selection process to ensure that the contracted services are performed appropriately and school funds are expended in the best interest of students. Minimally, potential vendors will be licensed in their respective fields, insured or otherwise bonded, and undergo background checks which mirror the school and the local LEA. The Board or a school leadership designee will research available vendors and independently obtain data (such as a client list for reference checks) to gauge the quality of potential vendors. The Board will vote to contract with specific vendors based on this criteria, and such contracts will be subject to periodic review for efficacy. When appropriate, the board will enact a full Request for Proposal (RFP) process and adjust to fit the individual need as

articulated by the board and allowable under state law.

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

The budget as presented, including salaries for administrators, teachers and other school staff reflected in the charter application are averages that were calculated directly from published financial audits from similarly sized charter schools currently operating in North Carolina counties with similar per-pupil county funding amounts, since 2010. The substantial contingency and positive fund balance were thoughtfully constructed to account for those unforeseen or unknowable variables that naturally accompany a new charter school start up, and to guarantee that the school has the fiscal capacity and agility to address those needs. Primary spending priorities are on expenses directly related to student instruction and a conducive learning environment. This would include: salaries and benefits of instructional and support staff, instructional materials and supplies, contracted services for educational support, insurance, facility costs and related costs necessary to provide a safe and healthy learning environment for students. Secondary spending priorities are for those non-essential but beneficial expenses to improve student learning. These costs are usually incurred as the School reaches its targeted student capacity. This would include: additional enrichment, auxiliary supplemental instructional materials, intramural uniforms, etc. The school will contract with an outside food service vendor who is pre-approved to process Free and Reduced Lunch applications and serve within the guidelines of the National School Lunch Program. It is anticipated that the costs associated with this program will be cost neutral. School staff is sufficient in number to assist and otherwise facilitate the breakfast and lunch service if necessary. The school will allocate funds as necessary to comply with state law regarding charter school students and transportation to and from school. The acquisition and operation of additional school buses to transport students to and from school, within a reasonable radius of the school will be the first use of surplus funds beyond the anticipated fund balance.

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

The Board has set an anticipated goal of approximately 2-8% percent of annual expenditures to develop the schools unrestricted fund balance. After year one, at no point will the fund balance decrease below 2% of the schools annual approved budget, or one full months worth of operating expenses, whichever is the greater amount. Cash flow will be monitored to ensure that the school's cash balance remains at or above 2% until such time within the first year of operation that the board can accurately predict all financial obligations will be met through the end of the fiscal year. Developing and maintain a healthy fund balance will be a primary component of the schools budgeting process. The systematic budgetary review process conducted by the Board and school leadership consists of four main budgeting periods: Early Bird (June of preceding fiscal year), Post ADM (September), Spring (February) and Final (July of following fiscal year). This schedule of compulsory budget review will ensure a balance between revenue and expenses, and empowers the Board and school leadership with the agility needed to quickly adjust the budget. This practice when combined with monthly review of financial Budget versus Actual statements prepared by the schools financial

accountant, local comptroller and school principal will allow the school to thoughtfully and methodically develop an appropriate unrestricted fund balance.

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

Based upon current discussions with brokers, real estate developers and potential lessors, the developers estimate that the per square foot lease cost of the completed facility will be between \$10-\$14 per square foot, which will result in an annual lease of between \$400,000 and \$500,000. The rate variation is due variation to the actual size of the facility and whether the school leases an existing facility (\$10-\$12/square foot per year) or builds a new facility (\$12-\$14/square foot per year). These costs are consistent with leases that have recently been executed in the area. These costs are also consistent with our information on current land costs and construction costs. From our research and discussions with commercial real estate brokers, general contractors and real estate developers, we estimate the total cost of a new facility would be between \$4 million and \$6 million depending on the location and size of the facility. This would translate into annual lease costs of approximately \$450,000 assuming a typical lease CAP rate of 9% to 10%. The Board has already received a funding commitment from a nationally recognized and reputable investor who specializes in commercial real estate to construct and lease back the facility to the school as described above. The Board has already received a funding commitment for all furniture, fixtures and equipment necessary to open and operate the school from an internationally reputable company who specializes in equipping new schools and specifically charter schools. The funding commitment is for approximately \$300,000, and is evenly split into monthly payments beginning September, 2016 over 36 months at a 12% annual interest rate. School bus financing will be facilitated by the Carolina Thomas Bus company via their Daimler-Chrysler/Mercedes financing arm. Current finance rates are 5.6% for a 7 year term on 72 passenger-rated school buses, and payments are reflected in the budget. As the school may discharge funds in support of the school opening, the Board has opened verbal negotiations with Charter School Capital, who has offered to advance operating capital in exchange for acquiring a portion of the schools accounts receivable. This continues to be an ongoing discussion and there is a proactive debt service payment placed in the budget in the event the Board chooses to move in this direction.

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

Not Applicable. The school will not rely on assets from any external sources. As described in the budget and financing narrative, the Board has arranged for a long term lease for all necessary furniture, fixtures and equipment (FFE) to open and operate the school. Additional asset needs are provided for in the annual operating budget and increase as the school grows in enrollment. Break Even Point of Student Enrollment: The Board has pre-identified approximately three hundred thousand dollars in salary and benefits for noncore instructional and related staff (or 17% of projected staffing costs), and three hundred thousand dollars in non-staffing related

expenses (or 20% of projected non-staff related school expenses) that can be immediately reduced should enrollment not meet expectations, for a total of reduction to 70% of the original projected budget, or 431 student equivalent revenue.

Break even point Continued: This enrollment would further reduce the core instructional teacher requirement by eight, reducing the actual revenue needed to break even by an additional three hundred twenty thousand dollars, for an overall composite reduction to 60% of anticipated projected revenue, or the equivalent of approximately 360 students needed to break even. Contingency Plan continued: Should these proactive measures not fully ameliorate a deteriorating revenue situation, the Board and school leadership team through its established budget review process will identify potential expenses that can be reduced and act in the combined best interest of students and the financial longevity of the school. Should the revenue reduction be a result of lower than expected enrollment, the budget review will also include a reconciliation of current staffing needs and appropriate reductions in force (RIF) will occur within the first six weeks of school.

Budget Entry Clarification: Please note that the application budget revenue entry window application was not updated with current per pupil funding and is not accurate related to federal and state funding sources that are conventionally available to North Carolina charter schools. the difference is booked as other income. See appendix S for 5 year proforma with accurate revenue sources for the school.

**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 will work in conjunction with the financial accountant, auditor and school leadership to develop policies that comply with Generally Accepted Accounting Principals (GAAP), and all federal, state and local law and policy related to monitoring and use of public school funds and those funds received and discharged by a North Carolina Non-Profit Corporation. The internal control system will be documented and evaluated regularly by the board, school leadership, and financial accountant, and will be reviewed as part of the annual financial audit. An accounting policy and procedures manual will be developed that includes the following: an organizational chart which sets forth the actual lines of responsibility and that shows individual names and titles, accounts payable and accounts receivable listings, listing of all bank accounts and authorized signatories, payroll calendar and processing information, vendor files, lease and contract documents, segregation of duties chart, cash handling procedures, credit card policy, travel and expense policy, master copies of school-based forms (time sheets, expense reports, etc.) School staff will receive training about the internal control system and their individual responsibilities within the system. The organizational chart, accounting procedures, record retention policy, vendor list, and chart of accounts will be maintained on a timely basis to eliminate outdated information and include current information. Procedures will be followed by the schools office and leadership team that mirror widely established segregation of duties habits, such as the person making bank deposits is not the same person as who is reconciling those deposits. The school will inventory and track items purchased with school funds, especially those items with an initial value of 700 dollars or more, and also items purchased as a set with a combined initial value of \$700 or more, such as a textbook adoption. Items in these categories may be considered capital purchases and depreciated over time to accurately reflect the schools real asset position. Items in this category that break or no longer serve a useful function may be disposed of by the school. A disposal form which includes a record of the reason for the disposal as well as relevant tracking information on the item will be used, and noted in the inventory.

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

Not Applicable. There are no known or possible related party transactions the board is aware of at this time.

*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.*

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**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).*  
forsythprep Date: 09/25/2015

**Applicant Signature:**

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

Print/Type Name: forsythprep

Board Position: Jennifer Lucas, AES

Signature: \_\_\_\_\_

Date: 09/25/2015

Sworn to and subscribed before me this  
\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public Official Seal  
My commission expires: \_\_\_\_\_, 20\_\_\_\_.