



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Union Leadership 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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6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL

2016 Application Process

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

APPLICATION DUE DATE/TIME

September 25, 2015 A complete **online** application package, in the Office of Charter Schools **by 5:00 pm EST.**

Non-Refundable \$1000 Application fee due to the Office of Charter Schools

Application Fee Payment Details can be found on the Office of Charter Schools Website

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 25, 2015 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Union Leadership 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: *Union Leadership Academy, Inc.*

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

Name of contact person: *Shannon Thompson*

Title/Relationship to nonprofit: *Board Chair*

Mailing address: PO Box 2112
Boone NC 28607

Primary telephone: 828-295-8447 Alternative telephone: 828-295-8447

E-Mail address: shannon@learningfocused.com

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

County: UNION

LEA: 900-Union County Public Schools

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

No:

Yes:

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

No:

Yes:

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? Union Leadership Academy, Inc.

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2017 Month August

Will this school operate on a year round schedule?

No:

Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
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The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school governance, operations, finances and student performance.

I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.

jelliott588
Signature

Board Chair
Title

jelliott588
Printed Name

09/24/2015
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:

The mission of Union Leadership Academy is to instill in students a love of learning while engaging them through academic scholarship with liberal arts foundation, strengths-based leadership and character development, one child at a time.

Clearly describe the mission of the proposed charter school:

The mission of Union Leadership Academy is to develop strong leadership with an understanding of strengths as defined by Gallup and a foundation of character with Covey's 7 Habits. We will create lifelong learners who embody the highest standards of scholarship, citizenship and leadership. All students will achieve their highest potential through a rigorous, content-rich curriculum grounded in the tradition of a classical education that holds intellectual and moral virtue as the aim.

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 definition of leadership will focus on each students individual strengths and skills rather than defining it by race, gender, or religion. Leadership skills are desired by the community, based on form surveys and public community meetings, revealing a lack of leadership development in area schools.

Black 13%
White 65.78%
Hispanic 15.18%
Other 5.41%

- 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).*

Union County had 29,511 students enrolled in its public school system for K-8 in 2013-14. Union Leadership School at maximum capacity will only enroll 914 students which represents only 3.1% of the county's current total enrollment. It's first year will have 578 students and open to full capacity

by the third year.

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

When North Carolina established charter schools as an educational option in the state, it did so with the specific intent to allow more flexibility to parents in terms of the choices available for their children's education. This purpose advances the ideal of educational justice by providing access to educational opportunities that students would not otherwise have. In furtherance of this statutory intent, the School will follow the Core Knowledge Sequence, a classical curriculum aligned with the North Carolina Standards and firmly grounded in rigorous study of reading, language arts, mathematics, history, science, music, and art. Just as a system of standards promotes equity in educational expectations, so too does a "core knowledge curriculum" serve as the great equalizer by providing all students, no matter their background, with a shared knowledge of history, science, art and music; increasing the learning opportunities for all students. We selected Core Knowledge because it offers a coherent, cumulative, and content-specific curriculum that will produce academic excellence, greater equity, and higher levels of literacy in all students, including low performing students.

While Core Knowledge is successfully implemented in charter, public, and private schools across the country, families in Union County do not currently have access to such a program. This curriculum builds skills, knowledge and vocabulary in literature, history, and science. It also provides a detailed outline of recommended curricular content to be taught in history and geography, mathematics, science, music, and the visual arts from preschool through grade eight. This curriculum has a proven history of academic excellence and scholarship. By combining the Core Knowledge Sequence with Gallup Strength Finders and Covey Leadership Principles, the School will provide families in Union County with a unique research-based educational program that extends beyond academic skills to develop student leaders of high character. The Academy will be a school unique within the district and will provide students with an academic culture not currently available.

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

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*

3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
4. *Improving student learning.*
5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

The School will create a new professional development culture by having teachers identify their strengths, via the Gallup Path, and giving them the leadership tools and language by Covey so they in turn can create this culture in their classroom and the overall school climate. Each individual teacher will be given the strengths assessments and be provided with professional seminars to better understand their own strengths and better recognize the strengths of their students.

Teachers will be provided the foundation of the core curriculum but given the professional latitude to teach in a variety of ways to support true differentiated instruction. The main instructional strategies to be utilized are: integrative units, small group activities, product-based learning, classroom workshop, authentic experience, and reflective assessments.

By creating learning environments where those six instructional strategies are utilized, students will be actively engaged in their learning. Students will be able to gain more experiential learning, have more student choice, set goals, and collaborate with the lifelong learners surrounding them. Units of study will be designed around the needs of students, supporting the use of higher level thinking skills, curriculum mapping, and varied instructional methods.

To ensure full and effective implementation of Core Knowledge and the Gallup and Covey principles, our teachers will be provided ongoing professional development in each area. It is the School's belief that this curriculum and our highly trained teachers will give parents a school that offers both leadership and academics for their students. No other school currently offers this eclectic educational opportunity in Union County.

Professional strategies at the School will include the following:

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

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.

Goal 1. The School will measurably increase the level of engagement of all students each school year.

Objective 1A. Gallup has shown that higher engagement leads to better academic performance. To raise engagement, teachers will embrace and enrich each student, applying differentiated learning techniques. Each year, the School will use Gallup's Student Engagement Survey, SE10 at the start of the school year to obtain a baseline of engagement. At the end of the year, students will take the SE10 again. School-wide, engagement shall increase at least 5% during the school year based on the SE10 results.

Goal 2. The School will establish a culture of leadership for its students. The mission of Union Leadership Academy is to instill in students a love of learning while engaging them through academic scholarship with a liberal arts base, deep-rooted strengths-based leadership and character development, one child at a time.

Objective 2A: Each year, 100% of educators at the School will receive training in Covey's 7 Habits of Highly Effective People and Covey's Leader in Me.

Objective 2B: By the end of each school year, every student will be able to apply 80% of Stephen Covey's 7 Habits of Highly Effective People in their lives.

Goal 3. Students at the School will reach academic excellence in the North Carolina required curriculum.

Objective 3A: At the end of each year, at least 90% of students will score 90% or higher on the Core Knowledge assessments.

Objective 3B: At the end of each year, students will be in the upper quartile (Level III/Level IV) of all North Carolina Schools in all categories on the North Carolina End of Grade (EOG) achievement assessments.

Goal 4. Students at Union Leadership Academy will be participating and contributing members of the community.

Objective 4A. The number of students participating in school, community, and civic activities will increase each year, as will the number of service activities overall for the school. Students will maintain Service Portfolios, which will be reviewed annually.

Goal 5. The School will increase each student's ability to successfully accomplish Leadership Opportunities at school and in the Community.

Objective 5A. The number of students successfully completing leadership activities will increase each year, as will the overall number of leadership activities performed each year. In order to ensure the mission of the school is achieved in both leadership and academic scholarship, Balance Scorecard will be used to monitor the performance of the School. This scorecard will be reviewed quarterly to ensure that the school is true to its purposes.

According to the Balance Scorecard website, "The Balanced Scorecard is a strategic planning and management system that is used extensively in business and industry, government, and nonprofit organizations worldwide to align business activities to the vision and strategy of the organization, improve internal and external communications, and monitor organization performance against strategic goals. It was originated by Drs. Robert Kaplan (Harvard Business School) and David Norton as a performance measurement framework that added strategic non-financial performance measures to traditional financial metrics to give managers and executives a more 'balanced' view of organizational performance."

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

Throughout the school year, data will be collected to ensure consistent movement towards attaining the mission statement. Data will be collected from the Gallup Student Poll, the Gallup StrengthsFinder Assessment, the Measures of Academic Progress (MAP), the North Carolina READY Initiative, the National Assessment of Educational Progress, and other best practice data sources that will support teachers, administrators, and school leaders in having the most complete understanding of the progress being made towards the mission.

Along with data, the School will develop a School Improvement Plan (SIP). The SIP is intended to be the primary tool used by school personnel and its stakeholders to review data, set goals, create an action plan and monitor progress. The SIP will be a "living document"; continually updated, refined and used to guide the schools work throughout the year. The SIP will include: current school status, expected improvement, goals, and action plan for improvement, and will be developed in a coordinated, integrated manner. Additionally, the plan will include a professional development plan and budget to support goals. Financial controls, including an annual audit and regular Board review of financial statements, will be employed to safeguard finances and promote financial efficiency.

Upon accessing data from the States Annual Accountability Reports, the school will measure its own progress in meeting the needs of its student population. The SIP will be used as a method of accountability. This plan will detail specific Annual Measureable Objectives AMOs and respective strategies to achieve academic success, and ensure fiscal efficiency including discussion by various stakeholders to make budget projections and conduct evaluation of all programming efforts, through the SIP document planning process). As a means for aligning responsibility for students academic success to financial efficiency, the academic programs which are utilized at the Academy will be reevaluated, after an appropriate implementation timeframe, and prior to any contract renewals, the schools administration will discuss with the governing board their findings as to whether or not there exists a positive yield of student achievement for the respective investment.

As a leadership school, the School will incorporate the principles found in Stephen R. Coveys, 7 Habits of Highly Effective People. One of the themes of the book is developing responsibility by moving from dependence to independence and finally to interdependence. This movement or engagement is one of the aims of the Academy. The goal is to create a responsible culture,

not just among its students but all participants in the school, from the Board to any volunteer from the community. The Academy will be accountable to its students and their families and will provide a quality education in a cost efficient and responsible manner. By designing and communicating specific educational goals and financial responsibilities to its stakeholders governing board, staff, students, and parents, the Academy will promote continuous academic success and financial efficiency.

The Academy will comply with all state and federal assessment guidelines. All required state assessments will be administered according to the state/district mandated calendar. Additionally, students in grades K-5 will take the Northwest Evaluation Associations (NWEA) Common Core Measure of Academic Progress (MAP) three times per year to monitor academic performance. Other formative assessments will be utilized to inform instruction and track mastery of standards. The results of these assessments will be made available to all stakeholders to ensure everyone is working towards the same end and success of the school.

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.

The School is driven to achieve a vibrant learning community that goes beyond event and test driven learning. There are many roads leading to high levels of student achievement. The Academy's goal is to provide students and families in Union County with a unique educational alternative based on a rigorous content-rich classical liberal arts curriculum, high-yield research-based instructional strategies, and systematic assessment and monitoring procedures to ensure all of our students meet or exceed North Carolina's grade level standards.

Our academic community of governing board, faculty, staff, students, and parents will serve as committed stakeholders in providing opportunities for all students to achieve excellence in scholarship, leadership, and character through an educational program designed to:

- * Discover the talents and strengths of each child for their daily benefit, full emotional development, and life-long use.
- * Teach children, parents and teachers how to unleash their full potential.
- * Inspire children, parents and teachers to help others develop their talents and strengths through strengths discovery and academic scholarship.
- * Engage children, parents and teachers in a leadership and scholarship environment to encourage their involvement in school and community.
- * Embrace the development of hope, engagement, and well-being within each student as important drivers of life success.
- * Enrich the role of parents and family in reaching the full potential of each child.

NOTE: This section is a rough adaptation of the best practices at A.B. Combs Elementary

Core academic subjects will be taught using a variety of instructional methods, providing all students access to all areas of instruction. Student success will increase by teachers utilizing a variety of teaching styles to meet all different learning styles present in their classrooms. The Academic

Director will support teacher's access to different instructional strategies while also making their planning and teaching times more productive. The use of Curriculum Mapping will maximize student learning time by organizing goals from the state standards.

By using very distinct, collaborative and success oriented process, the School will achieve its mission and vision. This will develop the whole child in a culture that establishes and promotes an environment that is based on the School Success Pyramid. The School Success pyramid represents a synthesis of the research, principles and processes of Dr. Donald Clifton and Dr. Stephen Covey. The culture of collaborative responsibility with parents the enduring life success of all students, goes above and bond the immediate and necessary academic success.

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 educational program will focus on maximizing student achievement. Class sizes start at approximately 19 students in kindergarten and grow to approximately 25 students in the upper grades, this will allow for individual student needs to be assessed and addressed.

The School will offer a well-rounded, dynamic educational program that will hold itself and its students accountable for meeting self-imposed goals and standards, as well as those required by the State of North Carolina and Union County School District. The educational philosophy of the Academy is rooted in increasing learning opportunities and raising the academic achievement of all its students. To meet this goal, the school commits to:

- * Deliver increased learning opportunities for all its students, by providing challenging curriculum within a nurturing, quality-learning environment;
- * Design and implement a continuous improvement methodology wherein student assessment results offer opportunities for differentiated and targeted instruction tailored to students individual needs, ensuring consistent increased student achievement outcomes;
- * Expect and encourage all students to realize their highest academic potential, especially in the core subjects of language arts, mathematics, science and social studies, and provide the means for these students to reach their potential; and
- * Match or surpass the average student academic performance of the local district in all required public accountability tests.

The School has chosen a multi-dimensional approach to education built upon the foundation of the Core Knowledge Curriculum. This deliberate choice ensures students will be exposed to a broad range of historical, scientific, and cultural topics that will build on one another to prepare them for success. This wide array of subject matter will not only develop cultural literacy, but also build the strong vocabulary necessary for true reading comprehension. Teachers at every grade level are knowledgeable of the complete sequence and are aware of the topics taught at each grade level. When students arrive in music, art, physical education, the library, or the

computer lab they will quickly discover that all of their teachers know what they are learning in class and see these themes continued in the related arts classrooms. This deliberate approach facilitates a school community with strong bonds and feelings of belonging for students and staff, and contributes to a high level of achievement for all.

Students will be active, engaged participants at the School. There will be a great deal of experiential learning, student choice, goal setting, and collaboration. Using higher level thinking skills, curriculum mapping, and a variety of instructional methods, units of study will be designed around the needs of the students. Teachers will choose methods and materials on a unit-by-unit basis to foster the best learning environment for those particular students on that particular topic. Not only will the students be part of the process, but each individual student will be made to feel vital and necessary.

All students at the School will have the opportunity to experience core academic subjects through a variety of instructional methods. The administration will work with teachers to make their planning and teaching times more productive. Cross-disciplinary curriculum mapping will allow teachers to coordinate instruction to maximize available class time and minimize learning of skills or content in isolation. Smaller class sizes wherever possible will benefit all students. The variety of methods and approaches will meet many different learning styles and academic strengths, increasing the chances for student success. Instructional methods will include:

- * Integrative units;
- * Small group activities;
- * Product-based learning;
- * Classroom workshop;
- * Authentic experience; and
- * Reflective assessments

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.*

To maximize student success and prepare them for leadership roles in the future, curriculum that aligns both knowledge and thinking skills are necessary. The Core Knowledge Sequence will be the curriculum basis since it will give our students better context to make leadership decisions for their own and others strengths and therefore it will accomplish the mission of the school that develops a legacy of leadership and learning for each child.

"The idea behind the Core Knowledge Sequence is simple and powerful:

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

If all of our children are to be fully educated and participate equally in civic life, then we must provide each of them with the shared body of knowledge that makes literacy and communication possible. This concept, central to the Core Knowledge Foundation's goal of excellence and equity in education, takes shape in the Sequence -- a pioneering attempt to outline the specific core of shared knowledge that all children should learn in American school."

<http://www.coreknowledge.org/sequence>

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

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

The School believes that student learning begins with the teacher. As such, the core components of professional development will include strength-based Gallup seminars to identify teacher strengths. These trainings will be conducted both internally and externally by experts in the identified areas. Teachers will also become familiar with Covey Leadership principles to help turn teachers strengths into skills.

Every teacher will strive to be that individual who makes a difference in some child's life. Known obstacles that can hinder this goal are lack of time, funds, support, and a manageable class size. Leadership will take those obstacles into consideration when planning for professional development. It will be on-going and always centered around the goal of improved student learning.

Professional development opportunities sponsored by the school will focus on five areas:

1. Content Knowledge: increasing teachers knowledge of a specific curriculum.
2. Instructional Strategies and Behaviors: methods and techniques for the presentation of information and activities
3. Planning and Preparing: setting goals and describing methods for tracking student progress and measuring success
4. Adolescent Learners: information about the uniqueness of young adolescent learners
5. Team Building: activities to enhance the staff's sense of team and

unity.

Each week teachers will have an extra time block for professional collaboration/development. This collaborative time is essential; it will enable teachers to develop new activities, share materials and resources, discuss student work and progress, and work collaboratively as part of a professional learning community to ensure student success.

Teachers will provide examples of their "best practices," sharing the routines and strategies that are working in their classrooms. Experts within the faculty will make more formal presentations on topics of common interest such as literature circles, peer conferencing, guided reading, rubrics, etc. to the entire faculty or intentionally designed small groups of teachers. All teachers with less than three years of experience will be provided a mentor teacher who will work with them throughout the school year to reach their full potential. Teachers will collaborate to compare subject area curriculum from grade to grade, ensuring proper emphasis is given to key concepts at each grade, as well as becoming aware of the standards that should have been mastered and those that are included in successive years. No teacher will teach in isolation.

Teachers will also have tools such as MAPs testing that align with grade specific content and the common core state standards. MAPPING strategies are based on those of the Core Knowledge philosophies including content specific, coherent, cumulative, and context-rich lessons that help students remember, add-to, and challenge existing knowledge for a more comprehensive education. In addition, teachers will be expected to master six instructional strategies: integrative units, small group activities, product-based learning, classroom workshop, authentic experience, and reflective assessment. These will increase academic achievement for the target population. "The Sequence is not a list of facts, events, and dates to be memorized. It is a guide to content from grade to grade, designed to encourage steady academic growth and progress as children construct their knowledge and develop literacy and critical thinking skills year after year." <http://www.coreknowledge.org/sequence>

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.*

Promotion from grade to grade and student placement in each grade level will be in accordance with the state standards. Students will be given academic grades in all subjects. Student grades will be assigned based on careful consideration of evidence of student mastery of skills including, but not limited to, performance on class work, tests, and projects. Promotion to the next grade will be based on satisfactory completion of all grade-level requirements. Students will be promoted when they have met the requirements for their current grade and have shown the proficiency necessary to move to the next grade level. Student progress will be communicated to parents through interim reports, progress reports (midway through each quarter), and report cards every nine weeks. Parents will also have access throughout the school year to assignments, grades, and assessments on the schools online student information system.

For students who do not meet state performance levels in core areas on statewide assessments or who demonstrate academic or behavioral challenges that require additional assistance, the schools multi-tiered system of supports/problem solving team will convene to develop and implement an individualized progress monitoring plan (PMP) for the student. The purpose of the PMP will be to design a plan of instruction to assist the student in meeting expectations for proficiency. Parents will be invited to participate in developing this plan. The PMP will describe the child's specific academic difficulties and the intensive teaching practices that will be used to help the child make academic growth. This intensive instruction will be provided during regular school hours, in addition to the regular instruction, and will be provided until the deficiency is remediated. Each student's progress will be monitored frequently. If the student has a disability, the student's individual educational plan (IEP) may serve as the PMP. Parents will always be invited to be a part of the IEP team.

Grades K-5: Students will receive instruction in the areas of Language Arts, Mathematics, Science, Social Studies and Physical Education. In addition, students will have coursework in Art and Music.

* Reading/Language Arts: 120 minutes daily, to include a 90 minute block of uninterrupted reading instruction for all students and 30 additional minutes of immediate intensive intervention in reading (for struggling students) or enrichment activities (for students performing at or above grade level)

* Mathematics: 60 minutes daily

* Science: 45 minutes daily

* Social Studies: 45 minutes daily

* Physical Education: 30 minutes daily

* Art & Music: 30 minutes alternating days/weeks/semesters

Grades 6_8: Students will receive instruction in the areas of Language Arts, English, Mathematics, Science, Social Studies, History, Civics, Economics, Geography and Physical Education. In addition, students will have electives and career and educational planning.

Note: If a middle grades student scores low on EOG/EOCs in E/LA, the following year the student will receive intensive remediation through enrollment in an elective remedial course such as Intensive Reading or enrollment in a content area course in which E/LA remediation strategies are incorporated.

Using various assessment tools, students will demonstrate proficiency to move from grade to grade. Graduation requirements do not apply, as this is a K-8 school.

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

In addition, based on the Gallup Path engaged schools begin with engaged teachers. The calendar allows for sufficient time for not only the training of teachers, but also allowing enough work days and holidays to accommodate for Coveys 7th Habit of sharpening the saw.

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.*

One of the most important aspects of ensuring the success of low performing students is monitoring their academic progress, and responding to an individual learner's needs immediately. Emphasis will be placed on low performing students, beginning with identification of those not making adequate progress and/or not demonstrating mastery of grade level standards, as applicable, evidenced by their previous years performance on standardized tests. Taking into account the student's needs and keeping track of their progress on standardized tests will determine the needs for each individual student. Differentiated instruction methods and other appropriate measures for targeted instruction will then be instituted for these students. Students who are not showing progress towards mastery of grade level standards will have a Progress Monitoring Plan (PMP).

We will implement response-to-intervention (RTI) within a multi-tiered system of supports (MTSS) framework as a method of identifying students who are struggling and to ensure that each of those students receives just the right instruction or intervention to maximize student achievement and to reduce behavior problems. With MTSS/RTI we will be able to identify those students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness. Student progress will be monitored using Progress Monitoring Plans (PMPs).

Progress monitoring is a set of assessment and evaluation procedures for determining the extent to which students are benefiting from classroom instruction and for monitoring curriculum effectiveness. Progress monitoring is the scientifically based practice of assessing students academic performance on a regular basis for three purposes:

- * Determine whether students are achieving set goals from the instructional programs and curriculum;
- * Build more effective programs for students; and
- * Estimate rates of student improvement

Using data from the North Carolina Standards Assessments and standardized benchmark assessment results, the Academy will measure its own progress in meeting the needs of its student population. Annually, we will develop measurable learning objectives for the major subject areas, to target

student learning and developmental needs using the State provided School Improvement Plan (SIP) template. The NC Standards, as applicable, that are not mastered will be identified, and appropriate measures for remediation will be instituted. Those students who need remediation to reach grade level standards will be provided targeted instruction within the classroom, as well as daily pull out instruction/intervention in accordance with NC requirements. This is a proven model for accelerating student progress. In addition, students performing at grade level will be offered similar opportunities in order to maximize their potential and advance their progress.

Classical liberal arts education puts a premium on reading instruction. At the grammar level, kindergarten through approximately grade four, the curriculum stresses the importance of basic skills, especially reading. In kindergarten, the goal will be for students to be reading by the end of the year. Students in grades one and two will continue the focus on decoding, fluency, phonics, and comprehension, with the goal that by grade three the "learning to read" stage will transition to the "reading to learn" stage. The classroom will then focus on children's literature, which has proven over time to have lasting value. Without reading proficiency, students are challenged by the critical thinking required in higher-level texts and unable to use written expression in a way that enables them to influence the world around them. For these reasons, a foundation of the School program will be to teach students to be advanced readers.

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 mission of the English language learners (ELL) program is to successfully prepare and equip bilingual, bicultural, and bi-literate students to meet the needs of their global community. In order to promote literacy and proficiency, the ELL program is not only tailored to each student's English proficiency level, but it also complies with state and federal requirements by providing English language learners with English language development instruction that is both age and grade appropriate. ELLs will be in a climate that promotes listening, speaking, reading, and writing skills.

1. The first step is to use school records to identify students that were already receiving ELL services in their previous school. Second, Home Language Surveys will be sent home to families. From survey information gathered, follow up screenings would be administered at the school. Teacher recommendations from observations would also be followed up with appropriate language proficiency screenings at the school. Not all students who are multi-lingual are automatically ELL students. Proficiency is a key factor in determining what services a student may need.

In the first year, students will be screened by a trained educator, via a Dynamic Indicators of Basic Early Literacy Skills (DIBELS) measure for both

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

2. ELL curricula that includes an emphasis on high-level or higher order thinking and mental processes of application, analysis, synthesis, and order evaluation will be implemented in a holistic approach. ELL's benefit from these skills to pass high stakes tests, compete in a highstakes global job market and initiate social change.

Strategies will include:

*provide ELL access to English speaking peers

*Ensure teachers do not force production of English before students demonstrate readiness

*Utilize various sources of literature to inspire learning and literacy

*Respect the student's primary language and culture

*Ensure that teachers utilize a variety of student-centered methodologies with ELL

*Encourage the use of content-based sheltered English methodologies in the classroom

*Utilize a balanced approach to literacy instruction

3. The School acknowledges it is important to keep realistic timelines in mind when considering how long ELL support may be needed, there is evidence that the process can be accelerated to some degree if adequate support is provided and innovative methodologies are used. Additional resources may be allotted to ELL students. Student progress is monitored by the Intervention and Advancement Team (IAT). Evaluations and skill level will be considered and discussed by IAT at biweekly or monthly meetings and appropriate action will be determined.

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.*

For students who have needs beyond those available through the general education program that the Academy will provide, the service delivery models we propose to implement are cluster grouping or support facilitation, depending on the number of students and level of need.

1. The School recognizes that gifted students have special educational needs and hence, require specialized programming that goes beyond that ordinarily provided by regular classroom/school programs. The School will establish and maintain a school culture that values, promotes and recognizes excellence; stimulates students to pursue higher level goals and aspirations; provides

learning activities at an appropriate level and pace; provides a variety of learning activities that supplement or extend requirements of the curriculum; and fosters on-going professional development to enable schools staff to enhance their ability to meet the needs of gifted students.

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

2. An effective gifted program will show that the students it serves have successfully met their goals and continuously build on current strengths. The School's gifted curriculum objectives are focused on developing cognitive, learning, research and reference, and metacognitive skills at each grade level, using principles of differentiation, in one or more of the following content areas: mathematics, science, language arts, social studies, and fine arts.

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

2. The School will implement comprehensive K-8 universal screening measures

determined during the continued planning phase. We will use the NWEA Measures of Academic Progress (MAP) tool. The assessment program will include benchmark assessments as well as progress monitoring assessments. The school will gather formative assessment data and the faculty will collaborate to make data-based instructional decisions via the Intervention Advancement Team, IAT that meets bi-weekly or monthly.

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

3.

a.) Requesting Records: First, all students with 504 will be identified. Parents will be asked for any copies they might have while simultaneously contacting the school district subject to all laws for conveying such information.

b.) Record Confidentiality (on site): All student files are considered confidential. Student records, including IEPs, intervention methods, evaluations, etc. will be maintained in the main office and only be available to members of the IEP team as identified on IEP forms and others as specified only under the Family Education Rights and Privacy Act.

c.) Record Compliance (on site): The records of students identified as eligible for services through IDEA or 503 will follow federal mandates. These records become a part of the student's permanent file that is maintained in a highly secure and fire-proof area. All records will be maintained as required under the Family Education Rights and Privacy Act (FERPA).

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

Students at the School with active IEPs will continue their services and an

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IEP meeting will be held to assure consistency for the student.

The School will implement an inclusionary service delivery model to support students with disabilities in the least restrictive environment. ESE services will be provided by appropriately credentialed and certified individuals. We will contract outside agencies for appropriately credentialed or certified individuals to provide services deemed necessary by a student's IEP team, including but not limited to: speech therapy, language therapy, occupational therapy, physical therapy, and counseling. In addition to the contracted services listed here, the School's inclusion model will provide direct and indirect ESE services in the following ways:

*Support Facilitation: Also referred to as "inclusion teaching" or "in class one-on-one," the ESE teacher will work with individual or small groups of students on an individualized basis within a traditional classroom, but not as a co-teacher, and provide direct ESE support and specialized instruction. The small group of students may include struggling non-disabled peers on occasion.

*Collaboration: The ESE teacher and general education teacher will meet face-to-face on a regular basis to plan, implement, and monitor instructional alternatives designed to ensure that a student with a disability is successful in the general education classroom. Although similar to consultation, in collaboration the ESE teacher/service provider will actively collaborate with the general education teacher to implement and monitor instruction and intervention.

*Consultation: The ESE teacher will meet face-to-face with a student's general education teacher(s) on a regular basis to provide technical assistance and information or otherwise advise the general education teacher about effective strategies to implement with the student.

*Pullout ESE: The ESE teacher will be available to work with individual or small groups of ESE students on an individualized basis outside of the general education classroom. Students will only be removed from the general education when the intensity or unique nature of the specially designed instruction they require cannot be provided within the regular classroom, and when the amount of pullout services needed is less than approximately 20 percent of the school week.

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

3. The school will have appropriately trained and licensed teachers to adhere to Federal and State guidelines to make sure all of the IEP services are implemented. It will also participate in the needed compliance reporting and maintenance of data systems. The School will have a director for exceptional children that will oversee a team of IEP staff or specialists. The IEP staff will coordinate with stakeholders e.g. parents, students, teachers, administrators regarding exceptional children and ensuring requirements are communicated and met.

Exceptional children teachers have the immediate responsibility for servicing student needs in class, while still coordinating with the regular teacher to help facilitate exceptional children in activities, lessons and instruction.

Each IEP Team will include a parent, special education teacher, a classroom education teacher, an appropriate representative from the LEA and a qualified person that can analyze evaluations and to determine eligibility. Placement decisions will be reviewed annually.

Parents may examine all records of their children regarding the rights of the students and parents according to Federal and State Law. Parents can request a copy of the evaluation report and other documents used to determine eligibility and assessments.

4. IEP mandated services will be obtained by the School through qualified local providers and such mainstream services will be paid for (if any required) by the School. Assistive technology and transition services will be met in accordance with federally mandated laws, Section 504, IDEA, and ADA. Staff development training will occur, if needed, to assist the student in using his/her assistive technology devices.

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. The student performance expectation for Union Leadership Academy is that each student will achieve growth in the areas of Language Arts and Mathematics as managed by benchmark assessments (NWEA MAPs) and the North Carolina End of Grade tests. Our instructional staff will complete pre-assessments in major units of study to informally measure growth and compare that data to the information derived from MAP and ultimately the standardized test. The absolute goal is to ensure students are met at their level and goals are set to show positive growth throughout the year. It is our belief that proficiency will be achieved with this philosophy of student accountability.

2. In addition to State and Federal mandated tests, the School will measure enduring student success through a synthesis of data via: 1) the Gallup Student Poll, 2) the Gallup Student StrengthsFinder Assessment, and 3) the Measures of Academic Progress (MAP) by Northwest Evaluation Associates. This data will contribute to the Balanced Scorecard to identify gaps and be able to adapt curriculum to opportunities.

3. Kindergarten through First Grade students are required to have a grade of "Outstanding" or "Satisfactory" for the minimum requirements in language arts and mathematics established by the North Carolina Common Core for Kindergarten.

For grades two to five, students need to receive a passing grade, "D" or higher in science, math, language arts/English, history, and geography. Students not meeting passing levels in language arts/English after third grade will be retained. Students not meeting passing levels in mathematics after fifth grade will be retained. Credit recovery options will be provided for students not meeting requirements in fifth grade mathematics.

For grades six to eight students need to receive a passing grade, "D" or higher in science, math, language arts/English, history and geography. Students not meeting passing levels in language arts/English and mathematics after eighth grade will be retained. Credit recovery options will be provided for students not meeting requirements in sixth grade mathematics.

4. The last grade served in the Union Leadership Academy is grade 8. The expectation for students will be that they pass their standardized North Carolina End of Grade assessments in Math, Language Arts and Science along with maintaining at least a D average in all other subject areas.

At risk students will be formatively assessed throughout the year to ensure a sufficient is put in place at the beginning of the grade to monitor their process. If students do not qualify for special services, they will still receive tutoring and academic support to ensure their goals are met. Students will not be given "last minute blitz" service to ensure assessments are passed, but rather they will be progress monitored throughout the year to better predict success.

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. Respect for self and others creates good leaders. To help all students develop respect and strong leadership abilities, the School will require good manners, appreciation for property, honesty, punctuality, reliability, and responsibility from all students, staff, parents, and community participants. We fully expect the focus on ethics and decision-making to lead to an environment where good character is important to all. The School's intention is to praise rather than to reprimand whenever possible. Nonetheless, if redirection is necessary due to disruptions to others' learning experiences, offense guidelines will be enforced. The Covey 7 Habits focus on character development will set the overall tone for

expectations.

2. Listed are the offenses in which suspension or expulsion may occur: Endangering self or others. Physical contact (pushing, shoving, hitting, punching, kicking, biting, etc...) Bringing a weapon on school property or anything brought with the intent of causing bodily harm to others. (Knife, boxcutter, firearm, etc...) Restricted substances on campus (unauthorized over the counter medicine, prescription medication without an authorized medical form in the front office, tobacco products, or other illegal substances.

3. As set forth in IDEA Act, students with disabilities will need to be taken in a case by case manner when related to disciplinary actions, including suspension and expulsion situations.

4. Action Steps For Offenses Listed Include: Write discipline referral, Teacher calls the office for student removal, and Administration contacts parent for immediate meeting.

Consequences: Immediate phone call for parent meeting. Loss of school privileges (ie: field trips, classroom celebrations, Spirit events, field day or other extracurricular activities.) Suspension or Expulsion

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: Union Leadership Academy, Inc.

Mailing Address: Union Leadership Academy

City/State/Zip: Cornelius NC 28031

Street Address: PO Box 2683

Phone: 704-255-6504

Fax:

Name of registered agent and address:

Richard Walker
20723 Torrence Chapel RD
Suite 201
Cornelius, NC 28031

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)
 No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

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

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

Please provide the following in this location of the APPLICATION:

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

The Academy will constitute a School Advisory Council (SAC) to advise the Governing Board, consistent with state and charter school rules and policies, on policies relating to instructional and curricular concerns, budgetary priorities, community relations, and other issues identified by the Board. SAC membership shall reflect an equitable balance between school employees, parents, and community members shall represent the business community, if possible. The role of the SAC is strictly advisory.

The Academy will rely on the Governing Board to establish and implement the mission and vision for the school, set forth the philosophies and values by which the school will operate, interact with the community, set policy, and perform fiscal oversight for the school. In short, the Board will govern, while the day-to-day management of the school will be left to the Managing Director. The Managing Director will be evaluated annually, and will coordinate the development and implementation of the school improvement plan (SIP) approved by the Board. The Board will maintain adequate oversight to ensure that the Managing Director manages the Academy in compliance with the school's charter and all state and federal laws and regulations.

The Governing Board will be the sole policy-making body for the school. Each board member will take on a proactive role in the specific areas that reflect his or her expertise. The Board will not be involved in the day-to-day operations and administration of the school, but will delegate responsibility for implementing its policies to the principal. Governing Board members will receive no salary or other compensation, other than for reimbursement of expenses as approved by the Board. The principal will serve as an adviser to the board and will not be a voting member.

The Board will consist of no fewer than five and no more than seven highly educated and professional members with diverse backgrounds. A mixture of corporate, educational, and social experts will comprise the board. The Board will choose officers from among its members to include a Chair, Vice Chair, Treasurer, and Secretary. The Boards main responsibilities will be adopting policies, establishing an annual budget, developing long-term goals, and evaluating the performance of the school and the principal.

The Board will delegate authority for school operations to the Managing Director. The Academy Governing Board will be responsible for seeking input from and communicating decisions to the community and will be fully accountable to the community and to the Union County Schools.

The Board is responsible for the legal and financial obligations of the School. The Board establishes policy consistent with the school's mission and ensures that the schools programs and operations are faithful to the

terms of the Charter, including compliance with statutory and regulatory requirements. The Board will annually adopt the School's budget and provide continuing oversight over charter school operations.

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

The Governing Board will consist of no fewer than five and no more than seven members. The method for selecting members of the Governing Board is designed to place those persons on the Board who are qualified in terms of training, education, and experience, and who are also those persons having utmost credibility and respect. Board members will be recruited as a seat becomes available. Directors shall be elected at a duly organized meeting of the Governing Board.

a.) By having a combination of background experience, the board will support the educational and operational success of the school.

b.) The Governing Board will perform ongoing assessments of the school and its programs and operations. The Governing Board will also routinely assess its own performance. Governing Board members will participate in the development of short and long-range plans for the school, especially with regard to the school's annual improvement plan. It will monitor the effectiveness of the school's programs and implementation to determine if it has met the stated goals. The Board is responsible for setting the salary schedule and approving the annual budget for staffing needs.

Balanced Scorecard will be used to monitor the performance of Union Leadership Academy in accordance with its mission and objectives. This scorecard will be reviewed quarterly to ensure that the school is true to its purposes. In addition, MAPS and EOG testing will be used to monitor academic performance. These core metrics will be made available not only to the board, but administrators to ensure all are working towards the same end and success of the school.

c.) The Board will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative will reside in the school district in which the charter school is located and will be a governing board member, charter school employee, or individual contracted to represent the governing board. The representatives contact information will be provided annually in writing to parents and posted prominently on the charter school's website.

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?*

Board members have been self-selecting based on their mutual interests, common community organizations and mutual references by common colleagues. In addition they support a desire to develop leadership education. They bring with them a variety of experiences from education, to real estate development to financial expertise.

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

Based on the ULA By-Laws, the Board will generally meet monthly unless special circumstances require more frequent meetings. When this is required,

an open meeting will be placed on the school website and community members will be notified of the additional meeting taking place.

Agendas will be used to execute a productive setting.

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

The ULA Board anticipates utilizing Board On Track system for board training and governance as well as managing overall Board/Administration interaction/protocol. Board training and development topics shown below shall be covered at least once per month and shall be completed within each fiscal year. All topics below shall be covered every fiscal year. Board participation in The Board on Track is a mandatory Board obligation.

1. Review of Key Board Roles(Oversight,Accountability,Metrics, Evaluation)
 2. Review/Evaluate Specific Success Drivers(Mission,Vision,Strategic Goals)
 3. Recruitment, Orientation and Retention of Board Members
 4. Public/NGO Financial Understanding for Board Members
 5. Evaluating Managing Director/School Administration
 6. Creating Successful Annual Board Retreats
 7. Funds and School Partner Development
 8. Running Effective Board Meetings/Board Meeting Protocol
 9. Board Self-Assessment/Evaluation Criteria
 10. Review/Evaluate Special Education Overview,Plans and Success Measures
 11. Review Board Committees(Work, Structure and Board Oversight)
 12. Measure and Review Ongoing School Constituent Satisfaction
 13. Developing Key Board Operating Processes(Board on Track Orientation)
 14. Review Legal Roles/Responsibilities of Board Members,By-Laws Policies
 15. Review Hiring,Training,Professional Development,Employment Law
6. *Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.*

The Governing Board will operate under a Code of Ethics that maintains the highest integrity and commitment to serving the students, school, and community well. More importantly, governing board members and any business entity in which they or their immediate family have a controlling interest are prohibited from contracting with the charter school they govern for the purchase, rent, or leasing of any realty, goods or services.

In addition to operating under a Code of Ethics itself, the Board will:

- 1) Establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student

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

Two primary decision making concepts that the Board will utilize are summarized below by Eugene Smoley, Jr.

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

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

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

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

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

The Board decision making process will be founded in best practice collaborative decision processes based on having clear Objectives, Actions, Risks and Resources. Each Board decision will be based within an effective decision making framework similar to the OARR Checklist.

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

The administrative structure will consist of the Managing Director (Principal) and Academic Director (Assistant Principal) and include instructional support staff to comprise the School Leadership Team. The School Leadership Team will work in collaboration with a group of parents and community members that comprise the Operating Committee. The Operating Committee, as approved by the ULA Board, will be comprised of parents and community members that complement with the day-to-day roles of the School Leadership Team and not supplant the role of the School Leadership Team in leading the School day-to-day. The Operating Committee will collegially and constructively assist the Managing Director and their School Leadership Team, under the direction of the ULA Board Vice-Chair and the Managing Director in fulfilling the Mission, Vision and Strategy of Union Leadership Academy. The collaborative efforts of the School Leadership Team and the Operating Committee will be regularly facilitated each month via the monthly Operating Committee meeting to further develop and enhance the School learning environment and curriculum to further stimulate and motivate all ULA students and teachers to reach excellence. The School Leadership Team

will take the lead role in all Operating Committee functions required by the ULA Charter and/or state law where all non-School Leadership Team members on the Operating Committee shall function in supporting roles wherever deemed appropriate by the Managing Director and the ULA Board Vice-Chair.

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

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

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

Union Leadership Academy will work with parents in offering solutions that are win-win. The following is Union Leadership Academy's approach to resolving disputes with parents and the school. Parental involvement, particularly parent volunteers, are key to the success of small learning communities like Union Leadership Academy. Parents are needed in order to have engaged schools. This includes their input which may lead to disputes. At Union Leadership Academy, disputes will have three tiers of escalation. First, evidence has shown that disputes are best solved by those that created them. For example, if a conflict is between a parent and teacher, they should resolve the dispute at this first level. If this first layer of conflict resolution is not successful it will then escalate to second level, which is taking the matter to the managing director. If the dispute cannot be resolved with the managing director, the parent can then escalate the dispute to the third and final level which is with the Appeals Committee. The Appeals Committee is commissioned by and responsible to the ULA Governing Board. It has the responsibility of holding a hearing when requested by the parent(s) or guardian(s) of a student with a grievance with the school. Each hearing will be recorded to assure a proper record is maintained. The following procedure will be undertaken by the Appeals Committee

1. Assemble a review committee of at least three members of the Board and appoint one as "Chair".
2. Call meeting to order, (ask everyone to turn off cell phones, pagers, etc.)
3. Advise attendees that the hearing is being recorded.
4. The Chair states the date and time of hearing.
5. Confirm that no committee member has a conflict of interest.
6. Ask everyone to introduce himself/herself by name and role, beginning with the Chair.
7. Managing Director (or designee) explains reason for dispute.

8. Student/Parent explains the reason for dispute.
9. Student/Parent calls witnesses, if desired.
10. Managing Director (or designee) can respond if necessary.
11. Committee members ask clarifying questions.
12. The committee reviews the facts and makes a ruling. Committee decisions are final. The Appeals Committee will be comprised of a minimum of three members of the Board, headed by the Chair of the Governance Committee. The Appeals Committee must have a minimum of three members present during each hearing. If the Chair of the Governance Committee is unable to attend, the substitute Chair of the Appeals Committee must be a current Board member. Parental Notification Students and parents will receive a Student Handbook at the beginning of the year. Parents/guardians and students will sign a form acknowledging receipt of the book and understanding of and consent to the discipline code in it. Expectations, as well as student rights and responsibilities, including the right to appeal, will be discussed during student orientation and in advisory seminars at the beginning of the school year.

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.

Not Applicable

If the Charter School plans to contract for services with an educational management organization (EMO) or charter management organization (CMO), please specify the contact information below.

Name of the Company: Banyan Leadership
Address: P.O. Box 2683
Cornelius NC 28031
Website: www.banyanleadership.org
Phone Number: 704-255-6504
Contact Person: Ashley Kopp

Fax: 704-918-1098

Email: banyanleadership@banyanleadership.org

1. *Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Please include an executed copy of the management agreement as Appendix L of the specified EMO or CMO.*

In order to ensure that Union Leadership Academy is a highly functioning charter school, we plan to partner with Banyan Leadership to operate the institution. We believe that this is in the best educational and financial interest of the School due to the organization's employee experience with establishing and maintaining charter schools over the past 5 years. Banyan Leadership will work closely with the Board to ensure that a high level of academics, as well as financial oversight, is accomplished. Banyan Leadership is fully committed to the success and growth of the School, thus allowing the Board to handle governance matters as opposed to heavy maintenance of financial resources.

The EMO will provide Gallup training and support to the administration and staff to ensure a high quality academic environment is established. The Board will have oversight of the teachers and support staff and will work closely with the EMO to ensure the performance of the Managing Director/Principal is above standard. The EMO stood out due to it's relationship with the Gallup organization for human capital recruitment. This extensive process will be used to hire all staff.

The contract with Banyan Leadership, which has been thoroughly reviewed by legal counsel, ensures that the management group manages daily accounting and financial reporting functions for the School. Banyan Leadership employs a variety of specialists with experience in establishing schools such as: CPAs, a Chief Financial Officer, a Curriculum Coordinator and Academic Consultant, an Instructional Technology specialist, and a Facilities Director. All employees have worked to develop a number of charter schools in North Carolina, South Carolina, and Florida. Together, their skills will make this company an asset to our school's development.

We believe that the expertise, combined with the skill set of the active board, will ensure a high level of success for Union Leadership Academy

2. *What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management organization's fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.*

When searching for the right management company our Board sought after an organization that was heavily focused on talent development and strong financial oversight. An extended amount of research was done with the heaviest considerations for both Charter School USA ("CSUSA") and Banyan Leadership.

The appeal of CSUSA was it's success with other schools located in the Mecklenburg County area. This organization puts heavy emphasis on their own particular educational and operational model and is very established in their processes and procedures. They were also considered due to their

ability to manage schools from K-12 grades.

Ultimately, Banyan Leadership was selected due to it's distinct partnership with the Gallup organization, heavy emphasis on teacher development and sustainability, and realistic and fair management fee. The Board believes that recruiting and retaining high-quality teachers is critical to the success of Union Leadership Academy. Banyan Leadership not only collaborates on financial responsibility and over-sight, but their model coaches the Board with a dashboard to ensure the management fees do not take precedent over fees needed for student and staff needs. In addition, Banyan Leadership brings with it knowledge in Covey's 7 Habits and the Leader in Me program. This is included in their fee making it highly appealing to the mission and vision of ULA.

The Board researched other charter schools that have been operated by current employees of Banyan Leadership and found that their techniques for financial oversight and teacher retention were successful over the past 5 years. In particular their knowledge of helping facilitate the development of the facility and creating sound, sustainable budgets stood out during our research. These factors ultimately made Banyan Leadership the right fit for Union Leadership Academy.

- 3. Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what is the highest and lowest performing school of the EMO/CMO? Why are these two schools so different in overall achievement?*

Banyan Leadership has compiled a group of employees whose expertise with facility management, financial oversight and academic consulting set them apart from other organizations. Together, the employees assimilated through this company have been involved in a number of charter school organizations. The Chief Operating Officer served as a founding member of Lake Norman Charter in Huntersville, North Carolina and has worked with other highly functioning schools such as Voyager Academy in Durham and St. Cloud Preparatory Academy in Florida. The population expected to enroll at Union Leadership Academy is almost identical to students who have been served by those employed at Banyan Leadership in the past.

Because this is their inaugural year as a fully established EMO, there are no specific schools to site for highest and lowest performance. The decision to utilize this group is a variety of factors from their experience in land and facility development, to their distinct group of individuals employed, to their experience with both Mecklenburg and Union county school districts. In addition, their management fee and intellectual ownership of both Gallup techniques and Covey principles stood out as a viable option for utilizing their services. The management fees and licensing enables our students access to highly effective hidden curriculums that we would otherwise not be able to afford as a new start-up charter school.

When considering to partner with Banyan Leadership, the Board spent an extensive amount of time researching the expertise and resumes of their newly assembled employees to make a decision on their viability for Union

Leadership Academy.

- 4. Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.*

Our relationship with Banyan Leadership is a performance-based agreement and the contract provided outlines the duties and responsibilities of both the Board and the EMO.

The Board will independently review and adopt a comprehensive budget provided by Banyan Leadership on an annual basis, and this report will give a clear picture of all revenue and expenditures. If there needs to be adjustments made to the proposed budget, a Board meeting will be scheduled to approve or disapprove any changes. The EMO will be responsible for the daily financial management of the School, subject to the input of the Board.

Not only will this financial oversight be implemented, but Banyan Leadership will report on a monthly basis the current student enrollment of the School and the number of students on the waiting list. The Board will be responsible for the overall school-based policies, school governance, everyday academics, a variety of personnel matters and grievance policies.

Both the EMO and the Board will be accountable for varying factors that ensure the successful development and operation of Union Leadership Academy. The goal is to establish a highly functioning relationship so each member can complete what is outlined in the contract to the best of their ability. In addition, academic growth scores and proficiency will be monitored closely by the Managing Director, Academic Director and the EMO provided academic consultant. This team of experts will ensure that student assessment data is presented at Board meetings quarterly and that the data is easily interpreted by stakeholders.

The goal of the relationship with Banyan Leadership is that the Board is able to be highly effective in their area of expertise and the EMO is able to be highly effective in the oversight they have been hired to managed. The key will be adequate communication and synergy from both sides.

- 5. Provide a description of the relationship that will exist between the charter school employees and the Management Organization.*

All instructional staff (teachers and support staff) will be jointly employed by the Board and Banyan Leadership. The administrators (Managing Director/Principal and Academic Director/Assistant Principal) will be solely employed by Banyan Leadership. The recruitment will be done consistently with the philosophy of Gallup surveys and an intense selection process. These positions will be hired first and subsequently they will have the authority, along with the Board, to select teachers.

The ultimate EMO oversight of the Principal and Assistant Principal does not impeded on the Board's ability to hire and dismiss teachers and support staff and is in compliance with N.C. Gen. Stat.115C-238.29F(e)(1).

- 6. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract*

without significant obstacles.

The attached management contract/agreement (Appendix L) strictly outlines both the responsibility of the Board as well as the EMO. The Board expects the full operation and performance of the School to be aligned to the Charter Application, as well as the mission and vision set forth by the Board.

The main responsibilities of the EMO are to adequately submit required reports (school-based and State) on time, and adhere to the budget outlined at the beginning of the year. In addition, the EMO will ensure all goals set forth in the charter (both financial and academic) are met. The EMOs performance can be managed based on the following:

- 1) Adequate reports turned in on time at the school and State level
- 2) Student enrollment and lottery lists adequately maintained
- 3) Student test scores monitored and presently quarterly at the Board meetings in conjunction with the Managing Director and EMO Academic Consultant
- 4) Budget managed and communicated accordingly with Board
- 5) Distinct changes in budget (both positive and negative) presented to the board in a pro-active manner
- 6) Overall Board satisfaction as reflected in fiscal management and student enrollment

The contract includes sufficient reasons how the Board can terminate the management agreement. The contract is attached in Appendix L.

7. *Is the facility provided by the EMO/CMO? N*

- If yes, include as Appendix M a detail of the buyout formula for the nonprofit board of directors to purchase the facility if a buyout formula or process exists.

8. *List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.*

At this time, Banyan Leadership is a newly formed EMO and therefore as a company they are yet to have fund balances.

9. *Provide as Appendix N the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO provides confirmation that the EMO is in good financial standing with either financial statements, bank letter, D & B report or credit rating.*

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.

Managing Director - 1

Academic Director - 1

Clerical - 1.5

Business Director - 1

Custodian- 1

Registrar- 1

Maintenance - 1

Core Teachers - 24

Specialty Teachers - 4

Exceptional Children Teachers - 2

Teacher Assistants - 7

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The School Board will utilize the Gallup Path for recruiting and retaining high-performing teachers. High teacher professional development is a primary driver of the academic success model. The Gallup Path is the research based sequence of identifying, developing and reinforcing the talents (strengths) of all individuals within in an organization.

The Gallup Path is primarily sequenced as follows:

- *Strength Identification (Teachers and Administrators)Great Administrators
- *Engaged Teachers
- *Engaged Students
- *Sustainable Teacher/Student Growth
- *Measurable Outcomes
- *Value to the Community

The ultimate core outcome of any successful, enduring organization is the active engagement of all its constituents, particularly its staff. Active engagement is the core objective of all Gallup talent development processes. The School will actively seek to practically apply all Gallup engagement processes within its professional development of all School administrators, teachers and other staff.

The interview process is also a key step in selecting the right staff, which in turn aids retention. TeacherInsight is an interview tool used to identify the best potential teachers and administrators. It helps identify whether

teachers and administrators would be a good fit for the job. The TeacherInsight development study, completed in January 2002, demonstrated content, construct, and criterion-related validity as well as fairness across Equal Employment Opportunity Commission (EEOC) classifications of race, gender, and age. TeacherInsight will not replace a personal interview but it will help in identifying the most promising candidates to be interviewed

- 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 charter school employees will be hired by the School's Managing Director under the direct approval/oversight of the School Board as required by North Carolina law. All charter school employees will generally be at-will employees except where certain core administrators shall be retained under an employment agreement.

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

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

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

Each school job applicant will provide an application form, North Carolina teaching credential, and three professional references. The School Board will ensure that background checks and other investigations required by law are conducted prior to any hiring decision. The School Board also reserves the right to conduct background checks on all employees or any individuals that have any contact with the students. The School will be a drug free workplace. The School will require pre-employment drug testing of all employees and maintains the right to perform random drug tests according to laws and policy to be set for by the School Board. Applications of candidates meeting all local, state, and federal guidelines for public school employment will be given to the Managing Director (MD). All hiring interviews will be initially conducted by the MD in order to provide recommendations for hiring the School Board.

The MD will finalize recommendations for employment with decisions made by the Board. The Board has final approval for personnel decisions.

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

The School anticipates employment salary ranges of \$32,000 to \$45,000 for teachers, \$30,000 to \$40,000 for staff and \$50,000 to \$90,000 for administrators. The School will initially only offer health insurance with life insurance. 403(b) retirement plans, and disability insurance offered as

employee funded benefits under group policies where practical. School matching will be offered as the school becomes more financially established similar to other new charter school employment offerings.

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

The School expects to have certain reasonable policies and rules for the conduct of school employees. The School will generally retain its staff on an at-will basis. There will be minimum rules that should not be violated under any circumstances. Violation of these minimum rules will lead to discipline, up to and including immediate termination. Examples of these rules include but are not limited to:

- *Substance abuse
- *Insubordination
- *Consistent poor performance
- *Theft
- *Threats and weapons in the workplace
- *Harassment
- *Absenteeism and tardiness
- *Misuse of property
- *Fraud, dishonesty, and false statements
- *Violation and/or lack of enforcement of school rules
- *Breaching confidentiality

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

In the event it becomes necessary to discipline an employee the following steps of discipline may occur at the discretion of the Managing Director and/or School Board: verbal warning, written warning, final warning and/or probation, or termination.

The School plans to use the Grievance and Hearing Procedure.

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

The School Board is unaware of any dual responsibility positions within the School.

8. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.

The School will comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. The School will staff needed certified EC teachers to facilitate the needs of students deemed in need of IEP assistance either via student transfer with an existing IEP or through the RTI process.

The School will provide adequate staffing to fulfill the above special needs students. ELL and gifted students will also have adequate staffing respectively based on federal and state mandates for those students.

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).

North Carolina teaching credentials are required for classroom and elective teachers. Nurses shall have LPN or RN licenses, teachers for all special education students shall have all appropriate North Carolina exceptional children credentials, teachers for gifted students shall have all gifted student credentials.

1. Managing Director/Principal

The Managing Director leads the implementation of the mission and vision of the school, maintains high academic standards in curriculum, educational practices and student performance, and manages school facilities and finances, while creating a stable and nurturing school environment for faculty and students. The Managing Director provides strong organizational and instructional leadership, in order to assure high student outcomes.

Qualifications: North Carolina certification in Educational Leadership, School Principal, Administration, or Administration and Supervision required within the first year of employment. Five (5) years of related professional experience required. Bachelors Degree (preferably in education) required, but Masters Degree (or currently enrolled in) preferred.

Terms: The principal reports to the EMO, Banyan Leadership; this is a 12-month position.

2. Academic Director/Assistant Principal for Curriculum and Instruction

The Assistant Principal (AP) is second only to the principal in the administration of the school and serves as liaison between principal and other school personnel. The AP for Curriculum and Instruction assists the principal with the academic program of the school. In addition, this position assumes any duties assigned by the principal and is fully responsible for the school program in the absence of the principal.

Qualifications: North Carolina certification in Educational Leadership, School Principal, Administration, or Administration and Supervision required within the first year of employment. Five (5) years of related professional experience required. Bachelors Degree (preferably in education) required, but Masters Degree (or currently enrolled in) preferred.

Terms: The AP reports to the Principal; this is an 11-month position.

3. General Education Teacher

The teacher is the most critical link between the instructional program and the children who will be

served. Those employed by the Board will have completed an extensive review by the Board to ensure they meet the standards for the school both in delivery of instruction and establishment of the learning community atmosphere.

Qualifications: Bachelors degree and valid NC teaching certificate required for subject and grade being taught; holds a valid NC teaching certificate

Terms: Teachers report to the Principal; this is a 10-month position.

Master-Teacher

In addition to the qualifications described above, teachers identified as Master Teachers must demonstrate the ability to develop leadership in teachers as well as students. They will teach the teacher. They will not only be educated in their content but also have years of teaching experience to share with those whom they mentor.

4. Exceptional Student Education (ESE) Teacher

The exceptional student education teacher is responsible for overseeing the ESE program for students on his/her caseload and ensuring that ESE procedures and services are implemented in accordance with the Individuals with Disabilities Education Act (IDEA), NC statutes and rules related to ESE.

Qualifications: Bachelors degree and NC certification in Exceptional Student Education (K-12).

5. English Language Learners (ELL) Teacher

ELL teachers are expected to fulfill the tasks listed above for classroom teachers in addition to their responsibilities specific to ELL.

Staff Evaluation and Professional Development

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

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

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

High teacher professional development is a primary driver of the academic success model. The Gallup Path is the research-based sequence of identifying, developing and reinforcing the talents (strengths) of all individuals within an organization. The evidence Gallup has demonstrated as the path to great schools begins with great teachers and principals.

Just as our students will be highly motivated by the desire to continuously improve the quality of their work, our teachers will be inspired to remain at our school because they will be able to grow professionally each year and because they will be part of a high-performing team. For our novice teachers, we will provide the mentoring, coaching and support they need to become effective teachers. By providing for the development of new teachers within our school, we will ensure a growing pipeline of talent for our educational program.

The school may provide financial support and increases to teachers pursuing certification or endorsement in ESE, ESOL, reading, or other relevant training. Teachers whose performance is deemed unsatisfactory over the course of the year will not be rehired. Teachers who wish to be mentors to other teachers or serve as club leaders may volunteer to do so.

Master Teachers will be hired to mentor others. Teachers identified as Master Teachers must demonstrate the ability to develop leadership in teachers as well as students. They will teach the teacher. They will not only be educated in their content but also have years of teaching experience to share with those whom they mentor.

The School intends to offer competitive salaries and benefits packages to full-time employees. However the school environment will serve as the primary retention tool. The Academy will foster inquiry, innovation and

cooperation among students, as well as staff. The focus on professional development allows faculty and staff to deepen their knowledge, to expose themselves to new ideas and concepts and to become innovators in their fields. The collegial faculty atmosphere, the open exchange of ideas within the classroom and the high expectations for student behavior and character will create a desirable work environment that faculty and staff will want to return to year after year.

Staff will be evaluated with formal and informal observations by the Managing Director and Academic Director, in accordance of North Carolina Teacher Evaluation requirements.

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

The School holds education in the highest regard and realizes that faculty, staff and administrators possess a unique opportunity to model the benefits of lifelong learning to the students. Professional development is not only encouraged at the School, it is expected. Personnel will be encouraged to seek out professional development in their specific field. All requests for professional development need prior approval by the principal and any reimbursements should be submitted directly to the principal or assistant principal before training is begun. The principal will provide training for all incoming teachers to provide practical advice on how to effectively implement the principles and values of a classical education in the classroom.

Faculty and staff also will be made aware of professional development offered by Union County schools, as well as any relevant trainings offered by the North Carolina Department of Education. The administrators will be required to attend the annual Charter Schools Conference and any additional opportunities which will enhance their skills and improve their performance and that of the school.

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

Measures of Academic Progress (MAP) is a state-aligned computerized adaptive assessment program that will provide teachers and parents the information needed to improve teaching and learning. Teachers will receive training on this assessment tool, internally.

- 4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

There will be a teacher orientation before the beginning of the school year to train teachers in the mission, vision, culture, and leadership goals of the School. Training in The Gallup Path and The Covey Leadership Principles will be required prior to the beginning of the school year. Teachers will be required to follow the core curriculum Core Knowledge; however, they will be encouraged to present that curriculum in a variety of ways through differentiated instruction. Six instructional strategies will be utilized

throughout all subject areas: integrative units, small group activities, product-based learning, classroom workshop, authentic experience, and reflective assessment. All units of study will be built around these foundations of successful instruction.

Teachers will also receive training on Core Knowledge, Singapore Math, and technology integration.

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

Teachers will receive Professional development at the beginning of the year for three days. In addition they will receive 3 hours every week to collaborate with colleagues regarding Gallup, Covey's Leadership Skills, and Core Knowledge. These best practices will ensure the School will accomplish its mission through its teachers.

In setting high expectations for both students and teachers, the Academy will be committed to maintaining the highest level of quality instructors by implementing a comprehensive professional development plan. The Academy will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering high quality trainings on our school campus.

The Principal and Assistant Principal will be responsible for planning professional development opportunities. Resources in the budget for professional development for both components include training from Core Knowledge Foundation, Singapore Math, Covey and High Bar. Professional Development will be provided to teachers/staff, administrators and Board members.

Professional development opportunities may occur on-site or by attending local, state, and/or national conferences. Core Knowledge provides both lesson plans and an overview of topics for each grade level in the areas of Language Arts, History and Geography, Visual Arts, Music, Mathematics and Science. The Sequence guides teachers in what instructional resources are necessary to fully deliver the curriculum. Union Leadership Academy will assure appropriate training and technical assistance so that all school personnel will implement the curriculum correctly and are given the greatest possible support to accomplish this.

For K-8 teachers implementing the Core Knowledge Sequence, a minimum of three days of Core Knowledge professional development is recommended in the first year of implementation. All staff members will participate in the "Getting Started with the Sequence" for Grades K8. Likewise, the school administrators and Core Knowledge Coordinators will participate in the Core Knowledge Coordinator and Leadership Institute. These workshops can be scheduled during the schools allotted professional development days throughout the school year, although the first three days may be used for this.

Singapore Math contains different elements that comprise of daily lessons, mental math, teacher directed, guided practice, activity, and independent practice that align with their conceptual and skill building framework to teaching math. Information regarding what needs to be included in a lesson,

how the lesson is introduced and presented, how it progresses from the concrete to the abstract, and how to differentiate for students is provided in a clear and logical sequence. Mastery of the material is expected before students move from one level to the next level. Singapore Math must be followed with fidelity in order for students to be successful. Teachers are required to be trained in assessing students, placing students in the appropriate skill groups, and in implementing the lessons using the Singapore strategies and methods in Foundations of Number Sense and Foundations of Model Drawing. Teachers are also trained in the implementation of effective Singapore Math Strategies in their classrooms. In addition to building Singapore Math expertise among staff, the Academy will provide training to increase Singapore Math capacity within the school by providing models that will utilize resources effectively.

Trainers in the stated programs will work in collaboration with the administration to provide targeted training in the strategies/methods for each component of the curriculum. As teachers become proficient with each component of the curriculum, they will receive training in scaffolding, differentiated instruction, and metacognitive approaches to learning and strategies to enhance student memory.

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 reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

We will not discriminate on the basis of race, religion, national or ethnic origin, or exceptionality in the admission of students, in accordance with federal and state anti-discrimination law. The School will be open to any eligible students in the county, including exceptional education students.

Understanding that the School is indeed a "school of choice," the Governing Board recognizes the importance of marketing and recruiting to parents and students of Union County. In general, the extent or degree of marketing efforts depends primarily on the targeted population. In order to promote a neighborhood school environment, the marketing strategy starts in the immediate area and then broadens to the mass market.

Marketing to residents in the surrounding communities will be the primary focus. In order to ensure strong demand and create a "wait-list" application pool, marketing will occur to all appropriate populations geographic, ethnic, age. Utilizing the Schools Student Information System, applicants will be tracked and ordered appropriately. This method will provide an opportunity for all students applying to be admitted, while ensuring an

orderly management of achieving enrollment targets across all grade levels.

The School will conduct a three phase marketing campaign: Identification, Awareness, and Recruitment. The efforts of this campaign should achieve enrollment capacity and a waitlist.

Phase I: Identification

First, the School will identify eligible students as identified in the Charter. Second, the Board will identify the target recruitment area based on a detailed and thorough analysis of the area and compliance with the Charter. Some of the indicators to identify a target recruitment area include:

- * Community demographics
- * Local school capacity
- * Local school academic performance
- * Perform scientific surveys for interest areas (e.g. programs, transportation, etc.)

Phase II: Awareness

Beginning approximately one year prior to school opening or upon approval of this Charter Application, the School will conduct a broad marketing campaign throughout targeted areas that educates and publicizes to the community information about the opportunities and benefits available at the School. Publications and media clips will be produced as needed to match the demographics of the community. These efforts will include, but not be limited to:

- * Local print media
- * Development of a school website accessible via the internet, with email options
- * Distribution of brochures and flyers about the School and the program offered
- * Participation in "town hall" type of meetings with local organizations
- * Direct mailings and targeted Cable TV advertisements to the community
- * Local television public service announcements
- * Announcements in Human Resources Newsletters for area businesses

Phase III: Recruitment

Enrollment will take place until the School is fully enrolled and staffed. At

this point of the marketing campaign and continuing with the above efforts, a more extensive hands-on marketing strategy will be implemented. These efforts will include, but not be limited to:

- * Targeted Direct Mail, Cable television advertisements, Newspaper ads
- * Continued distribution of brochures and flyers about the School and programs offered
- * Presentation/Information sessions of the local community, neighborhood clubs, libraries, and other organizations
- * Display signs and flyers throughout the immediate and surrounding communities
- * Open houses and information sessions at the School
- * Information sessions and meeting at the area schools classified as "overcrowded"
- * Internal company email advertisements through local businesses

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. The School will conduct a three phase marketing campaign: Identification, Awareness, and Recruitment. The efforts of this campaign should achieve enrollment capacity and a waitlist.

Beginning approximately one year prior to school opening or upon approval of this Charter Application, the School will conduct a broad marketing campaign throughout targeted areas that educates and publicizes to the community information about the opportunities and benefits available at the School. Publications and media clips will be produced as needed to match the demographics of the community. These efforts will include, but not be limited to:

- * Local print media
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- * Distribution of brochures and flyers about the School and the program offered
- * Participation in "town hall" type of meetings with local organizations
- * Direct mailings and targeted Cable TV advertisements to the community
- * Local television public service announcements
- * Announcements in Human Resources Newsletters for area businesses

2. The parent and community support are valuable assets to the school as a whole. Creating opportunities to utilize the partnerships available can help in three ways: types of activities, various time commitment levels, and nature of involvement.

Types of activities can be broken down into Educational or Fundraising, both areas that will support success of the school. Parents and Community members can work in classrooms, directly or indirectly with students. This may include things like: tutoring, instructional support, monitoring, and working with small groups based on teacher-led lesson planning. Fundraising can be done during school hours and outside of school to maximize partnerships within the community at large.

Parent involvement creates ways for all parents to find ways to contribute, whether they are a working parent or a full-time care-giver. The frequency of events or time that volunteer work could be accomplished opens this to all families. A variety options will be provided to families.

The nature of involvement can be very formal to informal. Committee meetings can create a framework to utilize all the partnerships to their full potential in an organized fashion. Informal gatherings may be more appealing to parents who want more flexibility in their volunteering.

In all areas of relationships, the underlying culture of Servant Leadership will drive decisions.

Organizing Volunteers:

Organizing Volunteers with a Committee responsible for certifying background checks for adults on campus

Create Sign Up Programming to include a variety of types, time commitments, and nature of involvement

Create and Maintain open communication processes about volunteering and fundraising progress to all stakeholders

Create means for Parent and Partnership Feedback to constantly improve the programming

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. Tentative dates for application period; enrollment deadlines and procedures. School will begin advertising for student enrollment application on October 15, 2016 and each October 15 thereafter. The enrollment deadline for School will be February 15, 2016 and each February thereafter. All enrollment applications may be submitted either paper application (blank forms will be made available at Union County public facilities) or by website electronic enrollment. All student enrollment applications will be received and processed by the Managing Director of the School. Media

advertisements and public announcements will clearly state how or where applications are available and the deadline for receipt of completed applications.

2. Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences. If the number of applicants exceeds the capacity of a program, class, grade level or building, a lottery process will be used to determine enrollment.

The lottery will be held no later than March prior to the beginning of the school year.

- * The names of each applicant will be placed on an index card.

- * The individual index card will be placed in a box.

- * All index cards placed in the box will be shuffled.

- * An individual with no professional or business relationship to School will randomly select index cards from the box.

- * The name of the student will be announced and assigned a lottery number.

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

- * This process will continue until all index cards have been drawn and recorded.

- * The names drawn in lottery number order equaling the enrollment openings will be placed on the class roster.

- * The remaining names will be placed on a waiting list in their lottery order number.

- * The above lottery process will be repeated for all grade levels.

- * Class rosters for each grade level will not be finalized until the lottery process for K thru 8 grades is complete.

If feasible, after the first year of operations, the lottery will be conducted via an audible, statistically valid computer program.

The School will give priority enrollment to as permitted by North Carolina state law and recent legislation changes in House Bill 250 . An enrollment spreadsheet will organize all students and siblings assuring a transparent and documented enrollment process to ensure fair and legal entrance to the School.

3. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers. The School will maintain a student wait list for all students not immediately chosen in the lottery process above. Such waitlist shall be maintained for the duration of the Lake school year based on School admission policies. If a student chooses to withdraw from the school, a parent/guardian will be asked to fill out a withdrawal form stating the effective date and school where students records should be sent. If a school name is provided, the School will transfer the students records, otherwise Lake will wait until a request for records is received. Any transfers into the School shall be subject to School enrollment policies, enrollment application process, lottery and North Carolina law governing inbound transfer students.

4. Explanation of the purpose of any pre-admission activities (if any) for students or parents: The School will hold orientation meetings for all prospective parents and students so as to establish clear expectations and objectives within the School charter.

5. Clear policies and procedures for student withdrawals and transfers: Any transfers into the School or withdrawals shall be subject to School enrollment policies, enrollment application process, lottery and North Carolina law governing inbound transfer students.

PROJECTED ENROLLMENT 2017-18 through 2021-2022

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

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

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

	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	LEA 900	LEA 000	LEA 000	LEA 900	LEA 000	LEA 000	LEA 900	LEA 000	LEA 000	LEA 900	LEA 000	LEA 000	LEA 900	LEA 000	LEA 000
	574			702			914			914			914		

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 intends to ensure that transportation is not a barrier to students attending the school. This will be done in a myriad of ways. First, we believe that given the close-knit community that will be fostered at the school that many of our parents will elect to transport their own children to school. The school will ensure that adequate plans are put in place to facilitate the smooth drop off and pick up of students with regard to stacking vehicles and the safe entry and exit of vehicles during the morning drop-off and afternoon pick-up. In addition, the school will implement a comprehensive car-pooling system to assist families with finding other families in their area who may be interested in car-pooling and to facilitate their connections. School staff will develop carpooling lists and maps based on the data parents provide when they opt-in to be included in the car-pooling system.

Even with these systems in place, we realize that some families will still need additional options in order to ensure that transportation is not a barrier to their attendance at the school. As a result, the school plans to contract with an outside agency to provide transportation services. We will conduct a Request for Proposal process to ensure the prudent use of public funds. Once the charter is approved by the county, we will begin this process to find a company who we can contract with who will meet all applicable North Carolina requirements in regard to the safety, maintenance, driver and other requirements. If the district is open to contracting with the school to provide transportation this will also be explored. The school agrees to use a service, which has received all legally required approvals and will ensure that all buses used will have the proper inspections completed monthly, and that the drivers meet all licensing and health requirements.

Furthermore, the School understands that if a special education student has an IEP, which indicates the need for transportation services that additional requirements may be necessary for these students, and we agree to comply with the requirements of the child's IEP and any applicable rules and regulations. We also will ensure that transportation for any school-sponsored events, such as field trips, in which buses are used, will be carried out in accordance with the statutory requirements and on approved vehicles with appropriate drivers.

Given the strong emphasis we will place on carpooling we do not anticipate that a large percentage of our students will utilize the transportation services. In our budget assumptions we have assumed that the charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its

charter.

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.

It is our intention to become a provider under the National School Lunch Program.

The charter school will provide free and reduced priced meals for eligible children who qualify for the NSLP Free and Reduced Lunch program. The State dictates the criteria for those children from households with incomes of less than or equal to the income criteria required by the National School Lunch Program that may be eligible for either free or reduced priced meals. The charter school staff will work with the Department of Education Department of Food and Nutrition Management to develop required agreements for reimbursement and will attend any required workshops.

Efforts are made to ensure that all students are provided the paperwork and will have an opportunity to obtain free or reduced lunch. During the first week of school, application forms are given to each student. To apply for free or reduced priced meals, parents must fill out the application and return it to the school. After the application is processed, a response is forwarded to each child and the child's parents/guardians. In accordance with National School Lunch Act (42 U.S.C. 1751 (b)(2) C)), a confidential list is then compiled and forwarded to the School.

While there is no cafeteria, outside food vendors will be available to provide extra meals. Parents who do not need Free and Reduced lunch options will have the option to order 'extra' meals to put towards the School's effort to support this effort.

The School will work to identify student needs as quickly as possible and provide necessary food to children.

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	\$2,000,000	\$3,094.00

Officers and Directors/Errors and Omissions		\$1,000,000	\$5,500.00
Property Insurance		\$500,000	\$5,500.00
Motor Vehicle Liability		\$1,000,000	\$852.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$1,000.00
Other		\$2,000,000	\$23,147.00
Total Cost			\$39,093.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix P) to demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C218.75.

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

jelliott588 09/24/2015

(Board Chair Signature)

(Date)

Facility:

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

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

Union Leadership Academy expects to open, if approved, in temporary facilities by leasing an existing building until it can acquire a permanent facility, either an existing building or if financially possible depending on acquiring costs, develop land. The initial size of the school, and a survey of the real estate market in the county suggests that unused commercial space will be available for the size of the school through the first two to three years of operation. We have retained the services of real estate agents, legal counsel, and architects to assist in identifying, evaluating, and developing proposed modifications to target properties in accordance with our target market, the needs of the students, building code requirements, and financial efficiencies.

We have been targeting leasing facilities as well as looking at buildings to

buy based on size and location. Immediately after our charter application is approved we will move forward to lease a temporary facility and eventually purchase a permanent site.

The ULA Board has established a Preliminary Building Timeline to assure it has fully identified all key facility planning and acquisition milestones. The Preliminary Building Timeline outlined below provides a fairly concise outline of facility planning typically used by commercial organizations in their facility acquisition process. Each step will include the entire ULA Board in an oversight role where at least two Board members will serve in lead facility acquisition roles for the benefit of the entire board.

July 2016 Facility Financing Options Land/Lease Due Diligence Land/Lease Contract Land Purchase
September 2016 Land/Use Plan Design Building Design
October 2016 Building Permitting Site Prep
January 2017 Construction Commencement
July 2017 Certificate of Occupancy
August 2017 School Opening

Please attach copies of Facilities Inspections as Appendix R.

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

The budget assumes a \$25/sq. ft. cost for the proposed facility based on recent known educational lease rate activity in the area. The assumed rate also provides some cushion to allow for the possible development of the permanent facility option.

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.*

We intend to identify several proposed properties that will meet our initial needs and pursue a multi-track approach to facilities. Delays in acquisition, zoning, and modifications are common in these types of projects. Therefore, having several under study is the best approach to obtaining suitable facilities in time for opening.

The Union Leadership Academy Board will develop various facility possibilities that are mutually exclusive wherever possible. The Board anticipates three viable options that can be fully developed based on preliminary due-diligence already completed by the Board. Each of these have different price points with one being the least expensive to three being the most expensive. In order for three to be solvent, it would take the right purchase price for the right piece of land.

1. The initial plan is to acquire a temporary facility to lease
 2. The second plan is to purchase or lease/purchase a permanent facility
 3. The third plan is to Purchase and develop a permanent facility on land.
- We anticipate needing approximately 30,000 square feet of lease space for

year one and two. For year three we anticipate needing approximately 44,000 square feet for K-8 in ULA's permanent facility. Both the temporary facility and eventual permanent facility will be in compliance with applicable building codes, health and safety laws, and with the requirements of the Americans with Disabilities Act (ADA). Before the start of School operations, the Board will provide all necessary information to the Office of Charter Schools, including a Certificate of Occupancy for Educational Use.

If a permanent site is not acquired, it will not be a hindrance to the education of Union Leadership Academy students. The Board does not anticipate that any school programs will be affected in the event a permanent facility is not secured.

VI. FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

Budget: Revenue Projections from each LEA 2017-18

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1900 - Union County Public Schools

Revenue	2015-2016 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2017-2018
State Funds	\$4,546.19	574	\$2,609,513.06
Local Funds	\$2,028.00	574	\$1,164,072.00
Federal EC Funds	\$3,768.11	46	\$173,333.06
Totals			\$3,946,918.12

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

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

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

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

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

The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

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

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

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

Overall Budget:

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

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

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

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

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

Provide the break-even point of student enrollment.

Union Leadership Academy performed a cost benefit analysis of community demand and then compared the findings to that of idea school sizes and structure in Union County. Through demographic and market analysis and survey data presented earlier in this application ULA has recognized a need for a charter school far greater than the 563 students necessary to operate on a break-even basis. While the market analysis supports a demand greater than the year one initial 574 proposed student enrollment capacity, the school enrollment was based on the optimal community size to implement it's mission versus implementation cost and school financial sustainability.

In the unlikely event our school does not meet it's enrollment goals, we would reduce our operating expenses in terms of classroom teachers, instructional materials, and excess technology purchases. In addition, our EMO is prepared to financially back our institution and carry the operating costs until an adequate enrollment is achieved.

Their commitment to our success is sited in our contract attached to this application.

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

Union Leadership Academy has established an Operating Surplus (Contingency Reserve) to provide a buffer for minor fluctuations in revenue. Revenue shortfalls approaching the Reserve, including any negative enrollment variances will trigger a formal written operational and financial impact analysis by the Board. Any resulting right sizing decisions made in the overall best interest of the school will be based on an objective, constructive financial analysis including a Dynamic Break-even analysis without any bias for ULA personnel, student or Board personal preferences.

Such corrective adjustments associated with enrollment shortfalls may include but are not limited to offsetting reductions in staffing, compensation, supply and technology expenditures. In addition, the Board may also seek to revise lease escalators to provide additional ramp-up in lease rates that coincide with increases in student enrollment from grade additions in subsequent year.

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

The Union Leadership Academy budget is based solely on the projected funding from state, county and federal entities and does not rely on additional working capital to sustain the operation or functionality of the school.

ULA's only credit need is in the form of a lease or purchase of its school facilities. Any other Union Leadership Academy funding needs will be driven by absolute school need versus want so as to assure the best economic outcome for ULA.

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

K 10:1; 1st 16:1; 2nd - 5th 25:1

- 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 of Directors of Union Leadership Academy will explore and implement the best options for managing the business affairs of the School. At a minimum, the ULA Board will implement best practice accounting, purchasing, payroll and audit policies and procedures (collectively "Business Affairs") as lead by the Board Treasurer and the outside advice of the EMO. Such best practice Business Affairs will have specific metrics as developed within a Balanced Scorecard process/format that represent the key Business Affairs operations as regularly reported to the ULA Board in it's monthly board meetings. All subsequent development and implementation of ULA Business Affairs policies and procedures will be carried out by the onsite Financial Officer and the EMO. The ULA Board reserves the right to further research and explore all options for fulfilling ULA Business Affairs on a best long-term value basis. Instructional support will be determined based on actual enrollment and best available resources to meet student needs. All options, selection criteria and selection processes will be done on a fully documented, comparative basis so as to assure best outcomes for Union Leadership Academy. All ULA financial and related Business Affairs activities will be done via the NC mandated ISIS financial system in conjunction with the EMO.

The business director on the school site will serve as the liaison between the EMO, Banyan Leadership for payroll, financial matters and all other human resource type questions. The EMO head finance team will work in conjunction with the business director to ensure absolute fidelity in all financial matters.

For providing certain Exceptional Children services, the school will contract with individuals based on the services needed for the students enrolled. The contracts will be overseen by both the Business Director on-site and Banyan Leadership, the EMO.

In accordance with North Carolina General Statutes, Union Leadership Academy will adhere to reporting requirements established by the State Board of Education in the Uniform Education Reporting System by reporting at least

annually to the State Board of Education via the Department of Public Instruction.

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

Union Leadership Academy budget criteria includes: 1) classroom sizes comparable to Union County LEA, 2) master/apprentice teacher staffing model where proven teachers can excel professionally through extensive professional development and achievement, 3) efficient use of technology/curriculum resources, and 4) budget surplus or contingency. The budget surplus serves as a contingency for negative variances in enrollment.

Union Leadership Academy's mission is to cultivate a community that engages and inspires each child to reach their unique potential and achieve their leadership aspirations. The Leadership emphasis requires a strong institutional focus of high efficiency and collaborative teaching. The limited financial resources available to ULA, compared to the surrounding traditional LEAs, creates the very impetus for Leadership to be well thought and efficiently delivered.

This is reflected in ULA's classroom teacher staffing at start-up which will follow a master/apprentice model, with experienced teachers taking grade leader roles and coaching less experienced and/or new teachers to help them reach their unique leadership potential. The key activity of any school is its teaching process as driven by classroom teachers, specialized teachers and school administrators. School personnel as the primary school expenditure approximates a majority of ULA expenditures. Union Leadership Academy will also rely on parent volunteers who pass background checks to supplement the office personnel on an as needed basis as well as lunch and recess monitoring.

Union Leadership Academy will not provide bus transportation but will facilitate a parent lead carpool assistance committee to ease transportation needs and provide transportation for students not otherwise able to attend ULA. However, the proposed budget includes some transportation funds to assure student transportation arrangements are possible in extraordinary circumstances and assure that transportation is not an impediment to entry.

Union Leadership Academy's budgeted facilities will reflect ULA's mission of developing unique leadership potential through the traditional academia classrooms as well as through the arts and athletics in a safe learning environment.

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 goal for Union Leadership Academy is to achieve a minimum fund balance of 1% of revenue upon conclusion of the fifth year of operation. By working cooperatively with the EMO, the board will establish a succinct and efficient budget management process to monitor all variances that would affect the operating budget and intake. (Enrollment fluctuations, rent increases, etc...)

The school's fund balance is projected to reach 5% at the end of the fifth year of operation and incremental steps to reach this goal will be managed and communicated to the Board by the EMO for approval on a quarterly basis.

It's important to note that the management process will include adequate and accurate financial statement presentations, monthly reviews of the actual funds and balances in the budget and efficient knowledge and understanding of changes trends in enrollment or other factors that change the forecast of the budget balance.

In conjunction with Banyan Leadership, the Board ensure the budget is meeting the goals set forth by year five.

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

The Union Leadership Academy Board has structured the budget for ULA to be able to fundamentally function on a "classic boot-strap basis" similar to any other well planned start-up enterprises. Any funding needs will be driven by absolute school need versus want to assure the best economic outcome for ULA. With the exception of a multi-year lease/facility financing ULA does not anticipate or need significant external financial resources prior to or after it's commencement in August 2017.

Union Leadership Academy's proposed budget reflects ULA's intent of opening in an existing temporary facility of approximately 30,000 square feet of leased space until it can otherwise acquire a permanent facility by year three. In an effort to manage facility costs, ULA will seek to obtain a multi-year lease with a landlord which will provide lease escalators to reflect the increase in student enrollment and associated funding. Facility contingency plans as contemplated in the Facility Section of the application must also comply and operate within the proposed budget.

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

The proposed Union Leadership Academy budget assumes that all of the school's assets will be acquired/purchased with state and county allotted funds. To maximize these resources, ULA will utilize surplus and reseller vendors to obtain office and classroom furniture. The ULA Board and the contracted EMO reserves the right to further research and explore all options of fulfilling/supplementing its asset requirements, however the budget does not contemplate any outside sources for any assets on which the school's core operation depends.

Some items contemplated for purchase include:

- Printers
- Phone System
- Teachers computers and software
- SMART Boards
- Netbooks for student use
- Headphones
- Classroom Pencil Sharpeners
- Clocks

Book Shelves

School Flags- American

School Flags- North Carolina

Art Tables

Round Group Setting Tables

Activity Tables for Special Area teachers

Full Service Carts for floating instructors

Physical Education equipment

Classroom Trashcans

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

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

The Board of Directors of ULA will explore and implement the best options for managing the business affairs of ULA. At a minimum, the ULA Board and the EMO will implement best practice accounting, purchasing, payroll and audit policies and procedures (collectively "Business Affairs") as lead by the Board Treasurer and the outside advice of the EMO. Such best practice Business Affairs will have specific metrics as developed within a Balanced Scorecard process/format that represent the key Business Affairs operations as regularly reported to the ULA Board in its monthly board meetings. All subsequent development and implementation of ULA Business Affairs policies and procedures will be carried out by the onsite Financial Officer of ULA and the EMO. The ULA Board reserves the right to further research and explore all options for fulfilling School Business Affairs on a best long term value basis. All Business Affairs options, selection criteria and selection processes will be done on a fully documented, comparative basis so as to assure best outcomes for ULA. All financial and related Business Affairs activities will be done via the NC mandated ISIS financial system.

In accordance with North Carolina General Statutes, ULA will adhere to reporting requirements established by the State Board of Education in the Uniform Education Reporting System by reporting at least annually to the State Board of Education via the Department of Public Instruction.

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

Union Leadership Academy Board is unaware of any related party transactions 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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