



NORTH CAROLINA CHARTER SCHOOL APPLICATION

The Paideia Academy

Public charter schools opening the fall of 2018

Due 5:00 pm EST, September 19, 2016

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

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6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL

2016 Application Process

To open a charter school in the 2018-2019 school year

APPLICATION DUE DATE/TIME

September 19, 2016 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 19, 2016 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.
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: The Paideia 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: *The Paideia 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: *Laura Cook*

Title/Relationship to nonprofit: *Director/Principal*

Mailing address: 805 Kings Crossing Dr NW
Concord NC 28027

Primary telephone: 704-490-6208 Alternative telephone: 704-784-4196

E-Mail address: *cookmusic12@gmail.com*

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

County: CABARRUS

LEA: 130-Cabarrus County Schools

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

No:

Yes:

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

No:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? *The Paideia Academy, Inc*

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2018 Month August

Will this school operate on a year round schedule?

No:
 Yes:

Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	06,07,08,09	320
Second Year	06,07,08,09,10	400
Third Year	06,07,08,09,10,11	480
Fourth Year	06,07,08,09,10,11,12	560
Fifth Year	06,07,08,09,10,11,12	600

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. Additionally, the board is aware that if this application is approved by the State Board of Education, the approval is contingent upon successful completion of such planning year.

ljcook16
Signature

Director/Principal
Title

ljcook16
Printed Name

09/18/2016
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 Paideia Academy promotes a culture of community that nurtures scholarly pursuits and personal integrity. We prepare lifelong learners who value, foster, and honor intellectual autonomy and earned success.

Clearly describe the mission of the proposed charter school:

The Paideia Academy serves to prepare students in developing the habits for becoming lifelong learners as defined by Mortimer Adler's Paideia Program. The Paideia Academy cultivates student self-discovery and self-governance with a focus on fostering each individual's sense of revelation as we employ an integrated approach to curriculum that nurtures the "whole" child. The Paideia Academy equips students to embrace opportunity and face personal challenges that they will meet upon graduation.

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 Paideia Academy (TPA) will be open to all North Carolina students eligible to attend public schools (NCGS 115C-218.45). TPA will target students with the greatest potential for educational growth. Our diverse and democratic foundation for education will serve students who are willing to be active participants in becoming lifelong learners. The Academy board believes students who have a strong desire for learning through an integrated curriculum that explores self-discovery and an uncovering of education's big ideas and values exists across all demographics and will not target the school's marketing to any particular race or population. Instead, the marketing efforts will be broad in an effort to reach many different communities in Cabarrus County, Mecklenburg County and surrounding areas.

While a location has not yet been determined, accessibility to the major thoroughfares (Interstates 85, 77, 485) will serve as a priority focal point in research for the current proposed school facility. Until a prime site is determined and leased or purchased, the co-founders and the members of the board will seek a facility that will house approximately 500 students/staff for a reasonable rate and one that is within our conservative budgetary constraints. In our search for a prime location we are considering areas where three major watersheds exist (Rocky River Watershed - West Branch,

Clarke Creek Watershed and Clear Creek Watershed) which will support our K-12 Environmental Science Program. These watersheds exist bordering Cabarrus and Mecklenburg counties and will serve to be areas of study for students at TPA in tandem with county officials, and environmental scientists. The Clarke Creed Watershed area is of most interest as it has the most undeveloped land (82%) in any of the watershed areas allowing greater opportunity for a viable and rigorous environmental science program.

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

The Paideia Academy (TPA) is a secondary school containing grades 6-12 with an enrollment of 560 students by year four. Compared to the local LEA at these grade levels, TPA would educate 3.8% of the students. According to the Cabarrus County Schools District Scorecard, only 4.2% of Cabarrus County's school-age children attended charter schools in 2014-2015. This percentage did not meet or exceed the goal of 4.6% (state average). While we realize our online and email survey questionnaire that was sent out to the community at large does not assure the ADM projections in our enrollment, we have a sound marketing plan and intend to work vigorously in our planning year to continue to inform the community about TPA. Furthermore, there are no full implementation Paideia schools in Cabarrus County and only two in Mecklenburg county. We believe once the community is informed about Paideia and the methodology that will be employed by our teachers, parents will consider TPA as a choice for their child(ren). In addition, we believe that parents will choose to enroll their child(ren) at TPA because of our unique school-wide Environmental Literacy Plan and outdoor education experiences that will be available to our students.

We also feel confident that because all of our students will learn the art of civil dialogue and have opportunity to be outdoors learning, TPA will be able to demonstrate low behavior incidents and suspensions and increased attendance at school. Cabarrus County reported 12.1% of its middle school students and 9.8% of its high school students had two or more behavior referrals. Suspensions overall were reported at 9.8%. None of these percentages met or exceeded goals for school year 2014-2015. Middle school students who were absent in excess of 8 days over the 2014-2015 school year was reported at 37.8%. Again, goals in this area were not met.

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

Paideia, as both a philosophy and methodology, is a systematic approach to learning that has spanned millennia. The framework of The Paideia Academy centers on Mortimer Adler's Paideia Program which will provide students with multi-disciplinary techniques intent on modeling the mastery of knowledge through limited didactic instruction, genuine intellectual questioning and coaching, and pragmatic project-based learning (the three columns of learning as described in the Paideia Program (Instructional Program)).

The Paideia seminar (a collaborative, intellectual dialogue facilitated with open-ended questions about a text) will be utilized as the crux of our instructional method by teaching students to think about and consider "big ideas" in the world and in their own lives, and to be participatory citizens

of sound mind and spirit. Student's continually improving skills in reading, writing, speaking, listening and thinking will be evident within the Paideia seminar as well as a result of didactic teaching and intellectual coaching. Currently there are no Paideia schools in Cabarrus Co. and only two schools in Mecklenburg county that offer a Paideia program. Parent and community Paideia seminars (which are not offered by LEAs) are also vital to our program. It is vital to our existence that these seminars become part of who we are as a school community in order to promote civil dialogue, to provide avenues for students, parents and community members to participate in social justice through dialogue and to prompt civic action.

The Paideia Project is student-initiated and allows both students and teachers to have interpretive authority to become independent thinkers and learners through inquiry, collaborative planning and development. Long-term and short-term projects are built upon an idea or value and an essential question; both are mainstays at TPA. All teachers and students are expected to embrace the Paideia project in all disciplines. Projects completed by students in other LEAs do not emphasize the Paideia seminar component and the requirement for an authentic audience.

TPA values and promotes experiential learning in the spirit of renowned educator and philosopher John Dewey. A school-wide Environmental Literacy Plan(used interchangeably with Environmental Science Program) exists at every grade level to provide experiential learning, nurture a sense of wonder and curiosity and, more importantly, to teach students stewardship and service in all aspects of their world. There are currently no schools in Cab. Co. with a stated environmental literacy program. We also believe that students' experience with the outdoors attends to the weal of the whole child. Partnerships with local and distant organizations that also promote environmental science add to our students' learning experiences.

The Paideia Academy provides an Extended Day program that adds to further academic progress, various clubs and the arts. Further, the addition of two "mini-mesters" each academic school year provide students with alternatives in education employing the expertise of community members and/or parents that promote the philosophy of experiential learning.

The purposeful addition of the 9th grade Freshman Academy (FA) puts support structures in place to incoming high school students. FA is lead by instructional staff members who serve as mentors and guides. FA fosters sound high school academic habits and skills, teaches long-term goal setting for college/career, champions leadership skills, and serves as a mentor program for incoming high school freshman. FA students will participate in Paideia seminar unique to their goals. FA students will also complete a service learning project unique to them as a whole group that is strictly designed to advance team building, community and camaraderie.

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.

At the heart of the Paideia program Mortimer Adler emphasized the importance of intellectual and collaborative dialogue. Although often identified as "buzzwords," Adler implemented terms like "intellectual" and "collaborative" in the planning, facilitating, and assessing of Paideia Seminar (a collaborative intellectual dialogue facilitated with open-ended questions about a text). The seminar itself, is used not only as an effective tool for classroom dialogue, but serves to develop lifelong learners through reading, writing, speaking, listening and thinking. As such, a school founded on intellectual and collaborative dialogue that promotes active, civil conversation focused on big ideas and values (justice, responsibility, truth, etc...) inherently provides and creates new professional opportunities for teachers in that civil dialogue needs to taught and learned.

All staff at TPA is trained by the Director-Principal and other National Paideia faculty members in the Paideia Seminar, the Paideia Project and the assessment of both (as markers and as a tool to drive instruction) as teaching and learning occur. Once trained, teachers have the autonomy to engage in unit planning and project planning that aligns with their curriculum and incorporates regular Paideia seminars and Paideia Projects. Teachers are expected to plan collaboratively with other teachers across curriculum/disciplines incorporating Paideia seminars as regular tools of best practice.

Teachers and staff members participate in quarterly faculty seminars that function as a model for learning and to improve teachers' facilitation of the Paideia seminar in the classroom. This practice also serves as a benchmark, allowing continuous alignment of the Paideia Program in the school.

Faculty and staff have opportunity to attend and present at the yearly Paideia Conference that is sponsored by the National Paideia Center.

TPA serves as a collaborative professional development Center for Teaching and Learning and exists as a model Paideia school for all teachers in Cabarrus County and in our neighboring counties.

5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.

The Paideia Academy believes in the Paideia Program (Adler 1984) philosophy and follows its methodology as described above. While the Paideia Program "seeks to establish a course of study that is general, not specialized; liberal, not vocational; humanistic, not technical" (6), The Paideia Academy also agrees with Dewey's premise that "[a]ll children have the same three elements in their futures: the demands of work, the duties of citizenship, and the obligation of each individual to make the most of himself or herself that his or her capacities allow - to lead rich and fulfilling lives (Adler 2). We do not seek to cater to any specific type of student as that would negate all that the Paideia Program upholds. Instead, we believe that all children can learn and succeed. Through the deliberate methodology and structure within three columns of teaching (didactic, intellectual coaching, conceptual understanding), all students will be provided a quality education that ensures continued lifelong adult learning.

In addition, The Paideia Academy is committed to providing experiences both inside and outside of the classroom through an integrated and holistic environmental literacy science program, experiential "mini-mesters" and extended day programs (see Instructional Program). Dewey, in his philosophy of experience states that "[a] primary responsibility of educators is that they not only be aware of the general principle of the shaping of actual experience by environing conditions, but that they also recognize in the concrete what surroundings are conducive to having experiences that lead to growth...they should know how to utilize the surroundings, physical and social, that exist so as to extract from them all that they have to contribute to building up experiences that are worthwhile" (Experience and Education 40)

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.*

At The Paideia Academy, SMART goals will be set at the beginning of each school year and evaluated at the end of the school year by the governing board, the director-principal, the academic dean, and the School Leadership Team. SMART goals will be communicated to all faculty and staff and a vote by 100% of the staff will be required to implement the goals each year.

SMART Goals

Academics and Culture

A 6-12 liberal arts Paideia Model embedded in the Core Knowledge curriculum will be developed.

*All teachers will be trained in the Paideia Seminar and the Paideia Project

*Paideia seminars will occur weekly in all classrooms.

*All teachers will follow the Core Knowledge Curriculum (CKC) outline.

*All teachers/staff will be trained using the Environmental Literacy Plan (ELP) as developed by the NC DPI

and the Department of Environment and Natural Resources (DENC).

*All teachers will participate in ELP high-quality professional development aligned with the SBE priorities.

*All core teachers will meet/exceed expected growth as measured by EVAAS.

*All students will meet/exceed proficiency rates in ELA and Math as indicated in EVAAS.

- *All students will advance their mastery of reading, writing, speaking, listening and thinking through active civil dialogue.
- *Using the Paideia Model and the CKC, every student will receive a personalized education (PEPs).
- *Every student will have excellent educators.
- *TPA will implement an Extended Day Program for enrichment and remediation.
- *Every student will become environmentally literate, have outdoor experiences in nature and will be safe.
- *Every student will be responsible, resourceful and resilient.
- *TPA will develop Freshman Academy for students high school success.
- *Every student will graduate.
- *TPA will maintain, value and honor the implementation of a School Leadership Team and a Faculty Advisory Committee.

Board Governance

- *A member of the National Paideia Faculty will serve on the board for the life of the school
- *All board members will adhere to The Paideia Academy by-laws and policies.
- *All board members will participate in necessary and pertinent trainings.
- *TPA board will set goals for sound governance and fiduciary responsibility each year.
- *TPA board members will conduct a self-assessment at the end of each fiscal year.
- *All board members will implement and participate in evaluating the school's success.
- *All board members will aim to satisfy a "give, get or save" the school \$10,000 within his/her board term.

Marketing/Fundraising/Development

- *The Paideia Academy will maintain a Marketing and Development Director position.
- *TPA will allot funds in the schools budget for marketing, communications and public relations each year.
- *TPA will maintain clear communication with the public via website, newsletters and social media.
- *TPA will evaluate and revise the marketing plan each year as needed.
- *TPA will market the Paideia Seminar as a way to inform the public and involve parents and community in the life of the school.
- *60% of TPA parents will be involved, participate and contribute to the school in some way.
- *TPA will administer a Parent Satisfaction Survey each year.
- *TPA will set financial goals for fundraising based on yearly needs.
- *TPA will fundraise regularly through the board, the school and the PTO.
- *TPA will inform and make transparent the school's financial needs to parents and the community.
- *TPA will develop an Ambassador Tour program for potential families.

Finance/Operations

- *The Paideia Academy will maintain proper, safe and healthy facilities for the staff and students.
- *TPA will provide teachers with the necessary resources to be excellent and effective.
- *TPA will seek to have ample technological resources for staff and students.
- *TPA will maintain accurate financial, student and EC records and adhere to

privacy laws.

*TPA will pass a financial audit each year.

*TPA will comply with all EC laws and pass an EC audit each year.

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

The Paideia Academy Board will function in Committees in order to fully and carefully assess and evaluate each aspect of the school as it applies to attaining our mission. These committees consist of: Academics, Governance, Operations/Finance, and Development/Fundraising. In conjunction with these committees outlined in our organizational chart, TPA will also focus on three key indicators.

There are three critical indicators of success for the first few years of operation. The first (1) is student loyalty. Our goal is that students entering the Paideia Academy will continue their instruction with us annually. As a Center for Teaching and Learning, the retention of staff is a key indicator of programmatic success(2). A third indicator (3) is the level of involvement of parents and the support of the public at large. Per our educational mission and proposed goals, these indicators outline a specific focus on community involvement, engaging parents/students, and focusing on civil discourse.

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 Paideia Academy's instructional plan for teaching and learning lies in the Paideia philosophy and methodology, as put forth by Mortimer J. Adler's The Paideia Program (1984). Adler states, "All genuine learning is active, not passive... It is a process of discovery [...] the student is the main agent, not the teacher." We recognize our responsibility to parents and students to prepare "all for the continuation of learning [...] imparting to them the skills of learning and giving them the stimulation that will motivate them to keep their minds actively engaged" in life-long learning (The Paideia Proposal, 11). As Adler, we believe that all "are destined for learning, as most are destined for labor by their need to earn a livelihood. To live well in the fullest human sense involves learning as well as earning" (12).

While we are aware as a public charter that we have a grave responsibility to uphold accountability in educating citizens according to state standards, showing growth in standardized testing, our instructional program is not built on teaching and learning test-driven skills; it is built on a mindset for individual growth. In addition to standard benchmark assessments, we strongly adhere to alternative methods to assess the growth of students' thinking, logic, reasoning, and conceptual understanding to measure the acquisition of lifelong learning habits. Such types of assessment would include, but are not limited to: writing portfolios, speaking and listening checklists, teacher maps showing the dynamics of a civil dialogue, student self-assessments and Paideia Project rubrics (App O). The Paideia methodology is framed within the three Column Curriculum: didactic (15% of instruction; facts, knowledge); intellectual coaching (70% student learning; coached reading, writing, speaking, listening and thinking skills; mathematical computation, testing facts, ideas and judging data; scientific reasoning and logic, and manipulation and use of tools) and, lastly, conceptual understanding of ideas and values (15% of instruction; Paideia seminars).

All teachers will utilize the 3 Column Map (App O) when designing unit lesson plans to guarantee that all columns of teaching and learning occur in classrooms, daily. Teachers will also design Paideia seminars using the Seminar Plan Form (App O), ensuring all students are engaging in civil discourse and the conceptualization of ideas and values. Through training, teachers will utilize authentic Paideia materials, developed by the National Paideia Center, to plan the Paideia Project.

At the center of the Paideia Project is the NC Environmental Literacy Plan (ELP), which promotes experiential learning and provides context for being a

good world citizen. Thus, we expect all teachers and students to be environmentally literate. Environmental literacy produces citizens who "understand how natural systems function and how humans and the environment are intertwined [and] strives to provide learners with sound scientific information and the vital skills of problem solving, critical thinking and decision-making" (NC Environmental Literacy Plan). Place-based Education (PBE) will inform the ELP, which "boosts students' engagement, academic achievement, and sense of personal efficacy as stewards of their local environment and community [...] (PBE) immerses students in local heritage, cultures, landscapes, opportunities and experiences" and provides a foundation for civic engagement and scholarly pursuits (http://www.promiseofplace.org/what_is_pbe).

We believe in the merit of reflective thinking and tapping into our human, natural and place-based resources to cultivate curiosity, contribution and order as an educational aim. This deliberative process for teaching thinking is a goal for all teaching and learning at The Paideia Academy, regardless of race, gender, culture or socioeconomics because "the best education for the best being the best education for all" (The Paideia Proposal).

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.

While we, as Paideia educators, do not claim to teach a curriculum, per se, we understand and believe that teaching with a curriculum is both sound and necessary. Paideia is a pedagogical and methodological framework that incorporates the "why" and the "how" of teaching and learning, of thinking and doing.

It is crucial for the Paideia classroom to complement teaching, practicing and accommodating civil dialogue, writing across the curriculum, and manageable projects with and for students. The middle school classroom is best suited for 18-20 students with no more than 22 in each class. At the high school level class sizes should remain at a level of 22 to facilitate and practice civic dialogue.

All teachers and students will practice civil dialogue as we structure our weekly school schedule around Paideia seminar. Robert Maynard Hutchins' treatise, "The Great Conversation," argued that active learners should be reading, thinking and contributing to an "ongoing dialogue of ideas that began in the dawn of history and continues to this day, consisting of the great works of the mind in print, in the arts, and in music" (Roberts, et al., *The Power of Paideia Schools* 1998). Situating writing as thinking, we adhere to the practice of writing across the curriculum on a daily basis, particularly after seminar. We believe with Hutchins that "the aim of liberal education is human excellence, both private and public virtue, generosity and right action are the ultimate goals of schooling." TPA will use Paideia Seminar and a focus on ideas and concepts to then build units of study for student learning.

Paideia seminar always focuses on a text. Similar to Hutchins, E.D. Hirsch in *Cultural Literacy*, asserts that a classical education contributes to a literate culture, which "is the most democratic culture in our land: it excludes nobody; it cuts across generations and social groups and classes" (*The Power of Paideia Schools* 1998). In choosing a curriculum that best

suits students at TPA, and the one that is most aligned with "how" and "why" Paideia educators teach the way we do, the "what" we are going to teach is found in E.D. Hirsch's Foundations Core Knowledge Curriculum. Not only does the CKC align with NC Standards, but it inherently warrants "great works of a culture" to be studied and discussed within the curriculum itself. Opportunity for all students at every level to be immersed in becoming environmentally literate also exists intrinsically in this curriculum. The emphasis on arts integration in the CKC is essential to our belief in assisting students to becoming liberally educated citizens.

Furthermore, while Adler and the original Paideia Group advocated for an emphasis on core subjects (language arts, math, science and history), they also espoused engagement in physical health, the fine arts and foreign languages. Our standard curriculum will include the required state PE courses. Additionally, we will provide a robust intramural program through a House System. In addition, all students at TPA will be expected to be literate in music and art history, while also being granted the opportunity to practice and experience both visual and performing arts. Arts integration naturally occurs when teachers use non-print texts as seminars and when both non-print texts and experience are incorporated into the Paideia Project.

Our Instructional Program will be built upon the Paideia 3 Column framework with primary source texts and CKC as the focal points for Project Units. In this way, our instructional methods will align with curricular content. Finally, our Instructional Program will include various methods for assessing student learning. Based on both seminars and projects, students will create portfolios to document their learning progress (illuminating the difference between factual recall, skill mastery, and conceptual understanding). Evaluation of student learning will be based on both qualitative and quantitative data.

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

The Paideia Model and the Core Knowledge Curriculum (CKC) along with the Environmental Literacy Plan (ELP) align with The Paideia Academy's mission in that we prepare students to be active lifelong learners who will demonstrate skills mastery in reading, writing, speaking, listening and thinking through a foundation of knowledge that enables all learners to become literate so as to function and participate in a democratic society, to earn a decent livelihood and to make a good life for oneself. Further, while the CKC provides the foundational knowledge that "every American should know" (Hirsch), the Paideia Model affords teaching and learning the curriculum within the three columns of instruction (didactic, intellectual coaching and conceptual understanding). The CKC promotes civil discourse in the rich and varied texts that are inherently embedded in the course of

study for each grade and the Paideia seminar is the venue for students to improve intellectual and social development through that discourse while the ELP "crosses all disciplines strengthening the entire curriculum."

At the Paideia Academy, we believe that all children deserve the same quality of schooling, not just the same quantity and therefore welcome any student that walks through the door. We believe that the culture we build, the course of study we teach and the model we teach under will benefit all children, and most especially children at-risk. TPA values, fosters and honors intellectual autonomy. In a school where the humanities and natural/physical sciences are well-taught, students will receive a foundation for "getting along in the world, for thinking, for learning to reflect on the world instead of just reacting to whatever force is turned against them" (Shorris "On the Uses of a Liberal Education" 1997). TPA values, fosters and honors earned success. In a school where we expect students to be civic-minded and environmentally literate, to be good stewards of their community and their world, and to learn to serve and care about the place where they are, our students will "have a certain kind of life, [they will be] rich they will have legitimate power, the kind that comes from the people and belongs to the people" (Shorris, 1997).

The Paideia Academy will follow the NC State READY Accountability Model (Policy TCS-U-001). We believe our standard course of study through the Core Knowledge Curriculum and teaching and learning as proposed in the Paideia Model will ensure that TPA students are prepared to move from one grade to the next. Following the NC Standard Course of Study, state requirements for graduation and continuation of the growth of our students intellectual and social development, we believe TPA students will be well-prepared for post-secondary schooling and going out into the world.

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

All Paideia Academy teachers will be trained in two phases of the Paideia Model: Paideia Seminar and Paideia Project. All teachers will teach within the 3 Columns of Instruction utilizing the 3 Column Map for planning unit lessons and projects (App. O). Teachers will be expected to write and facilitate Paideia seminars weekly in their classrooms, mapping the dialogue in order to assess and help students practice and improve civil discourse through speaking, listening and thinking. Teachers will also be expected to collaborate and plan multi-disciplinary, cross-curricular Paideia projects each trimester. At both the middle and high school level, we believe that reading rich texts within a curriculum, writing across the curriculum, speaking, listening and thinking via Paideia seminar, and participating in projects that benefit the school and the community contribute to the academic success of all children at all levels. Students mastering these important skills will not only test well on a skills-based standardized exam, but TPA students will have the foundational knowledge and civic dispositions for understanding that contributing to society and earning their success leads to a full life. Further, all teachers will be expected to contribute to Paideia Academy students success as environmentally literate persons. Teachers will be expected to plan weekly lessons, seminars and larger Paideia projects based on the goals and objectives put forth by the NC Environmental Literacy Plan and follow the four strands for learning

as suggested by the NAAEE.

5. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.

In tandem the NC High School SCOS, graduation requirements as set forth by the state, the Core Knowledge Curriculum (CKC) and the Paideia Model will ensure that students progress from one grade to another and to graduate as well-prepared students setting out into the world. The instructional plan we propose provides a solid knowledge base in English, Math, History and Science and the Arts through the CKC in the middle grades. The CKCs foundational "domains" encompass the ideas and values of what it means to be human. Its liberal arts/humanities cornerstone is going to vouchsafe our students abilities to participate compassionately and democratically in political life ("in the way Thucydides used the word: to mean activity with other people at every level, from the family to the neighborhood to the broader community to the city-state" Shorris). The Essential Standards embedded in the NC SCOS for high school also provide an appropriate knowledge base for all students and at TPA students will continue to practice becoming intellectually and socially mature through participation in civil discourse via the Paideia seminar. The addition of the NC Environmental Literacy Plan to be learned and experienced by all students at TPA will equip them with a science knowledge base that leads to student environmental awareness and conscientiousness, and to care for and be good stewards of their school and community. Moreover, the Paideia instructional model (with its three columns of instruction) is critical to ensuring students graduate TPA with literacy and thinking skills, and the tools necessary for participating in civil discourse that will serve them well in the world. Because students will receive instruction that involves imparting necessary knowledge, honing intellectual skills and developing conceptual understanding, we believe our students will exit secondary school with suitable yet copious skills to continue in post-secondary endeavors, to earn a decent livelihood, to become good citizens of the world and to make good lives for themselves.

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?

As dictated by the Future-Ready Core requirements, The Paideia Academy will meet the academic goals and curriculum guidelines for high school. Although we will not have enrollment for a 9-12 high school until our proposed fourth operational year (2021-2022), our instructional plan, proposed budget, and proposed five-year smart goals align with adding a grade-level every year. As such, we will have 9-12 students following our Paideia instructional program and NC Standard Course of Study (NC SCOS). Student's grades will be calculated and based off of a 4.0 scale and will include the North Carolina State Standard option of being weighted based on honors or Advanced Placement classes. Students will earn credit based on the successful completion of a grade-level course and a passing grade on a 10-point scale. Total GPA will be divided by the total number of credit hours that they have received as a high school student.

Not only will the total number of classes offered per year meet the North

Carolina State Standards, they will also accommodate our deliberate and intentional focus on offering classes that promote and support cultural enrichment and environmental literacy. Classes outside of the Future-Ready Core Requirements (i.e. Eng. I, II, III, IV) might include, but not be limited to: Art History, Music History, Film as Literature, Creative Writing, Sociology, Psychology, Sports and Society, Physics, etc. Class offerings will increase based on our enrollment and ADM numbers throughout the growth of our school.

As outlined in our educational plan and calendar justification, students will be in school on a traditional academic calendar and will attend classes on an A Day-B Day schedule. This schedule will accommodate four(4) classes per day and allow for students to complete a total of eight(8) classes a year. This schedule accommodates and meets the credit hour requirements of 22 and will exceed that number by 10 total classes. As a new school, we understand some of the limitations that exist as it relates to the availability of classes offered. For that reason, programs offered at CPCC will be a vital component of our growth. Currently, a relationship exists with a standing board member, Dr. Mary-Margaret Kantor, and the Paideia Academy specifically for building a partnership. Dr. Kantor serves as the Director of Professional Development and Learning Outcomes Assessment and will play a key role in establishing a relationship with our school and students in order to offer them classes that TPA might not be able to sustain. These classes might include, but not be limited to: welding, mechanics, machining, computer technology, electronics, etc. We believe at TPA students should pursue learning and academic goals that create for them as many opportunities for growth and earned success as possible after graduation. Our greater vision and long range plans include partnering with UNCC, primarily with their Teacher Education Department. We foresee TPA students aspiring to be future educators and would encourage them to take advantage of the sound teacher education program at UNCC. Furthermore, we adhere strongly to the value of an alumni program at TPA. Partnering with CPCC and UNCC will give us the opportunity to be available for pre-service teachers to volunteer and student teach at TPA, while also giving students who pursue other jobs and careers to give back in some way to their secondary school alma mater.

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 Paideia Academy has approved a calendar that provides students with academic, social, and civil opportunities for growth and development. Our calendar supports the learning of a content-rich academic year while also providing instructional and support staff time and resources for professional development in order to advance as teachers. In addition, we have strategically placed short-term trimester breaks which will allot necessary time to complete end-of-trimester grades and allow for restoration and renewal for both faculty and students. Our calendar promotes student-free days, staff and professional development trainings, and all required holiday breaks. Our calendar allots for a total instructional time of 1,061 hours.

The Paideia Academy will employ a traditional calendar with the academic year divided into three(3) trimesters. Instead of 8-9 week quarters, our students will take classes lasting approximately 12-13 weeks. Since we will be operating on an A-Day, B-Day schedule, our calendar allows our students to have a longer block of time per grading period with each teacher. This also allows for more scheduled intermediate "breaks" throughout the school year rather than large chunks of time off. We assert that this schedule accommodates the benefits of block scheduling, without the built-in difficulties of testing and changing classes mid-year. Our students will have the same total instructional time as a traditional block schedule while fulfilling testing requirements under the NC Accountability Model in the spring. A trimester-based calendar supports the offering of more classes(32 total credits) while maintaining smaller class sizes(1:18-22).

Short and long-term benefits to our trimester calendar:

1. Extended amount of days within a trimester allows flexibility for teachers to plan seminars regularly and to plan multi-disciplinary and cross-curricular projects which normally take much longer in scope. This allows for preparing/inviting authentic audiences.
2. It supports Writing Across the Curriculum.
3. Allows for more effective parent-student conferences.
4. Allows for purposeful professional development.
5. Affords our teachers and students the exciting privilege of having a "mini-mester" in January.
6. Provides time for authentic assessment - writing portfolios, projects, seminar logs.
7. Gives teachers ample time to plan purposeful and deliberate outdoor environmental experiences for children.

Special Programs and "At-Risk" Students

1. *Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.*

The Paideia Academy (TPA) will employ a three-tiered system of support model for intervention and prevention addressing both academics and behaviors. An intervention team will determine at-risk students. A shared vision of this support system which includes assessments, goals and objectives, intervention strategies and an evaluation will be embraced by administration, all teachers and staff (<http://mtss.ncdpi.wikispaces.net>). At TPA, students will develop responsibility, resourcefulness, and resiliency; thus, the at-risk student is involved and assumes ownership of the processes for attaining academic achievement and the parent will be consulted and informed of any intervention in keeping with our philosophy of active lifelong learning and good citizenship. The purposeful implementation of Freshman Academy at TPA is to ensure a successful transition for all students from middle school to high school, but most specially to assist those students who are at-risk (G.S. 115C-105.41).

Tier I All Students at The Paideia Academy

A graphic flow chart will be developed for all staff to use as a reference for recommending intervention. At TPA, we believe prevention begins in the

classroom. Highly effective teaching is vital to ensuring success for all students. If intervention is required, it is imperative at the classroom stage for the student and teacher to develop a differentiated instructional plan with clear objectives that focus on specific target skills increasing overall academic/behavioral competency. The parent will be consulted and informed of the plan. The plan will be adjusted based on progress/need.

We believe the Paideia seminar is very effectual due to its dialogic nature in helping students to mature and grow intellectually and socially. At-risk students have every opportunity to participate in this process and will be expected to include seminar participation goals in their plan as a means to achieving success. We also believe that a fully implemented Environmental Literacy Plan will benefit all of our students giving them the opportunity to learn outdoors, to exercise physical movement and to contribute to their community in ways that will prevent behavioral issues.

Tier II Individual Students Not Meeting Benchmarks

Students who do not demonstrate academic or behavioral progress through classroom interventions and are in need of further intervention will be escalated to an evaluation by our intervention team in a timely fashion. This team will be comprised of a school administrator, gen. ed. teachers and other support staff. Evidence-based assessment data, universal screening, time-sensitive records and individual student portfolios should accompany the recommendation to the intervention team. The at-risk student will receive a six-week intervention plan with clear and time-sensitive instructional goals that address and target specific skill needs to maximize achievement. The team and an administrator will consult with the parent and the student. Both will be required to sign the plan to ensure that all affected parties are aware of the students strengths/needs and the plan to address specific needs.

Tier III Intensive Instruction

After the consistent employment of a six-week intervention plan, the intervention team will analyze multiple data (including progress monitoring data) to determine students response to intervention and if the student may require additional support. Further diagnostic evaluations and individual screening may be conducted by the team and other qualified professionals. A comprehensive evaluation system will be utilized to identify if the student has specific learning disabilities. Once identified, the at-risk student will be either referred to the EC team or a 504 plan will be implemented (NC 1503-2). Students at this level may also be provided with other sound instructional/behavioral modifications in order to improve academic and behavioral performance.

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.*

Upon enrollment, all students at TPA will be required to take a Home Language Survey (HLS). Acknowledging English as a Second Language (ESL) on this survey will result in the placement of a student in TPA's English

Language Learners (ELL) program. As a program we expect to serve students in a structured English language immersion program, giving students a fair and balanced approach to achieving efficiency and success in the English language as quickly as possible. As a designated position, the Student Support Services Director, will work closely with ELL families and students as well as the cooperating core-content teacher in order to effectively assist in the language and writing development of each ELL student. Our demographic research shows that over 15% of our student body come from Hispanic or Latino Origin. Consequently, pre/post-seminar writing, writing groups and a Multi-Tiered System of Support for formative and summative assessments will be in place.

TPA's core mission and educational focus centers around the development of reading, writing, speaking, thinking, and listening skills predicated on a structured Socratic Seminar environment. Although seminars are not practiced daily, the consistent school and individual classroom practice of collaborative and intellectual dialogue facilitated around a core "text" will be a school-wide endeavor weekly and monthly. Furthermore, the planning and development of a school that offers community and family seminars facilitates the immersion of not just individual students, but parent engagement as well. We say this in relation to ELL students/families because we believe that wholly developing a child's language, rhetorical analysis skills, and linguistic competency, comes from our three-column philosophical methods of instruction. Research shows that ELL students do poorly under direct and explicit classroom didactic instruction which is only 10-15% of the Paideia model. Research strongly suggests that "A number of models for teaching learning strategies in both first and second language contexts have been developed...and all agree on the importance of developing students metacognitive understanding of the value of learning strategies and suggest that this is facilitated through teacher demonstration[seminar] and modeling[coached-project]. All emphasize the importance of providing multiple practice opportunities with the strategies so that students can use them autonomously" (Chamot, "Issues in Language Learning Strategy Research and Teaching" 21). We believe that Paideia's focus on the seminar and intellectual coached project, as opposed to pure didacticism, will serve ELL students well in both a language and linguistic immersion process. TPA will maintain ELL records, an individual folder for each student, and the Student Support Director will work closely with classroom teachers to assess each student through formative and summative assessments. As stated in other categorical sections, TPA will follow the NC Accountability Model and abide by GS 115C-105.35, and GS 115C-105.20 as it relates to Title III and student testing. If a student is to receive testing accommodations under policy GCS-A-011, TPA will satisfy those requirements.

Eligibility for exiting the ELL program will be evaluated based on academic performance and the aforementioned formative and summative assessments. We believe the best learners do not just exhibit cognitive and metacognitive mastery, but exude the qualities of being an affective and social learner. As immersion, not exclusion, remains vital for our student growth, we believe that our ELL students should fully participate in seminars and display qualities of sharing, engagement, respect, and social and civil dialogue. We acknowledge this will take time, vocabulary development, even one-on-one personalized focus; however, immersion requires that we prepare students to earn their own success and socially and intellectually develop.

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

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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.*

At TPA, we do not fundamentally believe in tracking students who are academically gifted. Being a community of lifelong learners who promote an inclusive environment of social and intellectual development, we carefully monitor the strengths and weaknesses of students who exhibit giftedness. In order to identify some of these students we rely very heavily on the implementation of our Paideia coached project. As part of project planning and development, students are not required to produce or reproduce something for the mere sake of comprehension and understanding; however, students are asked to produce, create, and construct their own methods of inquiry, thinking, and understanding. This is where we believe significant and vital giftedness will be exhibited. Students utilizing the Paideia coached-project will be involved in experiential learning that highlights mental and intellectual gifts, but also mechanical, environmental, vocational/artisan-based skill sets. Giftedness is not defined by class rank nor mere GPA calculations, but in the process of students developing skills necessary to be citizens of a democratic society. We also define giftedness as possessing the skill set to effectively and autonomously possess the ability to create: the ability to create and maintain healthy relationships, the ability to create self-awareness and community awareness of environmental literacy, and the ability to create opportunities for earned success, now and in their future.

Complete immersion into a structured Paideia coached-project signifies and symbolizes an identification of differentiation strategies. By allowing students to take responsibility and be held accountable for categories in a project that might include, but not be limited to: building and craftsmanship, music and the arts, a created product, and/or exposure to leadership and managerial roles, we allow "giftedness" and individualized "gifts" to run their own course.

We do not review gifted students as the ones privileged to participate in activities such as the Paideia seminar and coached-project because of their intellectual abilities, but rather deem these abilities as a specific awareness and cognitive identifying of students who exhibit the qualities of leadership, responsibility, stewardship.

In addition to our focus on students academic success through seminar and the Paideia coached-project we will offer a rigorous AP program by the time students reach 11th grade. As our proposed enrollment increases a grade-level per year, we expect to offer classes at the AP level, preparing and assisting students in being successful on the AP exams in May. What classes we cannot offer on our campus will be subsequently offered through three established relationships: CPCC, UNCC, and NCVPS. As mentioned in other areas of this application, TPA will offer an extended-day program (Sunrise and Sunset classes) which will afford students enhanced opportunities for classes and growth. Sunrise and Sunset will not be limited to students who need extra tutoring or "remediation." Furthermore, after our holiday break in December, we will return in January to our instructional mini-mester. The mini-mester specifically engages students in opportunities for cultural and intellectual enrichment outside of the traditional classroom setting. This will run for a week and give students the liberty and agency to engage in

offerings that highlight social skills, mechanical or manual skills, and a varied and differentiated course of study for a shortened period of time. Consequently, students who are interested in activities such as horticulture, cooking, drama club, woodworking, and sewing, among other things, have the opportunity to have a one-week intensive program that doesn't just highlight success in a traditional classroom setting. TPA believes that all students deserve the "same quality, not quantity of learning" and remain committed to fulfilling this promise.

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. Any student that has secured placement at TPA through the lottery and has been previously identified eligible for EC services under IDEA and/or Section 504 as noted in their registration form, will be assigned an IEP team (EC teacher, Academic Dean, parents, student and gen. ed. teachers). The student's records will be requested from his/her previous school. Once received, the EC teacher will review, and coordinate with prior IEP team if necessary, the current IEP for compliance. Subsequently, the EC teacher will inform all involved teachers regarding the student's accommodations and required services.

2. In compliance with the NC Child Find mandates, TPA will always seek to identify any student who may be eligible for special education services in order to provide the best education for that student. Best practices include staff and faculty awareness of and professional training in the Child Find policies (a TPA EC teacher will serve as Child Find coordinator) and referral for early intervention for at-risk students. A student may be referred for special education services through: parent request, gen. ed. teacher referral, or Intervention team referral. In compliance with N.C. 1500-2 and 1503-2.5, once a child has been referred, a review of existing data (via comprehensive balanced assessment) by the IEP team will be made and an invitation to conference (DEC) will be sent to the parent. A DEC 1 meeting will convene to discuss areas of concern and assess data. A decision for special education placement will be made based on the disabilities

identified in N.C. 1503-2 and 1503-3. Following parental consent to continue evaluation, the IEP team will make recommendations for further diagnostic testing and other evaluations. Specific evaluations will be conducted by outside professionals in order to ensure accurate diagnosis of students placement in the special education program and to reflect such placement properly in the student's IEP.

3 (1). Once an EC student has been selected to attend TPA through the lottery, an EC teacher, the office secretary or the registrar will promptly request student IEP records from their previous school. If a parent hand delivers an up-to-date copy of their child's IEP/504 plan, we will accept the document for our records. TPA will adopt the existing IEP, it will be reviewed by the EC team who will then inform appropriate staff members of necessary accommodations following an expeditious implementation of the IEP plan. If the student requires outside services that the school does not provide (such as speech, occupational or physical therapies, etc.), TPA will make all necessary arrangements for the student's needs to be addressed according to the federal mandates in FAPE and IDEA.

3 (2.) Under the FERPA Act, all student records will be kept private and confidential. We will contract with Acadia Northstar for their services regarding student information and management of that information in PowerSchool. All parents will be provided with a copy of their rights under FERPA law which also allows parents access to their child's records. Student records (including 504 plans) will be kept in a locked fire-proof file cabinet in the office or in the registrars office. Student IEPs, however, will be locked in a separate fire-proof file cabinet in the EC department or Student Support Services room which will remain locked at all times during the day. If there is a separate and secure room to store EC records, we will utilize the space for compliance with EC regulations as per FERPA. Only certified EC teachers and administrators will have access to EC records. In addition, TPA will contract with DLK Services who, under FERPA law, has access to these records for the purposes of conducting a yearly audit.

3 (3.) On site secured EC record compliance will be managed by the Director-Principal and the EC team according to federal/state mandates under IDEA and 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. TPA will hire only highly qualified and EC certified professionals to provide special educational services to all students with disabilities as per NC 1500-2.14. Under federal/state mandates in IDEA, FAPE and Article 9 of G.S. 115C-106.2, our goal is to meet each students unique needs, prepare them for further education, employment, and independent living and protect his/her rights. Additionally, students with disabilities at TPA will be expected to participate in Paideia seminars and projects, and outdoor learning experiences as per our Environmental Literacy Plan to the best of their ability. An EC student may have IEP goals that address intellectual and social development as to further assist the student in being able to earn a decent livelihood, become a good citizen of the world and make a good

life for oneself.

The Director-Principal and the IEP team will assess and employ appropriate strategies in the least restrictive environment (NC 1500-2.21) for meeting the educational needs of students with disabilities at TPA. While there are varied models of attending to the needs of EC students, we will follow best practices using an inclusion model (special education teacher does "push-in" and assists students within the regular classroom setting), a consultation model (special education teacher consults with the gen. ed. teacher and student on a regular basis to assess and monitor that IEP goals, modifications and accommodations are being met) or a pull-out model (special education teacher pulls out individual or small groups of students to work outside the regular classroom) depending on what will be deemed the most appropriately successful for the EC student. Any or all of these strategies may be employed at TPA depending on each students needs. If appropriate and manageable, we will also consider a "co-teaching" model of providing services for our students.

TPA will collaborate with the professional community and outside agencies best suited for providing support for students with disabilities who require other services and/or therapies including, but not limited to speech therapy, physical or occupational therapy, counseling or mental health services and assistive technology services.

Because we are a secondary school that expects to graduate all of our students, TPA EC department will provide transition services as defined by NC 1503-4.1 (b (1)) for all students with disabilities at the end of 8th grade or beginning not later than the first IEP to be in effect when the child turns 14. The students IEP will include a statement of transition indicating the students needs, preferences and interests, and course of study at the high school level. At TPA we will also expect students with disabilities to include IEP goals for community service if they cannot meet the required 40 hours by the end of senior year. We also expect students to identify participation goals in TPAs House System as appropriate for their abilities. In addition, a transition meeting will be provided for a potential graduate - beginning not later than the first IEP to be in effect when the child turns 16 as defined by NC 1503-4.1 (b (2)). The annual update of this students IEP must include post-secondary goals (i) and any transition services that the student may need in reaching those goals (ii).

2. TPA will provide FAPE for any child with disabilities as required by law (NC 1501-1). A student who is accepted at TPA and who has an existing IEP will receive services, modifications and accommodations as per the students IEP. A child who is recommended for EC services will receive intervention through a multi-tiered system of support that is in place at TPA, an evaluation based on testing - formative and summative assessments - teacher and parent input and other necessary comprehensive assessments in order to provide a balanced assessment of the students strengths and needs will occur. Once IEP goals have been set, (FEOG NC 1501-2.7), the EC students will receive educational services through his/her IEP team and general education teachers to ensure that the student is receiving the best education possible. In addition, any child with disabilities requiring services that TPA cannot accommodate in house, will be provided access to outside professional agencies as listed in number 1.

3. IEP information for EC students with an already existing IEP from another education agency will be communicated to the general education teacher upon receipt of that IEP. Teachers will implement the IEP expeditiously and the goals stated in the IEP will be monitored regularly (via progress

monitoring, teacher input, student consultation) by the EC teacher. The student and the parent will be given notification of progress toward goals every five weeks at TPA (which is approximately half way through a trimester) or more frequently if necessary and a reevaluation of the students IEP with parent consent (NC 1503-2.1) will occur annually to assess progress toward goals. Any updates to the IEP will be communicated to the students teachers immediately. All IEPs and legal paper work, forms and files will be regularly monitored by the EC staff and Director/Principal. Our yearly audit will include EC compliance.

Should a student receive a written referral for an evaluation by a parent, teacher or Intervention team, the EC teacher will obtain informed consent for such testing as required in NC 1503-1. A full and individual initial evaluation of the referred student must be conducted within 90 days of receipt of the written referral (NC 1503-2.2). Parents are notified of the areas in which their child will be evaluated (NC 1504-1.4). Once a full and balanced evaluation is completed, the IEP team and the parent will determine if the child is a child with a disability as per NC 1500-2.4. TPA will provide the parent with a written copy of the evaluation and the determination of eligibility (NC 1503-2.7). The IEP will be shared with all of the students teachers and implemented immediately.

4. TPA will provide services for students with disabilities according to their mandated IEP. Should TPA not be equipped to provide specific services, we will seek professional resources outside of our immediate school community and contract with those agencies to provide services for our EC students as mandated by state and federal laws, IDEA and Section 504 of the Rehabilitation Act.

Student Performance Standards

- 1. Describe the student performance standards for the school as a whole.*
 - 2. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
 - 3. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.*
 - 4. Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*
1. In compliance with the NC Annual Performance Standards Under the Ready Accountability Model (G.S. 115C-105.35), The Paideia Academy will test all eligible students in membership at the school at grades 6 through 8 and 10 (year 2020). In high school courses, in which an end-of-course assessment is administered, students shall participate in the state assessment program adopted by the SBE. The Paideia Academy expects all students to meet the performance standards at each grade level as defined by the state showing proficiency at the knowledge level in each content area. In addition, students at TPA will show proficiency in writing and thinking as well as showing development and maturity in speaking and listening through the Paideia seminar. TPA students will also show proficiency in environmental

and natural sciences, specifically on state testing in grade 8 and 10 and the NCFE in grade 9.

2. Students will be assessed in various ways in addition to state/federally mandated testing. 1. Each student will be assessed through writing via his/her writing portfolio every trimester by a team of teachers. 2. The Paideia seminar requires teachers to assess the intellectual and social development of each student using the data from a seminar map. Students assess their own participation and development in seminar through checklists and rubrics. 3. Teachers will also employ the Paideia Project rubric when assessing student's content knowledge, work ethic, group/individual participation and final created product. 4. All students will be assessed by outside judges in their content knowledge, creativity and participation at our annual Science Fair. 5. Teachers will determine proficiency and growth in student's knowledge of and participation in our Environmental Literacy Program using data from NC State University's baseline assessment of environmental literacy in sixth and eighth grade. We will also use the MSELs: Middle School Environmental Literacy Survey developed by the National Environmental Literacy Assessment (<http://www.eenorthcarolina.org/Documents/ELP%20Plan%202014.pdf>.) 6. High school students will be assessed in the ELP through planned Paideia projects specific to environmental issues.

Using alternative assessments at TPA will allow teachers to gather and collect data that standardized testing does not provide. At TPA, we seek to help students grow intellectually and socially throughout their time at the school. Teachers will use data to determine how best to plan and facilitate weekly seminars for the improvement of behaviors and thinking processes for the whole group and for individual students. We know that this type of planning will ensure that our students will exit TPA good citizens and contributors in society. Furthermore, gathering portfolio data will aid teachers in planning specific writing goals for each student across all content areas. Both of these alternative assessments will allow teachers to assist students intellectual growth and social progress. The data gathered from testing environmental literacy will give us a great advantage in assessing our ELP and assist us in planning and improving students science experience at TPA.

3. Middle school students at TPA will be required to pass all core content classes with a "D" or above for promotion consideration. Additionally, since we expect our students to have a broad knowledge base, we expect all students to pass music/art history and PE with a "D" or above. High school students at TPA will be required to pass all core content classes with a "D" or above in order to move to the next course sequence and to earn enough credits toward graduation. High school students will be required to pass two courses in foreign language, one PE, one music and one art course with a "D" or above in order to fulfill the broad base knowledge expectations at TPA. Credit recovery (either due to absences or academic failure) will be available to all of our students through our Extended Day Program and NCVPS courses, if necessary. Students with IEPs/504s or other special needs will be evaluated on a one to one basis with full consideration of the students IEP/504 plan as per the EC team depending on their needs/disabilities. Any student in middle school who has been referred to the intervention team will be evaluated for progress throughout the year. If a student has not made progress, a letter will be

sent home by the end of the second trimester of the current school year stating that a conference with the parent and the student is needed to discuss possible retention. A decision for retention will be made by May 15 of the current school year with the parents full knowledge of the students placement for the following year. Parents of a high school student who is in danger of failing a course will be notified regularly about the students progress throughout the year. High school students who fail a course will be registered in the same course the following year. All parents at TPA will be notified of promotion to the next grade or next course sequence in June of the current school year at the distribution of final report cards.

4. The last grade at TPA will be the 12th grade. All high school graduates must meet the requirements as set forth in the NCSCOS (22 credits) and other TPA course requirements (art/music and foreign language). Students must uphold the standards for graduation in that the student passes all courses with a "D" or above, all state assessments are taken and scored (including the ACT) and all seniors participate in Encaenia, TPAs annual ceremony of commemoration with the reciting of poems and other pieces of writing (essays - journalistic, scientific, etc.), and visual and performing artistic displays. Lastly, all high school seniors will have had to acquire at least (40) forty hours of community service (unless enrolled after ninth grade). Intervention plans for at-risk students should be in place long before graduation arrives which includes consistent progress monitoring, extra tutoring and other academic supports to ensure success. Through formative teacher assessments and proof of student motivation and work ethic, a determination will be made by the at-risk students intervention team and an administrator for considering the students graduation plans. The student, however, shall make every attempt to meet the requirements for graduation.

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.*

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.*

The Paideia Academy believes that active engagement in social and civic dialogue serves as the foundation for student conduct. Our goal is to create an atmosphere of respect and responsibility both among students and staff. With a strong emphasis on character and virtue, the Paideia program finds fundamental significance in shared discourse, ideas, and values which is learned through the Paideia seminar. With the academy's focus on experiential learning and active coaching, rather than strictly didactic learning, the discipline model we adhere to expects students to take an active role in appropriate behavior and attitude. As a foundation of our

educational plan, we believe civil discourse inherently provides for social and community accountability.

As a primary focus of the Paideia Philosophy, the school is dedicated to the lifelong learning of developing the whole child. As such, our school's philosophy of discipline is to maintain a highly effective learning environment dedicated to a facility in which students and staff feel safe and valued. Student responsibility, safety, and a shared sense of community aligns with John Dewey's "Education and Experience" when he argues:

"The primary source of social control resides in the very nature of the work done as a social enterprise by which all individuals have an opportunity to contribute and to which all feel a responsibility...But community life does not organize itself in an enduring way purely spontaneously. It requires thought and planning ahead. The educator is responsible for a knowledge of individuals and for a knowledge of subject-matter that will enable activities to be selected which lend themselves to social organization, an organization in which all individuals have an opportunity to contribute something, and in which the activities in which all participate are the chief carrier of control"(56). Teachers and student's commitment to responsibility remains paramount.

Classroom management techniques will focus on the active engagement of students through evaluation of civic, social, and character-based ideas and values. Through this, we also view discipline not as a punitive corrective, but rather a modeling and developing of lifelong habits. Students at TPA will be expected to engage in an environment that views discipline as establishing lifelong character values. To be disciplined means that our students and staff take fairness, respect, and responsibility seriously. All new and veteran teachers will receive training on best practices and procedures necessary in order to maintain positive classroom management through active student engagement.

In order to attain a highly effective civic learning atmosphere, TPA will follow a strict code of conduct for discipline, suspension, and expulsion. At the beginning of the school year, all students and parents will receive the school's student code of conduct. In accordance with the operational structure of the school, students will be required to report to the governing Principal or Dean of Students. The Principal or Dean has the authority to suspend students when appropriate. TPA will have both In-School Suspension and Out-of-School Suspension. Suspensions can last from one to ten days and all suspensions will require a parent conference to review the policies outlined in the student code of conduct. Serious student infractions include, but are not limited to: disrespect, weapons, substance abuse, property damage, sexual offenses, and fighting.

The school is subject to and shall comply with Article 27 of Chapter 115C of the General Statutes concerning student discipline. In accord with the requirements of statute 115C-107.7: the policies and procedures for the discipline of students with disabilities shall be consistent with federal laws and regulations. The school is proactive in identifying and supporting special needs students with behavioral needs under the Individuals with Disabilities Education Act (IDEA).

IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

NOTE: Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation could deem the application incomplete.

Governance:

Private Nonprofit Corporation:

*The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Name of Private Nonprofit: The Paideia Academy, Inc

Mailing Address: 805 Kings Crossing Dr NW

City/State/Zip: Concord NC 28027

Street Address: 805 Kings Crossing Dr. NW

Phone: 704-490-6208

Fax:

Name of registered agent and address:

Laura Cook
805 Kings Crossing Dr. NW
Concord, NC 28027

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 D)

X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board	Board	County/State	Current	Past or Present	Has any disciplinary
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Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?
Laura Billings	Assessment Committee Member	BUNCOMBE	Associate Director, National Paideia Center	Ph.D	N
Jarrett Bumgarner	Curriculum and Technology Committee	CABARRUS	Geologist, President Infinity Sound Solutions	LLC	
Julie Clay	Treasurer, Finance	CABARRUS	Certified Public Accountant	CPA	N
Kevin Primus	Vice Chair	DURHAM	Director of Operations, ThrillerDome Ventures	N/A	N
Lynne Murray	Curriculum and Instruction Committee Member	GUILFORD	National Paideia Faculty, Prof. Eng. Highpoint U.	Ph.D, NCStandard Professional Teaching License	N
Matt Coben	Development	MECKLENBURG	Manager, GrowlerUSA	LLC	
Aly Lerner	Fundraising	MECKLENBURG	Director of Development, Apparo	N/A	N
Donna Rogers	Chair	MECKLENBURG	Consultant, NC Charter School Operations	LLC	N
J. Garvey Pyke	Technology and Professional Development	MECKLENBURG	Director, Center for Teaching and Learning, UNCC	Ed.D	N
Mary	Secret	MECKLENBURG	Director	Ed.D	N

Margaret Kantor	ary, Assessment Committee	G	of Assessment, CPCC		
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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.*

As TPA grows, the Board will evolve to continue providing support in critical areas. When skill gaps are identified, the experiential balance may change and additional members may be added, with the maximum size of the board being 11. The boards role is three-fold:

*To provide governance through oversight, review, evaluation, and monitoring of school activities;

*To provide leadership advocacy to guide the mission and direction of the school; and,

*To ensure the appropriate provision for and prudent use of resources, including people, facilities, and good will.

Specific responsibilities of the board shall be to:

1. Hire/support/evaluate/discharge the School Leader;
2. Develop and approve, review and revise the annual budget;
3. Consider and approve major organizational decisions, commitments, and plans including expenditures, loans, and leases;
4. Evaluate progress toward instructional program and financial goals;
5. Ensure the continuity of the organization through development and recruitment of the leadership staff;
6. Provide leadership on organizational transition, structure and planning in collaboration with the leadership staff; and
7. Conduct affairs of the board including board development, transition, and self-assessment.

The Board of Directors will hire and evaluate The Paideia Academys (TPA) School Leader, who will exude robust instructional leadership with entrepreneurial business management acumen.

We seek School Leaders who are:

- * Focused on high quality education for all
- * Critical thinkers, decision makers and problem solvers with ability to delegate
- * Successful in adapting state standards of education with Paideia values
- * Advocates for preservation of the natural world
- * Inspirational, empathetic community leaders
- * Committed to life-long learning
- * Demanding of themselves and others

Recruitment for TPA's School Leader will extend beyond traditional standards for charter schools. Candidates must be knowledgeable and proficient in delivery of the Paideia Program and will demonstrate effective seminar facilitation prior to an offer of hire. Ideally, candidates will be identified through the succession pipeline at TPA. When there is no suitable in-house candidate, statewide recruitment will occur prior to a national search.

A School Leader is second only to TPAs in-class educators in impacting learning and achievement. Thus, formative and summative assessments will be

used for yearly evaluation and will include measures to indicate the School Leaders impact on teacher and student outcomes. Information collected will be weighed against factors of success, developed annually, to support NC Leadership Standards, defined below:

Strategic, Instructional, Cultural, Human Resource, Managerial, External Development, Micro-political, and Academic Achievement. These standards cultivate, assess, and sustain a Paideia-centric environment that supports TPA's vision, mission, and goals.

Artifacts for evaluation include, but are not limited to: Development and revision of a School Improvement Plan; NC Teacher Working Conditions Survey; testing data; Participation at/evaluation of yearly parent-student seminars; teacher retention data; student enrollment; formative assessments; cross-curricular lesson development; Professional Development Plans focused on Paideia Principles; parent surveys; BT Support Program documentation; number of teachers with or pursuing higher degrees and/or advanced or expanded licensure; NC Teacher Working Conditions Survey; professional development plans and training; Safety manual; communication plan to include staff, parents, and students; financial audit; reports to Board of current conditions and potential risks to school operations; PTO participation; attendance and survey results from parent-student seminars; school volunteers data; business partnerships; fundraising results; Documented norms and ground rules established

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.*

TPA founding board consists of ten members. Board terms will follow a rolling, three-tier class policy. The current board reflects a balance of experience in academics and operations and will serve to support TPAs mission. TPAs partnership with the Paideia Program requires the constant presence of a National Paideia affiliate on the Board. A geologist provides oversight for our Environmental Science plan and to further drive instructional alignment. To increase the success of our students post-secondary endeavors, three board members are from NC institutions of higher learning. Community business leaders comprise the rest of our founding board (areas of expertise: NC Law; charter school finance, operational management, fundraising; technology, App. F).

The maximum board size will be eleven members.

Methods and procedures proven by successful charter school boards will be used to fulfill TPA board responsibilities. Each board member will be provided training as suggested by the NC Office of Charter Schools and an orientation specific to our school. There will be a regular flow of information to the board from the leadership staff regarding finances, planning and current programs and operations so that each member can exercise informed and independent judgement on TPA matters. A board development pipeline will be established and maintained to ensure organizational integrity and appropriate committee structure. Regular open meetings will be publicized, held and documented regarding public business issues, and frequent meetings between the Board Chair and the School Leader will establish the working relationship and extent of delegation of management authority. The summary application of these measures will protect

the assets of the school.

Practicing these board practices also validates the transparent operations of TPA and encourages participation of stakeholders in the schools success. The board will support the formation of parent/student/teacher groups that support the mission of the school and actively solicit their participation and input, both during and outside of regular meetings.

Recognizing that parents play an essential role in the academic success of our students, the board welcomes parent participation in its committees. Parent representatives will be sought to provide valuable insight into the impact TPA operations has on students and families. These representatives will have an opportunity to ask questions, suggest topics for consideration, and provide input regarding the policies governing the school. This role is vital to the development to the schools continual improvement plan.

Parent representatives will be selected by the board from a pool of applicants each school year. Eligibility is limited to parents or legal guardians of a student currently attending TPA as of September 15 in each school year. They will serve in their non-voting, advisory, volunteer roles from October through June 30. School employees of persons with a financial interest in the work of the board shall not be eligible. To maximize opportunity for parental participation, a person may only serve on one board committee at a time.

Public and business leaders, as well as civic organizations, will be provided opportunities to support and enhance our school community including service on board committees and program development to support our educational objectives.

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

The founding board members were purposely recruited by both co-founders to reflect their commitment and dedication the education of young people in North Carolina and to The Paideia Program. Hence, the Associate Director of The National Paideia Center and a National Paideia Faculty member both currently sit on the board. It is our strong belief that for the life of a Paideia school, a National Paideia affiliate must sit on the board at all times. In addition, board members who reflect academia, teaching and serving in institutions of higher learning were added to promote partnerships with local universities and colleges. Currently we have three institutions of higher learning represented (UNC Charlotte, High Point University, and Central Piedmont Community College). Further, we understand that healthy boards who govern healthy and honorable schools maintain both legal and financial representation in order to fulfill such responsibilities. We have secured legal representation through RobinsonBradshaw because of their experience with charter schools and sound advice. Lastly, yet extremely vital to a charter school, the co-founders recruited community members who have experience fundraising, marketing and public relations, in addition to those whose areas of expertise are integral to a school such as operations and administration of schools, technology and content-specific knowledge. Having a professional fundraiser on our board assists in planning and executing sound and viable fundraising activities that will provide needed

additional funding to support school resources including teacher assistants, co-curricular staffing and technology, teacher professional development, professional affiliations and conference attendance, and to build the "mini-semester" and facilities funds. The addition of a geologist on our board provides oversight for our Environmental Science program and will establish relationships within the Science community in Cabarrus county and neighboring counties in the area.

Board terms will follow a rolling, three-tiered class policy: terms will expire in 2017, 2018 and 2019 in June of the current school year. Those who serve on the board for less than three years would be eligible for re-election to two additional full terms.

Building a TPA Board pipeline will be an on-going process for current board members and school leadership. Targeted candidates will be based on a skills matrix, and such candidates may be invited to serve as non-voting board committee members to decrease the likelihood of a skills gap when transition occurs. In the case of a vacant board position those interested in serving will submit a resume and applicants will be referred to the governance committee for vetting. Interviews will be conducted over a 90 day period. Candidates must commit to receiving board member orientation within 30 days of membership. New members to the board will be confirmed by majority vote and assigned a member-mentor to assist with the integration into the board and school culture.

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

The Paideia Academy board will meet approximately every six weeks (July, Sept., Oct., Dec., Jan., Feb., May, June). As per Brian L. Carpenter, boards that meet once a month "is way too often". And, because The Paideia Academy Board will function in Committees as well as an entity, the board committees will meet once per trimester.

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.

As suggested by Brian Carpenter, author of "The Five Dysfunctions of Charter School Boards" and CEO of National Charter Schools Institute, it is vital for a board to participate in both initial training and continued development and training in order to properly govern successful schools. The founding members of The

Paideia Academy board will participate in initial board training as provided by the NC Office of Charter Schools. First and foremost, all board members will receive training in The Paideia Program and the Paideia seminar from either a National Paideia Faculty member or a school administrator. In the first planning year, all board members must read The Paideia Proposal by Mortimer J. Adler in order to be well-versed in Paideia philosophy and program implementation. In addition, the board as a whole group will participate in two Paideia seminars using texts about, but not limited to, board governance and policy and current charter school politics (e.g. "Realizing Chartering's Full Potential", Paul T. Hill or "Charter School Governance" Paul T. Hill and Robin J. Lake). Furthermore, by the first operational year all board members must become familiar with and knowledgeable in NC charter school law and standard NC SBE laws and policies which will be given to board members to read, study and discuss. Over

subsequent years, it will be necessary for all board members to continue to develop as a governing entity of a Paideia school by participating in Paideia seminars biannually, keeping current on charter school laws, and considering viable and effective fundraising and marketing strategies. Continuing board development during years 2-5 will occur by committee. For instance, members of the board on the Academic Committee will receive training in student achievement and data provided by the principal and/or Academic Dean, IDEA and NCLB laws. Members of the board on the Governing/Nominating Committee will receive training in governance, new board member search and orientation, board performance evaluation, school leader search and evaluation, policy, contracts and negotiating. Members of the board on the Operations Committee will receive training in finance, charter school finance law and employment law which will be provided by our board attorney and CPA, while members of the Development Committee will focus on training that pertains to fundraising, marketing, and public relations.

Members of the founding board have been chosen, in part, due to their expertise in many of these areas, and these highly qualified individuals will provide training in their fields. Board members also will take advantage of conferences and training opportunities regularly scheduled by NCDPI, such as the annual Finance and Business Summer Conference, which have specialized charter school tracks. Other state and national professional development opportunities will be identified as they become available through organizations that study and support best practices in governance and operations, such as the National Alliance for Public Charter School and its NC affiliate, the National Charter Schools Institute, and the National Charter School Resource Center.

- 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.*

As a Center for Learning and Teaching, knowledge and successful application of the Paideia philosophy and methodology will be a key measure for employment at The Paideia Academy. Personnel decisions concerning the employment, evaluation, promotion and compensation of personnel will be based in every instance on considerations of relevant skills, training, or experience of the individual.

We recognize that favoritism based on family or personal relationships between employees involves risks of perceived favoritism. Thus, this Nepotism Policy has been developed to ensure that any potential conflict of interest is avoided.

The policy covers the following relationships: All blood relatives of employees or board of director members (including, but not limited to, parents, children, siblings, aunts, uncles, nephews, and nieces); those related by marriage or adoption; members of the same household, including domestic partners; those whom have an intimate relationship with an employee or member of the board of directors.

Hiring individuals of the same family or of those having a personal relationship with a governing board member or another employee, is permitted

at The Paideia Academy as per Statute 115C218.15 Section B. However, hiring within the same department normally is prohibited for these individuals.

Before any person having a relationship as defined in this policy with any member of the board of directors or an employee with supervisory authority is employed or engaged in another capacity such as an independent contractor, the intended employment shall be disclosed to the board of directors and approved by the board of directors in a duly called open-session meeting. The burden of disclosure of such a conflict of interest shall be on the applicable board member or employee with supervisory authority.

To further avoid a conflict of interest, real or perceived, when such a relationship exists, no employee may initiate or participate in decisions involving a direct benefit to the other party. These situations include an initial hire or rehire, promotion, compensation, performance appraisals, work assignments or decisions related to other working conditions. Further, the board structure not only prevents such to occur through proper evaluation channels, but promotes transparency through a checks and balance system within administrative roles.

All employees will complete an annual disclosure form so that no potential of conflicts of interest exist (see Appendix O). Applicants, including internal job postings candidates, will be advised of this policy. They are expected to disclose any relationship specified prior to the time of hire or re-hire. Failure to do so will result in the withdrawal of an offer or, if they are already hired, the subsequent termination of employment (see letter to CSAB).

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

As with all charter schools in North Carolina, the responsibility of developing, communicating and overseeing the implementation of policies governing the operations of The Paideia Academy rests with the Board of Directors. Policies shall be established for governance, finance, education, facilities, and operations of the School. These policies shall be communicated to all stakeholders, and training shall be provided to staff members so that their awareness and success in implementation is heightened.

A beginning set of policies shall be based on fair and consistent operations of an incorporated entity as defined by the state, as well as any overarching federal regulations, including those of the Internal Revenue Service. Policy models from successful NC charter schools will be studied in order to develop a core set of policies, and the guidance of the TPA attorney will be paramount. NC Charter School Law (GS 15C-238.29) states these policies shall include those that govern the hiring and protection of personnel (licensure, criminal background checks, anti-discrimination, anti-harassment, nepotism, other conflicts of interest, evaluations, etc.); finance and accountability (audits requirements, open meeting law, adherence to the charter agreement, insurance, cash management, etc.); and the academic program (enrollment, assessment/growth, exceptional children, health and safety, etc.)

The standard board process for further policy development will closely

follow the guidelines recommended by the NC Office of Charter Schools. A new policy, or an amendment to an existing policy, may be introduced by any of TPA's stakeholders; staff, parents, students, board members, and community members shall be encouraged to actively take part in the governance of the school.

Once a policy has been initiated, its need will be researched to gather pertinent data and to identify possible constraints. Although led by a Board Committee, involvement of the larger school community will be crucial during this phase so that the necessity for, and the impact of, the policy can be understood. Policy recommendations will be evaluated and debated in committee to establish appropriate parameters.

The Board Committee, or its designee, will draft all new policy or policy amendments to ensure clarity and consistency with other existing policy. The draft will be submitted for legal review prior to inclusion on the published agenda for the next scheduled Board meeting. The policy draft will be provided to all Board members no less than three (3) days prior to the board meeting to allow individual study of the recommendation. Based on comments or other feedback received during the board meeting, a revision to the draft policy may be necessary.

A simple majority vote of the full Board will result in the implementation of a new policy or policy amendment. Once approved, School Administrators will develop implementation, communication and training procedures.

All TPA policies will be reviewed and evaluated annually for efficacy and subsequent revisions, if necessary.

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.

In submitting an application for a charter from the state to open The Paideia Academy, it is vital for our school to be directly affiliated with The National Paideia Center in Asheville, NC. Two of our board members are affiliated with the Center: one is the Associate Director and the other is a faculty member. As members of the board one will function in the capacity of assessing the implementation of The Paideia Academy's instructional program as it applies to M.J. Adler's Paideia Program and the other will function in the capacity of overseeing teaching and assessing curriculum as it applies to both NC state requirements and Adler's humanities plan. Both the Principal and the Academic Dean will report to the board via committees (e.g. Governing Committee and Academic Committee) where these particular board members sit in order to uphold both North Carolina requirements and standards and Adler's Paideia Program (Please see Appendix O: Essential Elements of a Paideia School).

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

The Paideia Academy is committed to developing an educational environment that values diversity and fosters respect without regard to personal beliefs or characteristics. We strive each day to keep our community free from discrimination and harassment, practicing the principles of equity and honest communication. We believe that most conflict and differences of opinion can be resolved by candidly acknowledging issues and jointly

exploring alternatives.

In cases where a complaint or dispute cannot be mutually resolved, The School has established formal grievance procedures. The formal complaint should be in writing and document the nature of the grievance and facts that surround the incident(s). All grievances are taken seriously by The Paideia Academy and is committed to ensuring each is addressed by the appropriate persons in a timely manner.

Employees: Teachers and support staff will bring work-related concerns or grievances to their immediate supervisor (see organizational chart) within ten (10) school days of the occurrence. The supervisor shall investigate and respond to the complainant within 10 school days.

If the situation is not resolved, the complainant may address the grievance within 10 school days of the supervisors finding to the Principal of the Paideia Academy. The Principal will investigate and respond to the complainant within 10 school days.

Employees who remain dissatisfied may request to place the matter on the agenda of the next regularly scheduled meeting of the Board of Directors. This request must be in writing, addressed to the Board Chairperson, filed within 10 school days of the Principal's response. Any action taken by the board shall be in compliance with the Open Meetings law. The Board's decision will be made by a majority vote, and it shall be final.

Concerns or grievances of the Principal and the Academic Dean shall be addressed directly to The Paideia Academy's Board of Directors. The Board shall investigate, develop a response and communicate it to the employee within 10 school days. The Boards decision will be made by a majority vote, and it shall be final.

Students/Parents/Guardians: Initially, the student and parent or guardian will address any concern or grievance with the students teacher. The teacher shall respond within ten (10) school days.

Within 10 school days of the teachers response, if the situation is not resolved, the student and parent or guardian may request a meeting with either the Principal or the Academic Dean to discuss the concern or grievance. This school administrator shall investigate and respond to the complainant within 10 school days.

When the matter remains unresolved after discussion with the Principal or the Academic Dean, the student and parent/guardian may, within 10 school days, request to place the matter on the agenda of the next regularly scheduled meeting of the Board of Directors. This request must be in writing, addressed to the Board Chairperson, filed within 10 school days of the School Administrators response. Any action taken by the board shall be in compliance with the Open Meetings law. The Boards decision will be made by a majority vote, and it shall be final.

All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

All complainants will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

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

Include in the Appendices:

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

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

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

X Not Applicable

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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

Director/Principal, Academic Dean, Dean of Students, Student Support Services, Director of Admissions/Development, Registrar/PowerSchool Coordinator, IT Director, Finance/HR Director, Administrative Support Staff (clerical), Facilities Manager, Full-Time Teachers.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

1. *Explain the board's strategy for recruiting and retaining high-performing teachers.*

The recruitment, hiring, and retention of the best qualified persons to fulfill the mission of TPA is the overarching guideline for all employment decisions. TPA is an equal opportunity employer, and the school complies with all applicable laws providing unbiased opportunities to all individuals. Discrimination based on race, color, gender, religion, national origin, disability or any other category protected by federal, state or local law or ordinance or regulation is prohibited. This policy applies to all terms and conditions of employment.

TPA will post vacancies for positions on various recruiting/hiring websites (e.g. Teacher-Teachers.com. LinkedIn, Indeed.com). We will expect to also have an excellent candidate pool from our collegiate partnerships.

TPA expects to be able to recruit, hire, and retain highly qualified teachers. The board will ultimately accept the recommendation for potential candidates by the Director/Principal who will seek candidates based on traditional qualifiers: licensure and endorsements, advanced degrees, and/or national affiliations and certifications. However, TPA will also seek out individuals who are thoughtful, curious, creative, engaging, and who value experiential learning; they have to exude a passionate confidence in their teaching ability and exhibit the qualities of a lifelong learner as a commitment to these qualities is reflected in our mission.

TPA as an alternative school offers a diverse learning environment focused on social and intellectual development. We engage in active civil dialogue regularly and expect all personnel to remain steadfast to personal and professional growth. TPA believes that fair and equitable salaries with a deliberate commitment to providing health benefits and participating in the NC State Retirement system will make us competitive and a desirable place to work. Additionally, we have committed to providing on-going professional development which we believe is vital to our success.

2. *Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.*

The beginning organizational structure of The Paideia Academy warrants the Board of Directors being charged with the hiring of the three cornerstone administrative positions of the school: the Principal, the Academic Dean, and the Finance Officer. Persons in each of these roles shall report directly to the Board to mitigate any perception of conflicts of interest within the schools operation and financial management. This leadership team shall offer recommendations for filling all other roles within the school after careful consideration of the qualified applicants for each position.

Employment vacancies shall be advertised in appropriate media, including notices of vacant positions to current employees. In each of these advertisements and notices, it shall be stated that TPA employs and welcomes all candidates on an equal basis. A listing of open positions for both licensed and non-licensed will be maintained on the School website, along with the information regarding how and to whom to apply for consideration. Applications for open positions shall be submitted in writing, either by using the TPA Employment Application Form or by sending in a cover letter and resume. Personal interviews are required of all applicants as a prerequisite of employment.

It is the responsibility of the applicant to furnish accurate information.

Any false statements of personal information, credentials or experience shall be cause for refusal of employment or for dismissal, if hired prior to verification of all information. The Paideia Academy is an "at-will" employer. Simply stated, TPA and its employees mutually retain the right to terminate their employment at any time, with or without notice and with or without reason. Unless set forth in writing and signed by the Chairman of the Board of Directors, employment at TPA is for no specific period of time, and any statement inconsistent with this policy is unauthorized.

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

In accordance with N.C.G.S.115C-332, a criminal records check of an individual's county, state and national criminal history will be conducted on all applicants who accept an offer of employment. This includes full-time, part-time, substitute and temporary employees. A criminal records check may also be conducted in a selective, random or rotating basis for any current or annually rehired employees. The refusal to consent to a criminal records check will result in an offer of employment being withdrawn or the employee's employment being terminated, as applicable.

When a person omits or gives false information concerning his or her criminal history on his or her employment application, background check form, resume or any other required or submitted application-related document, that person shall not be employed. If the person has been hired or offered employment conditioned on the results of a criminal history check, the person will be subject to disciplinary action up to and including the offer of employment to be withdrawn or dismissal as applicable.

The results of criminal records checks will be considered in hiring, discipline, dismissal and other personnel decisions. All newly hired and rehired employees are employed conditionally pending the review of the criminal records check and any resulting additional background investigation.

Each employee is required to notify his or her immediate supervisor within five calendar days after any felony or misdemeanor criminal conviction, guilty plea or plea of no contest. Failure to do results in disciplinary action, up to and including immediate termination. Information obtained through the implementation of this policy shall be kept confidential as provided in Article 21A of Chapter 115C of the North Carolina General Statutes, and N.C.G.S.115C-332(e). However, the criminal history received on any person who is certificated, certified or licensed by the SBE will be provided to the state as required by N.C.G.S.115C-332(e)

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

At TPA we believe we offer fair and equitable salary ranges. We also believe that with recent influxes of charter schools making poor financial decisions, we have created a conservative personnel budget while remaining competitive within our local LEA(s). As per our budget:

The director/principal will have a starting salary of \$65,000 which will include a benefits package. Years of experience and the growth of the school will dictate an incremental raise yearly. This is a 12-month position.

The Academic Dean will have a starting salary of \$55,000 which will include a benefits package. Years of experience and the growth of the school will dictate an incremental raise yearly. This is a 12-month position.

The Dean of Students will have a starting salary of \$45,000 which will

include a benefits package. Years of experience and the growth of the school will dictate an incremental raise yearly. This is a 10-month position.

The Student Support Services/Powerschool Coordinator(A dual position) will have a starting salary of \$45,000 which will include a benefits package. Years of experience and the growth of the school will dictate an incremental raise yearly. This is a 10-month position.

The Director of Admissions/Development, The IT Director, The Registrar and The Finance Officer, will have a starting salary of \$40,000 which will include a benefits package. Years of experience and the growth of the school will dictate an incremental raise yearly. This is a 10-month position.

We expect to recruit and maintain quality teachers and have an average starting salary range of \$40,000. this will include a benefits package. Years of experience and the growth of the school will dictate an incremental raise yearly. This is a 10-month position.

Part-time positions will have an average salary range of \$20,000.

We will offer health insurance and retirement packages with additional options for employees to add Vision, Dental, Flex benefits, and life insurance.

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

TPA is committed to developing an educational environment that values diversity and fosters respect without regard to personal beliefs or characteristics. We shall strive each day to keep our community free from discrimination and harassment, practicing the principles of equity and honest communication. We believe that most conflict and differences of opinion can be resolved by candidly acknowledging issues and jointly exploring alternatives. In cases where a complaint or dispute cannot be mutually resolved, TPA has established formal grievance procedures. The formal complaint should be in writing and document the nature of the grievance and facts that surround the incident(s). All grievances are taken seriously by TPA and will be addressed by the appropriate persons in a timely manner.

Employees: Teachers and support staff will bring work-related concerns or grievances to their immediate supervisor(per org. chart) within ten(10) school days of the occurrence. The supervisor shall investigate and respond to the complainant within 10 school days. Employees who remain dissatisfied may request to place the matter on the agenda of the next regularly scheduled meeting of the Board of Directors. This request must be in writing, addressed to the Board Chairperson, filed within 10 school days of the Principals response. Any action taken by the board shall be in compliance with the Open Meetings law. The Boards decision will be made by a majority vote, and it shall be final.

Concerns or grievances of the Principal, Academic Dean or Finance Officer shall be addressed directly to TPA's Board of Directors. The Board shall investigate, develop a response and communicate it to the employee within 10 school days. The Boards decision will be made by a majority vote, and it shall be final. All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible.

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

The Registrar for TPA will also serve as the Powerschool coordinator. This position was designed with a relationship with Acadia Northstar and the services that it provides for students. As such, we believe that although

this position has dual roles, we have allocated appropriate funds to pay this position, but have given this position the financial and administrative support necessary by building a collaborative relationship with Acadia. Both the salary for the Registrar and the service cost for Acadia exists in our budget.

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.

TPA expects from its current projected enrollment about %6 of students being special needs population. We have budgeted an EC teacher for our first operational year and will continue to add faculty if our EC numbers increase. The EC teacher must hold a Bachelor's Degree in Special Education and have completed their state licensure/certification for K-12 exceptional children.

TPA and its board will seek out and hire at least one bilingual, certified teacher with ESOL/ELL certification or licensure. Our projected LEA(s) do currently have over 8% Spanish speaking families(see demographics) so this position will be a priority.

TPA does not have specific measures to test and/or label gifted students. As mentioned in our gifted students outline, we "promote an inclusive environment of social and intellectual development." Qualified teachers and administration will create learning and experiential opportunities for all students to grow.

9. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).

The four leadership roles that will be filled by the Board of Directors are Principal, Academic Dean, Dean of Students and Finance Officer. TPA believes these roles should be:

1. Passionately focused on high quality education for all students
2. Critical thinkers, decision makers and problem solvers with the ability to delegate
3. Successful in transforming state standards of education through Paideia values
4. Advocates for preservation and protection of the natural world
5. Inspirational, empathic school community leaders
6. Committed to life-long learning
7. Demanding of themselves and others

Other requirements include:

Director/Principal-A unique skill set is needed to successfully fulfill the role, blending robust instructional leadership with entrepreneurial business management acumen. Recruitment for this role is more restrictive than for many other charter schools in that our Principal must be knowledgeable and proficient in delivery of the Paideia Program. Since TPA community as a whole will reflect this roles level of success, demonstrated leadership and management skills are necessary. This person must have the ability to develop strategies to drive the school mission and nurture Paideia culture both within the school and with the public. A NC Teaching license is a requirement for this role, as is previous experience in educational management, preferably with a charter school.

Academic Dean-Expert knowledge of coaching and evaluating teachers in the successful delivery of Paideia-based instruction is essential for this role. Also, this person must be well-versed in the vertical alignment of curricula

within a NC K-12 school in order to support the recruitment, hiring and retention of highly qualified educators. A successful candidate for this role is the critical facilitating link between school leadership, faculty and students and as such must possess effective skills in building consensus. A NC Teaching license is a requirement for this role, as is previous experience in managing teachers performance and development, preferably with a charter school.

Dean of Students-The focus of this role is to plan and direct TPA activities related to non-academic student and campus life. This person must be able to promote high expectations and reinforce student conduct through positive techniques and communication. A "generalist" of school operations, the Dean is responsible for providing information to students and their families and responding to students needs. A NC Teaching license is required for this role, with experience as a secondary teacher, preferably with a charter school.

Finance Officer-The ability to develop, manage and monitor fiscal plans and ensure effective internal controls in place are key responsibilities for this position. This role also encompasses the delivery of Human Resources support and services. Additionally, this person will solicit and negotiate with outside vendors to provide support services, as well as monitor and evaluate those services. Because of the diverse knowledge needed in order to support all non-instructional operations, a minimum of 5 years executive level business experience is required, preferably in charter school management.

The administration of TPA will also hire:

Student Support Coordinator-A critical success factor for this role is the ability to deliver myriad services to students, families, staff and the public in a fast-paced environment. This person must manage competing priorities, including office inquiries, assisting with school supply inventory, monitoring student data collection and attendance, handle cash receipts, and coordination of school calendars. Excellent communication skills and proficiency in Microsoft Excel and Word are necessary. A high school education and 2 years of professional experience is required. Bilingual is preferred.

The board will be influential in assisting the administration in securing the best possible teachers for the growth and development of TPA. As such, teachers are expected to exhibit:

TPA faculty must develop and teach engaging lessons that merge the rigor of NC educational standards with the Paideia Program. Each must have or be willing to acquire skill in the three modes of teaching and learning didactic; intellectual coaching, and Socratic seminar. Successful teachers shall accept responsibility for the academic progress of their students and will utilize formal and informal assessments to ensure students are prepared for entry into life after their secondary education. A passion for creating an environment to foster life-long learning is required, and NC Teaching license is necessary for most teaching positions at TPA. Special Ed. hires must meet the "Highly Qualified" status requirements as defined by federal law: 1) hold a bachelors degree; 2) have a NC teaching license and 3) demonstrates competence in each core subject in which s/he teaches.

Staff Evaluation and Professional Development

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

Teachers are responsible for renewing/updating their NC state license

through NCDPI. The Director/Principal, Academic Dean, board members will ensure appropriate PD opportunities are offered for faculty. CFO/HR will assist in this process as well.

- 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.*

TPA will utilize the NC Teacher Evaluation System based on the framework for 21st Century Learners and NC Professional Teaching Standards. As stated in our instructional program, we expect to have at least 85% of our teachers licensed and highly qualified. As part of our programmatic success, however, we are not merely looking for individuals who have attained licensure, but individuals that fully support the Paideia philosophy and model. Teachers are expected to contribute to learning communities, engage in faculty and community seminars, and develop the skills necessary for being lifelong learners. The Paideia philosophy and seminar model also has a faculty and staff classroom observation form. This form (available upon request) contains both formative and qualitative questions for teachers and administration to evaluate categories such as: the big ideas/values behind your lesson, the method of instruction utilized-and why, and the cognitive process students were engaged in (collecting information, intellectual/skill development, and understanding/synthesizing ideas and values). This observation form supports TPA's model of collaborative, intellectual dialogue.

Despite our on-site classroom observation model, TPA will fully implement and utilize both the Education Value-Added Assessment System (EVAAS) and the North Carolina Educator Evaluation System (NCEES). Following guidelines for the annual assessment of teachers within the comprehensive evaluation cycle, the standard evaluation cycle, or the abbreviated evaluation cycle, under G.S. 115C-333, policy establishing the teacher appraisal system, TPA will assess Standards I-V for all teachers employed.

New and veteran teachers will have a professional development training on using the NCEES system and will be required to complete their own Professional Development Plan(PDP) before the training is completed. A vital component of all faculty and staff at TPA will be to have one professional development goal (A PDP growth goal) that is specific to the Paideia Model. This might include, but not be limited to: Attend a Paideia Institute at the National Paideia center, Lead one community/parent seminar, participate in a coached-project outside of your core-content discipline, and/or plan and facilitate a seminar outside of your core-content discipline. Utilizing the policies outlined for training, self-assessment, pre-observations, observations, post-observations, post-observation conference, and a yearly summative evaluation, TPA will evaluate, record, and assess all teachers through the NCEES process. The Director/Principal, the Academic Dean, and the Dean of Students will all be designees for the North Carolina Teacher Evaluation Process.

- 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 core components of our educational plan stem from the foundation of the Paideia Program. As the philosophical and pedagogical driving force of our school, the nucleus of our trainings will be derived from a firm

understanding and implementation of the Paideia Socratic Seminar and the Paideia Coached project. Effective implementation of both the seminar model and the coached-project process will be based on a modeling of both of these teaching tools from administration to faculty. Both the Director/Principal and the Academic Dean are currently Senior National Paideia trainers. An initial in-house two-day training on the Paideia seminar during teacher workweek will establish the very core and discursive backbone of our faculty development. This training will effectively show how the seminar (a collaborative and intellectual dialogue facilitated with open-ended questions about a text) and its components can serve as a tool for the entire foundation of each teacher's classroom. Scaffolding of selecting texts for seminars, writing effective questions, and using seminars to establish pre and post-writing opportunities will serve as on-going PD opportunities throughout the calendar year. Further PD opportunities will focus on cultivating environmental literacy, developing engagement strategies, and establishing methods to "coach" social and intellectual development. Additionally, all teachers will continue to develop their participation/facilitation in faculty seminars each trimester. Terry Roberts, the Director of the National Paideia Center, will be a guest trainer on the implementation of and strategic use of the Paideia seminar and coached-project in the classroom.

It is imperative for all TPA teachers to participate in PD in the NC Environmental Literacy Plan for successful implementation of a school-wide program. We have allotted money in the budget for both PD and state certification in environmental science for all of our teachers.

- 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.*

Working in collaboration with the National Paideia Center, we would like to provide all of our teachers the opportunity to attend a seminar institute hosted by the National Paideia Center. This is contingent on funding, however, we believe as an affiliate of the National Paideia Center we can effectively support our teachers in a Paideia summer institute prior to our first operational year. This institute will be a primary focus of our planning year funding as to properly train, prepare, and assist teachers in the facilitation of the seminar model. Although our curriculum will align with NC state standards, we believe that the Paideia program fundamentally relies on the proven instructional method of Socratic questioning and modeling of a coached-project. Also, as part of the "induction" process a community seminar will be offered in the summer prior to our first operational year. This will be offered to local and community parents who are enrolling or interested in enrolling their child for our first operational year. This will be lead by our Academy Director(Laura Cook) and will focus on the seminar model as an instructional technique that offers sound intellectual and civic discourse as a core of our methods.

We will provide two professional development opportunities during the teacher workweek(Aug. 13-17) before school begins with students. During this time, faculty and staff will participate in a Paideia seminar lead by the Director. Modeling the seminar as a foundation of our program will be the first step to providing teachers opportunity for growth. During teacher

workweek, curriculum meetings, vertical alignment from middle school to high school, and learning communities will all be established. These meetings will be lead collaboratively, based on our organizational structure, by the head of school, academic dean, dean of students and student support coordinator. It is imperative as a school that the academic committee prepare teachers to effectively provide specific opportunities to plan, lead, facilitate, and evaluate/assess a Paideia seminar. This can only be done through proper training of seminar techniques. Also, Dr. Terry Roberts, The Director of the National Paideia Center, has agreed to come and complete a faculty/staff Paideia training during one of our allotted teacher workdays.

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.

Including the first week of teacher workdays, our staff will have a total of nine(9) professional development days and training opportunities. In order to allow for access for PD, the governing board has established that five(5) of the half days allotted throughout the school calendar will serve as professional development days. With our proposed half days ending at 12:00pm, faculty and staff will have an hour(1) for lunch and then the Director/Principal, Academic Dean, or Dean of Students will lead a staff development from 1:00 - 3:00 pm. This proposed schedule--five(5) half days allotted, two(2) professional development days during our initial teacher workweek (August 13-17), and two(2) professional development days during teacher workdays(Jan 3, Jan 4)-will equal nine(9) total professional development opportunities. Professional development will last for a total of two(2) hours during the schedule teacher workdays and will still allow for collaborative dialogue amongst teachers and time in their classrooms. With an administrative and support staff that has varied skill-sets and backgrounds, trainings will be divided based on faculty needs. Trainings will include opportunities for both experienced and new teachers. No administrator or support staff personnel will lead more than three(3) professional developments independently. We also expect some of TPA teachers to become state certified in Environmental Education through the NC Environmental Literacy Plan and will then subsequently offer PD to the rest of our faculty.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.218.45(a-i) carefully.

Marketing Plan

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

The Paideia Academy will begin a vigorous and strategic marketing plan

ensuring adequate enrollment after approval from the SBE. In full compliance with (G.S. 115C-218.45 (a, e)), we seek to appeal to all students who may wish an alternative to the standard public school. We understand that marketing the Paideia Academy will include informing and teaching the public about "paideia" and the Paideia Program. Hence, our outreach efforts will be strategically planned to bring an awareness of The Paideia Academy to our community.

Once SBE approval is granted:

1. The Paideia Academy will design and build a school website that will also be hyperlinked from The National

Paideia Center website by September 2017.

a. Website will contain a video of a sample student seminar

b. Website will contain a video of a tour of the campus (when procured)

c. Website will contain a video of young adult testimonies who have had the experience of being educated in a

Paideia Program.

2. TPA will develop appropriate social media sites (Facebook, Twitter, etc.).

3. TPA will develop and display professional flyers in public shops and businesses in Cabarrus, Mecklenburg

and Union Counties. These will be produced in both Spanish and English.

4. TPA will post an advertisement in The Charlotte Observer, Creative Loafing, Charlotte Parent Magazine

(paper and online) and The Independent Tribune in the fall and winter of 2017 (highlighting the Open

Enrollment period and lottery dates) and early spring 2018 (highlighting continued registration even if

there is a wait list).

5. TPA will collaborate with CPCC and UNCC who will provide a strategic setting for hosting an information

meeting and on-line registration during open enrollment period.

6. TPA will conduct monthly interest meetings three times before Open Enrollment closes on January 31, 2018.

7. TPA will conduct two community seminars in November 2017 and February 2018 during the registration period.

8. The greater Charlotte area conducts a "Charter School Fair". TPA will participate in the fair in 2018.

9. TPA will participate in and advertise at local festivals in the greater Charlotte area throughout the

entire planning year.

10. TPA will inquire about sharing and speaking at local Rotary and Lions Clubs, and local 4-H clubs

throughout

the entire planning year. We will ask to facilitate a Paideia seminar with members of these organizations

as a way of promoting civil dialogue, raising awareness of what we do at the Paideia Academy and as a way

to begin an on-going partnership.

11. TPA will communicate the lottery selection (parent #) and the waitlist (if necessary) via website by March

15, 2018.

12. TPA will offer a staff/parent breakfast in April 2018.

13. TPA will plan and organize a student/staff social within the first two weeks of August 2018.

14. The TPA parent/student surveys will be posted on our website. TPA board will share results of the survey on the website as well.

In consecutive years, TPA board will assess and evaluate the success of the first years marketing plan including the public's perception of the school, revising and re-organizing as necessary to ensure adequate student enrollment.

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. Parents will receive notice, electronically and via paper flyers, immediately after The Paideia Academy receives approval and a Paideia Academy Family Open House is planned. At the Open House, parents will receive a list of important dates spanning from the approval to opening date. They will be given our 1st operational year calendar and dates proposed during our planning year to participate in a full-fledged Paideia adult seminar. We expect to be able to model to parents our philosophical and pedagogical approach to civil dialogue. All communication from this point on will be provided electronically and via paper flyers. At Open House, parents will be notified of school supplies students will need for a successful, start of the school year. We would also like to begin conversations for a Parent/Teacher Organization and the roles necessary for the growth of our school.

The Open House will also include an early draft of The Paideia Academy Family Handbook. Pertinent information will be included for First Day of School procedures (i.e. Transportation options, Drop off process, Breakfast, snacks, lunch; Start and end Times - 1st school day for students; school year calendar; How to contact school staff, etc.) The Paideia Academy Family Handbook will include ways that parents are encouraged to participate in the school community and their child's education as a model for life-long learning.

2. As noted in the Essential Elements of a Paideia School as well as the Paideia School Rubric, parents play a key role in the life of the school in the following (but not limited to) ways:

1. Community Seminars;
2. Parent-Faculty Seminars;
3. Paideia Project Audience;
4. Student-led conferences.

Also noted in the Instructional plan, The Paideia Academy will focus on students thinking, logic, reasoning, and conceptual understanding. As a model of the thinking and communication skills involved with the Paideia framework for learning, parents will be expected to also practice these skills particularly as participants in the Community and Parent-Faculty Seminars. Parents will also be expected to serve as audience members of students Paideia Project Audience Roles. In addition to providing general support for students learning through Projects, as audience members, parents will observe, listen, ask questions, help students synthesize their learning. The other key role parents will serve at The Paideia Academy is to

attend student-led conferences. In this role, parents will participate in the conference protocol, specifically through thinking, logic, reasoning, and conceptual understanding. Furthermore, parents may use information shared in these conferences to help students continue to progress with their learning. The ultimate reflection of the Paideia program represented through parental involvement would be parents eventually co-leading and facilitating a Paideia Seminar for the community.

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.*

Under NCGS 115C-218.45 The Paideia Academy will follow all policies regarding student admission. No student will be admitted based on "intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry".

1. Once approved, we will begin an open enrollment lottery plan beginning October 1, 2017 which will run through January 31, 2018. Parents will be required to apply by submitting a registration form either via an online application or a hand-written paper copy submitted in person/mail for each child they wish to enroll. We will follow enrollment priority for siblings as per NCGS 115C-218.45(f)(1-3)). All enrollment information will be communicated via our website and through our other various marketing endeavors.

2. All registrants will be accepted during the open enrollment period. If the registrant pool for any grade level exceeds the number of spaces available at TPA, each registrant's name/number will then be placed in a lottery. In compliance with NCGS 115C-218.45(g)(1-2)), only one surname for all siblings of one household will be placed in the lottery.

3. A lottery to determine admission will be held the first Friday of March. Once all openings are filled in each grade via lottery, the lottery draw will continue and a wait list will be formed. The wait list will be voided by January 10 of the following year. If a student is not admitted by January 10, they are required to submit a new registration form. At the beginning of each fiscal year and after budget review, the TPA board will determine the amount of available spaces per grade level prior to the lottery in March of the following year. A student who withdraws from TPA will be asked to fill out withdrawal forms and we will request an exit interview. If same such student wishes to re-enroll, he/she must begin the registration process anew during the open enrollment period unless under NCGS 115C-218.45(f)(4). We will accept any student who transfers from another school with proper

registration and as long as there is no wait list and room in the grade level he/she is entering. If there is a wait list the student will be placed on the wait list in the order in which his/her registration was received.

4. N/A We will have no pre-admissions testing/activities for students or parents.

5. If a student wishes to withdraw from TPA, we ask that the parent come to the school in person to fill out withdrawal papers and sign any necessary papers for release of records to another school. We would also request an exit interview (either in writing or in person per parent choice) with the parent and the student regarding the decision for leaving TPA.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No: X

The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones.*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

PROJECTED ENROLLMENT 2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

- LEA #1 Cabarrus County Schools
- LEA #2 Charlotte-Mecklenburg Schools
- LEA #3 Union County Public Schools

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.

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 130	LEA 600	LEA 900	LEA 130	LEA 600	LEA 900	LEA 130	LEA 600	LEA 900	LEA 130	LEA 600	LEA 900	LEA 130	LEA 600	LEA 900
Grade 06	35	40	5	40	35	5	40	35	5	40	35	5	45	40	5
Grade 07	35	40	5	35	40	5	40	35	5	40	35	5	45	40	5
Grade 08	35	40	5	35	40	5	35	40	5	40	35	5	45	40	5
Grade 09	30	45	5	35	40	5	35	40	5	35	40	5	40	40	5
Grade 10	0	0	0	30	45	5	35	40	5	35	40	5	40	40	5
Grade 11	0	0	0	0	0	0	30	45	5	35	40	5	35	40	5
Grade 12	0	0	0	0	0	0	0	0	0	30	45	5	35	40	5
	135	165	20	175	200	25	215	235	30	255	270	35	285	280	35
	320			400			480			560			600		

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.

At the onset, The Paideia Academy will not provide transportation for students to and from school. We will, however, consider the purchase of three(3) used buses for activities and class field trips. Currently within our local LEA(Cabarrus County-130) there are over 10 used buses listed on the North Carolina

School Bus Surplus System (<http://ncschoolbussales.dpi.state.nc.us/>). TPA believes that it is vital to be able to provide students transportation to and from school and in conjunction with the board, research, and our presumed population growth, we expect to re-visit the need and demand for a school bus service within our first three years of operation. Within those first three years-proposed, 2018-2021, the TPA board and administration will conduct a study of the value and/or need for TPA families for a busing system comprised of area cluster route stops. TPA will also explore financial and insurances quotes for a busing program, comparing contracted expenses vs. those of an in-house program: total buses needed, drivers, driver insurance, maintenance, and operating costs. As such, this matter is yet to be resolved.

TPA does fully expect to provide a school and parent facilitated carpool network. TPA as an alternative school expects to locate in an area of Cabarrus County that has a significant amount of access due to the major completion of Department of Transportation thoroughfares(Hwy 49, Hwy 29, Interstate 85, Interstate 485-inner and outer, Interstate 77). As our long-range goal(s) are to build relationships with local colleges and universities (CPCC, UNCC, Queens College, Johnson C. Smith University, etc...), commuting and accessibility remains a vital research component of our transportation plan. Access to the intersection(s) of these major roadways will provide significant and ample access to our school and carpool network. TPA will also provide a secure Online Management System (signupgenius.com, jooners.com, or ivolunteer.com) as a way to help our parents collaborate a successful and safe carpool network. We recognize that a safe and well-organized carpool structure requires careful planning and management, however, we also believe that our transportation plan aligns carefully with the Paideia Program as we anticipate community involvement, active and civil discourse addressing family concerns and needs, and utilization of local and community environmental resources.

As our educational and instructional plan calls for us to start 30 minutes later than local Cabarrus County schools (TPA's school day begins at 8:30 a.m.), we anticipate marginally less traffic for our parents in the morning. We envision a safe environment for drop/off and pickup and at all times will have faculty/staff members serving a morning and afternoon duty to assist in the viability of our traffic and carpool needs.

TPA will ensure that all transportation programs are in compliance with local, state, and federal guidelines and regulations as it relates to vehicle safety, inspections, and licensing.

School Lunch Plan:

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

The students at TPA will be asked to bring a bag lunch during our start-up phase. The property currently under consideration does not house a full-service cafeteria. We take very seriously the notion that all students should have a healthy breakfast and lunch, and we have explored opportunities from vendors and local caterers. Although a formal relationship has not been solidified, within a 5 mile radius of our proposed property (8810 Hickory Ridge Rd.), there are at least 5 vendors who will provide catered lunch for our students. We are aware of students who need free or reduced-price lunch and have explored the option of having a food pantry at school, similar to local community and health alliances that assist individuals of need. TPA's Director will exhibit discernment if a child does not have a lunch and work with board members and parents to accommodate the child of need. Participation in the Federal School Lunch Program will depend on student demographics to be evaluated Year 3.

The property under consideration has 35 acres and the option to build permanent structures. It is vital to the TPA board that we build a cafeteria facility, provisional on resources, in Year 3. Environmental science and ecological literacy is part of our instructional plan and founding principles. We believe a robust and flourishing natural, healthy school lunch program can be aided through our proposed gardens and greenhouses. A significant relationship has been developed with Chef Ron Ahlert at the Community Culinary School of Charlotte. CCSC is a non-profit teaching program that receives all materials from local farms/businesses. Considering this relationship and with Ahlert's guidance, we want to utilize produce that our students had a responsibility to maintain.

If an interim plan is needed - between start-up and building a full-service cafeteria -- a commercial "warming" kitchen will be considered in order to provide hot meal options for our students.

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.

monitored public safety observation and supervision.

The current property at 8810 Hickory Ridge Rd. has previously been approved for the occupation of a school facility. This property which currently houses 19 modular units (16 used for classrooms and 3 utilized as office space) was formerly the school site for Carolina International School. Carolina International secured permit# ZN020910 Non-Residential/Commercial contracting, allowing us full confidence that the current facility can again be approved for commercial/educational use. Although Carolina International is no longer at this facility, a prior approved certificate of occupancy for educational use makes TPA believe that we will also be granted an approved CO. We have been in contact with Mark Hermans, the listing broker for Harris Morrison Company, and believe an ongoing relationship for obtaining the property remains a strong possibility. A primary component of continuing our conversations for securing this facility was contingent on securing our Articles of Incorporation as a non-profit. As of 9/1/2016, The Paideia Academy has officially applied for our 501(c)3 status. Pursuant to our fundraising, insurance, and local funding, we believe negotiations can move forward concerning the property of 8810 Hickory Ridge Rd. Mr. Herman believes the property, "presents an opportunity to build permanent structures while utilizing the modular facilities." Our goal will be to secure funding and/or a loan for the building of a permanent structure within our planning year. Construction will be ongoing, however, we believe we can complete a facility within our first operational year. We will submit all proper commercial and trade industry permits and codes in accordance with local and state law.

This facility has two parking lots, and a full-sized soccer field. Most importantly, TPA believes this site to be an effective area for the promotion of our school's sense of community and environmental science program as stated in our mission. With over 35 of the available acres currently housing forestry and land, we expect to utilize this property to grow our mission and vision of the environmental program. The property runs parallel to Reedy Creek-a water source we would love to utilize as a school. The amount of acreage, forestry, and water gives us the capabilities of growing into a property that could support a thriving garden, multiple greenhouses, water-based scientific research and exploration, and the development of sports fields for athletics and student body activities.

The current property and facility that exists is for sale and is listed for \$950,000.00. This property, parcel #55164534370000, contains 35.37 acres and the current standing modular units account for 15,338 square feet. The total cost per square foot currently stands at \$61.94. Although high for modular units, this is still a 21% savings cost for commercial property within a 20-mile radius. Current rates within a 20-mile radius are \$76.60 per sq. ft. which identifies over a \$15.00 cost savings (\$76.60-\$61.94) per foot.

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.

Parcel 55164534370000 contains 35.37 acres and the current standing modular units account for 15,338 square feet. Total cost(950,000) per square foot is \$61.94. Commercial property within a 20-mile radius is \$76.60, providing 21%

cost savings.

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.*

Working with LoopNet Client Services, a commercial real estate online database, we have explored other land and facility options available. Having the contact of a real estate broker in the previously mentioned Mark Hermans, we have been given other options listed in Cabarrus County and Charlotte-Mecklenburg county that coincide with our projected Average Daily Membership and desire for environmental property. Although no formal paperwork has been filed with regards to the property, as an LLC we are confident that we will maintain a positive relationship with Mr. Hermans. If the property at 8810 Hickory Ridge Rd. no longer becomes a viable option, we will explore with Mr. Hermans the other possibilities listed. Our intent is to remain in the vicinity of Cabarrus County and to secure a location close to UNCC and CPCC. This will solidify our relationship with those institutions and the TPA standing board members (Dr. Garvey Pyke and Dr. Mary Margaret Kantor) who are currently employed by those institutions. A formal relationship and investment in our current proposed property will occur based on the approval of our charter. We realize we could potentially lose this property; however, contingency properties have been researched and remain possibilities pending approval.

Although other properties exist, the ones most appropriate and possible for TPA, although not limited to, are:

1. 12000 Reed Mine Rd Midland, NC 28107--53.87 acres, \$633,000
2. 501 Hwy 24/27 Midland, NC 28107--26.80 acres, \$1,072,000
3. 7310 Rocky River Rd. Concord, NC 28025--50 acres, price not listed
4. 3755 US 601 South Concord, NC 28025--32 acres, \$576,000

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 2018-19

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></p>	<p>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.</p> <ul style="list-style-type: none"> • In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides • In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p>			
	<p>LEA #1 130 - Cabarrus County Schools</p>			
	Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
	State Funds	\$4,815.21	135	\$650,053.35
	Local Funds	\$1,609.82	135	\$217,325.70
	Federal EC Funds	\$3,579.70	8	\$28,637.60
	Totals			\$896,016.65
	<p>LEA #2 600 - Charlotte-Mecklenburg Schools</p>			
	Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
	State Funds	\$4,852.22	165	\$800,616.30
Local Funds	\$2,457.30	165	\$405,454.50	
Federal EC Funds	\$3,579.70	10	\$35,797.00	
Totals			\$1,241,867.80	
<p>LEA #3 900 - Union County Public Schools</p>				
Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019	
State Funds	\$4,863.33	20	\$97,266.60	
Local Funds	\$2,028.00	20	\$40,560.00	
Federal EC Funds	\$3,579.70	2	\$7,159.40	
Totals			\$144,986.00	

Total Budget: Revenue Projections 2018-19 through 2022-2023

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$1,547,936	\$1,934,920	\$2,321,904	\$2,708,888	\$2,902,380
-Local Per Pupil Funds	\$663,340	\$829,172	\$995,006	\$1,160,840	\$1,243,762
-Exceptional Children Federal Funds	\$71,594	\$71,594	\$89,492	\$89,492	\$89,492
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$2,282,870	\$2,835,686	\$3,406,402	\$3,959,220	\$4,235,634

***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 J.

Personnel Budget: Expenditure Projections 2018-19 through 2022-2023

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	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Director/Principal	1	\$65,000	\$65,000	1	\$66,300	\$66,300	1	\$67,626	\$67,626	1	\$68,978	\$68,978	1	\$70,358	\$70,358
Academic Dean	1	\$55,000	\$55,000	1	\$56,100	\$56,100	1	\$57,222	\$57,222	1	\$58,366	\$58,366	1	\$59,533	\$59,533
Dean Of Students	1	\$45,000	\$45,000	1	\$45,900	\$45,900	1	\$46,818	\$46,818	1	\$47,754	\$47,754	1	\$48,709	\$48,709
Director Of Development/Admissions	1	\$40,000	\$40,000	1	\$40,800	\$40,800	1	\$41,616	\$41,616	1	\$42,448	\$42,448	1	\$43,297	\$43,297
Director Of Technology	1	\$40,000	\$40,000	1	\$40,800	\$40,800	1	\$41,616	\$41,616	1	\$42,448	\$42,448	1	\$43,297	\$43,297
Registrar	1	\$40,000	\$40,000	1	\$40,800	\$40,800	1	\$41,616	\$41,616	1	\$42,448	\$42,448	1	\$43,297	\$43,297
Finance Officer	1	\$40,000	\$40,000	1	\$40,800	\$40,800	1	\$41,616	\$41,616	1	\$42,448	\$42,448	1	\$43,297	\$43,297
Clerical	1	\$28,000	\$28,000	2	\$28,000	\$56,000	2	\$28,560	\$57,120	2	\$29,222	\$58,444	2	\$29,868	\$59,736
Custodians	1	\$30,000	\$30,000	1	\$32,459	\$32,459	1	\$32,968	\$32,968	1	\$33,487	\$33,487	1	\$34,017	\$34,017
Student Support/Ec Coordinator	1	\$40,000	\$40,000	1	\$40,800	\$40,800	1	\$41,616	\$41,616	1	\$42,448	\$42,448	1	\$43,297	\$43,297
A - Total Admin and Support:	10		\$423,000	11		\$460,759	11		\$469,834	11		\$479,269	11		\$488,838
Instructional Personnel:															
Core Content Teacher(s)	16	\$40,000	\$640,000	25	\$40,800	\$1,020,000	30	\$41,616	\$1,248,480	35	\$42,448	\$1,485,680	40	\$43,297	\$1,731,880
Electives/Specialty Teacher(s)	4	\$40,000	\$160,000	4	\$40,800	\$163,200	6	\$41,616	\$249,696	6	\$42,448	\$254,688	6	\$43,297	\$259,782
Exceptional Children Teacher(s)	1	\$40,000	\$40,000	1	\$40,800	\$40,800	1	\$41,616	\$41,616	1	\$42,448	\$42,448	1	\$43,297	\$43,297
B - Total Instructional	21		\$840,000	30		\$1,224,000	37		\$1,539,792	42		\$1,782,816	47		\$2,034,959

The Paideia Academy

Personnel:															
A+B = C - Total Admin, Support and Instructional Personnel:	31		\$1,263,000	41		\$1,684,759	48		\$2,009,626	53		\$2,262,085	58		\$2,523,797
Administrative & Support Benefits															
Health Insurance	10	\$5,471	\$54,710	11	\$5,471	\$60,181	11	\$5,471	\$60,181	11	\$5,471	\$60,181	11	\$5,471	\$60,181
Retirement Plan--NC State	8	\$7,355	\$58,840	8	\$7,502	\$60,016	8	\$7,651	\$61,208	8	\$7,805	\$62,440	8	\$7,961	\$63,688
Medicare	10	\$613	\$6,130	11	\$607	\$6,677	11	\$619	\$6,809	11	\$631	\$6,941	11	\$644	\$7,084
Social Security	10	\$2,623	\$26,230	11	\$2,597	\$28,567	11	\$2,648	\$29,128	11	\$2,701	\$29,711	11	\$2,755	\$30,305
D - Total Admin and Support Benefits:	38		\$145,910	41		\$155,441	41		\$157,326	41		\$159,273	41		\$161,258
Instructional Personnel Benefits:															
Health Insurance	21	\$5,471	\$114,891	30	\$5,471	\$164,130	37	\$5,471	\$202,427	42	\$5,471	\$229,782	47	\$5,471	\$257,137
Retirement Plan--NC State	21	\$6,448	\$135,408	30	\$6,577	\$197,310	37	\$6,708	\$248,196	42	\$6,843	\$287,406	47	\$6,979	\$328,013
Social Security	21	\$2,480	\$52,080	30	\$2,529	\$75,870	37	\$2,580	\$95,460	42	\$2,632	\$110,544	47	\$2,684	\$126,148
Medicare	21	\$580	\$12,180	30	\$592	\$17,760	37	\$603	\$22,311	42	\$615	\$25,830	47	\$628	\$29,516
E - Total Instructional Personnel Benefits:	84		\$314,559	120		\$455,070	148		\$568,394	168		\$653,562	188		\$740,814
D+E = F - Total Personnel Benefits	122		\$460,469	161		\$610,511	189		\$725,720	209		\$812,835	229		\$902,072
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	48		\$568,910	52		\$616,200	52		\$627,160	52		\$638,542	52		\$650,096
B+E = H - Total Instructional Personnel (Salary & Benefits)	105		\$1,154,559	150		\$1,679,070	185		\$2,108,186	210		\$2,436,378	235		\$2,775,773
G+H = J - TOTAL PERSONNEL	153		\$1,723,469	202		\$2,295,270	237		\$2,735,346	262		\$3,074,920	287		\$3,425,869

Operations Budget: Expenditure Projections 2018-19 through 2022-2023

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Health Insurance	\$5,471	\$5,471	\$5,471	\$5,471	\$60,181
	Health Insurance	\$5,471	\$5,471	\$5,471	\$5,471	\$257,137
	Medicare	\$613	\$607	\$619	\$631	\$7,084
	Medicare	\$580	\$592	\$603	\$615	\$29,516
	Retirement Plan--NC State	\$7,355	\$7,502	\$7,651	\$7,805	\$63,688
	Retirement Plan--NC State	\$6,448	\$6,577	\$6,708	\$6,843	\$328,013
	Social Security	\$2,623	\$2,597	\$2,648	\$2,701	\$30,305
	Social Security	\$2,480	\$2,529	\$2,580	\$2,632	\$126,148
	Total Benefits	\$31,041	\$31,346	\$31,751	\$32,169	\$902,072

The student enrollment numbers of 80 per grade level at The Paideia Academy are indicative of our desire to keep class sizes small so as to foster the social and intellectual development of all students through the Paideia seminar. In addition, smaller class sizes promote manageable group work and meaningful collaboration for successful Paideia projects. Student enrollment is also reflected in our being cognizant of our budget constraints, facility restrictions and fiscal responsibilities in our first three years of operations.

At TPA we believe that the commitment to teaching the art of civil dialogue to young people is not only necessary, but vital to upholding the tenets of living in a democratic society. In fact, in today's current climate, attention to honoring truth in speech and attending to our societal woes via discussion, seems to be a daily discussion. It has been suggested very recently that the way previous generations fought global wars and healed nations, was "done on the power of ideas and values, transcendent ideas that push through the threats bleeding out of a broken world" (Belz, World Magazine, Aug. 20, 2016). Furthermore, we know based on our survey that parents are seeking alternatives for their child's current experience at school by providing outdoor education and outdoor learning experiences. Parents do not want their child(ren) to lose their sense of wonder and curiosity. Learning and gaining new knowledge through outdoor education via our Environmental Literacy Plan will fill that need.

At this point, our budget projections would indicate that we would need to enroll 300 students in order to break even. If our enrollment is less than 300, we would need to excise a teacher position from our budget.

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

With TPA's reliance currently on only state and local funding (No outside fundraising or facilities/construction loans) we believe that we have compiled a fiscally sound and conservative budget based on "what we know." We did not compose our budget based on potential fundraising or contingencies and by its very nature we can meet our budgetary needs based on enrollment. If enrollment suffers or is below our projected level, we will have to consider hiring less instructional positions and the existing instructional staff might have to teach more than one subject or discipline (i.e. a core-content teacher might also be assigned an elective like P.E. or creative writing). We anticipate having a robust fundraising program and believe that if state or local revenues change we will have taken the appropriate fiduciary measures to prepare for lack of funding.

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

We do not currently have or claim to rely on sources of funds other than state, county and federal loans. TPA, for purposes of the application, will only rely on funding from the state and local LEA funds. We have a strong marketing team (including board members) who are very excited in beginning the process of marketing, fundraising, and development. Immediately after ABE approval, TPA expects to pursue the property we have located and identified as a site for the school with the assistance of fundraising and other development endeavors. For an expense as large as buying a property(8810 Hickory Ridge Rd) with land (approx. 35 acres) and currently 16 mobile-units we would pursue a

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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.

commercial real estate loan for 30 years pending further expansion of facilities on site. Current interest rates for commercial property are below 3.5%. Although we have filed and received our Articles of Incorporation, we have collected no funds to supplement our budget. Consequently, we would expect, after approval, to begin marketing and seeking investors/donors interested in our school and facilities within our planning year.

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

1 to 18-22

- 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.*

We will hire in-house for positions such as custodial work and exceptional children. Our budget houses a line item expenditure for both a facilities/custodial manager and EC licensed support staff within our first operational year.

TPA does expect to contract outside sources for our finances. Acadia Northstar, a financial accounting and student information management firm, has already agreed to partner with The Paideia Academy. We have had a board conference call with Sarah Crain and Robin Millette and expect to work closely with them concerning our governance, accounting, finances, and student information.

TPA has also solicited the services of Darrell Keller, a Certified Public Accountant. Mr. Keller, CPA, has agreed to collaborate with us and provide services for financial reporting, tax statements, and our yearly audit once approved. Mr. Keller has over 30 years experience as a CPA and currently works with over 15 charter schools to assist them in completing their yearly audit.

No contractual agreement or obligation exists currently with Acadia Northstar or Mr. Keller of DLK services. We have budgeted in our operational budget a line item for both of their services, however, this relationship will not begin until approval and our first operational year.

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

At TPA we believe that a strong commitment to high-quality instruction and highly qualified teachers is at the heart of our mission. In order to prepare students to be lifelong learners who value intellectual and civil discourse, we must offer attractive salaries and benefits for administrative staff, teachers, and support staff. To attract highly qualified individuals who believe in the Paideia philosophy as well as the education of the whole child, the board knows that salaries and benefits must be competitive. We have been careful and discerning with our budget, but believe that our primary and most important component of TPA is our instructional leadership and faculty. As outlined in the administrative roles, a Paideia Academy Director/Principal that is the lead agent and guiding force for the implementation of and access to the Paideia philosophy is reflected in our budget. The Director/Principal will have prior experience in both the Paideia philosophy and effective managerial techniques and strategies for

educating the whole child. Furthermore, our budget supports the leadership and staff in that it aligns carefully with the 12 Paideia Principles outlined in Adler's The Paidiea Proposal. He states:

"-that each students achievement of these results would be evaluated in terms of that students competencies, and not solely related to the achievements of other students;

-that the principal of the school should never be a mere administrator, but always a leading teacher who should be cooperatively engaged with the school's teaching staff in planning, reforming, and reorganizing the school as an educational community;

-that the principal and faculty of a school should themselves be actively engaged in learning;

-that the desire to continue their own learning should be the prime motivation of those who dedicate their lives to the profession of teaching." (Adler, Paideia Proposal 12).

Our budget has allotted for the growth and development of our school under experienced Paideia leadership and the expectation that we remain attractive to teachers due to the nature of our Socratic methods and experiential learning. Furthermore, we firmly believe that specifically and purposefully allotting for professional development for all of our teachers is vital to our success.

As our transportation plan does not include buses for students to and from school we were able to allocate funds related to instructional areas.

The board further acknowledges the need for an efficient and safe facility and has outlined these expectations in the facility narrative. Our current proposed property offers: accessibility, approved and permitted mobile units, and the availability to grow and enhance our environmental science program(35+ acres).

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.

TPA expects to construct a school and community environment that fosters social and intellectual growth. With a robust marketing plan, partnerships with CPCC and UNCC, and the ability to grow an experiential environmental science program, we believe that personal and philanthropic investment in the school will happen rather quickly. We understand that this takes time and to garner attention within a community means many hands at work; however, as part of the heart of our mission, TPA intends to build community awareness and civil dialogue. For this reason we have not developed an arbitrary "amount" that is expected every year, but will attempt to designate 5% of the surplus of our operating fund to a general fund balance. The surplus of this designation will go to the building of permanent structures, staff development, the growth of the environmental science program, and community outreach.

We expect, as most charter schools do, to continue to develop our general fund based on aforementioned philanthropic interest, a relationship with CPCC and UNCC which might include grant opportunities, and general student and staff fundraising throughout the year.

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

Currently TPA is not in possession of any facilities or other assets. We have a proposed property that will be engaged based on the expected approval of our charter. If 8810 Hickory Ridge Road is available pending charter approval, we would seek to purchase that property. We do not intend to engage merely in a lease as the development of the school, the growth of an environmental science and literacy program, and the building of a permanent structure(s) remains long term goals of the Academy. We believe there is inherent danger in short-term leasing and the aforementioned property (8810 Hickory Ridge Rd.) is currently for purchase. The purchase will include over 35 acres and 16 operational mobile units. Engagement with this property means that our proposed financing structure would be an outright purchase (\$950,000) for a commercial real estate property. This purchase can exist with a 10 year, a 15 year or a 30 year loan and we would choose to begin a 30 year loan. The current interest rate is below 3.3% but our budget purposely anticipated and purported a price point for the purchase of this property at 3.5%. This is due to the nature of ever-changing interest rates and we went higher to protect ourselves from potential fluctuation by time of purchase. We have investigated loans through Bank of America, BB&T, Bank of North Carolina, and State Employees Credit Union. All have attractive commercial property loans and will be researched throughout our planning year as we move forward. As it stands our financing was predicated on \$950,000 purchase for 30 years multiplied by 3.5% ($950,00/30 \text{ years} \times 3.5\% = \text{approx. } \$9236.00 \text{ per month}$). This does not include insurance, utilities, or taxes, but those numbers are reflected in the budget based on the loan amount.

Our budget allows for conservative pricing and TPA sees no significant reason to rely on debt financing.

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.*

N/A

The current property we are considering-8810 Hickory Ridge Rd-currently has 16 mobile units which are to be included in the price of purchase (\$950,000). No other outside assets have been secured.

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 Paideia Academy will ensure adequate segregation of duties through policy development, implementation and oversight. The Board is fortunate to have a CPA as a member, whose guidance will be invaluable for our day-to-day operations. As is their charge, the Board will develop an annual budget based on the priorities associated with fulfilling the mission of the school. Further, all budget amendments to the original budget will be made by the Board to safeguard fiscal responsibility and regulatory compliance. The internal control policies and procedures will be documented and tested for compliance as part of the annual audit. The Paideia Academy will comply with any suggestions from our auditor as ways to strengthen our internal controls. The financial staff will have procedures documented for the processing of receivables, payables, cash disbursements and payroll, including the proper authorization of posting of journal entries, recording cash, and financial reporting. The board will have proper authorizations at each level to ensure there is proper oversight in each financial area.

The school leadership team shall develop and document procedures that will yield a strong internal control system to ensure proper protection of assets, i.e. contract awards, a property retention/disposal policy, cash control, tiered spending and contract award limits, etc. The hiring of an experienced Finance Officer will be crucial for the proper implementation and in-house auditing of these procedures.

It is expected that a financial services provider will assist in our fiscal management by giving a third set of hands in our management of accounts. This provider will use the proprietary NCDPI cash management application and its associated uniform chart of accounts to enter and retain information necessary to track assets and expenses. This common language of accounting will assist in providing transparency of our fiscal actions. Further, it will facilitate the most accurate evaluation of our success from the annual independent finance and compliance audit.

The Board realizes and acknowledges their responsibilities in the accuracy of information related to the fiduciary management of the school, and those members will have robust oversight to ensure accurate and adequate record keeping. All financial activity of the schools daily operations will be evaluated through monthly reporting, thus ensuring that all expenditures are appropriate and we are on track to meet our strategic goals.

The Board will oversee the Paideia Academy to ensure compliance with North Carolina General Statutes. The Paideia Academy will adhere to all reporting requirements established.

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

N/A. There is no known related party transactions with any member of the Paideia Academy Board or administration with any firm or individual regarding money.

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.

Darrell Keller, CPA, PA
105 S City St., Kings Mountain NC.

F - 704-739-6122

O - 704-739-0771

C - 704-747-8001

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 19, 2016 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.

**Application Note: The applicant must mail the certified check along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of September 19, 2016 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

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

I understand the requirements pursuant to G.S. 115C-218.1(c).

ljcook16

Date: 09/18/2016

Applicant Signature:

The foregoing application is submitted on behalf of The Paideia Academy (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy TCS-U-013 All new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator.

Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: ljcook16

Board Position: Director/Principal

Signature: _____

Date: 09/19/2016

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

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