

### **Application Preliminary Evaluation Packet**

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

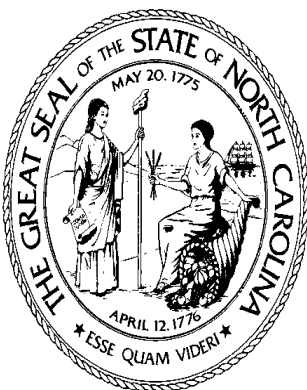
- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets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

#### **Subcommittee Members:**

Shannon Stein  
Shannon Sellers  
Robert McQuat  
Nicole Charles  
Les Stein  
Deanna Townsend-Smith  
Shaunda Cooper

#### **Date of Review:**

09/26/2017



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **Mebane STEAM Academy**

**Public charter schools opening the fall of 2018**

**Due by 5:00 pm, 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

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

OCS September 2016

**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.

## **TABLE OF CONTENTS**

|      |   |    |
|------|---|----|
| I.   | <u>APPLICATION CONTACT INFORMATION</u>  | 5  |
|      | Grade Levels Served and Total Student Enrollment:   | 6  |
|      | Concerns and Additional Questions   | 8  |
| II.  | <u>MISSION and PURPOSES</u>   | 9  |
|      | Mission:  | 9  |
|      | Educational need and Targeted Student Population of the Proposed Charter School:                          | 9  |
|      | Purposes of the Proposed Charter School:  | 11 |
|      | Goals for the Proposed Charter School:  | 13 |
|      | Concerns and Additional Questions   | 16 |
| III. | <u>EDUCATION PLAN</u>   | 17 |
|      | Instructional Program:  | 17 |
|      | Curriculum and Instructional Design:  | 18 |
|      | Special Programs and "At-Risk" Students   | 23 |
|      | Exceptional Children  | 26 |
|      | Student Performance Standards   | 28 |
|      | Student Conduct:  | 30 |
|      | Concerns and Additional Questions   | 32 |
| IV.  | <u>GOVERNANCE and CAPACITY</u>  | 35 |
|      | Governance:   | 35 |
|      | Governance and Organizational Structure of Private Non-Profit Organization:                               | 35 |
|      | Proposed Management Organization (Educational Management Organization or Charter Management Organization) | 41 |
|      | Private School Conversions:   | 41 |
|      | Projected Staff:  | 41 |
|      | Staffing Plans, Hiring, and Management  | 42 |
|      | Staff Evaluation and Professional Development   | 46 |
|      | Enrollment and Marketing:   | 49 |
|      | Marketing Plan  | 49 |
|      | Parent and Community Involvement  | 49 |
|      | Admissions Policy   | 50 |
|      | Weighted Lottery  | 51 |
|      | PROJECTED ENROLLMENT  | 53 |
|      | Concerns and Additional Questions   | 54 |
| V.   | <u>OPERATIONS</u>   | 56 |
|      | Transportation Plan:  | 56 |
|      | School Lunch Plan:  | 57 |
|      | Civil Liability and Insurance   | 57 |
|      | Health and Safety Requirements:   | 58 |
|      | Facility:   | 58 |
|      | Facility Contingency Plan:  | 59 |
|      | Concerns and Additional Questions   | 59 |
| VI.  | <u>FINANCIAL PLAN</u>   |    |
|      | Budget: Revenue Projections from each LEA 2018-19   | 61 |
|      | Total Budget: Revenue Projections 2018-19 through 2022-2023   | 62 |
|      | Personnel Budget: Expenditure Projections 2018-19 through 2022-2023                                       | 63 |
|      | Operations Budget: Expenditure Projections  | 66 |
|      | Overall Budget:   | 68 |
|      | Budget Narrative:   | 68 |

|   |           |
|---|-----------|
| <u>Financial Compliance:</u>                      | <u>72</u> |
| <u>Concerns and Additional Questions</u>          | <u>73</u> |
| <u>VII.</u>                                       |           |
| <u>AGREEMENT PAGE</u>                             |           |
| <u>Application Fee:</u>                           | <u>75</u> |
| <u>Applicant Signature:</u>                       | <u>75</u> |
| <u>Total External Evaluator Votes</u>             | <u>77</u> |
| <u>Total Subcommittee Votes</u>                   | <u>77</u> |
| <u>CSAB Votes</u>                                 | <u>77</u> |
| <u>Initial Screening</u>                          | <u>77</u> |
| <u>External Evaluator</u>                         | <u>78</u> |
| <u>Charter School Advisory Board Subcommittee</u> | <u>88</u> |
| <u>Overall Summary</u>                            | <u>88</u> |

## **I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: Mebane STEAM Academy

Has the organization applied for 501(c)(3) non-profit status: Yes X No

Name of non-profit organization under which charter will be organized or operated: *Mebane STEAM Academy*

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

Name of contact person: *Dr. Kathairne Ricks*

Title/Relationship to nonprofit: *Board Chair*

Mailing address: 405 Collington Dr  
Mebane NC 27302

Primary telephone: 281-702-1692 Alternative telephone: 281-781-2759

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

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

County: ALAMANCE

LEA: 010-Alamance-Burlington Schools

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

No: X

Yes:

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

No: X

Yes:

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

No: X

Yes:

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

### *Acceleration*

Yes:

No: ☒

*To be considered for acceleration applicants must meet four specific criteria. Provide supporting evidences of the following:*

*\*Demonstrate a clear and compelling need for the accelerated planning year*

*Partner with a two of four year institution of higher education in North Carolina*

*Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership*  
*Verify the absence of a charter school in the proposed county of location*

Yes:

No: ☒

*Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.*

Yes:

No: ☒

*What is the name of the nonprofit organization that governs this charter school?* Mebane STEAM Academy

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

### **Grade Levels Served and Total Student Enrollment:**

*Projected School Opening: Year* 2019 *Month* July

*Will this school operate on a year round schedule?*

No:

Yes: ☒

*Proposed Grade Levels Served and Total Student Enrollment (*  
*5*

*Years)*

| Academic School Year | Grade Levels                          | Total Projected Student Enrollment |
|----------------------|---------------------------------------|------------------------------------|
| Year 1               | K,01,02,03,04,05,06,07,08,09          | 675                                |
| Year 2               | K,01,02,03,04,05,06,07,08,09,10       | 825                                |
| Year 3               | K,01,02,03,04,05,06,07,08,09,10,11    | 975                                |
| Year 4               | K,01,02,03,04,05,06,07,08,09,10,11,12 | 1100                               |
| Year 5               | K,01,02,03,04,05,06,07,08,09,10,11,12 | 1125                               |

*The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.*

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

|                                      |   |
|--------------------------------------|---|
| <u>kricks</u><br><i>Signature</i>    | <u>Katharine Ricks, Board Chair</u><br><i>Title</i> |
| <u>kricks</u><br><i>Printed Name</i> | <u>09/22/2017</u><br><i>Date</i>                    |

| <b>Section I: Application Contact Information<br/>Concerns and Additional Questions</b>  | <b><u>Reviewer</u></b> | <b><u>Page<br/>Reference</u></b> |
|--|------------------------|----------------------------------|
| <u>All fields are completed.</u>   | <u>Shaunda Cooper</u>  | <u>Cover Page</u>                |
| <u>Community meeting and survey information was available for review.<br/>Information was well organized and thoroughly presented.</u>   | <u>Shaunda Cooper</u>  | <u>Grade Levels</u>              |
| <u>Does this seem like an aggressive start up strategy? Has there been<br/>consideration to opening in only one level (i.e. elementary or MS or HS but not<br/>all three)?</u>                             | <u>Shannon Stein</u>   | <u>Grade Levels</u>              |
| <u>Does market research support a school of 1125 students?<br/>Can the applicant share supports for such an aggressive start up strategy<br/>especially with so many grades and a year round schedule?</u> | <u>Nicole Charles</u>  | <u>Grade Levels</u>              |
| <u>Trying to open a K-9 seems quite the undertaking. Will you be able to get<br/>students in each of these grade levels?</u>   | <u>Shannon Sellers</u> | <u>Grade Levels</u>              |

| <b><u>Reviewer</u></b>       | <b><u>Score</u></b> |
|------------------------------|---------------------|
| <u>Shannon Stein</u>         | <u>Fail</u>         |
| <u>Shannon Sellers</u>       | <u>Fail</u>         |
| <u>Robert McQuat</u>         |                     |
| <u>Nicole Charles</u>        | <u>Fail</u>         |
| <u>Les Stein</u>             | <u>Pass</u>         |
| <u>Deanna Townsend-Smith</u> |                     |
| <u>Shaunda Cooper</u>        | <u>Pass</u>         |



## II. MISSION and PURPOSES

(No more than three total pages in this section)

### **Mission:**

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

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

The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

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

Our mission is to engage, inspire, and empower a community of learners in thinking, collaboration, and innovation within a challenging learning environment in Science, Technology, Engineering, Arts and Math by providing students with a strong educational foundation in problem-solving skills, communication, work ethic, creativity and higher-level critical thinking; skills needed to solve problems, amplify student potential and ensure preparedness to meet challenges in the world around them.

### **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.*

Mebane has a population of approximately 13,000 residents consisting of 73.5% Whites, 20.5% Blacks, 6% Hispanics/Latinos, and 1.2% Asians according to the 2011 estimate of the U.S. Census Bureau. Further information from the US Zip Codes website, indicates that the number of households with children is approximately 35% of the population. The number of school-aged children from 4-16 in the area is approximately 4,800; around 80% of these students are taught in a public school setting. A majority of the households report having a high school diploma, 16% report having less than a high school diploma and another 16% with a bachelors degree; annual individual earnings for this area range from less than \$20,000 to \$74,999 with less than 2,000 individuals reporting annual earnings over \$75,000.

This ethnic and socioeconomic analysis is representative of the student composition of the ABSS school system. Alamance-Burlington School System has 22,656 students. Of this student population, approximately 45% of the students identify as White, 22% as Black or African-American, 26% as Hispanic, and 5% as Native American, Multi-Racial, or Other.

The targeted population for Mebane STEAM Academy will include all students in Mebane and the surrounding area, who are interested in a high-quality and

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

free public education regardless of ethnic or socioeconomic background. We plan to locate the Mebane STEAM Academy in a central area in the city of Mebane to attract students from various ethnic and socioeconomic backgrounds and to allow for easy accessibility for students in the surrounding areas. The rationale for selecting this central location is to share the desire to provide an excellent school that teaches all students at a high level to as many families as possible, regardless of background. Since Mebane is centrally located to various counties; i.e. Orange, Caswell, Guilford, within a 15-20 mile radius and has accessibility to the interstate, it will be advantageous to the growth of the school to target diverse ethnic and socioeconomic populations in these various areas. This will afford an opportunity for Mebane STEAM Academy to increase the ethnic and socioeconomic diversity of the student population.

Mebane STEAM Academy will have a rigorous curriculum which promotes literacy, depth of knowledge, critical thinking, effective communication, and innovation. Mebane STEAM Academy will use the Core Knowledge Sequence in grades K-8. Core Knowledge is a curriculum that provides cultural literacy in English/Language Arts, History, Science, Music, and Art and has been successful in closing achievement gaps between population segments around the country. This curriculum supported with STEAM enrichment will provide opportunities for academic challenge, exploration of interest, and potential for growth to students at all levels of achievement. No current Mebane public school or charter school in the area employs a curriculum like this school-wide.

While the curriculum and methods to be used by Mebane STEAM Academy have proven to be effective in raising the academic performance of underachieving students, every student will be provided with an opportunity for a rigorous and content-rich education. Although the academic expectations will be high, multi-tiered supports will be provided to help students who do not have the background that has historically led to typical academic success for postsecondary preparedness. Furthermore, students will participate in a school-wide program that will develop the leadership skills in students of all ages through a research-based 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).*

Alamance-Burlington School System has an Average Daily Membership (ADM) of 22,656 students. The total projected enrollment at Mebane STEAM Academy will be 1,125 students in K-12, approximately 5% of the district's student enrollment. In grades K-5 the total enrollment will be 425 students which is 4% of the 10,578 students ADM in the same grade span for ABSS. In grades 6-8, the total enrollment will be 300 students, or approximately 6% of the middle school ADM. High school enrollment will be 400 students or 5.6% of the ADM for grades 9-12 in ABSS.

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

The significant difference between Mebane STEAM Academy and the local LEA is the combination of using the STEAM (Science, Technology, Engineering, Arts and Math) educational approach for all grades and the use of the Core

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

Knowledge Sequence in grades Kindergarten through 8th grade. Science, technology, engineering, art, music, and physical activity are integrated into the curriculum, and Spanish will be a requirement in grades Kindergarten through eight. Students in grades K-3 will study basic greetings and vocabulary appropriate to their age group. Students in grades 4-6 will learn about word parts and the structures of language. Grades 7-8 will take Spanish courses.

Mebane STEAM Academy recognizes that people are intelligent in various ways, a theory begun in the research of Dr. Howard Gardner. That is why the opportunity for students to learn in a multi-faceted approach is so integral within the school's pedagogy. Core Knowledge and the STEAM approach provide a systematic way of allowing students to explore their strengths in the intelligence areas of: Kinesthetic/Bodily, Intrapersonal, Interpersonal, Logical-Mathematical, Naturalist, Spatial, Linguistic, and Musical.

By focusing on how students are smart and the various ways they learn, teachers will use the curriculum as the necessary tools and resources to provide a systematic approach to learning for all students. Teachers will also strive to help students focus on and value learning more than grades. Teachers will have high academic and behavioral expectations and aspirations for all students, regardless of background. Teachers will work to help all students succeed. The scope and sequence of the Core Knowledge Curriculum will support the linguistic and musical along with the interpersonal intelligences through the domain discussions integrated with the lessons in music and art. The STEAM component and state required physical activity will provide support for the kinesthetic/bodily, logical-math, and spatial intelligences. The project-based learning model functions as a bridge for all components.

In order to assess the functionality of this program, academic progress for students in grades K-8 will be measured through the NWEA Measures of Academic Progress. This nationally normed test has gained in usage popularity in recent years, which allows for the results to be used in various national intervention resources such as Reading A-Z. This accessibility helps teachers meet student needs during small group instruction time, which is a strategy currently being utilized by schools in the ABSS school district. Teachers at Mebane STEAM Academy will encourage students to challenge themselves and teach multiple strategies and encourage students to apply more effort when they hit difficulty. Parents, teachers and students (in older grades) will develop and work off each students' Individual Learning Plan.

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-238.29A, and the proposed school's operations.*

*The Six Legislative Purposes of a Charter School are:*

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

1. The integration of the Core Knowledge Sequence curriculum with the STEAM educational approach requires a structured collaboration between teachers. The strength of this collaboration is fostered by relevant professional development opportunities and protected planning time within the professional learning community. The professional learning community will allow for vertical team alignment with other grades and/or content areas; provide opportunities to analyze student data to make necessary adjustments to curriculum when necessary; offer a common planning time within grade levels to promote shared responsibility of the learning program.

The use of the Core Knowledge Sequence, with its available training programs and classroom resources, will give teachers a logical, specific, and effective curriculum from which to teach while still having some flexibility in planning the delivery of the material through curriculum mapping. In addition to instruction, teachers will participate in voluntary committees that promote the growth of the school community and teacher leadership. These committees will include, but are not limited to, the School Improvement Team, School Leadership Team, Academic Committee, and Social Committee. The idea is to support an environment that promotes student and teacher growth along with building strong relationships with the community.

2. The School Improvement Team will be established in the first year with the purpose of monitoring student progress and establishing SMART goals based on achievement data throughout the year. In addition to the end-of-year state tests, Mebane STEAM Academy will monitor student progress through the use of NWEA MAP testing which will be given in the Fall, Winter, and Spring of each academic year for grades K-8. The evaluations at the beginning of the year will provide a baseline while the subsequent evaluations will gather detailed information to drive and revise instructional practices and annual growth. High school students will be required to take the ACT in the 11th grade. High attendance rates will also be a measure of achievement.

3. Currently, school choice is not a viable option for residents within the city of Mebane in Alamance County. The city has two small non-public schools and no charter schools. In the traditional public schools within the county, many students are not exposed to the curriculum opportunities such as STEAM or Core Knowledge as there is only one STEAM focused school at the middle

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

school level and high school students can explore career and technical courses at the one Career and Technical Center in the county.

4. When considering the Alamance-Burlington Schools district report card from the 2015-16 school year, students in grades 3-8 were performing below the state norm for Math, Reading, and Science at levels 4 and 5, or the state benchmark for college and career readiness, but above the norm at levels 1 and 2; which indicates students who will need ongoing support for success in the upcoming grade. Individual schools in Mebane are meeting or exceeding growth but achievement levels range from 54-72. No school in this area has reached an A on overall performance. To reach this level, schools must be performing within the range of 85-100, where 80% of the school performance grade comes from the achievement score. Traditionally, whole group instruction is focused to the 80% of the class with additional supports to the top 10% and lowest 10% in the classroom. If the data holds true across settings, this practice is producing strong growth scores but is missing the achievement target.

5. Mebane STEAM Academy will use the knowledge based instruction of Core Knowledge with a STEAM approach to target high achievement in the classroom. We believe that all students respond to high expectations and by setting high expectations from the beginning we will increase learning opportunities for all students. Effective professional development and teacher support programs will also be implemented so teachers will understand how to teach with high expectations, differentiate the instruction appropriately, and to ensure that it is implemented with fidelity in order to improve student learning and all students will receive a strong education. The combination of Core Knowledge, which has been shown to raise the level of achievement for all and to close achievement gaps between disadvantaged (at-risk) and mainstream students, along with STEAM for grades K-8 will provide a challenging and rigorous curriculum approach to teaching with high expectations.

For the high school students, it will be important to provide a range of courses that support high achievement, whether through direct instruction or through online courses. High school students will need to be challenged with even higher expectations to prepare them for their post-secondary transition. Honor courses will need to be truly rigorous and meet the depth of knowledge required for higher-level thinking. College preparatory courses will need to be just as rigorous so that students are demonstrating basic college and career preparedness, even if they do not elect to take honor level courses.

6. Teachers will be trained and encouraged to create a project-based learning environment where they serve as facilitators of learning rather than the sole deliverer of information. Professional development for the use of technology, group sharing, and project based education, peer collaboration, and subject integration will be focused on as innovative teaching methods. Each method will focus on the students becoming productive, literate citizens.

### **Goals for the Proposed Charter School:**

1. *Provide specific and measurable **goals** for the proposed school for the first 5 years of operation*

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

*outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

#### Goal 1- Facilities Plan

Mebane STEAM Academy will implement a 5 year plan that includes locating and using an infrastructure that will support the growing student population. This plan will include the use of mobile classrooms that consistently meets up to date safety requirements and regulations as well as appropriate maintenance of the facility. Planning will begin prior to year 1 of the start of the school and will continue until the school is in full implementation. The director will communicate with the governing board all important updates including any budget proposals to ensure that the building is up to code and provides a safe learning environment for all students and staff members. Progress will be monitored on at least a bi-annual basis and results will be communicated to stakeholders through quarterly reports.

#### Goal 2- Teacher Retention and Training

Mebane STEAM Academy will employ a teaching staff of at least 80% identified with highly-qualified status. Recruitment will include new teacher induction and support through the mentoring program along with ongoing coaching through the Professional Learning Communities. Teachers in year 1 status will meet with their mentors on a weekly basis, year 2 teachers will meet on a bi-weekly basis, and year 3 teachers will meet on a monthly basis. The director will follow the state's recommended observation schedule and will update the governing board at the monthly board meetings on personnel updates. Appropriate professional development will be provided each year based on teacher needs.

#### Goal 3- Operational Budget

The operational budget for Mebane STEAM Academy will be proposed by the financial operations manager and the director to the governing board for review with a goal of operating within the budget and saving at least 10% of the budget over the first five years. A quarterly financial report will be given to the governing board for review.

#### Goal 4- Student Achievement

In 5 years, at least 80% of the student body will be performing at the College and Career Readiness target score for each grade level span. For students in grades 3-8, these achievement levels will be measured by state end of grade tests for each required subject area. For 9th-12th grade this achievement will be measured by results from required end of course and state final exams as well as scores from the ACT.

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

The Board of Directors will receive a monthly written report from the school Director for their monthly meeting (4th Monday of each month) with information regarding benchmarks for the above data. Each month, as determined by the Boards agenda, the Director or other school staff will provide the Board of Directors with a more extensive report on a particular set of goals. The Board of Directors will receive at least a quarterly in-depth academic progress report using timely student assessment data, to begin at the regularly scheduled Board meeting in November 2019.

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

Information on aggregate student progress to families will be published in a monthly newsletter, as well as on the school website. Individually, parents will be regularly contacted, at least quarterly, by teachers and staff/Board liaisons as to the progress of their child. Every effort will be made to quickly address instructional/behavioral areas which appear to need attention. Quarterly family and community events will be held at the school and these will also serve as opportunities to report to our families about the achievements of their students.

Information will be provided to the greater community of stakeholders in a variety of formats. The monthly newsletter will be made available to local community partners, as well as on the website. Social media will be used by instructional staff regularly to celebrate and share the work of their students and keep the community informed of the schools progress. Finally, members of the Board of Directors will report progress of Mebane STEAM Academy and its students to local governing bodies.

| <b>Section II: Mission and Purposes<br/>Concerns and Additional Questions</b>  | <b>Reviewer</b> | <b>Page<br/>Reference</b> |
|--|-----------------|---------------------------|
| Although the applicant describes why it hopes to exist, could it include documentation for need?   | Nicole Charles  | Mission Stat              |
| The mission statement seems to inconsistent with the STEAM goal (i.e. why is that the secondary in the mission when it is part of the title?)?   | Shannon Stein   | Mission Stat              |
| The applicant addresses largely K-8, what is the educational need for high school?<br><br>Are the Alamance-Burlington schools under performing? Is there justification for 5% of the LEA shifting?<br>Nothing in the application points to real need but rather perceived choice. How is the STEAM curriculum to be truly differentiating? The application seems to point to STEAM as secondary.                               | Nicole Charles  | Educational               |
| The charter school's use of Core Knowledge in grades K-8 differentiates it from the local school system, but will be the difference between the charter high school and its public school counterpart?<br><br>Are the local public school not meeting the community's needs? What are the specific complaints about these schools?   | Les Stein       | Educational               |
| What will the educational plan be for high school? This wasn't addressed only K-8 was addressed.<br>How will the education for high school students differ from the LEA, only K-8 differences are addressed?<br>What is the need for this school?  | Shannon Sellers | Educational               |
| submitted information is clear and provides good insight on the school's goals.  | Shaunda Cooper  | Purposes of               |
| Although the applicant describes several of the legislative purposes, can they be described in more details with clear support for assertions regarding the LEA as it's unclear that Mebane STEAM would provide anything unavailable?  | Nicole Charles  | Purposes of               |
| What is the facilities plan beyond year 5? Is the proposal to build a school?<br><br>What is the intended purpose of goal three, the operational budget?<br>What are the goals for students in grade K-3? Are there other measures aside from College and Career target scores and ACT, EOGs?<br><br>Given the school name and proposed STEAM curricular additions, why is STEAM not measured or included in any of the goals? | Nicole Charles  | Goals for th              |
| What is the facilities goal for year five? Do you plan to be in a permanent structure or will you still be using mobile classrooms?<br><br>What is your target percentage for students who will attend college after graduating from high school?  | Les Stein       | Goals for th              |
| How will STEAM play a role in student achievement as this is not part or your academic goals?<br>In your first 5 years, you will have a graduating class, what percentage will be going on to college?   | Shannon Sellers | Goals for th              |

| <b>Reviewer</b>       | <b>Score</b> |
|-----------------------|--------------|
| Deanna Townsend-Smith |              |
| Les Stein             | Pass         |
| Nicole Charles        | Pass         |
| Robert McOuat         |              |
| Shannon Sellers       | Pass         |
| Shannon Stein         | Pass         |
| Shaunda Cooper        | Pass         |



### 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 instructional program of MSA will focus on the knowledge-based schooling produced through the use of Core Knowledge and the STEAM approach that uses Science, Technology, Engineering, Arts, and Mathematics. This approach is aligned with our mission of reaching the targeted student population of students from diverse ethnic and socioeconomic backgrounds in order to produce citizens who will enter the workforce well-versed in rising job markets like science, technology, engineering and math as well as in the critical process of creativity and innovation.

First and foremost, instruction will be protected times of the day to prevent loss of instructional opportunities. Teachers will be expected to clearly state learning objectives in a student friendly manner on a daily basis. These objectives will follow the Core Knowledge Sequence and be aligned with the state standard course of study for students in grades K-8. For high school students, the objectives will clearly meet the state standard course of study.

In addition to the knowledge-based schooling, students will engage in the addition of STEAM activities. STEAM education is an approach that uses Science, Technology, Engineering, the Arts and Mathematics as the access points for informing students' inquiry, dialogue, and critical thinking. The STEAM coordinator will work with teachers at all levels to facilitate this approach on a regular basis in the classroom. This approach will allow students to connect their learning in these critical areas together with arts practices, elements, design principles, and standards to provide the whole pallet of learning at their disposal. This learning approach demands more of both the student and the teacher, but the benefits are tremendous where students can make more real-life connections and learning becomes an experience.

For teachers using STEAM, the process of developing lesson plans or learning experiences has five main components that will be monitored by the STEAM Coordinator. In the first stage, teachers and students explore a broad range of topics, ideas or problems in a content area of focus that will align with the Core Knowledge Sequence or course learning objectives. The second stage is the discovery phase where teachers create a curriculum schema map about the chosen topic, idea or problem. A curriculum map is created by placing the topic in the center of a piece of paper and surrounding it with everything that may influence, cause, or result from that topic. From there, the student and teacher will begin to see trends, patterns, or areas to

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

explore more in depth. The third stage is to connect one or two areas from the curricular schema map. The fourth stage is creating a lesson plan based on the standards and assessments which are aligned between the chosen content areas. This process should be inquiry driven, where students are presented with a problem or question in which they will need to learn and use content knowledge to influence the context of the situation. Finally, after the lesson is given and the project completed, the fifth stage is time for the student to reflect on their work and that of their peers. This can be done through self-assessments, rubrics, portfolios, artists statements, or peer reviews.

Student achievement will be monitored through the NWEA Measure of Academic Progress on a quarterly basis. In addition to differentiation of instruction based on student data in the regular classroom setting, a multi-tiered system of support will be implemented to provide appropriate interventions for students who need additional support to access the curriculum as well as enrichment opportunities for students who are looking for more challenging opportunities. This time will be scheduled during the regular school day, similar to the designated intervention times scheduled in many of the traditional schools in the area.

### **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.*

#### **Elementary**

Mebane STEAM Academy (MSA) will infuse problem-centered, project-based learning into the educational experience. MSA will implement a 20:1 student teacher ratio in all the elementary grades. MSA will use the curriculum that supports the knowledge-based and STEAM approach to learning.

In grades K-5, the basic learning environment is classroom-based. The typical class size will be 20 students. Each Kindergarten teacher will be supported by a teacher's assistant. First grade will have one shared assistant, as will second grade. There will be another assistant that will be rotated on a needed basis for third through fifth grade. Students in grades K-5 will receive some direct instruction as a class and participate in differentiated small groups as appropriate. The structure of the school day will allow for flexible grouping among classes within a grade.

Students will rotate between specials each week with each classroom visiting PE (as mandated), Music, Art, Media and Technology and alternate STEAM days with Spanish. Specials teachers will utilize assigned collaborative time with teachers to establish ways to fully immerse students in all aspects of the STEAM focused curriculum while supporting their basic education. Students will participate in an advisory time twice a week that will teach them study and time management skills (for grade 3-5) and social skills (using a curriculum developed by Social Skills Builder or a similar program). Each classroom will have a Maker Space area for STEAM focused activities. Students will utilize this space individually as they have completed daily work, during STEAM classroom lessons, and in small groups during student led activities.

### Middle School

Students will be in classes with no more than 25 students. For grades 6-8, we will have a total of 4 core teachers to service the students, as well as teachers for the Arts, Spanish, PE and Technology. The teacher team will include a Language Arts, Social Studies, Math, Science, Foreign Language, Music, Art, PE and Digital Media/Technology Teacher. Each student's individual strengths and weaknesses will be addressed in a "Maker" period. During this period students will be provided additional help if needed. These groups will be much smaller allowing teachers to concentrate on deficits in the student's abilities. If the child is in good standing academically and does not require additional help, they will be assigned to "Maker" courses such as leadership, keyboarding, music appreciation, art history, digital design, etc. These courses will be taught by the core teachers and elective teachers.

Students in the middle school grades will also participate in an advisory period daily that will teach them study and time management skills and social skills (using a curriculum developed by Social Skills Builder or a similar program). The curriculum will be mapped out quarterly by teachers through a collaborative process to include topics like time management, study skills, self-advocacy, managing stress/emotions, and other issues relating to appropriate peer interaction. The objective of the advisory program is to teach the good inter- and intrapersonal skills and habits, build citizenship and continually foster the collaborative learning environment desired.

### High School

Class sizes at the high school will vary based on student course enrollment. In addition to the essential core classes, elective options will include many of the courses in the Career and Technology Education sequence as well as the Arts to follow along with the STEAM approach in the lower grades. Advisory time will focus on the skills necessary for college and career preparedness. This will include, but not be limited to, effective study skills at the high school level, ACT/SAT preparation, college selection and the application process, resume building, etc.

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 mission of Mebane STEAM Academy is to ultimately prepare students for college and career readiness through the implementation of an inquiry-based, problem-solving approach to learning using knowledge-based schooling. The Core Knowledge Sequence is important to this mission because it builds upon knowledge from prior grades. With this shared knowledge approach, students will engage in instruction that is less repetitive and more content-rich.

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

Considering that the target student population includes a diverse ethnic and socioeconomic background from Mebane and the surrounding area; including a majority of families who have a high school diploma and earn wages below \$50,000, it is important to facilitate an instructional program that will meet the need of increasing student achievement that has not been met in the traditional public schools in the area. This curriculum approach will meet that need.

The incorporation of the STEAM approach helps develop employable skills in students. The core components of STEAM include the following: (1) STEAM is an integrated approach to learning which requires an intentional connection between standards, assessments and lesson design/implementation; (2) STEAM experiences involve two or more standards from Science, Technology, Engineering, Math and the Arts to be taught AND assessed in and through each other; (3) inquiry, collaboration, and an emphasis on process-based learning are at the heart of the STEAM approach; and (4) utilizing and leveraging the integrity of the arts themselves is essential to an authentic STEAM initiative.

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.*

Mebane STEAM Academy will work to hire and maintain enthusiastic teachers who invest the importance of a STEAM educational approach as the basis of effective, higher-level abstract thinking. Elementary-grade teachers will be trained in best practices related to the STEAM approach, and problem and project-based learning. Using grade teams, they will produce curriculum maps, domain maps, and lesson plans, and they will work collaboratively with other grade teams to ensure a progressive and coherent curriculum.

Teachers will receive training in differentiated instruction to ensure full coverage of children of all needs. The Department of Public Instruction offers a variety of training programs and workshops and Mebane STEAM Academy will develop in-house workshops to meet the specific needs of gifted, EC, and ELL students. When teachers work to continually improve themselves and adapt to challenges presented to them, they model the types of intellectual behavior we hope to instill in our students.

Mebane STEAM Academy will use testing to track student growth and teachers will work together to use these data to help each child learn and grow. In-house professional development opportunities will show teachers best practices for using this data for planning and in the classroom. Data teams are essential to a school's growth and accountability to all stakeholders. This information helps drive instruction and identify learning needs in children. Identifying learning needs early allows for opportunities for intense interventions before the achievement gap widens and increases the academic achievement rate.

Elementary teachers will be expected to meet within their grade level Professional Learning Community to discuss student data from classroom assessments and the data from the NWEA MAP test. This information will support the development of Individual Learning Plans for students and keep parents' informed about student progress. The information from STEAM and

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

project-based learning opportunities will also provide information on student achievement outside of standardized testing. Students will be placed in the appropriate tiers of the Multi-Tiered System of Support to ensure their needs are being met.

Middle school teachers will be under the same expectation as the Elementary teachers. Teachers will meet within their grade level and subject level Professional Learning Communities to discuss student achievement data from projects, classroom assessments, and MAP testing. Students will be placed in the appropriate tiers within the Multi-Tiered System of Support, although the number of students in tier 2 and tier 3 should be lower than that of students in grades K-5.

High school teachers will meet as a department for each subject. Department leaders will serve on the school leadership team where student data can be monitored across subjects. At the high school level, student achievement data will be monitored based on course assessments as well as ACT scores. Students will be expected to complete CTE requirements because of the emphasis on STEAM and performance on the WorkKeys assessment will also be vital to measuring student performance.

By collaborating with each other and monitoring student data appropriately at the various grade level spans, teachers will be more informed about what is working best for student achievement and can share student information across grade levels. The director will report this information at the end of each semester to the governing board and stakeholders will receive updates on student achievement data within a reasonable amount of time. This increases student achievement success because decisions about appropriate implementation can be made quickly.

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

The proposed instructional plan includes continual student monitoring for achievement and implements a plan for appropriate interventions when performance is below proficiency. Students will participate in designated enrichment and remediation times during the school day to work on specific target goals for student growth. This level of intervention will be based upon student performance on previous standardized test results, benchmark results, and classroom performance. Students in Tiers 2 and 3 of the Multi-Tiered System of Support will receive research-based interventions that will support the students' needs in math and reading. This structured intervention time will be provided on a daily basis so that students can receive continued levels of support.

This close monitoring of student achievement ensures that students are not just placed into the next grade but are rather given appropriate supports to help them access the curriculum and are appropriately promoted from grade to grade. Parents and other stakeholders are provided with updated achievement data on a regular basis to support adequate monitoring and clear communication of student performance throughout the year. The rigor of the curriculum and the structure of the school day allow for appropriate enrichment so that students can receive instruction at their independent levels. Students who do not demonstrate proficiency will be considered for retention.

Graduation requirements are aligned with the state requirements. Students in grades 9-12 must meet course requirements in order to earn a credit for each course taken, which means course mastery before moving on to the next course. The course offerings provided by Mebane STEAM Academy are designed with the intent of preparing students for post-secondary transitions. This program is designed for students to be prepared for entrance into a 4-year college upon graduation. Although some students may elect to take an alternate post-secondary route, they will have the essential skills to apply for jobs and be a productive citizen in their community as adults.

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?*

Students in grades 9-12 will participate in the following course sequence for each core content area: Math- Algebra 1, Geometry, Trigonometry/Algebra 2, Advanced Functions and Modeling or Pre-Calculus; English- English 1, English 2, English 3, English 4; History- World History, Civics, Economics, US History; Science- Earth/Environmental Science, Biology, Physical Science. These courses will serve as the primary course of study for each student and are aligned with the Future-Ready Core requirements outlined by the state. Each course passed will earn the student one credit towards graduation. Students who elect to take courses at the Advanced Placement level will be awarded with up to 5 points on the 4.0 grade-point average scale. Students who take honor level courses and college preparatory courses will have the potential to earn 4 points on the 4.0 scale. If for some reason a student does not meet class requirements, he or she may retake the course but after the second time, that student will then have to take credit recovery classes on the NC Virtual Public School portal.

7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*

8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The school calendar provides 185 days of instruction, with a shorter break in the summer than a traditional calendar has. We expect less time off in summer will help keep students focused and reduce the amount of review that is necessary at the beginning of the school year. The year-round academic calendar fits very well with Mebane STEAM Academy's coherent, sequential curriculum, and we expect it to help us achieve educational excellence and equity.

We plan to offer remedial and enrichment camps and activities at the school during the fall, spring, and summer breaks. These additional opportunities of learning will be project-based and provide opportunities for students to practice skills that they may not have mastered in the course of the school year and will ensure better preparation for the next grade. Students will also have the opportunity to participate in smaller STEAM groups and have the advantage of exploring more STEAM activities that may not be possible during regular school time.

The instructional time provided during the regular school calendar is sufficient in allowing for opportunities to meet curriculum standards and expectations with the scope and sequence of the Core Knowledge Curriculum and STEAM projects. Students will receive adequate breaks during the

academic calendar year so that the information is presented in an organized way and with appropriate pacing.

### **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.*

Our goal is to offer early intervention at the first sign of academic difficulties to improve student learning for all students, including those who have learning disabilities.

We will use results from assessments given at least two times annually for all students in grades K-8 to monitor student progress. These tests will provide data about areas in which students may be struggling and will allow teachers and parents to focus on these areas. The Individual Education Plan will be updated with any difficulties that the student is experiencing.

Teachers, based on these data and data collected from classroom assessment, may refer students who are identified as having difficulty and not making adequate progress to our Intervention Team. The Intervention Team will be made up of our Curriculum Specialist, an appropriate grade-level General Education representative, an Exceptional Children's teacher, a psychologist or school counselor, and the School Director. The Intervention Team will devise a plan of interventions for the classroom teacher (and parent) to use to help the student. These will be implemented for the prescribed amount of time, with careful monitoring and documentation. If the student shows no progress in the difficulty, a second set of escalated interventions will be implemented, with closer monitoring. Only after two sets of research-based interventions have been implemented and the student continues to show low achievement will the Intervention Team refer the child for testing for disabilities.

Examples of interventions that may be used to improve student learning include:

- 1) Parental involvement is extremely important to a student's academic success. At the first sign of concern, the classroom teacher will contact the parent to impart the information about the difficulties and make suggestions to help. For many students, parental participation will be sufficient. But for others, further intervention will be necessary.
- 2) Flexible grouping, small groups, and differentiation techniques will be used in the classroom.
- 3) As appropriate, a student may be recommended or required to attend weekly after-school tutoring. (All teachers at MSA will be required to offer tutoring weekly.) If a student is struggling or at risk of failing, the teacher may recommend or the parent may request weekly tutoring. A student who is failing will be required to attend, as per our academic probation policy.
- 4) In addition, MSA will offer an after school study group for any students who lack homework support at home. Based on recommendations from classroom teachers, students will be invited to stay 50 minutes after school to work on homework Monday through Thursday. One or more teachers, along with paraprofessional volunteers, will answer student questions, check homework planners, and motivate students to stay on task.
- 5) If further escalation is necessary, a student may be referred to tutoring

services. Parent approval will be obtained before tutoring begins. At-risk students will meet in small groups with school staff or paraprofessional volunteers (such as local college students and community members) before school, after school, or during school. MSA will require background checks, confidentiality statements, and training for all volunteer tutors. The reading instruction will correspond to the Core Knowledge Domain Maps (curriculum unit schedules) for each grade. Core Knowledge content will be reinforced by other selected readings. Language and Math tutoring will reteach and expand daily classroom content.

6) If more intense interventions are required, the student will receive a PEP and be referred to the MTSS team where tiered level of support will be provided. Time will be allotted in the schedule for students to receive support from research based interventions.

*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.*

MSA will provide many opportunities for all students regardless of their background or ability. This includes students who are English Language learners (ELL). We will provide opportunities and interventions for ELL learners with the objective of improving their overall language skills and supporting them in the classroom.

Students will be identified as an ELL student through our initial enrollment documentation. Questions on the enrollment packet will help us determine the primary language spoken in each home and if the student is foreign born. If a student is identified under either of these criteria they will take the WIDA ACCESS-Placement test to determine if he/she is limited English proficient. Once assessment results are determined and the student qualifies as limited English proficient (LEP) parents/legal guardians will be notified to obtain consent for ESL services. The assessment data will be used to provide feedback to MSA's administration for the students initial placement and the development of the students individual service plan. The individual education plan will be developed with the input of a variety of stakeholders. Parents, teachers, administrators, and students will collaboratively determine necessary objectives and goals for the student based on the placement test data and the North Carolina English Language Proficiency Standards. ESL students will be assessed and have their individual education plans updated annually.

ELL students will be provided supplementary services to ensure their growth as English Language Learners and to support their core instruction. Through their individual service plans students could be provided with the following:

- \* -"Pull Out" ELL classes where students receive specific instruction in the English Language
- \* -Differentiated instruction in core classes based on their limited English proficiency
- \* -Supplemental text, modified assignments, and additional resources



including

- \* ELL textbooks, and English to foreign language dictionaries.
- \* -Additional before/after school one on one tutoring
- \* -Online or Digital Resources to support their knowledge of the English language including Rosetta Stone, Google Translate, and English Central

As stated previously students will be tested annually to determine their English proficiency. Once students are determined to be proficient they will be exited from the program. Each student in the ESL program will have a portfolio that documents all their assessment data, individual service plans, and specific interventions and accommodations provided for that student. Ultimately, it is MSA's goal to meet the needs of all our students. Specifically, for our LEP students we understand that the students native languages, cultures, and histories are valued and are an integral part in developing the students' second language, sense of pride, and self-esteem.

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

- a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
- b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

MSA will provide an academic program where all students are motivated to achieve their ultimate potential. This includes students who are identified as Academic and Intellectually Gifted. We will identify these students by using a variety of formative assessment data collected by our teachers and administrators. This includes benchmark assessment data, classroom performance, and proven Cognitive Abilities tests.

Once the screening process is completed and students identified, MSA will create AIG Individualized Plans for each student based on their giftedness. These plans will provide specific strategies that allow the student to participate in enrichment activities that accelerate the students learning. These include but are not limited to Science Olympiad, Math Superstars, Geography Bee, Spelling Bee, National Honor/Junior Honor Society, and the use of other digital academic resources that provide content based on the students ability level. In their core classes identified students will be grouped homogeneously in their Language Arts and Math classes. These ability groupings will allow teachers to teach each class based on their level and meet their individual needs. In the higher-level classes teachers will be able to accelerate AIG students by providing activities, readings, and assignments that push them to maximize their ability. Our STEAM approach and project based learning curriculum will also benefit our AIG students. While participating in these relevant projects students will have the ability to determine their level of depth based on the detailed rubrics provided. Each rubric will explicitly state what is required of the student to receive an assessment of distinguished, accomplished, proficient or developing. Each level will be differentiated by the depth of knowledge shown by the student and their proficiency at making the necessary connections between the project and the objectives within the standard course of study. Also, all project based projects provide an element of student choice and voice. This will allow AIG students to make decisions about their own learning based on their interests and motivations.

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

Incoming students will be identified as AIG using records from their previous schools. Annually any student who is deemed a candidate for AIG status will have the opportunity to be evaluated. Teachers and administrators will closely monitor our AIG students progress through their individual development plan. We also monitor their performance on formative and summative assessments. We will use this assessment data to ensure them continued academic growth.

### **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. The initial application form for Mebane STEAM Academy (MSA) will have questions about the student's former educational experience, such as type of school attended, name of school, location, whether the student had an Individualized Education Plan (IEP) or Section 504 Plan, and whether the student had ever been retained and in what grade(s). This form filled out after the student is admitted will have questions about services the student has received in the past.

The Data Manager who enrolls students in MSA will work with the EC Coordinator after identifying students whom have IEPs or 504 plans. The EC Coordinator will also review records of any new students to look for students who may need services.

Parents will be asked to fill out release forms so that records may be requested from previous schools. Soon after enrollment a parent meeting and an IEP or 504 plan meeting will be conducted to determine whether the plan is still adequately serving the student or if additional modifications are needed to meet the current needs of the student. Students coming from out-of-state will automatically be reevaluated. Student coming into the school with an IEP or a 504 plan will be provided the appropriate services and accommodations based on the existing or updated plan.

2. The process for identifying students who may be eligible for special education services is outlined in the Special Programs and "At-Risk"

Students section. Students will not be assessed for Exceptional Children's services until the intervention process has been completed. However, parents may request that a student be evaluated. Once a student is referred, either by the Intervention Team or the parent, the referral packet will be copied and given to the psychologist, who will perform the appropriate testing and evaluation.

MSA will participate in Project Child Find, complying with state policy NC 1501-2.9 that outlines the required process. MSA will distribute the state Project Child Find materials in Spanish and English by email, printed copy, and through our website, as needed. We will ensure all students with a disability receive the special education services needed and comply with all components of NC 1501-2.9.

When a teacher, parent or community member makes MSA aware of a concern about a student's academic progress, the child's teacher will meet with the Intervention Team to talk about the appropriate steps to take for that student. If a student is eligible for an IEP after completing the intervention process, the EC teacher and the Intervention Team will use the proper documentation from NCDPI's Exceptional Children Department to complete the IEP process. The parents will be invited to all EC meetings and the EC paperwork will be completed and signed as required by law.

3. Pre-existing IEPs or 504 Plans, will require a signed Records Release Form from the parent/legal guardian so that all pertinent records may be requested from the previous school. If materials are faxed from the previous school, the EC teacher will make certain that it is done while the EC teacher is waiting by the fax machine to assure confidentiality. Any IEPs or 504 plans will be shared only with staff that are required to have knowledge of the student's disabilities such as the classroom teacher and school administration. All IEPs and 504 plans will be locked in a secure cabinet or desk always when not in use by the appropriate staff. When the room in which the files are kept is vacant, the door will be shut and locked. If a parent of an EC student wishes to view a child's records, the school will provide the parent the opportunity to review the records with school personnel present. If any files or records need to be disposed of, they will be shredded. The EC coordinator will train all staff on compliance with confidentiality rules.

### 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. Within each student's Individualized Educational Plan (IEP) and the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR), MSA will educate students with disabilities in the least restrictive environment with their

non-disabled peers. The school will provide all accommodations and special education services for any Exceptional Child based on the child's IEP. We will have an EC room to allow pull-out time by highly qualified, certified EC teachers and any EC assistants and support staff.

2. As MSA prepares to open, our EC staff will review the records of all incoming students with Individualized Education Plans (IEPs) to be sure that the school is compliant in following their current IEPs, holding IEP meetings with parents, and doing reevaluations. MSA will ensure that all necessary special education services are provided according to each student's IEP and in conjunction with the school's regular education program. Decisions are made by the student's IEP team as to what will best serve that student's individual needs.

The certified EC Coordinator will train other teachers in the intervention process and identifying and referring students for evaluation. Procedures will be put in place for Regular Education teachers to refer students to the Intervention Team. The team will decide if the student needs to be referred for further evaluation to see if EC services are needed. Teachers will individualize instruction to meet the needs of all students. With the help of the EC Coordinator, classroom teachers will design classrooms that will meet the needs of both General Education and Exceptional students.

3. MSA's administrators and EC staff will see that all Exceptional Children's IEPs are fully implemented in accordance with IDEA and are reviewed annually. They will put procedures and practices in place to ensure that the confidentiality of all information regarding children with disabilities as required by the Family Educational Rights and Privacy Act (FERPA) is maintained. The EC Coordinator will see that all providers of services to EC students at the school have access to these records and are providing the required services. Additionally, MSA will ensure that exceptional children and their parents are guaranteed procedural safeguards as required by law. These will include access to records, notice, the opportunity for mediation of disputes, and the right to a due process hearing.

The IEP of each individual student will be monitored by the people who are providing the services to that student. The EC teacher will keep documentation of the progress of the individual toward the IEP goals. There will be an Annual Review of the IEP. Students and parents will be given a quarterly report on the progress made toward the IEP goals. The EC staff will communicate with the Regular Education teacher as needed to see how the student is performing in the classroom and in other academic settings.

4. Our intention is to hire two EC-certified teachers initially, and have a EC Coordinator to oversee the operations. As our Exceptional Children student numbers increase, we will add more EC personnel, such as teacher's assistants and more EC teachers. Any related services specified in the student's IEP will be provided through outside contract agencies or part-time staff. Depending on our EC student numbers and areas of disability, we will contract for Testing, Speech, Occupational Therapy, and Physical Therapy services.

## **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. Mebane STEAM Academy (MSA) is committed to meeting or exceeding Common Core State Standards and the NC Accountability Model standards, with the expectation that our students will exceed the growth and proficiency levels of both the district and the state. Our academic standards for our student are high and we will expect effort and improvement from all students, while providing them with necessary support to achieve these expectations.

2. MSA will use the Brigance Early Childhood Assessment, which identifies the skills students need to be successful in school and helps teachers assess a student's strengths and needs. The assessment helps identify the student's present level of performance, set goals, and monitor their progress. The domains used in this assessment align with early learning standards to comply with IDEA.

MSA will also use mCLASS DIBELS (Dynamic Indicators of Basic Early Literacy Skills). DIBELS comprises six measures of the essential skills that every child must master to become a proficient reader. The DIBELS measures are used to regularly monitor the development of early literacy and early reading skills. DIBELS was designed for use in identifying children having trouble in the acquisition of basic early literacy skills, to provide support early and prevent the occurrence of later reading difficulties.

In grades K-2, MSA will use a benchmark system of direct, performance based assessments, such as "Identify these shapes," "Count from 1 to 30," and "Read these sight words." Every attempt will be made to catch problems early and intervene. Teachers for grades 3 through 8 will develop interim Core Knowledge assessments for in-class use that are uniformly rigorous within grade levels, so that students will be used to taking rigorous tests and teachers will have an accurate assessment of all students across a grade. Grade team teachers will analyze the data from these assessments and adjust instruction as necessary.

MAP tests are nationally-normed, adaptive tests that give aggregated data about proficiency. This allows teachers to differentiate instruction and plan intervention strategies. MSA will give the battery of assessments associated with the ACT for grade level appropriate students. Students will also have the option of taking the PSAT and SAT.

3. Promotion decisions in grades K-8 will be based on a combination of factors including classroom performance and performance on assessments. Decisions regarding retention will be made by a team consisting of teachers, parents, the School Director and other appropriate participants if needed. Promotion decisions for EC students will include IEP goals being met, and

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

all interventions and accommodations will be applied.

4. MSA will give all state-mandated Final Exams. The NC Final Exam results will count as 20 percent of a student's final grade in each high school course for which a Final Exam is available. In addition, MSA students must successfully complete, with a passing grade in each, all mandated school course requirements.

### **Student Conduct:**

*Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.*

*Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).*

*Be sure to include:*

- 1. Practices the school will use to promote effective discipline.*
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
- 3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
- 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*

At MSA we will hold students to high standards and teachers will teach and model these standards. Teachers will train and reinforce student expectations/behaviors for each activity, such as traveling in the hallway or playing at recess, and reminders will be posted in appropriate places. Upper school students will sign and abide by the school's honor code. Teachers will receive training in classroom management and positive discipline. Every effort will be made to use positive reinforcement rather than punitive, and care will be taken to make certain discipline is applied fairly and equitably.

While we will use suspension and expulsion as sparingly as possible, there are some situations which affect the safety of students or the effectiveness of the learning environment that warrant such measures. The following behaviors may result in a student being suspended or expelled as allowed by North Carolina Law:

- Causing serious injury to another person
- Possession, use of, sale of, or furnishing any firearm, knife, explosive or other dangerous substance
- Unlawful possession of, use, or sale of any controlled substance
- Robbery or extortion
- Offering, furnishing, or sale of any drug paraphernalia
- Criminal behavior
- Threats of a terrorist nature, hate crimes, or hate violence
- Sexual assault
- Battery

MSA will follow the laws and rules restricting number of consecutive or cumulative days of removal from educational services for students with disabilities. In the case of a potential expulsion or long-term suspension

(more than 10 days), due process will be followed. A school administrator will advise the student of the charge(s). The student will then can respond to the charges and present a defense. The student or the person bringing the charge may request that witnesses be interviewed by the administration. If the administrator, based on the evidence, feels that suspension or expulsion is warranted, the parent(s) will be notified the same day by telephone. The administrator will also provide a written statement of the offense(s) and the disciplinary actions taken. The statement will include information on appeal processes. Any parent has the right to have an expulsion or suspension of more than ten days reconsidered. If the parent disagrees with the decision, he or she should submit a letter to the administrator detailing the disciplinary event as it is understood by the parent and clearly explaining the concern about the designated consequence. A discipline committee made up of 2 teachers and a board member will review the disciplinary decision. The committee will either uphold or rescind the original decision, and the parent will be notified in writing of the decision. If this decision is still unacceptable to the parent, or if the initial grievance is about the conduct of the administrator, then the grievance should be filed directly with the board of directors.

MSA will include information on due process rights and how to file agrievance when a student is suspended for more than ten days or expelled in the Student Handbook and on the school website. If a student is expelled from MSA and applies for admission to another school for acceptance, MSA will notify the head of the receiving school of the reasons for the pupil's expulsion.

If an administrator has personal knowledge or actual notice from school personnel that an act has occurred on school property involving assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law, or possession of a controlled substance in violation of the law, the administrator will immediately report the act to the appropriate local law enforcement agency.

## Section III: Education Plan

### Concerns and Additional Questions

|   |                 |              |
|---|-----------------|--------------|
| What are the details of the instructional program? What about the program requires a year round schedule?   | Nicole Charles  | Instructiona |
| The applicants outlines measures of academic progress used by NC LEAs, what assessments are specific to Mebane STEAM and its proposed program?  |                 |              |
| What is the class size in high school?<br>Sample curriculum matches? Where does STEAM focus occur especially in lower grades?<br>Are there supports for families during times the student do not have class?  | Nicole Charles  | Curriculum a |
| Although the plan outlines a full range of programs and would present a high quality education if properly executed, what makes these unique to MSA? How can the applicant ensure proper execution given te proposed student enrollment and facilities limitations in the first five years? |                 |              |
| What are the high school target beyond those required by the LEA? Does the applicant have experience or support with upper grades as high school appears to be the weakest portion of the application?  |                 |              |
| Has there been more thought given to how the mission will be carried out at the HS level? What are the requirements for success (i.e. graduation)?  | Shannon Stein   | Curriculum a |
| How will students complete mandatory CTE requirements with goal of being college-prep and the demands of the NC college system?   |                 |              |
| How are you defining "course mastery" and or "proficiency"?   |                 |              |
| Will their be honors level coursework?  |                 |              |
| How will a year-round calendar be executed for HS students?   |                 |              |
| Who will be manning the different enrichment camps since staff are not contracted?  |                 |              |
| Projected curriculum follows the guidelines based on NCSCOS. Will core offerings for high school students be offered only in the classroom? Will students be utilizing online courses to complete course work?  | Shaunda Cooper  | Curriculum a |
| What will be the maximum number of students permitted in a high school class?   | Les Stein       | Curriculum a |
| What will be the minimum number of credits required for graduation from high school?  |                 |              |
| Will the parents support the non-school days identified in the academic calendar?   |                 |              |
| Will you have enough "core" teachers to facilitate all the needs in the "Maker" period with only 4 core teachers?   | Shannon Sellers | Curriculum a |
| How is STEAM being implemented in all grade levels? This is unclear?  |                 |              |
| What will be the maximum size for high school classes?  |                 |              |
| What will be used to show mastery in courses?   |                 |              |
| How will MTSS be developed? What criteria will be the basis?  |                 |              |
| How will high school students be able to fulfill CTE requirements along with the rigor of college prep courses and AP Courses?  |                 |              |
| What is proficiency?  |                 |              |
| You mention honors courses, but this is not reflective in appendix B2. Will you offer Honor courses?  |                 |              |
| Who will be responsible for coordinating the AIG students? Will Science Olympiad, Spelling Bee, Honor Society, etc. only be open to AIG students? You will have some students that are not AIG that are strong academically.  | Shannon Sellers | Special Prog |
| Who will be responsible for the ELL program?  | Les Stein       | Special Prog |



Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

|  |                 |              |
|--|-----------------|--------------|
| Who will coordinate the AIG program?   |                 |              |
| Since IEP's are only for EC students, how will at risk student interventions through the MTSS process be documented/addressed if they do not qualify for EC?   | Shannon Stein   | Special Prog |
| What is the school's plan to address the MTSS process?   |                 |              |
| Who is facilitating the 50-minute homework assistance programs? (i.e. teachers, volunteers, etc.)  |                 |              |
| Is bi-annual testing the only data teachers can use to provide additional supports? The applicant points to "first sign of concern but what are the avenues for faculty to intervene?  | Nicole Charles  | Special Prog |
| Does the applicant differentiate between EC students and at risk students?   |                 |              |
| Will teachers be compensated for the tutoring requirement?   |                 |              |
| Are there existing relationships with paraprofessional volunteers and is a volunteer based intervention educationally sound?   |                 |              |
| Is there an ELL coordinator? Is there an AIG coordinator?  |                 |              |
| Are the listed enrichment activities only for AIG students or do all students have access to these? Who will lead these given the tutoring requirement for teachers? Are these programs reflected in the budget?   |                 |              |
| Does the applicant understand legal requirements and restrictions of the application process? Application and enrollment forms are to be differentiated.   | Nicole Charles  | Exceptional  |
| Does the applicant fully understand the child find process?  |                 |              |
| Is the applicant committed to learning more about the EC statutes and differentiation between 504 and IEP processes?   |                 |              |
| If a student enrolls at your school, do you need "release forms" to get the students records from previous schools?  | Robert McQuat   | Exceptional  |
| In light of timelines, is the statement about interventions and EC assessment always true? (Students will not be assessed for Exceptional Children's services until the intervention process has been completed.) IS a "signed Records Release Form" required for records? |                 |              |
| The initial application should not ask questions regarding IEP information. there does not seem to be a clear understanding of the difference in a 504 and an IEP.   | Shannon Sellers | Exceptional  |
| How do you plan to provide the full continuum of service delivery? What does specialized instruction look like at your school?   | Robert McQuat   | Exceptional  |
| Can the applicant clarify which "procedures will be put in place for Regular Education teachers to refer students to the Intervention Team"?   | Nicole Charles  | Exceptional  |
| What plan are in place for additional needs and therapies i.e speech, occupational etc.)? Does the applicant have budget plans for EC staffing for full enrollment in year 5?  |                 |              |
| Are Common Core Standards only considered in Student Performance Standards?  | Nicole Charles  | Student Perf |
| Can the applicant share more about additional assessments in higher grades and elaborate how all of these are considered in the instructional model as this section is very generalized?   |                 |              |
| What are the promotional standards in high school?   |                 |              |
| What will be the requirements for promotion? Policies and standards are very vague.  | Shannon Sellers | Student Perf |

|                 |              |
|-----------------|--------------|
| <b>Reviewer</b> | <b>Score</b> |
|-----------------|--------------|

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

|                       |      |
|-----------------------|------|
| Shannon Stein         | Fail |
| Shannon Sellers       | Pass |
| Robert McOuat         |      |
| Nicole Charles        | Fail |
| Les Stein             | Pass |
| Deanna Townsend-Smith |      |
| Shaunda Cooper        |      |

#### 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:* Mebane STEAM Academy

*Mailing Address:* Mebane STEAM Academy

*City/State/Zip:* Mebane NC 27302

*Street Address:* 405 Collington Dr.

*Phone:* 281-702-1692

*Fax:*

*Name of registered agent and address:* Dr. Katharine Ricks, 405 Collington Dr., Mebane, NC 27302

*FEDERAL TAX ID:* 82-2811386

###### **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 Member Name | Board Title | County/State of Residence | Current Occupation | Past or Present Professional Licenses(s) Held | Has any disciplinary action been taken against any of these professional licenses? |
|-------------------|-------------|---------------------------|--------------------|---|--|
| Dr.               | Chairp      | ALAMANCE                  | College            |   |  |

|                             |                  |          |                         |  |  |
|-----------------------------|------------------|----------|-------------------------|--|--|
| Katharine Ricks             | erson            |          | Professor               |  |  |
| Dr. Rebecca Harris          | Vice Chairperson | ALAMANCE | College Professor       |  |  |
| Mrs. Cassie Otero           | Treasurer        | ALAMANCE | Adjunct Professor       |  |  |
| Mrs. Janel Harris-Hamiel    | School Director  | GUILFORD | EC Coordinator          |  |  |
| Mrs. Marvilyn Bohanna       | Committees Chair | ALAMANCE | Lawyer                  |  |  |
| Mrs. TinaMarie Haire Condie | Secretary        | ORANGE   | Retired Designers/Sales |  |  |

**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.*

Officers of the Mebane STEAM Academy will include a Chairperson, Vice Chairperson, Secretary, Treasurer, and School Director as defined Article VII: Officers of the Bylaws. The School Director will serve as an ex officio, non-voting member of the board.

**Chairperson:** The Chairperson shall preside over all meetings of the Board; he or she shall work closely with the School Director and the other Board members. The Chairperson shall keep abreast of the needs of the school and will serve as a liaison between the school and the Board to assure smooth and accurate communication. The Chairperson shall supervise the control and management in accordance with the Bylaws.

**Vice Chairperson:** The Vice Chairperson, unless otherwise determined by the Board, shall, in the absence or disability of the Chairperson, perform the duties and exercise the powers of that office. The Vice Chairperson shall perform such other duties and have such other powers as the Board shall designate.

**Secretary:** The Secretary shall keep accurate records of the acts and proceedings of all meetings of the Board. He or she shall be responsible to give all notices required by law and by the bylaws, unless otherwise stated in the Bylaws. The Secretary shall have general charge of the corporate books and records and of the corporate seal, and shall affix the corporate seal to any lawfully executed instrument requiring it. The Secretary shall also perform such other duties as are assigned by the Board.

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

**Treasurer:** The Treasurer shall have custody of all funds and securities and shall receive, deposit, or disburse the same under the direction of the Board.

**School Director:** The School Director shall be responsible in general for the overall operation of the school including but not limited to:

- recommends the hiring and the dismissal of instructional employees to the Board
- shall develop and implement curricular activities and promote educational development of each student and professional development for teachers
- will be the liaison for parents on academics related matters
- Recommending the hiring and the dismissal of non-instructional employees
- Responsible for compliance with the charter of the State of North Carolina
- Works closely with colleagues in establishing school policies and procedures.
- Responsible for keeping the Board of Directors well informed of the overall progress of the school as well as its financial and material needs.
- Coordinates fundraising activities.
- Ensures that Mebane STEAM Academy is in compliance with all North Carolina Department of Public Instruction testing regulations.
- Performs such other duties as are assigned by the Board.

**Committees:** The Board will create committees including but not limited to Executive, Nominating, Finance, and Audit.

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

The board of the Academy will be comprised of 5 to 10 members. There are currently 5 members. After enrollment starts, another parent should be added to the board to support the parental partnership that is a critical piece of the MSA mission. Each board member has knowledge and experience that will be beneficial to the governance and long term success of the school. The founding board includes community members with expertise in charter and district school education, facilities, human resource management, governance, fundraising and marketing. The board is diverse with ages from people in their 30s to their 60s, with ethnicity, including White, Hispanic, and African American members. Most importantly, all the board members share a passion for education, a devotion to the mission, and a common vision for Mebane STEAM Academy.

Of the founding board members Harris-Hamiel have extensive education administration experience in both public and charter schools. Mrs. Bohannon and Mrs. Otero have both worked in the public school, Dr. Harris and Dr. Ricks have taught public school and college courses. Mrs. Otero has extensive experience working in communities, within schools and with human resources. Mrs. Harris-Hamiel, Dr. Ricks, and Dr. Harris all have experience starting community based companies that benefit the community. Mrs. Condie has years of experience in art, design, fundraising and sales. Mrs. Bohannon is currently studying to take the NC law board exam. All members of the board are parents with a vested interest in creating a strong community school.

To ensure the academic and operational success of the school, the board will work together to make organizational and policy decisions. The board will be ultimately responsible for all operations of the charter school, but will delegate the day to day operations to the Director. To ensure that the best possible decisions are made, the board will participate in continuing board development and use proven best practices. The board will gather information from a variety of sources including the School Improvement Team, the Parent Teacher Organization, the administration, and surveys of parents, students, and staff. The board will get regular reports from the Director and the board committee that will keep them informed about all areas of school performance and will be used to help them make decisions.

The board personnel committee will develop an evaluation process for the principal that includes multiple performance indicators and is closely tied to the school's mission and goals. Based on the evaluation process, the board will formally evaluate the Director each spring. The Directors contract and compensation will be based at least in part on the annual evaluation.

Parents, staff, and students will have a variety of avenues to be active participants in the decision making process. There will be a public comment period at every regular board meeting and stakeholders will serve on boardcommittees, the PTO, and the SIT. There will be a cultureof trust and transparency. Stakeholders will sense ownershipin theschool.

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 founder of the Board, Dr. Katharine Ricks, recruited each Board member based on demonstrated need and overall fit with the Mebane STEAM Academy mission as her guide. In the event an officer position is vacant before the regular meeting of the Board of Directors, the Board shall call a special meeting to replace such vacancy.

The current Board will first recruit replacements locally by candidates who demonstrate skill sets needed by and passion for Mebane STEAM Academy. New Board members will be nominated and voted on by the Board by a majority vote of the remaining Board members. The new member of the Board will then serve the remainder of the unexpired term of the member of the Board who is being replaced. This occurrence will take place no more than 60 days after notification of vacancy. The newly recruited replacement will be required to meet the Board before voting commencing. Any replacements will have to meet minimum monthly commitments, have a diverse background, and have a passion for education; most importantly, future Board members must believe and understand the mission of Mebane STEAM Academy.

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

The board will meet monthly, ten months per year. The annual planning meeting will be in each June before the opening of school. The board will meet at least monthly until the application is approved and then would likely meet semi-monthly during the planning year and RTO process.

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.*

New board members will be required to participate in the board's Orientation Plan. Key points of the plan include a primer on the charter contract, charter law, SBE TCS-U policies, open meetings law, and public records law; attending at least one school community event; and observing in a classroom. Board members will be expected to participate in ongoing board development. The board may use a combination of training provided by the Office of Charter Schools, the NCPCSA, books, professional development coaches, and annual board retreats.

New board members will receive a Board Manual with board bylaws, information about the school, board duties, Roberts' Rules of Order, and board policies and procedures. They will be directed to the Office of Charter Schools Governance Wiki site and will receive training at the annual retreat.

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.*

Mebane STEAM Academy board members have a fiduciary responsibility to the school. They avoid or disclose conflicts of interest, and act in an ethical manner that credits the board, the school, and the staff. Each board member will be required to sign a conflict of interest statement and annually disclose any conflicts or potential conflicts of interest.

When a conflict of interest occurs or may even appear to occur, the affected board member should advise the board before any vote or even discussion of the issue. Also, other board members have the obligation to bring before the board any potential conflicts even if the issue involves another board member. If, in the board's opinion a conflict exists, then the member affected shall not participate in any discussion or vote on the matter in question.

We define a conflict of interest as a condition that exists when circumstances create, or are perceived to create, a risk that judgment or actions by a person or entity, regarding their interest in the Academy, will be unduly influenced by a secondary interest of that person or entity. Interests may be pecuniary, professional, personal, or any interest that affects judgment or action. To avoid conflicts and to mitigate conflicts the board will ensure that its policies and decisions do not enhance the possibilities of conflicts. We will recognize the items in our charter contract and state law involving board relationships, nepotism, and those staffing relationships. We'll also work closely with our accountants and auditors to maintain internal controls and policies reflecting best practices in this area.

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

Mebane STEAM Academy will have a couple of important advisory bodies that will help the board in the governance of the school.

SIT: The School Improvement Team will be led by the principal and include other administrators, teachers representing each grade level and department, one board member, and at least two parents. The SIT will be responsible for developing and recommending amendments to the School Improvement Plan on an ongoing basis. They will meet at least once per month. The SIT will analyze, collect data, and make recommendations to the board in all areas of instructional programs, practices, and procedures.

PTO: The Parent/ Teacher Organization will operate as a separate

organization sanctioned by the board. The PTO will consist of parent officers, committee chairmen, the principal, assistant principal, and three teacher representatives. The PTO will help oversee and facilitate extracurricular, recreational, social, and community service activities of the school. Both the SIT and the PTO will work collaboratively with the principal and school community and give monthly reports to the board of directors.

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

The Parent / Teacher Organization (PTO) and the School Improvement Team (SIT) are both groups that have the ability to make suggestions to the board in their monthly reports, and if action is needed, the board chair can refer the suggestion to the appropriate committee to research and bring before the board as an agenda item.

Mebane STEAM Academy will develop a Parent / Teacher Organization (PTO) to facilitate parental engagement through volunteering, fundraising, and establishing lasting community partnerships. The PTO will assist in the planning of school-wide events pertaining to the academic success of Mebane STEAM Academy students. The PTO will aid in such things as (but may not be limited to): the planning and execution of fundraising events, sponsorship of school clubs and organizations, assisting in the organizing of special events, assisting in the sponsorship and running of afterschool activities and classes for students and parents alike. The PTO will report to the School Director and will advise on matters related to instruction and academics. Regular meetings of the PTO will be held on, at a minimum, of once a month. All interested parents or legal guardians of current Mebane STEAM Academy students as well as currently employed Mebane STEAM Academy teachers are invited to be a part of the PTO. The PTO will act as an independent entity with its own elected leadership body but may be assigned tasks or duties by the School Director.

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

The board has a Grievance Committee to handle grievances from parents and staff members. The Grievance Committee makes recommendations to the Board after investigating grievances filed in accordance with Policies and Procedures.

If a parent has a concern about a teacher, something in curriculum, a disciplinary decision, or some other matter, that parent should go through proper protocol in resolving the complaint, as address in Policies and Procedures.

If a parent has a grievance about an expulsion or long-term suspension, the grievance must be filed in writing, following procedures outlined in the Student Handbook. (Appendix D)

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)*



Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

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**

*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.

#### **Administration**

- \* Director
- \* Assistant Director
- \* Data Manager/Website
- \* HR/Clerical/Administrative Assistant
- \* STEAM Coordinator
- \* School Counselor
- \* Financial Officer
- \* EC Coordinator

#### **Instructional Staff**

- \* K-5 Teachers
- \* 6-8 Teachers (Math, Science, Social Studies, Language Arts, Reading)
- \* 9-12 Teachers (Math, Science, Social Studies, Language Arts, Reading)
- \* General Music/Chorus Teacher
- \* Band Teacher
- \* Orchestra Teacher
- \* Art Teacher
- \* Theater Arts Teacher
- \* PE Teacher
- \* Foreign Language Teachers
- \* Technology Teacher
- \* Instructional Aides

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

- \* Special Education (EC/AIG)
- \* Special Education (EC/AIG) Aide
- \* Teacher Assistants
- \* Custodian

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

Include the following information for the proposed charter school:

Mebane STEAM Academy (MSA) believes that a diverse and highly effective teaching staff will be our greatest asset and the most significant factor in our success in terms of student achievement and student recruitment. It is our goal to attract and retain smart, passionate, innovative, and experienced teachers who truly believe in the schools mission and who reflect the diversity of our students and the Mebane community.

To recruit talented faculty, MSA will:

- Describe and post job openings on: the MSA website, Facebook and Twitter accounts, teachers-teachers.com, Craigslist, and online job finder/recruitment sites;
- Advertise through: local newspapers and magazines written in English and Spanish, Teach for America's group TFA Alumni of Color, New Leaders networks, university and Latino educator organizations, including National Hispanic Education Coalition and Hispanic Education Association, the National Association for Bilingual Education publications;
- Participate in job fairs with local universities and charter associations;
- Share job opportunities as part of Board members' presentations at national education conferences

MSA will retain talented teachers by:

- Making teacher retention a priority. MSA included a teacher retention goal as one of our overall school goals and will achieve this goal by listening and responding to teachers' needs through their ongoing suggestions and working conditions survey results, providing feedback throughout the evaluation process, and valuing their work through an annual average salary increase based on teacher performance.
- Creating a culture of high expectations for faculty members. At MSA, a strong culture will be developed using regular feedback and coaching. Staff will collaboratively set goals, problem-solve, and form a highly professional community that values intellectual, instructional conversations.

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

The recruitment, hiring, coaching, evaluation, and recommendation for termination of employees are all responsibilities that will be carried out by the Head of School. The Board will provide final approval, via vote, for all final decisions regarding hiring and dismissals.

Employees of the MSA will also have the following opportunities for direct interaction with the Board:

- Faculty members will have non-voting representation on the Board
- Faculty members will have representation on the School Advisory Council, which in-turn has Board representation
- Faculty members may raise concerns officially to the Board via email to any Board Member
- Faculty members may submit to the Board grievances, in writing, regarding

dismissals

-Employees may be asked to participate in various Board events, fundraisers, etc.

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

MSA believes that hiring is one of the most important tasks; therefore, we have designed the following process to ensure that each potential staff member is a great fit for the school and community. Each candidate will participate in:

- An initial phone screening conversation
- An onsite interview
- Facilitating a model lesson (if applicable)
- A final conversation with the Director

Once a candidate advances through these steps, at least two professional references will be reviewed and he/she will undergo a criminal background check and a review of citizenship or eligible status. Pending the results, the Director will seek Board approval for hiring.

Throughout the process, MSA representatives will utilize a rubric and essential questions to evaluate candidates on these qualities:

Impact and influence-Is this a teacher leader?

Initiative and persistence-Will the candidate take risks and persevere?

Innovation and creativity-Does the candidate offer different ways to think about teaching and learning?

Collaboration and sharing-Will this candidate be comfortable teaching in an atmosphere of ongoing collaboration, coaching and feedback?

Data driven decision-making-Does the candidate use data to drive instruction?

Pedagogical expertise-How well does the candidate understand the content?

On the rare occasion, there are actions that could lead to an employees' dismissal. A violation of any MSA employee policy pursuant to the MSA Staff Handbook is grounds for an immediate dismissal. In addition, staff can be dismissed for unsatisfactory job performance; in that case, the Director will make every effort to resolve the issues prior to dismissal, but if she is unable to do so, the employee will receive two (2) weeks notice prior to the date of dismissal.

The hiring and dismissal of all MSA employees (other than Director) is ultimately the responsibility of the Director, with the Board providing final approval on all personnel decisions.

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

We will use the state salary ranges as a general guideline for administrators, teachers, and teacher assistants. We will endeavor to pay competitive and fair salaries and wages for all employees.

School Director: \$65,000-75,000

Assistant Director: \$55,000-65,000

Business/HR Manager: \$40,000-45,000

Administrative Assistant: \$35,000-45,000

Core Content Teacher: \$31,000-59,000

Elective/Specialty Teacher: \$31,000-59,000

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

Teacher Assistant: \$20,000-29,000

EC Teacher: \$34,000-62,000

School Counselor: \$40,000-50,000

Mebane STEAM Academy will provide workman's compensation, as included in our liability policy. We will provide health benefits and will match up to 6% contributions for retirement for all full-time employees.

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

Mebane STEAM Academy may terminate the employment relationship at will at any time, with or without cause, so long as there is no violation of applicable Federal or State law. An employee has the right to notice of the reason for termination and to a hearing with the School Director. An employee has the right to appeal the termination to the Board of Directors.

Any MSA employee with a concern that needs to be addressed should attempt to resolve the issue following the appropriate Chain of Responsibility, as laid out in 2.01 Problem Resolution Policy. If satisfactory resolution does not occur within those steps, then the concern may be brought as a written, signed grievance to the Board of Directors through the Grievance Committee.

No employee shall be discharged or otherwise discriminated against with respect to such employee's compensation, terms, conditions, or privileges of employment because the employee reported any violation of law, school rules or policy, filed any grievance or complaint against any other employee, caused any grievance procedure to be initiated against any employee, testified or otherwise gave or provided evidence in any grievance procedure or proceeding, assisted or participated in any grievance procedure or proceeding, or complained about any violation of law, school rules, or policy.

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

Almost every charter school employee has multiple responsibilities within the organization. Money for stipends for additional responsibilities has been included in the budget. Teachers may be department chairs, grade team leaders, coaches, or mentors. Teachers may participate in break activities and camps. Teacher assistants and office staff will help to make lunches and deliver them to those students that qualify for free or reduced lunches.

*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.*

We plan to have two full-time EC-certified teachers the first year. This may be adjusted depending on our EC numbers. We will contract for services such as Speech and ELL. If we have a large ELL population, we will adjust the staff and budget for that by including a half- to full-time paraprofessional to work with ELL students. MSA offers a rich and rigorous curriculum. Gifted students will be mainstreamed, but teaching will be differentiated to allow gifted students to grow and be challenged academically. Enrichment will be provided in the regular classroom and in extracurricular activities.

*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).*

School Director:

Responsibilities include board reports, budget planning, instructional leadership, evaluating teaching staff, discipline, and community outreach. At least five years of teaching experience and/or some form of leadership or

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

management experience/training are desirable. A strong candidate has a Master's Degree in School Administration or Business and/or experience in leadership/management. A school administrator's license or ability to apply is preferred.

#### Assistant Director/Curriculum Coordinator:

Responsibilities include beginning teacher support, teacher licensure, curriculum coordination, and assisting the Director with character education, evaluation of teachers, especially in instructional strategies specific to our mission and curriculum, and discipline. Bachelor's degree or higher required, with teaching experience and teacher licensure are preferred. Strong organizational skills needed.

#### Business/HR Manager:

Maintains school business and human resources records, accurately maintains financial records, provides information for auditors, keeps abreast of policies and regulations, recruits and trains tutors and volunteers, requests background checks for any board members who handle money, employees, and volunteers, and works with all contractors. Bachelor's degree or appropriate experience required. General computer skills and knowledge of Excel and other office/business programs.

#### Data Manager/Administrative Assistant:

Answers the phone, greets visitors, maintains attendance/late arrival/early departure records, student information management, and general office duties. High school diploma or equivalent. Basic computer skills. Demonstrated dependability. Clerical or customer service experience a plus.

#### Clerical/Administrative Assistant :

Clerical duties, answers phones, greets visitors, checks students in/out, maintains attendance/late arrival/early departure records, general office duties. High school diploma or equivalent. Basic computer skills. Demonstrated dependability. Clerical or customer service experience a plus.

#### K-8 Teachers:

Responsible to implement the Core Knowledge curriculum for their grades and teach students to mastery. Grade teams will plan together, and specialty teachers will collaborate with grade teams. Teachers must work with EC staff to ensure compliance in services and accommodations. Classroom teachers need to be licensed or eligible for licensure in elementary education. Licensure preferred for specialty teachers as well. All must be highly qualified in the areas in which they teach. Strong communication skills needed.

#### High School Teachers:

Bachelor's degree or higher. Must be highly qualified in teaching area. Preferably hold appropriate teaching license or are eligible to apply. Collaborate with grade teams and subject departments. Must work with EC staff to ensure compliance in services and accommodations. Strong communication skills needed.

#### Teacher Assistants:

Assist teachers with instructional duties. Strong communication skills needed. Two year degree or equivalent hours of course work required. Experience working with children preferred.

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

#### EC Teachers:

Work with exceptional children, collaborate with regular education teachers, and provide training in EC practices. EC coordinator will, in addition, oversee services for exceptional children, manage records. Must be licensed or eligible for licensure in Exceptional Children and must be highly qualified. Experience preferred.

#### School Counselor:

Provide individual and group counseling, college and career exploration, and help with student schedules. License in school counseling required. (In the first two years, we will not have a school counselor on staff. Two licensed psychologists in the area have agreed to provide pro bono services and will help us if the need for counseling arises at school during that time.)

#### STEAM Coordinator:

The STEAM coordinator will be responsible for ensuring the authentic implementation the STEAM philosophy. This person will work directly with teacher to integrate STEAM into the core curriculum and to integrate the arts into each subject. This person will lead the STEAM meetings with the staff, work directly with the director and assistant director and report to the board.

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

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

The Lead Administrator will be responsible for maintaining teacher licensure and providing professional development. All teachers will be required to maintain their teaching license and keep their professional development records.

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.*

Teachers will be evaluated in accordance with the North Carolina Professional Teacher Standards. School Administration will formally observe teachers using the North Carolina Educator Effectiveness system (NCEES). All teachers will complete a self-assessment to rate his or her own performance based on the rubric provided by the NC State Board of Education at the beginning of the school year. Teachers will use this self-assessment to create a Professional Development plan (PDP) to identify areas of personal growth. Teachers will participate in one of three observation cycles annually. These cycles include Abbreviated, Comprehensive, and Standard evaluation cycles. Teachers not in their renewal year and who have more than 3 years experience will be on the Abbreviated cycle. These teachers will receive two formal observations and be assessed based on two of the five NC Professional Teacher standards. Those participating in the Standard observation cycle will be teachers with more than 3 years experience who are on the renewal year for their teaching certification. These teachers will be formally evaluated three times based on all five of the NC Professional Teacher standards. Teachers on the Comprehensive cycle will receive four formal observations. Three from school administration and one peer observation. Teachers on the Comprehensive cycle will include initially licensed teachers with 0 - 3 years of experience. All formal observations will involve post-conferences where teachers and administrators collaboratively work together to identify teacher strengths and areas of

improvement. At the end of each school year administration will meet with every teacher and have summary evaluation conferences. At these meetings the school administrator and individual teacher will discuss the teachers overall evaluation and progress towards their PDP goals.

Because of the nature of STEAM curriculum and the natural collaboration that goes into planning lessons and implementing them there will be a peer evaluation that will be filled out and provided to the administration. This evaluation will be weighted with the administrators evaluation and observations to provide a view of every aspect of the teachers performance.

Initially licensed teachers will participate in a Beginning Teacher's program that will provide the necessary support for novice teachers. This includes the comprehensive evaluation cycle, monthly beginning teacher meetings and participation in the teacher mentor program. In the mentor program an experienced teacher is matched with a beginning teacher and they meet regularly to discuss school policies, classroom management, effective instruction and other best practices. The mentor teachers will receive mentor training to support the beginning teachers in all aspects of the profession. Once they are certified as "mentor teachers" they will provide on the job observations and coaching. By providing this opportunity for beginning teachers we believe that initially licensed teachers will gain confidence and competence due to the support of an experienced teacher. We believe this will lead to more effective teaching practices and higher retention rates among our beginning teachers.

Novice teachers will also have the opportunity to participate in Professional Learning Teams (PLT) three times a week. During these required meetings, beginning teachers will have the ability to collaborate with veteran teachers and participate in tuning protocols designed to address dilemmas the teachers are facing. These meetings will provide additional mentorship for beginning teachers from colleagues on their grade level or in their subject area.

*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.*

To guarantee that teachers receive an appropriate amount of time for collaboration, ALA will require teachers to meet in Professional Learning Teams (PLT) 30 minutes three days a week for collaboration and planning. This time will be a mandatory part of the eight hour work day. Each of these times will have a specific purpose. Day 1 will require teachers to meet with their grade level team. On Day 2 teachers will meet with colleagues within their subject area and will discuss vertical alignment and develop across grade level projects, share teaching strategies and resolve concerns. Day 3 will provide teachers, teams or all of the staff to be provided specific training, collaborate about school issues or develop new ideas and strategies to try within the classroom. To ensure efficiency during PLT meetings, teachers will execute specific tuning protocols with their colleagues to generate ideas for projects, discover best practices, and to collaboratively solve dilemmas that arise in their classrooms. These protocols guide teachers in their discussion by providing a specific amount of time to share their dilemma, ask clarifying and probing questions, give warm/cool feedback, and reflect on the entire process. Administration will

encourage and provide opportunities for them to participate in off site professional development and then return to campus to share with their colleagues their new area of expertise.

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.*

Preplanning professional development is essential for a successful school start; because the school will be a STEAM school there will be two weeks of professional development before school starts. This will ensure additional time for the teachers to be trained in the STEAM philosophy and be provided opportunities to work together to develop lessons for the upcoming year.

The two week training and professional development will be divided as explained below. The first part of week one will include a welcome breakfast, a tour of the school facility, staff enrollment into medical insurance and payroll system, grade and room assignments, drop off/dismissal/emergency procedures, smart board and school network system training, an overview of employment policies and the parent/student handbook. There will also be a workshop that addresses classroom management, effective parent-teacher communication, and students with disabilities.

The second half of week one and week two will be dedicated to helping the teachers become familiar with and applying STEAM principles and writing effective lesson plans. The teachers will be divided into small groups to explore each aspect of the STEAM curriculum and how to incorporate each within lesson plans. Professional STEAM trainers will provide workshops and guidance for the staff and demonstrate the use of STEAM curriculum for all the staff. The staff will have ample time learn all the tools necessary to successfully manage the school year, as well as, preparing their classrooms and lesson plans. Each teacher will be provided the opportunity to be STEAM trained or STEAM certified. The training will include:

#### Theory and Reasoning

- \* Introduction to the STEAM framework
- \* Review of epistemology and pedagogy of STEM/STEAM
- \* Learn about the commons of the subjects
- \* Class management tactics behavioral & interdisciplinary
- \* Meeting extensions for all types of learners
- \* Review of previous examples of STEAM projects and programs

#### Practicum and Plan Creation

- \* Reasoning for and how to create STEAM Teams for educators and students
- \* Examples of STEAM themes & interdisciplinary PBL styled projects hands-on
- \* Program sustainability considerations and tactics
- \* Partnerships, sponsorships and grants advice
- \* Community Outreach structure and STEAM school events
- \* Lesson plan creation/expansion based on benchmarks

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.*

Considering the two-week orientation prior to the beginning of the school year teachers at MSA will receive approximately 170 hours of professional development throughout the school year. This will include the 30 minute professional plan meetings 3 times a week. As outlined in the school calendar, we will also have quarterly teacher work days scheduled specifically for professional development. The daily bell schedule and staffing structure will also lend itself to allow ample opportunities for teacher collaboration and professional development.

## **Enrollment and Marketing:**

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

We understand and agree with the charter school state statute. Already, the members of Mebane STEAM Academy board and close supporters of the endeavor are reaching out to the community through the following media:

- \* Our Website: <http://mebanesteamacademy.com/> (in the works)
- \* Facebook: <https://www.facebook.com/MebaneSTEAMAcademy>
- \* Flyers: Posted at grocery stores, churches, libraries, and other public locations throughout the community.
- \* We plan to have quarterly public community meetings to answer questions and advertise.
- \* We will work with local newspaper and radio stations to advertise and highlight the school.

Additionally, in order to advertise successfully we will create a strong school identity including but not limited to: school colors, a school logo, mascot, letterhead, brochures, business cards, school website, and Facebook.

Mebane STEAM Academy will be a public school with an open enrollment policy. Therefore, we anticipate the school demographics will reflect the local demographics. In order to make sure the school continuously represents the local demographics, we will collect demographic information from the application forms at the beginning of each academic year and accordingly tailor our recruiting efforts towards underrepresented communities.

## **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.*

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

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.*

Mebane STEAM Academy upon state approval of our application, the schools marketing plan will include a series of community awareness meetings through community neighborhood associates, we will publicize all enrollment information throughout the county being served through its website, flyers, bulletins, newspaper ads, websites, mailings, town meetings, and informational open house sessions. This will enable the school to best communicate with parents, students, community leaders, prospective teachers, staff and the public in general.

As we get closer to 2019, we will increase the communications through social media, parent meetings, and media resources.

The Mebane STEAM Academy parents will become engaged in the life of the Charter school through the parent association, parent homeroom "moms" and/or "dads", parent advisory board, volunteering, parent committees and other parent organizations. As a STEAM focused academy, parents will support their child with their project based assignments, homework, and volunteering in the classroom and with testing.

## **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.*

The school will not discriminate on the basis of race, color, sex, religion, national or ethnic origin, or disability in the admission of students. The School will be nonsectarian in its programs, admission policies, employment practices, and operations. The school will not charge tuition or fees except for those fees normally charged by other public schools. The School will hold an initial open enrollment period after SBE approval from approximately February 1- April 1 each year (or the first business day in that month if these dates fall on a weekend). The School shall enroll a student who submits a timely application within this period, unless the number of applicants for any grade level exceeds the available student vacancies for that grade level then a lottery will be held to randomly select from the total of student applicants for that grade on May 1 (or the first business day that month). An offer of admission will be made to those applicants selected in the lottery to fill the number of student vacancies. Students shall be subject to a random lottery but preference may be deemed appropriate per NC Statute including:

\*Siblings of students enrolled in the charter school; Siblings of students who have completed the highest grade level offered by that school and who were enrolled in at least four grade levels offered by the charter school

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

or, if less than four grades are offered, in the maximum number of grades offered by the charter school.

\*Children of employees of the charter school and Children of Board Members of the School (limited to 15%)

\*A student who was enrolled in the charter school within the two previous school years but left the school (i) to participate in an academic study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's parent.

Lottery procedures will comply with the NC Open Meetings Law provided in GS143-218.10(a). Mebanse STEAM Academy will publicize the date, time, and location of the meeting and allow anyone to attend. Applicants selected in the random lottery will receive notification of admission and applicants awarded a seat during the lottery must accept or decline admission within 10 business days; after which that seat becomes available to the next student on a waitlist.

Applicants must be a NC resident, meet legal age requirements, not be under suspension/expulsion at another school. The remainder of applicants after the lottery will be placed on a waitlist and those parents will be notified of their position. Students on a wait list can verify their position anytime as the database of applicants will be updated throughout the open enrollment and lottery window. If for some reason, student spaces should become available after the wait list has been exhausted, the School will move to accept applicants from a first-come, first-served basis at each grade level established after the close of the initial enrollment period. A student may withdraw from the school anytime and the school will forward current records to the new school on record upon receipt of request for transfer. Students who enroll as transfers will be placed in the grade level they are currently being served and the school will implement any IEP, 504, EP, or ELL plan in place. All pre-admission activities will serve to orient families to the nature of our program, the curriculum and the expectations of the school.

### **Weighted Lottery**

*Does your school plan to use a weighted lottery?*

Yes:

No: ☒

*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 Alamance-Burlington Schools

LEA #2 Orange County Schools

LEA #3

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

|              | 2018-2019  |            |            | 2019-2020  |            |            | 2020-2021  |            |            | 2021-2022  |            |            | 2022-2023  |            |            |
|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
|              | LEA<br>010 | LEA<br>680 | LEA<br>000 | LEA<br>010 | LEA<br>680 | LEA<br>000 | LEA<br>010 | LEA<br>680 | LEA<br>000 | LEA<br>010 | LEA<br>680 | LEA<br>000 | LEA<br>010 | LEA<br>680 | LEA<br>000 |
| Kindergarten | 65         | 10         | 0          | 65         | 10         | 0          | 65         | 10         | 0          | 65         | 10         | 0          | 65         | 10         | 0          |
| Grade 01     | 42         | 8          | 0          | 65         | 10         | 0          | 65         | 10         | 0          | 65         | 10         | 0          | 65         | 10         | 0          |
| Grade 02     | 42         | 8          | 0          | 42         | 8          | 0          | 65         | 10         | 0          | 65         | 10         | 0          | 65         | 10         | 0          |
| Grade 03     | 42         | 8          | 0          | 42         | 8          | 0          | 42         | 8          | 0          | 65         | 10         | 0          | 65         | 10         | 0          |
| Grade 04     | 42         | 8          | 0          | 42         | 8          | 0          | 42         | 8          | 0          | 42         | 8          | 0          | 65         | 10         | 0          |
| Grade 05     | 42         | 8          | 0          | 42         | 8          | 0          | 42         | 8          | 0          | 42         | 8          | 0          | 42         | 8          | 0          |
| Grade 06     | 85         | 15         | 0          | 85         | 15         | 0          | 85         | 15         | 0          | 85         | 15         | 0          | 85         | 15         | 0          |
| Grade 07     | 65         | 10         | 0          | 85         | 15         | 0          | 85         | 15         | 0          | 85         | 15         | 0          | 85         | 15         | 0          |
| Grade 08     | 65         | 10         | 0          | 65         | 10         | 0          | 85         | 15         | 0          | 85         | 15         | 0          | 85         | 15         | 0          |
| Grade 09     | 85         | 15         | 0          | 85         | 15         | 0          | 85         | 15         | 0          | 85         | 15         | 0          | 85         | 15         | 0          |
| Grade 10     | 0          | 0          | 0          | 85         | 15         | 0          | 85         | 15         | 0          | 85         | 15         | 0          | 85         | 15         | 0          |
| Grade 11     | 0          | 0          | 0          | 0          | 0          | 0          | 85         | 15         | 0          | 85         | 15         | 0          | 85         | 15         | 0          |
| Grade 12     | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 85         | 15         | 0          | 85         | 15         | 0          |
|              | 575        | 100        |            | 703        | 122        |            | 831        | 144        |            | 939        | 161        |            | 962        | 163        |            |
|              |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |

| <b>Section IV: Governance and Capacity<br/>Concerns and Additional Questions</b>   | <b>Reviewer</b> | <b>Page<br/>Reference</b> |
|--|-----------------|---------------------------|
| N/A  | Nicole Charles  | Tax-Exempt S              |
| With such a small board in the beginning, who will staff all of the proposed committees? Is this the space for content area expert from the community to participate?  | Nicole Charles  | Governance a              |
| Can the applicant embed the board composition into its by-laws to reflect the parent representative?   |                 |                           |
| Will the School Improvement team have input on measuring the board's success? How will the board be evaluated?   |                 |                           |
| How is it decided whether there will be 5 or 10 board members? The by-laws state that there will be 7 to 15 board members so the application contradicts the by-laws. The application and the by-laws contradict again in regards to board meetings. The application says 10 meetings the by-laws say 9. | Shannon Sellers | Governance a              |
| What are the terms of the Board members?   | Shannon Stein   | Governance a              |
| What is the selection process?   |                 |                           |
| Who decides if the Board is 5-10 members?  |                 |                           |
| Are you going to ask Board members to "observe in the classroom"? Is that not the lead administrators role?  |                 |                           |
| Is the grievance process open for any topic?   |                 |                           |
| n/a  | Nicole Charles  | Proposed Man              |
| NA   | Shannon Stein   | Proposed Man              |
| Are you going to have EC staff also be responsible for AIG students?   | Shannon Stein   | Staffing Pla              |
| Would you actually dismiss someone for unsatisfactory performance and allow them to continue to teach for 2 weeks?   |                 |                           |
| Why does the range for teachers' salaries begin at \$31,000? Why is it significantly below the starting salary of local public school teachers?  | Les Stein       | Staffing Pla              |
| How will you recruit and retain high quality teachers if their salaries are not competitive with the local public school system?   |                 |                           |
| Will maintenance and additional EC therapies be outsourced?  | Nicole Charles  | Staffing Pla              |
| Are these positions reflected in the budget?   |                 |                           |
| Is the applicant confident that the salary range will attract the caliber of candidate required by the mission?  |                 |                           |
| Will you hold a teacher for two weeks who is performing unsatisfactory?  | Shannon Sellers | Staffing Pla              |
| The beginning salary for a teacher seems to be low, how will you attract teachers with a lower salary and more responsibility?   |                 |                           |
| Who is ALA in the 3rd question?  | Shannon Sellers | Staff Evalua              |
| When you have staff evaluate each other, will that be done confidentially? If not, then will that cause tension among staff or inaccurate evaluations?   | Shannon Stein   | Staff Evalua              |
| Isn't ALA the name of another school? (Q3 under this section)  |                 |                           |
| What is ALA?   | Nicole Charles  | Staff Evalua              |
| Will there be an opportunities for prospective parents to ask questions and get to know the school via open houses and community meetings?   | Nicole Charles  | Marketing Pl              |
| Is the first section designed to be a part of the marketing plan?  | Nicole Charles  | Parent and C              |
| Where are the details on how families will be involved once enrolled? Are there expectations or support for engagement?  |                 |                           |
| What evidence supports the projected number of 9th graders? What will you offer to attract high school students?   | Shannon Sellers | Projected St              |

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

|   |                |              |
|---|----------------|--------------|
| As previously mentioned, can the school provide justification for the enrollment numbers? Is the assumption that all parents in the focus groups will enroll and where will the reminder of the students come from? | Nicole Charles | Projected St |
| What is the contingency plan for under enrollment?  |                |              |
| n/a   | Nicole Charles | Weighted Lot |

| Reviewer              | Score |
|-----------------------|-------|
| Nicole Charles        | Pass  |
| Les Stein             | Pass  |
| Deanna Townsend-Smith |       |
| Robert McOuat         |       |
| Shannon Sellers       | Pass  |
| Shannon Stein         | Pass  |
| Shaunda Cooper        |       |

## 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.*

Mebane STEAM Academy will work diligently to ensure that the school is accessible to all students and that transportation needs are not a barrier to any child attending the school. We do not plan to provide bus transportation to the general student population, either directly or through contract with Alamance-Burlington County Schools. However, we will offer parents and guardians resources and support to coordinate their transportation needs, and we will provide transportation as required by an individual student's IEP or other applicable law.

We are also going to encourage carpooling and will ask parents to partner with us in order to provide safe and reliable transportation for students while getting parents who transport their children more deeply involved in the day-to-day culture of the school. In this way, parents will develop a deeper rapport with teachers, school leaders, and other families. We will help create connections between school families and/or set up carpooling locations. We will provide rented transportation for in-school field trips.

Our school will establish a program for parents called "RideFinder." This is an online tool established in other NHA partner schools with great success that matches parents seeking to carpool with other parents. Parents log in to the school's website, enter their address, and automatically see other parents who have expressed an interest in carpooling and how near those families live. Both personalized and written training on the use of this program (including appropriate reminders of the assumption of risk when operating a vehicle) will be offered by the school to all parents of enrolling students. The RideFinder program to be established by the school will streamline the process of information-gathering and provide parents instant access to carpooling options within their school community.

We believe that asking parents to partner with us in transportation will allow members of the staff to greet students and parents during morning drop-off and afternoon pick-up, providing students a transition between school and home. Finally, this method has worked well at other NHA partner schools in North Carolina and elsewhere. It allows students to arrive at school more focused on the activities of the day and with lower levels of anxiety and distraction often attributed to school bus rides.

We recognize that this transportation strategy may not prove to be a viable option for every family, however. Before the first day of school, during an orientation program for families, we will work with parents to address and coordinate their transportation needs to ensure these needs are not a barrier to any child wishing to attend the school. In addition to the RideFinder program, school staff will work to identify and plan the use of public transportation options that are available, and if needed, make arrangements with private carriers. The school's budget also has built in \$5,000 to cover the cost of such transportation needs, which also may include



Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

transportation for students who may be experiencing homelessness or exceptional children with transportation needs noted in their IEPs.

### **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.*

At least in our early years, we will not have a hot lunch program. If we use modular classroom units, we will not have one. Because of this uncertainty, we plan not to have a hot lunch program, but rather to have students bring their lunches. However, we are committed to making sure no child goes hungry. Our goal is to make it not readily apparent who is receiving a free lunch. We plan to have the lunch program manager and employees or volunteers prepare simple but nutritious lunches similar to those that might be brought from home. A lunch might consist of a sandwich on whole grain bread, fruit or vegetables, and a drink. When we have older students who have lockers, not cubicles, we may have them pick up their lunches as they come in to school.

Families who wish to apply for free lunch for their children will fill out the eligibility form included in their enrollment packet. (We will include a form about food allergies and preferences, as well.) Determination about eligibility will be made using guidelines similar to the federal free and reduced price programs income eligibility guidelines. We have planned and budgeted to serve at least 40% of our students free lunches.

We will have our lunch program manager attend a ServSafe course, and we will have the Health Department inspect the area where the food is prepared before school opens so that any problems may be remedied. As we will not be cooking, only one inspection per year is needed.

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

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

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

| Area of proposed coverage                   | Proposed amount of coverage |           | Cost (Quote) |
|---|-----------------------------|-----------|--------------|
| Comprehensive General Liability             | \$3,000,000                 |           | \$2,000.00   |
| Officers and Directors/Errors and Omissions | \$2,000,000                 |           | \$2,100.00   |
| Property Insurance                          | \$800,000                   |           | \$2,150.00   |
| Motor Vehicle Liability                     | \$1,000,000                 |           | \$350.00     |
| Bonding                                     | \$1                         | \$250,000 | \$450.00     |

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

|                        |  |             |             |
|------------------------|--|-------------|-------------|
| Minimum/Maximum Amount |  |             |             |
| Other                  |  | \$1,000,000 | \$6,500.00  |
| Total Cost             |  |             | \$13,550.00 |

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

### **Health and Safety Requirements:**

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

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

kricks 09/22/2017

(Board Chair Signature)

(Date)

### **Facility:**

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

*What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.*

The Board of Mebane STEAM Academy has been researching possible facilities in the target area. It is difficult to obtain a building more than a year in advance and without having already received a charter, but we have been working with a real estate agent that has experience finding facilities for charter schools.

Currently in our community commercial/retail space there are no used buildings for sale or lease. In consultation with Wynell Lowery of ReMax Diamond Realty we were quoted \$125-\$150 commercial or educational spaces to be built.

Another possibility is leasing mobile classroom units from Mobile Modular (or another vendor) to place on the land that we procure for the school. We anticipate that there will be 2 classrooms of each grade from kindergarten to fifth grade, 4 classes of sixth grade, 2 of seventh and eighth grade and then 4 classes for ninth grade (the first year) an art room, a music room, a technology classroom, a science lab, a EC classroom, offices, a gym, a lunch room/auditorium, and a library.

We anticipate needing two 16-plexs, a 10-classroom building and a smaller building for the offices, lunch/auditorium, and library for a total of 49,504 square feet. These rent for \$48,333.00 a month. There is a one-time

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

set-up/tear down and delivery charge of \$1,025,000.

Mebane STEAM Academy plans to provide 100 square feet per student in the first year. We will ensure that there is one classroom for each section of each grade. Space will be provided for pullouts for Exceptional Children. Mebane STEAM Academy will ensure that any facility use meets state and federal guidelines and is ADA compliant.

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

The breakdown per square feet for the modular buildings is \$12 a square foot. for the area of Mebane commercial spaces are leased for between \$11.50-\$12.50 per square feet, which would put the proposed facility within the average price.

**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.*

If our facility cannot be ready by the opening date, Mebane STEAM Academy's contingency plan is to lease classroom space temporarily from a large church in the same general area until the facility is ready. There are several churches in the immediate vicinity, one of which even has a family center with a gym. They each currently have enough space available, but there is no guarantee that they will still have that in a year in a half. However, there are a number of other large churches which we can fall back on in the area.

| Section V: Operations<br>Concerns and Additional Questions  | Reviewer        | Page<br>Reference |
|---|-----------------|-------------------|
| Is there a citation that aligns with the statement (P4) that students suffer anxiety/distraction from riding on the bus?  | Shannon Stein   | Transportati      |
| In your discussions with potential parents did you address the fact that formal transportation will not be provided? Many of your students will come from low income households. Will \$5,000 be enough to assist parents who cannot transport their children to your school? | Les Stein       | Transportati      |
| Without buses or shuttles, how will under resourced families have reliable transportation?<br><br>Are parents expected to enroll first and trust that their needs will be met?<br><br>Is a \$5000 budget realistic for the enrollment numbers projected?                      | Nicole Charles  | Transportati      |
| Is \$5000 enough to ensure transportation is not a barrier to attending? Also, in the budget there is no allocation for the \$5000, only \$10,000 for field trips.<br>Is there documented evidence that riding a bus increases anxiety in students?                           | Shannon Sellers | Transportati      |
| If you plan not to have a hot lunch program how will you meet the needs of students who qualify for free/reduced lunch? Won't you need to contract with a vendor to provide hot lunches? What is your comprehensive plan for a school lunch program?                          | Les Stein       | School Lunch      |
| Does the bring your lunch policy and the 40% free and reduced lunch anticipation match the needs expressed by the current LEA?  | Nicole Charles  | School Lunch      |
| Will not providing a hot lunch be an issue for your students?   | Shannon Sellers | School Lunch      |
| Does the cost quote only anticipate costs for the first year as it seems low and the BBT quote doesn't match the application?   | Nicole Charles  | Civil Liabil      |

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

|  |                 |              |
|--|-----------------|--------------|
| Is the \$125-150 per square foot? Does that include upfit? If there was a need to do modular, how would the school pay for the over \$1M set up fee? What about land rental cost?  | Shannon Stein   | Facility and |
| Your classroom sizes seem to be off somewhat. How will 2 classrooms accommodate 75 kindergartners when class size is 20?<br>Do these numbers include set up and upkeep, wheelchair accessibility?<br>Have you spoken to the churches or are you going with public knowledge?   | Shannon Sellers | Facility and |
| Does the proposed facilities plan match what's required by the mission? How well do modular classrooms support STEAM education?<br><br>How well do modular classrooms support low income students?<br><br>What happens after the first year?<br><br>How is applicant able to pay \$48,333 per month?<br><br>Why does the anticipated classroom allocation not match anticipated class sizes and enrollment numbers?<br><br>Are the contingency plans realistic for the anticipated instructional and enrollment plans? | Nicole Charles  | Facility and |
| What specific areas in Mebane currently offer enough space to support your school facility?<br><br>Why do the number of classes jump from two for grades K-5 to four for grade 6 and back down to two each for grades seven and eight?<br><br>The enrollment projections for the first year show 75 kindergarten students. How will 75 students be supported by two classrooms?<br><br>Isn't 100 square feet per student excessive?  | Les Stein       | Facility and |

| Reviewer              | Score |
|-----------------------|-------|
| Nicole Charles        | Fail  |
| Les Stein             | Fail  |
| Deanna Townsend-Smith |       |
| Robert McQuat         |       |
| Shaunda Cooper        |       |
| Shannon Stein         | Fail  |
| Shannon Sellers       | Fail  |

## 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**

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

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

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

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

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

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

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

##### **LEA #1 010 - Alamance-Burlington Schools**

| Revenue          | 2016-2017 Per Pupil Funding | Projected LEA ADM | Approximate funding for 2018-2019 |
|------------------|-----------------------------|-------------------|-----------------------------------|
| State Funds      | \$5,195.60                  | 575               | \$2,987,470.00                    |
| Local Funds      | \$1,614.70                  | 575               | \$928,452.50                      |
| Federal EC Funds | \$4,253.55                  | 25                | \$106,338.75                      |
| <b>Totals</b>    |                             |                   | \$4,022,261.25                    |

##### **LEA #2 680 - Orange County Schools**

| Revenue          | 2016-2017 Per Pupil Funding | Projected LEA ADM | Approximate funding for 2018-2019 |
|------------------|-----------------------------|-------------------|-----------------------------------|
| State Funds      | \$5,360.67                  | 100               | \$536,067.00                      |
| Local Funds      | \$3,868.00                  | 100               | \$386,800.00                      |
| Federal EC Funds | \$4,009.84                  | 9                 | \$36,088.56                       |
| <b>Totals</b>    |                             |                   | \$958,955.56                      |

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

| <b>INCOME:<br/>REVENUE<br/>PROJECTIONS</b> | <b>2018-2019</b>   | <b>2019-2020</b>   | <b>2020-2021</b>   | <b>2021-2022</b>   | <b>2022-2023</b>   |
|--|--------------------|--------------------|--------------------|--------------------|--------------------|
| -State ADM Funds                           | \$3,523,537        | \$4,145,038        | \$4,898,636        | \$5,526,303        | \$5,651,488        |
| -Local Per Pupil Funds                     | \$1,315,253        | \$1,607,030        | \$1,898,807        | \$2,138,951        | \$2,183,825        |
| -Exceptional<br>Children<br>Federal Funds  | \$142,427          | \$187,293          | \$246,869          | \$289,442          | \$289,442          |
| -Other Funds*                              | \$0                | \$0                | \$0                | \$0                | \$0                |
| -Working Capital*                          | \$0                | \$0                | \$0                | \$0                | \$0                |
| <b>Z - TOTAL REVENUE</b>                   | <b>\$4,981,217</b> | <b>\$5,939,361</b> | <b>\$7,044,312</b> | <b>\$7,954,696</b> | <b>\$8,124,755</b> |

**\*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.**

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

### **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.*

| <b>BUDGET<br/>EXPENDITURE<br/>PROJECTIONS<br/>Personnel</b> | <b>2018-2019</b>     |                       |                         | <b>2019-2020</b> |                       |                         | <b>2020-2021</b> |                       |                         | <b>2021-2022</b> |                       |                         | <b>2022-2023</b> |                       |                         |
|---|----------------------|-----------------------|-------------------------|------------------|-----------------------|-------------------------|------------------|-----------------------|-------------------------|------------------|-----------------------|-------------------------|------------------|-----------------------|-------------------------|
|   | <i>Num<br/>Staff</i> | <i>Avg<br/>Salary</i> | <i>Total<br/>salary</i> | <i>FTE</i>       | <i>Avg<br/>Salary</i> | <i>Total<br/>salary</i> | <i>FTE</i>       | <i>Avg<br/>Salary</i> | <i>Total<br/>salary</i> | <i>FTE</i>       | <i>Avg<br/>Salary</i> | <i>Total<br/>salary</i> | <i>FTE</i>       | <i>Avg<br/>Salary</i> | <i>Total<br/>salary</i> |
| Administrative & Support Personnel:                         |                      |                       |                         |                  |                       |                         |                  |                       |                         |                  |                       |                         |                  |                       |                         |
| Director  | 1                    | \$65,000              | \$65,000                | 1                | \$66,755              | \$66,755                | 1                | \$68,557              | \$68,557                | 1                | \$70,408              | \$70,408                | 1                | \$72,309              | \$72,309                |
| Assistant Director/<br>Curriculum                           | 1                    | \$55,000              | \$55,000                | 1                | \$56,485              | \$56,485                | 1                | \$58,010              | \$58,010                | 1                | \$59,576              | \$59,576                | 1                | \$61,184              | \$61,184                |
| Steam Coordinator   | 1                    | \$45,000              | \$45,000                | 1                | \$46,215              | \$46,215                | 1                | \$47,462              | \$47,462                | 1                | \$48,744              | \$48,744                | 1                | \$50,606              | \$50,606                |
| School Counselor  | 2                    | \$45,000              | \$90,000                | 2                | \$46,215              | \$92,430                | 2                | \$47,462              | \$94,924                | 1                | \$48,744              | \$48,744                | 1                | \$50,060              | \$50,060                |
| Finance Officer   | 1                    | \$45,000              | \$45,000                | 1                | \$46,215              | \$46,215                | 1                | \$47,462              | \$47,462                | 2.5              | \$48,744              | \$121,860               | 1                | \$50,060              | \$50,060                |
| Data Manager/Website  | 1                    | \$38,000              | \$38,000                | 1                | \$39,026              | \$39,026                | 1                | \$40,079              | \$40,079                | 1                | \$41,161              | \$41,161                | 1                | \$42,273              | \$42,273                |
| Hr/Clerical/Administrative Assistant                        | 1                    | \$38,000              | \$38,000                | 1                | \$39,026              | \$39,026                | 1                | \$40,079              | \$40,079                | 1                | \$41,161              | \$41,161                | 1                | \$42,273              | \$42,273                |
| Ec Coordinator  | .5                   | \$43,000              | \$21,500                | 1                | \$46,215              | \$46,215                | 1                | \$47,462              | \$47,462                | 1                | \$48,744              | \$48,744                | 1                | \$50,060              | \$50,060                |
| Custodians  | 1                    | \$20,000              | \$20,000                | 2                | \$20,540              | \$41,080                | 2                | \$21,094              | \$42,188                | 2                | \$21,664              | \$43,328                | 2                | \$22,249              | \$44,498                |
| A - Total Admin and Support:                                | 9.5                  |                       | \$417,500               | 11               |                       | \$473,447               | 11               |                       | \$486,223               | 11.5             |                       | \$523,726               | 10               |                       | \$463,323               |
| Instructional Personnel:                                    |                      |                       |                         |                  |                       |                         |                  |                       |                         |                  |                       |                         |                  |                       |                         |
| Core Content Teacher(s)                                     | 27                   | \$40,000              | \$1,080,000             | 33               | \$41,080              | \$1,355,640             | 39               | \$42,189              | \$1,645,371             | 44               | \$43,328              | \$1,906,432             | 45               | \$44,498              | \$2,002,410             |
| Electives/Specialty Teacher(s)                              | 15.5                 | \$40,000              | \$620,000               | 16               | \$41,080              | \$657,280               | 16               | \$42,189              | \$675,024               | 17               | \$43,328              | \$736,576               | 17               | \$44,498              | \$756,466               |
| Exceptional Children Teacher(s)                             | 2                    | \$40,000              | \$80,000                | 3                | \$41,080              | \$123,240               | 3                | \$42,189              | \$126,567               | 4                | \$43,328              | \$173,312               | 4                | \$44,498              | \$177,992               |
| Instructional Support                                       | 3                    | \$20,000              | \$60,000                | 4                | \$20,540              | \$82,160                | 5                | \$21,094              | \$105,470               | 5.5              | \$21,664              | \$119,152               | 6                | \$22,249              | \$133,494               |

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

|   |       |          |             |       |          |             |     |          |             |       |          |             |     |          |             |
|---|-------|----------|-------------|-------|----------|-------------|-----|----------|-------------|-------|----------|-------------|-----|----------|-------------|
| Teacher Assistants  | 6.5   | \$25,000 | \$162,500   | 6.5   | \$25,675 | \$166,888   | 7   | \$26,368 | \$184,576   | 7.5   | \$27,080 | \$203,100   | 8   | \$27,811 | \$222,488   |
| B - Total Instructional Personnel:                              | 54    |          | \$2,002,500 | 62.5  |          | \$2,385,208 | 70  |          | \$2,737,008 | 78    |          | \$3,138,572 | 80  |          | \$3,292,850 |
| A+B = C - Total Admin, Support and Instructional Personnel:     | 63.5  |          | \$2,420,000 | 73.5  |          | \$2,858,655 | 81  |          | \$3,223,231 | 89.5  |          | \$3,662,298 | 90  |          | \$3,756,173 |
| Administrative & Support Benefits                               |       |          |             |       |          |             |     |          |             |       |          |             |     |          |             |
| Health Insurance  | 6     | \$4,581  | \$27,486    | 7     | \$4,581  | \$32,067    | 7   | \$4,581  | \$32,067    | 7     | \$4,581  | \$32,067    | 7   | \$4,581  | \$32,067    |
| Retirement Plan--NC State                                       | 6     | \$2,000  | \$12,000    | 7     | \$2,000  | \$14,000    | 7   | \$2,000  | \$14,000    | 7     | \$2,000  | \$14,000    | 7   | \$2,000  | \$14,000    |
| Disability  | 6     | \$400    | \$2,400     | 7     | \$400    | \$2,800     | 7   | \$400    | \$2,800     | 7     | \$400    | \$2,800     | 7   | \$400    | \$2,800     |
| Medicare  | 6     | \$553    | \$3,318     | 7     | \$553    | \$3,871     | 7   | \$553    | \$3,871     | 7     | \$553    | \$3,871     | 7   | \$553    | \$3,871     |
| Social Security   | 6     | \$2,367  | \$14,202    | 7     | \$2,367  | \$16,569    | 7   | \$2,367  | \$16,569    | 7     | \$2,367  | \$16,569    | 7   | \$2,367  | \$16,569    |
| D - Total Admin and Support Benefits:                           | 30    |          | \$59,406    | 35    |          | \$69,307    | 35  |          | \$69,307    | 35    |          | \$69,307    | 35  |          | \$69,307    |
| Instructional Personnel Benefits:                               |       |          |             |       |          |             |     |          |             |       |          |             |     |          |             |
| Health Insurance  | 53    | \$4,581  | \$242,793   | 62    | \$4,581  | \$284,022   | 69  | \$4,581  | \$316,089   | 77    | \$4,581  | \$352,737   | 79  | \$4,581  | \$361,899   |
| Retirement Plan--NC State                                       | 53    | \$2,000  | \$106,000   | 62    | \$2,000  | \$124,000   | 69  | \$2,000  | \$138,000   | 77    | \$2,000  | \$154,000   | 79  | \$2,000  | \$158,000   |
| Social Security   | 53    | \$400    | \$21,200    | 62    | \$400    | \$24,800    | 69  | \$400    | \$27,600    | 77    | \$400    | \$30,800    | 79  | \$400    | \$31,600    |
| Disability  | 53    | \$553    | \$29,309    | 62    | \$553    | \$34,286    | 69  | \$553    | \$38,157    | 77    | \$553    | \$42,581    | 79  | \$553    | \$43,687    |
| Medicare  | 53    | \$2,367  | \$125,451   | 62    | \$2,367  | \$146,754   | 69  | \$2,367  | \$163,323   | 77    | \$2,367  | \$182,259   | 79  | \$2,367  | \$186,993   |
| E - Total Instructional Personnel Benefits:                     | 265   |          | \$524,753   | 310   |          | \$613,862   | 345 |          | \$683,169   | 385   |          | \$762,377   | 395 |          | \$782,179   |
| D+E = F - Total Personnel Benefits                              | 295   |          | \$584,159   | 345   |          | \$683,169   | 380 |          | \$752,476   | 420   |          | \$831,684   | 430 |          | \$851,486   |
| A+D = G - Total Admin and Support Personnel (Salary & Benefits) | 39.5  |          | \$476,906   | 46    |          | \$542,754   | 46  |          | \$555,530   | 46.5  |          | \$593,033   | 45  |          | \$532,630   |
| B+E = H - Total Instructional Personnel (Salary & Benefits)     | 319   |          | \$2,527,253 | 372.5 |          | \$2,999,070 | 415 |          | \$3,420,177 | 463   |          | \$3,900,949 | 475 |          | \$4,075,029 |
| G+H = J - TOTAL   | 358.5 |          | \$3,004,159 | 418.5 |          | \$3,541,824 | 461 |          | \$3,975,707 | 509.5 |          | \$4,493,982 | 520 |          | \$4,607,659 |



Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

|           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| PERSONNEL |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

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

| <b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b> |   | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|--|---|------------------|------------------|------------------|------------------|------------------|
|  | Administrative & Support:                       |                  |                  |                  |                  |                  |
| Office:  | Board Expenses                                  | \$300            | \$400            | \$500            | \$500            | \$500            |
|  | Office Supplies                                 | \$30,000         | \$32,000         | \$34,000         | \$36,000         | \$37,000         |
|  | Computers & Software                            | \$25,000         | \$20,000         | \$25,000         | \$20,000         | \$25,000         |
|  | Communications & Telephone                      | \$12,000         | \$15,000         | \$18,000         | \$21,000         | \$24,000         |
| Professional Contract                            | Legal Counsel                                   | \$4,000          | \$4,500          | \$5,000          | \$5,500          | \$6,000          |
| Facilities                                       | Facility Lease/Mortgage                         | \$598,800        | \$580,000        | \$580,000        | \$580,000        | \$580,000        |
|  | Maintenance                                     | \$15,000         | \$20,000         | \$20,000         | \$20,000         | \$25,000         |
|  | Custodial Supplies                              | \$10,000         | \$10,000         | \$11,500         | \$12,500         | \$12,500         |
|  | Insurance (pg19)                                | \$16,000         | \$20,000         | \$25,000         | \$25,000         | \$25,000         |
| Transportation                                   | Field Trips                                     | \$10,000         | \$12,000         | \$14,000         | \$16,000         | \$18,000         |
| Utilities  | Electric  | \$12,000         | \$15,000         | \$18,000         | \$22,000         | \$25,000         |
|  | Gas   | \$9,000          | \$12,000         | \$15,000         | \$18,000         | \$22,000         |
|  | Water/Sewer                                     | \$8,000          | \$10,000         | \$12,000         | \$14,000         | \$16,000         |
|  | Trash   | \$8,000          | \$10,000         | \$12,000         | \$14,000         | \$16,000         |
| Other  | E C Contracted Services                         | \$45,000         | \$50,000         | \$55,000         | \$60,000         | \$60,000         |
|  | Audit Fee                                       | \$0              | \$8,000          | \$8,000          | \$8,000          | \$8,000          |
|  | Marketing                                       | \$7,000          | \$5,500          | \$5,500          | \$5,000          | \$5,000          |
|  | Child nutrition                                 | \$55,000         | \$60,000         | \$65,000         | \$70,000         | \$72,000         |
|  | Classroom And Office Set-Up: Furniture & Equip. | \$65,000         | \$25,000         | \$35,000         | \$35,000         | \$40,000         |
|  | Travel  | \$1,000          | \$1,200          | \$1,500          | \$1,800          | \$2,300          |
|  | Stipends For Teachers                           | \$15,000         | \$20,000         | \$24,000         | \$28,000         | \$28,000         |
|  | Substitutes                                     | \$9,000          | \$12,000         | \$15,000         | \$18,000         | \$22,000         |
|  | Makerspace Supplies                             | \$7,000          | \$8,000          | \$8,500          | \$9,000          | \$9,500          |
| Instructional Contract                           | Instructional Support                           | \$7,000          | \$10,000         | \$13,000         | \$16,000         | \$19,000         |
|  | Staff Development                               | \$45,000         | \$25,000         | \$25,000         | \$25,000         | \$25,000         |
| Classroom Technology                             | Computers                                       | \$55,000         | \$40,000         | \$40,000         | \$45,000         | \$45,000         |
|  | K - TOTAL Administrative & Support Operations   | \$1,069,100      | \$1,025,600      | \$1,085,500      | \$1,125,300      | \$1,167,800      |
|  | Instructional:                                  |                  |                  |                  |                  |                  |
| Classroom Technology                             | Instructional Technology                        | \$15,000         | \$20,000         | \$25,000         | \$30,000         | \$32,000         |
| Books and Supplies                               | Instructional Materials                         | \$60,000         | \$80,000         | \$90,000         | \$100,000        | \$110,000        |
|  | Curriculum/Texts                                | \$110,000        | \$80,000         | \$80,000         | \$90,000         | \$90,000         |

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

|  |                                    |             |             |             |             |             |
|--|------------------------------------|-------------|-------------|-------------|-------------|-------------|
|  | Testing Supplies                   | \$12,000    | \$15,000    | \$18,000    | \$21,000    | \$24,000    |
|  | L - TOTAL Instructional Operations | \$197,000   | \$195,000   | \$213,000   | \$241,000   | \$256,000   |
|  | K+L = M - TOTAL OPERATIONS         | \$1,266,100 | \$1,220,600 | \$1,298,500 | \$1,366,300 | \$1,423,800 |

### Overall Budget:

| <b>BUDGET OPERATIONS<br/>EXPENDITURE PROJECTIONS</b> | <b>2018-2019</b> | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|--|------------------|------------------|------------------|------------------|------------------|
| J - TOTAL PERSONNEL                                  | \$3,004,159      | \$3,541,824      | \$3,975,707      | \$4,493,982      | \$4,607,659      |
| M - TOTAL OPERATIONS                                 | \$1,266,100      | \$1,220,600      | \$1,298,500      | \$1,366,300      | \$1,423,800      |
| J+ M =N TOTAL EXPENDITURES                           | \$4,270,259      | \$4,762,424      | \$5,274,207      | \$5,860,282      | \$6,031,459      |
| Z - TOTAL REVENUE                                    | \$4,981,217      | \$5,939,361      | \$7,044,312      | \$7,954,696      | \$8,124,755      |
| Z - N = SURPLUS / (DEFICIT)                          | \$710,958        | \$1,176,938      | \$1,770,105      | \$2,094,414      | \$2,093,296      |

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

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

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

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

*Provide the break-even point of student enrollment.*

We are projecting 625 students across ten grades with two or three sections per grade in the first year. This is based on three facts:

- a) existing schools of choice (charters) in Alamance County have long wait lists and many more applicants than spaces for all grades,
- b) there is a need for a school with a curriculum that vigorous and academically challenging and that closes achievement gaps, and
- c) we have talked to community leaders, organizations, and parents in the area, and we feel there is a demand for such a school in Mebane.

We have made budgetary assumptions as follows: 27 classroom teachers , 15.5 elective teachers (including PE & Spanish), 2 EC teachers, 3 instructional support staff, 5.5 teacher assistants, 1 school director, 1 assistant director/curriculum coordinator, 1 STEAM coordinator, 2 school counselors, 1 finance officer, 1 administrative assistant/data manager, 1 business/human resources manager, 1/2 time EC coordinator, and a custodian.

Special Services - \$45,000 - this section covers all contracted services pertaining to Speech, ELL, EC, Psychologist's evaluations, OT/PT, etc.

Benefits - Health Insurance is assumed at about 5200/ee based on current health plan. Retirement is based on 6% of full time staff.

Facility-Based lease is based on the prepared bids and on 100 sq ft per student @ \$15.50/sq ft. Lease amount includes maintenance.

Free Lunch Program-based on bag lunches for half of students.

Instructional Support-supplies for tutoring and parent programs.

Other operating costs-based on historical trends of existing charters per ANS analysis.

We have considered a worst-case break-even budget based on 430 students across five grades in the first year. We would have to adjust the budget in

areas of staffing, supplies, and busing, etc. With fewer students, we might need fewer teachers, and we would not have assistants. We would have only one EC teacher or would contract out EC services. The curriculum materials would cost less, as would business services and school and janitorial supplies. We would purchase two buses instead of five, and gas and maintenance costs would be lower. In this break-even budget, we would not have an Academic Dean/Curriculum Coordinator. We would probably eliminate the Business/HR Manager position and the Data Manager/Administrative Assistant instead would interact with our accounting service provider.

We expect to be able to meet our projected numbers, but if we do not, we will adjust the budget as needed. We are committed to fiscal responsibility and a balanced budget. In our projected budget, we have tried to keep expenses to no more than 90% of revenue. That safety margin would likely narrow if projections are not met.

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

If we do not receive anticipated revenues in any year, we would still have to add space and teachers as the grade levels are added, but we would have lower costs than projected in busing, curriculum, teachers, assistants, insurance, and so on. It is likely we would have to adjust administrative staffing, as well. We would have to cut the budget to bare bones.

If revenue projections are not met and we cannot meet budget after adjusting, we will also consider the following options:

Fundraising by board and parents.

Applying for grants.

Obtaining a line of credit at a local bank.

We will do everything we can to attain our projected numbers, and will also budget based on 90% or less of our revenue each year.

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

At this time we have no other source of income besides the state, county and federal eg loans and/or donations made to the school by the community.

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

It is based on a ratio of 20:1 K-5 & 25:1 6-12.

*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.*

Yes. General provisions for purchasing requisitions depend upon the magnitude of the purchase. For purchases between \$1,000 and \$4,999, two written quotes are to be obtained and submitted along with a purchase requisition. For purchases over \$5,000, three written quotes are to be submitted. Financial audits are conducted annually by an independent certified public accountant determined by the Board. The Board may also select an audit committee to oversee the audit. The budget also contemplates

Mebane STEAM Academy - The Mebane STEAM Academy exists to develop the various skills that are required for college and career readiness in students through a rigorous literacy curriculum supplemented with a STEAM approach.

ongoing contracted special education services such as speech therapy and psychotherapeutic services. These contracts depend upon the needs of the school.

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

We are budgeting for PE, Technology, Music, Art, Foreign Languages, teachers to meet our commitment to physical activity, the arts, and languages in the grades we will have in the first five years. We have budgeted for the Core Knowledge curriculum, the resources necessary to teach it, and the professional development to train our teachers to implement it faithfully. We have budgeted for professional development and a STEAM Coordinator to see that the STEAM philosophy is implemented correctly.

We have included money in the budget for lunches for students who cannot afford them.

We have included money in the budget for tutoring supplies and The Maker Room sections for all classrooms and additional money for student fieldtrips and learning.

We have included money in the budget for students who cannot afford to pay for field trips, so that all may participate.

We will use budgeted funds to meet the priorities of our mission and curriculum and the needs of our students.

The school's board is committed to 'living within our means' and keeping a balanced budget. We will be careful to budget in such a way that we gradually build a reserve fund. One method to build a contingency reserve is to budget on 90% of our revenue.

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.*

Our operational goal is to achieve a minimum cumulative fund balance of 8% of operating expenses by year 3, as required the NC Local Government Commission policy. This will be achieved by developing and administering a comprehensive and balanced budget on an annual basis. The budget shall include all forms of revenue and all expenditures, including (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance. Amendments to the budget require the approval of the Board. The budget will be prepared conservatively and with viability and sustainability of the school in mind. Maintaining alignment of all of these budgetary components is how the fund balance will be developed in accordance with school objectives.

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

We will be leasing and not purchasing a facility at first, so there will be no financing. Lease payments will be funded using ADM dollars.

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

Other than the sources identified herein, the school does not anticipate obtaining assets from any other sources.

**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?*

We have planned our staffing and organization of the board and committees in order to achieve a separation of duties for financial transactions among the School Director, Business/HR Manager, Board Treasurer, Finance Committee, and accounting service.

Our board's finance committee will develop financial management policies appropriate for the needs and risks of the organization. They will also oversee the school's adherence to these policies and will engage an external auditor to assist in this task. Samples of policy areas: spending authorities, check signing requirements, purchasing guidelines, bidding requirements, separation of duties, document retention, budget management, and budget amendment.

All assets will be reported in the Director's and Business Manager's financial reports to the Board of Directors. The President and the Treasurer will work closely with the Director and Business Manager to assure that all assets are protected and working towards the growth of Excelsior.

In the matter of retention of documents, MSA will use the recommendations of nationally recognized nonprofit attorney Tom Silk who wrote a document retention policy on a pro-bono basis that is available on the internet for all non-profits (<http://www.blueavocado.org/content/modeldocument-retention-policy-nonprofits>).

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

Not applicable

*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.*

Mebane STEAM Academy will contract with the firm of G. Van Newlin to perform a yearly audit.

G. Van Newlin, CPA, PA  
210 E Elm St, Graham, NC 27253  
(336) 226-1829



| <b>Section VI: Financial Plan<br/>Concerns and Additional Questions</b>  | <b>Reviewer</b> | <b>Page<br/>Reference</b> |
|--|-----------------|---------------------------|
| Why does your projected EC enrollment for LEA #1 show that this population will be less than 5% of the student body? The average EC population for schools in NC is closer to 10%.   | Les Stein       | Budget Reven              |
| What is the variance in Federal dollars?   | Nicole Charles  | Budget Reven              |
| State funds appear rather high, what is included in this calculation per LEA?  |                 |                           |
| No appendix M attached.  | Nicole Charles  | Total Budget              |
| Are the revenue projections realistic?<br>What's the contingency for an increase in EC students given the target population?   |                 |                           |
| Given the school's size, how can a part-time EC coordinator be justified?  | Nicole Charles  | Personnel Bu              |
| Has the applicant done market research on admin positions esp. finance and counselors?   |                 |                           |
| Why do the number of counselors drop from two in years 1 - 3 to 1 in years four and five?<br><br>Is a salary of \$20K realistic for a custodian who will be responsible for a school of 675 students?<br><br>If 10% of the students in year one will require EC services, is it realistic to think that two EC teachers will be able to support 68 students?<br><br>Why are only six administrative and support personnel being offered benefits?<br><br>Why are only 53 instructional personnel being offered benefits? | Les Stein       | Personnel Bu              |
| Why do you lose a counselor in year three but your enrollment is increasing?<br>Why are only 6 of the 9 administrators/office support receiving benefits?<br>Why are only 53 of the 63 instructional personnel being offered benefits? How will you decide who receives benefits?  | Shannon Sellers | Personnel Bu              |
| Is it realistic to think that \$25K will support the computer and software needs of 64 administrators, teachers, and staff members?<br><br>Where in the budget do you provide for leasing of copiers and other such equipment?   | Les Stein       | Operations B              |
| Where is the transportation money for students who do not have transportation?<br>Is \$10,000 enough for custodial supplies?<br>Where will you pay for copiers, paper, etc?  | Shannon Sellers | Operations B              |
| Isn't the cost for legal support of \$4000 too low especially given facilities and start-up needs?<br><br>Why is there no audit fee?<br><br>Given the size of the school, is \$9000 for substitute services realistic?<br><br>Is a lease amount of almost \$600,000 p/year a wise investment? Why not buy a building?  | Nicole Charles  | Operations B              |
| Did you budget sufficient funds for contracts with related service providers?  | Robert McQuat   | Operations B              |
| Is there enough money in curriculum supplies and rental for the students numbers?  | Shannon Stein   | Operations B              |
| With the assumptions previously made the calculation is accurate but is the applicant able to address the previously stated questions to more accurately match the needs of  | Nicole Charles  | Total Expend              |

|   |                |              |
|---|----------------|--------------|
| the mission?  |                |              |
| <p>The budget narrative matches the budget numbers presented but can the applicant clarify concerns about how these numbers match the projected enrollment numbers and required needs based on target population especially transportation, meal plans, EC services, custodial contract and technology needs? Is the budget adequate without raising additional fund for 625 students in the first year, let alone over the course of five years given the increase in students?</p> <p>Is the two quote threshold of \$1000 too low?</p> <p>What contingencies are in place given the already ambitious operations budget?</p> | Nicole Charles | Budget Narra |
| Is getting two quotes for expenditures over \$1000 too low of a threshold?  | Shannon Stein  | Budget Narra |

| Reviewer              | Score |
|-----------------------|-------|
| Deanna Townsend-Smith |       |
| Les Stein             | Pass  |
| Nicole Charles        | Fail  |
| Shannon Stein         | Pass  |
| Shannon Sellers       | Pass  |
| Robert McOuat         |       |
| Shaunda Cooper        |       |

## 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 check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.*

*\*Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 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).*

kricks

Date: 09/22/2017

### **Applicant Signature:**

The foregoing application is submitted on behalf of Mebane STEAM 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: kricks

Board Position: Katharine Ricks, Board Chair

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

Date: 09/22/2017

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

Notary Public

Official Seal

My commission expires: \_\_\_\_\_, 20\_\_\_\_\_.

OVERALL ASSESSMENT

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

| Total External Evaluator Votes |     |
|--------------------------------|-----|
| No                             | Yes |
|                                |     |

Would you, as a subcommittee , recommend an interview for this application? Remember that a subcommittee is not a quorum of the whole Advisory Board and has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

| Total Subcommittee Votes |     |
|--------------------------|-----|
| No                       | Yes |
|                          |     |

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

| CSAB Votes |     |
|------------|-----|
| No         | Yes |
|            |     |

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

Initial Screening

|                                     |  |
|-------------------------------------|--|
| <b>Mission, Purposes, and Goals</b> | - dtsmith840                                 |
| <b>Education Plan</b>               | - dtsmith840                                 |
| <b>Governance and Capacity</b>      | - dtsmith840                                 |
| <b>Operations</b>                   | - dtsmith840                                 |
| <b>Financial Plan</b>               | - dtsmith840                                 |
| <b>OVERALL</b>                      | - dtsmith840<br>- dtsmith840<br>- dtsmith840 |

### **External Evaluator**

|                                     |   |
|-------------------------------------|---|
| <b>Mission, Purposes, and Goals</b> | <p><u>Mission Statement</u><br/>The mission statement seems to inconsistent with the STEAM goal (i.e. why is that the secondary in the mission when it is part of the title?)? - shannon_stein</p> <p><u>Mission Statement</u><br/>Although the applicant describes why it hopes to exist, could it include documentation for need? - nacharles</p> <p><u>Educational Need and Targeted Student Population</u><br/>The charter school's use of Core Knowledge in grades K-8 differentiates it from the local school system, but will be the difference between the charter high school and its public school counterpart?</p> <p>Are the local public school not meeting the community's needs? What are the specific complaints about these schools? - lstein692</p> <p><u>Educational Need and Targeted Student Population</u><br/>What will the educational plan be for high school? This wasn't addressed only K-8 was addressed.<br/>How will the education for high school students differ from the LEA, only K-8 differences are addressed?<br/>What is the need for this school? - shannon1974</p> <p><u>Educational Need and Targeted Student Population</u><br/>The applicant addresses largely K-8, what is the educational need for high school?</p> <p>Are the Alamance-Burlington schools under performing? Is there justification for 5% of the LEA shifting?<br/>Nothing in the application points to real need but rather perceived choice. How is the STEAM curriculum to be truly differentiating? The application seems to point to STEAM as secondary. - nacharles</p> |
|-------------------------------------|---|

|                       |  |
|-----------------------|--|
|                       | <p><u>Purposes of Proposed Charter School</u><br/>Although the applicant describes several of the legislative purposes, can they be described in more details with clear support for assertions regarding the LEA as it's unclear that Mebane STEAM would provide anything unavailable? - nacharles</p> <p><u>Purposes of Proposed Charter School</u><br/>submitted information is clear and provides good insight on the school's goals. - shaundacooper2</p> <p><u>Goals for the Proposed Charter School</u><br/>What is the facilities goal for year five? Do you plan to be in a permanent structure or will you still be using mobile classrooms?</p> <p>What is your target percentage for students who will attend college after graduating from high school? - lstein692</p> <p><u>Goals for the Proposed Charter School</u><br/>How will STEAM play a role in student achievement as this is not part of your academic goals?<br/>In your first 5 years, you will have a graduating class, what percentage will be going on to college? - shannon1974</p> <p><u>Goals for the Proposed Charter School</u><br/>What is the facilities plan beyond year 5? Is the proposal to build a school?</p> <p>What is the intended purpose of goal three, the operational budget?<br/>What are the goals for students in grade K-3? Are there other measures aside from College and Career target scores and ACT, EOGs?</p> <p>Given the school name and proposed STEAM curricular additions, why is STEAM not measured or included in any of the goals?<br/>- nacharles</p> |
| <b>Education Plan</b> | <p><u>Instructional Program</u><br/>What are the details of the instructional program? What about the program requires a year round schedule?</p> <p>The applicants outlines measures of academic progress used by NC LEAs, what assessments are specific to Mebane STEAM and its proposed program? - nacharles</p> <p><u>Curriculum and Instructional Design</u><br/>What will be the maximum number of students permitted in a high school class?</p> <p>What will be the minimum number of credits required for graduation from high school?</p> <p>Will the parents support the non-school days identified in the academic calendar?<br/>- lstein692</p> <p><u>Curriculum and Instructional Design</u><br/>Has there been more thought given to how the mission will be carried out at the HS level?<br/>What are the requirements for success (i.e. graduation)?</p> <p>How will students complete mandatory CTE requirements with goal of being college-prep</p>   |

|  |  |
|--|--|
|  | <p>and the demands of the NC college system?</p> <p>How are you defining "course mastery" and or "proficiency"?</p> <p>Will their be honors level coursework?</p> <p>How will a year-round calendar be executed for HS students?</p> <p>Who will be manning the different enrichment camps since staff are not contracted? - shannon_stein</p> <p><u>Curriculum and Instructional Design</u></p> <p>Will you have enough "core" teachers to facilitate all the needs in the "Maker" period with only 4 core teachers?</p> <p>How is STEAM being implemented in all grade levels? This is unclear?</p> <p>What will be the maximum size for high school classes?</p> <p>What will be used to show mastery in courses?</p> <p>How will MTSS be developed? What criteria will be the basis?</p> <p>How will high school students be able to fulfill CTE requirements along with the rigor of college prep courses and AP Courses?</p> <p>What is proficiency?</p> <p>You mention honors courses, but this is not reflective in appendix B2. Will you offer Honor courses?</p> <p>- shannon1974</p> <p><u>Curriculum and Instructional Design</u></p> <p>What is the class size in high school?</p> <p>Sample curriculum matches? Where does STEAM focus occur especially in lower grades?</p> <p>Are there supports for families during times the student do not have class?</p> <p>Although the plan outlines a full range of programs and would present a high quality education if properly executed, what makes these unique to MSA? How can the applicant ensure proper execution given te proposed student enrollment and facilities limitations in the first five years?</p> <p>What are the high school target beyond those required by the LEA? Does the applicant have experience or support with upper grades as high school appears to be the weakest portion of the application?</p> <p>- nacharles</p> <p><u>Curriculum and Instructional Design</u></p> <p>Projected curriculum follows the guidelines based on NCSCOS. Will core offerings for high school students be offered only in the classroom? Will students be utilizing online courses to complete course work? - shaundacooper2</p> <p><u>Special Programs and "At-Risk" Students</u></p> <p>Who will be responsible for the ELL program?</p> <p>Who will coordinate the AIG program? - lstein692</p> <p><u>Special Programs and "At-Risk" Students</u></p> |
|--|--|



|  |   |
|--|---|
|  | <p>Since IEP's are only for EC students, how will at risk student interventions through the MTSS process be documented/addressed if they do not qualify for EC?</p> <p>What is the school's plan to address the MTSS process?</p> <p>Who is facilitating the 50-minute homework assistance programs? (i.e. teachers, volunteers, etc.)</p> <p>- shannon_stein</p> <p><u>Special Programs and "At-Risk" Students</u></p> <p>Who will be responsible for coordinating the AIG students? Will Science Olympiad, Spelling Bee, Honor Society, etc. only be open to AIG students? You will have some students that are not AIG that are strong academically. - shannon1974</p> <p><u>Special Programs and "At-Risk" Students</u></p> <p>Is bi-annual testing the only data teachers can use to provide additional supports? The applicant points to "first sign of concern but what are the avenues for faculty to intervene?</p> <p>Does the applicant differentiate between EC students and at risk students?</p> <p>Will teachers be compensated for the tutoring requirement?</p> <p>Are there existing relationships with paraprofessional volunteers and is a volunteer based intervention educationally sound?</p> <p>Is there and ELL coordinator? Is there an AIG coordinator?</p> <p>Are the listed enrichment activities only for AIG students or do all students have access to these? Who will lead these given the tutoring requirement for teachers? Are these programs reflected in the budget?</p> <p>- nacharles</p> <p><u>Exceptional Children – Identification and Records</u></p> <p>The initial application should not ask questions regarding IEP information. there does not seem to be a clear understanding of the difference in a 504 and an IEP. - shannon1974</p> <p><u>Exceptional Children – Identification and Records</u></p> <p>Does the applicant understand legal requirements and restrictions of the application process? Application and enrollment forms are to be differentiated.</p> <p>Does the applicant fully understand the child find process?</p> <p>Is the applicant committed to learning more about the EC statutes and differentiation between 504 and IEP processes? - nacharles</p> <p><u>Exceptional Children – Identification and Records</u></p> <p>If a student enrolls at your school, do you need "release forms" to get the students records from previous schools?</p> |
|--|---|

|                                |  |
|--------------------------------|--|
|                                | <p>In light of timelines, is the statement about interventions and EC assessment always true? (Students will not be assessed for Exceptional Children's services until the intervention process has been completed.) IS a "signed Records Release Form" required for records? - robert_mcouat1</p> <p><u>Exceptional Children – Education Programming</u><br/>Can the applicant clarify which "procedures will be put in place for Regular Education teachers to refer students to the Intervention Team"?</p> <p>What plan are in place for additional needs and therapies i.e speech, occupational etc.)? Does the applicant have budget plans for EC staffing for full enrollment in year 5? - nacharles</p> <p><u>Exceptional Children – Education Programming</u><br/>How do you plan to provide the full continuum of service delivery? What does specialized instruction look like at your school? - robert_mcouat1</p> <p><u>Student Performance Standards</u><br/>What will be the requirements for promotion? Policies and standards are very vague. - shannon1974</p> <p><u>Student Performance Standards</u><br/>Are Common Core Standards only considered in Student Performance Standards?</p> <p>Can the applicant share more about additional assessments in higher grades and elaborate how all of these are considered in the instructional model as this section is very generalized?</p> <p>What are the promotional standards in high school? - nacharles</p> |
| <b>Governance and Capacity</b> | <p><u>Tax-Exempt Status 501 (c)(3)</u><br/>N/A - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u><br/>What are the terms of the Board members?</p> <p>What is the selection process?</p> <p>Who decides if the Board is 5-10 members?</p> <p>Are you going to ask Board members to "observe in the classroom"? Is that not the lead administrators role?</p> <p>Is the grievance process open for any topic? - shannon_stein</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u><br/>How is it decided whether there will be 5 or 10 board members? The by-laws state that there will be 7 to 15 board members so the application contradicts the by-laws. The application and the by-laws contradict again in regards to board meetings. The application says 10 meetings the by-laws say 9. - shannon1974</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u><br/>With such a small board in the beginning, who will staff all of the proposed committees?</p>  |

|  |   |
|--|---|
|  | <p>Is this the space for content area expert from the community to participate?</p> <p>Can the applicant embed the board composition into its by-laws to reflect the parent representative?</p> <p>Will the School Improvement team have input on measuring the board's success? How will the board be evaluated? - nacharles</p> <p><u>Proposed Management Organization (EMO/CMO)</u><br/>NA - shannon_stein</p> <p><u>Proposed Management Organization (EMO/CMO)</u><br/>n/a - nacharles</p> <p><u>Staffing Plans, Hiring, and Management</u><br/>Why does the range for teachers' salaries begin at \$31,000? Why is it significantly below the starting salary of local public school teachers?</p> <p>How will you recruit and retain high quality teachers if their salaries are not competitive with the local public school system? - lstein692</p> <p><u>Staffing Plans, Hiring, and Management</u><br/>Are you going to have EC staff also be responsible for AIG students?</p> <p>Would you actually dismiss someone for unsatisfactory performance and allow them to continue to teach for 2 weeks? - shannon_stein</p> <p><u>Staffing Plans, Hiring, and Management</u><br/>Will you hold a teacher for two weeks who is performing unsatisfactory?<br/>The beginning salary for a teacher seems to be low, how will you attract teachers with a lower salary and more responsibility?<br/>- shannon1974</p> <p><u>Staffing Plans, Hiring, and Management</u><br/>Will maintenance and additional EC therapies be outsourced?<br/>Are these positions reflected in the budget?</p> <p>Is the applicant confident that the salary range will attract the caliber of candidate required by the mission? - nacharles</p> <p><u>Staff Evaluation and Professional Development</u><br/>When you have staff evaluate each other, will that be done confidentially? If not, then will that cause tension among staff or inaccurate evaluations?</p> <p>Isn't ALA the name of another school? (Q3 under this section) - shannon_stein</p> <p><u>Staff Evaluation and Professional Development</u><br/>Who is ALA in the 3rd question? - shannon1974</p> <p><u>Staff Evaluation and Professional Development</u><br/>What is ALA? - nacharles</p> <p><u>Marketing Plan</u><br/>Will there be an opportunities for prospective parents to ask questions and get to know the school via open houses and community meetings? - nacharles</p> |
|--|---|

|                   |  |
|-------------------|--|
|                   | <p><u>Parent and Community Involvement</u><br/>Is the first section designed to be a part of the marketing plan?</p> <p>Where are the details on how families will be involved once enrolled? Are there expectations or support for engagement? - nacharles</p> <p><u>Projected Student Enrollment (Table)</u><br/>What evidence supports the projected number of 9th graders? What will you offer to attract high school students? - shannon1974</p> <p><u>Projected Student Enrollment (Table)</u><br/>As previously mentioned, can the school provide justification for the enrollment numbers? Is the assumption that all parents in the focus groups will enroll and where will the remainder of the students come from?</p> <p>What is the contingency plan for under enrollment? - nacharles</p> <p><u>Weighted Lottery</u><br/>n/a - nacharles</p>   |
| <b>Operations</b> | <p><u>Transportation Plan</u><br/>In your discussions with potential parents did you address the fact that formal transportation will not be provided? Many of your students will come from low income households. Will \$5,000 be enough to assist parents who cannot transport their children to your school? - lstein692</p> <p><u>Transportation Plan</u><br/>Is there a citation that aligns with the statement (P4) that students suffer anxiety/distraction from riding on the bus? - shannon_stein</p> <p><u>Transportation Plan</u><br/>Is \$5000 enough to ensure transportation is not a barrier to attending? Also, in the budget there is no allocation for the \$5000, only \$10,000 for field trips.<br/>Is there documented evidence that riding a bus increases anxiety in students? - shannon1974</p> <p><u>Transportation Plan</u><br/>Without buses or shuttles, how will under resourced families have reliable transportation?</p> <p>Are parents expected to enroll first and trust that their needs will be met?</p> <p>Is a \$5000 budget realistic for the enrollment numbers projected? - nacharles</p> <p><u>School Lunch Plan</u><br/>If you plan not to have a hot lunch program how will you meet the needs of students who qualify for free/reduced lunch? Won't you need to contract with a vendor to provide hot lunches? What is your comprehensive plan for a school lunch program? - lstein692</p> <p><u>School Lunch Plan</u><br/>Will not providing a hot lunch be an issue for your students? - shannon1974</p> <p><u>School Lunch Plan</u><br/>Does the bring your lunch policy and the 40% free and reduced lunch anticipation match</p> |

|                       |   |
|-----------------------|---|
|                       | <p>the needs expressed by the current LEA? - nacharles</p> <p><u>Civil Liability and Insurance</u><br/>Does the cost quote only anticipate costs for the first year as it seems low and the BBT quote doesn't match the application? - nacharles</p> <p><u>Facility and Facility Contingency Plan</u><br/>What specific areas in Mebane currently offer enough space to support your school facility?</p> <p>Why do the number of classes jump from two for grades K-5 to four for grade 6 and back down to two each for grades seven and eight?</p> <p>The enrollment projections for the first year show 75 kindergaten students. How will 75 students be supported by two classrooms?</p> <p>Isn't 100 square feet per student excessive?</p> <p>- lstein692</p> <p><u>Facility and Facility Contingency Plan</u><br/>Is the \$125-150 per square foot? Does that include upfit? If there was a need to do modular, how would the school pay for the over \$1M set up fee? What about land rental cost? - shannon_stein</p> <p><u>Facility and Facility Contingency Plan</u><br/>Your classroom sizes seem to be off somewhat. How will 2 classrooms accommodate 75 kindergartners when class size is 20?<br/>Do these numbers include set up and upkeep, wheelchair accessibility?<br/>Have you spoken to the churches or are you going with public knowledge? - shannon1974</p> <p><u>Facility and Facility Contingency Plan</u><br/>Does the proposed facilites plan match what's required by the mission? How well do modular classrooms support STEAM education?</p> <p>How well do modular classrooms support low income students?</p> <p>What happens after the first year?</p> <p>How is applicant able to pay \$48,333 per month?</p> <p>Why does the anticipated classroom allocation not match anticipated class sizes and enrollment numbers?</p> <p>Are the contingency plans realistic for the anticipated instructional and enrollment plans? - nacharles</p> |
| <b>Financial Plan</b> | <p><u>Budget Revenue Projections from Each LEA (Table)</u><br/>Why does your projected EC enrollment for LEA #1 show that this population will be less than 5% of the student body? The average EC population for schools in NC is closer to 10%.<br/>- lstein692</p> <p><u>Budget Revenue Projections from Each LEA (Table)</u></p>  |

|  |   |
|--|---|
|  | <p>What is the variance in Federal dollars?</p> <p>State funds appear rather high, what is included in this calculation per LEA? - nacharles</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u></p> <p>No appendix M attached.</p> <p>Are the revenue projections realistic?</p> <p>What's the contingency for an increase in EC students given the target population? - nacharles</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u></p> <p>Why do the number of counselors drop from two in years 1 - 3 to 1 in years four and five?</p> <p>Is a salary of \$20K realistic for a custodian who will be responsible for a school of 675 students?</p> <p>If 10% of the students in year one will require EC services, is it realistic to think that two EC teachers will be able to support 68 students?</p> <p>Why are only six administrative and support personnel being offered benefits?</p> <p>Why are only 53 instructional personnel being offered benefits?<br/>- lstein692</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u></p> <p>Why do you lose a counselor in year three but your enrollment is increasing?</p> <p>Why are only 6 of the 9 administrators/office support receiving benefits?</p> <p>Why are only 53 of the 63 instructional personnel being offered benefits? How will you decide who receives benefits? - shannon1974</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u></p> <p>Given the school's size, how can a part-time EC coordinator be justified?</p> <p>Has the applicant done market research on admin positions esp. finance and counselors? - nacharles</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u></p> <p>Is it realistic to think that \$25K will support the computer and software needs of 64 administrators, teachers, and staff members?</p> <p>Where in the budget do you provide for leasing of copiers and other such equipment?</p> <p>- lstein692</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u></p> <p>Is there enough money in curriculum supplies and rental for the students numbers? - shannon_stein</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u></p> <p>Where is the transportation money for students who do not have transportation?</p> |
|--|---|

|                |   |
|----------------|---|
|                | <p>Is \$10,000 enough for custodial supplies?<br/>Where will you pay for copiers, paper, etc? - shannon1974</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u><br/>Isn't the cost for legal support of \$4000 too low especially given facilities and start-up needs?</p> <p>Why is there no audit fee?</p> <p>Given the size of the school, is \$9000 for substitute services realistic?</p> <p>Is a lease amount of almost \$600,000 p/year a wise investment? Why not buy a building? - nacharles</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u><br/>Did you budget sufficient funds for contracts with related service providers? - robert_mcouat1</p> <p><u>Total Expenditure Projections (Table)</u><br/>With the assumptions previously made the calculation is accurate but is the applicant able to address the previously stated questions to more accurately match the needs of the mission? - nacharles</p> <p><u>Budget Narrative</u><br/>Is getting two quotes for expenditures over \$1000 too low of a threshold? - shannon_stein</p> <p><u>Budget Narrative</u><br/>The budget narrative matches the budget numbers presented but can the applicant clarify concerns about how these numbers match the projected enrollment numbers and required needs based on target population especially transportation, meal plans, EC services, custodial contract and technology needs? Is the budget adequate without raising additional fund for 625 students in the first year, let alone over the course of five years given the increase in students?</p> <p>Is the two quote threshold of \$1000 too low?</p> <p>What contingencies are in place given the already ambitious operations budget? - nacharles</p> |
| <b>OVERALL</b> | <p><u>Cover Page</u><br/>All fields are completed. - shaundacooper2</p> <p><u>Grade Levels Served and Total Student Enrollment:</u><br/>Does this seem like an aggressive start up strategy? Has there been consideration to opening in only one level (i.e. elementary or MS or HS but not all three)? - shannon_stein</p> <p><u>Grade Levels Served and Total Student Enrollment:</u><br/>Trying to open a K-9 seems quite the undertaking. Will you be able to get students in each of these grade levels? - shannon1974</p> <p><u>Grade Levels Served and Total Student Enrollment:</u><br/>Does market research support a school of 1125 students?<br/>Can the applicant share supports for such an aggressive start up strategy especially with so many grades and a year round schedule? - nacharles</p>   |

|  |  |
|--|--|
|  | <u>Grade Levels Served and Total Student Enrollment:</u><br>Community meeting and survey information was available for review. Information was well organized and thoroughly presented. - shaundacooper2 |
|--|--|

| <b><u>Charter School Advisory Board Subcommittee</u></b> |  |
|--|--|
| <b>Mission, Purposes, and Goals</b>                      |  |
| <b>Education Plan</b>                                    |  |
| <b>Governance and Capacity</b>                           |  |
| <b>Operations</b>  |  |
| <b>Financial Plan</b>                                    |  |
| <b>OVERALL</b>   |  |

| <b><u>Overall Summary</u></b>                     |  |
|---|--|
| <b>Initial Screening</b><br><br><b>09/26/2017</b> | The Office of Charter Schools deemed this application complete on September 26, 2017. No further information is need for the application evaluation. |
| <b>Application Review</b>                         |  |
| <b>Application Interview</b>                      |  |
| <b>OVERALL</b>                                    |  |