



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Alamance Community School

Public charter schools opening the fall of 2020

Due 5:00 pm EST, October 1, 2018

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

Mailing Address:
6307 Mail Service Center
Raleigh, NC 27699-6307

**CHARTER SCHOOL
2018 Application Process**

To open a charter school in the 2020-2021 school year

APPLICATION DUE DATE/TIME

October 1, 2018

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 October 1, 2018 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

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

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Alamance Community School

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

Name of non-profit organization under which charter will be organized or operated: *Alamance Community School*

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

Name of contact person: *Natalie Wu Turner*

Title/Relationship to

nonprofit

: *Board Chairperson*

Mailing address: 310 Hemlock Drive
Durham NC 27705

Primary telephone: 603-986-9078 Alternative telephone: 919-812-5213

E-Mail address: *nwu.2485@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:

Yes: x

If so, provide the name of the third party person or group. *Charter Success Partners*

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

Provide a **full** detailed response of the assistance provided by the third party person or group while preparing this application and when the assistance will end.

Charter Success Partners, a service provider, helped with demographic research, financial projections and analysis, marketing, and application review and suggestions at their own expense. If the charter application is approved, Alamance Community School will contract with CSP to provide financial services, student data management, and other related services for the school. Their involvement with ACS is and will always be subject to direct supervision by the ACS Board of Directors and the school's administration, as directed by the Board.

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

No:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

In order to qualify for designation as an "alternative school" for purposes of accountability under this policy, the charter school must demonstrate that it serves a student population as follows:

- 1. The school must include grades 9-12.*
- 2. At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as defined in GCS-Q-001, I.B, and must also meet one or more of the following indicators:*
 - a. The student must either be recently released from a juvenile justice facility, or otherwise be subject to and participating in the juvenile justice court process;*
 - b. The student must be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have recently been discharged from such a facility;*
 - c. The student must be currently under long-term suspension from a public or private school ; or*
 - d. The student must be a high-school dropout as defined in GCS-Q-001; or be imminently at risk of dropping out as demonstrated by adequate documentation in the charter school's application for designation under this policy.*

Yes:

No:

A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an "alternative school" must submit an application to the Office of Charter Schools describing in detail the school's mission as it relates to the request for designation; the criteria the school plans to use that will meet the eligibility requirements set forth above, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

The School must, in its application, designate which of the alternative accountability options it is requesting under GCS-C-038. The option selected, if approved, cannot be changed except at the time of renewal.

What is the name of the nonprofit organization that governs this charter school? Alamance Community School

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2020 Month August

Will this school operate on a year round schedule?

No:

Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K,01,02,03	400
Year 2	K,01,02,03,04	500
Year 3	K,01,02,03,04,05	600
Year 4	K,01,02,03,04,05,06	700
Year 5	K,01,02,03,04,05,06,07	800

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

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

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

commschoolala
Signature

Natalie Wu Turner
Title

commschoolala
Printed Name

10/01/2018
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

Alamance Community School is committed to helping students in kindergarten through eighth grade become engaged citizens by finding meaning in learning through exploring real-world problems and creating innovative and exciting solutions.

Clearly describe the mission of the proposed charter school:

Students are capable of solving real-world situations adding value to their community. We also believe that they learn best when presented with interesting, relevant, and meaningful problems to solve. We believe that students all have the ability to excel when they are in an atmosphere that promotes respect, teaches self-control, emphasizes empathy, increases equity, and inspires curiosity, and nurtures confidence. At our school, children learn by doing and find success in what they do.

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.*

Alamance Community School is a Project Based Learning (PBL) school that turns children into engaged citizens in their neighborhoods and ignites their natural curiosity about their academics. We will target a diverse population that reflects the racial and ethnic composition of the school system in Alamance County. According to the US Census Bureau in 2017 Alamance County is 65% white, 18.6% black/African American, 11.9% Hispanic or Latino, 1.4% Asian, and 7% reported as "two or more races," or "other."

We are anticipating opening ACS in the Mebane area for several reasons. First, the town's population is growing. It rose from a population of 14,015 in 2016 to 14,973 in 2017, a 6.84% growth rate. There are three other charter schools in Alamance County, two of which serve the same age range of students. Mebane is at least 10 miles from all three schools which are southwest of the town. By placing the school in Mebane, we will provide a K-8 option for Alamance families who live in the northeast part of the county. It also provides school choice for families living in western Orange County and other surrounding areas.

According to Town Charts, which provides the economic outlook and local

economy using the most recent economic data from the 2017 Census Bureau, 18.5% of residents in Alamance County are living in poverty. 25% of those residents are 12 years old or younger. Therefore, we will set aside 25% of the seats for Economically Disadvantaged Students (EDS). This initiative will counter the over-representation of middle and high-income families in the applicant pool. The weighted lottery will be reflective of the two elementary schools and the middle school in Mebane area which all have approximately 40% EDS. Doing so would give ACS almost number the double of ECS students than River Mill Charter School and Clover Garden School.

Therefore, setting our school in Alamance county, particularly in the Mebane area, and seeking to reflect the racial and ethnic composition while reserving seats for EDS students will help us achieve our mission to increase equity for our students.

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

The total projected enrollment of Alamance Community School will be 900 students in grades K through 8. ACS will achieve total enrollment in year 6 of operation with an enrollment of 100 students per grade level. Alamance County's Average Daily Membership is 16,269 for those grades served. Since we anticipate 90 percent of our students enrolling from Alamance County, we would be enrolling 4.98 percent.

We anticipate 10 percent of our students will be from Orange County whose total enrollment for grades K through 8 is 5,145. We will be enrolling 1.75 percent from the LEA.

In 2020, ACS will open with 400 students in grades k-3. Alamance County has 11,204 students in K-5, and Orange County has 3,411 students in K-5, our ADM will reflect 3.21 percent from Alamance and 1.17 percent from Orange in our opening year.

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

One major difference of Alamance Community School, will be our use of Project Based Learning. Projects at ACS will take many forms. Some will encompass many subject areas, connecting multiple fields of thought, and spanning several weeks. Others will be contained within a single discipline and may last only two weeks. All, however, will offer rich educational experiences engaging children in meaningful work that matters to them with tasks and inquiries designed to meet educational standards. Meaningful PBL has several key components:

- *A need to know providing an authentic reason for learning
- *A driving question focusing investigations and provide purpose and challenge
- *Student choice among options for learning and presentation
- *21st century skills including collaboration, critical thinking and technology

*Opportunities for inquiry and innovation

*Opportunities for achieving best work through feedback, revision, and reflection

*Public exhibition of work

Through these experiences, students will practice and develop habits of mind and characteristics of life-long learners including persisting, thinking flexibility, striving for accuracy and precision, questioning and posing problems, creating, imagining and innovating, and thinking interdependently.

At ACS, we will use a system of classroom management called Responsive Classroom (RC). RC's main goal is promoting optimal student learning and creating a caring community of students and staff. It is a research-based program that shows students learn best when they feel safe, challenged, and happy. The main components of RC are Morning Meeting, Hopes and Dreams, Rule Creation, Guided Discovery, and Logical Consequences. During the first six weeks of school, students spend time learning the rules, routines, and procedures that will foster our students as independent learners and will help our classrooms run smoothly.

Morning Meeting is an opportunity to connect with classmates and build a strong classroom community. Morning Meeting, students will gather on the carpet and have time to greet each other and share any news they might have. In addition, students will work together to create a set of classroom rules that encourage responsibility and kindness. When children are involved in setting the standards for their classroom behavior, it is more meaningful to them. Guided Discovery allows students to explore new materials and classroom activities in an organized fashion, under the guidance of the teacher. The use of Guided Discoveries will help to make sure that students know how to properly care for materials in their classroom. Sometimes students make choices that are not acceptable. When this happens, we will use Logical Consequences; we will respond to the student's misbehavior in a way that encourages the student to correct the situation and learn from their mistakes without losing their dignity.

Last, at ACS, we will use a workshop model to teach reading, writing, and math. In reading workshop, students read a variety of texts individually and in groups to ensure that they gain adequate exposure to a range of texts and tasks. In small guided reading groups, the teacher provides differentiated instruction at the student's reading guided reading level. In writing workshop, students write across genres to produce authentic products. The focus for instruction each year ensures that students gain adequate mastery of a range of skills and applications. Through individual writing conferences with the teacher, students are given specific feedback about what they are doing well and what they can improve. In math workshop along with differentiated guided math groups, students learn to think like mathematicians and use math skills and strategies to solve problems.

These learning methodologies separate ACS from the local LEAs and will give our teachers the tools to guide our students as they become engaged citizens finding meaning in their learning.

4. *In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this*

proposed charter school. (Please do not provide more than one sample survey form).

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

The Six Legislative Purposes of a Charter School are:

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

Alamance Community School will meet all 6 legislative purposes of a charter school per GS 115C-238.29A.

1. It will create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site. Teacher-leaders will be selected to serve on a leadership team with administrators to participate in one of the most valued and praised literacy professional development programs, Heinemann in Reading & Writing Workshop & Fountas & Pinnell Guided Reading, Phonics, Spelling, & Word Study, which will allow them to take ownership of the learning program at ACS. This will require the leadership team to participate in intensive PD to develop instructional coaches, share best practices, & build the capacity of instructional staff.

2. Hold schools accountable for meeting measurable student achievement results - ACS will implement with fidelity an educational plan that utilizes a data-driven approach to teaching and learning. The educational plan will incorporate research-based materials and instructional methods, enabling all students to make adequate yearly progress to meet grade level expectations for proficiency & growth. ACS will administer mClass, NC Check-ins, and EOG's. All teacher evaluation data will be uploaded into NCEES to provide open communication with the LEA and state, but ACS will also administer evaluation tools via iForms to measure teacher effectiveness as it relates to student growth and our specific academic and social curriculum. These collective reports will be shared with the Governing Board to help the Board review & assess student achievement. ACS will strive for a consistent & fair evaluation of each student. K-5th grade report cards will be standards based, reflecting student performance as well as indicators of success for expected grade level performance. 6th-8th grade report cards will use a ten point grading scale. However, the final grade for the first three quarters cannot be less than 60 percent, allowing students the chance to

succeed if they've struggle earlier in the year. All report cards will describe the students current levels of mastery in expected grade level content areas. Home reports will also include performance assessment data as it becomes available, such as the mClass Assessment. All scores will be available through the NC Accountability program (ABC Reports, NC Report Cards) as required by Read to Achieve, and also on the school website, through newsletters and during on-site conferences. Our school calendar has been created to include fall and spring parent-teacher conference days, as well as quarterly data chats that will be student-driven and teacher facilitated in grades 6-8. Teacher performance will be measured by an integration of student academic performance data along with informal teacher observations and formal evaluations conducted using NCEES.

3. Provide parents & students with expanded choices in the types of educational opportunities that are available within the public school system - ACS is open to all students eligible for enrollment. Parents will have the opportunity to understand our educational plan and choose to enroll their children into a school that offers a diverse educational option and provides a unique experience to meet the needs of the whole child. ACS will have an intentional instructional focus on PBL and a programmatic plan that requires communication, cooperation, and collaboration from all stakeholders to ensure student achievement and parent satisfaction.

4. Improving student learning

ACS will promote high student achievement for all children. A highly-qualified teacher will be hired for every core-subject area classroom. ACS will use proven, research-based instructional methods. Through the training and professional development in literacy, math, and Project Based Learning, in addition to the mClass reading assessment data & math assessment data, the teachers will have

valuable information enabling them to identify students strengths & weaknesses, target specific areas in need of improvement, and measure progress through ongoing performance assessments and portfolios. The workshop model enables teachers to meet the individual needs of all students by allowing them to practice grade-level expectations with individual leveled resources. Students will practice reading and writing with text selections aligned to their guided reading level of proficiency, thus allowing teachers to differentiate instruction and meet the needs of all students. Our students will also work on projects in science and social studies that teach critical thinking and support 21st century learning and skills.

5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students: ACS is uniquely designed to meet the needs of all students by meeting the requirements and ideals of the Every Student Succeeds Act of 2015 (ESSA). ESSA advances equity by upholding critical protections for America's disadvantaged and high-need students; requires that all students in be taught to high academic standards that will prepare them to succeed in college and careers; ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards; and maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where

graduation rates are low over extended periods of time.

6. Encourage the use of different and innovative teaching methods:

The leadership team will build connections and skill development across disciplines by bringing content-area teachers and administrators into the conversation about literacy instruction, creating a space for cross-content projects, shared understandings of ELA standards, and community building. Training is also provided to help leaders and teachers understand and work with the measures of student learning. Prior to opening, all teachers will participate in a five-day training tailored to the needs of the school that includes: The Reading & Writing Workshop Model/Lucy Calkins Units of Study, Fountas and Pinnell Guided Reading, Phonics, Spelling, and Word Study. We will also have ongoing professional development throughout the year.) The Buck Institute will provide specific and focused training in Project Based Learning instruction for all teachers. This intensive two-day training will be delivered in the summer prior to opening. Throughout the year, ongoing professional development partnerships with PBL schools will ensure that teachers develop a specialized skill set in delivering grade level standards-based projects aligned to the NC Social Studies and Science Essential Standards to engage students and activate prior knowledge and measure student growth. The professional development will be tailored to the unique needs of the students, teachers and ACS.

Goals for the Proposed Charter School:

- 1. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

The Board has established a variety of goals to measure the success of the overarching program. The Managing Director will present the appropriate reports to the Board monthly. Additional personnel (contracted services) may also present applicable reports with the Board at each meeting as the reports become available.

There are 12 areas used to measure financial and operational goals:

1. Student Enrollment Goal: ACS will meet 98% target enrollment for the first year and 100% for years 2-5.

As measured by:
PowerSchool data

2. Budget V. Actual Expense Reports Goal: ACS will meet 95% budget expectations in the first year. It will operate within a budget, maintaining a 5% yearly surplus to build a reserve fund.

As measured by:
contracted financial services monthly and annual budget reports
financial auditor reports
budget surplus amounts

3. Financial Audit Report Goal: ACS will receive no management comments on its yearly financial audit report

As measured by:
an independent audit firm measuring financial efficacy, responsibility, and

stability

4.EC, ELL, AIG and Safety Regulations Compliance Goal: ACS will achieve 100% compliance.

As measured by:
reports (as made available) through NCDPI

5.Highly Qualified Staff Goal: ACS will have 100% Highly Qualified teachers in all core subject areas

As measured by:
updated NCDPI teacher retention reports

6.Average Daily Attendance Goal: ACS will have an average daily attendance goal of 95%

As measured by:
monthly and ongoing PowerSchool reports

7.Student Conduct Goal: All ACS teachers will implement the Responsive Classroom approach to teach students accountability and have a safe learning environment

As measured by:
a suspension rate, as measured through Powerschool, of less than 3% yearly
teacher Responsive Classroom observations and walk-throughs
office referrals

8. Student, Parent and Staff Satisfaction Goal: ACS will attain a satisfaction rating of 85% or higher from students, parents, and staff, sustain a staff retention rate of greater than 90%, and greater than 90% student "recommitment" of all eligible students.

as measured by:
Teacher Working Conditions Survey data
Annual teacher retention data
PowerSchool enrollment data
Annual Parent Satisfaction Survey data

9. Active Citizenship Goal: ACS will promote community awareness, help students grow empathy, and provide service learning activities with which 75% of its students will participate in year 1.

As measured by:
teacher records of ongoing service activities
lesson plans based on empathy read-alouds
implementation of the Ashoka Start Empathy Toolkit

10. Project Based Learning Goal: ACS students will engage in at least three PBL projects annually that are aligned with the NC Essential Standards in science and social studies. ACS families will attend at least two out of the three Project Celebrations.

As measured by:
PBL rubrics
PBL teacher planning forms and reflections
Attendance at project celebrations

11.Board of Directors Involvement Goal: 100% of ACS's Board of Directors will complete a formal training for appropriate school governance (May,

2020). They will attain a 90% board member attendance rate at monthly board meetings and will attend at least two significant school programs annually.

As measured by:

participation in Board training

monthly board meeting minutes and attendance

attendance at school programs including project celebrations, service activities, etc

12. Overall Academic Performance Goal: ACS will exceed the overall proficiency scores of LEA and NC students. Current LEA proficiency for 3rd-8th grade is between 46.8% and 53.4% in reading, 43% and 57.8% in math, and 58.6% and 68.4% in science. In year one, 3rd grade will earn 60% in reading and math. In year two, 3rd and 4th grade will earn 63% in reading and math. Each year after, the percentage will continue to increase.

As measured by:

benchmark assessment data

NC EOG growth assessment data

NC EOG tests and NC Accountability Model

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

It is the responsibility of the Alamance Community School Board to provide oversight and support that requires and enables ACS to meet all of its goals as listed above. Therefore, the Board of Directors will consistently assess ACS's mission and the work ACS does to achieve it.

ACS has set three overarching goals for graduating students at the end of 8th grade who are ready for high school and are:

* academically superior as demonstrated by their proficiency scores

* prepared for challenging academic programs and careers as demonstrated through their engagement and mastery of PBL projects

* socially engaged as demonstrated by their community awareness, empathy, and service learning involvement.

The Governing Board will hold monthly, open meetings that the managing director or assistant principal will attend to present reports inclusive of enrollment, academics, compliance, fundraising efforts, community relations and other more.

Therefore, at each board meeting, the Board will review student academic achievement to assess data relating to student academic achievement will be shared. This will include benchmark assessment data, student performance on EOG testing, and other pertinent academic performance data (lexile scores, math competency, etc.). Board members and the managing director will actively compare student performance with the LEA and state averages with the goal of consistently outperforming both entities. Teachers and students will also be invited regularly to board meetings to share projects, articulate unique features of the learning environment and celebrate academic success. During this time student work will be shared and board members will have the opportunity see specific artifacts representative of the educational program. This data will help determine that ACS is guiding students to find meaning through learning by exploring real-world statements.

The Governing Board will work cooperatively with its contracted service providers to ensure fiduciary responsibility. The ACS Board will receive and review monthly financial statements and academic progress reports to ensure that expenditures and academic results are consistent with ACS's goals. The Board will contract with an independent financial services provider to ensure appropriate segregation of financial duties and reporting. Each year the Board will revenue the audits, and set appropriate budgets that utilize the school's revenue and resources to meet the previously identified goals. They will discuss long term financial goals and make appropriate budgetary decisions that will help the school achieve these goals. Any changes to the operating budget will require board approval.

The Governing Board will review survey data collected each spring as well as academic data to measure ACSs success and to provide feedback that will be used to create a School Improvement Plan aligned to the North Carolina Continuous Improvement Model. Board members will also review student retention and enrollment growth to determine the academic program's effectiveness. The Board will execute changes where necessary and continually assess the program metrics to determine the efficacy of the school's education program. The Board of Directors will continually participate in a continuous improvement process to ensure advancement.

At the end of each year, the Governing Board will know that ACS is working towards their mission statement by reviewing the student achievement reports and comparing them with other LEA schools. The expectation is that the school's instructional program via a workshop model will help increase student performance and yearly achievement gains. The PBL program implemented by professionally trained teachers will improve students' understanding and mastery of science and social studies. The Board will also confirm that students are participating in community events, empathy and service learning activities to graduate engaged citizens.

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.

Our reading core curriculum will meet the guidelines for NC Standard Course of Study (NCSCOS) and include the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language. Teachers will also work with readers in a phonics, spelling, and word study program developed by Fountas and Pinnell. We will utilize the Reading Units of Study developed by Lucy Calkins and Teachers College Reading and Writing Project (TCRWP) out of Columbia University to assist with the reading pacing and scope and sequence K-8. Students will also receive instruction in various levels and genres of text. Small group instruction will be given at their guided reading instructional level, in addition to differentiated literacy work stations to support specific learning goals/targets.

The Units of Study in Writing (USW) developed by Lucy Calkins and TCRWP will help develop the students' mastery in multiple writing genres. USW also contains inclusive grammar and conventions instructional plans embedded into the Writers' Workshop and assists in the pacing and the scope and sequence to ensure a variety of genres are taught K - 8.

NC Social Studies and Science Essential standards will be taught throughout Reading and Writing Workshop, as well as through Project Based Learning (PBL) projects, hands-on experiments, and extension activities. For example, a first grader studying animal habitats may use an Interactive Read Aloud, such as Stellaluna during Reading Workshop. During Writing Workshop, they'd craft a non-fiction piece of writing that describes their chosen animal's habitat. PBL projects will be utilized to teach the majority of the NC Science and Social Studies standards, so a project could include designing a habitat for the chosen animal or a plan to protect said habitat.

The math core curriculum will be aligned to NCSCOS and will include small, guided math groups, math work stations, vocabulary, shared writing, math journaling, math talks, calculation, and word problems. We will develop a scope and sequence of materials to facilitate a specific pace of instruction, providing students with every opportunity for success in the classroom and on assessments.

The PBL component will increase the instructional focus for science & social studies which will be taught through standards-based projects aligned to the NC standards, field experiences, guest experts, science experiments,

multiple levels of non-fiction science and social studies texts for general knowledge and research, educational technology for research(site licenses for instructional programs facilitated by instructional staff), other related activities, and multiple forms of real-life applications for research, data gathering and assessment. The workshop model teaches important skills such as deep comprehension, writing in a range of genres, problem solving, and independence. Instructional strategies and expectations for all teachers will be clearly defined. All teachers will be formally trained by experts in Reading and Writing Workshop and Guided Reading, so that they can deliver the standards-based curriculum and understand the instructional strategies on which they will be informally and formally evaluated.

These instructional programs and our PBL model meet the needs of our targeted population by increasing the use differentiation of learning materials, scaffolding, student choice and engagement, and varied level group learning - all of which will help us close any achievement gaps, teach our students how to learn, and build cohesive learning communities.

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.

In order to meet our goals, the school will design and implement effective classroom environments. Research by indicates that the physical and instructional environment play integral roles in school success(Preventing School Failure v41 p53-6, 1997). Within the classrooms, the physical environment will appropriately meet the needs of the students by grade level. For example, elementary classrooms will include student tables for group and center work with a gathering area rug for whole group instruction. Young students will be seated in small clusters at tables to promote language interaction and social/emotional skill development, whereas older students may require flexibility in seating to accommodate instructional style and specific class activities. Therefore, in the middle school, students will have single-person desks appropriate for independent learning and an appropriate testing environment, but the desks can be easily configured for collaborative activities and tasks. No matter the grade, teacher's desk will allow a broad view of the classroom and all students.

Because "an aesthetically pleasing environment can influence behavior," our classrooms will include space for classroom libraries and independent work areas. Wall space may be used to display work or materials, post class rules, provide schedules and feedback charts, list daily assignments, and highlight new skills. Bulletin boards and walls should be visually appealing, uncluttered, and changed appropriately. When possible, students should be involved in designing the various areas (Preventing).

"Classroom Spaces That Work" discusses the importance of setting up classrooms to fit the needs of the students, not the adults. So our children will be able to be seen over any shelves with taller shelves placed along the perimeter. Displays meant for children will be at their eye level whenever possible. We will also plan the amount of space needed for the

students, planning an approximate space of at least 800 square feet per classroom with additional rooms for science, Lego/engineering, music, physical education, and multi-purpose spaces. We will plan enough room for circle time and table work with "elbow room" and the ability to space our their materials. For comfort and safety, we will plan for around nine inches between children when they line up for exits; our passageways will allow children to move about the room freely, allowing two children to walk past each other comfortably. We will also plan for our children with special needs. How the classroom design will accommodate children with special needs is essential to our planning, so they will feel a sense of belonging in the community, in addition to meeting ADA guidelines.

The average student to teacher ratio will be 1:20 in all grades, allowing for individualized attention. Support staff for EC, AIG and ELL students will provide additional small group instruction.

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.*

Alamance Community School's foundation is a data-driven model of instruction; we have researched a variety of core curriculum materials to promote increased academic achievement. We will provide curriculum directly aligned to the mission of the school and the NCSCOS. Teachers College Reading and Writing Project (TCRWP) was developed by Lucy Caulkins to help teachers educate their students despite the increasing expectations and standards in reading and writing. We will provide the curriculum needed to promote and support the workshop model of instruction in reading, writing, and math to improve student performance. ACS will select grade level fiction and non-fiction text selections to meet ELA standards (as part of the Guided Reading program & the Reading & Writing Units of Study in grades K-8). The guided-reading text sets and the mentor texts satisfy the requirements for all genres and achievement levels in reading and writing at every grade level. All assessment materials will measure ongoing progress in literacy including inventories, running records, conferencing, as well as oral and written comprehension.

Performance assessments have the potential to play a powerful role in accelerating learning. Therefore, all students will participate in the expected NC Beginning of Grade (BOG), End of Grade (EOG) and End of Course (EOC) tests for accountability purposes. Our teachers' goals will be driven by their class baseline data and individual student data and aligned to the present levels of their students' performance. ACS will have intervention materials and leveled readers for small groups and MTSS, such as the Fountas & Pinnell Leveled Literacy Intervention Kits and supplemental curriculum

materials for ELL and EC students, such as Wilson Reading. Teachers will get feedback from leadership based upon the progress and gains for their class of students throughout the year during benchmarking and at the end of the year standardized assessments. We will set initial and sequential goals for academic performance for all students and subgroups. After baseline assessments are administered, site based leadership will coordinate with the staff to determine school-wide performance goals to measure the effectiveness of the educational program based upon student learning outcomes. Teachers will share progress with parents through progress reports, report cards, conferences, and homework folders.

The PBL projects will have a driving question, be planned with the end in mind, and aligned to the NC science and social studies standards. The Buck Institute for Education's PBL 101, PBL in the Elem. School, and PBL for 21st Century Success will be used as resources and guides for K-8 projects.

ACS will follow the Responsive Classroom approach in all grades. Responsive Classroom and The First Six Weeks of School is an integral part of our social/emotional curriculum. During the first few weeks of school, students and staff discuss their hopes and dreams and establish the rules and routines for the school year. Each morning begins with a Morning Meeting. Morning Meeting gives children a consistent time and place to explore and practice social skills. It also nurtures empathy by offering children an opportunity to take care of others and build sense of community within the classroom. With the RC Middle School approach, they apply the defining characteristics of RC developmental responsiveness with the goal of promoting strong academic and social emotional skills: engaging academics, positive community, and effective management to the unique needs of adolescents.

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.

We intend to encourage the use of innovative learning methods through an interdisciplinary approach to teaching that will help students "go deeper" into the content, and transfer newly acquired knowledge across subject areas. ACS will implement a three-pronged approach to innovative teaching and learning methods: the workshop model as the primary method of instructional delivery in all content areas; a focused component for PBL in all grade levels with clearly defined resources and integration with the core curriculum; technology-infused instruction that enhances teacher delivery of information and instruction and allows students to use technology to demonstrate understanding and mastery of content.

The workshop model will help students become proficient and avid readers, expressive writers, and critical thinkers. Students will have protected blocks of time for instruction & application. This includes explicit instruction in all content areas utilizing research based curriculum resources aligned to the NCSCOS and a technology-enriched component for student access to a wide variety of textual resources to demonstrate their learning. The lessons begin with a whole group mini-lesson with the learning objective. Anchor charts developed by the students and teacher during the

lesson are utilized as a teaching tool. During the "mini-lesson," teachers set the purpose for learning and scaffolding for students. Teachers open the lesson with an explicit explanation of the expected student learning objective ("I Can" statements). After the mini-lesson, students work in small groups as they rotate through literacy or math work stations. Work stations are designated for specific learning purposes, designed to provide appropriate materials to help students work independently or collaboratively while meeting literacy and math goals. While students are engaged at the work stations practicing the strategies or objectives they've just been taught, the teacher provides guided/direct instruction to a small group of students, differentiated for their instructional level. During Writing Workshop, teachers will conference with students to meet the individual needs of students by assessing their understanding, re-teaching those who need additional support, and challenge those who are ready to "go deeper" into content mastery.

For outliers who are below or above grade-level, there will be flexible grouping in reading and math across the grade level. This enables teachers to be able to provide quality differentiated small-group instruction to all learners. Students will have a focused component for PBL. PBL opportunities are critical for 21st century skill development our students need to be successful in competitive high school and college programs, as well as future careers. We are committed to engaging students in meaningful ways w/ PBL through partnerships developed with a variety of rich field experiences, guest experts, site licenses for web-based modules, and science experiments. Students will work on interdisciplinary projects that culminate with a Project Celebration-the presentation of a hands-on, standards-based project that demonstrates mastery of the learning objectives across multiple subject areas.

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.

ACS will participate in the NC Accountability model and Read to Achieve. We will also implement a variety of assessments (mClass (K-3), NC DPI Math assessments and math tasks (K-2), NC Check-ins for reading (4-8) and math (3-8), BOG reading for 3rd grade, EOG/EOC's, and CSAs internal assessments) accurately measuring student achievement and readiness for promotion to each subsequent grade level.

Some internal assessments will include K-8 BOY & EOY writing assessment using Writing Pathways (Lucy Calkins) rubrics and PBL rubrics for each standards-based project. A compilation of these measures of student learning will create a true picture of the students' independent mastery of reading, writing, math, and project work. The reading passages, anchor texts, and units of study (including fiction, non-fiction, poetry, informational text) books include science and social studies content to encourage a cross-curricular approach to teaching. The inter-disciplinary curriculum model means that students are asked to transfer and build upon what is taught in one subject area while working in another area. We believe this has enormous power to accelerate student learning and increase student academic and social/emotional growth. The interdisciplinary curriculum is about application, transference, and assessment-based learning. ACS will

administer the beginning, mid-year and end of year math assessments and math tasks available on the DPI website and Tools4Teachers, as we intend to include the scope and sequence for math instruction. ACS will supplement the math program with manipulatives, materials, online math site licenses, such as IXL and iLearn, and other resources to measure student proficiency and growth in math.

The school will follow the NC grade level expectations for all subject areas to ensure that all students are prepared for each subsequent grade level. All students will be required to meet the grade level expectations and will be measured on the NC Standards based report cards. Student learning will be demonstrated through the ongoing assessments, portfolios, and projects in reading, writing, social studies, science, and math. After the 3rd grade reading EOG, 3rd grade students will participate in the reading portfolio assessments, when appropriate, and will attend a reading summer camp if necessary.

Students who are academically at risk will be identified through MTSS. A Student Success Plan documenting goals and interventions individualized for each student will be created. These students will be placed in Tier 2 with interventions. Their progress will be documented based upon formal assessments and inventories. Students who fail to progress with Tier 2 interventions will move to Tier 3 for more intense interventions. Students performing below grade level expectations will be continuously monitored and meetings will be routinely conducted with the stakeholders (teachers, administrators, support personnel, and parents) to determine whether a student is making adequate progress with the interventions in place. If a student is not making progress after 10 weeks with Tier 3 interventions in place, all stakeholders will meet to determine if an Exceptional Children's referral is warranted. Students who are below grade level expectations according to the standards based report cards, who fail their required courses of study, and who fail the NCEOG's or EOC's may need to be retained by the school. Students in the middle school may be offered course recovery in the summer through a virtual program, if appropriate, for promotion to the next grade level. It is understood that all students exiting our school program at the culmination of 8th grade must have completed all course & grade level requirements per NC Statutes that enable them to register and enter 9th grade in any NC public high school.

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

At ACS, our calendar reflects our commitment to students by providing teachers opportunities for on-going professional development with 6 1/2 days throughout the school year. When parents see that the time set aside for professional development is used effectively by receiving reports about student academic and social-emotional growth and progress, they recognize

the benefits for their students far outweigh the scheduling inconvenience. When a community sees their school making steady upward progress, they understand and embrace the role of effective professional development.

In addition to weekly communications from the Managing Director and the teachers through a weekly school newsletter and weekly classroom newsletters/updates, two of the seven teacher workdays throughout the year will be set aside for fall and spring parent-teacher conferences.

Two to three days during the fall break, ACS will endeavor to provide enrichment and remediation camps for students. If it is successful, we will do the same during the spring break. During the summer, teachers will provide summer camp and enrichment options for students such as: cooking, LEGO Robotics, Kindergarten Prep, etc. Scholarships will be available for students who want to attend a camp, but cannot afford to pay.

Students at ACS will attend school for 185 days. The instructional day for many elementary schools throughout NC is 6 1/2 hours. At ACS, our school day will be 6 hours 45 minutes from 8:30 - 3:15. The additional 15 minutes of instruction per day for 178 days (185 school days - 7 Early Release days) is an extra 2,670 minutes or 44 1/2 extra hours of instruction for the school year. We believe having 44 1/2 additional hours of instruction will further enable teachers to meet our academic and social-emotional mission and goals.

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.*

All ACS students will participate in district and state assessments including: NC Math Check-ins, mClass Reading Assessments, EOGs in reading, math, and science, and EOCs. CSA expects all students to work towards a higher level of proficiency on their end-of-year assessments. For example: students will improve achievement levels 1-2, 2-3, 3-4, 4 -5; that they will maintain within the expected achievement levels at or above grade levels of 3, 4, or 5; or demonstrate more than one year's growth within achievement levels 1 or 2 as indicated by the developmental scale score of the Assessments. At-risk students may include those below grade level expectations, those with frequent tardies or absences, those with excessive behavior referrals or those who demonstrate other symptoms of concerns.

ACS will identify at-risk students through the NC Child Find program and by implementing a focused Multi-Tiered Student System of Support model (MTSS) team to assess and address the students' needs and to provide ongoing support as deemed appropriate. The MTSS model is a data-based framework for instructional delivery that uses a multi-tiered approach to provide high-quality instruction and intervention matched to student needs. It utilizes learning rates across time to inform important instructional decisions. The model has three tiers for academic, attendance, and behavioral support for all students demonstrating need.

Tier 1: Core, Universal Instruction & Supports. General academic and

behavior instruction and support will be provided to all students in all settings. The workshop model approach to instruction lends itself to differentiated instruction since reading, writing, and math instruction is conducted for whole group, as well as small group instruction at the students' individual instructional level. This method of instruction is good for all students.

Tier 2: Targeted, Supplemental Interventions and Supports. This tier will provide more targeted instruction and interventions and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 3: Intensive, Individualized Interventions & Supports. This is the most intense tier of instruction and intervention based upon individual student need. It is provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports. It includes increased time, narrowed focus, reduced group

All academically "at-risk" students will be placed on a Student Success Plan (SSP) maintained by the MTSS Team of administrators, teachers, parents, instructional leaders, and counselors. They will address the student's need for additional support for students below level or failing to make gains. The SSP will document all current levels of performance on assessments and will be a tool for ongoing progress monitoring. ACS's master schedule is designed to provide protected MTSS instructional time in each core subject, with a minimum of 90 minutes for reading/language arts and a secured time in the schedule for interventions and support. Teachers will incorporate the areas of deficiency stated in the SSP into their MTSS block.

Teachers will be trained in MTSS in order to understand their responsibility to provide alternative forms of instruction, curriculum, and assessment in order to remediate students and help them progress towards grade-level proficiency. Teachers will have access to research-based intervention materials and activities to provide remediation in reading, writing, and mathematics, such as Leveled Literacy Intervention Kits K-8 developed by Fountas and Pinnell, MyON Reading, and iLearn Math. Behavioral interventions will be implemented for at-risk students whose behavior is negatively impacting their learning. Point cards, task cards, and behavior contracts will be used as needed. ACS's goal is to meet the needs of each student where they are, supporting their development, growth, and progress.

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.*

ACS strives for equity among all our students, including those who are English Language learners (ELL). Therefore, we will provide opportunities and interventions for ELL learners, supporting them in the classroom with the objective of improving their overall language skills.

Therefore, students entering ACS must complete a home language survey per

NC-GCS-K-000 (16 NCAC 6D.0106). If the student's primary language is not English, ACS will administer the WIDA-ACCESS Placement Test. All testing and services are guided at the state level by the NCDPI Curriculum & Instruction Division.

A committee comprised of the parents, ELL liaison, and teacher will meet to enter the student into an approved ELL program. The school will employ specific instructional programs, such as Houghton Mifflin Harcourt's "On Our Way to English" curriculum and ACCESS English resources, ensuring academic success and equitable access to the core academic program for our ELL students. An ELL-endorsed staff member will provide instructional staff with strategies for meeting the additional needs ELL students. Some of these approved methods for supporting instruction supported through LEARN NC are providing alternative instruction whenever the class lessons are extremely difficult for the ELL student; arranging small discussion and talking activities that permit students to practice verbal skills; utilizing additional techniques, such as cueing, modeling elicitation, and chunking; utilizing graphic organizers such as webbing and semantic maps; modifying lesson objectives according to the language level of the ELL student; using manipulatives to help students visualize the math concepts; allowing students to use computational aids such as number lines, counters, and computation charts. We will provide equitable access to services needed, and ensure provisions and accommodations are made for the student. The workshop model approach to instruction with PBL and technology resources will naturally assist these students in any grade level (as outlined above when describing the MTSS model). Literacy support will be offered for these students and the core program will be inclusive of ELL appropriate tests that offer students a chance to demonstrate appropriate progress and growth as they move towards mastery of expectations.

The MTSS meetings as described for students failing to make academic progress will be used to monitor the progress of the ELL students. An ELL liaison will provide teachers with instructional strategies needed in the classroom to support the ELL and internal benchmark data will be disaggregated to determine learning gains and academic progress for these students. A SSP will be used to show the areas of success and growth that the student maintains. It further identifies the type of help needed to equip the student with the ability achieve high standards of proficiency and to comprehensively communicate in English. In addition, all ELL students will be referred to Tier 2 of MTSS where the MTSS Team will meet to discuss interventions and strategies to support the ELL student's continued academic success. The ELL strategies will be documented in lesson plans, in the SSP, in the ELL folder. The effectiveness of these ELL strategies will be determined by the teacher observations, student achievement, and progress on ACS benchmarks, and assessments, EOG/EOC assessments, administrative classroom walk-throughs, and fidelity checks from ELL resource teacher. ELL students who continue to make academic gains and show a minimum of "basic" performance levels on NC EOG's shall meet the criteria to begin exiting the student from the ELL program.

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.

Academically or intellectually gifted (AIG) students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. They require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Incoming students will be identified as AIG through the use of records from their previous schools. For kindergartners or previously enrolled students, criteria includes superior academic achievement as demonstrated on BOG, EOG, EOC, NC Math Check-ins, mClass Reading Assessments scores. Teachers & parents of students identified as gifted candidates may also complete Renzulli checklists that identify academic and behavioral indicators for AIG students. With parental consent, students who meet the criteria will receive a gifted screening(OLSAT). A certified, trained specialist will administer the test; the AIG team composed of AIG certified teachers will analyze the results. Students who meet criteria will be recommended to our AIG program after having an initial "placement for services" meeting with our AIG Team. A Differentiated Education Plan (DEP) will be developed to address students' individual needs.

Our workshop model naturally lends itself to enrichment and differentiation at all of the highest levels of Bloom's Taxonomy. Students will have access to higher levels of fiction & non-fiction texts, technology infused instruction, small group instruction at their level in reading, writing, & math, and challenging PBL projects. In a review of research on gifted students in the regular classroom, Johnson and Ryser (1996) describe five overall areas for differentiation: modifying content, allowing for student preferences, altering the pace of instruction, creating a flexible classroom environment, & using specific instructional strategies. The Workshop model and PBL components are natural supports for an AIG student. They each allow students to "go deeper" into their instructional level. The AIG Team will meet with the AIG provider, the parents and the students to set appropriate goals which may be academic, social or emotional at its core. All gifted students will have measurable goals to meet & demonstrate higher level critical thinking skills, the opportunity for presentations of culminating projects and benchmark assessments of specific goals set for each individual child. AIG students will have the opportunity for curriculum compacting in the general classroom in order to have extended time on their hands-on learning projects. Norm referenced and criterion referenced test data will be used to measure grade level performance progression. Portfolios and authentic projects will be incorporated into their daily instruction to ensure that all gifted students stay engaged and on task. We will provide opportunities for AIG students to compete in local, state, and national competitions including, but not limited to: Science Olympiad, The Spelling Bee, The National Geographic Geo Bee, & Lego Robotics competitions. They will have field experiences as part of their enrichment opportunities. All students with a DEP are monitored annually by the AIG Team to determine the appropriate service delivery options for the following year to increase

progress towards established, and updated goals for performance.

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)*

ACS will identify students who have previously been found eligible for EC services/protected under Section 504 by:

1. Utilizing the Comprehensive Exceptional Children Accountability System (CECAS) or a comparable state system which tracks student information across school and district boundaries within NC.
2. Enrollment packet documentation requesting copies of IEP/504 and asking families to self-identify.
3. Requesting complete academic records from prior school to review for indicators of EC/504 designation.

A team will be formed to collaboratively address the needs of students who display learning and/or behavioral challenges. The team will systematically monitor student progress and performance data to identify interventions to improve student performance. A student may be referred to the team by a teacher or at the request of the parent/guardian. This serves to ensure that all students suspected of having a disability and in need of instructional accommodations, special education, and/or related services are identified, located, and evaluated. All students will participate in evidence-based instruction. A tiered system of interventions will be provided to help struggling students make progress. Periodic assessments will be conducted during the intervention period to evaluate whether the student is responding to the interventions and to determine if the strategies are successful. If successful, the team will continue to monitor. If not, and evidence exists that shows a disability may be the primary cause of the students difficulties, the student is referred for an evaluation in accordance with state policy NC 1503. After obtaining parental consent, a comprehensive evaluation is conducted by certified/licensed professionals who may be contracted for services. Testing includes all areas related to the suspected disability: cognitive functioning, academic achievement, psychological

processing, speech/language skills, medical information, social/emotional functioning, and results from vision and hearing screenings. Once testing is complete, an eligibility meeting is held. If special education/related services are necessary, an Individualized Education Plan (IEP) is written. If the child needs accommodations, but not EC services, a 504 Plan is written. It is the responsibility of the IEP Team (parent, general education teacher, special education provider, evaluation specialist, and LEA representative) to make placement decisions and ensure that the students individual instructional needs are reflected in the IEP based on Free Appropriate Public Education (FAPE) and provisions of least restrictive environment.

In addition to cumulative files, separate files are maintained for EC records and 504 Plans. These files are accessible only by authorized individuals in accordance with state and federal policy. EC files will be organized with the most current IEP forms on top and previous years' forms arranged chronologically in descending order, with initial placement documentation at the bottom of the file. Record request forms will be used to request records from previous schools. Once the enrollment manager receives this signed form from the parent, it is faxed to the previous school. If the records are not received in a timely manner, a follow-up process is followed with documentation of contact attempts. Student records are maintained in locked cabinets in a secure area of the school. We will comply with the Family Educational Rights and Privacy Act (FERPA) and state policies related to reading, inspecting, and copying a student's educational records. All school employees will receive training, at least annually, related to the confidential nature of student records. ACS's EC Facilitator will receive training on the use of the Compliance Checklist published by DPI. This will be used as a self-evaluation tool. Should areas of non-compliance be noted, the school will take necessary steps to correct them.

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.*

We believe that all students, including those with disabilities, are provided with the support necessary for their success. Students with disabilities will be provided with specific accommodations, and modifications depending on the severity of their disability. Teachers will use scaffolding and provide students with direct instruction, modeling, guided practice, and independent practice. Small groups will be used for more individualized instruction with additional support provided by EC staff or instructional coaches when needed.

We will serve most students in the general education setting using an inclusion model that allows students with disabilities to participate in classes with their non-disabled peers. An EC teacher will co-teach the curriculum with the regular education teacher to provide support for all students. These methods will be utilized to guarantee that students with disabilities are provided with a free and appropriate public education (FAPE) in the least restrictive environment. For those students who need it,

we will provide the necessary classroom spaces to execute "pull out" and self-contained instruction.

Based on the enrollment of students with disabilities, we will hire and train the appropriate number of teachers/paraprofessionals to ensure adherence to federal and state guidelines for class size, caseload, and implementation of all necessary IEP services. Licensed/certified vendors will be contracted to provide special education and related services. The students IEPs will determine the specific services that will be contracted. Students with disabilities whose IEPs demonstrate the need for special education or related services are served in the regular classroom or EC setting, as determined by the IEP Team through consideration of the least restrictive environment based on the individual student's need.

We will comply with state policy NC 1501 to ensure that students with disabilities receive a FAPE. A full continuum of services will be provided to meet the needs of enrolled students. Decisions related to addressing the needs of students with disabilities will be made through the collaboration of a team. For students with an IEP, this team will consist of the student, if appropriate, parents, EC provider(s), general education teachers, and the LEA representative. For students with a 504, a team of no less than three individuals who know the student, have knowledge about the student's disability, and are knowledgeable about instructional aids/accommodations form the collaborative decision-making team.

Families of students with disabilities are provided with written procedural safeguards in the native language of the parent(s), unless it is not feasible to do so, in order to notify and make parents aware of their rights and responsibilities. If a written document in the native language of the parent(s) is not available, the explanation of the notice will be given orally or in a manner of communication the parent(s) understand(s). Personnel at the school will ensure that the parent(s) understand(s) the information. To ensure the provision of FAPE, personnel at the school will consider whether the student requires assistive technology devices in order to access education. The need for extended school year services will also be reviewed and provided to students if determined necessary by the student's IEP Team.

Steps will also be taken to provide nonacademic and extracurricular services and activities to students with disabilities by providing supplementary aids as appropriate and necessary. Additionally, staff members responsible for student discipline will receive training on FAPE requirements to ensure that state policies are followed related to the discipline of students with disabilities.

Teachers with NC Exceptional Children certification will serve EC students. Based on the enrollment of students with disabilities, we will hire and train the appropriate number of teachers and paraprofessionals to ensure adherence to federal and state guidelines for class size and caseload, ensuring all necessary IEP services are being implemented. Licensed/certified vendors will be contracted to provide special education and related services. The students IEPs will determine the specific services that will be contracted. Professional development will be provided to teachers and staff to help meet the needs of students with disabilities. EC teachers and general education teachers will collaborate

with lesson planning, implementation, and student progress. Related service providers will also collaborate with the students EC and general education teachers. This ensures that all teachers working with EC students are focused on meeting student needs as well as student growth and goal attainment.

Teachers and EC service providers will be responsible for implementing each student's IEP. Providers will maintain service logs reflecting the delivery of services indicated on the IEP. Teachers and service providers will monitor and assess the progress each student makes toward their IEP goals.

This information will be communicated quarterly to the student's parent/guardian or more frequently if feedback is requested. In addition, classroom teachers will remain in contact with relevant stakeholders by updating the student's SSP (if one is had), using data derived from ongoing progress monitoring and interim testing results. Vendors contracted to provide EC and related services include, but are not limited to: speech and language services, occupational therapy, physical therapy, and school psychology evaluation services. The students' IEPs determine the specific services we will contract. All contracted providers will be appropriately certified/licensed based on State Board of Education requirements. In addition, contracted providers are required to maintain professional liability insurance. During the summer prior to CSA's opening, IEPs of enrolled students will be reviewed to determine which of these EC contracted services are needed and to finalize contracts to allow services to be in place at the start of the school year.

The EC Facilitator will ensure that students are scheduled in a manner that allows for implementation of the services identified on each student's IEP. All clinicians will comply with FERPA and provide a range of services including evaluation, participation in team meetings, development and generation of the IEP/Section 504 plan, treatment and remediation, and collaboration with school staff. Teachers will be provided with additional support materials & training that is specialized and scaffolds the learning, such as "Wilson Reading & Touch Math." We also want to support the often unique social/emotional needs of our students. The EC teachers will utilize various social stories and curriculum, such as "Superflex." Furthermore, the general education and EC teachers will be trained in Responsive Classroom so that they can utilize RC techniques and strategies to support our EC students.

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. ACS will have high standards and expectations for our students in all areas pertaining to our mission. Our students proficiency rates in reading, math, and science will exceed the state and LEAs average.

2. ACS will comply with the North Carolina Testing Program, including The ABC Accountability Model, the READY EOGs/EOCs, and Read to Achieve tests. As part of our school improvement plan, we will combine successful, standards-based instructional practices with school created and standardized assessments, such as mClass reading assessments and NC Check-in in reading and math three times per year to track student growth in grades K-8. "In time" evaluations of student mastery on common grade-level standards provide valuable "early warning" information and feedback. Teachers can adjust instruction based on student performance. Students will also take the math assessments and math tasks available through NCDPI curriculum. We will administer other formative, baseline, and summative assessments including: spelling inventories, running records, explicit writing rubrics, PBL rubrics, Developmental Reading Assessments, reading comprehension passages, math skills inventories and checklists, K-2 Skills Checklists, Fountas & Pinnell's Benchmark Assessment System , Oral Reading Fluency Checks, etc.

The data is used to develop Personalized Learning Plans and SSPs to ensure students are on track to master the required standards. The data is analyzed in a timely manner to determine action steps for student improvement or adjust school-wide initiatives.

3rd grade students who do not pass the 3rd grade reading EOG or alternate assessments, and do not meet any of the good cause exemptions outlined by NC Read to Achieve will attend a 3rd grade summer reading camp. CSA's balanced assessment system will contribute to a common understanding of the assessment tools and data needed to continually make informed instructional decisions and ensure learner needs are not ignored or subject to ineffective assessment measures.

3. Students are expected to meet adequate levels of performance in reading, writing, mathematics, and science for each grade level. These levels of performance identify students who must receive remediation and may be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. ACS will use various indicators to determine performance levels, including multiple measures using appropriate grade level assessments and teacher judgment. Teacher judgment factors may include, but are not limited to: previous retentions, observations, checklists, student portfolios, classroom assessments, and current grades. If a student is in danger of retention, the teacher, parent, and principal will work together to ensure a plan to prevent retention. Students in grades 3-8 also take EOY state assessments in reading, math, and science to provide more evidence for evaluating student performance. Third grade students who do not pass the end-of-grade assessment for reading are subject to additional requirements under the state's Read to Achieve law. Students in grades 6 - 8 are required to achieve a grade of "D" or higher in ELA, math, science, and social studies in order to be promoted to high school. Students in grades 6 and 7 who fail a subject will have the opportunity to participate in course recovery. Those participating in course recovery or intensive reading or math will waive their elective course.

Unless a special education student is on an alternative curriculum per the student's IEP, that student is held to the same policies in effect for general education. Promotion criteria is communicated to parents through the distribution of the Pupil Progression Plan at the start of the school year. Parents are kept informed of their child's progress formally in writing twice quarterly: once via a progress report at mid-quarter, and secondly via a report card distributed at the end of each quarter. Parents are also notified of their child's assessment scores after each administration. They will have access to their child's grades through progress reports, report cards and PowerSchool and may schedule conferences and contact the teacher as necessary. After the first indication that a student is below grade level and may be "at-risk" for retention, the teacher develops an SSP, which is signed by the students parents or guardians. The SSP is updated in writing at least quarterly, with progress communicated more frequently in an informal manner. The ultimate decision for promotion or retention is made by the managing director.

4. At-risk students will be required to meet the minimum requirements outlined previously. These students will have the ability to complete alternative assignments for credit recovery as deemed necessary by the managing director and other pertinent school employees. We will utilize our MTSS program to intervene for any student who falls behind or is at risk of not meeting graduation requirements. Through it, we will utilize strategic individualized interventions to provide support for at-risk students.

Student Conduct:

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

Be sure to include:

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

ACS strives to create an atmosphere promoting respect, self-control, empathy, equity, and confidence. Therefore, how student conduct is governed is an important part of ACS. To help students learn what is expected of them, our Code of Conduct (COC) will be provided to families prior to the school year. Students and parents will sign that they have read, understood, and agree to our behavioral expectations. The COC outlines and defines the infractions that may lead to in-school consequences and, if necessary, suspension and expulsion. The following offenses may lead to a consequence ranging from in-school disciplinary action to suspension/expulsion:

- *Infractions of class/school rules
- *Contraband items
- *Academic Dishonesty
- *Trespassing
- *Inappropriate interpersonal/sexual behavior

*Disrespect & noncompliance

*Harassment, abusive, offensive language

*Bullying: physical, written, or verbal aggression, or threat of

*Theft or destruction

*Possession of weapons, drugs, or alcohol

K-8 teachers and staff will spend time familiarizing students with the rules and routines necessary to create a respectful classroom climate and culture, ensuring everyone can learn and that the classroom operates safely and efficiently. By establishing an ongoing curriculum in self-control, social participation, and mutual respect, the Responsive Classroom approach accepts the potential of children to learn these things. RC proactively teaches by helping children practice appropriate attitudes and behaviors rather than reacting to inappropriate ones. There are logical consequences implemented for rule breaking so students learn from the experience. ACS will implement the discipline plan to support our mission of academic and social development for all students by providing a logical consequence that seeks to remediate and change negative behavior, not punish it.

Students who have behavioral difficulties will be referred to the MTSS team to develop a plan that meets the needs of the students. This plan can include Tier 2 or 3 interventions and behavioral support, such as behavior contracts, point cards, and task cards. The managing director may impose a short-term or long-term suspension when a student willfully engages in conduct that violates a provision of the COC authorizing such consequences. For short-term suspensions, the student will be provided an informal hearing including the basis for the accusations and the opportunity to respond to the charges. The principal may impose a short-term suspension without providing the student a hearing if the presence of the student creates a direct and immediate threat to the safety of other students or staff, or substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. The Board will provide the student a hearing before imposing a long-term suspension. The managing director will give notice to the student's parent of the long-term suspension recommendation. Long-term suspension hearings shall be conducted in accordance with state law, providing procedural due process.

No person at our school shall be discriminated against in any education program, activity or other related service based on race, color, religion, gender, sex, age, national origin or disability. We will adhere to all federal and state laws regarding discipline of all students, including students protected under IDEA & 504 legislation. If a student with a disability receives a suspension that exceeds 10 days or is suspended more than 10 days throughout the school year a Manifestation Determination hearing will be required. The purpose of this hearing is to make sure students with disabilities do not receive discriminatory disciplinary actions for behaviors that result from their disabilities.. Once a child with a disability has been removed from their current placement for a total of 10 school days in the same school year, we will provide, necessary services.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

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:

School Governing Body:

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

Name of Private Nonprofit

: Alamance Community School

Mailing Address: Natalie Wu

City/State/Zip: Durham NC 27705

Street Address: 310 Hemlock Drive

Phone: 919-812-5213

Fax:

Name of registered agent and address:

Natalie Wu
310 Hemlock Drive
Durham, NC
27705

FEDERAL TAX ID:

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix D)

X No

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

Governance and Organizational Structure of School Governing Body:

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 founding 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?
Natalie Wu Turner	Chairperson	ORANGE	Admin and HR Professional; Tinkergarten Leader	NC Teaching License	N
Leslie Paynter	Vice-Chairperson	DURHAM	Principal	Admin & Supervision, Elem Ed, Spec Ed	N
Cindy Jones	Treasurer	DURHAM	Marketing Associate		N
Dr. Janet Cope		ALAMANCE	Professor of Physical Therapy	NC Occupational Therapy	N
Dr. Alexandra Christensen	Secretary	ALAMANCE	Occupational Therapist	NC Occupational Therapy	N

Please provide the following in this location of the APPLICATION:

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

The Alamance Community School's Board of Directors will have a number of responsibilities and duties regarding the operation of the school. A primary goal will be ensuring the mission of the school is continually upheld and providing clear measurable objectives for the school's administration including working with the school's faculty to evaluate how effectively ACS's educational program is working towards achieving the mission of the school. The Board will also provide the lead administrator with annual measurable goals relating to the various aspects of the educational plan and assist with creating action steps to attain these goals.

The Board of Directors main responsibilities are maintaining the school's financial budget, procuring a facility, hiring key personnel, evaluating the lead administrator, monitoring programs/services and maintaining a safe and secure learning environment. The Board will also ensure school compliance with all local, state, and federal laws.

The Board will also continually consider the school's mission when creating policies and procedures and reviewing educational and extracurricular programs. On matters involving involving academic performance, personnel changes, facility additions, financial allocations, and growth/sustainability of the charter school, the Board will collaborate with school administration.

The Board will maintain a pragmatic and fiscally responsible budget that is reviewed monthly, determining financial allocations as necessary, and regulating the budget to maintain a minimum 5% surplus that ensures the school's financial independence for the future.

ACS's board will recruit, hire and supervise the managing director for the school. It will publicize the vacancy utilizing national educational recruiting sites, charter school conferences, job fairs, job posting websites, and local college teaching programs to identify high-quality candidates. After identifying at least 3 qualified candidates, the Board will conduct interviews and determine the lead administrator based on their administrative experience, integrity, and commitment to student achievement. The Board will give priority to candidates with leadership experience specifically in charter schools. They will also seek candidates who have the propensity for maintaining the original mission of the school and sustaining the educational programs already established. The lead administrator will be directly supervised by the Board of Directors and subjected to an annual performance review. They will report to the Board at the monthly meetings to track progression towards annual goals and the implementation of the school's unique education program.

However, the Board recognizes that successful school administrator currently serving on the founding Board of Directors may be the most appropriate and desirable candidate for the position of managing director. This individual has been heavily involved in the development of the charter application and has relevant teaching and administrative experience at a local reputable charter school, experience executing a school's mission, maintaining a budget, and implementing innovative practices that contribute to student achievement. If the Board decides at any point in the recruitment process that this is, indeed, the case, they reserve the right to extend an employment offer to this person. Any such offer would be extended only after careful deliberation in the absence of the person being considered by the rest of the founding Board members. In this case, the chosen future managing director would resign from the founding Board before assuming any duties or responsibilities connected to employment.

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.*

There are currently five board members of the Alamance Community School, and at any time, there will be no less than five and no more than nine. The Board will fix the exact number of members, within these limits, by Board resolution or amendment of the Bylaws. The founding members have a wide array of expertise varying from higher education to administration, marketing, finance, and community development/activism. One aspect that unites them is ACS's mission and their desire to improve access to innovative education in Alamance County.

ACS's board has specific roles for it's members to ensure educational and operational success. Roles to which all members must adhere include: attending monthly board meetings, participating in the decision making

process, and engaging with the school community. Certain board members will have additional responsibilities. The board chairman - principle officer of the organization - sets the agenda for each meeting, leads it, and appoints all subcommittees. The vice-chairman executes the chairman's duties when the chairman is not present. The secretary keeps minutes for each meeting, keeps a copy of the charter and bylaws with amendments for reference at said meetings, gives notice of the meetings, and communicates board decisions with school stakeholders. The treasurer keeps adequate and correct accounts of the board's properties, receipts, and disbursements, makes the accounts available at all times for inspection by other board members, handles deposits and withdrawals on behalf of the board, and prepares any financial reports needed.

No one person on ACS's board will dictate policy; the governance structure affirms democratic power with extensive conversation preceding each vote and a majority in agreement. Newly elected board members, after the initial three years, will serve a staggered three year term. This is designed to provide other community stakeholders the opportunity to serve as board members and diversify board participation. The Board will also provide one seat for a member of the ACS faculty. For the founding Board this individual will be the administrator identified to lead the school. After the initial three years, the faculty and staff will vote to determine which faculty member will represent them. The individual who represents the ACS faculty will be a non-voting Board member but will have the opportunity to participate fully in the decision making process. This includes the ability to participate in closed session discussions in accordance with GS 143.318.11.

The Board will annually evaluate the performance of the school's lead administrator. If the lead administrator is a member of the Board of Directors, as they will be during the initial three years, they will excuse themselves from participation in the evaluation. The lead administrator will be evaluated based on the measurable goals pre-determined by the Board. These goals will be directly aligned with the mission of the school and be specific, measurable, attainable and timely. The Board will determine if the school and administration met expectations, exceeded expectations, or did not meet expectations at the annual performance review.

As ACS grows we will look to involve all stakeholders in the decision making process including parents. After the initial three year terms, CSA will actively recruit parents of students to participate on the Board. ACS will be intentional about having a balance of community members and parents to ensure diversity and equity. We will provide board orientation for all newly elected board members and require them to participate in professional development aligned with the mission of school. We will also post monthly board meeting minutes on the school website and all board meetings will have an "open to the public" session where comments and questions from the public will be accepted.

- 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 board members were selected based on their diverse backgrounds, areas of

expertise, and desire to improve the educational opportunities for children in Alamance County. The board chair leads outdoor-based education classes for children and their parents, is the mother of a two-year old, has served on the Human Relations Commission for Orange County, doing work on the "Diversity Matters" subcommittee, and is a former middle school teacher and alumnus of Elon University. The vice-chair has experience serving on an original board that opened a K-12 charter school and also has experience opening and leading an elementary charter school in NC, and another board member served on Voyager Academy's Board of Directors. Another board member is a professor at Elon University. Our fifth member, an occupational therapist, is a mother of a three-year-old and a resident of Mebane. Each board member has distinct areas of expertise that would address the unique challenges of opening and sustaining a charter school. Ultimately, all are connected by the belief that providing youth with the resources to engage their curiosity and encourage their learning will help them become successful citizens in their communities.

When electing additional board members, or in the event of a vacancy, the Board shall elect new members by the vote of a super majority of the Board then in office, whether or not the number of members in office is sufficient to constitute a quorum, or by the sole remaining member. The Board may elect any person who in its discretion it believes will serve the interests of the Alamance Community School's mission faithfully and effectively. The Board will seek to have Trustees who represent a cross-section of backgrounds, professions and experiences.

In the event of a vacancy on the Board of Directors, the Board chairman will notify the public of the vacancy via the school's website. The Board will take applications from potential candidates from the local community and after a period of two to four weeks, the Board will meet to determine a viable replacement. The selected individual will serve out the remaining term of the previous board member and will be eligible for a full term when the shortened term has been completed. This will all be in accordance with the bylaws of the Alamance Community School. If it is necessary for a board member to be replaced, provisions will be made so that the replacement candidate receives the necessary professional development and training to adequately serve.

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

The ACS Board of Directors will meet no fewer than 10 times annually. This will consist of monthly meetings in accordance with the bylaws of Alamance Community School and an Annual Meeting held each March. The Board will schedule additional meetings as necessary and notify the public of the dates of these meetings when they occur.

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.

In order to secure the mission and educational philosophy of the school, all Board members will participate in strategic professional development activities to immerse board members in the strategies and methods that will be executed within the school.

Prior to the submission of this application, board Members attended an orientation that informed them of the Board of Directors bylaws, financial allocations and projected budget, the school's education plan, charter application, and articles of incorporation. Board members will also attend training sessions offered by the North Carolina Department of Public Instructions office of Charter Schools. During this time the board chairman will work with other board members to develop a Board of Directors manual that outlines the bylaws and procedures Board members will follow. From August 2019 to August of 2020 board members will receive training on other topics pertinent to the opening and operation of the school. These would include training on state curriculum standards, school operations, charter school law, and specific elements within the education plan that define the school's culture and climate.

Before the beginning of the school year, board members will also receive training in the foundational elements of the educational plan. This will include Project Based Learning and responsive classrooms. Board members will also be expected to participate in Project Celebration Days where students display their project work and present their learning, requiring the board's training on how to execute project/presentation rubrics and identify certain elements of the standard course of study.

On going training will exist for topics that pertain to the success of the education plan for Alamance Community School. The expectation is that board members consistently participate in developing a positive school culture which would include active participation in school activities. Where necessary board members may receive training to support this participation.

- 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.*

Alamance Community School's Board of Directors will uphold the highest standards of ethics and morality. These standards are aligned with the Code of Ethics for NC Educators created by the North Carolina Department of Public Instruction. Board members will also abide by all local, state, and federal law. Any action that is deemed unethical can be subject to review by a subcommittee determined by the board chairman or vice chairman. Based on their findings this subcommittee can recommend the removal of the involved board member. If a board member is removed, they will have the opportunity to appeal the decision within a two week time frame. This appeal will be resolved by a third party arbitrator pre-selected by the board.

All board members will have an expectation of disclosing any potential conflict of interest as it pertains to any aspect of Alamance Community School. As a part of their orientation, board members will sign a conflict of interest statement that will require them to disclose any actual or perceived conflicts of interest. These potential conflicts of interest could include a financial beneficial relationship with vendors or consultants, acceptance of gifts or favors, business affiliates receiving financial benefits from ACS, and the sharing of confidential information regarding students or staff. If an actual conflict of interest exists, the involved board member will be able to provide insight about the topic at hand but will recuse themselves from any vote. The vote will then take place amongst

the remaining board members.

If consistent conflict of interest occurs, the involved board member will be excused from the decision making process and may be asked to relieve themselves of their duties as an active board member. Current Board members have been strategically selected to avoid any actual or perceived conflict of interest and have no financial interest in the school.

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

When making decisions, the ACS board will always consider first what is in the best interest of students. This philosophy will be supported by the inclusion of a variety of perspectives from different stakeholders. When developing policy, board members will be sure to gather an abundance of information including relevant data, policy precedents, and local, state, and federal guidelines. Board members will then discuss the policy for an appropriate amount of time in an open forum in which key staff and other relevant stakeholders will have the opportunity to participate. If necessary, board members will then move to closed session to discuss allowed topics consistent with GS 143.318.11. At this time they will also share their individual opinions and work collaboratively towards a collective solution. The goal of this process is to find solutions or policies that achieve full agreement among the board members. When this is not possible, policy decisions will be made by a majority vote. Once the vote has been taken and a decision made the policy will take place in accordance with the timeline outlined by the board. Even in dissent, board members will be expected to support all policy decisions made by the Board of Directors to relay a unified front.

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.

ACS will have an Advisory Council/School Improvement Team (SIT) comprised of administrators, teachers, parents, community members, and middle school students, bringing all voices together for equity and inclusion when planning how ACS can fulfill it's mission. The SIT will analyze data regarding school culture and academic performance, as well as other areas of the school, to develop a strategic plan for improvement. This plan will be taken under advisement by the managing director and Board Members.

ACS middle school students will also form a student council comprised of students selected by their peers to represent them. Student Council will meet under the supervision of a staff member while they plan events aimed at strengthening school culture such as pep rallies, celebrations of academic achievement, involvement with the community, and resolving student concerns.

In year four of operation, ACS will open a chapter of National Junior Honor Society (<https://www.njhs.us/>) for it's students. The students who are selected based on criteria from the national organization will meet with a faculty member to provide community service inside the school and out in the community. Students will be expected to mentor children in younger grades, provide tutoring for their peers, and assist in leadership roles in the school and at Project Celebrations.

A Parent-Teacher Association (PTA) will also be formed by parents and staff. The PTA will help execute school-related community events, coordinate

fundraising and volunteer opportunities, manage carpool, and provide support to teachers in areas like lunch coverage, trip chaperones, and Exhibition Day set-up/break-down. This positive relationship between faculty and family will create a safe space for parents to express their views and provide input regarding their children's school, aiding in the positive school culture and climate.

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

Alamance Community School encourages parents and staff members to communicate any grievances with the appropriate school leader. Ideally, parents would contact the involved staff members and set up a conference to discuss the grievance. If the situation can not be resolved by the parties directly involved it should follow the procedures below:

Step 1: The parent or staff member shall communicate their grievance with the lead administrator in writing within five days of the incident. This could include an email or formal letter where the individual bringing the grievance describes the nature of the injustice. The lead administrator will return communication with the person filing the grievance within 48 hours. This communication will include information about how the situation has been resolved or to set up a conference with the individual bringing the grievance. If the grievance involves the lead administrator the written grievance shall be directed to the Board chairman.

Step 2: If the situation is not resolved through communication with the lead administrator, a conference will be scheduled with the person filing the grievance, the individual accused of wrongdoing, and administration. The administrator will serve as a mediator and allow both parties to share their perspective. At the end of the conference the lead administrator will provide both parties with a decision based on the information gathered. If either party disagrees with the lead administrator's decision, they will have the opportunity to appeal directly to the Board of Directors.

Step 3: The party requesting an appeal will make a written appeal to the Board of Directors describing the nature of the grievance. The lead administrator will provide objective data that was discovered during their investigation. The Board of Directors will schedule a hearing 14 days from receiving the written appeal request. The appeal hearing will require at least 3 board members and all parties involved will have the opportunity to state their case. After hearing the various testimonies, the panel members will discuss the matter in a closed session and come to a decision. Within 30 days of the hearing, the board members will communicate their decision with the party filing the appeal.

The decision of the Board will be final and will be the final step for all grievances.

Governance and Organizational Structure of School Governing Body (continued)

Include in the Appendices:

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

- 3. *The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix G).*

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

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

X Not Applicable

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

X Not Applicable

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

X Not Applicable

Projected Staff:

Below, please outline a list of positions anticipated for the charter school (e.g., principal/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.

Year 1 (2020-21) K-3:

- 1 Managing Director
- 1 Assistant Principal
- 1 Counselor
- 1 Administrative Assistant
- 20 General Education Teachers
- 5 Elective Teachers
- 3 EC Teachers (1 position will also serve as the EC Facilitator)
- 8 Kinder Teacher Assistants (PT positions)
- 1 Instructional Support Coordinator
- 1 Part-time Food Service Staff
- Contract Services:
- 2 Part-time Bus Drivers
- 1 Full-time Custodial Staff
- Substitutes

Year 2 (2021-22) K-4:

- 1 Managing Director
- 1 Asst. Principal
- 1 Counselor
- 1 Social Worker
- 1 Admin. Asst.

25 Gen Ed Teachers
5 Elective Teachers
4 EC Teachers (1 position serves as EC Facilitator)
10 PT Kinder TA
3 PT 1st3rd Grade Teacher Assistants
1 Instructional Support
1 PT Food Service Staff
Contract Services:
2 PT Bus Drivers
1 FT Custodial Staff
Substitutes

Year 3 (2022-23) K-5:

1 Managing Director
1 Asst. Principal
1 Counselor
1 Social Worker
1 Admin. Asst.
30 Gen Ed Teachers
5 Elective Teachers
4 EC Teachers (1 position serves EC Facilitator)
10 Kinder Aides (PT positions)
6 1st 3rd Grade Teacher Assistants PT
1 Instructional Support
1 PT Food Service Staff
Contract Services:
2 PT Bus Drivers
1 FT Custodial Staff
Substitutes

Year 4 (2023-24) K-6:

1 Managing Director
1 Asst. Principal
2 Counselors
1 Social Worker
1 Admin. Asst.
1 PT Admin. Asst.
35 Gen Ed Teachers
7 Elective Teachers
5 EC Teachers (1 position serves as EC Facilitator)
10 PT Kinder TA
6 1st 3rd Grade PT TA
1 Instructional Support
1 PT Food Service Staff
Contract Services:
2 PT Bus Drivers
1 FT Custodial Staff
Substitutes

Year 5 (2024-25) K-7:

1 Managing Director
1 Asst. Principal
2 Counselors
1 Social Worker

1 Admin. Asst
1 PT Admin. Asst.
40 Gen Ed Teachers
8 Elective Teachers
6 EC Teachers (1 position serves as EC Facilitator)
10 PT Kinder TA
6 1st-3rd TA
1 Instructional Support
1 PT Food Service Staff
Contract Services:
2 PT Bus Drivers
1 FT Custodial Staff
Substitutes

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

A school's success with it's students and ability to achieve it's mission rests, in large part upon the quality of it's teachers. Therefore, it is imperative that Alamance Community School do all it can to recruit and retain highly-qualified and high-performing teachers.

When advertising teaching vacancies, the school will:

1. Create detailed and vibrant job descriptions that outlines teacher responsibilities and duties.
2. Post job opportunities on the school website, teachers to teachers website, social media, and within local universities.
3. Participate in teacher job fairs
4. Employ personal networks and connections to identify individuals with specific skills sets aligned with ACS's educational mission.
5. Offer a competitive salary with the option of participating in the NC Retirement system and the State Health Plan.

The managing director will be responsible for the hiring process and will employ grade level team members to make the hiring process collaborative once the faculty has been established. In order to retain these highly qualified candidates ACS will use specific strategies including the following:

1. Empower teachers to make decisions about their curriculum and give them a voice in the decision making process.
2. Utilize teacher talents in order to foster their leadership abilities.
3. Create a culture and climate that requires collaboration and teamwork.
4. Provide professional development opportunities that allow teachers to grow as educators.
5. Provide ongoing feedback on teacher performance.

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

Alamance Community School's Board of Directors will be responsible for setting policy that is consistent with the mission of the school. The managing director will report directly to the Board and be responsible for enforcing board policies. School employees will report directly to the

managing director. The managing director will be responsible for the recruitment and hiring, with board approval, of all employees at the school. The director will also be responsible for evaluating, and terminating all teaching and support personnel. All employees will be "at will" and will be terminated or retained annually based on the summative assessment by school administration.

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

Alamance Community School will use non-discriminatory procedures and will follow the Equal Opportunities Law to prohibit all discrimination of applicants and employees. The Board will defer all hiring decisions to the managing director who will execute the following procedures in the hiring process:

1. Reduce the pool of applicants to a select group of highly qualified candidates.
2. Assemble an interview team that includes school administration and teacher representatives from the vacant positions grade level.
3. Invite the selected applicants to participate in an interview.
4. Select the candidate to fill the vacant position based on the counsel from the interview team.
5. Conduct three reference checks on the selected candidate.
6. Conduct criminal history background checks in accordance with state law on all potential employees.
7. Have the selected teacher candidate sign a 1-year "at will" contract.

All employees at Alamance Community School will sign one year "at will" contracts. At any time an employee can be terminated immediately for committing acts that violate federal or state law. Teachers can also be terminated for "poor performance" as deemed necessary by school administration. Along with this, the school leadership will actively support any teacher whose performance is not proficient. This will include written action plans with strategic interventions and measurable goals for teacher improvement. Every effort will be made to assist teachers who are not performing adequately to improve their job performance before termination is determined.

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

Alamance Community School will provide competitive salary ranges for all full and part time employees with the goal of retaining highly qualified employees. All teaching personnel will receive compensation based on the NC Department of Instruction salary scale plus supplement pay. This supplement will be competitive with the local school systems and will ultimately be set by ACS's Board of Directors based on the availability of funds. Full time staff will have the opportunity to participate in the NC Retirement system and the State Health plan. Paid Time Off (PTO) will be offered to all full time employees at a rate of 1 PTO day per month. All staff members will be 10 month employees excluding school administration who will be 12 month employees. Once the School Improvement Team is created in the second year of the schools existence, one of its initial tasks will be determining an equitable and fiscally responsible incentive program for performance based teacher bonuses.

6. Provide the procedures for handling employee grievances and/or termination.

ACS encourages all staff members to communicate any grievances with their school leader. Administration will have an open door policy to allow teachers to share their grievances. If a staff member has a grievance that cannot be resolved informally they will follow the following procedures:

Step 1: The staff member shall communicate their grievance with the managing director in writing within five days of the incident. The managing director will return communication with the person filing the grievance within 48 hours. This communication will include information about how the situation has been resolved or to set up a conference with the individual bringing the grievance. If the grievance involves the lead administrator the written grievance shall be directed to the Board chairman.

Step 2: If the situation is not resolved through communication with the managing director, a conference will be scheduled with the person filing the grievance, the individual accused of wrongdoing, and administration. The director will serve as a mediator and allow both parties to share their perspective. At the end of the conference, the managing director will provide both parties with a decision based on the information gathered. If either party disagrees with the managing director's, decision they will have the opportunity to appeal directly to the Board of Directors.

Step 3: The party requesting an appeal will make a written recommendation to the Board describing the nature of the grievance. The managing director will provide objective data that was discovered during their investigation. The Board will schedule a hearing 14 days from receiving the written appeal request. At the appeal hearing all parties involved will have the opportunity to state their case. After hearing the testimonies, the panel will discuss the matter in private and come to a decision. Within 30 days of the hearing, the panel will communicate their decision with the party filing the appeal.

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

In year one, one of the Exceptional Children's teachers will have a lower caseload and will also serve as the Exceptional Children's Facilitator.

In year four, the Alamance Community School's physical education teacher will also serve as the athletic director, coordinating sporting events and scheduling the athletic programming when competitive sports are added to the educational program.

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.

Alamance Community School will ensure that our staff adequately meets the needs of our EC, ELL, and gifted students. When hiring teachers, we will seek those with ELL and AIG certification. Furthermore, we will encourage certified personnel to obtain add-on licensure in those areas. Professional development will be provided in all three areas.

In our first year of operation, we will employ three EC teachers, one of whom will also have the responsibilities of the EC Facilitator. We will increase these numbers as necessary to serve our EC population. We are currently planning to employ six EC teachers by year five of operation.

9. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).

The Managing Director shall have a Masters degree and licensure in School Administration and Supervision or a Doctoral degree in an educational field.

They shall have a current Principal certification/license from the NC Department of Public instruction, with three years or more experience as a school administrator. They should also have relevant teaching experience and effective communication skills. The responsibilities of the Managing Director include:

- * Exemplify the values of our mission and strive to ensure equity for our students and their families.
- * Recruit, hire, and evaluate all teaching and support personnel.
- * Oversee the school's curriculum and educational program
- * Maintain a safe and secure learning environment
- * Communicate the mission and vision of the school to all stakeholders
- * Manage the day to day operations of the school
- * Monitor the school's finances and maintain a balanced budget
- * Provide strategic planning to ensure advancement toward the school's mission

The Assistant Principal shall have a Masters degree in School Administration, Curriculum and Instruction, or another field of education. They should have relevant teaching experience and effective communication skills. The AP's responsibilities include:

- * Exemplify the values of our mission and strive to ensure equity for our students and their families.
- * Support the Managing Director in the execution of all of their responsibilities and the day to day operations of the school.
- * Support the educational program and provide guidance for teachers in their daily instruction.
- * Manage the maintenance of the facilities, handle disciplinary matters, and evaluate teacher performance.

The Instructional Support Coordinator shall have a Bachelors degree or higher, have five years or more relevant elementary and/or middle school teaching experience and effective communication skills. The Instructional Support Coordinator's responsibilities include:

- * Exemplify the values of our mission and strive to ensure equity for our students and their families.
- * Support the Managing Director in the execution of the school's curriculum and educational program
- * Support the educational program and provide guidance and coaching for teachers in their daily instruction.

The Core Teachers shall have a Bachelors degree from a four year institution and be certified by NCDPI in their content area and grade level or be working towards certification. Prior teaching experience is preferred, but not required. Core teacher roles and responsibilities include:

- * Exemplify the values of our mission
- * Create a positive learning environment for students
- * Execute lesson plans that are consistent with the mission of the school and aligned with NC Standard Course of Study.
- * Participate in their Professional Learning Community and all professional development activities.
- * Evaluate student performance equitably.
- * Communicate effectively with all stakeholders including parents, students, and administration.

The Elective/Specials Teachers shall have a Bachelors degree from a four year institution in their area of expertise and be certified by NCDPI in their elective area or be working towards certification. Prior teaching experience is preferred, but not required. Elective teacher roles and responsibilities include:

- * Exemplify the values of our mission
- * Create a positive learning environment for students
- * Execute lesson plans that are consistent with the mission of the school and aligned with NC Standard Course of Study.
- * Participate in their Professional Learning Community and all professional development activities.
- * Evaluate student performance equitably.
- * Communicate effectively with all stakeholders including parents, students, and administration.

Exceptional Children's teachers shall have a Bachelors degree from a 4 year institution and be certified by NCDPI in Special Education. They will:

- * Exemplify the values of our mission.
- Create a positive learning environment for students
- * Execute lesson plans that are consistent with the mission of the school, aligned with NC Standard Course of Study, and are aligned to the student's IEP.
- * Participate in their Professional Learning Community and all professional development activities.
- * Evaluate student performance equitably.
- * Communicate effectively with all stakeholders including parents, students, and administration.
- * Ensure that students with IEPs receive their services.
- * Ensure that ALA is in compliance with all federal and state regulations regarding students with disabilities.
- * Provide support for Regular Education teachers in the classroom where appropriate.

School Counselors shall have a Masters Degree in counselor education from a 4 year institution and be certified by NCDPI. They will:

- * Exemplify the values of our mission and strive to ensure equity for our students and their families
- * Assist with individual student planning
- * Perform responsive counseling services and referrals for assistance
- * Consult and collaborate with parents, teachers, administration and community agencies.

The Admin. Assistant shall possess a High School diploma and organizational skills conducive for managing the front office. Their responsibilities include:

- * Exemplify the values of our mission.
- * Be proficient in the software programs within Microsoft Office Suite.
- * Provide the phone coverage and relay correct information regarding the operation of the school
- * Assist student sign-ins
- * Work with parents and visitors
- * Perform clerical tasks as deemed necessary by school administration

Staff Evaluation and Professional Development

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

The Instructional Support Coordinator will be responsible for maintaining teacher licensure & coordinating teacher Professional Development. All teachers will be required to maintain their teacher licenses and 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 and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state law and the Every Child Succeeds Act. 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 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 teacher's overall evaluation and progress towards their PDP goals.

ACS will provide a superior Beginning Teacher(BT)-Mentor program and also an on-going high quality professional development plan. BT support programs are often inadequate. Even when new teachers are well prepared by their School of Education, they are often are given the most challenging students with very little support. Research has shown that nearly half of all teachers leave the profession within their first five years, so an excellent beginning teacher and mentoring program is critical to their success. Coaching from veteran teachers is a very important aspect to the growth and development of a new teacher. At ACS, we will have a meaningful and valuable BT program that will provide the necessary support for novice teachers. This includes the comprehensive evaluation cycle, monthly BT meetings, and participation in the BT-Mentor program. In the BT-Mentor program, an experienced teacher is matched with a BT; they meet weekly to discuss school policies, classroom management, effective instruction, and best practices. The mentor teachers receive mentor training to support the BT in all aspects

of the profession. Once they are certified as "mentor teachers" they will provide on the job observations and coaching. We will also have opportunities for BTs to observe outstanding veteran teachers at ACS and other charter schools to learn best teaching practices and strategies, so they can analyze and reflect on their own teaching and their classroom. We believe that this model will give them confidence and competence leading to more effective teaching practices and higher retention rates among our beginning teachers.

All teachers will 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. Veteran teachers will also feel supported by these protocols.

- 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.*

We know that a high quality teacher is the most important school-related factor influencing student achievement. Therefore, professional development for both new and experienced educators is a significant component for student success both academically and socially-emotionally. ACS teachers, beginning and career, must have ongoing and purposeful professional development that is aligned to the education/curriculum plan and also have opportunities to learn from each other. Ongoing professional development provides teachers with new research and best teaching practices on how children learn, new technology for the classroom, innovative curriculum resources, and more. The best professional development is ongoing, purposeful, collaborative, and is connected to the educational goals, the curriculum plan, the assessment data, and is also derived from working with students and understanding their strengths and needs. On-going and quality professional development is a key strategy that ACS will use to ensure that all teachers, teacher assistants, and administrators are following the educational plan, meeting the academic and social-emotional goals of the school, and continue to grow professionally. ACS's effective PD program will engage outside consultants that are experts in Project Based Learning, Reading and Writing Workshop, Guided Reading, Math Workshop, and Responsive Classroom to provide PD to our staff. We will also call upon ACS staff members that are experts in specific curriculum areas to provide ongoing PD throughout the year. Last, but not least, we will have Professional Learning Teams consisting of teams of teachers, on their grade level and also vertically on other grade levels, to focus on the needs of all students. They will learn, collaborate, and problem-solve together to ensure all students are growing academically and socially. We will use a variety of schedules and ways to provide this collaborative learning and work time for teachers.

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

Prior to the beginning of the 2020-21 school year, Alamance Community School's teachers will be required to attend a week long orientation at

which they will become proficient in the use of the various systems and technologies required to complete their responsibilities: Powerschool, Google Docs, and the NC Educator Effectiveness System (NCEES). Teachers will also receive extensive training on the unique elements of the instructional plan. This will include training on how to execute tuning protocols in their PLTs, the components of leading a responsive classroom, the Project Based Learning (PBL) pedagogy, the workshop model for reading, writing, and math and any training specific to our student population. The Managing Director and the Instructional Support Coordinator will be responsible for coordinating these trainings and will rely on outside experts and consultants, in addition to veteran "teacher experts" to facilitate these trainings, especially after the first year. Where necessary, these trainings will be outsourced to other educational organizations or institutions. During the summer prior to the 2020-21 school year, teachers will have the opportunity to collaborate and plan on their own within the school building. School administration will open the building for optional teacher workdays to facilitate this collaboration and classroom set-up. Teachers will also have access to online resources for professional development including Edvivate. Throughout the school year teachers will receive continual strategic professional development aligned with the school's mission and academic and social-emotional goals. A specific school calendar has been developed to facilitate the on-going PD throughout the year.

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.

At ACS we know that having time for relevant and high-quality professional development and on-going curriculum support will be key components to the success of our students, teachers, and school. The Instructional Support Coordinator along with the Managing Director will play vital role in the implementation of the curriculum and the professional development goals and plans. We have structured our school calendar to meet and fulfill the academic and social-emotional goals. Starting a new school and hiring new teachers and staff from multiple backgrounds and experiences requires a great deal of PD on the front-end to ensure everyone starts the year with the same training and expectations. We also recognize that this is a huge commitment and undertaking for all of the ACS staff. Therefore, we will have a full week of PD in the summer before the official school calendar begins.

Once the official school year begins on Monday, August 3rd, there will be three full teacher workdays before students start for classroom set-up and organization, Open House and meeting times for parents and students, and a short one to two hour professional development session to help clarify and solidify the previous PD.

There will be 6 1/2 professional development days spaced throughout the school year, so that the teacher's learning and growth will be on-going and purposeful. PD topics will be determined by our mission and the curriculum plan. Also, we will decide on relevant PD for the staff through conversations and discussions with teachers at the weekly curriculum and data meetings regarding their needs and also through teacher observations, evaluations, and classroom walk-throughs. Sept., Oct., Nov. Feb., and April will have one 1/2 day early release for students for teacher PD and 2 full

days in the spring. On early release days, ACS will do it's best to offer after school and enrichment options for parents are unable to pick up their children early from school.

At ACS, we value our relationships with families and know that it is important for all families to have time to meet with teachers and learn how their student is performing academically and socially. We want there to be frequent, honest and open communications, therefore, two of the seven teacher workdays throughout the year will be set aside for fall and spring parent-teacher conferences.

The daily schedule and staffing structure will also contribute to opportunities for teacher collaboration and professional development. Once a week, during "Specials" core grade level teachers will meet with administrators for guidance and support regarding the ACS curriculum and assessment data/MTSS.

One day per week during a lunch block the EC teachers and the Specials/Elective teachers, and Counselor will meet with administrators for guidance and support regarding the integration of grade level projects, curriculum needs, student concerns, and assessment data/MTSS.

A second time during the week, the grade level teams will be required to work together and develop their lesson plans for the next week.

One time per week, the EC teachers will have a common time to meet and plan for students in the Exceptional Children's program.

One time per week, the Special teachers will have a common time to meet and plan for grade level projects.

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 G.S. 115C.218.45 carefully.

Marketing Plan

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

In all of Alamance Community School's marketing strategies, our goal is communicating our school's mission of creating active citizens who become leaders in their communities. To achieve this goal, we will use grassroots marketing to create familiarity with the neighborhoods we will serve. Our school's mission as well as our Project Based Leadership methodology will be stressed in our marketing campaign to ensure that we attract families who believe that improve the world around the helps improve themselves. ACS will

market to families in Alamance County and the nearby towns in Orange County. Our inclusive and non-discriminatory marketing will strive to ensure a diverse population that reflects the demographic composition of the district in which the school is located. These strategies include:

* Developing a digital presence comprised of a website describing the school's mission and other pertinent information, a survey seeking feedback from families, and a Facebook campaign creating interest via social media. This page will provide relevant information about the school and target individuals with school-aged children in the Alamance area. Interested applicants will be able to "like" the page and share it with their own network of friends. All of these components will give families the opportunity to join a mailing list to receive information about the school as it continues through the charter application process.

* Utilizing the extensive personal networks of the Board of Directors to create a word of mouth campaign within Alamance County. The board will help distribute marketing materials with the school's social media information to interested parties.

* Setting up informational tables at local community gathering places like the Boys and Girls Club, YMCA, Farmers' Market, and local events like the Efland-Ruritan rodeo to inform the local community about our mission and vision of the school.

* Creating signage and print media such as brochures and flyers to distribute throughout the community, including preschools in Alamance County.

* Advertising in the local newspapers and print media.

Parent and Community Involvement

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

Citizenship begins at home, is reinforced in school, and takes roots in the community. Therefore, it is integral that Alamance Community School enlists parents and the local communities as allies in achieving our mission. Additionally, building partnerships beyond the classroom is shown to enhance overall student achievement.

Throughout the planning year ACS will continue it's communication efforts with the public, informing them of any updates, events, and meetings. To achieve this, we will utilize our social media platforms. We will also use social media like our Facebook and Twitter accounts to encourage interested parties to add their email address to our listerv for announcements and periodic newsletters. We will also share the links to our website which will outline the school calendar, policies, events, and board members.

Perhaps most importantly, we will also continue to participate in community meetings and attend local events, including hosting our own get togethers so students can begin to form a bond. Extending a hand to the community and being part of these events will help form relationships with organizations in the area that will be valuable assets to our school.

ACS will hold a parent/student orientation prior to the opening of school

where families can tour the school and meet their teachers. During this event, the lead administrator will meet with families to reinforce what has already been communicated on-line and during other presentations and events: the culture of the school and how parents can help us achieve it through communication with teachers, attendance at Student Led Conferences (SLC) and exhibition nights, and volunteering.

SLCs will be held biannually with a parent/guardian, student, and teacher at the k-5 level, and in advisories for the middle school grades. These conferences will take place at the conclusion of the first and third academic quarters. At the first conference, students will share their leadership binders - a collection of their work assessing their mastery of skills - and the goals they have set for the school year with their parents. They will also discuss their self-identified strengths and weaknesses and the action steps they have chosen to achieve their goals for that school year. At the second conference, students will evaluate their progress towards their annual goals. They will also discuss any adjustments that are necessary to achieve their goals before the end of the school year. During the conference, the parents and teacher will listen, ask questions, and provide guidance where necessary. If parents have specific questions about academic concerns, policies, or behavior, they can schedule a separate appointment with the teacher.

There will be other events where parents and community members can celebrate student achievement throughout the year including project culminations where students will publicly present the products created through their project and articulate their learning. Also, CSA will host at least one Exhibition Night a year - an aspect of the PBL program that gives students another opportunity to share their unique talents and become comfortable presenting in front of adults from the local community. Through this event students are also able to develop their leadership skills and celebrate their achievements. It will give these stakeholders the opportunity to engage in partnerships with WPA and strengthen their support for student learning.

Parents and community members who have completed the appropriate background checks will be welcome to volunteer in our classroom in various capacities from sharing a skill or trade, to presenting a story or craft, assisting with lunches, or providing coverage during 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 withdrawals and transfers.*

In order to apply for admission to ACS, a student must only be a resident of the state of North Carolina. ACS will not discriminate based on race, color, creed, national origin, ethnicity, or religion. ACS will also not deny any student based on previous academic performance or special needs. To obtain admission to ACS, potential students must go through the application process. The application period will begin on January 1st, 2020 and run through February 28th, 2020. Applicants will visit the school website to complete the application online. If necessary, hard copies of the application will be made available to those without internet access. Completed applications must contain the following:

- * Proof of residence in North Carolina
- * The grade level in which the student will enter
- * Information about any siblings who attend the school
- * Relevant demographic data concerning the student

If an application is filled out incorrectly or incompletely, it will be disqualified from consideration. All applications must be received by February 28th at 11:59 PM EST. Once received, each applicant's information will be entered into CSA's database.

If there are fewer applicants than slots available, all applicants will be admitted. If there are more applicants than spots available, we will conduct a public lottery in accordance with NC charter school law. Features of the public lottery include:

* Applications submitted by the assigned deadline will be entered into a random public lottery. This lottery will be held publicly and be advertised to the local community.

Proposed admissions timeline for the 2020-21 school year:

January 1, 2020 - February 28, 2020 - Applications available to the Public
February 28, 2020 - Applications due to ACS

March 10, 2020 - Public lottery held

March 12, 2020 - Acceptance letters mailed to accepted lottery students
April 13, 2020 - Deadline for the return of Completed Acceptance letter and documentation

July - August 2020 - New Student/Family orientation dates

* Siblings of current ACS students, children of board members, and children of full time ACS employees are admitted before the lottery to any open spots for the grade in which the student is applying. In order to be considered for the sibling lottery, the identified sibling must attend ACS for one full school year. These students must also share the same permanent address.

* Applicants who apply after the February 28th deadline will be placed at the end of the waitlist based on the time and date of their application submission.

* Students who are twins, triplets, etc. must each complete an application. However, only one application will be entered into the lottery for those students. If that application is accepted in the lottery, the siblings will also be admitted.

* Students not accepted by the lottery will remain on the waitlist until the end of the following school year. If not accepted throughout the school year, the student will follow the same application procedures again to apply for the next school year.

Once accepted, ALA students will retain their position from year to year unless they voluntarily withdraw. Annually, families will be asked to

complete a commitment form that guarantees their child's spot for the upcoming school year.

After the initial acceptance, families will be required to review the ACS student-parent handbook and sign an agreement stating that they will abide by the policies and procedures of the school. They will also be notified of the New Student Orientation and asked to schedule a date for their attendance.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes: X

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, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).*
- 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.*

Our goal is to empower all families, regardless of where they can afford to live, the ability to pursue high-quality innovative options for their children's' education. As stated in our mission, "we believe that students all have the ability to excel when they are in an atmosphere that promotes respect, teaches self-control, emphasizes empathy, increases equity, and inspires curiosity, and nurtures confidence." ACS requires the utilization of the weighted lottery in order to ensure increased equity for all students.

According to "The Benefits of Socioeconomically and Racially Integrated

Schools and Classrooms," published by The Century Foundation in 2016: "Racially and socioeconomically diverse schools offer students important social-emotional benefits by exposing them to peers of different backgrounds. The increased tolerance and cross-cultural dialogue that result from these interactions are beneficial for civil society." The benefits include: reducing racial bias and countering stereotypes, improving students' satisfaction and intellectual self-confidence, and enhancing students' leadership skills. All of those benefits align with our mission mentioned above.

There are additional academic benefits cited in the same article: higher average test scores, students more likely to enroll in college, students less likely to drop out, reduction of the racial achievement gap, classrooms that encourage critical thinking, problem solving, and creativity. Our mission states that "students are capable of solving real-world situations adding value to their community. We also believe that they learn best when presented with interesting, relevant, and meaningful problems to solve." A weighted lottery that provides seats for children who qualify for the National Lunch Program would increase our racial and economic diversity, integrating our classrooms, and therefore helping all students achieve the benefits cited above and mentioned in our mission.

2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.

At ACS, we will institute a weighted admissions lottery, in which students whose families qualify for the National School Lunch Program (free and reduced school lunches) will be given priority for a certain number of seats in each grade. According to Town Charts, which provides the economic outlook and local economy using the most recent economic data from the 2017 Census Bureau, 18.5% of residents in Alamance County are living in poverty. 25% of those residents are 12 years old or younger. Therefore, we will set aside 25% of the seats for Economically Disadvantaged Students. This initiative will counter the over-representation of middle and high-income families in the applicant pool.

We are committed to providing transportation to students who would be unable to attend ASC if transportation were not provided, ensuring free & reduced priced lunches for all eligible students, and also offering scholarships for after school care and camps.

3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.

At ACS, we will develop a student body that reflects Alamance County's diversity and positively leverages its differences. We know that economically diverse learning communities lead to better outcomes for all students. Furthermore, this fulfills the mandate of the Charter School legislation by providing increased learning opportunities for all students with a special emphasis on expanded learning experiences for students who are identified as at-risk of academic failure.

Central Park School for Children in Durham, NC implemented a similar

lottery, setting aside 15% of seats for students who qualify for the National School Lunch Program in 2013-14 and 25% in 2014-15, all the way to 40% in 2016-17. By doing so, they increased the socio-economic diversity from 6% in Year 0 to 18% in Year 3 (2015-16). Their website notes that, as of 2014-2015, the achievement gap still existed, but that their EDS had "the highest EOG proficiency rate of all twelve Durham Charter Schools." With our strong educational plan, our board member who is a school administrator and has closed the achievement gap at her Title 1 targeted assistance school possibly serving as our managing director or a managing director with such a background, we believe that ACS over the first five years of operation will be able to close the achievement gap between students who are economically disadvantaged and those who are not.

A report titled, "Diverse Charter Schools: Can Racial and Socioeconomic Integration Promote Better Outcomes for Students?" published by the "Poverty & Race Research Action Council" and "The Century Foundation," states: "lotteries not based on individual race that weight students based on family income, geography, parents educational status, or the racial makeup of a neighborhood, for example can be a powerful tool for creating a diverse student body." One of the school's studied in the report "simply reserves the first 60 percent of seats in their lottery for low-income students," a plan similar to what Alamance Community School is proposing.

However, a weighted lottery alone is not enough to guarantee a diverse student body or academic achievement. The school must still be high-quality with "a focus on academic quality and in-demand specialties." Project Based Learning, reading and writing workshops, and math workshops are examples of academic quality that ACS will offer and to which the report speaks. A weighted lottery, quality academic programs, and a goal of 100 percent highly qualified teachers will coalesce into a high-performing school with strong academic results.

When discussing school culture, the report posits: "Creating a successful diverse charter school requires more than ensuring diversity of students who walk through the front door. In order to reap the academic, social, and cognitive benefits of diversity, schools must ensure that all students have equitable educational opportunities and all cultures or backgrounds are respected." ACS's use of the Responsive Classroom model, it's various groupings within the classroom, and it's removal of barriers by providing transportation as well as offering free and reduced lunches will create equal opportunities for the children it serves.

PROJECTED ENROLLMENT Year 1 through Year 5

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.

	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA 010	LEA 680	LEA 000	LEA 010	LEA 680	LEA 000	LEA 010	LEA 680	LEA 000	LEA 010	LEA 680	LEA 000	LEA 010	LEA 680	LEA 000
Kindergarten	90	10	0	90	10	0	90	10	0	90	10	0	90	10	0
Grade 01	90	10	0	90	10	0	90	10	0	90	10	0	90	10	0
Grade 02	90	10	0	90	10	0	90	10	0	90	10	0	90	10	0
Grade 03	90	10	0	90	10	0	90	10	0	90	10	0	90	10	0
Grade 04	0	0	0	90	10	0	90	10	0	90	10	0	90	10	0
Grade 05	0	0	0	0	0	0	90	10	0	90	10	0	90	10	0
Grade 06	0	0	0	0	0	0	0	0	0	90	10	0	90	10	0
Grade 07	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	360	40		450	50		540	60		630	70		630	70	

V. OPERATIONS

Transportation Plan:

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

The Alamance Community School will provide transportation options for all students and parents. Our school site location will be in eastern Alamance County towards Mebane. While we anticipate that most of our children will have transportation provided by their families, we recognize that providing their own transportation will create barriers for other families. To alleviate that hardship for our students, we will lease at least two buses that will service students in the geographic areas of our schools. We will select specific drop zones where parents will be able to meet bus drivers to transfer their children to the care of our bus drivers for transport to the school. This will allow families who do not live in the immediate vicinity of the school the option of not having to drive the entire distance to the facility. Instead they will meet the bus in public locations closer to their own residence. Each geographic area will have 2-3 public drop zones and drivers will keep strict schedules to ensure promptness and efficiency. Public drop zones will be at universally known landmarks like popular shopping centers, churches and community centers. School administration will select the location of the drop zones based on its proximity to a majority of students who have need for the transportation service. Administration will guarantee that these locations are practical for a large concentration of students. Administration will also continually evaluate the safety of the drop zone locations and set distinct procedures to ensure the safety of all students. The practice of providing drop zones will alleviate transportation dilemmas for our families and also be an efficient use of the school's transportation resources.

School administration will also employ an online system where parents will be able to communicate with one another to organize carpool rides for their children with other families who live near them. The system will be accessible through the school website, and families will have the flexibility to coordinate transportation throughout the school year.

As ACS grows, we will evaluate the transportation budget annually and determine whether additional funding is necessary to obtain additional resources. We will also look to add a Before/After school program for families who need extended care services. Upon charter approval, we will apply for grants to help fund this after school program which could include but not be limited to the 21st Century Community Learning center program. ACS's goal is to provide no cost transportation options to all students to guarantee that no student is denied access to the school based on a lack of transportation.

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.

Alamance Community School will ensure that every child is provided with a meal on a daily basis. Students will have the opportunity to bring their own lunch or pre-order their lunch from AC's selected vendors. ACS will set up an online ordering system where families can select food options from local restaurants. The vendors will then deliver the meals to the assigned students on the date it was selected. All meal options will meet the nutritional guidelines of the National School Lunch program. The online system will manage all payments and food orders to help with the efficient distribution of meals.

ACS's board has identified My Hot Lunchbox as a potential vendor for our school lunch program. My Hot Lunchbox offers nutritious meals with vegetarian, gluten free, and dairy free options. It provides a worry-free food service program for school administrators. It also provides the necessary equipment and staff members as necessary to meet the needs of each school.

ACS will comply with the guidelines of the National School Lunch Program in regards to its free and reduced lunch population. Students will fill out free and reduced lunch applications at the beginning of the year to determine if they qualify for the program. ACS will contract with local vendors to provide lunch at no charge or at a reduced cost for qualifying students. Students who forget their lunch will be provided with lunch from a surplus supply of meals. We have allocated funds in our budget to cover the costs of the surplus meals and profits from the vendor program will offset a portion of these costs.

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

The Nonprofit

shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

- a. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
- b. General Liability: one million dollars (\$1,000,000) per occurrence;
- c. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
- d. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
- e. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
- f. Workers' compensation: as specified by Chapter 97 of the General Statutes, Workers' Compensation Law.

Area of proposed coverage	Proposed amount of coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000	\$2,005.00
Officers and Directors/Errors and Omissions	\$1,000,000	\$4,277.00
Property Insurance	\$4,500,000	\$4,750.00

department to implement all necessary inspections to meet building and land use regulations. The facility will satisfy all safety and fire standards to guarantee the health, safety, and welfare of all occupants.

The proposed site layout will occupy an estimated 10 to 15 acres of land. The site developer will construct an approximate 55,000 sq. foot facility. The facility will be designed to support the mission of the school. This includes connecting classrooms for class collaborations and flexible furniture options for small group activities necessary for Project Based Leadership, as well as a media center, storage rooms, and all else needed for the successful operation of the school.

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.

Once fully-utilized, ACS is estimating \$15.45 cost per square foot for the facility lease. While ACS is building to full-enrollment, the developer will work with ACS to establish initial lease escalations within budget.

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.*

Prior to beginning of construction, the Board, in conjunction with the development company, will identify three modular classroom providers and execute Memorandums with them to provide temporary facilities to the school should they be needed.

Additionally, The Board will identify a temporary location that is available for lease such as a church or storefront. This space must have an appropriate amount of square footage to accommodate classrooms for our initial student enrollment, as well as administrative offices. The site developer hired for construction of the permanent facility will work with ACS's Board of Directors to upfit the space to meet the needs of the school. We do not anticipate that any of the school's academic programs will be affected by this contingency plan and should continue as planned during the first year of operation. Other non-academic programs like athletics may be affected due to a lack of land acreage. ACS's administration may also have to be creative when executing large public events without access to a gym or auditorium if the contingency plan is put into place.

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 Year 1

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1 010 - Alamance-Burlington Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,463.77	360	\$1,966,957.20
Local Funds	\$2,498.00	360	\$899,280.00
Federal EC Funds	\$4,464.16	36	\$160,709.76
Totals			\$3,026,946.96

LEA #2 680 - Orange County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,699.86	40	\$227,994.40
Local Funds	\$1,500.00	40	\$60,000.00
Federal EC Funds	\$4,169.95	4	\$16,679.80
Totals			\$304,674.20

Total Budget: Revenue Projections Year 1 through Year 5

INCOME: REVENUE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
-State ADM Funds	\$2,194,952	\$2,999,734	\$3,599,681	\$4,199,628	\$4,799,575
-Local Per Pupil Funds	\$959,280	\$1,249,000	\$1,498,800	\$1,748,600	\$1,998,400
-Exceptional Children Federal Funds	\$177,390	\$187,500	\$225,000	\$262,500	\$300,000
-Other Funds*	\$135,000	\$135,000	\$135,000	\$135,000	\$135,000
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$3,466,621	\$4,571,234	\$5,458,481	\$6,345,728	\$7,232,975

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

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

Personnel Budget: Expenditure Projections Year 1 through Year 5

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

BUDGET EXPENDITURE PROJECTIONS Personnel	Year 1			Year 2			Year 3			Year 4			Year 5		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$95,000	\$95,000	1	\$95,000	\$95,000	1	\$95,000	\$95,000	1	\$95,000	\$95,000	1	\$95,000	\$95,000
Assistant Administrator	1	\$65,000	\$65,000	1	\$65,000	\$65,000	2	\$65,000	\$130,000	2	\$65,000	\$130,000	2	\$65,000	\$130,000
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Clerical	1	\$30,000	\$30,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000
Food Service Staff	0	\$15,000	\$0	0	\$15,000	\$0	0	\$15,000	\$0	0	\$15,000	\$0	0	\$15,000	\$0
Custodians	1	\$26,000	\$26,000	1	\$26,000	\$26,000	1	\$26,000	\$26,000	1	\$26,000	\$26,000	1	\$26,000	\$26,000
Transportation Staff	1	\$15,000	\$15,000	1.5	\$15,000	\$22,500	2	\$15,000	\$30,000	2	\$15,000	\$30,000	2	\$15,000	\$30,000
A - Total Admin and Support:	5		\$231,000	5.5		\$248,500	7		\$321,000	8		\$361,000	8		\$361,000
Instructional Personnel:															
Core Content Teacher(s)	20	\$43,000	\$860,000	25	\$43,000	\$1,075,000	30	\$43,000	\$1,290,000	35	\$43,000	\$1,505,000	40	\$43,000	\$1,720,000
Electives/Specialty Teacher(s)	5	\$45,000	\$225,000	6	\$45,000	\$270,000	7	\$45,000	\$315,000	8	\$45,000	\$360,000	9	\$45,000	\$405,000
Exceptional Children Teacher(s)	3	\$50,000	\$150,000	4	\$50,000	\$200,000	5	\$45,000	\$225,000	6	\$45,000	\$270,000	7	\$45,000	\$315,000
Instructional Support	1	\$50,000	\$50,000	1	\$50,000	\$50,000	1	\$50,000	\$50,000	2	\$50,000	\$100,000	2	\$50,000	\$100,000
Teacher Assistants	8	\$17,500	\$140,000	10	\$17,500	\$175,000	12	\$17,500	\$210,000	13	\$17,500	\$227,500	14	\$17,500	\$245,000
B - Total Instructional Personnel:	37		\$1,425,000	46		\$1,770,000	55		\$2,090,000	64		\$2,462,500	72		\$2,785,000

Alamance Community School

A+B = C - Total Admin, Support and Instructional Personnel:	42		\$1,656,000	51.5		\$2,018,500	62		\$2,411,000	72		\$2,823,500	80		\$3,146,000
Administrative & Support Benefits															
Health Insurance	5	\$6,104	\$30,520	5.5	\$6,104	\$33,572	7	\$6,104	\$42,728	8	\$6,104	\$48,832	8	\$6,104	\$48,832
Retirement Plan--NC State	5	\$5,081	\$25,405	5.5	\$4,619	\$25,405	7	\$4,116	\$28,812	8	\$4,116	\$32,928	8	\$4,116	\$32,928
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	8	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	8	\$0	\$0
Disability	5	\$578	\$2,890	5.5	\$542	\$2,981	7	\$541	\$3,787	8	\$541	\$4,328	8	\$541	\$4,328
Medicare	5	\$699	\$3,495	5.5	\$655	\$3,603	7	\$654	\$4,578	8	\$654	\$5,232	8	\$654	\$5,232
Social Security	5	\$2,988	\$14,940	5.5	\$2,801	\$15,406	7	\$2,797	\$19,579	8	\$2,797	\$22,376	8	\$2,797	\$22,376
D - Total Admin and Support Benefits:			\$77,250			\$80,966			\$99,484			\$113,696			\$113,696
Instructional Personnel Benefits:															
Health Insurance	29	\$6,104	\$177,016	36	\$6,104	\$219,744	43	\$6,104	\$262,472	51	\$6,104	\$311,304	58	\$6,104	\$354,032
Retirement Plan--NC State	29	\$8,339	\$241,831	36	\$8,338	\$300,168	43	\$8,337	\$358,491	51	\$8,358	\$426,258	58	\$8,355	\$484,590
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	37	\$3,046	\$112,702	46	\$3,048	\$140,208	55	\$3,049	\$167,695	64	\$3,030	\$193,920	72	\$3,014	\$217,008
Disability	37	\$589	\$21,793	46	\$590	\$27,140	55	\$590	\$32,450	64	\$586	\$37,504	72	\$583	\$41,976
Medicare	37	\$712	\$26,344	46	\$712	\$32,752	55	\$713	\$39,215	64	\$708	\$45,312	72	\$705	\$50,760
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:			\$579,686			\$720,012			\$860,323			\$1,014,298			\$1,148,366
D+E = F - Total Personnel Benefits			\$656,936			\$800,978			\$959,807			\$1,127,994			\$1,262,062
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	5		\$308,250	5.5		\$329,466	7		\$420,484	8		\$474,696	8		\$474,696
B+E = H - Total	37		\$2,004,686	46		\$2,490,012	55		\$2,950,323	64		\$3,476,798	72		\$3,933,366

Alamance Community School

Instructional Personnel (Salary & Benefits)														
G+H = J - TOTAL PERSONNEL	42		\$2,312,936	51.5		\$2,819,478	62		\$3,370,807	72		\$3,951,494	80	\$4,408,062

Operations Budget: Expenditure Projections Year 1 through Year 5

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		Year 1	Year 2	Year 3	Year 4	Year 5
	Administrative & Support:					
Office:	Office Supplies	\$10,000	\$12,500	\$15,000	\$17,500	\$20,000
	Paper	\$5,000	\$6,250	\$7,500	\$8,750	\$10,000
	Computers & Software	\$30,000	\$37,500	\$45,000	\$52,500	\$60,000
	Communications & Telephone	\$15,000	\$18,750	\$22,500	\$26,250	\$30,000
	Copier leases	\$15,000	\$18,750	\$22,500	\$26,250	\$30,000
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Student Accounting	\$40,000	\$50,000	\$60,000	\$70,000	\$80,000
	Financial	\$50,000	\$62,500	\$75,000	\$87,500	\$100,000
	Other Professional	\$75,000	\$93,750	\$112,500	\$131,250	\$150,000
Facilities	Facility Lease/Mortgage	\$283,002	\$548,548	\$655,017	\$761,487	\$867,957
	Maintenance	\$25,000	\$31,250	\$37,500	\$43,750	\$50,000
	Custodial Supplies	\$15,000	\$18,750	\$22,500	\$26,250	\$30,000
	Custodial Contract	\$40,000	\$50,000	\$60,000	\$70,000	\$80,000
	Insurance (pg19)	\$30,000	\$65,000	\$65,000	\$65,000	\$65,000
	Other	\$20,000	\$75,000	\$75,000	\$75,000	\$75,000
Utilities	Electric	\$55,000	\$68,750	\$82,500	\$96,250	\$110,000
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$12,000	\$15,000	\$18,000	\$21,000	\$24,000
	Trash	\$5,000	\$6,250	\$7,500	\$8,750	\$10,000
Transportation	Buses	\$45,000	\$56,250	\$67,500	\$78,750	\$90,000
	Gas	\$25,000	\$31,250	\$37,500	\$43,750	\$50,000
	Oil/Tires & Maintenance	\$20,000	\$25,000	\$30,000	\$35,000	\$40,000
Other	Marketing	\$20,000	\$25,000	\$30,000	\$35,000	\$40,000
	Child nutrition	\$90,000	\$112,500	\$135,000	\$157,500	\$180,000
	Travel	\$15,000	\$18,750	\$22,500	\$26,250	\$30,000
	Other	\$25,000	\$30,000	\$35,000	\$40,000	\$45,000
	K - TOTAL Administrative & Support Operations	\$980,002	\$1,492,298	\$1,755,517	\$2,018,737	\$2,281,957
	Instructional:					
Instructional Contract	Staff Development	\$18,000	\$22,500	\$27,000	\$31,500	\$36,000

Alamance Community School

Classroom Technology	Software	\$17,000	\$21,250	\$25,500	\$29,750	\$34,000
Books and Supplies	Instructional Materials	\$60,000	\$75,000	\$90,000	\$105,000	\$120,000
	Curriculum/Texts	\$20,000	\$25,000	\$30,000	\$35,000	\$40,000
	Copy Paper	\$9,000	\$11,250	\$13,500	\$15,750	\$18,000
	Testing Supplies	\$4,500	\$5,625	\$6,750	\$7,875	\$9,000
	Other	\$0	\$0	\$0	\$0	\$0
	L - TOTAL Instructional Operations	\$128,500	\$160,625	\$192,750	\$224,875	\$257,000
	K+L = M - TOTAL OPERATIONS	\$1,108,502	\$1,652,923	\$1,948,267	\$2,243,612	\$2,538,957

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year5
J - TOTAL PERSONNEL	\$2,312,936	\$2,819,478	\$3,370,807	\$3,951,494	\$4,408,062
M - TOTAL OPERATIONS	\$1,108,502	\$1,652,923	\$1,948,267	\$2,243,612	\$2,538,957
J+ M =N TOTAL EXPENDITURES	\$3,421,438	\$4,472,401	\$5,319,074	\$6,195,106	\$6,947,019
Z - TOTAL REVENUE	\$3,466,621	\$4,571,234	\$5,458,481	\$6,345,728	\$7,232,975
Z - N = SURPLUS / (DEFICIT)	\$45,183	\$98,834	\$139,407	\$150,622	\$285,956

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.

Based on our research, we believe Alamance Community School will reach full enrollment. The local LEA of Alamance County serves approximately 23,000 students. ACS will begin with only 400 students, just 1.7% of the total school population in Alamance County, a nominal percentage of available student. Our board members who have a proven track record of opening a successful charter school with over 2,000 students on the waiting list will guide our enrollment process. We will conduct a multi-faceted marketing campaign which will include print, online, and radio advertisements; as well as in-person efforts such as community meetings at a diverse number of locations in order to cast a wide net and reach all families. Our marketing efforts will highlight: our proven experience with statistics showing the above average growth achieved by our students at prior schools, rigorous Project Based Learning curriculum, facilities equipped for 21st century learning, and a strong socio-emotional curriculum.

For these reasons, we anticipate reaching full enrollment. However, ACS has developed a break-even budget in the unlikely event that enrollment does not reach projected capacity each year. During the first year the school will be able to break even if the student enrollment is at least 320 students which is an 80% reduction in projected enrollment. If this situation arises, the school will adjust supplies, staffing, and other line items while still providing our students with an incredible educational experience.

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

If anticipated revenues are lower than estimated due to per student allotment reductions or lower student enrollment, the school is prepared to take steps to ensure solvent fiscal operation. The school will take the following steps: apply for grants, fundraise through parent organizations, seek additional corporate donations, reduce staff positions and adjust the amount of money spent on instructional supplies, staff development, hardware, and software to align with the lower student enrollment and number of staff positions.

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

Alamance Community School will not rely on additional sources of funds other than state, county, and federal funding in the first five years. We do anticipate \$65,000 from food sales in the first and second year and then \$135,000 from the third year on. The Board will apply for grants and corporate sponsorships. If granted, those funds will be used for supplemental materials or position, not required operational budgetary items.

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

20:1

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

Alamance Community School plans to contract for services needed to ensure an efficient and smooth operation of the school and those required for legal compliance. The services will be provided by vendors vetted and approved by ACS's Board.

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

The school's budget directly aligns to the school's mission by setting aside funds essential for purchasing materials and services necessary to create a high-quality Project Based Learning program. These budget lines include instructional supplies, professional development, and, most importantly, an average teacher salary set at a rate competitive with the local LEA. Attracting and retaining effective teachers is the most important factor in student success, especially since we seek to have every core teacher be Highly Qualified. Also, the school has budgeted to participate in the Teachers State Retirement system to ensure they can compete for the best teachers. ACS also seeks to remove barriers for student enrollment which is evident in the funds allocated to student transportation. The budget also includes an adequate lease amount in relation to building size.

- 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.*

Alamance Community School's goal for a general fund balance is 45 days cash on hand related to the school's expenditures. This fund will be developed over the initial five years of the school's operations. This conservative general fund balance will provide a safety net for the school while still allowing the majority of funds to support the school's mission. The ACS Board includes members who exceeded this financial goal at another charter on whose board they served.

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

Alamance Community School plans to enter into a partnership with Schooldev East with a 20-year renewable lease. Schooldev and the Board will work together to identify a suitable parcel of land for the school's needs. Schooldev East will acquire and build a building and other improvements on

land in Alamance County. Schooldev East will lease the land and any improvements upon it to Alamance Community School. ACS's Board of Directors will have the option to purchase the fee title to the Premises after the 18th month of the lease term.

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

Currently, Alamance Community School does not have any assets from other sources. When ACS receives approval for its planning year, Schooldev East will supply funds necessary for the successful startup operations of the school.

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

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

Alamance Community School will use a finance contractor to provide a separation of duties and safeguards between the different levels of organizational authority. Additionally, WPA will require two signatures on all checks. Authorized signing authority will reside with the school's director and two other Board members. The finance contractor will not retain any authority to sign checks. The school will designate a person to open the mail who will be different than the person remitting payments. All checks will be made through the accounting software LINQ. No handwritten checks or debit cards will be used on a bank account. The individuals with access to process checks through LINQ will have no signing authority on the bank account. Deposits will have two reviewers verifying the money received and deposited. There will be a separate person reconciling the bank statements from the person that makes the deposits. All purchases will be made through purchase orders. A monthly financial review will take place with the Board Treasurer and if applicable the finance committee. The finance contractor will also present the budget at each Board meeting.

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

Currently there are no related party transactions.

Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.

Alamance Community School Board is currently investigating the three following auditors:

Potter and Company
106 Welton Way, Mooresville, NC 28117
Phone: (704) 662-3146
Fax: (704) 662-8435

Les Merritt, CPA-CFP Pc
1014 N. Arendell Ave, Zebulon, NC, 27597
Phone: (919) 269 - 8553
Fax: (919) 269-8551

Thomas, Judy, and Tucker
4700 Falls of Neuse Road, Suite 400, Raleigh, NC 27609
Phone: (919) 571 - 7055
Fax: (919) 516- 0277

