



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **Doral Academy North Carolina**

**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: Doral Academy North Carolina

—

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

Name of non-profit organization under which charter will be organized or operated: *Doral Academy North Carolina Inc.*

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

Name of contact person: *Douglas Rodriguez*

Title/Relationship to

nonprofit

: *Board Member*

Mailing address: 7613 SW 188 Terrace  
Miami FL 33157

Primary telephone: 786-351-4270 Alternative telephone: 305-463-7210

E-Mail address: drodriguez@doral.edu

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

County: WAKE

LEA: 920-Wake County Schools

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

No:

Yes:

If so, provide the name of the third party person or group. *Academica LLC.*

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.

As part of its service and support to Charter Schools, *Academica* provided *Doral Academy of North Carolina* a group of experts in the area of finance, real estate and compliance to assist *Doral Academy* educators and *Doral Academy of North Carolina* Board members with completing certain sections of the application. In addition, *Doral Inc. of Florida* provided a group of educators to help in preparing the Educational Plan and answered questions as needed throughout the preparation of the application.

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:

*If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in.* Doral Academy Elementary K-5 and DAT 6-8 FL

*Do you want your application to be considered for Fast Track?*

Yes:

No:

*Are you a non-profit corporation board partnering to replicate an existing model operated by an EMO/CMO?*

Yes:

No:

### *Eligibility Criteria*

*A non-profit corporation board that does not currently operate a charter school in NC is eligible to apply to replicate through fast-track replication an existing model operated by an EMO/CMO. The non-profit corporation board is eligible to apply only if the schools operated by the EMO/CMO have a consistent track record of academic, financial, and operational success. The non-profit corporation is eligible to replicate an existing model operated by the EMO/CMO only if the non-profit corporation board meets each of the following conditions:*

*The non-profit corporation board must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina (1) have an academic proficiency comparable to the LEAs in which the current*

*schools are located; or (2) meet or exceed growth for the three years immediately preceding the application at issue. If the EMO/CMO does not manage any schools in NC or the schools it manages in NC*

*do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic*

*performance. The EMO/CMO must continue to meet these standards throughout the application period.*

Yes:

No:

*\*Attach as Appendix A the educational outcomes for the replicated school for the last three academic years.*

*The non-profit corporation board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application. If the EMO/CMO does not currently manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The non-profit corporation board must maintain this standard through the application period.*

Yes:

No:

*A majority of the non-profit corporation board members and 50% or greater of the board officers must be North Carolina residents.*

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?* Doral Academy North Carolina Inc.

*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	375
Year 2	K,01,02,03	500
Year 3	K,01,02,03,04	625
Year 4	K,01,02,03,04,05	750
Year 5	K,01,02,03,04,05,06	875

*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.*

drodriguez4145  
Signature

Board Member  
Title

drodriguez4145  
Printed Name

09/30/2018  
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:*

The mission of Doral Academy North Carolina is to deliver an exceptional educational experience that engages students in rigorous learning through STEM education, empowering them to be lifelong learners and successful future leaders.

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

Doral Academy will provide quality instruction, high expectations, and a standard-based curriculum with a focus on STEM. The school will prepare students for high academic performance, stimulate their lifelong love of math and science and create new pathways for them to pursue academic and professional careers in the fields of Math, Science, Engineering and Technology. The learning environment will support the schools mission of delivering an exceptional educational experience.

### **Educational need and Targeted Student Population of the Proposed Charter School:**

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

The school will be open to children eligible to attend grades K-8 (approximately 5 to 14 years of age). The school will have an open admissions policy and therefore be available to any student, as described in North Carolina state statute who submits a timely application (prior to the posted deadlines), unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants will have an equal chance of being admitted through a random selection (lottery) process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity. The school will actively recruit to ensure that the student population will reflect Wake County as a whole. Diversity in the Doral Academy program is a top priority, as we are aware of the need to provide a high quality program to a diverse population of students. In an effort to understand the demographic population of the proposed site of 314 Grovemont Rd, Raleigh, NC, elementary and middle schools within a 5 mile radius were analyzed. These schools are labeled as "selected schools" and information pertaining to the schools, the Wake School District



and the State of North Carolina have been used to complete this report.

Doral Academy of North Carolina conducted a survey to determine whether members of Wake County wanted a new educational institution in their county. The school sent out the survey to members of the community and gathered those responses in a survey document. All of the respondents stated that they wanted Doral Academy of North Carolina to come to their area. A copy of the survey along with the additional educational need for the community in which the school will be located is provided in Appendix A1.

See Appendix A1 for additional description

- 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 number of students at full enrollment is anticipated to be approximately 1125 in grades K-8. The school intends to open with grades K-3 in year one and add one grade each year as follows:

Grade	Year	Enrollment
K-2	2020	375
3	2021	500
4	2022	625
5	2023	750
6	2024	875
7	2025	1000
8	2026	1225

In referencing the 2016-2017 Facility Utilization Report, the Average Wake School District Elementary school housed 694 students, with the largest serving 1175 and the smallest serving 306 students. The Average Wake School District Middle school housed 1064, with the largest serving 1639 and the smallest serving 312 students. Combined for K-8 the average school would house 879 students. With this said, the Doral school will host a larger enrollment than the average of K-8 schools in the Wake District, but will most likely not exceed the largest elementary or middle school in the district.

The anticipated class sizes for the proposed Doral Schools will be as follows:

K	1 to 20
1st-5	1 to 23
6th-8	1 to 25

North Carolina charter schools are not required to follow the same class size requirements that must be followed by District operated public schools. North Carolina schools must adhere to the following class size:

Kindergarten 18 or less

1st grade 16 or less  
2nd/3rd grade 17 or less

It is anticipated that the proposed Doral school will be in line with the Wake District School enrollment; however, the school will exercise its right to adjust enrollment as stated for anticipated class size above.

See Appendix A1 for additional information on assumptions for enrollment and proposed area of school.

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

As a nation, our education industry has recognized a shortcoming in our students. We have fallen behind other industrialized countries in terms of STEM-related fields, which include Science, Technology, Engineering, and Mathematics. Not only does a STEM-focused education expose students to new subjects, it also allows for different learning methodologies to be utilized.

Teaching STEM in elementary grades opens the door for teachers and students to become tomorrows movers and shakers. Young children with a strong foundation in science, technology, engineering and mathematics will go on to play an integral role in our nations global competitiveness and economic stability. Teachers can foster critical thinking through problem solving in elementary STEM education and provide students with an academic edge over the competition. The advantages of teaching STEM early also become obvious when you look at statistics from the U.S. Department of Commerce.

The school's instructional program differs from that of Wake County in that it has been developed using the best practices of replication schools (Doral Academy K-5 and Doral Academy of Technology 6-8) alongside relevant curriculum aligned with North Carolina State Standards and the Common Core State Standards. This approach will challenge and stimulate academic success. Doral Schools create an educational learning community where stakeholders are dedicated to promoting an exceptional educational experience with an obligation to endure that students engage in a robust learning environment. Students receive hands on real world experiences through various courses and extracurricular activities led by instructors who have had years of professional experiences in their fields of study in Engineering, Sciences, and Mathematics.

The inception of this charter school will afford students the opportunity to experience a rigorous academic education that allows them to seamlessly transition to high school. The school model is unique in that it places a premium on preparing students for advanced academic course work. Students will have the opportunity to enroll in courses at a variety of levels in order to accommodate for their learning needs and educational aspirations.

Doral Academy of North Carolina will combine the best practices being used at the high performing school it is replicating as well as those principles driving essential school reform nationwide. As they have continually yielded success, below are some examples of research-based strategies that are being

used at the school to be replicated and will also be used at the School:

\*Targeted Tutoring: Student data is used continually to identify students for enrichment and intervention. Targeted tutoring has proven to not only, narrow achievement gaps, but to also push students to reach their full potential. Standards based assessments are used to determine the student needs for tutoring.

\*Data Driven Support: Teachers continually monitor student progress and make data driven decisions, from formal and informal assessments, to guide their instruction. To address the needs of individual students, the school has a Response to Intervention/Multi-Tier System of Supports (RtI/MTSS) leadership team consisting of administrators, teachers, and specialists at the school. Using the RtI/MTSS Problem Solving Framework, the school is able to meet the academic and behavioral needs of all students to provide high quality instruction and intervention matched to student needs. Through this process, the School will plan, evaluate, and revise all tiers of instruction, to ensure students continuously improve, grow, and maximize their individual potential.

\* Instructional Support: Teachers are provided with support to develop themselves in their academic course as well as professionally.

\* Middle School: Robotics and Engineering Program to assist in developing critical thinking and research skills.

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.*

Doral Academy of North Carolina will combine the best practices being used at the high performing school it is replicating as well as those principles driving essential school reform nationwide. As they have continually yielded success, below are some examples of research-based strategies that are being used at the school to be replicated and will also be used at the School:

**Community and Parental Involvement** The school will commit to a strong involvement with the parents because the school and home partnership is essential to the success of the school. To do this, Doral has an open-door policy for parental communication. Parents can also be involved through the Parent Teacher Student Involvement (PTSI) Excellence School Advisory Council (EESAC), and volunteer opportunities.

**School Choice** According to the National Alliance for Public Charter Schools, in the 2016-17 school year, there were more than 6,900 charter schools, enrolling an estimated 3.1 million students. Over the past 10 years, enrollment in charter schools has nearly tripled from 1.2 million students in 2006-07 to an estimated 3.1 million in 2016-17. Between 2015-16 and 2016-17, estimated charter school enrollment increased by over 200,000 students. The estimated 7 percent growth in charter school enrollment between fall 2015 and fall 2016 demonstrates continued parental demand for high-quality educational options. We believe that parents in these communities are a part of this movement.

**\*High Expectations:** The college preparatory atmosphere that embodies the high performing school to be replicated, pushes the students to strive for excellence. This preparatory environment drives the rigor within the schools academic curriculum.

**\*Instructional Support:** Teachers are provided with support to develop themselves in their academic course as well as professionally. Horizontal and vertical planning takes place through professional learning communities within departments as well as across departments. Here the teachers can share and discuss new educational research, journals, and advancements as well as best practices. Furthermore, teachers have the opportunity to participate in professional development at the school site as well as PD opportunities offered by the sponsor and other organizations.

The curriculum at Doral Academy will focus on clear and measurable expectations for student learning addressing the core areas as well as emphasizing science, technology, engineering, and math. The North Carolina Academic Standards [5] provide a set of clear, consistent and strong academic standards for Doral teachers to develop lessons that challenge students to reach their highest potential. The curriculum will continuously reflect high quality instruction and implement research-based strategies, innovations and activities that facilitate achievement for all students, given differentiated instructional support.

**\*Accountability:** The school will participate in all required state assessments and develop measurable goals each year to determine if it is making progress. These goals will be incorporated into the School Improvement and Strategic Plan.

\*Gifted and At Risk: The school STEM based theme is easily transferable to work with both At Risk and gifted students. While teaching higher order thinking skills the program is also designed to make the curriculum interesting and relevant to students at all levels.

### **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 Doral Academy of North Carolina Board will measure the following goals:

#### Academics:

It is expected each year and during the subsequent five year period the following academic goals will be met:

- \*90% percent of students tested will make learning gains on all tested areas of the NCBOE performance standards.
- \*The daily attendance for students each school year will average above 95%.
- \*The school will average 70% proficiency on state exams in year one and increase 3% each year over the five year period.
- \*Each year the school will provide targeted tutoring to students in need of remediation or enhancement of their academic program.

#### Operations:

- \*The Principal will inform the Board prior to the beginning of each school year the student enrollment goals for each grade. The Principal will use the enrolment numbers outlined in this charter application beginning with grades K-2 and adding a grade in each subsequent year until the school reaches full capacity. Enrollment updates will be given to the Board prior to each FTE period.
- \*The Principal will develop a coordinated transportation plan to ensure that the racial, ethnic, economically disadvantaged, exceptional education, student enrollment goals are met and report to the Board each year that plan.
- \*Prior to the start of each new school year the Principal will ensure that the school is staffed appropriately to meet the schools needs and goals of the academic program. This will be reviewed prior to the start of each school year at a Board meeting.
- \*The Principal will report to the Board the readiness of each of the following operational areas prior to the school year beginning and at each Board meeting as necessary:
  - Lunch Program
  - Safety and Security Plan
  - School Improvement Plan
  - Compliance with applicable laws and standards

#### Finance:

- \*The Board will develop financial policies and procedures that cover the following areas and review those annually to ensure that the school is operating in a fiscally responsible manner:

The Board, at minimum, will be responsible for the following:

1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
2. reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
3. annually adopting and maintaining operating budget for the school
4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. reviewing and approving the audit report, including audit findings and recommendations; and
6. reporting to all applicable legal agencies including the charter schools sponsor
7. overseeing the schools principal and all financial matters delegated to the principal, and

Governance:

The Board will have meet the following goals related to governance of Doral Academy of North Carolina:

\*Select and remove all of the officers, agents and employees of the corporation and prescribe powers and duties for them which are not inconsistent with the law

\*To conduct, manage and control the affairs and activities of the corporation

\*To adopt, make and use a corporateseal

\*To borrow money and incur indebtedness for the purpose of the corporation

\*To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust

\*To acquire by purchase, exchange, lease, gift, devise, bequest or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property

\*To assume any obligations, and enter into any contracts or other instruments

\*To form and be a member or shareholder of a not-for-profit entity organized under the law of any state

\*To carry out such duties as described in the Articles of Incorporation and Charter Contract

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

The Board as part of its responsibility for the oversight and policy making body of Doral Academy North Carolina will work in concert with the Principal to create a Strategic and School Improvement Plan. These plans will encompass short and long term goals specific to the mission and vision of the school. The goals established will be measurable using a system of evaluating Key Performance Indicators (KPI's) related to academic, financial, operational and mission driven goals. These goals will focus on things like academic performance measured through state assessments,



curricular enhancement data from IReady and others as defined by the DANC Board. In addition, the Board will review parent, student, staff and community satisfaction survey data to determine the strengths and opportunity for improvement for the school.

The Board on an annual basis will evaluate the principal using a tool that measures specific indicators related to the vision and mission of the school. Through this evaluation tool the Board will set for the Principal certain goals that will define his/her success in leading the school. The Board understands that attaining their mission and vision is tied directly to overseeing the fiscal viability of the school. By having the Principal work with the CMO the Board will review the annual budget ensuring that students and staff have the materials necessary for academic success. The Board will also review the operational structure of the school ensuring compliance with federal and state laws for safety, health and security.

The Board annually will contract with an auditing firm to review financial and student records to serve as an independent review of the school. The auditor will be invited to present their findings at an open Board meeting to the Board, administration, staff, parents and community as prescribed in North Carolina Statute.

The Board understands that no list can be completely encompassing of the items it will review and oversee to ensure that the school is working towards their mission. However, the Board will have a comprehensive strategy to review the schools progress and involve the administration, staff, students, parents and community to gage its success in fulfilling its mission.

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

### III. EDUCATION PLAN

(No more than ten total pages in this section)

**NOTE:** *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation will deem the application incomplete.*

#### **Instructional Program:**

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

The schools instructional program has been developed using the best practices of replication schools (Doral Academy K-5 and Doral Academy of Technology 6-8) alongside relevant curriculum aligned with NC Essential Standards and Common Core State Standards that will challenge and stimulate academic success. Doral Schools create an educational learning community where stakeholders are dedicated to promoting an exceptional educational experience with an obligation to ensure that students engage in a robust learning environment. Students receive hands-on real-world experiences through various courses and extracurricular activities led by instructors who have had years of professional experiences in their fields of study in Engineering, Sciences, and Mathematics.

DANC will combine the best practices being used at the high performing school it is replicating as well as those principles driving essential school reform nationwide. As they have continually yielded success, below are some examples of research-based strategies that are being used at the school to be replicated and will also be used at the School:

\* Targeted Tutoring: Student data is used continually to identify students for enrichment and intervention. Targeted tutoring has proven to not only, narrow achievement gaps, but to also push students to reach their full potential. Standards based assessments are used to determine the student needs for tutoring.

\* Data Driven Support: Teachers continually monitor student progress and make data-driven decisions, from formal and informal assessments, to guide their instruction. To address the needs of individual students, the school has a Response to Intervention/Multi-Tier System of Supports (RtI/MTSS) leadership team consisting of administrators, teachers, and specialists at the school. Using the RtI/MTSS Problem Solving Framework, the school is able to meet the academic and behavioral needs of all students to provide high quality instruction and intervention matched to student needs. Through this process, the School will plan, evaluate, and revise all tiers of instruction, to ensure students continuously improve, grow, and maximize their individual potential.

\* High Expectations: The college preparatory atmosphere that embodies the high performing school to be replicated, pushes the students to strive for excellence. This preparatory environment drives the rigor within the schools academic curriculum.



\* Instructional Support: Teachers are provided with support to develop themselves in their academic course as well as professionally. Horizontal and vertical planning takes place through professional learning communities within departments as well as across departments. Here the teachers can share and discuss new educational research, journals, and advancements as well as best practices. Furthermore, teachers can participate in professional developments at the school site as well as PD opportunities offered by the sponsor and other organizations.

In addition to the research-based strategies described above, the following will serve as the foundation of the schools instructional methods:

- \* Cooperative Learning
- \* CRISS Strategies
- \* Differentiated Instruction
- \* Direct Instruction
- \* Scaffolding
- \* Non-linguistic Representations
- \* Summarizing/Note-taking
- \* Systematic and Explicit Instruction
- \* Interventions and Support
- \* Technology Integration
- \* Digit instruction Materials

### **Curriculum and Instructional Design:**

*Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

The schools curriculum will follow the State Board of Educations curriculum frameworks and course descriptions in the core areas in alignment to the North Carolina Standards in English/Language Arts(ELA), mathematics, social studies, science, specials/electives, fine arts, health, physical education, world languages and technical curricula. Instructional technology will enhance the schools curriculum, preparing students to be college and career ready, while reinforcing technology skills necessary for them to meet the demands of North Carolina Standards and testing requirements. The school will promote efficient and responsible use of 21st Century technology as well as an enhanced focus on Project Lead the Way STEM curriculum, Robotics & Future City.

The curriculum is delivered through clear and measurable expectations. Board configurations are posted in all content area classrooms. Each board configuration addresses the focus calendar standards used, the essential question, daily agenda, and home learning activities. The board configuration allows students to comprehend the daily learning plan and objectives. CRISS strategies based skills charts are posted along with rich word walls to enrich student owned vocabulary and reading strategies in all content area classrooms.

Planbook online is used for lesson plans. This program requires teachers to include standards and objectives along with the activities that involve various grouping styles. Teachers will be planning for differentiation to address diverse learning needs. Implementation of these practices is monitored through daily classroom walkthroughs by the administrators.

The educational program will be classroom-based and structured according to the required minutes of instruction per class and grade level in accordance with the Progression Plan. In an effort to maintain small class sizes, the school will maintain student-to-teacher ratios in accordance with North Carolina class size legislation as applied to charter schools. At capacity, kindergarten classrooms are designed to accommodate 20 students, 1st through 5th-grade classrooms are designed to accommodate 23 students, and classrooms for sixth through eighth grades will accommodate 25 students.

Students in grades K-2 will receive 150 minutes reading and writing while students in grades 3-5 spend 120 minutes in reading and writing daily. Middle School Students are required to successfully complete three middle school annual courses in Language Arts and emphasize literature, composition, and technical text.

Students in grades K-2 will receive 60 minutes, while students in grades 3-5 will receive 60-75 minutes of consecutive and uninterrupted, daily instruction in mathematics. Middle School Students will be required to successfully complete three middle annual courses in Mathematics. Students in grades K-2 will receive 45 minutes daily of science instruction, while students in grades 3-5 will receive 50 minutes daily of science instruction covering the NC State Standards. Middle School Students will be required to successfully complete three middle school annual courses in Science. Students in grades K-2 will receive 45 minutes daily of Social Studies instruction, while students in grades 3-5 will receive 50 minutes daily of Social Studies instruction. Middle School students will be required to successfully complete three middle school annual courses in Social Studies.

Technology Integration: In an effort to maximize student exposure to the latest technology and comply with new digital instructional material requirements, the School will equip classrooms with multi-media, high-speed computers and other hardware with high-speed Internet access school-wide. (e.g program computers, laptops, iPads, school-website, Interactive boards such as Promethean and Clear Touch and document cameras)

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.*

In support of the mission of Doral Academy of North Carolina to deliver an exceptional educational experience that engages students in rigorous learning through STEM education, DANC will provide a student-centered and data driven learning environment that is aligned to the North Carolina Accountability Model, focusing on the mastery of the North Carolina Standard Course of Study (NCSCS) standards and North Carolina Essential Standards (NCES). The school will also implement the North Carolina Read to

Achieve Program.

The curriculum will hold at its center science, technology, engineering, and math. Students will be engaged in real-world learning activities that are aligned to the NCSCS standards for ELA and Math as well as the NC Essential Standards. Beginning in grades K-3, students will be introduced to Robotics through Lego Mindstorms. Through hands-on experiences, students will use Legos and programming to explore STEM concepts and link them to the real-world. Students will foster their natural curiosity, collaborate, and use their critical thinking skills to problem solve as they discover how STEM learning impacts their lives. As the school grows and adds grade levels beyond grade 3, the students will transition to the VEX Robotics program. This program will further enhance student interest in STEM and engage students in creative ways. Future City is another program incorporated into the middle school curriculum. It is a STEM program that encourages student collaboration through a problem-based learning approach that emphasizes the exploration of engineering and design techniques.

Curriculum pacing guides based on the NCSCS and NCES will be used to group and order the standards to facilitate mastery of the content taught. Pacing guides and test item specifications are just the beginning of what teachers will use when planning to ensure that students are learning what is expected of them. In addition, teachers will utilize the 5 Step Data Student Performance Success Wheel to further guide instruction. Step1: The administrative team will meet and disaggregate data from state or local assessments. Step 2: The administrative team meets with the grade level/department to further analyze data. Step3: Then individual teachers will be met at action plans will be created. Step4: Teachers then share the data and plans with the individual students. Step5: Finally, general school data is shared on the school website and through monthly school advisory council meetings.

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.*

DANC will implement a program similar to the high performing school it is replicating with fidelity to all practices and standards described in this petition. DANC will use research-based instructional materials, aligned to the NCSCS and NCES and educational strategies proven to improve student achievement.

DANC will implement the RtI/MTSS Framework with a team of administrators, teachers, and specialists trained to meet the academic and behavioral needs of students. All students are part of Tier 1, receiving high-quality, scientifically-based instruction, differentiated to meet their needs and monitored, on a bi-weekly basis to identify learners who need additional support. Interventions include the core curriculum, whole-class instruction and interventions, school discipline policies and procedures, and positive behavior support. Monitoring includes state assessments, Baseline and Mid-year assessments, classroom formal/informal assessments, summative/end of course assessments, observation data, conference records, and disciplinary data. Students not making progress in Reading and/or Math, and/or students

with frequent behavioral concerns are identified as Tier 2. Students are provided more intensive instructional strategies through small group, individual support, pull-out, and target tutoring. Assessments at this level include behavior observations, intervention data and progress monitoring through tracking logs. Students in Tier 3 need more frequent, intense and individualized instructional support including, but not limited to daily pull-out, one-on-one support, behavior plan, individual counseling, intensive academic plans, and Functional Behavior Assessment. Teachers will be trained to monitor student progress and make data-driven decisions for effective delivery of instruction. Interventions will be initiated as soon as a student demonstrates deficits in reading, mathematics, or behavior. The team will match student needs to interventions.

DANC will address the needs of educationally disadvantaged students, including Exceptional Children (EC) and students below grade level, so they benefit from the core curriculum. EC will be supported and challenged to excel through: An IEP with annual goals aligned with and chosen to facilitate and attain grade-level standards; Teachers and specialized support personnel qualified to deliver individualized instruction and support services; Accommodations in materials or procedures that allow students to learn within the framework of the state standards; Assistive technology devices and services ensuring students have equal learning/developmental opportunities; and Instructional supports for learning based on Universal Design for Learning(UDL). In addition to specifics in a students IEP, DANC will offer tutoring services or other such assistance to ensure student success.

ELLs will participate within the general curriculum with additional language supports. Teachers use research-based strategies to assist students in acquiring academic and social vocabulary to be successful in school and continue to further their education.

Students will be encouraged to enroll in advanced level mathematics, science and/or language courses based on potential and teacher recommendation. Placement in advanced courses will depend on state assessment data, previous coursework, report card grades, and teacher recommendation.

Success of the Existing program - DAT has been recognized by the Florida Department of Education as one of the highest performing schools in the state being consistently "A" rated since its opening and being awarded a National Blue Ribbon by the US Department of Education in 2017. This is the 3rd Blue Ribbon earned by a Doral Schools. DANC will afford students the opportunity to experience a rigorous academic education using a unique school model that places a premium on preparing students for advanced course work.

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.*

Using the curriculum pacing guide that directly correlates with the NCSCS and NCES ensures that the students will be taught the designated standards for each course. The pacing guide allows for adequate time for the students to learn and master the given material. Student assessment will aid in

monitoring mastery of standards and guide instruction, intervention, and enrichment. In tracking student progress through assessment, the teachers will be able to create action plans for individual/small groups of students or modify instruction when needed to ensure that students remain on pace for mastery and ensure readiness for the next grade level.

With assistance from the teacher, especially in the younger grades, students will create and monitor their own learning goals based on their academic data. Parents will also be able to track their child's learning and academic growth through quarterly report cards and interim progress reports available at the midpoint of each quarter. As instruction and assessments are devised as per the curriculum pacing guide, every assignment given, and grade earned, is linked to a standard or many standards; therefore, a passing score would indicate that a student has mastered that standard.

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.*

Strategic monitoring of instructional planning and delivery account for student growth through the use of learning targets, standards alignment and quality assessment. Methods of data analysis support consistent tracking of students over the course of a school year to ensure proficiency or annual yearly progress. Research of achievement measurement indicates a "growth-to-standard approach is a criterion-referenced growth model that designates whether a student is on track to being proficient" (Betebenner & Linn, 2009). This measurement of student progress coincides with the amount of calendar days devoted to interventions, enrichment and support services. Comprehensive response to intervention will occur to maximize reading instruction through inclusion as evidenced by the demonstrable use of differentiation in all lessons. Enrichment will be provided to account for remedial instruction and basic skills, 20-30 minutes per day three days a week. Grade-level performance will be addressed by providing teachers with professional development focused on how to "plan enrichment experiences for their students. They learned how to differentiate the content that the students learned, the processes used for instruction and learning, and the products" (Renzulli & Reis, 1985; Tomlinson, 1995). The professional opportunities for educators align with the mission of the school to set the standard of academic achievement, rigorous data-driven learning environment, teach skills for any academic setting and building student self-efficacy

### **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.*

Teachers will Differentiate Instruction (DI) to reach all learners by factoring students individual learning styles and levels of readiness first before designing a lesson plan. Research on the effectiveness of differentiation shows this method benefits a wide range of students: from those that are struggling, and those that have been found eligible for exceptional education or a Section 504, to those who are considered high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student. Teachers will practice differentiation in their classrooms by:

Designing lessons based on students learning styles; Grouping students by shared interest, topic, or ability for assignments; Assessing students learning using formative assessment; Managing the classroom to create a safe and supportive environment; and Continually assessing and adjusting lesson content to meet students needs.

For students that may require additional support, specific diagnostic assessments in reading and mathematics will be used to assess a students current knowledge base. The goal will be to capture a picture of where the student currently stands academically. Benchmark assessments will also be used to evaluate students against specific grade-level standards and learning goals rather than simply taking a quick pulse of understanding. The data from both these types of assessments will be used to:

assist student learning; identify students strengths and weaknesses; assess the effectiveness of a particular instructional strategy; assess and improve teaching effectiveness;

monitor progress; and provide data that assist in decision making.

For a student struggling with behavioral issues, teachers will use strategies to either head off or to provide consequences for their misbehavior. These strategies include:

Breaking student tasks into manageable chunks; Rearranging student seating or classroom set up;

Offering choice and help strategies; and Previewing rules/behavioral expectations.

For students who continue to demonstrate vulnerability academically and behaviorally, Doral Academy of North Carolina will implement the Multi-tiered System of Support (MTSS). MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. MTSS has three important components: (1) Identify students; (2) Intervene; (3) Analyze. The School will employ this systems approach using data-driven problem-solving to maximize growth for all. The use of MTSS will support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need. The interventions will be implemented via Response to Intervention (RtI) tiers. RtI refers to the practice of providing effective instruction and intervention across three tiers to all students. Assessment, progress monitoring, and data-driven decision making will ensure successful implementation of the tiers. Tier 2 includes Standards-Based Classroom Learning, Tier 2 includes Needs-Based Learning, and Tier 3 includes SST-Driven Learning.

A Progress Monitoring Plan (PMP), which describes the current level of the students based on data from their assessments, the targeted interventions

needed, the frequency in which the interventions will be administered, and the expected outcome or goal of the intervention will be created for students in Tiers 2 and 3. Parents, teachers, and administrators will: hold a meeting to create and sign the PMP; reconvene at least quarterly to monitor progress and review the plan; refer for possible special education placement if little to no progress is made.

See Appendix O for additional information

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*

- a) *Methods for identifying ELL students.*
- b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

The goal of the school for ELL is to help students develop language skills necessary to be successful students and members of society. This will be accomplished by nurturing self-pride and self-identity in each student's linguistic and cultural heritage; developing proficiency in the English language; and reaching a level of proficiency in reading, writing, speaking, and listening as outlined in the North Carolina State Standards. ELL will be identified in the initial assessments administered upon enrollment and through a Home Language Survey. Students will be selected to take the assessment if they are foreign-born or do not speak English in the home.

If students are language-minority students, they will be scheduled to be administered the ACCESS for ELLs 2.0 within 30 calendar days of enrollment and the parent will be notified. If a student is tested and determined to be limited English proficient, the student will be tested annually. Once the assessment results are collected, an instructional plan for students who qualify will be created, including the integration of scaffolding methods to address the ELL student and setting goals for achieving mastery of the North Carolina English Language Proficiency Standards.

As prescribed by law, intervention that facilitates growth in English mastery while promoting content knowledge will be administered. To support literacy and proficiency, the ELL program will provide English language development instruction that is age and grade appropriate, and tailored to the student's English proficiency level. The ELL program will be conducted in a climate that not only stimulates listening, speaking, and reading, but also writing.

A Structured English Immersion (SEI) classroom will be used to fulfill these goals. ELL students will be offered instructional services through an English Immersion program mainstream/inclusion instructional delivery model. This type of instruction has as its orientation the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, e.g., math, science, or social science, in that the content emphasizes the English language itself. This instruction will focus on phonology (pronunciation - the sound system of a language), morphology (the internal structure and forms of words),

syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts). Mainstream/inclusion instruction will be provided to ELL students equal in amount, sequence, and scope to the instruction provided to non-ELL students at the same grade levels, while also includes specific accommodations and modifications to the curriculum.

The Personal Literacy Plan (PLP) will be used to show the areas of success and growth that the student maintains. The ELL strategies will be documented in the teachers lesson plan as well as in the students PLP and ELL folder. These may include making all instructional materials visual; building into teacher lesson plans more group work or cooperative learning; consulting with the English as a Second Language (ESL) Teacher; and allowing some scaffolding with the native language. The ACCESS will be administered yearly to assess ELL students language proficiency. Once a student reaches proficiency in all four language domains of the assessment, as determined by the Department of Instruction, he or she will exit the program. The student's academic progress will be regularly monitored after exiting from the ELL program. Documentation, including the monitoring form and tool, will be placed in the student's ELL file. The language arts teacher will indicate if the student is making appropriate progress or if an ELL committee meeting needs to be held. During the ELL committee meeting, recommendations regarding the student's progress, including placing the student back into the ELL program, may be made.

See Appendix O

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*
  - a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
  - b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

The School recognizes the special needs of gifted learners and is committed to offering programs that provide maximum development of each student's academic talents. Instructional programs for gifted students emphasize acceleration and enrichment based on students' strengths and needs as indicated by their giftedness. The philosophical focus of the gifted program promotes increased access, rigor, and achievement. The Academically or Intellectually Gifted (AIG) Program will emphasize a quantitatively differentiated curriculum based on content, concepts, processes, and applications through products/projects in language arts, mathematics, science and/or Social Science. Such a differentiated curriculum provides for in-depth consideration of topics and concepts beyond the requirements of regular courses, and therefore, is designated as an academically accelerated program.

During the school year, the School will screen for potential AIG students. Screening involves the use of a combination of measures of potential and performance. General screening occurs in grades K-3. Students will participate in differentiated activities that indicate the potential for gifted services as part of the screening process. Documentation from the screening process may result in a nomination to the School Based Committee for Gifted



Education (SBCGE) for further consideration for gifted services. Parents will be requested to complete a Parent Checklist as part of the informal indicators. The students classroom teacher will also complete a Teacher Checklist. All data collected will be used as part of the screening process. Classroom teachers and AIG teachers will collect portfolio samples for referred students. AIG Program Brochures and Parent Guide will be provided to all families. These guides will outline gifted screening, referral, and identification processes and procedures for school personnel, parents/families and students to communicate effectively with these stakeholders.

If the student is identified for differentiated services and a Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) is recommended, then a parent meeting will be held to complete required documents and create a DEP/IDEP. The DEP is a specific plan agreed on by the student, parent, and school that is tailored to meet the individual needs of the learner. The plan will be considered a legally binding document that defines how the learner's needs will be met through differentiation strategies. Students will also engage in goal setting and tracking progress towards their goals. The plan will be reviewed annually and discussed on a regular basis. Parents do have the right to waive Gifted Services and/or DEP for their child, but this decision must be documented and discussed with the Schoolsadministration.

The School will implement the Co-Teaching and Collaborative Consultation model for students with a DEP. Commonly referred to as push-in, this model will provide benefits to meet the needs of a diverse student population. Two teachers in a classroom will improvethe teacher-to-student ratio. Additionally, both co-teaching and consultation will offer opportunities for diversifying classroom instruction and methodology. The best approach to implementing this model will be to use a continuum of services depending on the needs of student populations, teacher skills in co-teaching and instructional strategies, and other influencing factors such as, but not limited to, social and emotional needs of the students. In this fluid and flexible process, each student will receive instruction in the regular classroom to address his or her unique learning needs.

### **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)*

The School will identify students who are eligible for special education service or are protected under Section 504 of the Rehabilitation Act by: Utilizing the Comprehensive Exceptional Children Accountability System (CECAS), or a comparable state system which tracks student information across school and district boundaries within NC; or requesting copies of IEP/504 and asking families to self-identify during the enrollment process; or requesting complete academic records from the prior school to review for indicators of EC/504 designation. Authorization for Mutual Exchange of Information forms will be included in the Enrollment packet to facilitate the request of pertinent student records. The School will use the MTSS/RtI as previously detailed in the Special Programs and "At-Risk" Students answer. If the interventions attempted at all tiers do not produce a satisfactory level of progress, a comprehensive evaluation may be requested. A referral for students suspected of having a disability will be initiated by school personnel with supporting documentation when the following determinations have been made: 1) The activities described in the general education intervention procedures above have been implemented, but have been unsuccessful in addressing the areas of concern for the student; 2) The parents of the child receiving general education interventions requested, prior to the completion of the interventions, that the School conduct an evaluation to determine the child's eligibility for specially designed instruction and related services as a student with a disability. In this case, the activities described in the general education interventions procedures will be completed concurrently with the evaluation but prior to the determination of the student's eligibility for specially designed instruction; 3) Significant risk factors are present or if the student demonstrates severe cognitive, physical or sensory impairments, or presents as a danger to self or others, an individual intervention plan will be developed as the child awaits the psychoeducational evaluation. If a student is suspected of having a disability, the School will follow the NC State Policy 1503 (Evaluations, Eligibility Determinations, Individualized Education Programs, and Educational Placements) procedures found in the Policies Governing Services for Children with Disabilities and its addendum, Policies Governing Services for Children with Disabilities. After obtaining parental consent, a comprehensive evaluation will be conducted by certified/licensed professionals who may be contracted for services. The School will work collaboratively with all stakeholders to determine eligibility for a special program for children with a disability. An Individualized Education Plan (IEP) will be created for a student found eligible in any of the 13 categories identified in the Individual with Disabilities Education Act (IDEA). Record request forms will be used to request records from previous schools. Once the enrollment employee receives this signed form from the parent, it will be faxed/scanned to the previous school. If the records are not received in a timely manner, a follow-up process will be followed with documentation of contact attempts. Student records will be maintained in locked fireproof cabinets in a secure area of the school. The School will comply with 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. The Schools EC contact will receive training on the use of the Program Compliance Review (PCR) procedures and use this procedure as a self-evaluation tool. Should areas of non-compliance be noted, the School will take necessary steps to correct them.

See Appendix O or additional information.

### 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.*

Teachers with NC Exceptional Children certification will serve students meeting the eligibility criteria for EC as specified in the students IEP. Based on the enrollment of students with disabilities, the School will hire and train the appropriate number of teachers/paraprofessionals to ensure adherence to federal and state guidelines for class size and caseload and ensure 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. 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. All contracted providers will be required to be appropriately certified/licensed based on State Board of Education requirements. In addition, contracted providers will be required to maintain professional liability insurance. During the summer prior to Schools 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. 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 students need. The Lead EC Teacher will ensure that students are scheduled in a manner that allows for implementation of the services identified on each students IEP. The Common Core/NC Standard Course of Study and NC Extended Content Standard articulate rigorous grade-level expectations in the areas of Mathematics and English Language Arts. For students functioning significantly below age and grade level expectations, they may be considered for the Occupational Course of Study (OCS) Pathway or NC Extended Content Standards Certificate. Students are educated in an EC setting only if the nature and severity of the students disability is such that education in general education classes with the use of supplementary aides and services cannot be achieved satisfactorily. The School may provide the following educational programs and comparable services based on the IEPs and composition of the Schools master schedule: Consultation: The general education teacher and Special Education (SPED) teacher meet face-to-face based on the frequency of services on the IEP to plan, implement, and monitor instructional alternatives designed to ensure that the student with a disability is

successful in the general education classroom. Support Facilitation: Services are provided via an "in class one-on-one SPED teacher". Teacher provides services to an individual or small group of students within the general education classroom but not as a co-teacher. Co-Teaching: The general education and SPED teacher are providing instruction through co-teaching. Resource/Pull Out: A resource room is a separate classroom where the SPED teacher will provide explicit and systematic instruction in the specific subjects as per the IEP. Self-Contained: Self contained classrooms are classrooms specifically designated for children with more serious disabilities. In order to ensure students with disabilities receive FAPE in the LRE, the School will determine to the maximum extent appropriate, that children with disabilities are educated with children who are nondisabled. A school district shall use the term "inclusion" to mean: that a student is receiving education in a general education regular class setting reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community;

A student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and a student is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research. The School will assume responsibility for programming and delivering related services to exceptional students, as identified in the students IEP with adherence and fidelity to the Sponsors policies. The School will access their instructional resources and support, especially with respect to the responsibilities that exist for providing FAPE to children with disabilities and ensuring that the needs of EC students are met. Supplementary aids and services are categorized by four categories: (1) Environmental/Physical accommodations; (2) Instructional; (3) Social/Behavioral/Interventions Supports; (4) Staff Supports/Collaboration, and (5) Testing Accommodations. Testing accommodations will be implemented based on the NC Testing Students with Disabilities North Carolina Testing Program as identified in the IEP. The IEP team will consider the following factors in the development, review, and revision of the IEP: Strengths of the student and concerns of the parents for enhancing the education of their child; Results of the initial or most recent evaluation or reevaluation; Results of the student's performance on state or district-wide assessments; and/or academic, developmental, and functional needs of the student; In the case of a student whose behavior impedes the student's learning or the learning of others, strategies, including the use of positive behavioral interventions, supports, and other strategies to address that behavior; In the case of a student with limited English proficiency, the language needs of the student as related to the IEP; In the case of a student who is blind or visually impaired, provision of instruction in Braille and the use of Braille; The communication needs of the student; Whether the student requires assistive technology devices or services; At least annually, whether Extended School Year (ESY) services are necessary for the provision of FAPE to the student. And, if after considering all the factors mentioned above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other modification, in order to receive FAPE, the IEP includes a statement to that effect. The Schools effectiveness in serving special education students will be evaluated in the ability for the student to demonstrate learning gains consistent with the annual goals specified in



the child's IEP. In addition, data from State, district and school based assessments (baseline, screening, progress monitoring and diagnostic) will be collected and monitored regularly by the ESE and General Education teachers to measure growth and determine if accommodations to instruction and testing/assessments are needed. Similarly to these goals, data from district and state assessments will be used to determine whether student needs are being met. Parents will be notified of student progress on a quarterly basis, at minimum, through a Status Report on such goals. In addition, feedback from the Sponsors annual ESE compliance review will also help the School to measure its effectiveness in serving students needs.

See Appendix O or additional information.

### **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.*

DANC will adhere to all state accountability and testing requirements, including administration of state assessments. The school will also administer alternate assessments to provide teachers with an understanding of their students level for each standard. Providing this data is essential when designing lessons that are geared towards providing a rigorous environment that continuously challenges students at all levels. More than 50% of students in each grade-level will meet or exceed their spring RIT growth targets in math, ELA and science annually exceeding the national average. The following assessments are administered by the existing school to ensure performance standards are met and will be administered by DANC:

Baseline: Provide teachers and administrators data to analyze students understanding before content is covered. This allows for teachers to identify areas that need to be revisited to ensure mastery is achieved.

Interim assessments: administered three times a year using iReady and NWEA to track student growth in grades K-8. The nationally-normed MAP provides RIT (scale) score growth targets in math, ELA and science.

Benchmark: created and administered by teacher at least twice per quarter. Based on student performance, teachers will modify lessons accordingly.

Student progression requirements will be available in the parent and student handbook that will be disseminated the first month of school. The parent of any student not making adequate progress will be notified in writing via the progress report and/or report card. Report cards are available/distributed at the end of each quarter and progress reports at the mid-point of each quarter.

Using various formal and informal assessments as well as data from the State End of Course and End of Grade Assessments, the school will identify

students who require remediation or are at risk of retention. Students will not be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement. Students will not be retained based on standardized assessments. However, students are required to meet the appropriate performance levels for the NCSCS and the NCES as set forth by the State Board of Education. To determine performance levels, various indicators will be used. These include but are not limited to: regularly assessed reading levels via iReady, grade level assessments, and teacher judgement. For teacher judgement to be considered, the teacher must provide compelling and verifiable evidence demonstrating that the students assessed performance is not indicative of daily classroom performance, such as classroom grades, work samples, and independent reading levels. School administration, the teacher, RtI/MTSS representative, and the parent will ensure that a plan is in place to prevent retention, but the final retention decision will be made by the school principal.

In the case where academic intervention is needed for students performing below grade level, a progress monitoring plan will be created to provide the student, parent, teachers, and school administration with specific academic intervention information. This is the plan created for a student that participates in Tier 2 of the RtI/MTSS process. The PMP is used to guide the intervention to be able to assess after 9-12 weeks if the implemented strategies have increased student achievement in the identified areas.

Exceptional Children will have an Individualized Educational Plan (IEP) including measurable and attainable annual goals. If the student is not making progress towards his/her IEP goals, the plan will be reviewed by the IEP team. The team may also consider the need for a PMP to address a student's educational needs.

Students enrolled in an EC program must meet performance requirements as indicated by the grade level. The Special Education teacher along with the general education teacher will determine a student's level of performance.

Students with a Section 504 Accommodation Plan must meet the levels of performance to be promoted. If a student with a 504 is being considered for retention, the 504 team must meet to determine if the low level of performance is related to the disability. In this case, student placement needs to be re-evaluated. If it is determined that the disability is not the cause for retention, the student would be treated as any other General Ed student.

English Language Learners will have an ELL Plan that identifies the student's ELL level and can also include strategies for the student. ELL students that require remediation can either have the strategies included within the ELL Plan or have a PMP created to address the educational needs of the student.

K-5

By grade 3, if a student demonstrates a deficiency in reading based on state assessments or teacher observations, the parent must immediately be notified in writing. NC statute states that a student in Grade 3 must be retained if he/she scores below a level 3 on the EOG Reading unless exempted from retention for Good Cause (House Bill 950/S.L. 2012-142 Section 7A). The classroom teacher must provide documentation to the principal indicating which criteria the student qualifies for (IEP, 504, PMP, report card, or student portfolio). For Good Cause exemptions related to academic performance, the Third Grade Reading Assessment Portfolio will be reviewed, and a recommendation will be made regarding student promotion orientation. If a student is retained, he/she can be promoted midyear if it can be

demonstrated that the student is an independent reader that can perform at or above grade level in reading and language arts. Students identified as being below grade level on school-level mathematics assessments must receive remediation. This remediation can be in the form of a tutorial program, targeted small group or individual instruction, prescriptive skills based computer program, etc.

6-8

Students must achieve at minimum a letter grade of a D in each semester in core subject areas to be promoted to the next grade level. A student who does not meet the minimum requirement grade may enroll in course recovery. Students earning a Level 1 or 2 on the EOG for ELA must receive remediation in the form of an intensive reading course to strengthen reading strategies. Students earning a Level 1 or 2 on the EOG for Mathematics must also receive remediation, but it may be integrated within the students current math course.

#### K-2 Promotion Requirements

Student scores on the K-2 Literacy and Math assessment will be taken into consideration when determining promotion to the next grade level. In addition, as it is the principals responsibility, in accordance with G.S.115C-288(a), to retain or promote a student, information such as the students classwork and grades should be considered.

#### 3-8 Promotion Requirements

The state EOG assessment, observations, grades, other formal and informal assessments, classwork, etc. Are used to consider promotion from grade 3-8. Again, it is the principals final authority to retain or promote a student in accordance with G.S.115C-288(a).

#### 6-8 Additional Promotion Requirements

Students must pass a minimum of 5 annual courses through the school year. Two of the courses must be language arts and math.

#### 6-8 High School Credit Courses

Students in grade 6-8 may obtain high school credits by taking advanced level courses but are held to the high school diploma standards for those courses. Students must meet local and state graduation requirements which include passing scores on state-mandated exams of essential skills. Students must meet a proficiency score of level 3 or above on the NC EOC Exams.

The MTSS/RtI process is used to identify and aid at risk students. The needs of students will be addressed in written format to the teachers, administrators, and parents. Interventions will occur through target tutoring, pullouts and reading camps.

### **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.*

In order for DANC to deliver an exceptional educational experience that engages students in rigorous learning through STEM education, it is necessary that the school provides a safe environment that will foster academic success. Setting rules and adhering to consequences will allow for students to focus primarily on exceling academically. Students and parents are provided with the Code of Student Conduct prior to the start of the school year to ensure that all families are aware of the behavioral expectations and consequences. Students who violate the rules will face the possibility of the following consequences:

Parent Contact

After School Detention

Saturday Detention

Indoor Suspension

Loss of Privileges (i.e. field trips, activities)

Recommendation for Counseling Session

Recommendation for alternative education

Outdoor Suspension

Contract

Expulsion

Depending on the severity of the case the following offenses are subject to consequences such as suspension or expulsion:

Leaving class without permission

Insubordination

Inappropriate item of school property

Falsification item on school property

Falsification of information

Bullying/Cyberbullying

Inappropriate language/disrespect

Disruptive behavior

Repeat offender

Being an authorized area

Insubordination

Unlawful activity

Being in an unauthorized area

Theft

Extortion

Honor code violation

Misuse of school technology

Inappropriate items on school property

False fire alarm

Aggressive behavior

Sexual offense

DANC not only focuses on punishing student offenders but also acknowledges those students who adhere to the rules while displaying values that the schools mission hopes to empower. DANC is a part of the districts initiative to promote the SPOTsuccess program which allows for staff members to



recognize and reward exemplary student behavior. Ways to acknowledge the students are by providing a certificate, allowing for field trips, letters to parents, pictures on the school website, prizes, etc.

One specific example of an initiative led by the student services department is the "Character of the Month" Award. This program identifies students who display civic, moral and ethical values and encourages a positive and supportive school climate. Teachers are asked to submit one nominee per month by completing a Character of the Month recommendation form. Students are then selected by counselors and then have their picture taken to display on the "Character of the Month" bulletin board. This creates a school culture where students respect their peers who show integrity and strive to succeed both academically and as citizens of the community.

DANC will abide by all federal and state laws regarding discipline of all students, including students protected under IDEA and 504 legislation. Procedures listed on the NC Compilation of School Discipline Laws and Regulations will be upheld by DANC and are listed below:

- Provide student with an opportunity for a hearing with principal
- Principal must provide notice to students parent of suspension and description of the alleged offense
- If English is not the predominate language at home, written documentation should be provided in the primary language of the parent
- No meeting permitted if the opportunity creates a direct and immediate threat to the safety of other students or staff
- Provide description of procedure to request a hearing to contest the decision
- Notice that the parent has the right to hire an attorney to defend charges against student
- Long-term suspension hearings shall be conducted in accordance with policies adopted by the board of education.
- Provide student with the right to appeal a suspension of more than 10 days
  
- The decision of the Board of Education will be provided to the parent/guardian in writing within 7 to 10 days of the hearing

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*

: Doral Academy North Carolina Inc.

*Mailing Address:* Doral Academy North Carolina

*City/State/Zip:* Miami, Florida 33143 FL 33143

*Street Address:* 6340 Sunset Drive

*Phone:* 301-775-0349

*Fax:* 954-584-5598

*Name of registered agent and address:*

Corporation Services Company  
2626 Glenwood Ave Ste 550  
Raleigh, NC 27608

*FEDERAL TAX ID:* 81-3878918

**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)  
 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	Board	County/State	Current	Past or Present	Has any disciplinary
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Member Name	Title	of Residence	Occupation	Professional Licenses(s) Held	action been taken against any of these professional licenses?
Douglas Rodriguez	Director	Out of State	President Doral College	Specialist of Education in Educational Leadership	N
Joshua J. Morales	Vice Chair	WAKE	Corporate Intellectual Property Attorney, Parker P	Currently licensed to practice law in IL, FL, and	N
James Griffin	Board Chair	Out of State	Principal, SLAM Charter Middle School	M.A Education	N
David Correa	Treasurer	WAKE	Relationship Manager, Commercial Banking, Fifth Th	B.A Economics	N
Calvin Stevens	Director	WAKE	Director of Business Development, Balfour Beatty C	Leadership Certificate, Bell Leadership Institute,	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 Doral Academy of North Carolina, Inc. (herein after referred to as "The Governing Board") is a newly-filed non-profit in the state of NC, for the express purpose of opening and operating the Doral Academy of North Carolina (DANC), the School. DANC's Governing Board is the ultimate policy-making body with the responsibility of operation and oversight of the School including but not limited to academic direction, curriculum, and budgetary functions. The Governing Board will perform the following duties, as well as any and all other duties as specified by the Applicants Bylaws: 1.Oversee operational policies; Academic accountability, and Financial accountability. 2.Annually adopt and maintain an operating budget. 3.Exercise continuing oversight over charter school operations. 4.Report its progress annually to all constituents. 5.Oversee and evaluate the Principal on a yearly basis. 6.Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit, who shall submit the report to the Governing Body. 7.Review and approve the audit report, including audit findings and recommendations. 8.Monitor any financial recovery plan in order to ensure compliance with same (if applicable).

9. Report progress annually including at least the following components (i.e. Charter School Annual Report): Student achievement performance data; Financial status of the school, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt; Documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students and administrative functions; Information about the charter school's personnel, including the proportion of instructional personnel teaching in field or out-of-field.

Upon approval to open the school, the Governing Board and the school support personnel, will begin the process of identifying the school leader. The school principal will be hired by the Governing Board, and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Governing Board intends to recruit talented individuals who have knowledge of and experience with instructional, educational, and school-site matters. The Governing Board of the school will also reach out to the CMO network to evaluate administrators/assistant principals within the network who have expressed an interest in the position to identify any possible candidates who are prepared and qualified for a principal position at the new school. Recruitment efforts also include advertisements in local social media outlets and the schools website. The Governing Board will also seek out candidates through educational foundations, websites such as LinkedIn and Indeed.com.

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

The diverse five member board includes individuals with professional expertise and experiences in non-profit organizations; K-12 education; undergraduate and graduate education; business; and legal and financial arenas. The Governing Board believes in the opportunities afforded to the school through a diverse membership who commit to upholding and furthering the mission of the school. The Doral Academy of North Carolina, Inc. Governing Board is the ultimate policymaking body with the responsibility of operation and oversight of the school including but not limited to academic direction, curriculum, and budgetary functions. The educational leadership and business operations of school, as adopted and approved by the Governing Board, are delivered through both, a hired administrator (the school principal) and a contracted Charter Management Organization (CMO). The school's on site administration (principal, an assistant principal and/or lead teacher) will ensure that the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the school as adopted and approved by the Governing Board and in keeping with the charter. The administrative staff, as instructional leaders, will make all school based decisions, establishing and implementing procedures for the day-to-day operations of the school. The Governing Board is responsible for all affairs and management of the school and provides continuing oversight of school operations.

The CMO, selected and hired by the Governing Board, provides support to the school and ensures that the school has the latest information systems and

administrative procedures in place to support an effective educational program, and at a reduced cost of implementing directly. The school benefits from these academic and operations support services, freeing the principal from many administrative and compliance duties otherwise shouldered internally. With a staff of trained professionals, the CMO ensures the school is professionally supported and operated in accordance with the requirements of contracts and the requirements of all State and Federal laws, as well as local municipal ordinances applicable to its operations or facilities. This structure ensures the administration and operations of the school will be sufficient and yields an effective educational programming.

- 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?*

Through an existing relationship with representatives from the CMO, Board Member Josh Morales initiated a conversation on the expansion of the successful charter school program in the Raleigh/Wake County community. Board Member Morales met with representatives of the CMO to discuss the possibility of bringing their successful charter school model to the students of Wake County thereby, providing parents in this community with the opportunity to send their children to a charter school offering a college-preparatory curriculum under the umbrella of a nationally recognized, accredited network of high performing charter schools. Seeing the programs the CMO offered would be a good fit for the community, Mr. Morales began the process of recruiting a Governing Board for the new school that would be comprised of individuals committed to the mission of the school and committed to meeting the needs of the community. The Governing Board Chair, Mr. Jim Griffin, with recognized experience in North Carolina schools, shared his passion for creating the CMO/Doral Academy, Inc. model in Wake County. The Governing Board will recruit members as vacancies arise, and will endeavor to fill these vacancies with those who will commit to forward the mission of the school. All Board members will agree to oversee the operational policies, and ensure academic accountability and financial accountability of the school as well as participate in charter school governance training and successfully undergo a background check, as specified by law. A Director of the Governing Board shall be elected for a term of not more than five (5) years. The duration of the term of each director shall be staggered so as to promote continuity in the Governing Board. The Governing Board shall establish the term for a newly elected Director before the election, in order to stagger the terms of each member of the Governing Board.

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

The Doral Academy of North Carolina Board will convene in Open Public Meetings a minimum of 8 times per calendar year in the months of January, March, April, May, August, September, October, and November. Additionally, the Governing Board will participate in a Strategic Planning Retreat once a year.

- 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.*

The administrators and Board members will be trained in the areas of non-profit Board Governance, North Carolina's Open Meetings Requirements, the

North Carolina Charter School Law, and the North Carolina Public Records Law. The NC Department of Public Instruction and an approved vendor (ex. Marci Cornell-Feist or Tom Miller - Leaders Building Leaders) will provide this training. Further, as presented in the Bylaws, the applicant shall develop an orientation and training program for new directors and an annual continuing education program for existing directors.

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.*

Directors shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests, including N.C.G.S. Section 55A-8-31. A person shall not be disqualified from serving as a member of the charter schools board of directors because of the existence of a conflict of interest, so long as the persons actions comply with this conflict of interest policy and applicable law. Notwithstanding any other provisions in this policy, no voting member of the governing board shall be an employee of a for-profit company that provides substantial services to the charter school for a fee.

Definitions for the purposes of this policy:

Interested Person: Any director, principal officer, or member of a committee of the Governing Board of Directors who has a direct or indirect financial interest, as defined below, is an interested person.

Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. An ownership or investment interest in any entity with which the School has a transaction or arrangement,
2. A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or
3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Governing Board of Directors decides that a conflict of interest exists.

Procedures:

Duty to Disclose: In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Governing Board of Directors or members of a committee with governing board delegated powers considering the proposed transaction or arrangement.

Determining Whether a Conflict of Interest Exists: After disclosure of the financial interest and all material facts, and after any discussion with the interested person, s/he shall leave the Governing Board of Directors or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Procedures for Addressing the Conflict of Interest

1. An interested person may make a presentation at the Governing Board of Directors or committee meeting
2. The chairperson of the Governing Board of Directors or committee shall,



if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

3. After exercising due diligence, the Governing Board of Directors or committee shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

4. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Governing Board of Directors or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Schools best interest, for its own benefit, and whether it is fair and reasonable.

5. Violations of the Conflicts of Interest Policy: If the Governing Board of Directors or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

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

Doral Academy of North Carolina will utilize the recommendations found in "Charter Schools Trustee Guide:," Feist-Cornell, M., in developing school policies as follows: "Upon identifying the need for a new policy, the Governing Board will follow these steps: 1. Board-level discussion. The full board should first discuss the need for the new policy and establish general considerations for the policy. 2. Assign a team to draft a new policy. Since setting board policy is ultimately the Governing Board's responsibility, a board-staff team with the assistance of the CMO, can take on this task. The Governing Board needs to clearly communicate to the team who will ultimately write the policy draft any concerns it has, and it must share any preferences regarding how the policy will be approached. 3. Write a first policy draft. The writing team should develop a draft that responds to the issue or question at hand. The team may choose to adapt policies that have been drafted by other charter schools. The statement should not be overly specific. If a policy becomes too detailed, it is a sure sign that the Governing Board has moved beyond policy making and has begun to invade staff/administrative prerogatives. 4. Ask legal counsel to review the draft policy. Depending on the issue at hand, it may be important to bring the charter school's legal counsel into the picture to review the policy draft. By no means is legal review required of every policy draft under consideration. 5. Present draft policy to the Governing Board for approval. It is advisable to have the first reading of the draft policy at a board meeting to give the writing team informal feedback. The writing team can then incorporate suggestions and bring the final draft to the next board meeting, when the Governing Board can formally adopt it. 6. Continuously review and revise board policies to best meet the needs of the school.

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

The Organizational Chart reflects the entities providing organizational support and/or educational resources to Doral Academy of North Carolina, Inc. Doral Academy of North Carolina, Inc. is the non-profit governing board opening the charter school, Doral Academy of North Carolina. Advisory bodies: Doral Academy, Inc., the Charter Management Organization (CMO). The CMO will provide academic and operations support to the school. The CMO

will also partner with Academica, an Education Service Provider to Doral Academy, Inc. schools. Academica\* will assist the CMO with "back office" business services such as accounting, payroll, human resources support, etc. Additionally, the school will have a School Advisory Council (SAC), consisting of parents, local community and/or business members, students and representatives from the faculty and administration. A SAC allows their members to represent the various stakeholder groups in the building community engagement in the school.

\*No additional fee will be charged to the school by Academica. The CMO fee encompasses all the services the school will receive.

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

Positive relations between the school and its parents and families are a primary concern. For that reason, every effort will be made to handle disputes in the most positive way possible. The following steps have been outlined in order to facilitate resolution of issues - Parents: If a parent or student disagrees with any policy or procedure within the classroom, the first level of grievance is their students Teacher. If the student/parent is not satisfied with the teachers response, they should then set a meeting with the schools Principal. Similarly, if a parent/student disagree or have an issue with a policy or procedure at the School, the parent/student should set a meeting with the Principal. If the parent/student feels that their issue is still a concern after meeting with the Principal and the issue meets the definition of a grievance set forth below, the parent/student may initiate the grievance procedures as described below. Step 1: If the parties are not satisfied with the decision of the Principal, and the grievance meets the definition set forth, the parent/student must submit a letter in writing stating the School policy, board policy or law/regulation that was violated including details of the actions and the place, date and time of the violation. The written letter should be submitted to the Chair of the Governing Board of Directors. If the Principal of the School is implicated in the grievance, the grievance should only be submitted to the Chair or the Vice Chair of the Governing Board of Directors. Step 2: The Governing Board will review the facts and notify the parties in writing (email accepted) if further action is necessary. If the Governing Board considers the matter should be heard, the parties will be called to meet with the Governing Board. After the hearing, any decision of the Governing Board will be communicated to the Principal and the parent/student who filed the grievance within five school days, The Governing Boards decision concerning the grievance is final.

Staff: It is expected that any employee with an issue should try to resolve the issue by using open communication with their supervisor. If an employee feels that their issue is still a concern after speaking to their supervisor and that the issue has risen to the level of a grievance then the employee may initiate the grievance procedures as described below.

Step 1: To file a grievance, an employee must submit a letter in writing (email accepted) stating the School policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The written letter should be submitted to the Principal or the Chair/Vice-Chair of the Governing Board. Step 2: The Principal shall have up to five business days from the time they receive the formal grievance to respond to the grievance in writing. If the employee is satisfied with the decision after they receive the response from the Principal, the issue is considered resolved. Step 3: If the employee is not satisfied with the response from the Principal, the employee may file an



appeal by submitting a letter in writing (email accepted) stating the School policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. This must be done within 5 business days of the initial response from the Principal. Step 4: Where the grievance is filed directly with the Governing Board as set forth above or after receiving the appeal letter, the appeal shall be considered by the Governing Board at its next regularly scheduled monthly meeting provided such meeting is more than seven days after the filing, or the Chair of the Governing Board of Directors may call a special meeting of the Governing Board to consider the appeal in accordance with the Schools bylaws. The Governing Board will consider and discuss the grievance at the meeting in accordance with Open Meetings laws.

### 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.*

**Not Applicable**

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

Name of the Company: Doral Academy, Inc.  
Address: 11100 NW 27 Street  
Doral FL 33172  
Website: [www.doralacademyschools.org](http://www.doralacademyschools.org)  
Phone Number: 305-597-9950  
Contact Person: Carlos Ferralls  
Fax: 305-669-4390  
Email: [cferralls@gmail.com](mailto:cferralls@gmail.com)

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

Doral Academy, Inc., the CMO, provides academic and operations support to the school and ensures that the school has the latest information systems and administrative procedures in place to support an effective educational

program, at a reduced cost of implementing directly. The school benefits from these academic and operational support services, freeing the principal from many administrative and compliance duties otherwise shouldered internally. With a staff of trained professionals, the CMO ensures the school is professionally supported and operated in accordance with the requirements of sponsor contracts and the requirements of all State and Federal laws, as well as local municipal ordinances applicable to its operations or facilities. This structure ensures the administration and operations of the school will be sufficient and yields an effective educational programming. The schools operated by the CMO exhibit high quality, college-preparatory educational programs that have, and continue to, achieve academic success since 1999. The CMO will enter into an agreement with Academica, an Educational Service and Support Provider. The support services to be provided for the CMO are central office functions including but not limited to: assistance with facilities design and maintenance, human resource coordination, sponsor relations and reporting, general accounting services including bookkeeping, payables, asset management, budget preparation, risk management, cash flow analysis, and preparation of financial statements provided to the CMO for oversight and Governing Board approval. The executed CMO agreement includes all anticipated professional support services to be provided by the CMO and its partners.

2. *What other EMO/CMOs were pursued and why did the applicant select this particular one?*

*Please include information regarding other management organizations' fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.*

The Governing Board is familiar with many other CMOs and EMOs, but chose Doral Academy, Inc. because of its proven track record of sustained educational success. The educational model being brought to North Carolina is a replication of existing high-performing Doral Academy schools in Florida: Doral Academy (K-5) and Doral Academy of Technology (6-8). Specific information on the success of the CMO and its schools are addressed in the questions below. More specifically, the Governing Board believes that the CMO provides the following critical needs of the Governing Board: 1) Control: The school will maintain control over the academic program and delivery of instruction, but will use the CMO to provide a high level of service and support. They will provide services and support in order to ensure the Governing Boards mission and vision comes to fruition, instead of dictating the approach. Additionally, with regard to financial structure, the Governing Board, at all times maintains control over the schools funds and can terminate the contract at any time. Additionally, general accounting services will be provided through the CMO. All financials are provided to the Governing Board for approval. 2) Academic Support: The CMO employs various professionals in the education field who, at any time, are available as a resource. 3) Proven History: The CMO has a track record of success. Schools serviced are fiscally sound and many have established significant reserves which fund additional programming for their students. 4) Fees: The CMO charges a flat fee per student, per year. The fee charged to the school to cover academic, operational, and business or "back office" services, is a lower fee than other similar management organizations charge. The CMO will charge \$650 per student/per year. 5) Replication: The CMO has developed relationships with many large charter school networks that have been able to successfully replicate their programs in multiple areas in the U.S.

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

Doral Academy Inc. is a high-quality K-12 educational learning community that continually meets and/or exceeds expectations across all student populations, as evidenced by the historical student performance and achievement data earned, respectively, by all CMO schools. Please see a snapshot of the most up-to-date historical school performance data for all CMO schools in Florida and Nevada.

Both schools being replicated have had a grade of "A" since their inception. For the last six school years, all schools operated by the CMO in Florida have received a grade of "A" from the State of Florida. The schools are consistently some of the highest performing schools in the State. The CMO's schools in Nevada have had the highest rating a school can have in that State. The school at the Elementary and Middle School level achieved a 25/25 and a 22/25 respectively in Academic Achievement. See attached school grades as part of Appendix K

The aforementioned data reveals that students of the CMO schools are outperforming students across their surrounding districts as well as in their host states, Florida and Nevada. The CMO has been able to successfully expand and replicate its school model without jeopardizing the quality of educational programming, while concomitantly yielding very positive learning outcomes. Moreover, since 2003, the Doral Academy high schools cohort graduation rates have exceeded both the corresponding District and State graduation rates for all Doral schools who enrolled seniors, therein cultivating not only college bound but also college ready graduates.

The successful track record of the CMO was also acknowledged by the Florida Department of Education, where the FLDOE designated the CMO Charter School System a high performing charter school network, having all six of the schools in Florida qualify and be designated as High Performing ("HP") Charter Schools. This accolade is based on the health of their schools finances and stellar student performance and achievement record. Moreover, Doral Academy Middle School, Doral Performing Arts, and Doral Academy of Technology have had the honor of being recognized as National Blue Ribbon schools. Further indicative of the CMO schools success, is Dorals pursuit and subsequent conferral of Corporate Accreditation by the AdvancED Accreditation Commission, a world-renowned Accreditation Commission that confers Accreditation to Quality Education Institutions. The CMO achieved accreditation under the AdvancED System Accreditation Model, which means that the corporation and all of its schools, nationwide, are accredited and future schools under the CMO umbrella, will be accredited and thereby recognized across the nation as a quality education institution.

The CMO schools have been recognized at the local, state, and national levels for their achievements. Their fiscal soundness, continuous compliance with legal, organizational, and financial requirements coupled with increasing academic performance, has resulted in additional approved charters and fifteen-year charter renewals for schools which have had initial contracts completed.

- 4. Describe how the governance structure will be affected, if at all, by the EMO/CMO, and*

*particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.*

The Governing Board of Doral Academy of North Carolina, Inc. will have the responsibility for the activities and affairs of the school. The Governing Board is committed to the management of the school and for providing continuing oversight of school operations. The Governing Board is committed to the mission of the school and is cognizant of its responsibility to effectively and properly manage public funds. The Governing Board will conduct periodic and annual evaluations of the performance of the school in the following categories, as to each of which the CMO is required to provide data to the Governing Board: financial performance, including variance to budget; staff turnover data; academic performance, including enrollment; and facilities costs and needs. Failure to perform its obligations under the service/management agreement by the CMO is grounds for termination by the school.

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

Employees selected will be hired as employees of Doral Academy of North Carolina. The CMO will prepare employment contracts for approval by the Governing Board that are to be used for the purpose of hiring employees. All school-based employees will be assigned to the school and may only be removed, dismissed, or transferred with Governing Board approval. Should the Governing Board approve a human resource provider, the CMO will coordinate such services through Academica. The Governing Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any.

6. *Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.*

The CMO is hired by the Governing Board to provide certain services, which support the operations of the school. The Governing Boards annually evaluates the CMO and determines continuation and renewal of services based on the CMOs performance on the services and support it provides to the school. Both the CMO and the principal report to the Governing Board, which evaluates them. The Governing Board, Doral Academy of North Carolina, Inc. has the ultimate authority to hire and fire the CMO. Details on the services and agreement between the Governing Board and the CMO may be found in Appendix I - CMO Agreement. The CMO has operated successful charter schools for nearly two decades. The success of the schools under the CMO network and its educational programs is a testament to the level of service and oversight provided through the CMO and its partners. The relationship with the CMO allows schools to focus on providing the highest quality educational program at the school site while allowing the CMO and service providers to focus on the business, operations and academic support services the school needs to succeed.

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

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

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

Not applicable as the CMO does not currently manage schools in North Carolina. Appendix K includes financial history and statements of the CMOs schools over the last three years.



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

**Private School Conversions:** complete ONLY if the proposed charter is a private school conversion.

Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

**X Not Applicable**

**Charter School Replication:** complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.

**Not Applicable**

1. The proposed charter school will be governed by a new governing board
2. Describe the rationale for replicating the application based upon the success of another charter school. Include documentation and evidence that the existing charter school model is successful in student achievement, charter school governance, and fiscal responsibility. Base this explanation upon academic data available through state and national summative assessments, financial audits, and state compliance reports.

The school, Doral Academy North Carolina will implement a program similar to that of the high performing schools it is replicating with fidelity to all practices and standards described in this petition. Doral Academy (K-5) & Doral Academy of Technology (6-8) The School will use research-based instructional materials, aligned to the Common Core State Standards and NC Essential Standards and educational strategies proven to improve student achievement. The School, like the high performing schools it will replicate, will implement a Response to Intervention (RtI)/Multi-Tier System of Supports (MTSS) team composed of administrators, teachers, and specialists trained to use the RtI/MTSS Framework to effectively meet the academic and behavioral needs of all students. The school will implement strategies designed to address individualized learning needs, including educationally disadvantaged students and students with special needs who may be at-risk of falling behind and ELL students.

The School will provide advanced coursework in order to meet the needs of advanced learners. The school will utilize a variety of indicators to determine placement in advanced coursework.

In 2018, Doral Academy successfully completed its eighteenth year of operation, serving students in grades K-5. The school earned a letter grade of "A" for the 15th consecutive year in 2018, ranking among the top elementary schools in Miami-Dade County. In 2018, Doral Academy of Technology (DAT) completed its seventh year of operations, serving students in grades 6-8. The school earned its 6th consecutive letter grade of "A" ranking as the highest-performing public middle school in Miami-Dade County, and among the top of all middle schools in Florida, based on the points it received under the State of Florida Accountability Program. As part of the Doral Academy, Inc. network the schools are fully accredited by AdvancED.

3. Depict and analyze the current enrollment trends and student demographics of the replicated charter school model over the past three academic years.

The CMO has developed a multi-tier system: management, instruction, assessment and professional development; that has achieved increased performance across all student populations, as evidenced by the historical

student performance and achievement record of the schools being replicated. Each school has implemented unique and innovative strategies aimed at improving student performance and achievement while serving a predominantly minority population. Enrollment at all CMO schools has remained steady. Currently, the schools in Florida have over 3,000 students on a wait list. Demand for the program has fueled its expansion both within the Florida campuses as well as in new territories.

The schools being replicated have been at capacity for the last three years and before. Doral Academy serves 1076 students in grades K-5 with an FRL% of 49% and 95% Minority students. Doral Academy of Technology serves 215 students in grades 6-8 with 47%FRL and 94% Minority Students.

4. Explain why the governing board of the proposed charter school is a good fit for the proposed student population as noted in Section II Mission and Purposes.

The Governing Board of the School is the ultimate policy-making body that determines the academic direction, approves curriculum, and oversees operation of the School. The Governing Board of the proposed School is comprised of individuals committed to replicating the existing high performing schools. They have accepted ownership of the program and contain the experience to ensure the existing high performing school model is replicated with fidelity. The strategies the governing board has identified for replication of the existing high performing School design include, but are not limited to, the following: Implement the same core values and beliefs and programming of the existing HP schools; Adopt the same and proven research-based educational concept while utilizing the same curriculum strategies of the School to be replicated; Use existing stakeholders as sort of consultants, to continuously provide training to the School administrators, faculty and staff, as necessary; Adopt common expectations of student behavior and parental involvement; Adopt common Professional Policies and Standards for staff; Implement the policies for financial management and oversight proven effective in the existing schools; and Provide ongoing communication, training, and support for the schools operational needs. The members of the governing board have a shared mission, to provide the highest quality education to the students of their school. They are committed to ensuring that the educational model is implemented with fidelity and that the needs of each student are met through various learning strategies. Students will be at the heart of the school's philosophy and the underlying purpose is academic excellence combined with creative exploration and a push towards college readiness. The inception of this charter school will afford students the opportunity to experience a rigorous academic education that allows them to seamlessly transition high school.

5. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix N

**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.*

A Staffing Plan is provided therein the attached Budget-Staffing Plan Spreadsheet , which details anticipated hire date, salary, and the quantity of positions allocated for each of the listed positions as it relates to the budget. A listing of job positions follows, and the respective details and job responsibilities and functions for each of positions listed below, follow in Section:

Staffing Plans, Hiring, and Management -  
School Administration:

- \* The Principal
- \* Administrative Assistant(s)
- \* Registrar
- \*Other Clerical

Instructional Staff:

- \* Teachers
- \* Substitute Teachers
- \* Paraprofessionals

Pupil Personnel Services:

- \* Special Education and or Limited English Proficient Teacher(s)/Specialists

- \* School Counselor

Media Services:

- \* Media Specialist:
- \* Instructional IT

Food Services:

- \* Food Service Workers

Operation of Plant:

- \* Custodian
- \* Security

### **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.*

Doral Academy, Inc. will assist the school principal to seek, recruit, identify and hire personnel who are appropriately certified for the position to which they are being hired, and commit to share in the responsibility of advancing the School mission.

Recruitment The School will recruit teachers through various local and national job fairs, coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns and organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery. Recruitment efforts will also include advertisements on the schools website and other social media outlets and through presentations and/or dissemination of fliers at local universities and via word of mouth. .

\*Retention - The School will provide the best benefits and employee services

possible demonstrating their commitment to employees by responding effectively to concerns. The schools professional development plan will serve to enhance each employees experience at the School, including opportunities for growth and advancement through an Aspiring Assistant Principal and Principal development programs (offered through the Doral Leadership Institute). The school will also provide a wide range of benefits such as the NC 457b retirement savings plan, with a 3% match from the school and pay for state health insurance, as well as offer Bereavement and Family Medical Leave; Dental and Vision Insurance; Financial Counseling; Life Insurance; Holiday and Sick Leave; Long-Term Disability; and Flexible Spending Account (FSA) and dependent care programs.

The School will also offer Support for Beginning and Struggling Teachers, wherein observation of new and struggling teachers by veteran teachers will occur as a means to identify support strategies and assistance that can be offered as a means to assist them in developing their craft of teaching.

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

The Doral Academy Governing Board has an oversight role with respect to the charter school principal. The principal, in turn, hires, supervises, evaluates and makes compensation decisions regarding staff within the salary schedules, budgets and personnel policies set by the Board and approved in the Schools annual budget. Notwithstanding, the Governing Board is the ultimate employer of the School Principal and through the Principal, of the Faculty and staff, through creation and implementation of personnel policies and procedures. Additionally, the Board gives final approval of wage and salary schedules, including benefit programs, leave benefits, and the like.

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

The relationship between the School and its employees is that of an employment-at-will and will be entered into voluntarily in accordance with applicable State Statutes. Employees are expected to observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, the School may terminate employment, or it may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the school determines that the employee has failed to make the correction, he or she will be subject to further discipline, including termination.

Instructional personnel will receive either a probationary contract (for instructional personnel new to profession or district) or an annual contract (for personnel who have completed a probationary contract or are already under annual contract). The nature and purpose of these contracts is to clearly provide just cause reasons, and process, for suspension or dismissal of instructional personnel during the term of an annual contract. At the end of the probationary contract, the Governing Board may choose to award or not award the Teacher an annual contract, with or without cause. Teachers will be evaluated in accordance with provisions stipulated in NC State Statutes.

Additionally, all instructional and non-instructional personnel who are

hired or contracted to fill positions and members of the governing board of the School will undergo Criminal Background Checks (and maintain annually) and/or as may be required by law, including all current board members and all employees including and not limited to the school Principal, Teachers, and Support Staff. Additionally, Criminal Background Checks will be required for all school volunteers (parents, family members, other) and all contracted personnel including and not limited to Transportation, Exceptional Children's Services, and Food Service.

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

The School will be a not-for-profit, private employer, and all full time employees will be offered the NC 457b retirement savings plan, with a 3% match from the school. The School will also pay for state health insurance for the employee, and other benefits mentioned previously in this application and reflected in the budget. Additionally, all full-time employees will earn ten (10) days of leave per year as outlined in their Employment Agreement, and as specified herein the Proposed Budget. The School will offer salaries commensurate to those offered by the Wake County Public School System in order to recruit and retain highly qualified professionals in their positions at the School.

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

Employee Grievance The School will follow the Employee Grievance Policy and Procedures proffered by the NC Office of Charter Schools.

Employee Termination. There are involuntary and voluntary termination options, as follows:

Voluntary Termination - The School will consider an employee to have voluntarily terminated or abandoned his or her employment if an employee does any of the following:

- \* Elects to resign from the school.
- \* Fails to return from an approved leave of absence on the date specified by the school.
- \* Fails to return to work without notice to the school for three (3) consecutive days.

Involuntary Termination - The School expressly reserves the right to discharge employees for cause, but without being in violation of the laws of the State of North Carolina and/or the United States of America. The School assures thorough, consistent, and even-handed termination procedures. Terminated employees will receive all earned pay to the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence in excess of 180 days, incompetency, misconduct, or other violations of the school's rules of conduct for employees. Involuntary termination, other than for an administrative reason or abandonment of employment, will result in forfeiture of all earned accrued compensation, other than as required to be paid by law.

The school may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resort to prior disciplinary steps, when the school deems such action is appropriate. If an employee is recommended for dismissal by the principal of the School, the principal will propose such dismissal at a meeting of the Governing Board of the School. The employee shall have the right to contest the dismissal at the board

meeting and present testimony or evidence in connection with the dismissal action.

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

Dual responsibilities might include a Teacher's Assistant also serving as a Bus Driver and/or teachers who maintain dual certification in varied subject areas may maintain dual teaching responsibilities.

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

The School will employ teachers with proper certifications to serve students with disabilities. The School has budgeted a teaching staff that will include an EC Specialist and certified EC Teachers, and will recruit such professionals with demonstrated experience in providing support and services to students with disabilities (See Budget for Staffing Plan). The School will increase number of staff based on actual enrollment of EC students, in accordance with the level of support needed to implement specialized instruction detailed on the IEP and in accordance with federal requirements. The School will utilize TeacherMatch, as funded by the NCDPI, to recruit qualified teachers for Exceptional Children's Services. The School will also access the services and be provided support through Academic Director for Special Education and Student Support. All personnel who provide related services to students will meet all required licensure and/or certification requirements.

*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).*

Administrative Staff:

\* Principal will: serve as the instructional leader; be responsible for all aspects of day to-day administration of the School within the scope of the Boards operating policy and in compliance with district, state, and federal guidelines for the Schools operation; hire, oversee, and evaluate faculty and staff; establish and implement procedures for curriculum and instruction, classroom management, discipline, data analysis, testing, support services, parental communication, professional development, community outreach, facilities oversight; and budgetary and financial oversight, etc. The principal will report to the Board on the Schools operations and finances as often as needed by the School and/or board members in order for the Schools operational needs to be met. The principal will delegate duties to administrative support staff to ensure that daily operations, resources, policies and procedures are being implemented in accordance with the Schools mission. The School principal will exercise their authority by flexibly leading their staff, effectively making decisions based on the needs of the School, as well as making program improvements that meet or exceed federal, state and local mandates. Faculty and staff will be responsible for carrying out these procedures in their day-to-day duties, activities, and interactions with students, teachers, and parents of the School. Qualifications: Masters degree, minimum five (5) years of school experience; valid NC Certification in Educational Leadership and/or School Administration preferred.

\* Administrative Assistant(s) will: implement policies and procedures for the daily operations of the School as directed by admin and work closely with state data and information management systems. Qualifications: Bachelors degree, one (1) year of previous school work experience in

registration procedures and applications preferred.

\* Registrar will: perform a wide variety of clerical duties including registering students and processing/maintaining student records. Qualifications: Standard high school diploma or (GED), one (1) year of previous school work experience in registration area preferred.

\* Clerical will: perform school clerical support duties such as: attendance - absence and tardy tracking; entering information into a proprietary student information system; etc. Qualifications: Standard high school diploma or (GED).

#### Instructional Staff:

Teachers will: create and maintain classroom of high expectations; infuse critical and higher-order thinking, interpersonal skills development, and technology, etc. into daily instruction resulting in measurable student achievement gains for all students; utilize differentiated instruction along-side research based, enhanced by supplementary materials and programs, to ensure student success as well as other modes of instruction including, but not limited to, peer tutoring, individual instruction, and group work. Qualifications: Bachelor's degree and valid North Carolina certification in-field.

\* Substitute Teachers will work in the absence of regular classroom teachers, aiding students in their daily tasks and helping ensure the understanding of the subject matter being covered. Qualifications: College Associates Degree required and experience working with children preferred.

\* Paraprofessionals: will assist, support and work closely with teachers, administrators, and other team members in providing a quality instructional program for students. Qualifications: A College Associates Degree and experience working with children preferred.

#### Pupil Personnel Services:

\* ESE Teacher(s)/Specialist will: perform duties required of a teacher and provide support and services to students with disabilities(SWD), as well as appropriately certificated personnel will provide required services to Gifted students.

Note - The School will increase number of ESE staff based on actual enrollment of SWD, in accordance with the level of support needed to implement specialized instruction detailed on students IEPs. The School will also be provided support and oversight services by the ESPs Director for Special Education and Student Support. The services and support provided will include: technical assistance, compliance, professional development, mediation with parents, coaching and mentoring of administration and faculty. The school will also contract additional ESE service providers (as needed) for speech-language, occupational, and physical therapy for students who qualify for those services. Qualifications: Bachelors (and Master's degree preferred) with certification in special education with appropriate North Carolina Teaching Certifications in Special Education. Personnel who provide related services to students will meet all required licensure and/or certification requirements pertaining to their area of related service.

\* School Counselor: will implement processes to help students through classroom guidance, individual academic planning, responsive services, and system support, to name a few.

Qualifications: Earned master's degree and; NC certification in field preferred. Some activities of the guidance counselor will include to work



closely with creation and implementation of the master schedule, therein assisting administration to build the schedule as well as assisting students in selection of courses appropriate for their talents. They will also counsel students (at their, parent, or admin request) on personal and academic concerns, and help acquaint students new to the school with teachers, facilities and program concerns, helping students to adjust to their new environment. Counselors will also work with parents, providing orientation, addressing parental concerns, arranging student, parent and teacher conferences, and working with parent groups in the areas of child growth, development and discipline. They will also work with teachers, providing training, materials and suggestions for classroom-oriented guidance activities and presenting and explaining the results of various testing programs as well as assisting teachers in effective utilization of test results. Counselors will also gather information from all faculty members having contact with a student being considered for referral. Counselors will also evaluate credits from outside sources, assist in the early identification of students for proper educational placement, e.g. exceptional child, federal and bilingual programs, identify community and school system resources and, when advisable, refer student situations to the proper agencies. Qualifications: Master's degree; NC certification in Guidance and Counseling.

**Media Services:**

\* Media Specialist will: assess and meet needs of students and faculty for information and will develop programs to stimulate students interests in reading and use of a variety of multimedia resources and Instruction Related Technology. Qualifications: Bachelor's degree; and valid North Carolina certification in-field with two (2) years working in Media Services preferred.

\* Instructional IT will: provide instruction, training, and resources in order to facilitate use of technology in the classroom to increase student use and knowledge of technology; assist with day-to-day operations of the schools computer, IT, audiovisual, television, telecommunications, etc. Qualifications: Bachelor's degree in-field, IT and/or Computer Science degree preferred.

**Staff Evaluation and Professional Development**

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

The Principal and admin team will maintain responsibility for overseeing teacher licensure requirements and administering required and respective professional development activities to maintain appropriate certification to teach in-field.

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.*

Doral Academy, Inc. will provide direct support to the School regarding mentoring retaining, and evaluating school personnel in keeping with the school's mission and vision as outlined in the CMO Agreement.

Teacher Mentoring: Annually, teachers will report to School a week in advance of their students. The school principal, leadership team, and



support staff will hold workshops to target the diversified needs of teachers, such as beginning teachers, teachers new to Doral, the entire faculty, each with a set of criteria to be addressed. This approach sets the tone for all faculty and staff, that the school is not only data rich, but driven to guide even their improvement. During pre-school activities, teacher mentors will also be assigned.

New teachers will have the opportunity to participate in Professional Development Mentoring Sessions specific to their needs, and/or to provide tools such as classroom management techniques, strategies for effective communication with parents, best practices and effective classroom strategies, and how to access student data and grade books. These teachers will also be provided with a Doral Academy orientation to help acquiesce them to the policies and procedures of their specific campus. These teachers meet for several days before the rest of the faculty returns.

Additionally, the administration would also determine (based on classroom/teacher data reports, observations and classroom walk-throughs) which teachers need additional support (and/or perhaps they may have been a previous-year struggling educator) and provide professional development, mentoring and support accordingly. A plan for the teacher/ class would be implemented and documented through the teachers lesson plans. Teachers would be expected to implement corrective action/change in intervention or content in the classroom with support from the administration. The goal of teacher mentoring is to provide support and increase professional growth opportunities in a collegial environment where both the mentor and mentee can both grow professionally.

Teacher Retention: The School will provide an attractive benefits package and ample employee services that encourage continuous employment of faculty and staff. The School will be responsive to employee concerns and offer professional development with the aim of enhancing each employees experience at the School and demonstrate a commitment to their respective individual development as professionals as previously described herein this petition

Teacher Evaluation: The School will utilize the NC Educator Evaluation System (NCEES), including the self-assessment, goal-setting, observations and conferencing, planning professional development, and summary evaluation components in determining an educators effectiveness. The teachers will be rated against a rubric to determine if they are developing, proficient, accomplished, and/or distinguished. All teachers will be formally evaluated onanannual basis by the School Principal and/or his/her designee in accordance with NCEES parameters.

Non-instructional staff, such as clerical staff will also be evaluated and receive feedback on their performance via in-house assessment tools and individual conferences with the principal or designee, also visiting the attainment of their Individual Professional Growth Plan goal(s).

The evaluation systems for school faculty and staff will:

- \* Be designed to support effective instruction and student learning growth, and performance evaluation results will be used when developing school level improvement plans.
- \* Provide appropriate instruments, procedures, timely feedback, and criteria

for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results will be used when identifying professional development.

- 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.*

In setting high expectations for both students and teachers, the School will be committed to maintaining the level of high quality instructors by implementing a comprehensive Professional Development Plan. The school will support the professional development needs of all professional staff by facilitating the attainment of continuing education credits and offering trainings. Professional development will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as leader/trainer to the remainder of the staff upon their return to the School. Appropriate and relevant school wide Professional Development will also occur on teacher planning days as well as on early release dates. All staff will participate in school-initiated and other relevant and necessary workshops for Professional Development, and a member of the administrative team will coordinate, assist and monitor the Professional Development process. Doral Academy, Inc. (CMO) may also prepare staff development meetings in which the School will participate. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

In addition to school wide Professional Development opportunities, faculty members will each complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its compatibility to ensuring the Professional Development exercise will serve to benefit the student, and a timeframe in which the staff exercise should occur. All IPDPs will be approved by the Principal, or his/her designee, at such time the principal may elect to recommend additional recommended Professional Development.

- 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.*

New and returning teachers will come together the week before school begins, to meet, collaborate, connect with mentors, and participate in a gamut of professional learning opportunities to prepare them for the upcoming school year. In addition to the beginning teacher training and mentoring sessions addressed previously, all faculty and staff will participate in the Opening of Schools presentations, as follows:

School Mission & Vision - All personnel will participate in a school-wide mission and vision discussion and learn the Schools program and philosophy.

Curriculum Implementation by Subject/Specialty Teachers will participate in individual department trainings related to curriculum implementation, NC Standards and Statewide assessment implementation, with special emphasis on

incorporating digital resources.

**School Literacy Plan** Teachers will be exposed to the Schools literacy plan with specific strategies on how to differentiate and individualize instruction in order to create effective targeted instructional lessons and tutoring to increase student achievement and maximize instructional time.

**Data-Driven Decision-Making** Administrators and staff will collaborate to analyze, extrapolate and disaggregate school data from a variety of sources and to use this data to create effective school improvement plans and increase student achievement.

**Plan book-Teachers** will be guided through the creation of lesson plans and they will review what needs to be included such as the objective/topic, strategies, learner accommodations, etc.

**Safety and Security-Safety and security training** will instruct staff on daily safety procedures, and how to prevent and protect the school and students, to handle emergency situations, and to recognize potential threats in accordance with the school safety plan.

**Finance and Activities-The activities director** will review the procedures for the planning of activities and corresponding financial documentation required for the varied activities.

**School Discipline Plan-Classroom-based discipline plans** will be discussed and approved; school-wide discipline procedures also be outlined and clarified.

**Student Support-The faculty and staff related to student support** will provide guidance and step-by-step procedures on the following topics:

- \* **Exceptional Student Education** Teachers will be guided through the IEPs of their students and teachers will be made aware of the accommodations required to address the needs of each learner.
- \* **Limited English Proficient (LEP)** Teachers will be provided with guidance and resources to help address the unique academic and social needs of English Language Learners.
- \* **Crisis** Teachers will be guided through the steps to take with students that are in crisis.

**RtI/MTSSS Framework-Staff** will learn to initiate and address the RtI/MTSS model to meet the academic and behavioral needs of all students.

Additionally, as a Doral Academy, Inc. member school, theschool will also benefit from the networks in-house trainings for best practices, include but are not limited to:

- \* **The Comprehensive Research-Based Reading Plan** (includes training on Development of Classroom Libraries; Vocabulary Strategies/Word Walls; 6 Areas of Reading Instruction; Quality Writing Strategies (conducted by Reading Coach);
- \* **Effective Teaching Strategies for ESE Students** (conducted by ESE Teachers);
- \* **Effective Strategies for English Language Learners** (conducted by ESL Coordinator);

\* Differentiated Instruction Strategies (conducted by Principal and/or designee); and

\* Curriculum Pacing and Alignment (conducted by Administrative Staff and department heads) are four separate Professional Development that will be offered to all faculty members to provide effective strategies and interventions across the curriculum to address learners needs.

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.*

Appropriate and relevant school wide training will occur on teacher planning dates. The School-wide PD plan will be ongoing, sustained, inquiry-based and provide focused, deep learning and built upon prior learning, resulting in increased student learning. A needs assessment will be conducted by the School and Doral Academy Inc. will also conduct a needs assessment across the network, to identify trends and allocate resources to remedy deficiencies, if necessary. The PD Plan will be reviewed regularly and updated to reflect staff learning and changes based on student data, as well as to gauge the overall effectiveness of the PD. Below are some probable Professional Developments to be offered at the School throughout the year:

\*School-wide Data Chats 4 Hours. School-level data chats will occur at the beginning of the school year, release of interim assessments, release of state progress monitoring assessments, and release of any school-wide internal assessments. They will consist of review and analysis of current student progress, appropriate interventions, and a mutually agreed upon follow up plan.

\*Literacy Plan and School Initiatives 6 Hours. School literacy plan, reading focus calendars for content areas, best practices and instructional strategies.

\*Student Support 3 Hours - ESE, LEP, RtI, counseling, crisis intervention and tolerance processes will be outlined and changes and/or updates provided, as needed.

\*Curriculum 6 Hours. Department meetings to discuss data, trends, strategies, instructional focus calendars, and pacing on standards instruction.

Staff will participate in school-initiated and other relevant and necessary PD, with a member of the administrative team assisting and monitoring the staff development process. In-house workshops will be held monthly in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns. Early release days will allow for team collaboration to discuss student progress, conduct team and school-level data chats, and provide opportunity for common planning both vertically and horizontally.

Professional development for administrators will include the following trainings and conferences:

\*Teacher Evaluation Training for Administrators The School will utilize the NC Educator Evaluation System (NCEES), including all training with online management and procedures.

\*Classroom Walk-through Training Will provide school leaders strategies and tools to effectively structure classroom visits and follow-up reflection to increase student achievement and learning; as well as a methodology for analyzing the classroom for feedback purposes through the use of reflective conversation for providing feedback.

\*Budget Training for Administrators This training addresses school budgeting as it pertains to both the schools operating budget and internal accounting policies and procedures in accordance with North Carolina Accounting System requirements.

\*Master Scheduling for Administrators Administrators are trained to create an efficient (financially sound) and effective master schedule meeting national, state and district requirements.

\*Developing the Schools Improvement Plan (SIP) This training assists in developing a sound and effective SIP to include data analysis, goal-setting, budget planning, professional development planning and reflective practices.

\*Principals Meetings Administrators meet by level (secondary/elementary) to go over pertinent topics and share best practices, including curriculum development, standards implementation, scheduling, educational changes, innovative programming, etc.

\*Office of Charter Schools Leadership Institute - Annually, Administrators will attend the Office of Charter Schools Leadership Institute.

\*Administrators may also participate in PD conducted through the National Association of Secondary School Principals; AdvancEd; and the Association for Supervision and Curriculum Development, etc.

## **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)).*

#### Target Population

The school will target families with children ranging from ages 5-13 residing in the communities within Wake County. The school strongly believes that a diverse community of students is critical to building the community Doral Academy is known for and will target all demographics and SES families surrounding the school area, to ensure the school population reflects all who live and work in the area.

#### Outreach Plan

The school will use a comprehensive outreach and marketing measures to ensure all prospective students and parents have equal access to apply and enroll. Initial advertising and recruitment plans will focus on community engagement. This campaign will use the community resources and leaders in and from the surrounding Garner area to gauge parent interest and inform parents about the school. The school will use social media and the schools website to share information about the schools impending opening and enrollment. Additional recruitment and marketing events will consist of but are not limited to:



### Grassroots Campaign

Discussions with community stakeholders/leaders representing all local racial/ethnic groups, community boards, parents, parent organizations, etc. to assist in disseminating information about the school. The school will intentionally reach out to the African American church leaders and the Latino community leaders in the area, to meet individually with school leaders and build connections and awareness of this new educational opportunity. It is hoped that those connections can then turn into local-site community meetings for their constituents.

The school will host informational meetings to all interested in attending near the schools proposed location. Locations for informational meetings can take place but are not limited to the following community centers: Southeast Regional Library and Poole Family YMCA. During the informational meetings, which will be held at various times during the day and evening, the school will highlight its program and how it will serve all students. Local elected officials and community leaders will be invited to visit the school. They will also be given an update on the programs growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings.

### Public Awareness Campaigns

Direct mail campaigns will target all households within our target population within a five-mile radius of the school. The school will create a website with school information, enrollment timelines and registration procedures. Digital and social media advertising will be used to reach a broad audience through ads, e.g. Facebook, Instagram, or Google, which direct parents to the schools website.

Promotional flyers and/or postcards will be distributed via direct mail and/or directly to community groups to ensure that harder-to-reach families (e.g. single-parent families, low socio-economic households, etc.) are aware of the school and their eligibility to apply for enrollment. Promotional materials and announcements will be made available in multiple languages and disseminated to local community organizations.

### Timeline

July 2018 Jan. 2019

- Update Website
- Engage in community events
- Partner with community organizations

Jan. 2019 June 2019

- Plan community information sessions
- Create brochures, direct mails, flyers
- Update social media

July 2019 Dec. 2019

- Update website and social media
- Host community information session
- Send out direct mail and/or email blast to introduce the school

Jan. 2020 Mar. 2020

- Host community information session
- Run advertisement campaign through open enrollment

Mar. 2020 Aug. 2020

- Schedule Lottery
- Advertise enrollment opening
- Host Open Houses



Sept. 2020 Dec. 2020

- Host School Open House
- Host School Tours

Jan. 2021 Mar. 2021

- Advertise new enrollment period
- Host parent information sessions and school tours

### **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.*

Parental and community involvement at Doral is a fundamental and required part of the schools philosophy and operation. Doral encourages parents to be active participants in their child's education, gives the community ownership of a high-quality educational program, and teaches children to be civic-minded and socially responsible. Parents and community members will have extensive opportunities for involvement in aspects of school operations. Parent and community engagement is possible through the parent/teacher group, Educational Excellence Advisory Council (EESAC), and other such committees. The administration will also require the faculty and staff to uphold the strong belief in and understanding of the charter school concept through the inclusion of parents in the educational process. Through open lines of communications, the school will encourage through the following endeavors:

**Parental Service Contracts:** parents agree to volunteer with their child's teacher and/or be involved in other ways in school activities.

**Educational Excellence School Advisory Council (EESAC):** This group will consist of school personnel, parents, students, local business, and community members. Members will be able to offer suggestions pertinent to school matters on a regular basis and assist in maintaining and carrying out the vision of the school.

**Quarterly Parent/Teacher Conferences:** These conferences will be hosted in the evenings at the school where parents can discuss topics that affect their child's educational progress.

**Open Houses, Career Fairs, and Family Day:** These events will be held to recruit new students, maintain communication and involvement between the school and the surrounding community.

**School Website, Newsletters, and Event Calendar:** These mediums will be updated regularly to disseminate information and maintain open lines of communication in the community.

**PTSA: Parent Teacher Student Association** coordinates extra-curricular events involving the community.

**Community Service Projects:** Students, faculty and parents will participate in activities to help, give back to and connect with the community.

**Parent Workshops:** Workshops on education-related topics, such as decision-making regarding school performance and student assessment needs, will be offered.

**Volunteer Opportunities:** Parent participation hours, communicated through newsletters, the school website, email and calls home, will be plentiful and yearlong. Examples of potential volunteer opportunities are but are not limited to chaperoning field trips, assisting with class and community

service projects, helping in the library, participating in Career Week and Family Day, and assisting with the school store.

## **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.*

Doral Academy North Carolina, as a North Carolina charter school, is a tuition free public school open to any child residing in the state of North Carolina. Doral Academy North Carolina does not limit admission on the basis of intellectual ability, measures of achievement or aptitude, disability, race, creed, gender, national origin, religion, or ancestry. It is the intention of the school to reflect the community it serves and is open to any student residing in North Carolina. Enrollment preference is given to siblings of currently enrolled students, children of Doral Academy North Carolinas full-time employees, and children of the charter schools board of directors. As stated under statute, the enrollment of children of full-time school staff and the schools board of directors will not make up more than 15% of the schools total enrollment unless granted a waiver by the State Board of Education.

### Open Enrollment and Lottery Process

The Open Enrollment Period will begin at 8am on the first Monday in November of each school calendar year and end at 8pm on the first Monday in February of each school calendar year. All applications received during the "Open Enrollment" period will be eligible for the lottery, if necessary. If the number of applications does not exceed the number of spaces available, all applicants will be accepted to the school. At that time, the school will continue to receive applications on first come-first served basis. Notwithstanding any law to the contrary, a charter school may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-390.5 through G.S. 115C-390.11 until the period of suspension or expulsion has expired.

In the event that the number of applications exceeds the number of available spaces for any grade level, a Lottery will be held to determine who is offered a seat and establish the Wait List for each grade. The lottery will be conducted by grade level and then a numbered waiting list will be established for each grade level to fill slots that may become available during the academic year. The Lottery will be an open public meeting on the first Saturday in March immediately following the end of the "Open Enrollment" Period.

At the time of the Lottery, school officials will enter one surname for all

of the children/siblings applying to the school. When a surname is drawn, all children with the surname are admitted simultaneously, if space is available.

According to charter school General Statute, a sibling is defined as half-siblings, step-siblings, and children residing in a foster home. In the case of multiple births, one surname will be placed in the lottery. If the multiple birth siblings are in different grades, the parents will select the grade to place the surname. If the multiple birth surname is drawn, all multiple birth siblings will be admitted simultaneously, regardless of grade placement, space available.

Lottery results will be posted, utilizing an assigned numeric system for each surname, on the schools website. An official offer will be extended to the applicants selected in the lottery process via letter, email, or phone call. They will have one week (7 days), starting from their offer date, to either accept or decline the extended offer. Applicants who are not selected in the Lottery are automatically placed on the Wait List. All surnames are called during the Lottery. Wait List numbers are assigned to those surnames not selected during the Lottery due to space availability. As seats become available, applicants on the Wait List will receive offers from the school. Families will be contacted via phone, email, and/or letter.

If a family would like to withdraw or transfer from the school, the school will request the reasoning for the withdraw or transfer. After evaluation, the school will use the feedback to make improvements to the school if possible.

### **Weighted Lottery**

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

Yes:

No: X

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

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, 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.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

**PROJECTED ENROLLMENT Year 1 through Year 5**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Wake County Schools  
 LEA #2  
 LEA #3

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

	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000
Kindergarten	125	0	0	125	0	0	125	0	0	125	0	0	125	0	0
Grade 01	125	0	0	125	0	0	125	0	0	125	0	0	125	0	0
Grade 02	125	0	0	125	0	0	125	0	0	125	0	0	125	0	0
Grade 03	0	0	0	125	0	0	125	0	0	125	0	0	125	0	0
Grade 04	0	0	0	0	0	0	125	0	0	125	0	0	125	0	0
Grade 05	0	0	0	0	0	0	0	0	0	125	0	0	125	0	0
Grade 06	0	0	0	0	0	0	0	0	0	0	0	0	125	0	0
	375			500			625			750			875		

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

## 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.*

Based on the experience of school leadership, governing board and Doral network that extends to both Florida and Nevada, DANC will develop a transportation plan that includes identifying and coordinating transportation options to ensure transportation is not a barrier that prevents families residing in Wake County from attending DANC. The School leader will conduct a transportation needs assessment through a transportation survey on the Schools website.

Based on the needs assessment, the school administration will work with the Schools PTO, parents, churches and other community organizations to develop a carpool or shuttle options plan. For example, one option may be to determine a centralized location most convenient to families who reside within two (2) miles of the school and offer transportation to and from that designated location. The School will also consider proving GoRaleigh or GoTriangle transit passes to those students that live 5 or more miles away from the school. The plan will be communicated to enrolled families well in advance of the start of school.

While Doral network schools evidence that Economically Disadvantaged Students have been able to access its schools through family carpools and other shuttle options, DANC will still consider bussing options. If the above transportation options are not feasible, the School will contract one bus through a district-certified and licensed school bus provider. The transportation provider will have to provide evidence that it is in full compliance with all applicable U.S. Department of Transportation rules and regulations and state laws that govern vehicle safety, equipment, inspection, and licenses. The Schools operating budget includes one bus quoted at an average rate of \$580 per day for year 1. The estimated costs are as follows:

- \* Year 1: \$104,400
- \* Year 2: \$104,400
- \* Year 3: \$104,400
- \* Year 4: \$156,600
- \* Year 5: \$156,600

#### Transportation to Homeless Students:

Pursuant to the McKinney-Vento Homeless Assistance Action (42 U.S.C. Section 11431, et. Seq.), the school will provide, with permission of the parent, transportation to each homeless child enrolled at the school.

#### Transportation for SPED Students:

The School of will comply with all applicable laws and regulations addressing the education of special needs students. As such, if a students Individualized Education Plan (IEP) mandates transportation, it shall be



provided to the student at no cost to the parent in a manner that meets the requirements of the IEP. North Carolinas regional transit systems GoTriangle and has a program called GoTriangle ACCESS to service eligible people with disabilities. If the School enrolls a student with an IEP that requires specialized transportation services, GoTriangle ACCESS will be considered to ensure that the student has transportation to and from school. Another option will be to hire a Transportation Aide, will be responsible for providing door to door assistance for the student, through the use of GoTriangle or GoRaleigh. If a student lives outside the radius served by the ADA compliant program, the school will partner with a reputable transportation services company that is on the State Approved Transportation Vendor list and provide a school Transportation Aide, as necessary.

#### Field Trips and Special Events:

If transportation is needed for local field trips, the School will contract with a third-party vendor that is in full compliance with all applicable U.S. Department of Transportation rules and regulations and state laws that govern vehicle safety, equipment, inspection, and licenses.

### **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.*

DANC is committed to providing hot lunch and breakfast to every student at the school. The School will apply for the National School Lunch Program in order to provide Free or Reduced Lunch to qualifying students. The School expects that x % students will qualify. An additional, x% is expect to purchase their lunches which will be used to contribute to supporting the cost of the fulltime program.

Once the facility is secured, the School will determine if it is more feasible to prepare meals on-site or to contract out with a vendor. If a vendor contract is necessary, a Request for Proposal will be prepared and the schools procurement policy will be followed to select a food service provider that will provide a nutritional program that complies with the federal, state and local regulations for the National School Breakfast Program and the National School Lunch Program.

All breakfast and lunch meals must be compliant with USDA guidelines in order to qualify for USDA reimbursement rates including, but not limited to meal pricing, determination of eligibility, nutritional value and reporting requirements. All food service subsidy revenues received from the Federal and State meal programs will be used exclusively to provide meals to eligible students.

A cafeteria manager and other necessary staff members will be hired to oversee and manage the process of receiving food, inventory, equipment and ensuring meal compliance under the School Nutrition guidelines. The School will obtain health inspections, food service permits, and other pertinent documentation in order to identify as its own School Food Authority (SFA). SFA staff members will be required to take training courses necessary to

perform their jobs. Additionally, at least one member of the staff must obtain and maintain their ServSafe safe food handling certification. The SFA will set all meal prices for both students and adults in accordance with all state and federal regulations.

**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	\$2,000,000		\$4,500.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$3,000.00
Property Insurance	\$300,000		\$1,500.00
Automobile Liability	\$1,000,000		\$300.00
Crime Coverage Minimum/Maximum Amount	\$250,000	\$250,000	\$350.00
Other	\$4,000,000		\$23,428.00
Total Cost			\$33,078.00

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

**Health and Safety Requirements:**

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

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

drodriguez4145                      09/28/2018

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(Board Chair Signature)

(Date)

**Facility:**

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

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

The Board of the School includes local business leaders and professionals who are long-time residents of Wake County and the surrounding Raleigh-Durham area with a deep knowledge base of the potential sites, including the preferred site. The Board and its members also have experience with the lease, acquisition, development, construction, ownership and management of educational facilities.

The Board will engage an experienced charter school facilities provider to assist the Board with the site acquisition, planning, permitting, design, and construction of the Schools facilities. The selected facilities provider will have relationships with experienced design and engineering firms, as well as contractors with a track record of timely completion of similar sized facilities.

The Board has identified a site in the Town of Garner in Wake County. The 12 acre site is located near the Garner High School. The site will be acquired by the selected facility provider following the site plan approval and approval of the Schools charter. The School will be planned and designed to be built in phases. The first phase of the campus and buildings will be sized to provide sufficient student station capacity for the first three years of the Schools operations. Future phases will be planned and will be added as needed based on student enrollment.

The Board anticipates that it will enter into a long term build-to-suit triple-net lease with the selected charter school provider for the School. Long-term leasing will allow the Board to focus on its core mission (education and educational programming). The Boards outsourcing of the design, acquisition, permitting, financing, and construction of facilities to experienced entities will enable the School to best serve the students. The Board will include a provision in the lease that, provided the School is meeting its lease obligations, the School will have the continuing right to use of the facilities for a period of not less than 20 years.

The Schools facilities will be designed to meet all requisite building codes, operational needs and life-safety parameters set forth by the applicable governing agencies and be based on a minimum of 60 square feet per student station and will include computer labs, traditional classrooms, science labs, art and multi-media instructional areas, a cafeteria/multi-purpose room together with food prep areas, as well as outdoor recreational activity facilities, driveways and lanes for onsite parent dropoff/pickup areas and parking.

#### Projected Development Schedule

By January 19 Site identification, selection of charter facility provider & site control (Purchase Sale Agreement)

By May 19 Approval of Charter, Site Planning & Design

May 19

Thru Nov 19 Lease execution, site permitting, phase 1 building design and building permitting

Nov 19 May 20 Site acquisition, site preparation and facility construction

May 20 Final Preparations of Facilities

End of May 20 Conduct Final Facilities, Issuance of Educational Certificate of Occupancy, Safety Inspections & Occupancy

*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.*

Triple net lease YR1 = \$9-\$10 per SF. Our Board directly involved building ed. spaces in Wake County; confirmed budget = current forecast construction costs. The lease rate based on budget of site work @ \$175K/acre and building costs @ \$140 per SF.

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

The Board has identified the preferred site in Garner and will engage a charter school facilities provider in the first half of 2019 based on the timeline provided above for the site acquisition and construction of the first phase of the school. The Board has also identified alternative sites in the Garner area as well should the preferred site not be acquired. If the Board is not able to accomplish the development milestones by the adopted schedule for the start-up of the School, the Board will determine if the issuance of an Educational Certificate of Occupancy is likely to be delayed beyond May 1, 2020. In those events, or for any reason that the Board determines that a delay may occur, the Board will locate and secure alternative facility options suitable for the Schools temporary use and in which all programs will be offered until the permanent facility is opened.

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

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

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

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

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

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

LEA #1920 - Wake County Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,233.73	375	\$1,962,648.75
Local Funds	\$2,420.00	375	\$907,500.00
Federal EC Funds	\$4,464.16	38	\$169,638.08
<b>Totals</b>			\$3,039,786.83



**Total Budget: Revenue Projections Year 1 through Year 5**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>-State ADM Funds</b>	\$1,962,649	\$2,643,034	\$3,336,830	\$4,044,238	\$4,765,460
<b>-Local Per Pupil Funds</b>	\$907,500	\$1,210,000	\$1,512,500	\$1,815,000	\$2,117,500
<b>-Exceptional Children Federal Funds</b>	\$169,638	\$223,208	\$279,010	\$334,812	\$390,614
<b>-Other Funds*</b>	\$0	\$0	\$0	\$0	\$0
<b>-Working Capital*</b>	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	\$3,039,787	\$4,076,242	\$5,128,340	\$6,194,050	\$7,273,574

**\*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	\$96,425	\$96,425	1	\$97,871	\$97,871	1	\$99,339	\$99,339	1	\$100,830	\$100,830
Assistant Administrator	1	\$65,000	\$65,000	1	\$65,975	\$65,975	2	\$66,964	\$133,928	2	\$67,969	\$135,938	2	\$68,988	\$137,976
Business Manager	1	\$40,000	\$40,000	1	\$40,600	\$40,600	1	\$41,209	\$41,209	1	\$41,827	\$41,827	1	\$42,455	\$42,455
Food Service Staff	3	\$14,000	\$42,000	4	\$14,210	\$56,840	4	\$14,230	\$56,920	6	\$14,639	\$87,834	6	\$14,859	\$89,154
Custodians	1	\$20,801	\$20,801	1	\$21,000	\$21,000	1	\$21,430	\$21,430	1	\$21,751	\$21,751	1	\$22,077	\$22,077
Administrative Assistant	1	\$28,081	\$28,081	1	\$28,502	\$28,502	2	\$28,930	\$57,860	2	\$29,364	\$58,728	2	\$29,804	\$59,608
Registrar	1	\$23,000	\$23,000	1	\$23,345	\$23,345	1	\$23,695	\$23,695	1	\$24,051	\$24,051	1	\$24,411	\$24,411
Other Clerical	1	\$19,000	\$19,000	1	\$19,285	\$19,285	1	\$19,574	\$19,574	2	\$19,868	\$39,736	2	\$20,166	\$40,332
Security- Non Sro	0	\$0	\$0	0	\$0	\$0	.5	\$21,430	\$10,715	1	\$21,751	\$21,751	1	\$22,077	\$22,077
A - Total Admin and Support:	10		\$332,882	11		\$351,972	13.5		\$463,202	17		\$530,955	17		\$538,920
Instructional Personnel:															
Core Content Teacher(s)	15	\$45,118	\$676,770	20	\$45,795	\$915,900	25	\$46,481	\$1,162,025	30	\$47,178	\$1,415,340	35	\$47,886	\$1,676,010
Other Teachers (Ese, Esol, Reading/Math Coaches)	2	\$44,451	\$88,902	4	\$45,117	\$180,468	6	\$45,795	\$274,770	8	\$46,481	\$371,848	10	\$47,178	\$471,780
Substitute Teacher	1	\$16,500	\$16,500	1.3	\$17,176	\$22,329	1.5	\$18,887	\$28,331	1.8	\$19,170	\$34,506	2	\$20,431	\$40,862
Ese Teacher/Specialist	1	\$47,007	\$47,007	2	\$47,712	\$95,424	3	\$48,427	\$145,281	3	\$49,154	\$147,462	4	\$49,891	\$199,564

Doral Academy North Carolina

B - Total Instructional Personnel:	19		\$829,179	27.3		\$1,214,121	35.5		\$1,610,407	42.8		\$1,969,156	51		\$2,388,216
A+B = C - Total Admin, Support and Instructional Personnel:	29		\$1,162,061	38.3		\$1,566,093	49		\$2,073,609	59.8		\$2,500,111	68		\$2,927,136
Administrative & Support Benefits															
Health Insurance	10	\$3,972	\$39,720	11	\$3,779	\$41,569	13.5	\$4,089	\$55,202	17	\$3,673	\$62,441	17	\$3,734	\$63,478
Medicare	10	\$483	\$4,830	11	\$463	\$5,093	13.5	\$497	\$6,710	17	\$453	\$7,701	17	\$460	\$7,820
Social Security	10	\$2,063	\$20,630	11	\$1,983	\$21,813	13.5	\$2,127	\$28,715	17	\$1,936	\$32,912	17	\$1,965	\$33,405
Federal Unemployment (Futa)	10	\$189	\$1,890	11	\$189	\$2,079	13.5	\$189	\$2,552	17	\$189	\$3,213	17	\$189	\$3,213
State Unemployment (Suta)	10	\$189	\$1,890	11	\$189	\$2,079	13.5	\$189	\$2,552	17	\$189	\$3,213	17	\$189	\$3,213
Workers Comp.	10	\$459	\$4,590	11	\$441	\$4,851	13.5	\$473	\$6,386	17	\$431	\$7,327	17	\$437	\$7,429
401k Contribution	10	\$1,331	\$13,310	11	\$1,280	\$14,080	13.5	\$1,372	\$18,522	17	\$1,249	\$21,233	17	\$1,268	\$21,556
D - Total Admin and Support Benefits:			\$86,860			\$91,564			\$120,636			\$138,040			\$140,114
Instructional Personnel Benefits:															
Health Insurance	19	\$5,283	\$100,377	27.3	\$5,393	\$147,229	35.5	\$5,507	\$195,499	42.8	\$5,590	\$239,252	51	\$5,696	\$290,496
Social Security	19	\$2,705	\$51,395	27.3	\$2,757	\$75,266	35.5	\$2,812	\$99,826	42.8	\$2,852	\$122,066	51	\$2,903	\$148,053
Medicare	19	\$633	\$12,027	27.3	\$644	\$17,581	35.5	\$657	\$23,324	42.8	\$667	\$28,548	51	\$679	\$34,629
Federal Unemployment (Futa)	19	\$189	\$3,591	27.3	\$189	\$5,160	35.5	\$189	\$6,710	42.8	\$189	\$8,089	51	\$189	\$9,639
401k Contribution	19	\$1,745	\$33,155	27.3	\$1,778	\$48,539	35.5	\$1,814	\$64,397	42.8	\$1,840	\$78,752	51	\$1,873	\$95,523
Workers Comp.	19	\$602	\$11,438	27.3	\$613	\$16,735	35.5	\$626	\$22,223	42.8	\$635	\$27,178	51	\$646	\$32,946
State Unemployment (Suta)	19	\$189	\$3,591	27.3	\$189	\$5,160	35.5	\$189	\$6,710	42.8	\$189	\$8,089	51	\$189	\$9,639
E - Total Instructional Personnel Benefits:			\$215,574			\$315,670			\$418,687			\$511,974			\$620,925
D+E = F - Total Personnel Benefits			\$302,434			\$407,234			\$539,323			\$650,014			\$761,039
A+D = G - Total Admin and Support Personnel	10		\$419,742	11		\$443,536	13.5		\$583,838	17		\$668,995	17		\$679,034

Doral Academy North Carolina

(Salary & Benefits)														
B+E = H - Total Instructional Personnel (Salary & Benefits)	19		\$1,044,753	27.3		\$1,529,791	35.5		\$2,029,094	42.8		\$2,481,130	51	\$3,009,141
G+H = J - TOTAL PERSONNEL	29		\$1,464,495	38.3		\$1,973,327	49		\$2,612,932	59.8		\$3,150,125	68	\$3,688,175

**Operations Budget: Expenditure Projections Year 1 through Year 5**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	Administrative & Support:					
Office:	Office Supplies	\$7,500	\$10,000	\$12,500	\$15,000	\$17,500
	Office Equipment	\$1,500	\$1,522	\$1,545	\$1,568	\$1,592
	Computer Equipment	\$3,000	\$3,045	\$3,090	\$3,137	\$3,184
	Equipment Rental/Lease	\$3,600	\$3,654	\$3,708	\$3,764	\$3,820
	Travel	\$3,600	\$3,654	\$3,708	\$3,764	\$3,820
	Advertising And Promotion	\$3,750	\$5,075	\$6,439	\$7,843	\$9,287
	License Fees	\$200	\$203	\$206	\$209	\$212
	Dues And Subscriptions	\$1,500	\$2,030	\$2,575	\$3,137	\$3,714
	Printing	\$3,375	\$4,567	\$5,795	\$7,058	\$8,358
	Postage	\$1,125	\$1,522	\$1,931	\$2,352	\$2,786
Management Company	Contract Fees	\$84,375	\$114,188	\$144,875	\$176,458	\$208,955
Professional Contract	Legal Counsel	\$2,500	\$2,537	\$2,575	\$2,614	\$2,653
	Fee To County School Board	\$65,422	\$66,076	\$66,736	\$67,404	\$68,078
	Planning, Research, Development And Evaluation	\$41,250	\$55,825	\$70,828	\$86,268	\$102,156
	Professional Services- Annual Audit	\$10,500	\$10,658	\$10,817	\$10,980	\$11,144
Facilities	Facility Lease/Mortgage	\$412,500	\$561,000	\$715,275	\$875,497	\$1,041,841
	Purchased Services	\$33,000	\$44,660	\$56,662	\$69,014	\$81,725
	Maintenance	\$33,750	\$45,000	\$56,250	\$67,500	\$78,750
	Lawn Maintenance	\$3,000	\$4,060	\$5,151	\$6,274	\$7,430
	Insurance (pg19)	\$36,000	\$48,720	\$61,814	\$75,289	\$89,155
	Pest Control	\$600	\$812	\$1,030	\$1,255	\$1,486
	School Resource Officer	\$19,780	\$20,077	\$20,378	\$20,684	\$20,994
Utilities	Electric	\$49,500	\$66,990	\$84,993	\$103,522	\$122,587
	Water/Sewer	\$1,125	\$1,523	\$1,932	\$2,353	\$2,786
	Telephone Services	\$3,600	\$3,654	\$3,708	\$3,764	\$3,821
	Trash	\$0	\$0	\$0	\$0	\$0
Transportation	Contracted Transportation Services	\$104,400	\$104,400	\$104,400	\$156,600	\$156,600
Other	Operating Expense Contingency- Restricted Funds	\$91,127	\$122,287	\$153,850	\$185,822	\$218,207
	Food, Material And Supplies	\$68,580	\$92,812	\$117,755	\$143,425	\$169,839
	Inspection Fees	\$150	\$152	\$155	\$157	\$159



	Travel- Board Members	\$2,000	\$2,030	\$2,060	\$2,091	\$2,123
	Insurance (Gen. Liability, D&O, Prof. Liability)	\$13,875	\$18,778	\$23,824	\$29,018	\$34,362
	K - TOTAL Administrative & Support Operations	\$1,106,184	\$1,421,511	\$1,746,565	\$2,133,821	\$2,479,124
	Instructional:					
Classroom Technology	Computers	\$31,500	\$42,630	\$54,087	\$65,877	\$78,010
	Instructional Technology	\$37,500	\$50,750	\$64,389	\$78,425	\$92,869
	Online Content	\$1,687	\$2,284	\$2,897	\$3,529	\$4,179
	Hardware Maintenance	\$6,000	\$8,120	\$10,302	\$12,548	\$14,859
	Systems Operation	\$11,250	\$15,225	\$19,317	\$23,528	\$27,861
Instructional Contract	Instructional Support	\$22,500	\$30,450	\$38,633	\$47,055	\$55,721
	Staff Development	\$21,250	\$30,000	\$38,750	\$47,500	\$56,250
	Contracted Professional Services	\$32,812	\$44,406	\$56,340	\$68,622	\$81,260
Books and Supplies	Instructional Materials	\$15,750	\$21,315	\$27,043	\$32,938	\$39,005
Books And Supplies	Teacher Supplies	\$16,875	\$22,837	\$28,975	\$35,291	\$41,791
	Textbooks And/Or Ebooks	\$103,125	\$137,500	\$171,875	\$206,250	\$240,625
	Classroom Supplies And Equipment	\$11,250	\$15,225	\$19,316	\$23,527	\$27,860
Other	Curriculum Planning, Research, Development & Eval.	\$43,125	\$58,362	\$74,047	\$90,189	\$106,799
	Student Activities	\$3,750	\$5,075	\$6,439	\$7,843	\$9,287
	L - TOTAL Instructional Operations	\$358,374	\$484,179	\$612,410	\$743,122	\$876,376
	K+L = M - TOTAL OPERATIONS	\$1,464,558	\$1,905,690	\$2,358,975	\$2,876,943	\$3,355,500

**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year5</b>
J - TOTAL PERSONNEL	\$1,464,495	\$1,973,327	\$2,612,932	\$3,150,125	\$3,688,175
M - TOTAL OPERATIONS	\$1,464,558	\$1,905,690	\$2,358,975	\$2,876,943	\$3,355,500
J+ M =N TOTAL EXPENDITURES	\$2,929,053	\$3,879,017	\$4,971,907	\$6,027,068	\$7,043,675
Z - TOTAL REVENUE	\$3,039,787	\$4,076,242	\$5,128,340	\$6,194,050	\$7,273,574
Z - N = SURPLUS / (DEFICIT)	\$110,734	\$197,225	\$156,434	\$166,982	\$229,899

**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.*

Doral Academy, Inc. conducted a market study, further described in Appendix A1, which revealed that the area being considered would benefit from a high-quality K-8 school program, such as the program offered at existing Doral Academy schools. This school will provide another viable choice while bringing rigorous competition to raise the bar for all public schools. The School will meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the states public school system.

Additionally, strong consideration was given to the extensive Wait Lists of charter schools located in Wake County and surrounding counties, the Wake County School System Magnet Schools Wait Lists; the increasing demand for public schools of choice by families in and in close proximity to Wake county, Doral and the continued population growth throughout Wake County.

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

The School will adjust the expenses, including and not limited to personnel and operations, if the anticipated revenues are lower than expected due to lower enrollment, changes in the North Carolina State Budget/Funding, and/or other reasons beyond the control of the school. The school's CMO, Doral Academy, Inc., has significant experience and resources in assisting charter schools in all phases of development, including managing the school's revenues and financial needs in the 'start-up" phase and long-term. The School will collaborate with Doral Academy, Inc. to ensure the budget aligns with revenues received by the School.

*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*

*No, the School budget does not rely on other sources of funding.*

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

Year 1 21:1 Year 2 19:1 Years 3-5 18:1

- 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.*

All purchases of equipment, materials and supplies will be made in accordance with all applicable laws and regulations, including Chapter 143 Article 8 of the North Carolina General Statutes, CFR 200.318(a), Board policy and any school purchasing procedures. All employees involved in purchasing are expected to be familiar with these requirements. A formal policy outlining the specific threshold of approval will be adopted by the board.

The ESP provides services to the School per the Educational Service and Support agreement, including but not limited to facility design, staffing recommendations, human resources coordination, regulatory compliance, legal and corporate upkeep, maintenance of financial books and records, bookkeeping, budgeting, and financial reporting. The selection of contractors and large purchases will occur through a competitive process, where cost and scope of services of the various providers in this field are compared.

In addition, the Board of Directors publishes an RFP in a local newspaper soliciting proposals from qualified firms, approved by the NC Local Government Commission (LGC), of certified public accountants to annually audit their financial statements. After receipt and review of proposals, the Board ranks the top three firms, and subsequently selects the highest ranked firm with which to enter into an Engagement. Costs for audit and tax services are provided within the formal proposals, and within the Engagement Letter.

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

The School's budget is fully aligned with the mission of the school by providing higher than average state teacher salaries; personnel to match the educational needs and program including transportation, food service, school nurse, and additional instructional support; and the professional development and leadership experience offered through the ESP network. The School recognizes the benefits associated with the Doral Academy, Inc. model, including and not limited to Financial Services, Student Accounting, on-going and sustained support for school leadership; and a recognized path to academic excellence via an established educational program.

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

The General Fund Balance for the first five years will represent 3% of the School's total budget beginning in Year 1 this will achieve a minimum cumulative fund balance of 8% of operating expenses by year 3, as required the NC Local Government Commission policy. Often, a charter school's first two years are financially challenging as the school build's enrollment and expends funds for capital purchases. For that reason, the School plans to build the General Fund, over the first Five Years, to represent

approximately 10% of the school's total five year budget.

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

The Board plans to engage an experienced charter school facilities developer to acquire, design, plan and construct facilities for lease, which are appropriate to the needs of the School. The School would need a one or multi-story structure built or renovated to meet all requisite codes and life-safety regulations set forth by the applicable governing agency.

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.*

No, the school will not have assets from any other source.

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

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

The Governing Board has the ultimate responsibility to ensure that the Schools finances are managed properly. The Board will contract with an Education Service and Support Provider (ESP), which will assist the Board and the School Principal with the preparation and reporting of the Schools finances. Doral Academy, Inc. has established sound financial policies and accounting procedures to safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. The Governing Board of the School will review and monitor the financial statements of the School on at least a quarterly basis during regularly scheduled Board Meetings.

The Board of Directors is responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the schools assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the School's authorization and recorded properly in the financial records. Specifically, the Board has established controls in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding:

- \* Revenues, accounts receivable, and cash receipts
- \* Expenditures, accounts payable, and cash disbursements
- \* Budgeting and financial reporting
- \* Risk management
- \* School inventory & capital assets
- \* Student records
- \* Employment records.

Standard procedures will be utilized to ensure sound internal accounting and a system of checks and balances. For receivables, all cash payments will be logged, coded by source and deposited in a timely manner. Deposits will be reconciled to cash receipt logs. Disbursements will be made only to approved vendors and will be appropriately authorized. Disbursement voucher packages will be prepared at the School site and authorized by the School Principal. Disbursement vouchers will be submitted to the ESP with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. All disbursements require two signatures. Bank statements will be reconciled on a monthly basis.

Segregation of Duties relating to financial controls The school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The schools on-site administration/faculty and staff will report directly to the Principal, who then reports to the Governing Board. The ESP, contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:



1. reviewing and approving an annual budget prior to the beginning of the fiscal year;
2. reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
3. annually adopting and maintaining operating budget for the school
4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. reviewing and approving the audit report, including audit findings and recommendations; and
6. reporting to all applicable legal agencies including the charter schools sponsor
7. overseeing the schools principal and all financial matters delegated to the principal, and
8. reviewing and approving the monthly financial statements submitted to the school board. The governing board may review/approve all monthly financial statements for the months between two successive board meetings. The governing board will record the review/approval of statements (month/year indicated) in its minutes.

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

The board is not aware of any current or contemplated 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.*

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



