



Application Preliminary Evaluation Packet

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

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

Subcommittee Members:

Heather Soja
Tammi Sutton
Deborah Brown
Danielle Allen
Cheryl Turner
Bruce Friend
Ashley Baquero
Alan Hawkes
Alex Quigley
Jennifer Gnann
Joe Maimone
Lindalyn Kakadelis
Lynn Kroeger
Nicole Charles
Phyllis Gibbs
Robert McOuat
Shannon Stein
Sherry Reeves

Stephenie Clark
Steven Walker

Date of Review:



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Pocosin Innovative Charter

Public charter schools opening the fall of 2020

Due by 5:00 pm, 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:
6303 Mail Service Center
Raleigh, NC 27699-6303

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: Pocosin Innovative Charter

X

Name of Municipality under which charter will be organized or operated:

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

Name of non-profit organization under which charter will be organized or operated: *Creswell Charter Board Inc.*

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

Name of contact person: *Constance Davenport*

Title/Relationship to to nonprofitMunicipality: *Board Chair*

Mailing address: 213 N. 6th Street
Creswell NC 27928

Primary telephone: 252-531-0316 Alternative telephone: 252-337-5837

E-Mail address: *cwddavenport@yahoo.com*

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

County: WASHINGTON

LEA: 940-Washington County Schools

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

No:

Yes: X

If so, provide the name of the third party person or group. Alliance Education Services, Inc.

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.

Alliance Education Services is a non profit that provided board training and application support through this process at no charge. The assistance will continue through the application process and end at the result of the application status.

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

No:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

The State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:

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

Pocosin Innovative Charter is in great need for the accelerated planning year due to the immediate closing of the local LEA in our town at the end of the 2018-2019 school year. Due to consolidation by the local LEA where they have already closed the Creswell High School and plan for the same of Creswell Elementary at the end of this school year. The consolidation forces students to be bused 30 minutes across the county to the school location of the underperforming. This is a huge stressor to families. It takes away school choice and being able to attend school in your own hometown. Finally, our local schools are underperforming and our children deserve an opportunity to grow and to succeed and to be better prepared for high school and colleges in the future.

Demonstrate an exceptional need for the charter school in the proposed location

As above, the consolidation effort in the local school board has left Creswell without any local schools, let alone any schools of choice. In addition to the consolidation, we have historically underperforming schools as a town and a county. As stated and demonstrated in the application following, almost all local schools K-12 are low performing schools in the entire region. We believe that we have an opportunity to provide our local families a school of choice that is committed to their child's education and we will open this school for the entire Pocosin region. We are central enough that we believe we will draw families from adjacent counties that are also struggling to provide strong academic programs for their children. Our school is designed to improve academics and build character as well as special skills for our students to prepare them for their futures.

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

Yes:

No:

Is a facility identified by the applicant that is feasible for opening on an accelerated schedule.

Yes:

No:

Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule.

The Board has a lease with a suitable facility for year 1 and expansion growth in force, contingent upon application approval that will be sufficient for the Schools educational program and available for the August 2019 opening. Please see the attached lease and exhibits for more information.

Attach Appendix A1 to demonstrate you have a facility secured for opening on an accelerated schedule.

Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:

- 1. Unique mission and educational program.*
- 2. Local, state, and national nonprofit partnerships committed to assisting the school.*
- 3. Potential for economic and educational development of the region.*
- 4. Mentoring by a successful organization that has experience in creating public schools.*
- 5. Obstacles to educational reform efforts that leave chartering as an available option.*
- 6. Commitment to work with a successful charter school board as a guiding mentor.*
- 7. The length of time the board of directors has existed.*
- 8. Whether the proposed board has previously or currently operates a successful public charter school.*

The above list is not exclusive or controlling and is intended to guide the exercise of the State Board's discretion. An applicant requesting acceleration must submit the request to the State Board of Education prior to the application due date for consideration.

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? Creswell Charter Board Inc.

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2019 *Month* August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (
5

Years)

| Academic School Year | Grade Levels | Total Projected Student Enrollment |
|-----------------------------|---------------------------|---|
| Year 1 | K,01,02,03,04,05,06,07,08 | 250 |
| Year 2 | K,01,02,03,04,05,06,07,08 | 325 |
| Year 3 | K,01,02,03,04,05,06,07,08 | 422 |
| Year 4 | K,01,02,03,04,05,06,07,08 | 450 |
| Year 5 | K,01,02,03,04,05,06,07,08 | 508 |

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

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

person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization. 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.

creswell1

Signature

Chair_____

Title

creswell1_____

Printed Name

10/01/2018_____

Date

| Section I: Application Contact Information Concerns and Additional Questions | Reviewer | Page Reference |
|--|-----------------------|---------------------------|
| <u>Washington County is a small county. What is the county's ADM?</u> | <u>Sherry Reeves</u> | <u>Cover Page</u> |
| <u>What is the primary reason for requesting acceleration? The closing of the local elementary school (and subsequently the busing of students to underperforming schools) OR the fact that Creswell has underperforming schools as a town and county?</u> <u>Will the facility be used solely by Pocosin Innovative Charter school or will it be shared with the church?</u> | <u>Sherry Reeves</u> | <u>Acceleration</u> |
| <u>you refer to "special skills" that you hope your students have...can you define your intent?</u> | <u>Shannon Stein</u> | <u>Acceleration</u> |
| <u>Evidence that schools are "underperforming?"</u> | <u>Deborah Brown</u> | <u>Acceleration</u> |
| <u>What is the county's ADM? What is the current enrollment of the county school which is being closed?</u> <u>Why grades K-8 in year 1?</u> | <u>Sherry Reeves</u> | <u>Grade Levels</u> |
| <u>Why less growth between years 3 and 4 than the other years?</u> | <u>Nicole Charles</u> | <u>Grade Levels</u> |
| <u>What is the rationale for increasing enrollment each year? What evidence can be provided that the community would continue to choose this school and that the numbers would climb by 50-100 students each year? What evidence can be given that the projected figures are tactical and realistic for your region?</u> | <u>Deborah Brown</u> | <u>Grade Levels</u> |
| <u>Please elaborate on rationale for increasing enrollment each year when you start as a K-8</u> | <u>Lynn Kroeger</u> | <u>Grade Levels</u> |

| Reviewer | Score |
|---------------------------|--------------|
| <u>Heather Soja</u> | <u>Pass</u> |
| <u>Tammi Sutton</u> | |
| <u>Deborah Brown</u> | <u>Pass</u> |
| <u>Danielle Allen</u> | |
| <u>Cheryl Turner</u> | |
| <u>Bruce Friend</u> | |
| <u>Ashley Baquero</u> | <u>Pass</u> |
| <u>Alan Hawkes</u> | |
| <u>Alex Quigley</u> | |
| <u>Jennifer Gnann</u> | <u>Pass</u> |
| <u>Joe Maimone</u> | |
| <u>Lindalyn Kakadelis</u> | |
| <u>Lynn Kroeger</u> | <u>Pass</u> |
| <u>Nicole Charles</u> | <u>Pass</u> |
| <u>Phyllis Gibbs</u> | |
| <u>Robert McQuat</u> | |
| <u>Shannon Stein</u> | <u>Pass</u> |
| <u>Sherry Reeves</u> | <u>Pass</u> |
| <u>Stephenie Clark</u> | |
| <u>Steven Walker</u> | <u>Pass</u> |

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

To provide a high-quality education that prepares today's students for tomorrow's world with a solid foundation to become respectful and productive citizens.

Clearly describe the mission of the proposed charter school:

The mission of the Pocosin Innovative Charter is to provide the best possible education in collaboration with the parents and community in our rural district. Students will be taught by highly qualified teachers to increase student academic performance through an innovative model that balances fundamentals and hands-on learning to enrich the teaching and learning process. Our students will master the skills necessary to be successful in colleges and/or careers of their choice.

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 town of Creswell has been identified as the targeted community for this application though it will serve the students of the greater Pocosin Region. It was selected by the Governing Board to meet the needs of local families who have been informed the local school will be closed and consolidated. Beyond the immediate need for a local school, the LEA and its adjacent LEAS are historically underperforming counties. It is the board's belief that our charter school can bring a specialized program into an area that has limited school choice. We want our charter school to provide a unique educational choice for our community and for those families in counties adjacent to ours who share a passion for providing our children a rigorous curriculum designed to teach our children life skills specific to our local history and culture and to prepare them for life near home or far. We believe this school can revitalize our town and our county. After years of declining student enrollment in our schools, the local school board has decided to close our school and move our children into other county schools. The "school" is integral to our rural town and this closure will further decentralize our families and community. We desire the option to provide our students, with a special program designed to meet the needs of the children and to provide them the chance to move on to competitive high schools,

colleges, technical programs and trade schools and then resettle near home and to continue our family traditions in skilled careers and trades that have served our communities for generations should they choose to.

You will see on the school performance grades chart included as an appendix that almost all the elementary and middle schools in all 4 local counties are C or D graded schools; the overall Reading and Math grade-level proficiency scores are below 30% in the nearest middle and high school. If you look at the longitudinal data, the enrollment and the academic performance have continued to decline. Although this is a declining population, many of the families still in this LEA have chosen homeschool or to attend neighboring county schools or private schools as an alternative means to a better education. With current and former educators on our Board, we can share that our schools are some of the lowest-performing schools in the Pocosin region and possibly the state but we believe we can perform much better than this. Our goal is to maintain or mirror the local demographics of our current school systems and to open our doors to ALL children in the Pocosin region. In our counties, some schools are predominantly minority, and all schools are recognized as Title 1. As such, we expect the student body to reflect the most balanced current demographics of Washington County which largely reflects those in the adjacent counties as well:

White: 45%
Black: 48%
Hispanic: 7%
EDS: 99% (median household income \$33,000.)

We believe that the charter school, open to all students, will enroll a diverse student body that mirrors our current demographics of this region and we will provide an outstanding educational choice for all students. Since the inception of this Board, we have held numerous community meetings, fundraisers and information sessions to educate all families about this potential option. We continue to reach out to all families in the Pocosin region. Our efforts have been well received by all community members near and far.

- 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).*

Our projected enrollment table through year five includes a total of 508 which represents approximately 41% of the current total student population of Washington County. Please note that the Board expects the student population will be comprised of students from Washington and adjacent counties; Bertie, Chowan and possibly Tyrell.

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

Pocosin Innovative Charter is designed to offer students a unique and innovative educational experience that will enhance and extend the North Carolina Standard Course of Study. The primary distinction of Pocosin

Innovative Charter is to promote local community values and principals along with strong character and citizenship. Students will become an integral part of the school environment with shared ownership and responsibility. In accordance with the NCSOS, the instructional delivery model will be project-based learning. Instruction will be differentiated based on student interests and student learning needs. Each staff member will utilize creative and innovative teaching methods that will incorporate hands-on learning with enrichment from community experts in agriculture, mills, and nautical craftsmanship.

We need to give our students another choice and another chance to have a strong, rigorous curriculum that is meaningful to their future and supports those that are struggling in school each day. This school will offer explicit, individualized instruction to support each child where they are in the learning continuum and provide ample opportunity for hands-on projects that are deeply rooted in the children's history and family expectations.

Our educational plan is to provide a program that is balanced with explicit instruction in the fundamentals to dramatically improve grade-level proficiency for all students and supplemented with a strong, fully integrated model of hands-on and experiential learning in agriculture, farming, and maritime skills. Our curriculum will include state-approved core materials in all the core content areas with ongoing progress monitoring and all courses will be supplemented with thematic units fully integrated within the core content. These thematic units are aligned with grade-level standards and include topics related to farming, agriculture, maritime and millwork. We will have a curriculum that includes these topics for each grade level and a large support from our community professionals who have also committed to working with students on projects and assisting with field experiences, presentations and other opportunities for experiential learning. All teachers will have the professional development and support they need to incorporate these important life skills into the classrooms and bring the learning to life in ways that are engaging and meaningful for our students to become excited about learning and success in ways they haven't been for many years.

This school will offer a very prescriptive and explicit educational model for all core content that will be supplemented throughout all grade levels with project-based learning modules through the USDA including but not limited to; crops, farming, livestock, resource management, energy, marketing, production practices, and sustainable funding. (<https://www.nal.usda.gov/afsic/classroom-and-curricula>) The Board has identified a variety of supplemental resources and local experts to bring the curriculum to life and engage the students in hands-on learning that will help them master grade-level content and build a foundational set of skills upon which they can grow each year as they matriculate through the school. Students will ultimately become prepared for challenging high school programs and colleges to expand and enrich their education and to enter competitive careers in skilled trades. The Board hopes that all our students have the option become successful in their futures whether they choose to leave our towns or to return after college and carry on the traditions that have built our communities for generations and to improve them through their mastery.

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

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

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

The program developed by Pocosin Innovative Charter will meet 3 of the legislative purposes of a charter school per GS 115C-238.29A in many ways. We believe that the educational model and design will focus on three of the purposes of the Charter School through our Mission and Program:

6. Encourage the use of different and innovative teaching methods
Teachers will be given the freedom to think outside the box in curriculum delivery. Teachers will determine each student's individual learning style in order to develop the necessary relationships and modalities of teaching to benefit the learner. They will also be able to develop hands-on, Project-based units that will encourage in-depth thinking and analysis, and engage the learner in innovative ways to help them master grade-level content by enriching the core curriculum with projects that are directly tied to the students' community. Our school will be very innovative (the mission is part of our name) in offering a balanced educational program that will use prescriptive, core curriculum to teach NCSOS at every grade level with a full integration of agricultural curriculum that serves as over-arching themes to integrate science in all content areas and help develop skills that are useful in the region's commerce and integral to the longevity of the towns. Our curriculum plans include a focus on agricultural sciences such as Smithsonian STC/ STCMS kits, Texas A&M Extension Junior Master Gardener curriculum, and 4-H program, where appropriate. Our teachers will be given access to resources including support from the community to use in the classroom including experts in the field, field excursions to farms, the paper mill, marinas, and museums. Our teachers will be encouraged to bring as many units as possible to projects for the students including farming, commerce, marketing, veterinary care and more. These projects will be tied

to grade level standards and assessed using both formative and summative reports and portfolios.

4. Improving student learning

Our goal is to improve student achievement and this begins with high-quality teaching. Teachers will know their students beginning with their learning styles and learning preferences. Teachers will provide ample opportunities to meet each of these modes per lesson. To create a positive classroom environment teachers will use brain-based learning, higher order thinking skills, and best educational practices. Formative assessments will be utilized as the primary determinate of content mastery. Many students in Washington County are years behind expected performance levels, and the average combined proficiency scores in our area are about 30% in Math and ELA. We believe that the Pocosin Innovative Charter will meet the needs of our students through explicit instruction and hands-on activities. Teachers will use data, based on John Hattie's research to provide specific feedback to students and to refine and adjust instructional delivery. Our staff will be trained to collect, analyze and utilize student data to adjust instruction, remediate and scaffold struggling learners and accelerate those students who have mastered content. We expect our School to improve student academic performance by exceeding growth expectations every year until they show a high percentage of proficiency in grade level performance and college and career readiness. Our administration and board will review progress data at each board meeting. Although innovation is the key to our instructional model, data-driven improvement is the purpose of this School and we believe will improve student learning.

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

Parents in the Pocosin Region are desperate for school options. Not only are there no school choice options in Creswell or the surrounding towns, but there are also fewer public schools options than ever before related to consolidation and centralization from the local school boards. This charter school will be the first in this County and surrounding area. This is the FIRST choice our families will have in their child's education.

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.*

Pocosin Innovative Charter School is designed to provide parents in our region its first "Choice" option. That said, our purpose is to provide students with an innovative program that will engage them, promote academic growth and prepare them for their futures. To that end, we will meet each month at open Board meetings to review our progress towards these goals that include operations, academics, finance, and governance. The primary tools we will review include reports from the NC Performance Framework, the NC Report Cards and Accountability Model, financial reports from LINQ and yearly audits. Additionally, we will review yearly climate surveys,

enrollment/attrition rates through the PMR reports and teacher retention rates through the SAR reports. Monthly Board meetings will serve as the primary venue for reporting and discussions. The School will have a School Improvement Team comprised of parents and staff that will meet at least bi-monthly to review data and create an ongoing school improvement plan. A yearly Annual Report will be created by the Principal and approved by the Board for distribution and to be posted on the Website that shares specific data including the yearly School Report Cards, Survey data, and other milestones. Monthly staff meetings and quarterly parent conferences will be held to communicate progress, challenges, and successes with the School community and an Annual Town Hall will be open to the public to attend to share the Annual Report which will include the progress of the goals and milestones below.

A few specific and measurable goals include:

Operations:

The School will have no items marked as "Noncompliant" in the annual Performance Framework

The School will achieve a Teacher Retention rate of 95% by year 5

The School will have a Student Attrition rate below 10% by year 5

The School climate surveys will show 90% Staff and Parents would grade this School an "A"

Academics:

The School will improve grade-level proficiency by a minimum of 4% per year per grade level and subject area

The School will improve college and career readiness by a minimum of 3% per year per grade level and subject area

The School will close achievement gaps of minority students and SWD by a minimum of 4% per year

The School will close the achievement gap of SWD by a minimum of 2% each year

The School will Meet or Exceed Growth Expectations every year

Finance:

The School will operate within 95% of its planned and board-approved operating budget

The School will operate with a net surplus of 3% each year

The School will have no management comments or "findings" in the yearly audit

Governance:

All board members will attend 2 or more RTO training events during the RTO process

All board members will attend at least one yearly Charter Leadership conference and Governance Training Session

All Board members will complete yearly self-evaluation tools and share them in Board Session

There will be no items marked "non-complaint" in the annual Performance Framework

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

The Governing Board is comprised of parent and community leaders fully invested in this school's success. Monthly board meetings to discuss and review all available information, data, feedback, and reports related to the School's performance will determine if the charter school is working towards attaining our mission.

The Governing Board understands its purpose; and its role in providing support to serve the school's mission and to provide the resources and tools needed for leadership to execute the policies and plans of the Governing Board to drive the school's mission. The Goals for the School outlined above are the framework and foundation for the School's purpose, most notably, student achievement. As enrollment targets are met, and a waitlist for enrollment builds, the Board will know that the School is meeting the needs of the students and serving a role in providing educational options for families in the Pocosin Region. The mission of the School is to prepare today's learner for tomorrow, and thus the Board will know that the School is working towards attaining its mission as growth in Student Achievement and proficiency is demonstrated on yearly School Report Cards. The Board understands that meeting and exceeding growth in the annual measurable targets is the primary indicator of student growth and achievement. After its inaugural year, we expect our middle school graduates to demonstrate continued success in high school and beyond. The Board will develop a means of maintaining relationships with families to track student future successes and challenges. Each year, the Board would expect for the grade level proficiency to improve and the college and career readiness to improve that should lend themselves to more students finding success in the future with a marketable skill set in the technical fields and trades as well as in college programs. The Board will also know that this School is working towards meeting its mission by observing quarterly projects that the students complete in their units. The Principal will share at the monthly board meetings student work and student success on projects and include student presentations. Although these are the over-arching means by which success can be measured, there are a variety of tools and milestones that must be met in order for the academic engagement and growth to develop. These include but are not limited to the following items that the Board will require and review:

- Enrollment and attendance reports (20 day ADM, PMR)
- Discipline Reports
- Academic Benchmark Data
- Financial Reports and Audits
- Climate Surveys
- NC Accountability Reports/SPG
- NC Performance Framework
- Principal Reports
- Compliance Reports
- Federal Programming Audits
- Grant Awards and Grant Management reports

| Section II: Mission and Purposes Concerns and Additional Questions | Reviewer | Page Reference |
|--|-----------------|---------------------------|
| Mission statement is vague. What is a high-quality education? What constitutes a solid foundation for becoming a respectful, productive citizen? Mission does not include agriculture-focus even though this seems to be a major component of the educational plan. | Sherry Reeves | Mission Stat |
| Could the mission statement include more specifics on what a "high quality" education is, what preparation for "tomorrow's world" might look like, and what the "solid foundation" would be? | Deborah Brown | Mission Stat |
| The mission statement is a little bland and probably should mention something innovative. | Steven Walker | Mission Stat |
| Mission is very generic compared with detailed educational plan. | Lynn Kroeger | Mission Stat |
| Your application speaks to a very clear purpose to have an agricultural focus due to the area in which the school will be located; the mission statement is not in line with the consistent theme you have throughout your application? This is a clear miss when you compare it to the USDA lessons, overall curricular plan, etc. | Shannon Stein | Mission Stat |
| What is the specialized program PIC will offer? Year 5's projected ADM will be 41% of the LEA (Washington County). This will have a huge impact on the LEA. What is the expected enrollment from the other surrounding counties? | Sherry Reeves | Educational |
| What are "local community values and principals"? How are they different from what children might see in the LEA? How will you measure "strong character and citizenship"? How will "community experts" be utilized? | Deborah Brown | Educational |
| Although the attached letter is valuable, is there performance data that indicated creating a charter is better than the neighboring LEAs? Serving 41% of the county appears great, but how does this compare to the number of the LEA? | Nicole Charles | Educational |
| How will teachers be provided with time to research and develop the PBL units, especially with an accelerated opening? How will they explore and research the resources mentioned? | Deborah Brown | Purposes of |
| Purpose 6 states that the school will encourage the use of different and innovative teaching methods. Applicant states that teachers will have freedom in curriculum delivery but then states the school will use a prescriptive, core curriculum (which one?). Is the focus on agriculture and local trades the innovation? Meets purpose 3 in that this will be the first school of choice in the county. | Sherry Reeves | Purposes of |
| What is the anticipated baseline for grade-level proficiency? 30%, 40%, etc.? | Sherry Reeves | Goals for th |
| You mention 90% staff/parent rating of an "A"; by when? | Shannon Stein | Goals for th |
| While overall, I believe this to be a strong application, the mission is not consistent with the overall direction of the application and therefore needs to be adjusted. | Shannon Stein | Certify Miss |

| Reviewer | Score |
|-----------------|--------------|
| Heather Soja | Pass |
| Steven Walker | Pass |
| Deborah Brown | Pass |
| Danielle Allen | |
| Cheryl Turner | |
| Bruce Friend | |
| Ashley Baquero | Pass |
| Alan Hawkes | |

| | |
|--------------------|------|
| Alex Quigley | |
| Jennifer Gnann | Pass |
| Tammi Sutton | |
| Stephenie Clark | |
| Sherry Reeves | Fail |
| Shannon Stein | Fail |
| Robert McOuat | |
| Phyllis Gibbs | |
| Nicole Charles | Pass |
| Lynn Kroeger | Pass |
| Lindalyn Kakadelis | |
| Joe Maimone | |

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 educational focus of the School is a thoughtful and purposeful standards-based program designed to provide the students with a creative and challenging student-centered learning environment while providing and integrating a solid foundation in the core subject areas with an agricultural-focus. The agricultural-focused program will be implemented through a cross-curricular, inquiry-based delivery method that will encourage and enable students to become globally competitive. This fully integrated program will meet the needs of all learners by engaging students through a hands-on technology infused educational environment that is meaningful and purposeful in its scope and sequence. This will be fostered with the implementation of relevant units of study at each grade level such including Carolina Biological curriculum such Smithsonian STC/ STCMS kits, Texas A&M Extension Junior Master Gardener curriculum, and 4-H program, where appropriate. This educational program will encompass the processes of critical thinking, analysis, problem solving, and collaboration in which students integrate the processes and concepts in real-world contexts of science, technology, engineering, and mathematics, fostering the development of those skills and competencies for college, career, and life. "In the 21st century, scientific and technological innovations have become increasingly important as we face the benefits and challenges of both globalization and a knowledge-based economy. The School will focus on a standards-based learning environment with a project-based approach that includes investigating and questioning the interrelated facets of the world and how it relates back to their own community. The Schools rich agricultural history of this area will serve as a springboard for learning across the disciplines K-8. An example of how the standards-based curriculum might be enriched in this agricultural-focused classroom could be a teacher posing a local problem, such as the security of waterfowl in the wildlife refuge, and then encouraging students to do original research inspired by a class-wide inquiry project or small group collaboratives, where students use technology to gather and analyze information, design and test a model solution, collect data, provide peer feedback to improve upon a proposed solution, self-reflect and then present their conclusions and finished products/projects to a wider audience comprised of peers, staff, parents and community members. Local professionals and experts can lend their insights as part of research all the while establishing a connection between students and the community at large. Opportunities for student choice and learning extensions would be provided as appropriate. The School will provide opportunities spanning K-8 such as creating a school garden. The Schools standards-based curriculum

will infuse a thematic approach to integrating core areas of study such as mathematics, reading, language arts, writing, science, social studies with a purposeful inclusion of agricultural studies in all grade levels. The School is committed to providing an environment of academic rigor and relevance that advances high standards of student achievement while focusing on ensuring that all students have the foundational skills necessary to meet these standards. The School will actively pursue teaching candidates with experience or interest in promoting the Schools initiative to promote fidelity to the core academic program and purposefully designed elective offerings. The School is committed to providing an environment of academic rigor and relevance that advances high standards of student achievement while focusing on ensuring that all students have the foundational skills necessary to meet these standards. The School will implement an intentional program in to improve student academic and social-emotional outcomes through the application of data-based problem-solving at all levels of the educational system.

Curriculum and Instructional Design:

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

In order to meet our goals, the school must design and implement effective classroom environments. Research by SUSAN C. STEWART, WILLIAM H. EVANS, and DAN J. KACZYNSKI in the article; Setting the Stage for Success: Assessing the Instructional Environment (Preventing School Failure v41 p53-6, 1997) indicates that the physical and instructional environment play integral roles in school success. All classes will meet class size reduction requirements and the average student/teacher ratio will be 1:18 in the elementary and 1:20 in middle school.

Support staff for EC, AIG and ELL students will provide additional small group instruction. The facility plan calls for classrooms with additional rooms for media, science labs, technology and multi-purpose spaces. Within The physical environment will meet the needs of the students appropriate by grade level. Elementary classrooms will include student tables for group and center work with a gathering area rug for whole group instruction. All classrooms will include space designed for classroom libraries and independent work areas. Wall space will be designed to include instructional boards and space for student work displays. In the middle school, students will have individual desks for movement in the classroom, but the desks can be easily moved together for collaborative activities and tasks. Teachers will be able to provide direct whole group instruction and allow students to move their desks to work in groups and pairs. Individual seating also allows for an appropriate testing environment and independent learning. Seating arrangements for all children must be carefully considered. The teachers desk will allow a broad view of the classroom and all students. Young students may be seated in small clusters at tables to promote language interaction and social/emotional skill development, whereas older students may require flexibility in seating to accommodate instructional style and specific class activities. "An aesthetically pleasing environment can influence behavior. Many areas may be used to display work or materials, post class rules, provide schedules and feedback charts, list daily assignments, and highlight new skills. Bulletin boards and walls should be

visually appealing, uncluttered, and changed frequently. At the elementary level especially, students should have a place to store personal materials and to sit during activities. (Stewart and Evans, 1997)

In Classroom Spaces That Work by Marlynn K. Clayton and Mary Beth Forton they discuss the importance of setting up your classroom to fit the needs of the students not the adults. We will make the classroom fit the children's bodies and learning needs. We will estimate the range of sizes based on what's typical for that age and for the expectations of the student's work expectations. We will use this estimate to:

- * Choose desks, tables, and chairs that fit the children and the project model.
- * Select and arrange bookcases and shelves. In general, children should be able to see and be seen over any shelves. Taller shelves should be placed along the perimeter.
- * Determine where to locate display areas. Displays meant for children should be at their eye level.
- * Plan the amount of space needed for class meetings. When children are sitting in a circle on the carpet, there should be approximately three inches between children.
- * Plan enough space for table work. Keeping in mind that when children sit at a table to work, they need "elbow room" and space to spread out materials.
- * Utilize space that best meets the needs of the students and provides flexibility for independent and cooperative learning.

Our program includes project-based learning and an agricultural focus will allow for extra flexible workspaces for students indoors and outdoors to complete activities and display work. Multiple grade levels may be working on projects, presentations or experiments simultaneously, so shared space is expected and encouraged.

Provide a synopsis of the planned curriculum, including:

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

The school's foundation is a data-driven model of instruction using researched based curriculum and materials to promote increased academic achievement. The selected curriculum materials are based on current research and were chosen to align with the Schools Educational Plan. Great care was taken in the selection of our chosen curriculum materials, founded in research and best practices, and alignment to the North Carolina Standards and the Next Generation Science Standards. Additionally, these curricular choices are in direct alignment with the School's mission and vision. The core reading curriculum will help provide framework for teachers to scaffold literacy instruction and provide best practices in reading while

incorporating and integrating authentic literature. The selection of these programs is intended to integrate "Texts worthy of instructions allow readers to reflect on themselves and their actions; invite them in the worlds of others; understand the biological, social, or physical world; or solve problems that are timely and important. Texts worth of instruction also allow students to develop their literary prowess and become informed citizens" (Fisher & Frey, 2012, p.2). The balanced literacy approach allows the teacher to tailor the literacy block(s) in ways that best meet the needs of students and ever-increasing, higher level expectations and standards in reading and writing. The School will provide the curriculum needed to promote and support interdisciplinary instruction in reading, writing, math and agricultural/STEM projects to improve student performance:

*All grade level text materials required for ELA as part of the Reading Street reading program and supplementary trade books/ guided reading books, grades K-8. The program and text sets satisfy the requirements for all genres and achievement levels in Reading and Writing at every grade level (sample included in the appendix)

*All assessment materials needed to measure ongoing progress in Reading/Writing/ Phonics including inventories, running records, and close reading selections

* Intervention materials and leveled readers for small group and MTSS, such as the Leveled Literacy Intervention Kits

* The literacy program is all-inclusive and provides a wide range of texts to meet all students at their level.

Journeys Leveled Readers for Guided Reading, by Irene Fountas, allow students to get individualized practice alongside the core coursework.

Complete solutions for Tier I, II, and III intervention to reinforce skills, scaffold instruction, and teach key foundational skills.

Strategic language support for English learners provides integrated support and scaffolds for every lesson, plus five days of additional instruction to develop language skills, all enabling ELs to engage with core instruction.

*Go Math!, has shown that major research strands that were incorporated into the GO Math! Program: Writing to Learn, Vocabulary, Scaffolding, Metacognition, and Graphic Organizers." (Eddy, et al.1, 2014). These embedded strands enhance the instruction of mathematics while simultaneously incorporating strategies that support reading and writing development.

* Carolina Biological and Smithsonian STC and STCMS units

Social Studies and Science literacy will be taught through high interest, non-fiction based leveled readers, novel studies, news articles, and journals. Examples are included in appendix B

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

We will use innovative teaching strategies and methods through an interdisciplinary and inquiry-based approach to teaching that will help students "go deeper" into the content, and transfer newly acquired knowledge across subject areas. We believe that by anchoring activities and themes for units with topics, materials and context that is more applicable to our students, they will better engage in the learning process and apply the

skills and content they are learning.

The school will implement a three-pronged approach to balance explicit instruction and innovative teaching and learning methods: 1. A standards-based model as the primary method of instructional delivery in all content areas. All core subjects will have a thematic unit so that instruction across the day is reinforced and scaffolded in all areas. 2. A focused component for agricultural education in all grade levels with clearly defined resources and integration with the core curriculum. This project-based model will help students incorporate new skills and material that has been taught and give them the opportunity to understand how and why they are learning a topic. This is their time to "practice" and to enrich the content. 3. Ongoing progress monitoring to measure progress and provide feedback to the student and the teacher. This intentional feedback pattern, based on research from John Hattie provides students immediate and meaningful feedback on their work product and it provides data for teachers to help them drive instruction. The data and feedback help teachers know when to reteach, and when to move on and it also helps them identify and reinforce instructional practices that are successful. The feedback is an essential instructional strategy that drives instruction and requires student engagement and accountability. Teachers and students are equally part of the teaching and learning process and participants in continuous improvement.

We are using this 3-pronged approach to meet the needs of our students that have historically struggled in GLP and CCR. We know we will have a diverse student body of learners, but they share a common history in local commerce and agriculture.

Students will have protected blocks of time for instruction and application of all core subjects. The educational program includes explicit instruction in all content areas utilizing research-based curriculum resources aligned to the North Carolina Standard Course of Study and includes a project-based component for students to access a wide variety of resources and demonstrate their learning. The lessons begin with a whole group mini-lesson and are front-loaded with the learning objective. The core reading program allows daily opportunities for phonics, academic and content area vocabulary building activities. Anchor charts and other visuals are utilized as a teaching tool and are developed by the students and teachers during the lesson. The anchor charts remain posted to serve as a visual reference for the learners. During the "mini-lesson", teachers set the purpose for learning and scaffold for students throughout the lesson.

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.

Teachers will open the lesson with an explicit explanation of the expected student learning objective. After the mini-lesson, students are allowed to work in pairs or small groups as they delve deeper into content. These include "Think, Pair, Share, Buddy Work, Independent Work, Literacy and Math Stations etc. While students work in groups or pairs or at a learning station, the teacher is able to pull a small group for guided/direct instruction at the students instructional level using In addition to participating in the NC Accountability model and Read to Achieve, we will implement a variety of assessments to accurately measure student achievement, progress, and readiness for promotion to each subsequent grade

level. The School will participate in MClass, NC Check-ins, BOG Grade Reading for 3rd grade, End of Grade Exams and End of Course Exams when appropriate. The School will utilize these measures of student learning to create a true picture of each student's independent mastery of the standards expected at each grade level. The reading passages, anchor texts, and units of study including Science and Social Studies content to encourage a cross-curricular approach to teaching. The inter-disciplinary curriculum model means that students are asked to transfer and build upon what is taught in one curriculum area while working in another area, and we believe this has enormous power to accelerate student learning. The interdisciplinary curriculum is all about application, transference, and assessment-based learning. The school will follow the NC grade level expectations for all subject areas to ensure that all students are prepared for each subsequent grade level. The School will utilize a standards-based report card for elementary students to assess progress and mastery and help identify areas in need of support and improvement. Student learning will be demonstrated through the ongoing assessments in Reading and Math as well as student projects and portfolios for writing and the social sciences. Middle School students will be assessed using a traditional Report Card with a numeric grade/letter grade, but the internal assessments will drive conversations related to progress and achievement. Rubrics designed for the projects will help measure mastery and performance aligned to grade level standards. Students and Teachers will again provide feedback for reflection. Through peer critiques, students will also learn to self-assess projects and learning. Students will learn how to be reflective and give meaningful feedback to each other. This School is designed to use data to measure progress constantly. Students must be designated as meeting grade-level expectations to be promoted to next grade. Teachers will work together on vertical alignment to plan lessons and set goals and expectations. Struggling or at-risk students will be placed on a Personalized Education Plan (PEP) and their progress will be documented based on formal assessments and inventories. Students who fail to progress will then move through an intervention program to remediate skills. At the end of the year, students who are performing below grade level expectations will have a MTSS meeting to determine whether promotion criteria have been met with appropriate supports and assistance from the school. Students who are below grade level expectations according to the standards-based report cards, who fail their required courses of study, and who fail the NCEOG's may be retained by the school. Students in the middle school may be offered course/credit if needed or if appropriate. It mini-lesson that all students exiting our school program in 8th grade must have completed all course and grade level requirements per NC Statute that enable them to register and enter 9th grade in any NC public school. A board-approved policy handbook will clearly define language specific to transition and promotion for all students at each grade level including EC and ELL students.

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.

Pocosin Innovative Charter School is focused on providing its students with a strong educational foundation incorporating research-driven curriculum and meaningful learning experiences that enhance every child's learning. The educational focus of PICS is a thoughtful and purposeful standards-based program designed to provide the students with a creative and challenging student-centered learning environment while providing and integrating a solid foundation in the core subject areas with an agricultural-focus. The 2020-2021 school calendar is designed to provide consistency and ample time to do this. The calendar provides for 185 days of high-quality and engaging instructional days. Each day will be 7 hours a day, with 6.5 hours of instruction, thus allowing for 1,202 hours of learning for PICS students. The amounts of instructional days/ hours will support teachers in their mission to build a solid foundation of skills, strategies, and learning opportunities for the students. In addition, we will offer an Extended Learning Program (ELP) for students identified as struggling or at-risk for failing to master their grade level expectations based upon benchmark data and formal assessments. The calendar includes 1202 core instructional hours for all students knowing that many of our students will enroll in the School performing below grade-level and will need as much instructional time to support their learning. The daily calendar will include uninterrupted time during core content classes as well as a 30-minute block for MTSS every day. Teachers will group students together based on data to provide intensive small group support. Students who are performing above grade level will also have enrichments and accelerations opportunities during this additional 30-minute block. The afterschool program will include an ELP for at-risk students who need additional, targeted interventions and support.

Professional Development and conferences are planned on an ongoing basis to ensure that the staff has the proper training to implement our selected curricular resources, utilize the best instructional practices defined above, and to interpret student data to refine and reform instructional pedagogy. While there is an outline for PD, we consider this a fluid plan based on our teachers and students and will adjust this plan based on their needs. The additional calendar days also provide opportunities for students to work on their projects in and out of school and to visit local business who have partnered with the School to provide field excursions and project resources for the agricultural program.

Special Programs and "At-Risk" Students

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

All students will participate in school and state assessments, including but not limited to: curriculum unit tests, M-Class Reading Assessments, NC Check-ins, End of Grade Tests and End of Course Tests when appropriate. The School expects all students to work towards a higher level of proficiency on the end of year assessments, maintain within the expected achievement levels and/or demonstrate more than one year's growth within achievement levels as indicated by the developmental scale scores of assessments. The School will have an MTSS team to support at-risk students through a focused MTSS model with 3 Tiers for academics, attendance, and behavioral support for all students demonstrating need. At-risk students may include those below grade

level expectations, those with frequent tardies or absences, those with exorbitant behavior referrals or those who demonstrate other symptoms of concerns. The goal of the school is to implement the MTSS model to assess and address their needs and to provide ongoing support as deemed appropriate. This Multi-Tiered Student System of Support model (MTSS) is a data-based framework for delivery that uses a multi-tiered approach to provide high-quality instruction and intervention matched to student needs and utilizes learning rates across time to inform important instructional decisions. The School will implement a system of feedback based on assessments to measure student learning, identify areas of needs and provide additional opportunities for learning through additional time, additional resources, additional teaching methods, and supplemental supports. If a teacher has a struggling student, a Child Study Team will meet (including the parent) to discuss a formal plan.

Tier 1: Core, Universal Instruction & Supports - General academic and behavioral instruction and support provided to all students in all settings. The master schedule will be designed to provide protected instructional time in each core subject and time for hands-on learning and practice for all students.

Tier 2: Targeted, Supplemental Interventions & Supports -More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

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

All academically "at-risk" students will be placed on a Personalized Education Plan. The PEP will be maintained by the MTSS Team of teachers, parents, instructional leaders, and counselors, that convene to address the students need for additional support for students below level or failing to make gains. The PEP (appendix) will document all current levels of performance on assessments and will serve as a tool for ongoing progress monitoring. Teachers will incorporate the areas of deficiency stated in the PEP into their MTSS block. Teachers will be trained in MTSS in order to understand their responsibility to provide alternative forms of instruction, curriculum and assessment in order to remediate students and help them progress towards grade level proficiency. Teachers will have access to research-based intervention materials and activities to provide interventions for content areas and social/behavioral needs. Behavioral interventions will be implemented for at-risk students whose behavior is negatively impacting their learning. Point cards, task cards, and behavior contracts will be used, as needed. The goal is to meet the needs of each student where they are and to support their development. Teachers will offer alternative forms of instruction and materials. Students who fail to make adequate progress will be recommended for further evaluation. (PEP to IEP recommendation form included in appendices).

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.*

All students who complete a registration package in the school must complete a home language survey per NC-GCS-K-000 (16 NCAC 6D.0106). If the student's primary language is not English, the school will administer the WIDA-ACCESS Placement Test. Eligibility assessment on the Kindergarten W-APT for entering Kindergarteners and ACCESS for ELLs 2.0 Summative Assessment is used for 1st 12th grade and is based on results of the Home Language Survey (HLS) process. The HLS process, identification, and subsequent placement of limited English proficient students in English as a Second Language (ELL/ESL) services are guided at the state level by the NCDPI Curriculum and Instruction Division. A committee meeting will be held to enter the student into an approved ELL program which will be comprised of the parents, ELL Teacher, and assigned homeroom teacher of record.

The school will employ specific instructional programs, such as Houghton Mifflin Harcourts On Our Way to English curriculum, Journeys and ACCESS English resources, practices, and strategies to ensure academic success and equitable access to the core academic program. An ELL endorsed staff member will provide student support and instructional staff with strategies for meeting the additional needs of the student. Some of these approved methods for supporting instruction supported through LEARN NC are:

- *Provide alternative instruction whenever the class lessons are extremely difficult for the ELL student
- *Arrange small discussion and talking activities that permit students to practice verbal skills
- *Utilize additional techniques, such as cueing, modeling elicitation and chunking
- * Picture cards and Illustrated Dictionaries
- *Utilize graphic organizers such as webbing and semantic maps
- *Modify your lesson objectives according to the language level of the ELL student
- *Use manipulatives to help students visualize the math concepts
- *Allow students to use computational aids such as number lines, counters, and computation charts

We will provide equitable access to services needed, and ensure provisions and accommodations are made for the student. Literacy support will be offered for these students and the core program will be inclusive of ELL appropriate tests that offer students a chance to demonstrate appropriate progress and growth as they move towards mastery of expectations.

The Child Study Team (including parent and ELL teacher) as described for students failing to make academic progress will be used to monitor the progress of the ELL students. An ELL Teacher will provide other teachers with instructional strategies needed in the classroom to support the ELL and internal benchmark data will be disaggregated to determine learning gains and academic progress for these students. A PEP will be used to show the areas of success and growth that the student maintains. It further identifies the type of help needed to equip the student with the ability to achieve high standards of proficiency and to comprehensively communicate in English. The ELL strategies will be documented in the teachers' lesson plans and in the students Personalized Education Plan and ELL folder. The effectiveness of these ELL strategies will be determined by the teacher

observations, student achievement and progress on EOG/EOC assessments. The WIDA assessment is also used to measure growth and target exiting. ELL students who continue to make academic gains and show a minimum of "basic" proficiency performance levels on NC EOGs shall meet the criteria to begin exiting the student from the ELL program. The CST Team (including the ELL Teacher) shall convene with the parents to discuss exit plans and future support strategies for the student as appropriate to support ongoing progress and academic success.

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

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

Academically or intellectually gifted (AIG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences or environment. Academically or intellectually gifted students exhibit high-performance capability and superior achievement on Assessments or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Identification:

Initial, standard criteria include superior academic achievement as demonstrated on EOG, EOC, MClass assessments and NC Check-ins. Teachers and parents of students identified as gifted candidates may also complete Renzulli checklists that identify academic and behavioral indicators for AIG students. The candidates who meet the criteria, will receive a gifted screening with parental consent (OLSAT). A certified AIG Teacher will administer the test and the Child Study Team (including the parent and AIG teacher) will analyze the results. There will be a board approved AIG plan to clarify the placement process. Once identified, staffed and serviced, the Child Study team will provide yearly evaluation meetings to review student progress, growth and goal achievement in a similar fashion to IEP team meetings and update student DEP and goals each year.

AIG students will be given a Differentiated Education Plan (DEP), developed to address the student's individual needs. Our project-based model naturally lends itself to enrichment and differentiation at all of the highest levels of Bloom's Taxonomy. In a review of research on gifted students in the regular classroom, Johnson and Ryser (1996) describe five overall areas for differentiation: modifying content, allowing for student preferences, altering the pace of instruction, creating a flexible classroom environment, and using specific instructional strategies. The project components are natural supports for an AIG student. The following have been established as effective strategies:

- * Posing open-ended questions that require higher-level thinking
- * Modeling thinking strategies, such as decision-making and evaluation
- * Accepting ideas and suggestions from students and expanding on them

- * Facilitating original and independent problems and solutions
- * Helping students identify rules, principles, and relationships
- * Taking time to explain the nature of errors

Students will have access to higher levels of texts, technology-inused instruction, small group instruction at their level in reading, writing, and math, and challenging hands-on projects. Their projects will include additional extension and enrichment goals and activities.

The Child Study Team will meet with the Gifted Teacher, the parents and the students to set appropriate goals which may be academic, social or emotional at its core. All gifted students will have measurable goals to meet and demonstrate higher level/critical thinking skills, the opportunity for presentations of culminating projects and benchmark assessments of specific goals set for each individual child. Norm-referenced and criterion-referenced test data will be used to measure grade-level performance progression and portfolios and authentic projects will be incorporated into their daily instruction to ensure that all gifted students stay engaged and on task. They will have opportunities for acceleration in placement, coursework, enrichment and resource time. A fully developed AIG plan will be board approved and submitted for final approval to NCDPI. This will be posted and shared to articulate the process and plan for all families.

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)*

All students who enroll and have been previously found eligible for special education services or provisions under a 504 will continue to have those services met. The initial identification process will occur during the request for previous records, search in Powerschool and receipt of cum files in addition to the registration documentation completed by the parent. The registrar will send formal records requests to the previous school.

Teachers are responsible for early identification of students who are at risk of not meeting promotion standards. At the time students are identified

as functioning below grade level, the teacher and principal with the support and assistance of the students parent/guardian will use all available resources to begin intervention. Benchmark assessments will be used to measure progress. The MTSS process will drive the identification process. A child who fails to make gains through tier 2 and tier 3 interventions will be recommended for further evaluations.

As a parent, guardian, or advocate you have a legal right to request that your public school evaluate your child for special education. Federal law, the Individuals with Disabilities Education Act as amended in 2004 (IDEA), gives you that legal right. States, through local school districts, must "identify, locate, and evaluate every child who may have a disability requiring special education services." This is called "Child Find." When there is a suspicion that a child has a disability, parents and educators have a responsibility and a right to request a full, individual, comprehensive, multi-disciplinary evaluation.

When a public agency, as defined at NC 1500-2.27, or parent suspects that a child may be a child with a disability, he/she shall provide in writing the reason for referral, addressing the specific presenting concerns and the child's current strengths and needs. Parents may request an evaluation in writing, with copies to the principal and the school's director or coordinator of special education. The School will communicate to parents their right to request an evaluation during parent information sessions, back to school nights and individual parent conferences

EXCEPTIONAL CHILDREN'S PROGRAM RECORDS

A confidential folder shall be maintained for each child evaluated for or receiving exceptional children's services. Access to such files shall be limited in compliance with state and federal law and regulation. The EC Coordinator is required to maintain locked files and to monitor access. All files must be requested from the EC Coordinator and returned to her. On each individual EC folder there is an Access to Records form that must be completed each time the identified personnel go into the file. Thus, keeping a running record of who views the files, why and when. EC Coordinator will share the IEP at a Glance with teachers and also provide recommendations for classroom modifications and accommodations for students who qualify. If files are removed from the filing cabinet for any reason (audit, review of fil

CONFIDENTIALITY OF STUDENT RECORDS

Apart from directory information, personally identifiable information about a student shall not be released from a student's record without the prior written consent of the parent/guardian or emancipated student, except to the following persons: The Family Educational Rights and Privacy Act (FERPA) The law applies to all educational agencies and institutions that receive funds under any program administered by the Department of Education. The law prohibits a School from disclosing personally identifiable information from students education records without the consent of a parent or eligible student unless an exception to FERPA's general consent rule applies.

Student Records:

After a student withdraws (meaning a student is not transferring to another public School) School will keep a students records including health and academic records for 5 years.

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.*

A free appropriate publicly supported education will be provided, in the least restrictive appropriate environment, to every disabled child with special needs. The Schools will comply with the State Board of Education's Procedures Governing Programs and Services for Children with Special Needs, and the Individuals with Disabilities Education Act and its implementing regulations.

The term "special education" means specifically designed instruction, at no cost to the parent/guardian, to meet the unique needs of the exceptional child. Each disabled child will have access to the variety of educational programs and services available to nondisabled children. This includes but is not limited to physical education, art, music, industrial arts, consumer and homemaking education, vocational education, and general interest electives. Every child suspected of having a disability is entitled to a multidisciplinary diagnosis and evaluation. All testing and evaluation materials and procedures shall be nondiscriminatory and administered in the child's native language.

Parents/guardians shall be provided in writing with the results, findings, and proposals based upon the evaluation. An Individualized Education Plan shall be developed for each disabled child whose parent/guardian consents to special education placement. Special education and related services shall be provided in the least restrictive appropriate environment to each child with special learning needs based upon the Individualized Education Program. Written notice shall be given to parents/guardians of exceptional children a reasonable time before the school system proposes to initiate or change the identification, evaluation, or educational placement of a child with special needs. The written notice shall give a full explanation of all of the procedural safeguards available to parents/guardians.

The school will provide services to students whose needs can be met in the traditional classroom setting and with additional levels of support offered by certified EC staff and outside contracted vendors when appropriate. The school is responsible for providing a full continuum of services at all times in the classroom or the Least Restrictive Environment. The school will provide a continuum of services for all students even if that means contracting with outside vendors providing a Resource Room. The Leadership team will review IEP requirements and contract for appropriate services required including Speech, PT, OT, and other related services. ALL students, including EC students, will be exposed to grade level functional curriculum every year. Students will have the opportunity to work on grade level appropriate curriculum, but they will also be offered additional resources and supports at their individual functional levels. EC students will have additional supplemental curriculum available to help meet their needs and

their current level of performance (below level texts, remedial math materials, intervention programs, manipulatives, etc.) When the need arises, students will be entitled to extended content standards. Students with those modified standards would be exempt from promotion standards.

Our most current IEP at a Glance form outlines IEP begin and end dates, re-eval due dates, areas of exceptionality, service delivery areas and times, related services, testing/classroom accommodations, health information and any notes from a previous teacher or parent pertaining to the individual child. An EC team member will meet with each teacher at the beginning of the school year and go over the IEP to outline dates, location, frequency and duration of services, testing/classroom accommodations, and goals. At the completion of the meeting, the EC teacher has the classroom teacher sign a form indicating that they have reviewed the IEP and that they understand what is outlined. Teachers are given a folder marked confidential which houses all of their students IEP copies.

The EC Coordinator will review and share the IEP at a Glance for each student and will meet regularly with classroom teachers to discuss the progress of all EC students. These will be shared during planning time to ensure that students needs are being addressed in lesson plans and instruction. Grade level teams will have an opportunity to plan together weekly and all members of the students support team will be invited to attend in order to allow accommodations/ modifications from IEP to be considered during that time. Teachers will be provided additional, supplemental and appropriate curriculum resources and teaching strategies to use in the classroom.

The EC Coordinator will attend all DPI training and deliver training to all staff on scheduled teacher workdays to support the classroom environment and student needs. EC Coordinator will meet with each teacher to determine which best practices suit the student he/she serves based on the Individual Education Plan. Meetings related to individual student plans will be held during planning periods and will occur quarterly and/or before annual review.

Student progress will be shared with parents through quarterly report cards, progress reports, and parent conferences. All parents will be invited to attend yearly IEP meetings, re-evaluation meetings and change of placement meetings when necessary. Parents will receive student data reports from all benchmarking assessments conducted and report cards will include notations related to the present level of performance and progress towards IEP goals. If a student is not progressing towards their IEP goals, an IEP team meeting will be called. During this meeting, data will be reviewed that shows the students current level of performance. Based on the IEP team decision, additional services or time will be added to the students IEP, as needed.

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.*

The goal of our School is to develop academically proficient students. The progress of students will be monitored at each grade level to determine appropriate grade assignment. Promotion standards are based on the belief that students must perform at grade level or above to be successful in school. Students must be assessed for the purpose of student academic assignment recognizing that there is a wide range of variables that must be considered in this process. The school principal should make promotion and retention decisions in accordance with state regulations and this policy.

Teachers will review and refine instruction using student performance data in structured and meaningful ways based on John Hattie's research for instructional feedback. Students will have concrete and immediate feedback regarding their performance and proficiency to help them grow and teachers will be given feedback regarding their delivery of instruction to help them improve. Data will be used to determine when to move on and when to reteach and when to pull a small group of students for remediation. The goal is scaffold students until they are proficient in the grade level standards and expectations according to the NCSOS and using the standards-based reports cards for K-5 graders and NC letter grade report cards for 6-8th graders.

Teachers are responsible for early identification of students who are at risk of not meeting promotion standards. At the time students are identified as functioning below grade level, the teacher and principal with the support and assistance of the students parent/guardian will use all available resources to begin intervention. Students are required to meet promotion standards in grades K-8 that include demonstrated grade-level proficiency on local assessments, standardized tests, report cards, and student work. In determining the best educational interests of a student, appropriate grade placement decisions shall be based upon the mastery of critical knowledge and skills including reading and mathematics. In addition to State and federally required tests, our students will be assessed through MClass, NC Check-Ins and teacher made unit tests and student project portfolios. The School will also utilize unit assessments and progress assessments from the Core Curriculum. Ec students and ELL students will be assessed on the supplemental assessments available through our Curriculum Supplemental Resources.

Student progress towards mastery will be shared with parents through quarterly progress reports, report cards, benchmark results, parent conferences, and student-led data chats when appropriate. Parents will be given direction and information related to grade level expectations during an open house and curriculum nights, Title 1 parent meetings, IEP team meetings, ELL Team meetings and another one on one conferences. The School will also post testing schedules and expectations under the parent resources tab of the Website and on Teacher websites and weekly newsletters.

The educational program shall provide for the continuous progress of students.

In order to be promoted to the next grade levels, students in all grades should be proficient in reading and mathematics, which may be demonstrated through North Carolina End-of-Grade tests, school assessments, student portfolio of work, and report card grades. A promotion decision should not be made solely on the basis of a state assessment.

If a student appears likely to be retained, then the parent/guardian of the student shall receive at least two (2) notices. The first notice may be a conference; the second notice must be in writing and must be provided by the end of the third quarter. The principal's office must provide in writing an official notice of retention to the parent/guardian by the last day of school. All students identified as "at-risk" will be placed on a formal PEP through the Child Study Team and each teacher will be required to document progress, interventions and assessment changes. Students who do not show growth or progress towards their goals will move into a more intensive tier of intervention. The Child Study Team will include the parent, homeroom and subject area teacher as well as the EC TEACHER or ELL Teacher when appropriate with the administration to determine next steps and appropriate student placement, promotion or retention.

Students with Disabilities and Limited English Proficiency Students:
Students with disabilities who do not have the ability to participate in the Common Core State Standards and North Carolina Essential Standards may be exempt from the promotion standard; however, exempt students must be enrolled in a functional curriculum and demonstrate evidence of progress on alternate assessments.

All recommendations regarding special needs students will be made in conjunction with the IEP Committee or the Section 504 Committee.

Students of Limited English Proficiency (LEP) as identified by state and federal standards shall meet the same standards as all students; however, in accordance with federal law, English language proficiency cannot be the factor that determines whether a student has not met performance standards. All retention recommendations regarding Limited English Proficient students should be made in consultation with the English as a Second Language teacher.

At the end of 8th grade, all students who are promoted to 9th grade must meet the state requirements to enter a 9th-grade high school program. Mastery may be demonstrated through successful scores on all state and federally mandated assessments as well as daily student work, yearly progress on internal benchmarks, growth, and progress towards academic goals set forth in the IEP and portfolios.

Student Conduct:

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

Be sure to include:

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

The School will fully implement a Positive Behavior Interventions and Supports Plan. PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. It is a way for schools to encourage good behavior. With PBIS, kids learn about behavior, just as they learn other subjects like math or science. (<https://www.understood.org/en/learning.../pbis-how-schools-support-positive-behavior>) We believe that a professionally trained and implemented PBIS program will help us create a culture of high expectations for the community and encourage our adults to role model appropriate, desirable behaviors to our students to meet our mission of preparing today's student for tomorrow's world. We believe that most children will be successful with this model and we will place struggling students on a behavior modification plan through MTSS.

That said, there will be students who require more consequences for negative behaviors and it is also the School's responsibility to promote a safe and conducive learning environment. When, in the judgment of the school principal, a student's behavior warrants an out-of-school suspension, the principal may impose a short-term suspension or, for more serious violations of the Code of Conduct, may recommend a long-term suspension, a 365-day suspension, expulsion, or exclusion pursuant to G.S. 115C-218.60. With respect to space limitations, we have included in the Appendix a list of definitions of offenses that may result in suspension or expulsion of students. This includes due process and grievance procedures for parents to follow.

In determining the appropriate consequence for a violation of this Code, principals shall consider all aggravating or mitigating circumstances they deem relevant. Examples of aggravating or mitigating circumstances that may be considered include but are not limited to:

- The student's age;
- The student's intent;
- The student's disciplinary history, including number of infractions and prior discipline for the same violation;
- The student's academic history;
- Whether the conduct caused a threat to safety;
- Whether school property or personal property was damaged;
- Whether the conduct caused a substantial disruption of the educational environment;
- Whether a weapon was involved and whether any injury resulted.

The Student Code of Conduct Rules are leveled, indicating the severity of the violation and the type of consequence. The principal shall inform students of local school rules that, if broken, may result in suspension from school.

Suspension/Exclusion/Expulsion of Children with Disabilities

"Child(ren) with a disability" as used in this section may refer to a child identified as disabled in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), or both. Any suspension, exclusion, or expulsion of children with disabilities will be done in accordance with all applicable laws. At the eleventh (11) day of suspension within a school year and prior to each suspension thereafter, the schools IEP Team must be convened to make a manifestation determination. At a manifestation determination meeting, the IEP Team determines if the behavior was caused by the student's disability or was the direct result of a failure to implement the IEP. The parent must immediately be notified of the disciplinary removal and invited to attend this meeting. School personnel should use form DEC 5(a) to serve as the notice and the invitation to the manifestation meeting. The most recent version of the Handbook on Parents Right must be given on the same day a decision is made to make a removal that constitutes a change of placement. A FBA (functional behavioral assessment) must be completed and a BIP (behavior intervention plan) implemented prior to the 11th day of suspension.

The Board has a lease with a suitable facility for year 1 and expansion growth in force, contingent upon application approval that will be sufficient for the Schools educational program and available for the August 2019 opening. Please see the attached lease and exhibits for more information.

| Section III: Education Plan Concerns and Additional Questions | | |
|---|----------------|--------------|
| How was project based learning determined? What are the specific local resources that support the instructional program? Since the school has a creative mission and relies heavily on project based learning, what assessment strategies will be employed? Although the applicant has explored curricula to support its mission, can more evidence to support improved outcomes be provided? | Nicole Charles | Instructiona |
| A very prescriptive curriculum is described for ELA and Math. Science seems to have lessons predetermined from USDA and other resources. How does that align with project-based and innovative, autonomous teaching declared earlier. | Heather Soja | Instructiona |
| What evidence exists to support the creation of a project-based agricultural curriculum? | Jennifer Gnann | Instructiona |
| How will your teachers use data to measure student performance and drive classroom instructional decisions? | Deborah Brown | Instructiona |
| Instructional program states that it will have an agriculture-focus yet the mission did not state this. | Sherry Reeves | Instructiona |
| can the applicant provide support for how this curriculum improves outcomes for all students from all background with all abilities? | Nicole Charles | Curriculum a |
| Can you provide data that demonstrates how the chosen curriculum will increase proficiency for students who are far behind? | Sherry Reeves | Curriculum a |
| Will teachers, prior to the start of the school year, receive PD in the curriculum programs that make up the instructional plan? | Ashley Baquero | Curriculum a |
| Who will create and monitor student PEPs? | | |
| How will parents be involved on MTSS team? | Sherry Reeves | Special Prog |
| Struggling learners will be supported with tiered-level interventions. | Robert McQuat | Special Prog |
| What training will be available for teachers to be able to recognize and serve the needs of special programs, ELL, and AIG populations? | Deborah Brown | Special Prog |
| Where is the appendix referred to to share PEP example? | Nicole Charles | Special Prog |
| Who will be on the IEP team? | Nicole Charles | Exceptional |
| The application indicates that "The school will provide a continuum of services for all students even if that means contracting with outside vendors providing a Resource Room." What are the components of the full continuum? Who will be providing the specially designed services? The personnel budget indicates that the school plans to employ two special education teachers. How will they be involved in the provision of FAPE and LRE? How will the educational plan for serving exceptional children is aligned with the overall proposed curriculum, instructional methods, and the school's mission (agricultural school)? | Robert McQuat | Exceptional |
| What SMART goals are set for student achievement? | Jennifer Gnann | Student Perf |
| How will the success of the curriculum programs you intend to use be measured? | Ashley Baquero | Student Perf |
| How will data drive instruction throughout the school year? Will teachers have time within their daily schedule to review and analyze student data? | | |
| What defines "on grade level"? Will any alternative means (portfolios, etc) be used if a student is not on grade level for promotion? How will you ensure equity in promotion standards if a "wide range of variables" is being considered? What is a "meaningful way" of reviewing and refining instruction using performance data? What criteria will be used to determine students' early identification as not meeting promotion standards? | Deborah Brown | Student Perf |
| How will school standards and expected behaviors be developed and communicated to students and families? How will teachers be trained in these methods? | Deborah Brown | Student Cond |
| What specific positive behavior interventions does the proposed school intend to implement? | Ashley Baquero | Student Cond |

| | | |
|---|----------------|--------------|
| Will there be a designated staff member to handle discipline issues such as in-school suspension? | | |
| How is the students academic history a consideration in disciplinary proceedings? Does this unfairly benefit students who perform well and is there potential to remove students who do poorly academically due to minor infractions? Are 365 day suspension in line with PBIS tenets? | Nicole Charles | Student Cond |
| Need more info on due process procedures. | Steven Walker | Student Cond |
| Is a 365-day suspension actually an expulsion? How does student's academic history mitigate negative behavior? | Sherry Reeves | Student Cond |
| Rating "Pass" with hesitation. | Sherry Reeves | Certify Educ |

| Reviewer | Score |
|--------------------|-------|
| Alex Quigley | |
| Tammi Sutton | |
| Ashley Baquero | Pass |
| Bruce Friend | |
| Cheryl Turner | |
| Danielle Allen | |
| Deborah Brown | Pass |
| Steven Walker | Pass |
| Heather Soja | Pass |
| Stephenie Clark | |
| Sherry Reeves | Pass |
| Shannon Stein | Pass |
| Robert McOuat | |
| Phyllis Gibbs | |
| Nicole Charles | Pass |
| Lynn Kroeger | Pass |
| Lindalyn Kakadelis | |
| Joe Maimone | |
| Jennifer Gnann | Pass |
| Alan Hawkes | |

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.

The municipality must be officially incorporated by the NC General Assembly upon application submission.

Name of Private NonprofitMunicipality: Creswell Charter Board Inc.

Mailing Address: 213 North 6th Street

City/State/Zip: Creswell NC 27928

Street Address:

Phone: 252-531-0316

Fax: 252-797-4405

Name of registered agent and address: Constance Davenport

FEDERAL TAX ID: 83-0765130

Tax-Exempt Status 501 (c)(3)

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

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

X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

Either the governing body of the municipality who serve ex officio as the board of directors of a charter school granted to a municipality or the board of directors appointed to govern a charter school granted to a municipality is the legal entity that has responsibility for all aspects of the proposed charter. 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.
Please complete the table provided depicting the members of the board that will oversee the proposed school.

| Board Member Name | Board Title | County/State of Residence | Current Occupation | Past or Present Professional Licenses(s) Held | Has any disciplinary action been taken against any of these professional licenses? |
|---------------------|-----------------|---------------------------|---|---|--|
| Stephanie Phelps | Chair | WASHINGTON | Self-Employed | | N |
| Constance Davenport | Vice - Chair | WASHINGTON | Licensed Massage and Bodywork Therapist | Certified Medical Assistant | N |
| Laura Biggs | | WASHINGTON | Career Development Coordinator | M.A.Ed. Family and Consumer Sciences | N |
| Gabrielle Davenport | | WASHINGTON | Licensed Massage and Bodywork Therapist | Physical Therapist Assistant | N |
| Victoria Harrison | Secretary | WASHINGTON | Certified Paraoptometric Coder | Certified Paraoptometric Coder | N |
| Lynn West | | WASHINGTON | Retired from Education | M.A.Ed. Middle School | N |
| Hilton Chesson | Finance Officer | WAKE | Real Estate Developer | Real Estate License | N |
| Edwin Blount | | WASHINGTON | Head Teller Supervisor at First National Bank | | 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 governing board for PICS oversees the overall operation of the school including the functions, primary duties, roles, and responsibilities. They are responsible for ensuring that the academic program of PICS is successful, the school's daily operations follow the terms of its charter

and is a successful school. Our board consists of voluntary members and officers that will be governed according to the by-laws. Decision making will remain the board's ultimate and final authority in reference to policies, procedures, instructional and noninstructional matters. The board of directors will delegate and then evaluate the management of the School as it relates to the daily administration and operations of the school. After careful review of qualifications, experience, and integrity, a lead administrator will be hired. The Principal will receive a specific agreement in relation to terms and expectations for administration. An annual review for administration will be conducted based on quantitative and qualitative analysis, including review of academic, financial, and operational performance. Monthly and yearly compliance reports will also help the Board assess and oversee the implementation of the Charter contract.

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

The Board of Directors pursuant to our bylaws shall consist of at least five (5) but not more than eleven (11) Board Members. The majority of these are to be held by parents of children enrolled in the school. A community member with no affiliation with the school will fill at least one position. The board is and will remain active, committed participants in the governance of PICS and will remain committed to the mission and purpose of this community-driven charter school.

The Board will not allow any employees to serve as Board Members, however, we do encourage all faculty to attend board meetings and welcome feedback in public comment.

Board members will consist of dedicated members who agree with and strive to maintain the unique education provided at our school. These members will possess personal and professional backgrounds to reflect diversity in education, business, management, accounting, counseling, parenting, and additional skill sets found to be relevant and valuable to the school's ultimate success.

The diverse board will allow each member to contribute to the educational and operational success of PICS. This composition provides the ability for teamwork, strategic planning, and successful implementation.

An annual review of academic success, procedural policies, administrators, and staff will be conducted. This will include monthly and yearly reports, student and parent satisfaction surveys, and other relevant information. The Board will actively recruit diverse members of the community who will represent the students, parents, and staff to ensure equitable access and support for all stakeholders.

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

The eight founding board members were recruited due to their commitment to meeting a local need for a better school system for all children; their strong commitment to education; their professional expertise and their personal stories to seek the best possible education for the children of our community. If a board position becomes vacant, the current board will actively seek a replacement who meets the criteria of the vision and mission

of PICS. A formal application for consideration will be distributed and a sub-committee of the board will interview potential candidates that will be a good fit and recommended for board approval. New members will participate in formal governance training as well as a local onboarding session to share historical data. New membership will regularly take place as members roll off the Board according to our staggered terms.

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

The Board meetings shall be scheduled monthly. The meeting agenda must be submitted five (5) days prior to the posted meeting. Said agenda will be published and posted four (4) days prior to the meeting date. There shall be at least 10 regular meetings of the Board held each year on the third Tuesday of each Month.

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.

All Board candidates must pass a criminal history and background check prior to becoming official members of the Board of Directors. Each new board member will participate in an orientation and onboarding process within the first 30 days of joining the board. Initiation will include a workshop on finance and current academic performance of the school. The most current yearly NC Framework will be shared to articulate compliance benchmarks. The orientation will consist of reiteration of the school's mission and vision, understanding of the established bylaws, and review of the primary duties and responsibilities of the governing board. Additional training throughout the year will also be mandatory in accordance to maintaining effectiveness through out the board. New Board members will attend voluntary RTO training offered each year through the Office of Charter Schools as well as other public workshop opportunities. The Board has identified an attorney to provide advice and training for successful operations. Board members will attend at least one yearly Charter Leadership conference and Governance Training Session.

6. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

The Board recognizes that collectively and individually, all members of the Board must adhere to an accepted code of ethics in order to create an exemplary public school. The Board accepts the code of ethics established by the North Carolina School Boards Association. Each member of the Board of Directors will commit to the following in the performance of his or her duties as a charter school board member:

1)Obey all applicable state and federal laws regarding official actions taken as Board members. 2)Uphold the integrity and independence of the Board members office. 3)Avoid impropriety in the exercise of the Board's and Board member's official duties. 4)Perform faithfully the duties of the office. 5)Conduct the affairs of the Board in an open and public manner, complying with all applicable laws governing open meetings and public records.

Additionally, each member of the Board will:

1)Make all decisions based on the available facts and independent judgment and refuse to surrender that judgment to individuals or special interest groups; 2) Encourage professional dialogue and the sharing of perspectives

by all Board members and seek systematic communications with all elements of the community; 3) Collaborate with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the Executive Director; 4) Learn about current educational issues by individual study and through participation in programs providing needed information; 5) Avoid being placed in a position of conflict of interest and refrain from using the Board member's position on the Board for personal or partisan gain; 6) Take no private action that will compromise the Board or administration and respect the confidentiality of information that is privileged under applicable law; and 7) Acknowledge and demonstrate that the school's first and greatest concern must be the educational welfare of the students attending PICS. (Adapted from North Carolina School Boards Association).

The Board will adopt an attorney and state approved Conflict of Interest Policy and a Nepotism policy that will be published on the School's website and policy folder.

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

School policies are a major factor in the school's success. The board is committed to developing and enforcing those policies in a fair manner to have a positive impact on all involved. The effective study, research, and deliberation will all play a role in the adoption of finalized policies at the regularly scheduled meetings. Subcommittees of the board will be formed based on specific needs and led by those members with an expertise and interest in the field of study. The team will then make recommendations for discussion and final approval to the whole Board at an open public meeting. Once completed, the Board will charge the School leader to carry out mission specific tasks to support the policy. The Board will seek advice from experts in charter school law, education, public policy and those from other successful schools to help create effective and productive policies that are conducive to meeting the mission 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 governing board for PICS has the ultimate and final authority for all actions, decisions, and success for the school. The board will, however, welcome suggestions, ideas, and other relevant material provide to them from outside community member, parents, and/or students. We anticipate a formal parent organization such as a PTO/PTA, a formal School Improvement Committee and possibly a student council who may participate in discussions and decisions related to the school. The Principal will be expected to create leadership teams to promote school communication and to encourage open communication and support.

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

The grievance process is as follows:

Step 1: To file a grievance, a parent or employee must submit a letter in writing (email accepted) stating the policy or law/regulation that was violated including details of the actions and the place, date and time of the violation(s). The parent or employee should make all efforts to include any details about the event(s) that may be helpful in the decision making process. The written letter should be submitted to the Principal. If the Principal is implicated in the grievance, the grievance should be submitted to the Chair or Vice Chair of the Board of Directors or to any other Board

member with whom the individual(s) feel comfortable disclosing the information.

Step 2: In response to the formal grievance, 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 parent or employee is satisfied with the decision after they receive the response from the Principal, the issue is considered resolved.

Step 3: If the parent or employee is not satisfied with the response, the parent or employee may file an appeal by submitting a letter in writing (email accepted) stating the policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The employee should make all efforts to include any details about the event that may be helpful in the decision-making process. 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 Board the appeal shall be considered by the Board at its next regularly scheduled monthly meeting provided such meeting is more than seven days after the filing, or the Chair of the Board may call a special meeting of the Board to consider the appeal. The Board will consider and discuss the grievance at the meeting in accordance with Open Meetings laws. The Boards decision concerning the grievance is final.

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

Include in the Appendices:

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

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

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

X Not Applicable

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

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

X Not Applicable

Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.

X Not Applicable

Projected Staff:

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

Staffing Model Projection for Year One:

Teachers-Elementary 11

Teachers-Middle 3

Teachers - Arts/Foreign L./Music 1

Teachers - PE 1

Salary - EC Teacher 2

Salary - Principal 1

Salary - Office 1

Salary - Registrar 1

Salary - Maintenance/Cafeteria 1

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Pursuant to 16 N.C.A.C. 06C .0304, North Carolina has two classifications of professional licenses. Although charter schools are not required to hire all certified staff, one of the primary goals for operations in to hire 95% teachers who qualify for HQ status. The Board already has a few educators committed to the development and completion of this application and the desire to teach at this School. Many fully licensed teachers from this region have inquired about working for this new School and are supporting our efforts. The School's mission to improve academic performance and to integrate an agricultural focus into the project-based model has intrigued many local teachers. The Board will continue to reach out to the community and to local Colleges of Education to develop relationships with candidates and to recruit staff. The plans for ongoing professional development and the creation of a merit-based bonus plan for the faculty will help retain high-quality teachers. We believe that the innovative instructional model and the opportunity to serve our students and parents in the region's first and only school of choice is exciting for our future teachers and we have already received great feedback in the community. The empowerment and the opportunity to rebuild our community and to support our at-risk population is inviting for educators and our commitment to these relationships will help with long-term retention. The Principal will be the instructional leader and will create a leadership team comprised of the staff to provide appropriate professional development. The School will implement an approved BT plan to mentor new staff and support their progress in licensing as well as a Board approved Licensure Plan. The Board will create a salary schedule and bonus plan that is financially sustainable and attractive to our staff. A School Improvement Team will be created to help gather feedback from all

stakeholders in its development and implementation.

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

The Board wants to maintain an employee relations climate that promotes maximum personal development and achievement. We are an equal opportunity employer and do not discriminate on the bases of age, race, color, national origin, sex, religion, creed, veteran status, disability, sexual orientation or any other characteristic prohibited by law. We are dedicated to ensuring the fulfillment of this policy with respect to hiring, selection for training, promotion, transfer, layoff, termination, leaves of absence, rates of pay or any other term or condition of employment. When necessary, we will reasonably accommodate employees and applicants with disabilities and with religious requirements necessitating accommodation as required by law. We expect everyone to show understanding and consideration to fellow employees and to respect and observe this policy. The Board will hire and evaluate the School Principal and the Principal will hire and evaluate the faculty. The Principal will share evaluation data and recommendations for hiring, renewals, terminations, and raises to the Board for discussion and approval. Based on enrollment and revenues, a salary schedule and bonus plan will be developed to help retain high performing teachers. The Board's responsibility is to provide governance and leadership that attracts high-quality staff and to provide the support and resources the principal needs to build instructional capacity to improve student learning.

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

Equal Opportunity Employment Policy

School is an equal opportunity employer and will not discriminate against any applicant, contractor or employee on the basis of age, race, color, religion, sex, national origin, veteran status, disability, genetic information or another legally protected status, except where it is an occupational qualification. This policy extends to all terms, conditions and privileges of employment as well as the use of the school's facilities and participation in all activities sponsored by the school. All hired educators must meet the requirements prior to employment and ensure any conditional requirements are met by the educator within the time required. Non-renewable certificates and renewable requirements will be monitored for compliance.

It is also School's policy to ensure that all employees are treated fairly on the basis of merit and performance competence with regard to any and all terms of conditions of employment, including recruitment, hiring, compensation, promotions, demotions, assignments, training, layoffs, and terminations. According to NC Charter School law GS_115C-238.29F (e) (1), all NC Charter Schools shall adopt a background check policy mirroring the local board of education policy that requires an applicant for employment to be checked for a criminal history, as defined in G.S. 115C-332. School is required to apply its policy uniformly in requiring applicants for employment to be checked for a criminal history before the applicant is given an unconditional job offer. School is required by the state of North Carolina to conduct criminal Employment is based on mutual consent; both the employee and the School have the right to terminate employment at any time, with or without notice, for any lawful reason, or for no reason at

all.

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

The board recognizes that in order to attract and retain qualified, effective school staff members, that both the salary and benefits offered to staff must be competitive with the existing market. As evidenced by the schools budget, the average salary for all instructional staff is \$44,000 per year. The School expects to hire a range of instructional staff with a wide range of experience, and will adjust the budget accordingly. School Leadership salaries also reflect local market rates as well. The non-instructional staff has been budgeted to include a range of \$14-15 dollars per hour for the front office and custodial staff, which is the competitive market rate. For other specialized non-instructional 12 -staff such as the Business Manager, the board will be seeking Bachelors Degree or higher candidates for these 12-month positions, and have created salary schedules as proposed in the budget to confer salaries within the current market that are competitive. The school will offer health insurance through the North Carolina State Health Plan and to all employees who work an average of 30 hours per week or more. Additionally, dental, vision insurance, disability, and life insurance will be offered to employees at market rates and to those who qualify according to applicable state and federal law. A 403(b) tax-advantaged retirement plan with an employer match of 100% of up to 3% of the employees' contribution will be offered to all employees through a licensed, reputable vendor. Paid Time Off (PTO) will also be offered to full-time employees, up to 10 equivalent work days per year.

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

Step 1: To file a grievance, an employee must submit a letter in writing (email accepted) stating the policy or law/regulation that was violated including details of the actions and the place, date and time of the violation(s). The employee should make all efforts to include any details about the event(s) that may be helpful in the decision-making process. The written letter should be submitted to the Principal. If the Principal is implicated in the grievance, the grievance should be submitted to the Chair or Vice Chair of the Board of Directors or to any other Board member with whom the individual(s) feel comfortable disclosing the information.

Step 2: In response to the formal grievance, 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, the employee may file an appeal by submitting a letter in writing (email accepted) stating the policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The employee should make all efforts to include any details about the event that may be helpful in the decision-making process. 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 Board the appeal shall be considered by the Board at its next regularly scheduled monthly meeting provided such meeting is more than seven days after the filing, or the Chair of the Board of Directors may call a special meeting of the Board to consider the appeal. The Board will consider and discuss the grievance at

the meeting in accordance with Open Meetings laws. The Boards decision concerning the grievance is final.

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

Some positions may have dual responsibilities. An example may be cafeteria staff also serving as early or after acre staff or a bus driver also serving on custodial staff. The lead teacher may also serve as an ELL facilitator depending on the school membership and a number of students to serve. Depending upon enrollment, a Dean of students may also serve as the EC liaison.

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 staff will include a certified specialist for EC, ELL and Gifted students. The total number of staff will be determined by the actually enrolled membership. As parents submit documentation and the Principal pulls information from Powerschool, additional certified staff will be added to appropriately teach and meet the needs of our special needs populations. The budget includes salaries on a TBD basis for student enrollment.

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

Before employing any faculty, teacher and with the candidate's prior written consent, the School will obtain and review a copy of the required professional license, certification or qualifications. The School will assist its teachers in meeting the licensure requirements established by DPI and the SBE, including all programs and services required to assist teachers to obtain standards professional II licensure status. The School will participate in the NCEES program to document formal evaluations and will use its own evaluation tool to gather student growth data and to ensure that growth data is available to support licensure and re-certification efforts of the staff. Pursuant to North Carolina's requirements for teachers from outside the state must be completed for clear renewable certification. These requirements are incorporated into North Carolina's approved teacher preparation programs and must be completed within five years. Teacher and Leadership job descriptions follow. The Board has job descriptions for a myriad of positions.

PRINCIPAL (Ed Leadership Certification, MS Educational Leadership, 3-5 years classroom experience required)

*Establishes and maintains a safe and effective learning environment in the school.

*Initiates, designs, and implements programs to meet the specific needs of the school.

*Assists in the management of the school budget.

* Submits budgetary requests and works with the Finance Manager to monitor expenditure of funds.

* Supervises the maintenance of all required building records and reports.

* Prepares or supervises the preparation of reports, records, lists, and all other paperwork required

* Enforces state and corporate policies and procedures.

* Maintains active relationships with parents and students.

- * Budgets school time to provide for efficient conduct of school instruction and business.
- * Schedules classes within established guidelines to meet student needs.
- * Assist in the development, revision, and evaluation of curriculum.
- * Works with the guidance program to enhance individual student education and development.
- * Maintains high standards of student conduct and enforces discipline when necessary.
- * Supports proper student conduct and maintains student discipline.
- * Attends special events held to recognize student achievement and school-sponsored activities, functions and athletics.
- * Works with Registrar to assume the responsibility for the attendance, conduct, and maintenance of health of students.
- * Supervises all professional, paraprofessional, administrative, and support personnel attached to the school.
- * Assists in recruiting, screening, hiring, training, assigning, and evaluating the schools professional staff.
- * Approves the master teaching schedule and any special assignments.
- * Evaluates and counsels all staff members regarding their individual and group performance.

ASSISTANT PRINCIPAL

(Bachelors in Education, Certificate/Licensure and a minimum of 3 years of classroom instruction required)

- * Act as Administrator in charge in absence of Principal
- * Serve as LEA as needed in EC/ELL/AIG meetings
- * Share with the principal the responsibility for protecting the health and welfare of students.
- * Oversees all matters of student attendance and compliance
- * Makes recommendations for appropriate revisions of policies and rules affecting the students life in school.
- * Resolves all discipline problems in a fair and just manner and maintains records of any disciplinary action taken.
- * Assists in administering practices dealing with campus control and security.
- * Serves on the MTSS team; Assists with grade level data chats and updates data walls/boards and identifies areas of need
- * Confers with parents, teachers, counselors, and students on matters of discipline and welfare.
- * Works with the test coordinator in the administration of achievement tests

TEACHER

(Bachelor of Arts/Science in Education or field of instruction, Certification/license)

- * Meets and instructs assigned classes in the locations and at the times designated.
- * Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of the students.
- * Creates a classroom environment that is conducive to learning and appropriate to the maturity of the students.
- * Prepares classes for the classes assigned and shows written evidence of preparation upon request.

- * Encourages students to set and maintain standards of classroom behavior.
- * Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units and projects to communicates these objectives to students.
- * Employs a variety of instructional techniques and instructional media, consistent with physical limitations of the location provided and the needs and capabilities of the students involved.
- * Strives to implement by instruction and action the schools philosophy of education and instructional goals and objectives.
- * Assesses the accomplishments of students on a regular basis and provides progress reports as required.
- * Seek assistance from the EC Teachers and Facilitator as required
- * Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
- * Maintains accurate, complete and correct records as required by law and administrative regulation.
- * Assists the administration in implementing all policies and rule governing student life and conduct, and for the classroom develop reasonable rules of classroom behavior and procedures and maintains order in the classroom in a fair and just manner.
- * Makes provisions for being available to students and parents for education related purposes outside the instructional day when required or requested to do so under reasonable terms
- * Plans and supervises purposeful assignments for paraprofessionals and volunteers.
- * Strives to maintain and improve professional competence.
- * Attends meetings and serves on staff committees as required.

EC/ELL/AIG Specialist

(Master's in Exceptional Education, ELL or Gifted plus 3 years of Teaching Experience)

- * SUPERVISE EC Teachers, Aides and Paraprofessionals as well as contracted service providers for additional services such as; Speech, PT, OT
- * Attends Parent Conferences and IEP, DEP, or ELL meetings
- * Coordinates evaluations and Testing
- * Provides data for present levels of performance for evaluations and meetings
- * Attends Child Study Team Meetings

*

Staff Evaluation and Professional Development

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

The Principal will work with the Licensure Director to verify that the approved licensure plan and BT Plan are implemented and the annual SAR is accurately updated and reported to the Board. We will strive for 95% licensed/certified staff.

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.

Professional Development is critical to ensure success of the school mission. The Board will provide a variety of professional development opportunities for the instructional staff through our business partnerships, vendors and staff experts. All prescribed professional development is aligned to the educational model of the school and designed specifically to help teachers build instructional capacity in order to promote improved student academic achievement. Initial training will be uniform to benefit the entire staff, and ongoing PD will be tailored to the individual needs of the staff as deemed appropriate based on evaluative feedback. Pocosin Innovative Charter will incorporate the rich history of the region and its agriculture into the curriculum. Faculty and staff will work to integrate local and national agriculture programs and activities across the disciplines. The school will work with area businesses to cultivate this initiative over time. PICS will develop home-grown training and development around area agricultural technology and resources. Curriculum selection, literacy extensions, STC kit selection, etc. will be integrated with this development.

There will be initial and ongoing PD, classroom coaching, feedback and lesson plan development and support.

A professional development calendar will be created every year, prior to the student start date, to provide teachers/staff with initial, ongoing, and follow up trainings pertinent to their jobs. The core components of professional development during pre-service planning, throughout the year and an on-going effort include the STEM initiative, vendor curriculum materials, reading strategies and pedagogy, content area instructional strategies, assessment and data interpretation.

Differentiated professional development will be offered. For example, whole staff, grade-level, and individual as determined by the School leadership and staff surveys to identify needs and interests in specific areas.

Content specific training will be provided as needed with an instructional coach and/or instructional leadership as appropriate based on survey feedback, leadership observation, and/or teacher requests.

Training in relation to purchased curriculum materials from vendors. For example, Reading Street series, STE kits, PBIS, Go Math!, etc.

Internal professional development will take place during pre- planning, scheduled staff meetings, scheduled grade level meetings, content area/vertical team meetings, individual teacher meetings, and stand-alone trainings as needed. The schedule for this professional development will be determined by the School leadership as needed. Internal trainings will typically consist of an initial training with follow-up teacher support to ensure the fidelity of implementation. External professional development will be provided, as available, from vendors and educational consultants; for example, if additional expertise is required or when a curriculum programmandates specific training. External professional development will be scheduled during mutually agreed upon times between School leadership and the provider (community partner, vendor, and/or educational consultant). The effectiveness of the offered professional development will be measured through pre and post participant surveys, feedback questions, changes in instructional practices, and learner outcomes demonstrated by end of year assessments.

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.

Professional development will be conducted both internally and externally in effort to support the educational program. Internal PD will be presented by site-based leadership built upon the research and best instructional practices of John Hattie which emphasizes goal setting, reflection and feedback as a means of fine-tuning effective teaching and learning. Teachers will also be evaluated by the formal evaluation tools developed by Charlotte Danielson, therefore an internal PD delivery will include an explicit explanation of what that tool looks like, how it will be implemented by leadership and how it will be used to measure performance. Internal PD will also be provided by mentor teachers through implementation of a strong BT plan and onsite instructional coaches. Internally developed PD also includes workshops designed and implemented already for MTSS, Reading instruction and effective lesson planning. The student population will benefit from a systematic reading program that has a strong base of phonics in order to strengthen reading fluency. The fundamental skills and strategies of reading fluency and reading comprehension will be emphasized in ongoing training. Teachers will be trained to create a balanced reading program incorporating the core reading curriculum with trade books, writing, phonics, and word study. Representatives from the core Reading vendor will also do on-site training.

Curriculum vendors will provide professional development on how best to implement our purchased materials/programs. (Reading Street, Go Math, Carolina Biological)

Designated teachers will spend several days at certified PBIS training that will prepare them to support other teachers in this character based discipline plan.

- 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.*

In the first year, teachers will report 2 weeks prior to school opening. Each year thereafter, teachers will report 5 days prior to school opening. Additional days for team professional development are built into the calendar. Appropriate and relevant school-wide training will occur during preplanning, designated staff meetings, and teacher planning days. 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 staff development process. Each week, different leadership and team meetings will occur which may include prescribed or specific professional development or PLC meetings. Grade level common planning is also built into the master schedule to allow our teachers to work and plan together in a cross-curricular manner each week. Grade level teams may also elect to meet during another common block of time, such as before or after school. Teacher learning and development is the bedrock of our school and student success. Because of this, professional development (PD) will begin prior to the school year and be ongoing and fluid to grow with the teachers needs. For some teachers, training may begin in the middle of the summer by attending vendor-specific training or conferences. Some teachers will be

trained in a school-wide behavior plan (PBIS) and Responsive Classroom practices. These teachers who go off-site to receive training will be empowered to be teacher leaders for other colleagues in those areas.

There are ten days (six hours a day) set aside for teacher professional development in August prior to the start of school. About sixty hours of a learning experience for our teachers will allow them to be ready to take on the curriculum, policies, and procedures necessary to begin a successful school year. In Science, teachers will be trained in the Carolina Biological curriculum and Smithsonian STC/ STCMS kits, Texas A&M Extension Junior Master Gardener curriculum, and 4-H program, where appropriate. In order to meet and exceed the English Language Arts NC Standard Course of Study goals and include the six components of Reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. and sequence to ensure a variety of genres are taught K 8, the School will emphasize a balanced literacy approach with a focus on providing a systematic phonics program.

The professional development plan will include the following days, at a minimum:

10 pre-planning PD Days for the start-up year and 5 pre-planning days in subsequent years

This induction period includes training in the following areas:

School safety protocols, policies, procedures, and ethics. This training will be led by the School administration.

Differentiated STEM initiative training as relevant to specific grade levels. For example, STE kits and agricultural units will be available to teachers leading that initiative.

Training for the MTSS process and related paperwork and support materials will be provided by selected school staff and/or through regional cohort training that is available to charter schools and experts in the field

Teachers will be trained by School leadership on lesson plan expectations. This training will highlight how to document the standards addressed, as well as the accommodations and services provided.

Curriculum vendors will provide professional development on how best to implement our purchased materials/programs. (Reading Street, Go Math, Carolina Biological)

Designated teachers will spend several days at certified Responsive Classroom training that will prepare them to support other teachers.

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.

The Schools operating and instructional calendar are designed to meet the mission of the School. The yearly calendar is drafted at 185 student days which allows for more staff PD and conference days during the year. Staff are expected to work 202 days, (in year 1 only) thus allowing 17 days for PD, conferences, and makeup dates if needed. The operating calendar is also based on extended days so we have included 1,202 hours of instruction into the regular schedule. An ELP (extended learning program) is available for those at-risk students who need assistance with homework/tutoring etc. This is a separate program from the tuition-based Aftercare. After year one, teachers will report to work 1 week prior to School for 195 days per year.

Our K-8 model includes a seven-hour day to ensure protected time for workshop instruction, a STEM block, and 30 minutes for MTSS/remediation/acceleration. The calendar also allows for two functions: Grade level common planning time during specials throughout the year and; Professional Development and Conference days during pre-planning and throughout the year that allows for external PD to provide full-day training and planning/implementation. Conference days are included to meet the mission of the School related to parent and student engagement and careful implementation of the standards-based report cards to share student growth and achievement.

The staffing structure designed to secure a very effective and experienced, master teacher in each grade level to serve as Team Leader and balancing the staff rosters with experienced and novice teachers to help maintain experience, effective teaching strategies and enthusiasm for an innovative model. Onsite leadership will have experience in curriculum areas such as agriculture and skilled trades.

Enrollment and Marketing:

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

Marketing Plan

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

Enrollment at full capacity for our school is vital for the overall success of our School. Reaching our enrollment targets to maximize classroom efficiency is a function of a strong marketing plan and community outreach. To achieve this goal, we will market to all eligible NC students regardless of race, religion, or economic status. Recruitment will begin locally and expand into surrounding areas by community meetings to provide information sessions regarding curriculum and infrastructure. Each meeting will be advertised in the local newspapers, flyer distribution, social media, text, and email. Before finalizing our Board and application, the founding members and community supporters began outreach and informational sessions to determine need and interest in this program and to build the educational model around the feedback we received from our neighbors in Washington County and adjacent counties. The School already has an active Facebook presence that shares updates and collected survey data information. After receiving an incredible response to initial meetings, we held a local BBQ fundraiser to develop strong relationships with all interested families. The fundraiser sold over 500 plates, and we build our education plan to meet the needs of our students and included feedback from hundreds of attendees. Continuing to develop local relations and engage families will help us meet our enrollment targets. We are confident that this charter school will become fully enrolled with hundreds of families who have been dissatisfied with their own schools' poor performance and with their limited options due to consolidation.

Our leadership will also partner with local outreach groups to include:

- * Ruritan Club, Rotary, Lions Club
- * Daycare, preschool programs, and Head Start
- * Local Chambers of Commerce
- * Boys & Girls Club
- * 4-H programs
- * YMCA

These fostering relationships will provide awareness of our school and the education choice. Parents, in turn, will have the opportunity to follow us via social media, join our contact distribution list, and/or contact board members.

Once approved, an effective user-friendly and attractive website will be launched. The website will provide informative information about the schools mission, curriculum, enrollment, and important dates. The website will be connected to our social media including Facebook and Twitter to continue to "push" notifications to interested families and encourage attendance at meetings, events and registration nights. Our Board will travel to nearby counties, extending our reach through family networks to make sure that all the students have an equal opportunity to apply and enroll for this special option. In the Pocosin region, diversity is a part of everyday life and we expect a diverse school membership that mirrors the region. We know that in this rural corridor, there may be limited access to technology for some families, many of whom live below the poverty line and therefore, a grass-roots effort to meet families and provide door to door flyers and in-person applications and registrations post-approval will be as effective as the digital marketing campaigns. As described previously, all materials will ensure that families know that this is a tuition-free, public school that offers transportation and a sponsored lunch program as well as early and aftercare program for families that will certainly need it.

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.*

Parents and community members will be contacted by all available communication sources including phone, email, social media, flyer distribution, local newspapers, community meetings, word of mouth, and religious gatherings.

Once approved, our school will honor an open door policy. Any community member and/or parent may speak with the proper qualified administrative staff member to engage and address questions or concerns.

The Board will elect a parent liaison who will serve as the first point of contact for families to the Governing Board. Handbooks will be published that include all acceptable means of communication as well as expectations for communications from the school to the parent and the various means in which parents can reach teachers, administration and other support personnel.

Parents and community members will be offered opportunities to volunteer their services for assistance to include but not limited to, field trip activities, social events, staff appreciation events, festivals, and other various functions. Additionally, committees will be formed for fundraising and tutor assistance. It is the School's express intent to create partnerships with local businesses and experts in the field to offer students opportunities for field experiences, hands-on projects, excursions and presentations that support our focus on agriculture and other trades. These partnerships will connect our school with the families, community and local businesses in meaningful ways.

Our dedicated staff will facilitate enrichment activities with community members directly involved in particular trades to offer additional learning opportunities for the students to reinforce real-life expectations and enhance subject objectives.

The School will encourage families to create a PTO that is dedicated to supporting the school in a variety of functions including fundraising, events, and outreach. Finally, by the end of our inaugural year, the School will develop a School Improvement Team that will include teachers and parents to review yearly data and climate surveys and to create a school improvement plan that is implemented each year and reviewed quarterly for progress together.

We expect the School to offer quarterly parent conferences to discuss student progress at a minimum and we will host quarterly "Town Hall" meetings to help educate parents on important topics such as; special services, Title 1 support systems, NSLP, improvement plans and other agenda items that are appropriate. Individual parent meetings will take place as often as needed to support students moving through MTSS, during IEP team meetings, ELL team meetings and other Child Study Team meetings that may be required to help students at-risk.

This school is truly a home-grown, local charter school designed by parents and engaged community members, including our local government officials who are committed to this School's success and it is this passion that will help us maintain our progress and hold one another accountable for student success.

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.*

Pocosin Innovative Charter School will admit students without regard to race, sex, disability, color, religion, national, or ethnic origin. All NC residents are eligible to attend the school in the appropriate grade level. PICS is a tuition-free public charter school.

Admission is based on a lottery. The application period begins on January 1 for the school year starting the following fall. The application window will remain open for 60 days and a public lottery will be held each March. (this will vary and begin immediately after approval for the opening year)

Applications will be available online and via hard copy. If there are fewer applicants than slots available at the time of the lottery, all applicants will be admitted.

Accepted families who enroll in PICS will be required to submit eligibility documentation and must read and agree to follow the PICS policies and procedures.

Students attending PICS may live in any county in North Carolina and must reside in North Carolina at the time of application.

All siblings of current PICS students and children of current PICS full-time staff members and board members (up to a maximum of 15% of enrollment) are admitted before the lottery to any open spots for the grade in which that student is applying. If there are more siblings applying than spots available there will be a lottery held among siblings of PICS students.

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

Each applicant will receive an email at the conclusion of the lottery that will notify you of acceptance or waitlist position for the grade you have applied. If you are offered a seat, you will have 14 days to accept the seat.

Students not admitted through the lottery will be placed on a waitlist. Students will be kept on the waitlist until the end of the following school year. If a spot becomes available, we will contact students in order of their waitlist number. Waitlist status can be checked on the School registration site where you made the initial application for admission.

Prior to attending School, the parent is required to submit all documents for registration including proof of residence, immunization records and other documents needed.

PICS shall have a designated McKinney-Vento Coordinator that coordinates services for students under the McKinney-Vento Homelessness Assistance Act and reports all data as required to NC Department of Public Instruction. The coordinator will be identified by the Principal and shall follow all federally mandated protocols for identifying and serving homeless students identified by the McKinney-Vento Homelessness Assistance Act.

Schools Right to Refuse Enrollment

The school reserves the right to refuse to enroll any student currently under a term of expulsion or suspension by his or her school until that term is over.

The school reserves the right to refuse to enroll a student if a parent willingly and knowingly provided incorrect information on the enrollment application.

If a student has accepted enrollment at the school but does not appear at the school in the first 2 days of school, the school will make reasonable attempts to contact the parents. If there is no response from the parent by the 3rd day of school, the school reserves the right to remove the student from their enrollment roster and offer the next student on the waitlist the spot.

Parents have the right to withdraw students or transfer anytime. It is the Parent's responsibility to complete a withdrawal form and submit to the registrar. It is the School's responsibility to transfer all student records to the receiving School and to withdraw the student from PowerSchool and update the monthly PMR.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No:

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

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, 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 Washington County Schools
- LEA #2 Bertie County Schools
- LEA #3 Edenton-Chowan Schools

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

| | Year 1 | | | Year 2 | | | Year 3 | | | Year 4 | | | Year 5 | | |
|--------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | LEA 940 | LEA 080 | LEA 210 | LEA 940 | LEA 080 | LEA 210 | LEA 940 | LEA 080 | LEA 210 | LEA 940 | LEA 080 | LEA 210 | LEA 940 | LEA 080 | LEA 210 |
| Kindergarten | 20 | 10 | 10 | 41 | 21 | 20 | 41 | 21 | 20 | 40 | 20 | 20 | 40 | 20 | 20 |
| Grade 01 | 20 | 10 | 10 | 20 | 10 | 10 | 41 | 21 | 20 | 40 | 19 | 19 | 40 | 19 | 19 |
| Grade 02 | 20 | 10 | 10 | 20 | 10 | 10 | 30 | 15 | 15 | 40 | 19 | 19 | 40 | 19 | 19 |
| Grade 03 | 20 | 10 | 10 | 20 | 10 | 10 | 22 | 11 | 11 | 28 | 14 | 14 | 40 | 19 | 19 |
| Grade 04 | 12 | 6 | 6 | 20 | 10 | 10 | 22 | 11 | 11 | 20 | 10 | 10 | 28 | 14 | 14 |
| Grade 05 | 12 | 6 | 6 | 12 | 6 | 6 | 22 | 11 | 11 | 20 | 10 | 10 | 20 | 10 | 10 |
| Grade 06 | 11 | 6 | 5 | 11 | 6 | 5 | 12 | 6 | 6 | 20 | 10 | 10 | 20 | 10 | 10 |
| Grade 07 | 5 | 3 | 2 | 11 | 6 | 5 | 11 | 6 | 5 | 10 | 5 | 5 | 20 | 10 | 10 |
| Grade 08 | 5 | 3 | 2 | 8 | 4 | 3 | 10 | 5 | 5 | 9 | 5 | 4 | 10 | 4 | 4 |
| | 125 | 64 | 61 | 163 | 83 | 79 | 211 | 107 | 104 | 227 | 112 | 111 | 258 | 125 | 125 |
| | 250 | | | 325 | | | 422 | | | 450 | | | 508 | | |

X

| Section IV: Governance and Capacity Concerns and Additional Questions | Reviewer | Page Reference |
|--|----------------|----------------|
| Is the process underway to obtain 501(c) 3 status? | Deborah Brown | Tax-Exempt S |
| Does the applicant intend to file for 501(c)3? Currently N/A | Nicole Charles | Tax-Exempt S |
| <p>Current board has 8 members. How does the board resolve a tie?</p> <p>Explain the legal team and finance team? Are they comprised of board members (committees)?</p> <p>How will new board members be fairly recruited? "good fit"</p> <p>What is the relationship between Constance and Gabrielle?</p> <p>It is concerning that the focus of the board is parents. The board needs to be more well-rounded. There is a definite need for more educators on the board.</p> <p>Grievance policy is concerning. Shouldn't the first contact be made with the person with whom there is a conflict? What is to stop anyone from filing a grievance with the board directly from the start?</p> | Sherry Reeves | Governance a |
| <p>The bylaws state the majority of board seats shall be held by parents of students enrolled in the school - how do you plan on recruiting and selecting parents for these roles?</p> <p>The board should consider recruiting more board members with professional educator/administrator experience.</p> <p>How will the board evaluate the success of the school leader?</p> | Ashley Baquero | Governance a |
| If there is a concern with a teacher, should the parent and/or student go to the staff member before formal grievance process? | Shannon Stein | Governance a |
| <p>Is there a more direct link from parents who do not serve on the board to the board or to the principal?</p> <p>Is it wise to have two related board members on the commencing board?</p> <p>How is board evaluated?</p> <p>Why can staff not serve as ex-officio members given the potential for conflicts of interest with few seats for truly independent board members?</p> <p>Is a 50% quorum for a board of 5 to 11 members where the board has selected members and most of them are parents truly a sound way to govern a public school?</p> <p>Has the applicant considered diversifying the board to include legal expertise, more educators, and finance experience?</p> <p>is there protocol to get around conflict of interest if board members are mostly parents?</p> <p>Can the bylaws be expanded to address more conflict of interest concerns and be more detailed about responsibilities and limits of power?</p> | Nicole Charles | Governance a |
| How will the board evaluate its success? | Jennifer Gnann | Governance a |
| Given your mission, can you recruit people for your board with ore background in education, agriculture, or maritime experience? Do you need two board members who are licensed Massage and Bodywork Therapists, or can you diversify your board more? | Deborah Brown | Governance a |
| Board is not very diverse and does not have the necessary skills | Lynn Kroeger | Governance a |
| N/A | Deborah Brown | Proposed Man |
| N/A | Shannon Stein | Proposed Man |
| N/A | Nicole Charles | Proposed Man |
| <p>Are staffing numbers sufficient? 11 teachers for grades K-5; 3 teachers for middle school; 1 art/foreign language/music teacher?</p> <p>No counselor/student services staff.</p> | Sherry Reeves | Staffing Pla |

| | | |
|--|----------------|--------------|
| <p>Only 1 maintenance/cafeteria staff member. Who is the agriculture specialist on staff? How do you guarantee that there will be someone qualified to provide necessary professional development on staff? Is the merit-based pay in-line with state salary scale? Explain: When necessary, we will reasonably accommodate employees and applicants with disabilities and with religious requirements necessitating accommodation as required by law. What is the basis for the merit-pay? (How is the rate determined?) Has this been figured into the budget? What is the anticipated EC, EL and AIG population? Have these positions been included in the budget? In which year will the assistant principal be added?</p> | | |
| <p>Are the additional requirements for teachers (and dollars in the budget) for the project based agricultural components outlines in the instructional plan? How many of the current;y faculty is highly qualified? Is there room in the recruitment plan to attract seasoned teachers? Are the merit based bonuses embedded in the budget? Has the applicant clarified on what merits the principal will be evaluated? What's the salary range for the principal? Can the applicant anticipate based on the LEA how many children with special needs may be attending and how many teachers will be required? Will dual roles be considered full time? Is proper insurance for these roles included in the budget? When will the Assistant Principal be added?</p> | Nicole Charles | Staffing Pla |
| <p>How will staff members themselves "provide appropriate professional development?" What is an "approved" BT plan? Who will be a part of the school improvement team and what responsibilities will the team have? How will you ensure fairness and confidentiality if the principal is sharing "evaluation data and recommendations for hiring?" How will you recruit high demand areas such as EC and math/science? Will your budget allow for salary increases/bonuses if needed to recruit in these areas? Typo on "bases" of age, race, etc? If employee accommodations are required by law, won't you have to comply even if it's not "reasonable"?</p> | Deborah Brown | Staffing Pla |
| <p>Will accumulated PTO be at the same rate for both 10 mo and 12 mo employees?</p> | Shannon Stein | Staffing Pla |
| <p>Will the certified staff for EC, ELL, and gifted students be the same person? Is this staff member(s) included in the proposed budget?</p> | Ashley Baquero | Staffing Pla |
| <p>When will the additional staff not in the year projection (i.e AP, Dean) be added? How will quality of PD be assessed? Who's responsible for PBIS implementation and fidelity?</p> | Nicole Charles | Staff Evalua |
| <p>Application states that project-based learning will be a major component of the instructional program. Will there be specific PD for PBL? Is there a state requirement for 200 days of employment for teachers? Who will be the onsite leader with experience in agriculture and skilled trades? (Will this be a classroom teacher, administrator?)</p> | Sherry Reeves | Staff Evalua |
| <p>How ill you reach families who may not have internet access or for whom English is 2nd language? How will you reach families not already connected to community groups?</p> | Deborah Brown | Marketing Pl |
| <p>When was the latest survey of interest conducted? Data provided in appendices indicates ~130 possible students.</p> | Sherry Reeves | Marketing Pl |
| <p>Can the applicant share data around info sessions, number of families in FB group,</p> | Nicole Charles | Marketing Pl |

| | | |
|---|----------------|--------------|
| number of families completed interest forms etc.? | | |
| How will an "open door" policy be consistent with student safety and a protection of the education environment? Who will create the handbooks? | Deborah Brown | Parent and C |
| Do you have a plan to communicate with non-English speaking families? | Ashley Baquero | Parent and C |
| Quarterly conferences are pretty frequent; is that realistic? | Shannon Stein | Parent and C |
| Is email the only form of lottery notification? | Nicole Charles | Admissions P |
| What is included in the eligibility documentation for admission? (birth certificates, etc.?) These two statements conflict: If there are more siblings applying than spots available there will be a lottery held among siblings of PICS students. AND Students who are twins, triplets, etc. must each complete an application. However, only one application will be entered in the lottery for those students. If that application is accepted, all of the siblings, twins or triplets, etc. will also be admitted. | Sherry Reeves | Admissions P |
| What is the basis for grade level enrollments? (i.e. K-3/40, 4-5/24, 6/22, 7-8/10) Is this reflective of current local school's enrollment numbers per grade? What is the total current enrollment of the school that is closing? Is 508 a feasible projected enrollment? | Sherry Reeves | Projected St |
| What is the basis for the increase in K from year 1 to 2? | Deborah Brown | Projected St |
| Are you sure you would like to start with only 10 students in 7th & 8th grade in year #1? Is that optima? If not, why not start grades K-6 and progress up? | Shannon Stein | Projected St |
| Please explain rationale for increasing enrollment K-2 in year 2 | Lynn Kroeger | Projected St |
| N/A | Shannon Stein | Weighted Lot |
| N/A | Deborah Brown | Weighted Lot |
| N/A | Nicole Charles | Weighted Lot |

| Reviewer | Score |
|--------------------|-------|
| Alex Quigley | |
| Alan Hawkes | |
| Ashley Baquero | Pass |
| Bruce Friend | |
| Cheryl Turner | |
| Danielle Allen | |
| Deborah Brown | Pass |
| Steven Walker | Pass |
| Heather Soja | Pass |
| Jennifer Gnann | Pass |
| Joe Maimone | |
| Lindalyn Kakadelis | |
| Lynn Kroeger | Pass |
| Nicole Charles | Pass |
| Phyllis Gibbs | |
| Robert McOuat | |
| Shannon Stein | Pass |
| Sherry Reeves | Pass |
| Stephenie Clark | |
| Tammi Sutton | |

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.

Buses will be provided as needed for students who live within a reasonable distance from the school within the Pocosin region. Bus routes will consist of depot stops strategically placed at safe locations where students enrolled at the school are concentrated and will serve students from a 3 County region with little to no school choice. Stop areas would be as follows:

Pea Ridge (Roper,Chowan,outskirts of Creswell)
Columbia (Columbia, Gum neck, Alligator, Hyde)
Roper (Plymouth, Roper, Windsor)

Due to the closure of their local schools, Washington County has a surplus of school buses that would be suitable for use and available. The buses are eligible for service as they under the 250,000-mile odometer reading mark. If approved, the Governing Board will immediately reach out to the School Board to set up a potential lease program for these buses.

As this School is expected to serve close to 100% economically disadvantaged students, this School will qualify for the transportation grant. Although we understand the grant is competitive in nature, the School should receive these funds. For the purposes of this application in creating a financially sound budget, grant funds are NOT included, however, we do believe that the School should be successful in this award due to the student population and the large region we intend to serve. In the event that the School is awarded this grant, grant those dollars will be applied to the above transportation plan to ensure that transportation is not a barrier for students to enroll in our School.

Admission to the school, however, is not predicated upon residence. Therefore, any child eligible to enroll in a public North Carolina School may enroll at the charter school. For families who enroll in the school who do not qualify for bus transportation, parents may provide transportation to the school on a daily basis. Carpooling will be facilitated via online signups accessible through the school's website. Drive time for parents in our area differs for each family varies depending upon whether the child goes to the traditional public school in his or her district or if they go to a private school in one of the surrounding areas. In our community, it is normal for a parent to drive 30 miles or more for school choice as well as anywhere from 30-90 miles for employment. Being that Creswell is a farming community, most or all healthcare facilities, and other business facilities; retail and commercial, are outside of our city in surrounding cities, such as Chowan, Tyrrell, Hyde, Dare, Martin and Perquimans Counties. Having bus stops in the following 3 locations: would pull students from surrounding areas because parents are having to leave the city to get to their jobs

anyway! Also with the recent consolidation of Washington County schools, parents have chosen to get children released from their own county school system, some having to face hardships to do so, just for them to have school choice and are having to drive them to another district for school! Having school choice in our own community will only lighten the burden of drive time and lessen the challenge parents are already facing to get their children to school.

School Lunch Plan:

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

The program will undergo a state-approved RFP process and meet all criteria to operate under DPI/NSLP guidelines in order to serve reimbursable meals. Due to the proximity of the local hs (kitchen) to the Charter School, when the school performs the initial RFP they will invite the Washington County school district to participate to serve as the vendor as both schools will benefit from the symbiotic relationship. Ultimately, the school will contract with a food service vendor for breakfast and lunch. All food handlers will be required to complete Food Handling Training as mandated by the Department of Health. Student meal counts and records of student participation in the National School Lunch Program will be maintained at the school. The Governing Board will require the vendor to supply a monthly menu meeting the requirements of the National School Lunch Program. These menus will be published monthly and presented to parents and students. The meal provider will be required to submit evidence of proper meal balance and portion size for the students served. The vendor will ensure that the point of sale system accurately provides a count of reimbursable meals by category (free, reduced price, full pay) served to students. These counts will be taken at the point of meal service and only meals that meet pattern requirements will be claimed for reimbursement. The School will obtain an application for an operating permit, maintain that licensure and the School will post the results of health and food inspections on its website. The school will follow all required procedures when distributing and processing F/R Meal Applications. This is the process that several charter schools follow to deliver breakfast and lunch programs under NSLP. The program is designed to outsource a fully functional NSLP compliant program to a vendor at a cost neutral basis to the school.

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

The Nonprofit Board 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;

multiple classrooms and office spaces, making it ideal for the use of the school. It would be the intent of the school that after the initial 5 year charter, the school will construct its own permanent facility.

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

The lease for main facility is \$200 per student per year. Years 3-5 includes an additional \$200 per student per year. The modular costs themselves have a mobilization/rent/demobilization: Y1:\$4 Y2:\$4 Y3:\$10 Y4:8, Y5:\$10. Rent is market for area.

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.*

In the highly unlikely event that the lease is terminated prior to the opening of school, Creswell High School located at 115 Middle St, Creswell, NC 27928 is currently operating at 50% of facility capacity and is only 2 miles away from the anticipated location of the school. The Board under 115C-218.35.(b) Charter school facilities will formally request to lease this open and unused space from the local administrative unit.

| Section V: Operations Concerns and Additional Questions | Reviewer | Page Reference |
|--|-----------------|---------------------------|
| <p>Could the applicant be more explicit about "reasonable distance"? Will they use the LEA definition of transportation eligibility?</p> <p>Has the applicant met with the LEAs to confirm the partnership given that LEAs often contract out the transportation and it is possible that the "surplus" has been reassigned? Has the applicant reviewed the legal issues and insurance concerns with leasing buses?</p> <p>Are the transportation grants currently funded?</p> <p>Does the applicant have contingency plans for transportation and are those reflected in the budget?</p> | Nicole Charles | Transportati |
| What is a "reasonable distance"? | Deborah Brown | Transportati |
| Please explain how a "reasonable distance" will be defined. How will that ensure that all students have access to the school? Please explain your understanding of transportation for students with exceptional needs. | Jennifer Gnann | Transportati |
| Is a lease program with the local LEA reasonable? They will be in greater need of buses if they are closing schools down and needing to transport greater distances? | Shannon Stein | Transportati |
| how do you define "reasonable" for a distance to provide transportation? | | |
| How will you address the needs of students with disabilities that have transportation as a related service on their IEPs? | Robert McOuat | Transportati |
| I don't believe the transportation grant is currently being funded. | Ashley Baquero | Transportati |
| <p>What is considered a reasonable distance from the school?</p> <p>Has contact been made with the local LEA about securing surplus buses?</p> <p>What prevents a student from qualifying for bus transportation?</p> <p>How many buses does PICS plan to operate initially?</p> | Sherry Reeves | Transportati |
| Has contact been made with any food vendors? | Sherry Reeves | School Lunch |
| Has the applicant discussed dual roles for staff with insurance evaluators? | Nicole Charles | Civil Liabil |
| There seems to be a high reliance on cooperation with the local LEA (I.e. transportation/buses, possible back-up facilities, food service, etc.). Since your school will be taking away from their ADM, have preliminary conversations taken place to establish potential partnership/ cooperation? | Shannon Stein | Facility and |
| <p>Will sharing a facility with a church create any conflicts of interest?</p> <p>Again, has the LEA been contacted about sharing space with the high school? What is the proximity of the church location in relation to the high school?</p> | Sherry Reeves | Facility and |
| Didn't really answer the PSF price question there. | Steven Walker | Facility and |

| Reviewer | Score |
|--------------------|--------------|
| Heather Soja | Pass |
| Tammi Sutton | |
| Deborah Brown | Pass |
| Danielle Allen | |
| Cheryl Turner | |
| Bruce Friend | |
| Ashley Baquero | Pass |
| Alan Hawkes | |
| Alex Quigley | |
| Jennifer Gnann | Pass |
| Joe Maimone | |
| Lindalyn Kakadelis | |
| Lynn Kroeger | Pass |
| Nicole Charles | Pass |
| Phyllis Gibbs | |

Pocosin Innovative Charter - To provide a high-quality education that prepares today's students for tomorrow's world with a solid foundation to become respectful and productive citizens.

| | |
|-----------------|------|
| Robert McQuat | |
| Shannon Stein | Pass |
| Sherry Reeves | Pass |
| Stephenie Clark | |
| Steven Walker | Pass |

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each Year 1

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1 940 - Washington County Schools

| Revenue | Approximate Per Pupil Funding | Projected LEA ADM | Approximate funding for Year 1 |
|------------------|-------------------------------|-------------------|--------------------------------|
| State Funds | \$8,056.80 | 125 | \$1,007,100.00 |
| Local Funds | \$1,013.88 | 125 | \$126,735.00 |
| Federal EC Funds | \$4,464.16 | 13 | \$58,034.08 |
| Totals | | | \$1,191,869.08 |

LEA #2 080 - Bertie County Schools

| Revenue | Approximate Per Pupil Funding | Projected LEA ADM | Approximate funding for Year 1 |
|------------------|-------------------------------|-------------------|--------------------------------|
| State Funds | \$7,683.76 | 64 | \$491,760.64 |
| Local Funds | \$1,200.00 | 64 | \$76,800.00 |
| Federal EC Funds | \$4,407.12 | 7 | \$30,849.84 |
| Totals | | | \$599,410.48 |

LEA #3 210 - Edenton-Chowan Schools

| Revenue | Approximate Per Pupil Funding | Projected LEA ADM | Approximate funding for Year 1 |
|------------------|-------------------------------|-------------------|--------------------------------|
| State Funds | \$7,100.31 | 61 | \$433,118.91 |
| Local Funds | \$983.16 | 61 | \$59,972.76 |
| Federal EC Funds | \$4,464.16 | 6 | \$26,784.96 |
| Totals | | | \$519,876.63 |

Total Budget: Revenue Projections Year 1 through Year 5

| INCOME: REVENUE PROJECTIONS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|---------------|---------------|---------------|---------------|---------------|
| -State ADM Funds | \$1,931,980 | \$2,510,436 | \$3,259,704 | \$3,475,988 | \$3,924,004 |
| -Local Per Pupil Funds | \$263,508 | \$342,137 | \$444,252 | \$473,729 | \$534,787 |
| -Exceptional Children & Federal Funds | \$115,669 | \$145,085 | \$188,388 | \$200,887 | \$226,779 |
| -Other Funds* | \$0 | \$0 | \$0 | \$0 | \$0 |
| -Working Capital* | \$0 | \$0 | \$0 | \$0 | \$0 |
| Z - TOTAL REVENUE | \$2,311,156 | \$2,997,658 | \$3,892,344 | \$4,150,604 | \$4,685,570 |

***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 | \$80,000 | \$80,000 | 1 | \$80,000 | \$80,000 | 1 | \$80,000 | \$80,000 | 1 | \$80,000 | \$80,000 | 1 | \$80,000 | \$80,000 |
| Assistant Administrator | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 1 | \$54,000 | \$54,000 | 1 | \$54,000 | \$54,000 | 1 | \$54,000 | \$54,000 |
| Clerical | 1 | \$32,000 | \$32,000 | 1 | \$32,000 | \$32,000 | 2 | \$32,000 | \$64,000 | 2 | \$32,000 | \$64,000 | 2 | \$32,000 | \$64,000 |
| Registrar | 1 | \$36,000 | \$36,000 | 1 | \$36,000 | \$36,000 | 1 | \$36,000 | \$36,000 | 1 | \$36,000 | \$36,000 | 1 | \$36,000 | \$36,000 |
| Custodial/Maint/Food Service | 1 | \$30,600 | \$30,600 | 1 | \$30,600 | \$30,600 | 1 | \$30,600 | \$30,600 | 2 | \$30,600 | \$61,200 | 2 | \$30,600 | \$61,200 |
| Health Officer | 0 | \$0 | \$0 | 1 | \$20,000 | \$20,000 | 1 | \$20,000 | \$20,000 | 1 | \$20,000 | \$20,000 | 1 | \$20,000 | \$20,000 |
| A - Total Admin and Support: | 4 | | \$178,600 | 5 | | \$198,600 | 7 | | \$284,600 | 8 | | \$315,200 | 8 | | \$315,200 |
| Instructional Personnel: | | | | | | | | | | | | | | | |
| Core Content Teacher(s) | 14 | \$46,000 | \$644,000 | 15 | \$46,000 | \$690,000 | 17 | \$46,000 | \$782,000 | 18 | \$46,000 | \$828,000 | 21 | \$46,000 | \$966,000 |
| Electives/Specialty Teacher(s) | 2 | \$46,000 | \$92,000 | 4 | \$46,000 | \$184,000 | 5 | \$46,000 | \$230,000 | 6 | \$46,000 | \$276,000 | 6 | \$46,000 | \$276,000 |
| Exceptional Children Teacher(s) | 2 | \$46,000 | \$92,000 | 3 | \$46,000 | \$138,000 | 4 | \$46,000 | \$184,000 | 5 | \$46,000 | \$230,000 | 5 | \$46,000 | \$230,000 |
| Ec Teacher Assistant | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 1 | \$20,000 | \$20,000 | 1 | \$20,000 | \$20,000 | 1 | \$20,000 | \$20,000 |
| Instructional Support | 0 | \$0 | \$0 | 1 | \$46,000 | \$46,000 | 1 | \$46,000 | \$46,000 | 1 | \$46,000 | \$46,000 | 1 | \$46,000 | \$46,000 |
| B - Total Instructional Personnel: | 18 | | \$828,000 | 23 | | \$1,058,000 | 28 | | \$1,262,000 | 31 | | \$1,400,000 | 34 | | \$1,538,000 |

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| | | | | | | | | | | | | | | | |
|---|----|---------|-------------|----|----------|-------------|----|----------|-------------|----|----------|-------------|----|----------|-------------|
| A+B = C - Total Admin, Support and Instructional Personnel: | 22 | | \$1,006,600 | 28 | | \$1,256,600 | 35 | | \$1,546,600 | 39 | | \$1,715,200 | 42 | | \$1,853,200 |
| Administrative & Support Benefits | | | | | | | | | | | | | | | |
| Health Insurance | 4 | \$6,284 | \$25,136 | 5 | \$6,284 | \$31,420 | 7 | \$6,284 | \$43,988 | 8 | \$6,284 | \$50,272 | 8 | \$6,284 | \$50,272 |
| Retirement Plan--Other | 2 | \$1,100 | \$2,200 | 3 | \$1,100 | \$3,300 | 4 | \$1,100 | \$4,400 | 4 | \$1,100 | \$4,400 | 4 | \$1,100 | \$4,400 |
| Life Insurance | 4 | \$15 | \$60 | 5 | \$15 | \$75 | 7 | \$15 | \$105 | 8 | \$15 | \$120 | 8 | \$15 | \$120 |
| Medicare | 4 | \$600 | \$2,400 | 5 | \$600 | \$3,000 | 7 | \$600 | \$4,200 | 8 | \$600 | \$4,800 | 8 | \$600 | \$4,800 |
| Social Security | 4 | \$2,500 | \$10,000 | 5 | \$2,500 | \$12,500 | 7 | \$2,500 | \$17,500 | 8 | \$2,500 | \$20,000 | 8 | \$2,500 | \$20,000 |
| | | | \$39,796 | | | \$50,295 | | | \$70,193 | | | \$79,592 | | | \$79,592 |
| D - Total Admin and Support Benefits: | | | | | | | | | | | | | | | |
| Instructional Personnel Benefits: | | | | | | | | | | | | | | | |
| Health Insurance | 18 | \$6,284 | \$113,112 | 23 | \$6,284 | \$144,532 | 28 | \$6,284 | \$175,952 | 31 | \$6,284 | \$194,804 | 34 | \$6,284 | \$213,656 |
| Retirement Plan--Other | 9 | \$1,100 | \$9,900 | 13 | \$1,100 | \$14,300 | 14 | \$1,100 | \$15,400 | 16 | \$1,100 | \$17,600 | 17 | \$1,100 | \$18,700 |
| Social Security | 18 | \$2,500 | \$45,000 | 23 | \$2,500 | \$57,500 | 28 | \$2,500 | \$70,000 | 31 | \$2,500 | \$77,500 | 34 | \$2,500 | \$85,000 |
| Medicare | 18 | \$600 | \$10,800 | 23 | \$600 | \$13,800 | 28 | \$600 | \$16,800 | 31 | \$600 | \$18,600 | 34 | \$600 | \$20,400 |
| Life Insurance | 18 | \$15 | \$270 | 23 | \$15 | \$345 | 28 | \$15 | \$420 | 31 | \$15 | \$465 | 34 | \$15 | \$510 |
| Unemployment All Staff | 22 | \$1,000 | \$22,000 | 28 | \$1,000 | \$28,000 | 35 | \$1,000 | \$35,000 | 39 | \$1,000 | \$39,000 | 42 | \$1,000 | \$42,000 |
| Workers Compensation | 1 | \$9,500 | \$9,500 | 1 | \$10,500 | \$10,500 | 1 | \$14,000 | \$14,000 | 1 | \$14,000 | \$14,000 | 1 | \$14,000 | \$14,000 |
| | | | \$210,582 | | | \$268,977 | | | \$327,572 | | | \$361,969 | | | \$394,266 |
| E - Total Instructional Personnel Benefits: | | | | | | | | | | | | | | | |
| D+E = F - Total Personnel Benefits | | | \$250,378 | | | \$319,272 | | | \$397,765 | | | \$441,561 | | | \$473,858 |
| A+D = G - Total Admin and Support Personnel (Salary & Benefits) | 4 | | \$218,396 | 5 | | \$248,895 | 7 | | \$354,793 | 8 | | \$394,792 | 8 | | \$394,792 |
| B+E = H - Total Instructional Personnel (Salary & Benefits) | 18 | | \$1,038,582 | 23 | | \$1,326,977 | 28 | | \$1,589,572 | 31 | | \$1,761,969 | 34 | | \$1,932,266 |
| G+H = J - TOTAL PERSONNEL | 22 | | \$1,256,978 | 28 | | \$1,575,872 | 35 | | \$1,944,365 | 39 | | \$2,156,761 | 42 | | \$2,327,058 |

Operations Budget: Expenditure Projections
Year 1 through Year 5

| BUDGET OPERATIONS EXPENDITURE PROJECTIONS | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|---|---------------|---------------|---------------|---------------|---------------|
| | Administrative & Support: | | | | | |
| Books And Supplies | Health And Safety Supplies | \$4,250 | \$1,750 | \$2,000 | \$2,000 | \$2,000 |
| | Athletics And Student Activity Supplies | \$35,000 | \$35,000 | \$35,000 | \$35,000 | \$35,000 |
| Office: | Office Supplies | \$6,000 | \$8,000 | \$10,000 | \$12,000 | \$13,000 |
| | Duplication And Paper Costs | \$12,000 | \$25,000 | \$35,000 | \$35,000 | \$35,000 |
| | Postage, Dues And Fees | \$6,000 | \$6,600 | \$7,200 | \$7,600 | \$7,600 |
| | Office Equipment | \$12,000 | \$13,000 | \$13,000 | \$13,000 | \$13,000 |
| Transportation | Bus And Driver Vendor Lease | \$175,000 | \$175,000 | \$225,000 | \$225,000 | \$225,000 |
| | Bus Repair, Fuel And Supplies | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$50,000 |
| Professional Contract | Legal Counsel | \$10,000 | \$12,000 | \$14,000 | \$16,000 | \$16,000 |
| | Audit And Bank Fees | \$12,500 | \$12,500 | \$12,950 | \$13,825 | \$15,008 |
| | Student Accounting | \$5,000 | \$5,000 | \$5,000 | \$5,000 | \$5,000 |
| | Financial | \$39,052 | \$50,777 | \$65,834 | \$69,856 | \$78,860 |
| | Technology Support | \$10,000 | \$11,500 | \$12,000 | \$12,000 | \$12,000 |
| Facilities | Facility Lease/Mortgage | \$50,000 | \$65,000 | \$168,800 | \$180,000 | \$203,200 |
| | Improvements To Site-Modulars | \$0 | \$0 | \$250,000 | \$150,000 | \$250,000 |
| | Maintenance, Supplies And Materials | \$26,050 | \$16,900 | \$17,000 | \$18,000 | \$18,000 |
| | General/Athletic Leases And Contracts | \$16,000 | \$16,000 | \$16,000 | \$16,000 | \$16,000 |
| | Custodial Contract | \$15,000 | \$18,000 | \$30,000 | \$35,000 | \$35,000 |
| | Custodial Supplies | \$2,000 | \$2,500 | \$5,000 | \$5,500 | \$5,500 |
| | Insurance (pg19) | \$20,029 | \$22,000 | \$30,000 | \$32,000 | \$34,000 |
| Utilities | Electric | \$35,000 | \$37,000 | \$54,000 | \$54,000 | \$54,000 |
| | Water/Sewer | \$8,000 | \$8,800 | \$12,000 | \$13,000 | \$13,000 |
| | Trash | \$6,500 | \$7,500 | \$7,500 | \$7,500 | \$7,500 |
| | Telephone And Mobile Communications | \$1,000 | \$12,000 | \$13,000 | \$13,000 | \$13,000 |
| | Internet Service | \$5,000 | \$5,000 | \$5,000 | \$5,000 | \$5,000 |
| Other | Marketing | \$6,000 | \$6,000 | \$6,000 | \$6,000 | \$6,000 |
| | Travel | \$5,000 | \$5,000 | \$5,000 | \$5,000 | \$5,000 |
| | K - TOTAL Administrative & Support Operations | \$572,381 | \$627,827 | \$1,106,284 | \$1,036,281 | \$1,172,668 |
| | Instructional: | | | | | |
| Classroom Technology | Software | \$15,000 | \$24,000 | \$26,000 | \$28,000 | \$28,000 |

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| | | | | | | |
|------------------------|---|-----------|-------------|-------------|-------------|-------------|
| | Technology Supplies | \$23,000 | \$23,000 | \$23,000 | \$44,000 | \$44,000 |
| Instructional Contract | Ec Services | \$25,000 | \$35,000 | \$50,000 | \$65,000 | \$66,000 |
| | Instructional Support | \$5,000 | \$5,000 | \$5,000 | \$5,000 | \$5,000 |
| | Staff Development | \$30,000 | \$30,000 | \$30,000 | \$30,000 | \$30,000 |
| | Athletics And Field Trips | \$15,000 | \$15,000 | \$15,000 | \$15,000 | \$15,000 |
| Books and Supplies | Instructional Materials | \$43,000 | \$58,000 | \$55,000 | \$55,000 | \$55,000 |
| | Curriculum/Texts | \$60,000 | \$95,000 | \$86,000 | \$25,000 | \$25,000 |
| Facilities | Equipment And Technology Capital Lease | \$175,000 | \$205,000 | \$225,000 | \$225,000 | \$225,000 |
| | L - TOTAL Instructional Operations | \$391,000 | \$490,000 | \$515,000 | \$492,000 | \$493,000 |
| | K+L = M - TOTAL OPERATIONS | \$963,381 | \$1,117,827 | \$1,621,284 | \$1,528,281 | \$1,665,668 |

Overall Budget:

| BUDGET OPERATIONS EXPENDITURE PROJECTIONS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|---------------|---------------|---------------|---------------|---------------|
| J - TOTAL PERSONNEL | \$1,256,978 | \$1,575,872 | \$1,944,365 | \$2,156,761 | \$2,327,058 |
| M - TOTAL OPERATIONS | \$963,381 | \$1,117,827 | \$1,621,284 | \$1,528,281 | \$1,665,668 |
| J+ M =N TOTAL EXPENDITURES | \$2,220,359 | \$2,693,699 | \$3,565,649 | \$3,685,042 | \$3,992,726 |
| Z - TOTAL REVENUE | \$2,311,156 | \$2,997,658 | \$3,892,344 | \$4,150,604 | \$4,685,570 |
| Z - N = SURPLUS / (DEFICIT) | \$90,797 | \$303,959 | \$326,695 | \$465,562 | \$692,844 |

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.

The student enrollment is a composite of the following: 10% of the school-age students displaced by the consolidation of the Washington County Creswell Middle school, prompting parents to seek alternatives, combined with the number of families who positively responded to the survey posted by the board during the summer of 2018, and those families completed the survey in hard copy who attended in person to the parent information sessions in the spring and summer of 2018. Washington County has additionally discussed consolidation of Creswell Elementary and Pines Elementary, displacing all students and sending them to Plymouth Elementary. The county has made it clear that this is an inevitability that will occur sometime within the next three years. While the NC state average enrollment in elementary schools is 500, we recognize that our area is not densely populated, but still requires a school within the community in order to anchor the families that live there. Consolidation efforts have resulted in classrooms that are vacant in some buildings and overcrowded in others. Parents would consider membership in our charter school for the facility location alone and charter school membership (assignment) is not impacted by zoning issues or county lines so will provide a sense of stability in an otherwise tremendously uncertain landscape for public education setting for students in this area. Furthermore, the proposed curriculum will offer a unique technical and agricultural STEM program for all students K-8 that is specifically designed to offer students the opportunity to become proficient in these areas which are directly related to the community that they live in and the school serves.

The break even point of student enrollment is approximately 80 students. Given the per-pupil driven lease cost and a reduction in staffing to 4 teachers, the school could theoretically operate in year one. The Board has pre-identified non core instructional and related staff (17% of projected staffing costs), and non-staffing related expenses (or 20% of projected non-staff related school expenses) that can be immediately reduced should enrollment not meet expectations, for a total of reduction to 70% of the original projected budget, or 160 student equivalent revenue. This enrollment would further reduce the core instructional teacher requirement

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by eight, reducing the actual revenue needed to break even by an additional three hundred twenty thousand dollars, for an overall composite reduction to 60% of anticipated projected revenue, or the equivalent of approximately 80 students needed to break even.

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

The five year budget proforma is purposefully built to provide an accurate, yet fundamentally conservative financial basis, ensuing that the school is sustainable over the long term. Three important aspects of the budget which protect the school against unforeseen negative revenue scenarios are: the 5-7% positive fund balance projection built into the 5 year proforma, all source revenue projections are flat (no annual percentage increase) in the first five years of the school, and the budget does not rely on any outside sources of funds such as grants, fundraising or donations to operate. Additionally, large capital purchases initially budgeted in years one through three will be amortized via long term leases which would free up operating cash during the schools initial opening phase. The per-pupil driven lease cost provides an additional safeguard in the event student enrollment based revenues are lower than anticipated.

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

Not Applicable. The schools budget is built to sustain itself solely on the accumulated per-pupil funding from federal, state and county sources. Any fundraising, grants or donation that the school receives will serve to enrich the existing program and assist the school in achieving its programmatic and financial goals sooner than forecast. The budget as submitted in the appendix also includes a customary aftercare component that provides slight net revenue to the school. The budget includes a total of \$175k+ annually for any and all FFETC(Furniture, Fixtures, Equipment, Technology and Curriculum) as well as line items for additional texts as well as instructional materials needed to operate the school. These are allocated across various expense GLs to simulate the probability that the school will combine medium term financing and outright purchases of furniture, IT, textbooks, and other materials for instructional use (such as copy paper as an annual consumable expense). Amortized financing allows for the school to develop a year 1 implementation of approximately \$500k in purchasing power, and service this debt without compromising other aspects of the budget. This is customarily how year 1 successful charter schools open, where the various instructional and related items are available for students and staff on day one, and amortized over a 3-5 year span.

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

K-3 20:1, 4-5 21:1, 6-8 22:1 average

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

The board intends to contract with LBAH for comprehensive financial and relates services support, including: preparation of financial reports each month, preparation of vendor payments , reconciliation of bank accounts,

preparation of payroll (including payroll deductions and withholdings), preparation and submission of state and federal payroll taxes and associated reports, preparation and transmission of state and federal reporting in accordance with the Uniform Education Reporting System, provide financial, budget and other reports and data independent auditor to plan and conduct annual audit, and confer with staff and board as necessary at reasonable intervals and provide consulting relating to accounting and financial matters. The board may elect to contract with other independent entities or vendors should the school staff require additional assistance in areas necessary to operate the school, or otherwise not be able to provide a specific service through in-house staff. Examples of this would include contracting with a licensed vendor for speech and occupational therapy services, should the school not be able to hire qualified candidates, or should the EC service requirement be such that contracting with an outside vendor at an hourly rate would be in the best financial interests of the school versus hiring employees directly. In instances where the board will contract for services with an outside vendor, there will be strict criteria and a robust selection process to ensure that the contracted services are performed appropriately, and school funds are expended in the best interests of students. Minimally, potential vendors will be licensed in their respective fields, insured or otherwise bonded, and undergo background checks which mirror the school and the local LEA. The Board or a school leadership designee will research available vendors and independently obtain data (such as a client list for reference checks) to gauge the quality of potential vendors. The Board will vote to contract with specific vendors based on this criterion, and such contracts will be subject to periodic review for efficacy. When appropriate, the board will enact a full Request for Proposal (RFP) process and adjust to fit the individual need as articulated by the board and allowable under state law.

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

The budget as presented, including salaries for administrators, teachers and other school staff reflected in the charter application are averages that were calculated directly from published financial audits from similarly sized charter schools currently operating in North Carolina counties with similar per-pupil county funding amounts, since 2010. The substantial contingency and positive fund balance were thoughtfully constructed to account for those unforeseen or unknowable variables that naturally accompany a new charter school start up, and to guarantee that the school has the fiscal capacity and agility to address those needs. Primary spending priorities are on expenses directly related to student instruction and a conducive learning environment. This would include: salaries and benefits of instructional and support staff, instructional materials and supplies, contracted services for educational support, insurance, facility costs and related costs necessary to provide a safe and healthy learning environment for students. A focus and large expenditure specific to the school is located in the professional development portion of the budget due to the particular focus of the school toward supporting skill development in students that can directly benefit the local community. Secondary spending priorities are for those non-essential but beneficial expenses to improve student learning. These costs are usually incurred as the School reaches its targeted student capacity. This would include: additional enrichment, auxiliary supplemental instructional materials, intramural uniforms, etc.

The school will contract with an outside food service vendor who is pre-approved to process Free and Reduced Lunch applications and serve within the guidelines of the National School Lunch Program. It is anticipated that the costs associated with this program will be cost neutral. School staff is sufficient in number to assist and otherwise facilitate the breakfast and lunch service if necessary. The school will allocate funds as necessary to comply with state law regarding charter school students and transportation to and from school. The acquisition and operation of additional school buses to transport students to and from school, within a reasonable radius of the school will be the first use of surplus funds beyond the anticipated fund balance.

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 Board has set an anticipated goal of approximately 4-8+% percent of annual expenditures to develop the schools unrestricted fund balance. After year one, at no point will the fund balance decrease below 4% of the schools annual approved budget, or one full months worth of operating expenses, whichever is the greater amount. Cash flow will be monitored to ensure that the school's cash balance remains at or above 4% until such time within the first year of operation that the board can accurately predict all financial obligations will be met through the end of the fiscal year. Developing and maintain a healthy fund balance will be a primary component of the schools budgeting process. The systematic budgetary review process conducted by the Board and school leadership consists of four main budgeting periods: Early Bird (June of preceding fiscal year), Post ADM (September), Spring (February) and Final (July of following fiscal year). This schedule of compulsory budget review will ensure a balance between revenue and expenses and empowers the Board and school leadership with the agility needed to quickly adjust the budget. This practice when combined with monthly review of financial Budget versus Actual statements prepared by the schools financial accountant, local comptroller and school principal will allow the school to thoughtfully and methodically develop an appropriate unrestricted fund balance. The board also recognizes that for the purposes of the charter application, the school budget as presented offers a comprehensive, yet modest 5 year forecast, and does not include certain fund sources that are somewhat grant-dependent and could also be considered competitive, yet are generally awarded to charter schools for such programs as PRC 060, 103, 118, 029, 016 etc. Furthermore, given the schools geographic location and the regions general rate of poverty, the school would apply for PRC 050 (Title I). On average, these additional fund sources could average more than \$2000 per student per year in additional revenue, with some additional grant-related expenses also notwithstanding.

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

The long term goal of the school is ultimately to construct its own permanent facility located within the community. From our research and discussions with commercial real estate brokers, general contractors and real estate developers, we estimate the total cost of a new facility would be between \$8 million and \$10 million depending on the location and size of the facility. This would translate into posted estimated annual lease costs assuming a typical lease financing rate of 3-5%, given that this program

could arguably qualify for subsidized financing under the USDA loan program. The Board has already received a funding commitment from a nationally recognized and reputable investment banking firm who specializes in commercial charter school real estate to finance the permanent facility to the school as described above. The Board has also received a funding commitment for all furniture, fixtures and equipment necessary to open and operate the school from an internationally reputable company who specializes in equipping new schools and specifically charter schools. The funding commitment is for approximately \$500,000 and is evenly split into monthly payments beginning September after the school opens and spans over 42 months at an 8% annual interest rate. School bus financing can be facilitated by the Carolina Thomas Bus company via their Daimler-Chrysler/Mercedes financing arm. Current finance rates are 5.8% for a 7-year term on 72 passenger-rated school buses, and payments are reflected in the budget. As the school may discharge funds in support of the school opening, the Board has opened negotiations with Charter School Capital, who has offered to advance operating capital in exchange for acquiring a portion of the schools accounts receivable. This continues to be an ongoing discussion and there is a proactive debt service payment placed in the budget in the event the Board chooses to move in this direction.

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

Not Applicable. The school will not rely on assets from any external sources. As described in the budget and financing narrative, the Board has arranged for a long-term lease for all necessary furniture, fixtures and equipment (FFETC) to open and operate the school. Additional asset needs are provided for in the annual operating budget and increase as the school grows in enrollment.

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

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

The board will work in conjunction with the financial accountant, auditor and school leadership to develop policies that comply with Generally Accepted Accounting Principles (GAAP), and all federal, state and local law and policy related to monitoring and use of public-school funds and those funds received and discharged by a North Carolina Non-Profit Corporation. The internal control system will be documented and evaluated regularly by the board, school leadership, and financial accountant, and will be reviewed as part of the annual financial audit. An accounting policy and procedures manual will be developed that includes the following: an organizational chart which sets forth the actual lines of responsibility and that shows individual names and titles, accounts payable and accounts receivable listings, listing of all bank accounts and authorized signatories, payroll calendar and processing information, vendor files, lease and contract documents, segregation of duties chart, cash handling procedures, credit card policy, travel and expense policy, master copies of school-based forms (time sheets, expense reports, etc.) School staff will receive training about the internal control system and their individual responsibilities within the system. The organizational chart, accounting procedures, record retention policy, vendor list, and chart of accounts will be maintained on a timely basis to eliminate outdated information and include current information. Procedures will be followed by the schools office and leadership team that mirror widely established segregation of duties habits, such as the person making bank deposits is not the same person as who is reconciling those deposits. The school will inventory, and track items purchased with school funds, especially those items with an initial value of \$1000 or more, and also items purchased as a set with a combined initial value of \$1000 or more, such as a textbook adoption. Items in these categories may be considered capital purchases and depreciated over time to accurately reflect the schools real asset position. Items in this category that break or no longer serve a useful function may be disposed of by the school. A disposal form which includes a record of the reason for the disposal as well as relevant tracking information on the item will be used and noted in the inventory.

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

Not Applicable. There are no known related party transactions the board is aware of at this time.

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

Les Merritt, CPA-CFP PC
1014 N Arendell Ave
Zebulon, NC 27597-2351

Pocosin Innovative Charter - To provide a high-quality education that prepares today's students for tomorrow's world with a solid foundation to become respectful and productive citizens.

As above, the consolidation effort in the local school board has left Creswell without any local schools, let alone any schools of choice. In addition to the consolidation, we have historically underperforming schools as a town and a county. As stated and demonstrated in the application following, almost all local schools K-12 are low performing schools in the entire region. We believe that we have an opportunity to provide our local families a school of choice that is committed to their child's education and we will open this school for the entire Pocosin region. We are central enough that we believe we will draw families from adjacent counties that are also struggling to provide strong academic programs for their children. Our school is designed to improve academics and build character as well as special skills for our students to prepare them for their futures.

| Section VI: Financial Plan Concerns and Additional Questions | Reviewer | Page Reference |
|--|-----------------|---------------------------|
| What is the basis for EC projections? What is the current percentage of EC students in LEA? | Sherry Reeves | Budget Reven |
| Any sources of other funding or working capital? | Deborah Brown | Total Budget |
| Are you planning to increase salaries after the first five years? | Ashley Baquero | Personnel Bu |
| Who is not receiving health insurance, retirement and other benefits? When will the merit raised benefits be included in teacher pay? Are there not anticipated raises for anyone? Number of instructional staff is more realistic than earlier in the application Why is workman's comp only covering 1 person? | Nicole Charles | Personnel Bu |
| Where is merit pay figured into the budget? Are not all employees eligible for retirement? Will PICS utilize the state retirement plan? Will you employ any teacher assistants? | Sherry Reeves | Personnel Bu |
| The retirement budgeted is very low and may serve to attract fewer experienced teachers which could impact the quality of instruction. In a challenging educational environment, experience is important. What are the plans to overcome this? | Heather Soja | Personnel Bu |
| What will the money for staff development be spent on? | Deborah Brown | Operations B |
| What costs are included in the 35k "athletics and student activity supplies"? You are investing a lot into instructional materials and curriculum/texts ... how were the curriculum programs vetted and selected? | Ashley Baquero | Operations B |
| What is included in the Athletic and Student Activity Supplies line item? If the bus driver is also the custodian, why is there a custodial contract? Is it reasonable to assume that given the increase in students and therefore teachers,staff development and instructional supports costs may also go up? | Nicole Charles | Operations B |
| What is the basis for athletics and student activity supplies? How many buses will operate? Are drivers contracted? Who will conduct student accounting? financial? (Have contacts been made to support these numbers?) Is custodian full-time, part-time or contract? Telephone costs are minimal in year 1. What is included in equipment/technology capital lease? Who has been contacted? | Sherry Reeves | Operations B |
| Personnel budget is possibly too low. | Sherry Reeves | Total Expend |
| Can you reasonably expect the transportation grant to continue 5 years out? | Deborah Brown | Total Expend |
| The student/teacher ratio presented here is different than the one presented earlier in the application of 1:18 in elementary and 1:20 in middle school. | Ashley Baquero | Budget Narra |
| Given that there is a declining enrollment situation in the area, is there concern that you will have ample student/family interest? | Shannon Stein | Budget Narra |
| Breakeven point should be the number of students needed to operate at the current budget without any adjustments. | Steven Walker | Budget Narra |
| At present, is the middle school the only one that has closed or has a specific closing date? Instructional program did not specify STEM earlier. Is the break-even number being proposed 80? The break-even number should represent the minimum number of students that could support the current budget. With an enrollment of only 80 students the budget would require complete reworking. Would | Sherry Reeves | Budget Narra |

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| PICS still plan to operate as a K-8 with only 80 students? How would 4 teachers cover that grade span? | | |
| Why is the teacher student ratio higher than listed in the instructional plan? | Nicole Charles | Budget Narra |
| Why is STEM mentioned at this point in the application but not further explored in the education plan section of the application? | | |
| Can the applicant be more explicit about conflicts and internal control measures given that board members are related and also parents? | Nicole Charles | Financial Au |

| Reviewer | Score |
|--------------------|-------|
| Heather Soja | Pass |
| Steven Walker | Pass |
| Deborah Brown | Pass |
| Danielle Allen | |
| Cheryl Turner | |
| Bruce Friend | |
| Ashley Baquero | Pass |
| Alan Hawkes | |
| Alex Quigley | |
| Jennifer Gnann | Pass |
| Tammi Sutton | |
| Stephenie Clark | |
| Sherry Reeves | Pass |
| Shannon Stein | Pass |
| Robert McOuat | |
| Phyllis Gibbs | |
| Nicole Charles | Pass |
| Lynn Kroeger | Pass |
| Lindalyn Kakadelis | |
| Joe Maimone | |

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the October 1, 2018 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.

**Application Note: The applicant must mail the certified check along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of October 1, 2018 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

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

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

creswell1

Date: 10/01/2018

Applicant Signature:

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

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

Print/Type Name: creswell1

Board Position: Chair

Signature: _____

Date: 10/01/2018

Sworn to and subscribed before me this

Pocosin Innovative Charter - To provide a high-quality education that prepares today's students for tomorrow's world with a solid foundation to become respectful and productive citizens.

_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.

OVERALL ASSESSMENT

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

| <u>Total External Evaluator Votes</u> | |
|--|------------|
| No | Yes |
| | |

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

| <u>Total Subcommittee Votes</u> | |
|--|------------|
| No | Yes |
| | |

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

| <u>CSAB Votes</u> | |
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| No | Yes |
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Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Public Charter School Advisory Council subcommittee.

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| <u>Initial Screening</u> |
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| <p>Mission, Purposes, and Goals</p> | <p>Appendix F is missing resume from Hilton Chesson and no background checks were submitted for any board members.</p> <p>Notes: Appendix G is missing required conflict of interest policy and commitment to NC Open Meetings Law in by-laws. Appendix C submitted is for the 2020 SY, but school requested acceleration. - stephenie_clark</p> |
| <p>Education Plan</p> | <p>Appendix F is missing resume from Hilton Chesson and no background checks were submitted for any board members.</p> <p>Notes: Appendix G is missing required conflict of interest policy and commitment to NC Open Meetings Law in by-laws. Appendix C submitted is for the 2020 SY, but school requested acceleration. - stephenie_clark</p> |
| <p>Governance and Capacity</p> | <p>Appendix F is missing resume from Hilton Chesson and no background checks were submitted for any board members.</p> <p>Notes: Appendix G is missing required conflict of interest policy and commitment to NC Open Meetings Law in by-laws. Appendix C submitted is for the 2020 SY, but school requested acceleration. - stephenie_clark</p> |
| <p>Operations</p> | <p>Appendix F is missing resume from Hilton Chesson and no background checks were submitted for any board members.</p> <p>Notes: Appendix G is missing required conflict of interest policy and commitment to NC Open Meetings Law in by-laws. Appendix C submitted is for the 2020 SY, but school requested acceleration. - stephenie_clark</p> |
| <p>Financial Plan</p> | <p>Appendix F is missing resume from Hilton Chesson and no background checks were submitted for any board members.</p> <p>Notes: Appendix G is missing required conflict of interest policy and commitment to NC Open Meetings Law in by-laws. Appendix C submitted is for the 2020 SY, but school requested acceleration. - stephenie_clark</p> |
| <p>OVERALL</p> | <p>- stephenie_clark</p> <p>Appendix F is missing resume from Hilton Chesson and no background checks were submitted for any board members.</p> <p>Notes: Appendix G is missing required conflict of interest policy and commitment to NC Open Meetings Law in by-laws. Appendix C submitted is for the 2020 SY, but school requested acceleration. - stephenie_clark</p> <p>- stephenie_clark</p> <p>- danielle_allen</p> |

| <p style="text-align: center;">External Evaluator</p> | |
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| <p>Mission, Purposes, and</p> | <p><u>Mission Statement</u></p> <p>Your application speaks to a very clear purpose to have an agricultural focus due to the are in which the school will be located; the mission statement is not in line with the consistent</p> |

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| Goals | <p>theme you have throughout your application?</p> <p>This is a clear miss when you compare it to the USDA lessons, overall curricular plan, etc. - shannon_stein</p> <p><u>Mission Statement</u> Could the mission statement include more specifics on what a "high quality" education is, what preparation for "tomorrow's world" might look like, and what the "solid foundation" would be? - deborahbrownnc</p> <p><u>Mission Statement</u> Mission is very generic compared with detailed educational plan. - marylynn_kroeger</p> <p><u>Mission Statement</u> The mission statement is a little bland and probably should mention something innovative. - dswalker</p> <p><u>Mission Statement</u> Mission statement is vague. What is a high-quality education? What constitutes a solid foundation for becoming a respectful, productive citizen? Mission does not include agriculture-focus even though this seems to be a major component of the educational plan. - sherryreeves</p> <p><u>Educational Need and Targeted Student Population</u> Although the attached letter is valuable, is there performance data that indicated creating a charter is better than the neighboring LEAs? Serving 41% of the county appears great, but how does this compare to the number of the LEA? - nacharles</p> <p><u>Educational Need and Targeted Student Population</u> What are "local community values and principals"? How are they different from what children might see in the LEA? How will you measure "strong character and citizenship"? How will "community experts" be utilized? - deborahbrownnc</p> <p><u>Educational Need and Targeted Student Population</u> What is the specialized program PIC will offer? Year 5's projected ADM will be 41% of the LEA (Washington County). This will have a huge impact on the LEA. What is the expected enrollment from the other surrounding counties? - sherryreeves</p> <p><u>Purposes of Proposed Charter School</u> How will teachers be provided with time to research and develop the PBL units, especially with an accelerated opening? How will they explore and research the resources mentioned? - deborahbrownnc</p> <p><u>Purposes of Proposed Charter School</u> Purpose 6 states that the school will encourage the use of different and innovative teaching methods. Applicant states that teachers will have freedom in curriculum delivery but then states the school will use a prescriptive, core curriculum (which one?). Is the focus on agriculture and local trades the innovation? Meets purpose 3 in that this will be the first school of choice in the county. - sherryreeves</p> <p><u>Goals for the Proposed Charter School</u></p> |
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| | <p>You mention 90% staff/parent rating of an "A"; by when? - shannon_stein</p> <p><u>Goals for the Proposed Charter School</u> What is the anticipated baseline for grade-level proficiency? 30%, 40%, etc.? - sherryreeves</p> <p><u>Certify Mission, Plan, Goals</u> While overall, I believe this to be a strong application, the mission is not consistent with the overall direction of the application and therefore needs to be adjusted. - shannon_stein</p> |
| <p>Education Plan</p> | <p><u>Instructional Program</u> What evidence exists to support the creation of a project-based agricultural curriculum? - jengnann</p> <p><u>Instructional Program</u> How will your teachers use data to measure student performance and drive classroom instructional decisions? - deborahbrownnc</p> <p><u>Instructional Program</u> How was project based learning determined? What are the specific local resources that support the instructional program? Since the school has a creative mission and relies heavily on project based learning, what assessment strategies will be employed?</p> <p>Although the applicant has explored curricula to support its mission, can more evidence to support improved outcomes be provided? - nacharles</p> <p><u>Instructional Program</u> A very prescriptive curriculum is described for ELA and Math. Science seems to have lessons predetermined from USDA and other resources. How does that align with project-based and innovative, autonomous teaching declared earlier. - heather_soja</p> <p><u>Instructional Program</u> Instructional program states that it will have an agriculture-focus yet the mission did not state this. - sherryreeves</p> <p><u>Curriculum and Instructional Design</u> Will teachers, prior to the start of the school year, receive PD in the curriculum programs that make up the instructional plan?</p> <p>Who will create and monitor student PEPs? - ashley_baquero</p> <p><u>Curriculum and Instructional Design</u> can the applicant provide support for how this curriculum improves outcomes for all students from all background with all abilities? - nacharles</p> <p><u>Curriculum and Instructional Design</u> Can you provide data that demonstrates how the chosen curriculum will increase proficiency for students who are far behind? - sherryreeves</p> <p><u>Special Programs and "At-Risk" Students</u> What training will be available for teachers to be able to recognize and serve the needs of special programs, ELL, and AIg populations? - deborahbrownnc</p> <p><u>Special Programs and "At-Risk" Students</u></p> |

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| <p>Where is the appendix referred to to share PEP example? - nacharles</p> <p><u>Special Programs and "At-Risk" Students</u> Struggling learners will be supported with tiered-level interventions. - robert_mcouat1</p> <p><u>Special Programs and "At-Risk" Students</u> How will parents be involved on MTSS team? - sherryreeves</p> <p><u>Exceptional Children – Education Programming</u> Who will be on the IEP team? - nacharles</p> <p><u>Exceptional Children – Education Programming</u> The application indicates that "The school will provide a continuum of services for all students even if that means contracting with outside vendors providing a Resource Room." What are the components of the full continuum? Who will be providing the specially designed services? The personnel budget indicates that the school plans to employ two special education teachers. How will they be involved in the provision of FAPE and LRE?</p> <p>How will the educational plan for serving exceptional children is aligned with the overall proposed curriculum, instructional methods, and the school's mission (agricultural school)? - robert_mcouat1</p> <p><u>Student Performance Standards</u> What SMART goals are set for student achievement? - jengnann</p> <p><u>Student Performance Standards</u> How will the success of the curriculum programs you intend to use be measured?</p> <p>How will data drive instruction throughout the school year? Will teachers have time within their daily schedule to review and analyze student data? - ashley_baquero</p> <p><u>Student Performance Standards</u> What defines "on grade level"? Will any alternative means (portfolios, etc) be used if a student is not on grade level for promotion? How will you ensure equity in promotion standards if a "wide range of variables" is being considered? What is a "meaningful way" of reviewing and refining instruction using performance data? What criteria will be used to determine students' early identification as not meeting promotion standards? - deborahbrownnc</p> <p><u>Student Conduct and Discipline</u> What specific positive behavior interventions does the proposed school intend to implement?</p> <p>Will there be a designated staff member to handle discipline issues such as in-school suspension? - ashley_baquero</p> <p><u>Student Conduct and Discipline</u> How will school standards and expected behaviors be developed and communicated to students and families? How will teachers be trained in these methods? - deborahbrownnc</p> <p><u>Student Conduct and Discipline</u> How is the students academic history a consideration in disciplinary proceedings? Does this unfairly benefit students who perform well and is there potential to remove students who do poorly academically due to minor infractions?</p> |
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| | <p>Are 365 day suspension in line with PBIS tenets? - nacharles</p> <p><u>Student Conduct and Discipline</u> Need more info on due process procedures. - dswalker</p> <p><u>Student Conduct and Discipline</u> Is a 365-day suspension actually an expulsion? How does student's academic history mitigate negative behavior? - sherryreeves</p> <p><u>Certify Education Plan</u> Rating "Pass" with hesitation. - sherryreeves</p> |
| <p>Governance and Capacity</p> | <p><u>Tax-Exempt Status 501 (c)(3)</u> Is the process underway to obtain 501(c) 3 status? - deborahbrownnc</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> Does the applicant intend to file for 501(c)3? Currently N/A - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> How will the board evaluate its success? - jengnann</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> The bylaws state the majority of board seats shall be held by parents of students enrolled in the school - how do you plan on recruiting and selecting parents for these roles?</p> <p>The board should consider recruiting more board members with professional educator/administrator experience.</p> <p>How will the board evaluate the success of the school leader?</p> <p>- ashley_baquero</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> If there is a concern with a teacher, should the parent and/or student go to the staff member before formal grievance process? - shannon_stein</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Given your mission, can you recruit people for your board with ore background in education, agriculture, or maritime experience? Do you need two board members who are licensed Massage and Bodywork Therapists, or can you diversify your board more? - deborahbrownnc</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Is there a more direct link from parents who do not serve on the board to the board or to the principal?</p> <p>Is it wise to have two related board members on the commencing board?</p> <p>How is board evaluated?</p> <p>Why can staff not serve as ex-officio members given the potential for conflicts of interest with few seats for truly independent board members?</p> <p>Is a 50% quorum for a board of 5 to 11 members where the board has selected members</p> |

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| | <p>and most of them are parents truly a sound way to govern a public school?</p> <p>Has the applicant considered diversifying the board to include legal expertise, more educators, and finance experience?</p> <p>is there protocol to get around conflict of interest if board members are mostly parents?</p> <p>Can the bylaws be expanded to address more conflict of interest concerns and be more detailed about responsibilities and limits of power? - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Board is not very diverse and does not have the necessary skills - marylynn_kroeger</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Current board has 8 members. How does the board resolve a tie? Explain the legal team and finance team? Are they comprised of board members (committees)? How will new board members be fairly recruited? "good fit" What is the relationship between Constance and Gabrielle? It is concerning that the focus of the board is parents. The board needs to be more well-rounded. There is a definite need for more educators on the board. Grievance policy is concerning. Shouldn't the first contact be made with the person with whom there is a conflict? What is to stop anyone from filing a grievance with the board directly from the start? - sherryreeves</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A - shannon_stein</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A - deborahbrownnc</p> <p><u>Proposed Management Organization (EMO/CMO)</u> N/A - nacharles</p> <p><u>Staffing Plans, Hiring, and Management</u> Will the certified staff for EC, ELL, and gifted students be the same person? Is this staff member(s) included in the proposed budget? - ashley_baquero</p> <p><u>Staffing Plans, Hiring, and Management</u> Will accumulated PTO be at the same rate for both 10 mo and 12 mo employees? - shannon_stein</p> <p><u>Staffing Plans, Hiring, and Management</u> How will staff members themselves "provide appropriate professional development?" What is an "approved" BT plan? Who will be a part of the school improvement team and what responsibilities will the team have? How will you ensure fairness and confidentiality if the principal is sharing "evaluation data and recommendations for hiring?" How will you recruit high demand areas such as EC and math/science? Will your budget allow for salary increases/bonuses if needed to recruit in these areas? Typo on "bases" of age, race, etc?</p> |
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| <p>If employee accommodations are required by law, won't you have to comply even if it's not "reasonable"? - deborahbrownnc</p> <p><u>Staffing Plans, Hiring, and Management</u> Are the additional requirements for teachers (and dollars in the budget) for the project based agricultural components outlines in the instructional plan?</p> <p>How many of the current;y faculty is highly qualified? Is there room in the recruitment plan to attract seasoned teachers? Are the merit based bonuses embedded in the budget? Has the applicant clarified on what merits the principal will be evaluated?</p> <p>What's the salary range for the principal?</p> <p>Can the applicant anticipate based on the LEA how many children with special needs may be attending and how many teachers will be required?</p> <p>Will dual roles be considered full time? Is proper insurance for these roles included in the budget?</p> <p>When will the Assistant Principal be added? - nacharles</p> <p><u>Staffing Plans, Hiring, and Management</u> Are staffing numbers sufficient? 11 teachers for grades K-5; 3 teachers for middle school; 1 art/foreign language/music teacher? No counselor/student services staff. Only 1 maintenance/cafeteria staff member. Who is the agriculture specialist on staff? How do you guarantee that there will be someone qualified to provide necessary professional development on staff? Is the merit-based pay in-line with state salary scale? Explain: When necessary, we will reasonably accommodate employees and applicants with disabilities and with religious requirements necessitating accommodation as required by law. What is the basis for the merit-pay? (How is the rate determined?) Has this been figured into the budget? What is the anticipated EC, EL and AIG population? Have these positions been included in the budget? In which year will the assistant principal be added? - sherryreeves</p> <p><u>Staff Evaluation and Professional Development</u> When will the additional staff not in the year projection (i.e AP, Dean) be added?</p> <p>How will quality of PD be assessed?</p> <p>Who's responsible for PBIS implementation and fidelity? - nacharles</p> <p><u>Staff Evaluation and Professional Development</u> Application states that project-based learning will be a major component of the instructional program. Will there be specific PD for PBL? Is there a state requirement for 200 days of employment for teachers? Who will be the onsite leader with experience in agriculture and skilled trades? (Will this be a classroom teacher, administrator?) - sherryreeves</p> |
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| | <p><u>Marketing Plan</u> How will you reach families who may not have internet access or for whom English is 2nd language? How will you reach families not already connected to community groups? - deborahbrownnc</p> <p><u>Marketing Plan</u> Can the applicant share data around info sessions, number of families in FB group, number of families completed interest forms etc.? - nacharles</p> <p><u>Marketing Plan</u> When was the latest survey of interest conducted? Data provided in appendices indicates ~130 possible students. - sherryreeves</p> <p><u>Parent and Community Involvement</u> Do you have a plan to communicate with non-English speaking families? - ashley_baquero</p> <p><u>Parent and Community Involvement</u> Quarterly conferences are pretty frequent; is that realistic? - shannon_stein</p> <p><u>Parent and Community Involvement</u> How will an "open door" policy be consistent with student safety and a protection of the education environment? Who will create the handbooks? - deborahbrownnc</p> <p><u>Admissions Policy</u> Is email the only form of lottery notification? - nacharles</p> <p><u>Admissions Policy</u> What is included in the eligibility documentation for admission? (birth certificates, etc.?) These two statements conflict: If there are more siblings applying than spots available there will be a lottery held among siblings of PICS students. AND Students who are twins, triplets, etc. must each complete an application. However, only one application will be entered in the lottery for those students. If that application is accepted, all of the siblings, twins or triplets, etc. will also be admitted. - sherryreeves</p> <p><u>Projected Student Enrollment (Table)</u> Are you sure you would like to start with only 10 students in 7th & 8th grade in year #1? Is that optima? If not, why not start grades K-6 and progress up? - shannon_stein</p> <p><u>Projected Student Enrollment (Table)</u> What is the basis for the increase in K from year 1 to 2? - deborahbrownnc</p> <p><u>Projected Student Enrollment (Table)</u> Please explain rationale for increasing enrollment K-2 in year 2 - marylynn_kroeger</p> <p><u>Projected Student Enrollment (Table)</u> What is the basis for grade level enrollments? (i.e. K-3/40, 4-5/24, 6/22, 7-8/10) Is this reflective of current local school's enrollment numbers per grade? What is the total current enrollment of the school that is closing? Is 508 a feasible projected enrollment? - sherryreeves</p> <p><u>Weighted Lottery</u> N/A - shannon_stein</p> <p><u>Weighted Lottery</u></p> |
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| | <p>N/A - deborahbrownnc</p> <p><u>Weighted Lottery</u> N/A - nacharles</p> |
| <p>Operations</p> | <p><u>Transportation Plan</u> Please explain how a "reasonable distance" will be defined. How will that ensure that all students have access to the school? Please explain your understanding of transportation for students with exceptional needs. - jengnann</p> <p><u>Transportation Plan</u> I don't believe the transportation grant is currently being funded.</p> <p>- ashley_baquero</p> <p><u>Transportation Plan</u> Is a lease program with the local LEA reasonable? They will be in greater need of buses if they are closing schools down and needing to transport greater distances?</p> <p>how do you define "reasonable" for a distance to provide transportation? - shannon_stein</p> <p><u>Transportation Plan</u> What is a "reasonable distance"? - deborahbrownnc</p> <p><u>Transportation Plan</u> Could the applicant be more explicit about "reasonable distance"? Will they use the LEA definition of transportation eligibility?</p> <p>Has the applicant met with the LEAs to confirm the partnership given that LEAs often contract out the transportation and it is possible that the "surplus" has been reassigned? Has the applicant reviewed the legal issues and insurance concerns with leasing buses?</p> <p>Are the transportation grants currently funded?</p> <p>Does the applicant have contingency plans for transportation and are those reflected in the budget?</p> <p>- nacharles</p> <p><u>Transportation Plan</u> How will you address the needs of students with disabilities that have transportation as a related service on their IEPs? - robert_mcouat1</p> <p><u>Transportation Plan</u> What is considered a reasonable distance from the school? Has contact been made with the local LEA about securing surplus buses? What prevents a student from qualifying for bus transportation? How many buses does PICS plan to operate initially? - sherryreeves</p> <p><u>School Lunch Plan</u> Has contact been made with any food vendors? - sherryreeves</p> <p><u>Civil Liability and Insurance</u> Has the applicant discussed dual roles for staff with insurance evaluators? - nacharles</p> |

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| | <p><u>Facility and Facility Contingency Plan</u> There seems to be a high reliance on cooperation with the local LEA (I.e. transportation/buses, possible back-up facilities, food service, etc.). Since your school will be taking away from their ADM, have preliminary conversations taken place to establish potential partnership/ cooperation? - shannon_stein</p> <p><u>Facility and Facility Contingency Plan</u> Didn't really answer the PSF price question there. - dswalker</p> <p><u>Facility and Facility Contingency Plan</u> Will sharing a facility with a church create any conflicts of interest? Again, has the LEA been contacted about sharing space with the high school? What is the proximity of the church location in relation to the high school? - sherryreeves</p> |
| <p>Financial Plan</p> | <p><u>Budget Revenue Projections from Each LEA (Table)</u> What is the basis for EC projections? What is the current percentage of EC students in LEA? - sherryreeves</p> <p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Any sources of other funding or working capital? - deborahbrownnc</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Are you planning to increase salaries after the first five years? - ashley_baquero</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Who is not receiving health insurance, retirement and other benefits? When will the merit raised benefits be included in teacher pay? Are there not anticipated raises for anyone? Number of instructional staff is more realistic than earlier in the application Why is workman's comp only covering 1 person? - nacharles</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> The retirement budgeted is very low and may serve to attract fewer experienced teachers which could impact the quality of instruction. In a challenging educational environment, experience is important. What are the plans to overcome this? - heather_soja</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Where is merit pay figured into the budget? Are not all employees eligible for retirement? Will PICS utilize the state retirement plan? Will you employ any teacher assistants? - sherryreeves</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What costs are included in the 35k "athletics and student activity supplies"? You are investing a lot into instructional materials and curriculum/texts ... how were the curriculum programs vetted and selected? - ashley_baquero</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u></p> |

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| | <p>What will the money for staff development be spent on? - deborahbrownnc</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What is included in the Athletic and Student Activity Supplies line item?</p> <p>If the bus driver is also the custodian, why is there a custodial contract?</p> <p>Is it reasonable to assume that given the increase in students and therefore teachers,staff development and instructional supports costs may also go up? - nacharles</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What is the basis for athletics and student activity supplies? How many buses will operate? Are drivers contracted? Who will conduct student accounting? financial? (Have contacts been made to support these numbers?) Is custodian full-time, part-time or contract? Telephone costs are minimal in year 1. What is included in equipment/technology capital lease? Who has been contacted? - sherryreeves</p> <p><u>Total Expenditure Projections (Table)</u> Can you reasonably expect the transportation grant to continue 5 years out? - deborahbrownnc</p> <p><u>Total Expenditure Projections (Table)</u> Personnel budget is possibly too low. - sherryreeves</p> <p><u>Budget Narrative</u> The student/teacher ratio presented here is different than the one presented earlier in the application of 1:18 in elementary and 1:20 in middle school. - ashley_baquero</p> <p><u>Budget Narrative</u> Given that there is a declining enrollment situation in the area, is there concern that you will have ample student/family interest? - shannon_stein</p> <p><u>Budget Narrative</u> Why is the teacher student ratio higher than listed in the instructional plan? Why is STEM mentioned at this point in the application but not further explored in the education plan section of the application? - nacharles</p> <p><u>Budget Narrative</u> Breakeven point should be the number of students needed to operate at the current budget without any adjustments. - dswalker</p> <p><u>Budget Narrative</u> At present, is the middle school the only one that has closed or has a specific closing date? Instructional program did not specify STEM earlier. Is the break-even number being proposed 80? The break-even number should represent the minimum number of students that could support the current budget. With an enrollment of only 80 students the budget would require complete reworking. Would PICS still plan to operate as a K-8 with only 80 students? How would 4 teachers cover that</p> |
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Pocosin Innovative Charter - To provide a high-quality education that prepares today's students for tomorrow's world with a solid foundation to become respectful and productive citizens.

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| | <p>grade span? - sherryreeves</p> <p><u>Financial Audits</u> Can the applicant be more explicit about conflicts and internal control measures given that board members are related and also parents? - nacharles</p> |
| OVERALL | <p><u>Cover Page</u> Washington County is a small county. What is the county's ADM? - sherryreeves</p> <p><u>Acceleration</u> you refer to "special skills" that you hope your students have...can you define your intent? - shannon_stein</p> <p><u>Acceleration</u> Evidence that schools are "underperforming?" - deborahbrownnc</p> <p><u>Acceleration</u> What is the primary reason for requesting acceleration? The closing of the local elementary school (and subsequently the busing of students to underperforming schools) OR the fact that Creswell has underperforming schools as a town and county? Will the facility be used solely by Pocosin Innovative Charter school or will it be shared with the church? - sherryreeves</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Why less growth between years 3 and 4 than the other years? - nacharles</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> What is the rationale for increasing enrollment each year? What evidence can be provided that the community would continue to choose this school and that the numbers would climb by 50-100 students each year? What evidence can be given that the projected figures are tactical and realistic for your region? - deborahbrownnc</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Please elaborate on rationale for increasing enrollment each year when you start as a K-8 - marylynn_kroeger</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> What is the county's ADM? What is the current enrollment of the county school which is being closed? Why grades K-8 in year 1? - sherryreeves</p> |

| Charter School Advisory Board Subcommittee | |
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| Mission, Purposes, and Goals | |
| Education Plan | |
| Governance and Capacity | |

If you have questions regarding the application process, please contact the Office of Charter Schools via email at danielle.allen@dpi.nc.gov.

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| Operations | |
| Financial Plan | |
| OVERALL | |

Overall Summary

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| Initial Screening | <p>The Office of Charter Schools deemed this application incomplete on October 5, 2018. The following is needed for application evaluation:</p> <p>Appendix F is missing resume from Hilton Chesson and no background checks were submitted for any board members.</p> <p>Notes: Appendix G is missing required conflict of interest policy and commitment to NC Open Meetings Law in by-laws.</p> <p>Applicant responded to the incomplete information request by the October 12, 2018 deadline.</p> |
| Application Review | <p>* Dr. Allen stated the school is proposed to locate in Washington County. Dr. Allen gave a brief introduction of the schools proposed enrollment and grade levels. There is a LEA impact statement and there is not a due diligence report for this applicant. Dr. Allen reviewed the pass/fail ratings for this applicant. She stated the applicant is requesting acceleration and is not a repeat applicant and is receiving third party assistance from Alliance Education Services. She stated the application was deemed complete.</p> <p>* Ms. Constance Davenport introduced herself as the Board Vice Chair. She introduced her fellow board members who were in attendance. She began by telling the CSAB a personal story about her daughter. She spoke about the rich agricultural background in Washington County. She spoke about the rural and isolated nature of the area. She stated the school would focus on agricultural resources and local industries.</p> <p>* Mr. Quigley asked for clarification regarding why they are seeking acceleration. Ms. Davenport stated that the area is severely low-performing and there are no other options for parents. She stated some parents drive their children over an hour to get to a better school. She stated that not all parents have the ability to get to other options. Mr. Walker about school closures in the area. Ms. Davenport explained that the middle and high school consolidated.</p> <p>* Mr. Quigley stated he is recommending they come before the CSAB for a full interview because there are no other charter schools in the county and they passed almost all sections of the application. His only concern is the enrollment growth expressed in the application. Mr. Walker agreed. Another board member stated the school would be able to draw in students from multiple counties. Mr. Quigley stated he understands that, but these numbers are really ambitious for a rural district. He also expressed concern about opening K-8 in the first year. He stated these types of questions will come up at the interview. Mr. Walker agreed with Mr. Quigleys concerns. Ms. Kroeger also expressed concern about the enrollment numbers.</p> |

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| | <p>* A representative from the board stated that they believe they can meet these enrollment numbers and that there are a lot of students in the area that are home-schooled and enrolled in different counties. Mr. Quigley stated he understands the passion, but they need to see real data that supports those numbers. He also stated he wants to ask about transportation and weighted lottery, so be prepared for that discussion. He stated he is looking forward to that conversation at the full interview.</p> <p>SW committee motion to forward applicant to full interview. LK second. Passed unanimously.</p> <p>SW CSAB motion to forward applicant to full interview. LK second, passed unanimously.</p> |
| <p>Application Interview</p> | <p>Dr. Allen stated the school is proposed to locate in Washington County. Dr. Allen gave a brief introduction of the schools proposed enrollment and grade levels. There is a LEA impact statement and there is not a due diligence report for this applicant. Dr. Allen reviewed the pass/fail ratings for this applicant. She stated the applicant is requesting acceleration and is not a repeat applicant and is receiving third party assistance from Alliance Education Services. She stated the applicant has had representation at each Ready to Open session held thus far.</p> <p>* Ms. Stephanie Phelps introduced herself as Board Chair. The other board members introduced themselves.</p> <p>* Mr. Quigley asked for the rationale for seeking acceleration. A board representative stated that of 19 schools in the region most are poorly performing. She stated all the schools in Washington County are D schools. She stated there are no charter schools in the area. Mr. Quigley asked the mayor for feedback about why a charter school is needed. The mayor of Creswell stated that a charter school is greatly needed. He stated the high school and middle school have been closed in Creswell.</p> <p>* Mr. Walker asked if they have visited Bear Grass for advice about opening a charter in a rural community. A board representative stated they visited the school and have incorporated ideas from different schools into their charter application.</p> <p>AQ asked if they have identified a school leader. A board representative stated no.</p> <p>* CT stated the application is unique with its agricultural based curriculum. A board representative stated they have changed the mission to better reflect that in response to CSAB feedback.</p> <p>* A board representative stated that they would pull students from surrounding areas in addition to many students that are homeschooled or sent to private schools.</p> <p>* SW expressed his support for acceleration based on a compelling need and unique application.</p> <p>* A board representative spoke to transportation. She stated that they buses in the budget and would do bus depots and she continued that they have been in contact with a bus company. She stated the majority of the area carpool to school and that the community understands the need to carpool in the beginning.</p> <p>* A board member spoke about the facility. She stated it is a church facility and would be ready to go.</p> <p>* A board member spoke about the number of homeschool and private school students in the area.</p> <p>* AQ stated his concern that this is a school supposed to reach low income students, but they are targeting private school students. A board member replied that many of the private school students receive opportunity scholarships.</p> <p>* AQ asked about the choice of curriculum. A board member stated they want to give the school leader the power to decide the curriculum.</p> <p>* The CSAB expressed concerns about the board having a majority of parent board members.</p> <p>* Mr. Quigley asked for a response to the LEA impact statement. A board member stated</p> |

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| | <p>that the letter was all about the money the LEA would lose. Mr. Quigley asked the board if they realize that the school may not be as popular as they envision it to be.</p> <ul style="list-style-type: none"> * Mr. Friend asked about the board member whose father owns the facility. Mr. Walker stated that the board member would need to recuse herself from any facility decisions. * Ms. Kakadelis asked if the facility was a school at one time. A board member stated yes. * Ms. Reeves asked for some clarity regarding the legal and finance teams on the board. A board member explained those two teams would be comprised of members from the board. She stated they are seeking someone with legal experience. * Mr. Maimone gave the board advice about dealing with disagreements between the school leader and the board. He stated the issues will arise and the board needs to have policies for dealing with those issues. * SR suggested they expand the board and get more educators. * The CSAB questioned enrollment and breakeven. |
| <p>OVERALL</p> | <p>Motion: Pocosin Innovative Charter move forward in Ready to Open in acceleration status.</p> <p>Motion: Steven Walker</p> <p>Second: Phyllis Gibbs</p> <ul style="list-style-type: none"> * The CSAB asked why the board doesnt have more people of color on the board. A board member spoke about how hard it is to find board members that can take the amount of time off work needed to be on the board. Ms. Turner asked if they expect the demographics of the school to reflect the community. The board stated yes. * The mayor stated that he does not see a problem with race in the area and the school will get support from all demographics. * A board member stated the preapplication interest showed demographics that reflect the community. * The CSAB expressed the need for the board to have an African American parent on the board. <p>Vote: Unanimous Pass</p> |