



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

North Carolina Charter School Application

Carolina Royal Academy

Opening in the 2021-2022 School Year

Table of Contents

Application Instructions	5
Application Contact Information.....	6
Certify	8
Charter Application Special Requests	9
Acceleration	9
Conversion.....	11
Replication.....	13
Alternative.....	17
Proposed Management Organization (EMO or CMO)	19
Section 1 Mission, Purposes, and Goals.....	21
1.1 Mission and Vision.....	21
1.2 Purposes of the Proposed Charter School	23
1.3 Goals for the Proposed Charter School.....	24
Section 2 Education Plan	27
2.1 Instructional Program.....	27
Curriculum and Instructional Design.....	29
High School Graduation and Postsecondary Readiness (High Schools Only).....	34
2.2 Special Populations and “At-Risk” Students.....	35
2.3 Exceptional Children.....	38
Identification and Records	38
Exceptional Children’s Programming	40
2.4 Student Performance Standards	41
2.5 School Culture and Discipline	43
Certify.....	45
Section 3 Governance and Capacity.....	45
3.1 School Governing Body	45
3.2 Governance	46
3.4 Staffing Plans, Hiring, and Management.....	55
Projected Staff.....	55
Staffing Plans, Hiring, and Management.....	56
3.5 Staff Evaluations and Professional Development	61

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

3.6 Marketing, Recruitment, and Enrollment	64
Marketing Plan	65
3.7 Parent and Community Involvement	67
3.8 Admissions Policy	68
Weighted Lottery	69
Certify	70
Section 4 Operations	70
4.1 Transportation Plan	70
4.2 School Lunch Plan	71
4.3 Civil Liability and Insurance	72
4.4 Health and Safety Requirements	73
Start-Up Plan	73
4.5 Facility	74
Certify	76
Section 5 Financial Plan	77
5.1 Charter School Budget	77
5.2 Budget Narrative	77
5.3 Financial Compliance	79
Certify	80
Application Fee	81
Signature Page	82
Appendices	83
Appendix A1 – Acceleration Evidences	96
Appendix A2.1 – Public Conversion Evidences	96
Appendix A2.2 – Private Conversion Evidences	96
Appendix A3.1 – Replication Educational Outcomes	96
Appendix A3.2 – Replication Financial Records (IRS 990)	96
Appendix A4.1 – Executed CMO/EMO Contract (if contracting with an EMO or CMO)**	96
Appendix A4.2 – EMO/CMO Facility Buyout Agreement**	96
Appendix A4.3 – EMO/CMO Financial History (Bank Statements)**	96
Appendix A4.4 – IRS Form 990**	96
Appendix A – Evidence of Parent/Community Support*	96

Appendix B – Curriculum Outline for Each Grade Band the School Will Ultimately Serve*96

Appendix C – 9-12 Core Content Electives96

Appendix D – Yearly Academic Calendar*96

Appendix E – Daily and Weekly Schedule for Each Grade Band the School Will Ultimately Serve*...96

Appendix F – Federal Documentation of Tax-Exempt Status.....96

Appendix G – Organizational Chart*96

Appendix H – Charter School Board Member Response and Resume*96

Appendix I – Board Member Background Certification Statement and Completed Background Check*99

Appendix J – Proposed By-Laws of the School’s Board of Directors*117

Appendix K – Articles of Incorporation or Municipal Charter*117

Appendix L – Insurance Quotes*117

Appendix M – Revenue Assurances and/or Working Capital Report**117

Appendix N – Proposed School Budget for Year 1 through Year 5*117

Appendix O – Additional Appendices Provided by Applicant117

Appendix P – Required Signed and Notarized Documents*117

Application Instructions

APPLICATION AND APPLICATION FEE DUE DATE/TIME	
Fast-Track and Acceleration Applicants (2020 Opening)	5:00pm EST on July 29, 2019
Traditional Timeline Applicants (2021 Opening)	5:00pm EST on August 26, 2019

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline. **All applications must be submitted using the online portal.** Applicants are to use the following specifications:

1. All applications must be submitted using the online platform. Applications submitted outside of this platform will not be accepted.
2. All submitted applications must be from a nonprofit group approved by the NC Secretary of State, unless being submitted by a municipality.
3. Each major section (Mission, Purposes and Goals, Education Plan, Governance and Capacity, Operations, and Financial Plan) must be located within the designated section, as indicated in the online document.
4. If a particular question does not apply to your team or proposal, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal.
5. Each required Appendix must include a title page with the title of the Appendix and the Proposed School Name.
6. Any answer given within the application that is not original to the applicant must include a citation to the source of the answer.
7. Review all elements of the application for completeness before submitting.
8. The full application (including the narrative and all appendices) must be submitted as one PDF document.
9. The budget spreadsheet must also be submitted separately as an excel file.
10. The application narrative, without appendices, may not exceed 100 pages. Applicants submitting special requests are given an additional 5-page allowance, per special request.
11. Each section of the application should be clearly labeled according to the table of contents.
12. Late submissions **will not** be accepted. **No exceptions.**
13. Applicants must turn in the application fee and fee payment form by the stipulated timeline.

Application Contact Information

1. Name of Proposed Charter School: Carolina Royal Academy
2. Organization Type: Municipality Nonprofit Corporation
3. Name of non-profit organization under which charter will be organized or operated:
Carolina Royal Academy
4. Has the organization applied for 501(c)(3) non-profit status? Yes No N/A (Municipal)

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

Name of Contact Person: Gregg Sindere

Title/Relationship to Non-Profit: Consultant

Mailing Address: 104 West Ballentine Street

City/State/Zip: Holly Springs, NC 27540

Primary Telephone: 812-599-6530

Alternate Telephone: Click or tap here to enter text.

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

Geographic County: Chatham

LEA/District Name: 190

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

Yes

No

Give the name of the third-party person or group: Gregg Sindere

Fees provided to the third-party person or group? Yes

8. 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: Assisted with the development and writing of the application. After charter approval, no commitment to further relationship.

9. Is this application a conversion from a traditional public school or private school?

Yes. Complete the Conversion Special Request Section.

No.

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

Yes. Complete the Replication Special Request Section.

No.

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

Yes. Complete the Fast-Track Special Request Section.

No

11. Do you want your application to be considered for acceleration?

Yes. Complete the Acceleration Special Request Section.

No.

12. Do you want your application to be considered for an Alternative Charter School?

Yes. Complete the Alternative Charter School Special Request Section.

No.

13. Grade Levels Served and Total Student Enrollment

Projected School Opening Year: 2021 Month: August

14. Will this school operate on a year-round schedule? Yes No

15. Enrollment Summary. Complete the following table, graying out (or leaving blank) any rows for grades the school will not serve.

Number of Students						
Grade Level	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026	At Capacity 2025-2026
K	75	100	100	100	100	100
1	75	100	100	100	100	100
2	75	75	100	100	100	100
3	75	75	100	100	100	100
4	75	75	75	100	100	100
5	75	75	75	100	100	100
6	75	75	75	75	100	100
7		75	75	75	100	100
8			75	75	100	100
9						
10						

11						
12						
Totals	525	650	775	825	900	900

16. Complete the following table, providing projected enrollment for each of the following demographic groups.

Anticipated Racial/Ethnic Demographics (%)	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Language Learners
White – 65% Hispanic – 8% Black – 20% Other – 7%	35%	10%	8%

17. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

Based upon using weighted lottery and looking at Wake County and Chatham County Demographics.

Certify

18. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. I certify I do not certify

Explanation (optional):

Many parts of application are from TeamCFA: Pender application.

Charter Application Special Requests

Acceleration

Do you want your application to be considered for acceleration?

Yes. Answer questions A1-5.

No. Stop. Do not complete this section.

A. Per State Board of Education policy CHTR-013, 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:

1. Demonstrate a clear and compelling need for the accelerated planning year.

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Yes

No

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

Yes

No

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

Click or tap here to enter text.

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

B. 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 operated or currently operates a successful public charter school.
- C. 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.

Conversion

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

Yes. Go to Question #2.

No. Stop. Do not complete this section.

2. Is the Conversion Public or Private? Public. Complete Question #3 below.

Private. Complete Questions #4 and 5 below.

3. Public Conversion Information

*Give the name and six-digit identifier of the school being converted: Click or tap here to enter text.

If application is for a public conversion, submit Appendix A2.1: Public Conversion Evidences

Conversion evidences must include:

- 1) Statement of Support signed by the majority of the teachers and instructional support personnel currently employed at the school
- 2) Last payroll outlining current staff receiving compensation from the traditional public school
- 3) Current school enrollment
- 4) Parent support of the conversion

4. Financial History

Outline the 3-year financial history of the proposed converted charter school in the chart below as evidenced in either financial statements or the IRS Form 990. Supporting documentation will be attached as Appendix A2.

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior

5. Private Conversion Information

Name of the private school being converted: Click or tap here to enter text.

City and state where private school is located: Click or tap here to enter text.

- 1) Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).

Click or tap here to enter text.

- 2) Provide a detailed description of the existing private school's financial status, including the process in which these financial assets or deficits will be transferred to the non-profit organization.

Click or tap here to enter text.

Provide a copy of the organization's IRS Form 990 for the last three years as Appendix A2.2 Private Conversion Evidences. If the current organization does not have a Form 990, tax information for the last three years along with financial statements must be included as Appendix A2.2 Private Conversion Evidences.

- 3) Depict and analyze the current enrollment trends and student demographics of the private school over the past three academic years.

Click or tap here to enter text.

- 4) Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through state and national summative assessments.

Click or tap here to enter text.

- 5) Explain the process by which the current private school staff will be considered for teaching at the proposed charter school staff. What is the projected turnover due to the statutory requirements for teacher licensure and highly-qualified status?

Click or tap here to enter text.

Replication

Per SBE policy CHTR-016, the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model, or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to “fast track” such a replication by foregoing the planning year normally required for newly-approved charter applicants.

1. Is this application being submitted as a replication of a current charter school model?
 Yes. Go to Question #2. No. Do not complete this section.

2. If yes, please provide the name of the charter school and the state that the charter school has been authorized to operate in.
Click or tap here to enter text.

3. Are you a board of directors currently operating a charter school in NC and applying to replicate its currently existing model?
 Yes. Answer questions #4-6. No. Go to Question #7.

4. A board of directors that currently operates a charter school in NC is eligible to apply to replicate its currently existing model only if the board’s current school or schools demonstrate a consistent record of academic, financial, and operational success. If the board operates more than one school, each school must meet this standard. To meet this standard, the board must meet each of the following conditions:
 - A) Each school operated by the board must have academic outcomes at least comparable to those of the students enrolled in the LEAs in which they are located. In addition, each school operated by the board must meet or exceed student growth consistent with State standards, for three years immediately preceding the application, and maintain that growth throughout the application period.
 - B) Each school operated by the board must have unqualified audits for the three years immediately preceding the application, and must maintain that fiscal standard throughout the application period.
 - C) Each school operated by the board must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.
 - D) A majority of the board and 50% or greater of the board’s officers must be North Carolina residents.

Does your board meet the each of criteria listed above? Yes No

Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years.

5. Describe which academic qualifications the non-profit board has met that qualify them for replication. Click or tap here to enter text.

6. Outline the 3-year financial history of the proposed replicated charter school in the chart listed below as evidenced in financial statements or IRS Form 990. Attach the related documents as Appendix A3.2 Replication Financial Evidences.

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior

7. Are you a board of directors that does not currently operate a school but is partnering to replicate an existing model operated by an EMO/CMO?
 - Yes. Answer questions #8-10 below.
 - No. Go to Question #11.

8. Eligibility Criteria

- A) A board of directors partnering to replicate an existing model operated by an EMO/CMO must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina
 - 1) have an academic proficiency comparable to the LEAs in which the current schools are located; or
 - 2) meet or exceed growth for the three years immediately preceding the application at issue.

If the EMO/CMO does not manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.

- B) The board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application.

If the EMO/CMO does not currently manage any schools in NC or the schools in NC it manages do not yet have the data listed above, the board of directors must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The board of directors must maintain this standard through the application period.

Does the EMO/CMO partnering with the board meet the criteria listed above? Yes
 No

Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years.

9. Describe which academic qualifications schools managed by the EMO/CMO have met that make them suitable for replication. [Click or tap here to enter text.](#)

10. Outline the 3-year financial history of the proposed replicated charter school in the chart listed below as evidenced in financial statements or IRS Form 990. Attach the related documents as Appendix A3.2 Replication Financial Evidences.

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior

11. Fast Track Replication

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

Yes. Complete the Fast Track Eligibility Criteria below.

No. You have completed the Replication Special Request section. Please attach the required appendices **3.1 Education Outcomes** for the replicated school(s) for the last three academic years, and **3.2 Replication Financial Evidences IRS Form 990**, bank statements for the replicated school(s) for the prior three years.

Fast Track Replication Eligibility Criteria

Per State Board of Education policy [CHTR-016](#), a non-profit corporation board that does not currently operate a charter school in NC is eligible to apply to replicate through fast-track replication an existing model operated by an EMO/CMO. The non-profit corporation board is

eligible to apply only if the schools operated by the EMO/CMO have a consistent track record of academic, financial, and operational success. The non-profit corporation is eligible to replicate an existing model operated by the EMO/CMO only if the non-profit corporation board meets each of the following conditions:

1. The non-profit corporation board must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina (1) have an academic proficiency comparable to the LEAs in which the current schools are located; or (2) meet or exceed growth for the three years immediately preceding the application at issue. If the EMO/CMO does not manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.

The non-profit corporation board meets at least one of the qualifications above. Yes No

*Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years. Describe which academic qualifications the non-profit board has met that qualify them for replication.

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

The non-profit corporation board meets at least one of the qualifications above. Yes No

3. Each school operated by the non-profit corporation must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.

The non-profit corporation board meets at least one of the qualifications above. Yes No

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

The non-profit corporation board meets at least one of the qualifications above. Yes No

Alternative

Do you want your application to be considered for an Alternative Charter School?

Yes. Continue to the next section.

No. Stop. Do not complete this section.

In order to qualify for designation as an “alternative school” for purposes of accountability under this policy (CHTR-020), 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 DROP-001.I.B., and must also meet one or more of the following:
 - 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 (linked above); or be imminently as risk of dropping out as demonstrated by adequate documentation in the charter school’s application for designation under this policy.

Does your proposed school meet the minimum criteria?

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 the 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 student as described in the application. A plan that is not well-defined will not be approved.

*The school must, in its application, designation which of the alternative accountability options it is requesting under ACCT-038. The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III).

Proposed Management Organization (EMO or CMO)

1. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization”?

Yes No. Stop do not complete this section.

2. Name of the Company:

Mailing Address:

City/State/Zip:

Phone Number:

Contact Person:

Email Address:

Website:

3. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school.

Click or tap here to enter text.

Attach Appendix A4.1: Executed Management Contract

4. What other EMO/CMOs were pursued and why did the applicant select this one? Please include information regarding other management organizations' fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.

Click or tap here to enter text.

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

Click or tap here to enter text.

6. Describe how the governance structure will be affected, if at all, by the EMO/CMO, and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.

Click or tap here to enter text.

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

Click or tap here to enter text.



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

Click or tap here to enter text.

9. Is the facility provided by the EMO/CMO? Yes No

Attach Appendix A4.2 Facility Buyout Agreement, if applicable

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

Click or tap here to enter text.

Attach Appendix A4.3: EMO/CMO Financial History

Provide as Appendix A4.3 the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO, provide confirmation that the EMO is in good standing by providing bank statements from the prior three years.

Attach Appendix A4.4: IRS Form 990

Provide as Appendix A4.4 the IRS Form 990 (or equivalent documents if the organization does not file a 990) for the prior three years.

Section 1 Mission, Purposes, and Goals

1.1 Mission and Vision. State the mission and vision of the proposed charter school. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. The vision statement outlines how the school will operate and what it will achieve in the long term. The vision statement should describe what the school will look like when it is achieving its mission. The mission and vision statement provide the foundation for the entire proposal.

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
 - Illustrate what success will look like; and
 - Align with the purposes of the NC Charter School Law.
1. The mission statement of the proposed charter school is as follows (35 words or less):
Carolina Royal Academy engages students in inquiry-based learning in order to provide them with lifelong learning skills necessary to prepare them for future education and work.
 2. What is the vision of the proposed school? What will the school look like when it is achieving the mission?
Carolina Royal Academy will utilize a content rich curriculum that includes the Core Knowledge Sequence, Singapore Math, and a values-based character education program with Core Virtues. Carolina Royal Academy will supplement this curriculum with a focus on computer science. We will encourage all scholars to apply regardless of race, parent's income, or address. Carolina Royal Academy will be a high-quality public charter school that will care for the hearts and minds of students, providing them with the content knowledge, sense of civic duty, and personal pride to become the leaders our great nation will require to ensure our standing as a world leader.

Educational Need and Targeted Student Population of the Proposed Charter School

3. 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. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district?
See G.S. 115C-218.45(e).
Carolina Royal Academy will seek an enrollment of a student body that closely mirrors that of Chatham County. Carolina Royal Academy expects to attract interest from parents throughout Chatham County and Wake County who believe their children will be nurtured to reach their maximum intellectual and personal potential in Carolina Royal Academy's rigorous academic environment with character development and computer science programs. We will encourage all scholars to apply regardless of race,

parent's income, or address. The proposed school location will be in Eastern Chatham County along the Highway 64 corridor. This is a fast growing area of Chatham County because of the proximity to the new Chatham Park planned unit development, Jordan Lake, and because of the proximity to Wake County. The board wanted to provide parents with educational freedom by providing them with a high quality school choice option. The school's location will allow it to draw students from Chatham and Wake counties.

4. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?

Carolina Royal Academy expects to enroll 525 scholars in the 2021-2022 school year. We will market to families in both Chatham County and in Wake County to achieve an enrollment in which 70% of students will be drawn from Chatham County and 30% will be drawn from Wake County. Eastern Chatham County will have an increasing student enrollment because of the new Chatham Park Planned Unit Development which today consists of 7,000 and is projected to have 22,000 homes with over 60,000 people. With the proximity to Research Triangle Park, it is projected to be among the top technology communities in the country.

Carolina Royal Academy's content rich curriculum meets the needs of students regardless of the needs. With an emphasis on computer science, the school will appeal to families that are employed by high tech companies in the Research Triangle Park and will prepare our scholars for jobs with these companies.

5. 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 in grades 9-12).

An enrollment of 315 scholars from Chatham County represents approximately 7.1% of approximately 4,415 students, which is the average daily membership for grades K-6 in Chatham County Schools. An enrollment of 135 scholars from Wake County represents approximately .2% of approximately 80,000 students, which is the average daily membership for grades K-6 in Wake County.

6. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?

Carolina Royal Academy's education plan includes using the Core Knowledge Sequence, Core Knowledge Language Arts, Singapore Math and Core Virtues. The school will supplement this with an emphasis on computer science. There are no schools in Chatham County that use this curriculum. It will provide parents with a high-quality school choice with a unique curriculum.

This board believes that we will not be a great school until we are a great school for all scholars. This will require providing every scholar what they need.

7. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results.

Most board members live in Wake or Durham counties that neighbor Chatham County. We have talked with parents and community leaders regarding the need for high-quality public schools in the area. We studied the demographics and looked at nearby schools in the area to determine the need. We evaluated locating the school in Wake County in Cary, NC. We decided on Chatham County partly because of the number of Charter Schools currently in a in Cary, NC and Apex, NC in Wake County.

During the planning year, we will employ an aggressive marketing campaign to ensure that community leaders and parents are aware of Carolina Charter Academy. We will use a weighted lottery, provide bus transportation, and welcome all parents to submit an application of enrollment.

Attach Appendix A: Evidence of Community/Parent Support. Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school. 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).

1.2 Purposes of the Proposed Charter School

The Six Legislative Purposes of a Charter School are:

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

1. In one page or less, describe how the proposed charter school will achieve one or more of the six legislative purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations.

1. **Professional Opportunities:** Teachers at Carolina Royal Academy will be responsible for guiding students to levels of meaningful achievement by establishing higher standards through collaboration with not only their peers in Chatham County but also their peer partners across the state that use a similar educational model. The academic plan of Carolina Royal Academy challenges teachers to develop their skills as facilitators of learning and devote their efforts to creatively plan how to individualize instruction and best teach the rigorous content to their students to empower their students to reach for goals beyond those traditionally set. These teacher leader opportunities will strengthen the school's overall leadership capacity and accountability towards meeting the school's overall academic vision.

The board will apply for the NC ACCESS grant and will commit a significant portion of the grant to professional development on school culture, meeting the needs of all students, Core Knowledge Sequence and the CKLA curriculum, Core Virtues, and Singapore Math strategies. The grant will also allow us to hire our Head of School more than a year before school opens.

We will seek to develop a Core Knowledge Network across North Carolina to facilitate the sharing of best practices and to facilitate professional growth.

3. **Expanded Choices:** There are not any charter schools in eastern Chatham County. There are two charter schools in northern Chatham County: Woods Charter and Willow Oak Montessori. There is one charter school in western Chatham County: Chatham Charter near Siler City. In Western Wake County there are two charter schools in Cary, NC: Triangle Math and Science Academy and Cardinal Charter Academy and one charter school in Apex, NC: Peak Charter Academy. As a new school choice, we will bring our rigorous Core Knowledge Sequence, integrated character development and focus on computer science to our families.

5. **Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students:** Carolina Royal Academy will utilize a weighted lottery to ensure we serve all students. Our content rich Core Knowledge Sequence and CKLA curriculum, Core Virtues curriculum and Singapore Math curriculum will provide increase learning opportunities for all students.

The Core Knowledge Sequence reaches higher, more meaningful standards through a rich base of building background knowledge that promotes increased comprehension and advanced problem solving and critical thinking skills. Student learning will also be improved through cross-curricular and collaborative teaching and learning. These combined methods will provide an atmosphere in which teachers can gain a thorough knowledge of each student's strengths and weaknesses. This will allow teachers to tailor their teaching methods and challenge students daily.

1.3 Goals for the Proposed Charter School

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

At Carolina Royal Academy, our goals have been adopted with a five year vision to be the highest performing charter schools in North Carolina.

Academics:

-By 2023, the percentage of students in grades 3 - 8 who are proficient will be at least 20 percentage points over the district average.

-According to the NC Ready Model, Carolina Royal Academy will meet or exceed academic growth annually and earn no NC Report Card grade lower than a B in each year of existence.

-Our subgroups' (ELL, EC, FRL, African American and Hispanic) academic achievement gap will decrease by 5% each year per subgroup (Overall school proficiency in an area vs. subgroup proficiency).

Specific Academic Objectives:

-Establish a clear prevention and intervention plan within the first 30 days of school that identifies students performing below grade level.

-Establish a successful tiered education program that provides specific strategies and content to students performing below grade level (month 6).

-Have an annual curriculum and instruction audit performed by the Core Knowledge experts to enhance teacher delivery and development.

-By year five, over half of Carolina Royal Academy's middle school students will be enrolled in advanced courses of study.

Enrollment: With the awareness that on average new charter schools enroll 76% of projected students, we establish the following enrollment goals:

-Based on the first five-year ADM projection, the school will meet annual enrollment goals. Our goal is to secure 1,000 applications for enrollment to achieve our Year 1 goal of serving 525 scholars.

-Our annual student attrition rate will decrease annually with a goal of being less than 10% in year one and two.

Parent Satisfaction:

-According to survey data, our parent and family satisfaction score will remain above 95%.

Finances:

-Carolina Royal Academy will build to satisfy facility financing requirements and to have 3 months of expenses as a part of the cash balance.

Governance: The Carolina Royal Academy board will participate in eight hours of professional development annually and participate in all NCDPI Ready-to-Open training sessions. Carolina Royal Academy will also participate in professional development opportunities provided by the OCS and the NC Association of Public Charter Schools.

Communication: Carolina Royal Academy's goals will be communicated to the board of directors each month by the Head of School and/or appointed standing committees. The board will adopt a strategic outcomes-based calendar that will allow the board to provide substantial oversight to the school. All organization goals adopted by the board will have specific deliverables (adopted into policy) that will inform the board of the school's progress towards attaining its mission, vision, and goals. These monthly reports will be available electronically to the general public. In addition to monthly board reports, an annual report will be provided to families, stakeholders, and community partners disseminating the state of Carolina Royal Academy.

Parents will be informed in regard to our progress monitoring, student progression, and reporting processes that include progress reports (minimum quarterly) that are instructional skills specific and parent friendly.

Test results will be published with parents, board members, and stakeholders as they become available. Formative NWEA MAP assessments will be shared with the board three times a year, at the close of each testing period. The data concerning EOGs and EOCs will be communicated to the governing board, parents, and other stakeholders on a yearly basis. Further, a "State of the School" will be published each fall, in which the Head of School and the governing board will share with parents and other community stakeholders where the school is in terms of achievement and strategic planning. This document will provide information regarding the school has been and a vision for where the school is headed.

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

The Carolina Royal Academy board is building a strong foundation. Upon approval, the Carolina Royal Academy board will be actively involved in the Ready to Open Process with OCS. The governing board of Carolina Royal Academy will be integrally involved in assessing how the program is meeting the school's mission. As part of the planning year process, the board will work with the Head of School to ensure the school's alignment towards achieving the adopted goals. This process will entail the development of an outcomes-based board calendar and strategic plan for approval by the Board that provides specific action to the achievement of each performance goal. The board will receive ongoing resources, recommendations, support, and training from the Office of Charter Schools and other governance experts made available to the organization. To provide effective oversight, the board will appoint committees that measure and analyze the desired outcomes of the school around Academics, Finances, Operations,

Development and Governance. Committee members may consist of board members, parents, community members, field experts, and teachers. Each committee will have specific roles and responsibilities which includes the analysis of the deliverable data from the operational oversight and program evaluations. The school's goals (previous section) will be assigned to specific committees for oversight, data analysis, and solutions to identified issues. Evaluation data will be analyzed by committees to identify trends; flag unacceptable results; and adjust the education plan, curriculum, instructional methods, and school operations as necessary.

The committees will provide specific scheduled reports to the board according to the outcomes-based board calendar. These reports, as well as strategic questions, will drive the discussion and board action to navigate the organization toward its mission. The Head of School will be responsible for developing plans of action and solutions. Some actions may require board approval (i.e. curriculum, staffing, academic calendars). Mission success will also be gauged by student enrollment demand within the community and the overall organizational health. The Head of School will keep the board apprised on a continuous basis of the number of scholars enrolled and the number of scholars on the waiting list. Scholars, parents, and community members will be encouraged to share observations with the Head of School, both formally during a yearly survey process, and informally, as concerns and suggestions arise. The Head of School will report the results of this survey. As a board, we will analyze data annually to determine the organizational health through the Teacher Working Conditions Survey, teacher turnover, and partnership feedback.

Section 2 Education Plan

2.1 Instructional Program

1. 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.

Carolina Royal Academy is founded on the belief that the Core Knowledge Sequence, which we will utilize in full, will create a rigorous and exciting learning atmosphere that will produce effective communicators, lifelong problem solvers, and engaged and informed American citizens. Through the delivery of a classical curriculum through the Core Knowledge Sequence for reading, science, and social studies instruction and Singapore Math for math instruction, we will nurture well-rounded, highly educated, successful scholars. This curriculum is both deep and wide in its approach to learning, calls for cross-curricular teaching and builds on prior knowledge, encouraging teachers to disseminate the

content through instructional methods that meet the developmental needs of their scholars.

Carolina Royal Academy will use a strong character education program, Core Virtues, to raise the level of student performance in all academic areas. A rigorous cross-curricular approach is the only path to academic success. Carolina Royal Academy believes that research and implementation with fidelity demonstrates that Core Knowledge, Core Knowledge Language Arts (CKLA), Singapore Math, and Core Virtues are the bedrock of education. Carolina Royal Academy will supplement this curriculum with a computer science curriculum. Alongside rigorous core-subject curricula, Carolina Royal Academy will also implement daily PE and electives, including Art, Music, and foreign language on a rotating basis to ensure that our students have the opportunity to learn about and immerse themselves in other world perspectives, showing them options and interpretations, thereby freeing them to create their own interpretations and ideas about the world. To develop scholars who not only have a wealth of knowledge and a depth of skills but also have the ability to adapt and apply what they know is the measure of a successful school because these students will not only achieve academically, but they will also achieve socioemotionally because of their appreciation for other people's perspectives and theirs is just as valuable as others. In this way, they'll feel welcome at the proverbial community table and have ideas, solutions, and action to contribute. Providing scholars with an education based on problem-solving and the accumulation of content knowledge will prepare them well for the employment opportunities that will be available in and beyond their community. Core Knowledge provides all scholars with the background knowledge regardless of gaps in that knowledge. The curriculum is designed to work regardless of economic or educational background.

McKinsey's 2017 report estimates that fully 50% of current work activities have the potential to be automated by technologies by the year 2030. As a result 400-800 million people could be displaced from their current employment in the next 12 years. The workforce will need to be retrained. We must rethink the education we provide our citizens, starting in elementary school. We simply cannot train them in the same manner that we have historically trained scholars because we would be training them for careers that no longer exist. Instead of training scholars for careers involving routine skills and subject-specific knowledge, we need to ensure that they are ready for specialized training for the new economy that will require workers who have a generalized education and can be trained quickly as tasks change in a highly automated labor market. Flexible and relational thinking and the ability to grow and adapt will be key to success in the automated world.

With the proximity of Carolina Royal Academy to Research Triangle Park, the focus on computer science will prepare the scholars for future education and work in the area.

Curriculum and Instructional Design

2. 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.

Carolina Royal Academy's goal is to create a learning environment with a maximum adult to scholar ratio average of 25:1. In our K-2 classrooms, the ratio will be lower because of the use of Assistant Teachers and other support personnel based on the unique needs of our children. This will give teachers an opportunity to spend more time learning the strengths and weaknesses of each scholar, improving teacher effectiveness in designing class-based instruction and independent study projects. Our goal is to recruit the best connectors and content educators for each teaching position. In keeping with the philosophy of the school, all classrooms will be equipped with manipulatives and materials appropriate to the lesson being taught. Teachers within grade levels will collaborate on lesson preparation and classroom set-up. Classrooms will be arranged so that scholars feel a sense of order and purpose; displays will be presented in a such a way as to complement, instruction being given; materials will be ready at hand for scholar exploration and manipulation as called for by the lessons planned for the day. Teacher professional development will focus on techniques for delivering the Core Knowledge Sequence in a way that elicits both excitement and a sense of ownership on the part of the scholars. This development plan calls for a three-year, in-depth professional development series that will take teachers from an understanding of the tenets of the Core Knowledge Sequence to being true collaborators and creators of content-rich units. Teachers will also learn to act as facilitators of learning, guiding scholars to discover truths through kinesthetic, audio, and visual learning. In assembling the initial teaching staff, and in making subsequent hiring decisions, Carolina Royal Academy will seek out teachers who are comfortable in the role of facilitator, who collaborate well with peers, and who have the intellectual, social, and emotional capacity to engage scholars as individuals.

With the integration of social studies, science, music, and the arts in CKLA, students will learn concepts within the structures of a variety of structures. Students build knowledge most effectively when the selection of read-aloud texts does not shift randomly from topic to topic from one class to the next but instead remains focused on a single domain over a sustained period. (A domain is an area of knowledge, such as the human body, plants, astronomy, Eastern Woodlands Native Americans, civil rights, and so on.) Staying focused on a single topic or domain before moving to another increases the chance that students will receive multiple exposures to key vocabulary words and concepts. For example, for kindergartners, the Sequence specifies a series of topics in the domain of Plants and Plant Growth. In a two-week unit of study on the specified topics, students will get multiple exposures to key vocabulary words (such as seeds, roots, crops, and

harvest). Hearing these kinds of words used repeatedly in meaningful contexts over the course of a domain increases children's learning of new knowledge.

Horizon Research Inc's "Report of the 2012 National Survey of Science and Mathematics Education" in February 2013 showed that K-6 teachers spend an average of only 16-21 minutes a day on social studies and only 19-24 minutes on science. Given s lack of experience and exposure, middle and high school students would find it challenging to engage in meaningful studies and discourse about history, geography, and civics. From "legislature" to "separation of powers," there are thousands of terms that literate American adults are presumed to know. Preparing them through the acquisition of academic knowledge leads to an increase in reading comprehension, critical thinking, problem solving, creativity, and even curiosity. These are essential skills our students will need to be successful in the new marketplace.

3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.

The Core Knowledge Sequence is a "coherent, cumulative, and content-specific core curriculum" developed by the Core Knowledge Foundation, a nonprofit organization founded by E. D. Hirsch, Ph.D. professor emeritus of education and humanities at the University of Virginia. Dr. Hirsch is the author of *Cultural Literacy* (Vintage, 1988), *The Schools We Need and Why We Don't Have Them* (Anchor, 1999), *The Knowledge Deficit* (Houghton Mifflin Harcourt, 2006), *The Making of Americans: Democracy and Our Schools* (Yale University Press, 2009), and, most recently, *Why Knowledge Matters: Rescuing Our Children from Failed Educational Theories* (Harvard Education Press, 2016). In alignment with our mission, the innovative and rigorously academic nature of the Core Knowledge Sequence will result in improved scholar learning and achievement results. In studies (and in North Carolina charter schools), the Sequence has consistently produced scholars who score better on tests, are better prepared to address a broad range of topics and are excited about learning. It has also been shown to create an environment of collaboration and collegiality among teachers. This excitement is infectious and helps to produce scholars who become lifelong learners and voracious problem solvers.

In keeping with the standards set forth by the Core Knowledge Foundation, we have specifically chosen to use Singapore Math for our mathematics instruction. The program offered with this rigorous curriculum is based on the model of teaching mathematics in Singapore, where scholars consistently outscore and outperform their United States counterparts. Further, there is a great deal of emphasis on problem solving and the solving of multi-step problems. A scholar who has been trained using this method will

be better prepared to look at and solve problems from many different angles. These curricula align directly with the North Carolina Essential Standards.

In order to succeed at Carolina Royal Academy, scholars will have to be leaders in the classroom and strive for academic achievement through hard work and collaboration with peers. All scholars deserve a fair, equal and all-encompassing curriculum, and the Core Knowledge Sequence has been shown to be effective for all scholars. In fact, it levels the playing field for scholars of all backgrounds, including low-wealth and at-risk scholars. It has been shown that at-risk and lower academic achieving scholars generally have lower standards and expectations set for them. The Core Knowledge Sequence does not change its standards based on socioeconomic or academic backgrounds. It holds every scholar to the highest standards and expectations. This curriculum, in conjunction with its higher standards, will create scholars who are able to achieve more and who are better prepared to compete and succeed in a global society. Further, we will weave the character development programs throughout the curriculum, using the Core Virtues developed by Mary Beth Klee, which focuses on the sixteen habits that create resilient lifelong learners who can communicate effectively and work collaboratively through the study of these areas: persistence, finding humor, developing empathy, thinking flexibly, and communicating with clarity and precision. The lessons will be integrated into the curriculum and will result in a student body with a shared vocabulary, common goals, and the tools to succeed in all aspects of life.

For parents, the author of Core Knowledge, E.D. Hirsch, has also developed a book series to support their child's development based on their grade level. Beginning in Kindergarten, parents can read What your _____ Grader Needs to Know to guide at-home instruction in both academic and socio-emotional lessons.

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.

The first strategy teachers will be expected to master is the ability to utilize the clear outline of content to be learned year by year. Although the Core Knowledge Sequence is not specifically a strategy itself, without this mastery of the Sequence it will be challenging for the knowledge, language, and skills to build cumulatively from year to year. The strategy of sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent the repetitions and gaps that so often characterize current education. Integrating technology into the classroom will empower scholars to stay connected and receive quick feedback. Teachers will develop technology-rich lessons to keep scholars motivated and engaged. Some examples of utilizing technology in the classroom (primary strategy) would be to create web-based lessons, flipped classrooms, virtual field trips, research, animation, or develop some type of graphic. A supplemental strategy would be utilizing digital tools to

reinforce and assess learning. These technology integration strategies will have a positive impact on scholars' learning because digital content will be used for intervention, acceleration, and gap filling. Our focus on computer science will further enhance student learning.

Through direct instruction and lecture, teachers are expected to teach in a manner that incites wonderment and inspires their scholars to learn more. To that end, we expect cross-curricular teaching with hands-on, real-life applications. This will create lifelong learners who are able to apply what they learn to everyday situations. Teachers will team with assistants to increase opportunities for differentiation.

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.

Annually, as adopted in Carolina Royal Academy policy, the school's requirements for promotion will be evaluated by each grade level and the Head of School to create a culture of rigor high achievement opportunities for all. These requirements will be communicated to parents and scholars throughout the academic year.

As previously explained, because of the Sequence's intentional development towards scholar mastery, the sequential building of knowledge will provide a clear path for all teachers to assess and analyze any potential gaps that so often characterize current education. Carolina Royal Academy will utilize nationally normed, standards-based formative assessments from NWEA at least three times per year. The data derived from these assessments will be used to guide conversations with children and families regarding the scholar's strengths, opportunities and specific concepts needed to master for promotion. Our instructional program is designed to ensure children of all different learning capacities are accommodated.

The primary purpose of the proposed school is to increase learning opportunities for all scholars. The educational program, instructional plan, and promotion requirements are specifically designed to successfully transition each scholar to the next grade. The comprehensive curriculum plan will not only prepare scholars academically using a rigorous and relevant curriculum but will also ensure that scholars have appropriate personal/social skills.

Teacher professional development will focus on techniques for delivering the Core Knowledge Sequence in a way that elicits both excitement and a sense of ownership on the part of the scholars. This development plan calls for a three-year, in-depth professional development series that will take teachers from an understanding of the tenets of the Core Knowledge Sequence to being true collaborators and creators of content-rich units. Teachers will also learn to act as facilitators of learning, guiding scholars to discover truths through kinesthetic, auditory, and visual learning.

To assist teachers with continual improvement of their instructional practices, Carolina Royal Academy will hire an instructional coach who will provide teachers with the

necessary training and coaching in Core Knowledge, Core Knowledge Language Arts, Singapore Math, as well as variety of instructional delivery methods. The coach will also work side-by-side with the teachers to model lessons, increase content and skill retention, increase rigor, and develop a learning environment conducive to growth throughout the school year. We will also offer summer learning opportunities. This will include Read to Achieve programming for our 3rd graders who are not proficient readers.

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

The academic calendar for Carolina Royal Academy is based on hours and not days. The calendar will contain at least 1,025 of instructional hours. There are a number of work days set aside for various purposes, including professional development and grade preparation and reporting. Professional development and instructional coaching around Core Knowledge, Singapore Math, NWEA MAP Assessment and digital content will be provided during pre-service days and during assigned professional development days throughout the school year. This will help the faculty and staff create a plan for the year that will give them an overview of what they will be teaching and will help them gain an understanding of how to begin teaching in a collaborative and cross-curricular manner. As the year progresses, the teachers are allotted an adequate amount of time to plan together, grow together, and thoughtfully provide feedback to parents on their children's progress. Often, teachers start the year with high expectations and a treasure trove of new ideas. Commonly, once the year progresses, their treasure trove gets buried beneath mid-term progress reports, disciplinary referrals, student essays to grade, and any number of other great ideas that they want to incorporate. By allowing teachers the time to digest these new ideas and share them with one another, they will be more effective in the classroom and feel empowered to make decisions that will produce excellent academic results in their scholars.

In addition, scholars will benefit from small, planned breaks in their yearly schedule. We have examined the calendar and identified those times when learning seems to be at a low point for scholars, whether this is due to general fatigue or holiday excitement. Upon determining that, we have tried to allow for workdays or holidays at those times when scholars are most distracted. This allows the time that they are in school to be truly devoted to learning and growing, both academically and socially.

7. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. The school calendar for Carolina Royal Academy is based on hours not days. The calendar will meet the requirement of 1,025 instructional hours in a year. Carolina Royal Academy will utilize a 90-minute uninterrupted block for language arts. We

wilutilize a 6.75 hour school day with school starting at 8:30 am and dismissing at 3:15 pm. Electives will allow teachers to have common planning time by grade level. We believe that the schedule is optimal for student learning because it provides scholars with small, planned breaks during the school year and provides time for teachers to learn and collaborate as well.

8. Describe a typical day for a teacher and a student in the school's first year of operation. Students will be greeted curbside as they arrive at school with a smile. Carolina Charter Academy will be a destination of choice for scholars and teachers. Both scholars and teachers will have the opportunity to learn and lead. Teachers are amazed at how the scholars are gaining knowledge and vocabulary using the Core Knowledge Sequence and CKLA. Students enjoy periodic domain celebrations as part of the Core Knowledge Sequence. Students are engage with the computer science curriculum.

High School Graduation and Postsecondary Readiness (High Schools Only)

9. Describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered.

Click or tap here to enter text.

10. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

Click or tap here to enter text.

11. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

Click or tap here to enter text.

Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

Attach Appendix C: 9-12 Core Content Electives. Provide a visual description of what courses (both 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.

Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

2.2 Special Populations and “At-Risk” Students

1. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

Every teacher, staff, and administrative member is dedicated to the success of every Carolina Royal Academy scholar. We believe that all scholars are "at-risk" of falling behind academically and socially. Carolina Royal Academy leadership will use all available resources and tools to ensure that each child receives a strong foundation for their future. We believe every child shall have the opportunity to be successful, in every class, every day.

Carolina Royal Academy will implement a progress monitoring intervention system for all scholars utilizing research-based programs focused on indicating academic deficiencies. Along with the expertise of teachers and other personnel for early identification of scholars who are "at-risk", the primary prevention level includes high quality instructional practices and implementation of the Sequence with fidelity. The middle level includes evidence-based intervention(s) of moderate intensity using skills-based instructional tools. Through collaborative efforts, multiple tiers of increasingly intense instruction/intervention services will be implemented to support scholar academic proficiency. Scholars needing remediation or intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

2. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school’s pre-opening plan to prepare for special populations.

The board believes that Carolina Royal Academy will not be a great school until it is a great school for every scholar, regardless of need. We will provide each scholar what they need rather than providing the same thing to every scholar. The board is aware of the requirements to serve all students and all are welcome. The most important job of the board is to hire the school leader. The Head of School will hire the school employees. We will hold the Head of School accountable for meeting the needs of all students. The EC Director and Instructional Coach will be part of the leadership team. The school will apply for state and federal grants in the areas of special education and mental health.

3. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:
 - a. Methods for identifying EL students (and avoiding misidentification).

- b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.
- c. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.
- d. Means for providing qualified staffing for EL students.

When parents acknowledge that English is an additional language in the home, or when they check "Yes" to any of the determining questions on the Home Language Survey, then the scholar is referred to the ELL liaison for testing. If the scholar has not been previously identified as ELL, the WIDA Access Placement Test (W-APT) will be administered. If the scholar's academic records show previous ELL identification, the faculty will proceed with preparing adequate instructional plan based on proficiency level. Our faculty will determine the appropriate means of instruction and modifications or accommodations for ELLs based on previous academic records, ELL placement test, parent input, scholar input, scholar observations, and other relevant data. We will ensure that ELL scholars meet the same challenging English proficiency objectives and standards required of all other scholars. Teachers will individualize their lesson plans for the ELL scholars, and they will also align their strategies with the available Core Knowledge ELL lesson plans. The school will employ the necessary faculty and staff to ensure appropriate curricular materials and supplemental resources needed to help ELL learners become proficient in English are present in the classroom.

Our curriculum will be supplemented with Web-based programs with a multitude of multimedia activities including monolingual/bilingual dictionary, grammar tools, audio support, and supplementary print coursework. Research suggests that ELL learners benefit greatly from Total Physical Response, in which scholars physically engage in their learning. For instance, if they are reading a story about the wind blowing, the teacher and scholars will pretend to be the wind as they read. We will incorporate those strategies for working with ELL students

Strategies and proposed services for ensuring the high achievement of English Language Learners include providing students with instruction that will enable them to increase academic achievement and use English language skills to meet district and state learning standards; providing instruction so that students acquire social and academic English language proficiency; and training educators on the four-hour ELL model, so students who are not proficient in English receive proper instruction based on their level and need. This English language immersion program consists of instruction through speaking, reading, writing, grammar, and vocabulary lessons. The four hours of instruction are achieved through placement of students with other

English language learning students, or within a Mainstream Classroom in which the students instructional program is outlined in an ILLP (Individual Language Learning Plan). To ensure compliance with state and federal guidelines for ELL scholars, Carolina Royal Academy staff will work closely with classroom teachers to facilitate communication and dissemination of information to parents. Communications will be sent, to the extent possible, in a language understood by the parents. Scholars who are determined to be fully English proficient will continue to be monitored for a period of two years, as required by state regulations. Parents will be notified and continued to be informed of monitoring progress. To ensure that educators are implementing the ELL strategies and procedures properly, the instructional coach and Head of School will incorporate these elements into walk-through/informal observations as well as formal observations; furthermore, the subsequent debriefs will involve discussion around these strategies.

English Language Learners will be able to fully participate in experiencing the Core Knowledge curriculum and all of its engaging content. Using the Assessment and Remediation guide provided in the Core Knowledge Language Arts program, teachers will give ELL scholars the same content framed appropriately for their language level.

4. Explain how the school will identify and meet the needs of gifted students, including the following:
 - a. Specific research-based 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 gifted students; and means for providing qualified staffing for gifted students.

At Carolina Royal Academy, we will teach all scholars with gifted strategies. Carolina Royal Academy recognizes the importance of meeting the range of different learning needs for intellectually gifted students. In grades Kindergarten through grade 5, the classroom teachers will be responsible for expediting learning using the North Carolina State Standards while, at the same time, reaching gifted student's needs. Fortunately, the Core Knowledge Sequence is structured in such a way that scholars at all levels have access to the content and are constantly challenged to learn new things. However, we acknowledge that additional experiences are sometimes necessary to ensure all scholars are met at their instructional level and attain growth. High performing scholars will be able to experience content at their instructional level using individualization and differentiation. Lessons will be differentiated based on scholars' need and implemented accordingly.

While all students will be taught with the same curricula, gifted students will be expected to not only create and evaluate ideas for the subject/content for which

they are responsible to master, they will also analyze developed ideas and then synthesize the information in ways that improve those ideas, leading to the creation of new ideas. In Kindergarten, Carolina Royal Academy will collect data from each student through the Wechsler Intelligence Scale for Children-III (WISC-III). Also, in Kindergarten and then through grade two, students will be assessed for qualifying gifted abilities, and those students displaying above grade-level skills will be challenged beyond grade level expectations. At the beginning of third grade students will be evaluated to determine their ability as academically/intellectually gifted students. Students will need to meet one of the following pathways:

- Pathway 1: Score in the 98th percentile for age range on the WISC-III.
- Pathway 2: Meet three of the following four criteria areas.
 - Area A: Score in the 93rd percentile for age range on the WISC-III.
 - Area B: Score in the 90th percentile for age range on the WISC-III in math content or reading content.
 - Area C: Score in the 85th percentile for age on the Woodcock Johnson assessment in Math or Reading
 - Area D: Reading and math classroom grade averages are A's and a teacher gives a recommendation letter describing classroom evidence that shows signs of Intellectual Giftedness.

Each year, the parents will receive notification of the services their scholar qualify for and will receive. Each child who is Intellectually Gifted will be placed on a Personalized Education Plan (PEP). The plan will show academic goals and a time frame to meet the goals. When the PEP is created, the scholar and parent will develop the goals with the assistance of the teacher to guide the goal, so it is realistic and corresponds to the North Carolina Standard Course of Study.

2.3 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 education teachers 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.

To identify scholars who have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act, upon enrollment at the charter school, all scholars' records will be reviewed by EC staff and classroom teachers for previously diagnosed disabilities, eligibility under Section 504 and/or Individual Education Plans. The IEP team will contact the previous school in writing and by telephone to request the current IEP and pertinent scholar information. We will speak and/or meet with the previous special education staff regarding special accommodations and follow through with previously written plans until we are able to conduct our own evaluation, adopt the most current IEP or develop a new IEP. Teachers, parents and staff will be provided with resources for identifying children with special needs.

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. Include how the school will avoid misidentification of special education students.

Our school will provide brochures, posters, and letters found on the Public Schools of North Carolina Department of Public Instruction Project Child Find website. Under the leadership of an Exceptional Children's Teacher, the education team, consisting of an LEA representative, the parent of a child with a disability, regular education teacher of the child, and an individual who can interpret the instructional implications of evaluation, will use a problem-solving approach and progress monitoring when addressing academic, behavioral, and/or developmental concerns regarding scholars. Team members will document the data collected, monitor the results of scientifically research-based interventions and make data-based decisions. The school will utilize the North Carolina Department of Public Instruction forms to document the evaluation and IEP.

Additionally, parents can refer their child for testing at any time by providing a written request to the school. In compliance with confidentiality requirements, all confidential records shall be kept in a locked file cabinet in a room accessible only to pertinent school personnel. Written documentation will be required to remove any records from the records room. Only those staff members of the scholars will have access to the aforementioned files. Our school will provide special education and related services according to the federal mandates of the Individuals with Disabilities Education Act and the regulations of the North Carolina Public School Law, Article 9.

3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:
 - a. Requesting Records from previous schools
 - b. Record Confidentiality (on site)
 - c. Record Compliance (on site)

To ensure record compliance, our school will develop and implement a record compliance monitoring system. The IEP team will complete a compliance checklist for all records of scholars with disabilities. Each record will be reviewed, and if any noncompliance is found, a correction action of noncompliance will take place immediately. Verification of correction will be the final action to ensure the noncompliance was corrected. The 504 Coordinator at our school will monitor the 504 Accommodation plans compliance as required by Section 504 of the Rehabilitation Act of 1973. We will have EC staff and will contract with outside service providers for psychological testing and services, speech, occupational therapy, and physical therapy.

Exceptional Children's Programming

4. Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

Carolina Royal Academy will provide educational opportunities to scholars with disabilities in the least restrictive environment with the full continuum of alternative placements, as appropriate. Carolina Royal Academy will apply for state and federal grants to provide extra support for these scholars.

5. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?

We anticipate that at least 10% of our school population will require EC services and will plan accordingly. There will be an Exceptional Children's Director and at least one EC teacher on staff, depending on enrollment. They will be responsible for implementing IEPs and monitoring scholars' progress. We will strive to keep the case load at around 20 students per EC teacher, depending on the severity of need.

6. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

We will ensure that all scholars with disabilities have access to a free and appropriate public education. We will focus on their special education and related services needed in order to ensure that they acquire the best possible education and are being prepared for further education, employment and independent living. We will follow all federal and state laws and regulations relating to the education of scholars with disabilities.

All staff will be educated as to the contents and implications of these laws. Scholars will be granted due process rights, including the opportunity for a hearing before the Board, in accordance with the state law for suspensions and expulsions. While it may be necessary for scholars with disabilities to be suspended or expelled, before those scholars can be suspended for more than 10 school days in a given school year, a manifestation determination meeting will be held by the IEP team to decide if the scholar's disability

caused the misbehavior. The outcome may impact any further disciplinary action taken related to the scholar, as to ensure the scholar will not be denied FAPE per federal law.

The Exceptional Children's teacher will be responsible for monitoring the implementation of all IEPs. Scholars will receive quarterly progress reports and an annual review meeting. Further meetings will be scheduled as a scholar's needs change. As a scholar is identified, a transition meeting will take place to ensure that all accommodations are communicated to the relevant teachers.

To ensure a robust program, we will partner with local churches for backpack and other student- and family-support programs, build a vibrant parent support organization, and partner with the local Sheriff, police, and fire departments to initiate educational courses and services. We would introduce an Officer Friendly Program to help children develop a healthy view of police officers and forge friendship with police officers. We would also apply for DPI's School Resource Officer (SRO) matching grant to ensure that we have a person dedicated to school security on site.

7. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.

Quarterly, the EC teacher will meet with scholars' classroom teacher(s) to discuss progress and determine if a parental meeting is necessary. Yearly, parents, the EC teacher, one regular education teacher, a school administrator and an individual who can interpret any evaluation data will meet to review the scholar's IEP and to make any necessary changes or recommendations. Parents may request an IEP meeting at any time.

8. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

The school will contract with Occupational Therapists, Physical Therapists, Speech Therapists, and psychologists in Chatham County and surrounding areas who can provide testing, reporting, and therapeutic services. Classrooms will be equipped with the necessary materials to ensure access to the curriculum.

2.4 Student Performance Standards

1. Describe the student performance standards for the school as a whole.

Carolina Royal Academy will strive to never achieve less than a B school according to the NC Report Card. With this goal in mind, maintaining a proficiency level of 70% and meeting or exceeding academic growth annually shall be the bottom line for whole school achievement. Carolina Royal Academy will be the public school of choice and outperform the local LEA average proficiency by a minimum of 20 proficiency points. 85% percent of graduating eighth grade scholars will be proficient and prepared to enter high school in math and reading.

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.

Carolina Royal Academy will utilize the NWEA MAP tool to monitor the progress of all children. These data will provide each teacher the specific information they need to create lessons, develop small groups and address gaps in the scholar's education. Personal education plans will be developed based on results. Progress according to MAP and individualized goals will drive the bi-annual teacher/parent conferences. Scholars who are at-risk or disabled will also have individualized goals and plans that shall be met to be promoted to the next grade.

We will train educators on how to breakdown NWEA to determine which scholars are at risk, create a rank order list to identify the bottom 15% to 25%, and pull state standards from the Learning Continuum to drive instruction. Using the MTSS model, scholars will be grouped according to their level of support with a focus on the scholars who need Level 3 support. Scholars in this grouping will be supported with small group and one-on-one instruction. We will also provide training and support for the teachers and instructional coach on developing small groups within a classroom and developmental grouping amongst grade levels using NWEA data. Specifically, teachers will learn to incorporate specific visual aids, manipulatives, along with the use of modeling, call/recall, and repetition techniques.

We will ensure that educators have scheduled time to plan and will be provided with daily common planning periods as a time to collaborate, analyze data, create assessments, and plan focused, skill-targeted instruction. Common assessments are a vital part of the planning process and are a powerful method by which to ensure that the grade level is staying true to Core Knowledge and the curriculum map. Grade-level teams will meet weekly to discuss the coming weeks objectives and skills.

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.

There shall be no social promotion. The only exception may be if a child is previously homeschooled and the scholar's "applying" grade level for the lottery is not appropriate. In that event, the Head of School will request assessments to take place to ensure the child is placed in the most appropriate grade level entering Carolina Royal Academy.

Decisions to promote or retain will occur through a scholar support process developed by the Head of School. Factors in promotion shall be growth according to the MAP Score, attainment of PEP goals, recommendations by staff, and scholar attendance. In third grade the team will follow Read to Achieve laws and utilize portfolio assessments to gather

additional data. The Head of School will make this final decision. Promotion criteria will be communicated to parents at the start of the school year. If a scholar is in danger of being retained, that will be communicated to his/her parents or guardians at the spring conference as the fourth quarter begins. If significant evidence exists before the final school day in January the parent will be notified their child may be retained and what the plan is over the next four months to close the gap. To ensure that educators are implementing effective strategies and procedures properly, the Instructional Coach and Head of School will incorporate these elements into walk-through/informal observations as well as formal observations; furthermore, the subsequent debriefs will involve discussion around these strategies and growth data from benchmark.

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 students at risk of dropping out.

Scholars must be at or above grade level before exiting the 8th grade according to North Carolina Standards and assessments. Students at risk of dropping out will be provided with extra learning opportunities after school and during the summer.

2.5 School Culture and Discipline

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

We will apply for the NC ACCESS grant and will commitment a significant amount of resources to professional development. This will include sessions that will set the positive culture for the school where both the scholars and the teachers can learn and grow. We will create a culture that promotes positivity and respect for others. The use of the Core Virtue curriculum will support these efforts. In an age where social media and gaming is prevalent in society, we will focus on developing social and emotional skills with the scholars. We will provide teacher and student leadership opportunities.

2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.

Developing the culture starts before the first day of school. It begins in the recruiting process and continues with the preservice professional development. We will set the expectation with students, teachers, administrators and parents that they treat each other with respect. We will continually offer opportunities for development among all stakeholders in these areas. We do not plan to admit students mid-year.

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

Scholars are expected to follow all behavioral guidelines set forth in the Scholar Handbook. Our character development programs will play a role in helping scholars control their own behavior and solve problems without teacher intervention. As the Core Knowledge Sequence builds on prior knowledge, we believe this educational model allows for scholars to recognize appropriate behaviors that have been previously taught and modeled. Just as scholars will build on prior knowledge academically, they will be expected to do so socially and emotionally as well. We will implement strategies to support the social emotional needs of students, including teaching The Core Virtues program on a daily basis. This will meet the students' socio-emotional needs and further develop their moral, civic, and intellectual virtues. With each student having a common understanding and shared expectations for how to work with and alongside classmates and do what's expected, so much more can be accomplished than is typical between August and June.

Our referral program will give teachers a clear referral path for students exhibiting struggles with behavior. Carolina Royal Academy will use the MTSS process as it relates to behavior and offer the support that the student needs to be returned to the highest tier of functionality possible. Teachers and staff will consider environmental factors that could influence a student's decision-making process and impact his or her overall effectiveness at school. The administration and teacher will then coordinate effort to implement services and/or interventions. Teachers and support staff will be trained to evaluate students in key social emotional learning competencies, including self-awareness, relationship skills, and responsible decision-making. This will enable teachers to identify students who need services. The School Improvement Team will manage these cases and provide accountability reports to demonstrate that student progress is being monitored, evaluated, and changed as necessary according to the student services plan.

A Code of Conduct contract will be provided to parents and scholars prior to the start of the school year. It outlines and defines the infractions that may lead to in-school consequences, and/or to suspension and expulsion. Depending on the severity and situation of each case, there are a range of offenses that may lead to a consequence ranging from in-school disciplinary action to long-term suspension:

- Infractions of class/school rules -Contraband items (i.e. lighters, matches) -Integrity (i.e. cheating, forgery)
- Trespassing -Inappropriate interpersonal/sexual behavior (including harassment)
- Disrespect and noncompliance -Use of electronic devices
- Gambling
- Harassment, abusive, offensive language
- Bullying
- Hazing
- Physical, written, or verbal aggression, or threat of -Unjustified activation of a fire alarm or other system
- Theft or destruction
- Possession of weapon, tobacco, narcotics, alcohol, or controlled substance

Scholars will be granted due process rights, including the opportunity for a hearing before the Board, in accordance with the state law for suspensions and expulsions. While it may be necessary for scholars with disabilities to be suspended or expelled from the school, before those scholars can be suspended for more than 10 school days in a given school year, a manifestation determination meeting will be held by the IEP team to decide if the scholar's disability caused the misbehavior. The outcome may impact any further disciplinary action taken related to the scholar, as to ensure the scholar will not be denied FAPE per federal law.

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): TeamCFA Pender

Section 3 Governance and Capacity

3.1 School Governing Body

1. Private Non-profit Corporation (NCGS 115C-218.1)

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

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

Name of Private Non-profit: Carolina Royal Academy

Mailing Address: 5000 Centergreen Way, Suite 500

Street Address: 5000 Centergreen Way, Suite 500

City/State/Zip: Cary, NC 27513

Phone (xxx-xxx-xxxx): 812-599-6530

Fax: (xxx-xxx-xxxx):

Name of Registered Agent and Address: Joseph Zhou, 5000 Centergreen Way, Suite 500, Cary, NC 27513

Federal Tax ID: 84-2817175

2. Federal Tax-Exempt Status (NCGS 115C-218.15)

If the non-profit organization has yet to obtain 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.

The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

Yes. **Attach Appendix F Federal Documentation of Tax-Exempt Status**

No.

N/A. The applicant is a tax-exempt municipality.

3.2 Governance

The private nonprofit corporation or municipality 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.

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

Board Member Name	Board Title	County of Residence	Current Occupation	Past or Present Professional Licenses Held	Any disciplinary action taken against any

					of these professional licenses?
John Norwood	Chair	Wake	CEO North State Bank	NMLS #883723	No
Jerry Guerrier	Member	Durham	Architect Wake Technical Community College	North Carolina Architect	No
Greg Bounds	Vice Chair	Duplin	CEO Goshen Medical Center	Commercial General Contractor and Pilot VFR	None
Jiansen Niu	Member	Wake	Founder and CEO CAML Academy		
Chen Wang	Secretary	Wake	CEO RTP-China Connection		

- Describe 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 Head of School. We understand that we, the Board of Directors, do not carry out management roles or responsibilities. We do however function as a team of like-minded, skilled community members who are the overall responsible entity for the school's overall success and failures. We make decisions based upon the information we are provided and what is best for moving the organization towards its ultimate vision and goals. Our key responsibilities are to work with the Head of School to ensure the school's academic program is successful, measured by both internal and external assessments; (2) the school's operational programs are faithful to the terms of its charter, including compliance with statutory and regulatory requirements; and (3) the school is a viable organization, which includes, among other things, that it is financially solvent and has a competent and professional staff. During the ready to open process, the board's primary responsibilities will be building strong relationships in the community, recruit families and ensure our facility will provide a safe and secure learning environment. We will establish engaged committees and partnerships that will embrace and enhance the mission of the school and provide strict financial oversight, as

called for by a fiduciary responsibility to the school. Once the school opens, we will shift from a founding board to a governing board. Our role as a board includes to annually set the overall student outcomes; establish policy that is fair to all constituents and creates the operational boundaries; evaluate our partnership with the management company; approve substantial third party agreements and staff contracts; set the organization's vision and goals; evaluate the effectiveness of the school's operational plans; develop a sustainable governance model that recruits effective leaders; oversee the school's finances; and grow as an organization. Our duties as a board revolve around three words: care, loyalty, and obedience. As stewards of the charter we must exercise reasonable care when making decisions, understand the finances, and participate in its governance; we must also attend all board and committee meetings and participate in decision-making and policy setting while actively participating in risk assessment and strategic planning. Our duty of Loyalty means that we will never use information obtained as a member for personal gain, and we will always act in the best interest of the organization by being aware of our conflict of interest policy, avoiding transactions that may result in financial gain. Finally, our duty of Obedience ensures we will not act in a way that is inconsistent with the central goals of the organization. This means we ensure the organization complies with all applicable laws and regulations and with its own internal documents and policies. The board will recruit a Head of School who leads with the highest qualities of a leader. The board will approve the hiring of the Head of School. Before making our final decision regarding our Head of School, we expect to spend time with the candidates in school settings, community events, and interviews to ensure this leader knows and understands the challenges he/she will face as a founding charter school principal. Supervision of the school leader will occur through a strong relationship between he/she and the governing board. The Head of School and the board will agree on specific measurables, channels of communication and what items he/she will need to report to the board formally and informally. This will take intentional action and trust between both parties but is critical to the organization's long-term success.

3. Describe the size, current and desired composition, powers, and duties of the governing board. Our bylaws state that the Board of Directors consists of five to nine board members. The founding board consists of five board members with a diverse background but all passionate about providing a high-quality educational choice for parents. The powers and duties of the governing board are described in the bylaws in Appendix J. As the board looks to add members it will look to add members who are residents of Chatham County and members with marketing expertise.
4. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.

The founding board's individual and collective qualifications positions it well for the governance responsibilities during the planning year and after the school opens. It is a board of leaders and consists of a CEO of a community bank, a CEO of a community health center organization, CEO of an international organization with an education focus, a CEO of a business that provides computer science camps for students and a architect that works for a local community college. The board is well positioned to recruit and hire the founding Head of School. Board members and the Head of School will make the parent/community connections to make the school successful.

5. 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 will be comprised of no fewer than five and no more than nine members with four officers. We aim to develop committees to assist with the deeper work of the board. The founding board has considerable experience in recruiting outstanding leaders, setting organizational goals, operations and communications with key stakeholders, including parents.

As a like-minded governing board, we have skill sets in the areas of facilities, education, finance, charter schools, non-profit governance and real estate.

In alignment to the organizational goals, the leadership team will present tangible evidences that the board will adopt to be the specific deliverables that demonstrate the progress toward each organizational goal. The Head of School and each standing committee will collect and analyze specific data and report to the board based on the schedule according to the Outcomes Based Calendar. The Head of School will create a plan based upon the data analysis. In addition, the board will host an annual retreat to gather to analyze yearlong data and program evaluations to determine if adequate progress is being made.

Our board believes the purpose of evaluation is to promote personal and professional growth. The Head of School will be evaluated based on the progress towards the organizational goals, management of the school's budget, development and navigation of the organization, progress towards a successful charter renewal, and good standing with the authorizer and community as noted in the prior section. Ultimately, the school's success shall correlate to the success of the school leader's ability to effectively lead the school. This evaluation will occur formally annually. The Governance Committee will be assigned to perform this responsibility.

The board's composition will ensure active and effective representation of key stakeholders by including business and community members. We will continue to strike a similar balance on future boards as founding board members term end. We will also engage parents and other key stakeholders when engaging in such activities as fundraising and strategic long- and short-term planning.

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

The founding board members were recruited and selected for their varied backgrounds and common concern for providing educational choices and a quality education to the students of Chatham County and Wake County. Members of this board have been in education and are passionate about providing educational freedom to families in Chatham County by providing high quality school choice. Members first looked at the Wake County as the potential location for the school. After discussion with those in the charter school community, it was determined that Chatham County would be a better location. The proximity to Wake County allows the school to serve Wake County families as well as meet the need for school choice in the rapidly growing area of eastern Chatham County.

Members were selected based on interest and previous experience. The board has been working diligently to establish this public school of choice.

Board recruitment will be ongoing. As the board looks to add members it will look to add members who are residents of Chatham County and members with marketing expertise. Timing will be based upon finding the right candidates. There will be a succession plan in place that will include each member recruiting one to three potential new members that match their skillsets. These potential members will be added to a standing committee until there is a board seat available. We will work closely with these partnering stakeholders and hope to recruit many of them to join our board full time. If a position becomes vacant, new members may be elected within three months of the vacancy (based on the need), or at the scheduled annual meeting. Members will be recruited based on the needs of the board at the time and chosen based on recommendations from the Nominating Committee.

7. Describe the group's ties to and/or knowledge of the target community.

Most board members live in Wake County or Durham County. Two of the board members live in western Wake County close to the proposed school location in Chatham County. Other board members work in the Raleigh-Durham-Chapel Hill area and are knowledgeable about the growth of eastern Chatham County.

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

The board will hold regular meetings monthly and develop a strategic outcomes-based calendar for maximum oversight of the organization, which will be submitted during the RTO process. Standing committees will meet between meetings for a deeper dive and analysis of the organization's progress.

9. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

New board members will be assigned a mentor when they are elected to the board. That mentor will review the resource binder created by the founding board. The binder includes a copy of the charter application, the charter agreement with the state, the board's bylaws and policy manual, a copy of the Open Meetings Laws, a copy of all charter and public school laws, the expectations of a board member, and a calendar of monthly scheduled meetings. Most importantly, they will get an overview of the board's goals, successes and current challenges. Hopefully this new member will have spent time on a committee and have a strong understanding of the organization. Every board member will be required to attend at minimum eight hours of governance training annually. In addition, board members will have the opportunity to collaborate with board members from other charter schools., share best practices, and receive information on Core Knowledge, Singapore Math, NWEA MAP assessments and digital content. Additional training scheduled could be feedback from experts (i.e. audits), state provided sessions, education on legal matters, strategic planning, nonprofit best practices, and personal time spent reading about how effective boards operate and then sharing insights gained as a result of that reading. Industry curriculum experts will also provide professional development to the faculty and staff. This will ensure continuity of our mission and will create open lines of communication between the board and the school community. We plan to retain legal counsel familiar with public school law to assist with training on open meetings/public records, compliance with our bylaws and other pertinent legal matters dealing with education.

Specific Training Topics:

A. Financial: After completion of training, participants will be able to demonstrate knowledge of creating, presenting, monitoring and implementing a sound financial plan and an approved budget. Participants will identify overall financial strength - viability; return on investment financial planning; revenue growth - enrollment projection

B. Roles and Responsibilities: This annual training will ensure our members understand that their role is to govern "How Well" the plans of the operations team ("How Will") are meeting the needs of the scholars, staff and stakeholders.

- C. Legal Compliance: This session will review our organization's most critical documents, federal, statutory and regulatory requirements (including open meetings laws).
10. 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.
- Pursuant to the Non-Profit Corporation Law NCGS 55A-8-31, the board shall comply with voting and disclosure provisions of the Director Conflict of Interest. Our bylaws and policies will detail the procedure for identifying and addressing conflicts. The proposed bylaws are submitted as part of this application.
- Steps the Board Will Take: Persons Concerned: This policy is directed not only to Directors and officers, but to all employees who can influence the actions of the school or its Board or make commitments on their behalf. This will include all who make purchasing decisions, all persons who might be described as "administrative personnel" and all who have proprietary information concerning the school.
- Disclosure: Full disclosure of any relationships of the governing board, charter school employees, or potential contracts will be communicated and vetted openly. In compliance with the law, the following procedures will be implemented and will apply to board members and all school personnel employed by Carolina Royal Academy. Disclosure will be made as soon as a potential conflict is discovered. When a possible conflict has been disclosed, the Board will determine whether a conflict exists and whether it is material. Where a material conflict exists, the Board will determine whether the recommended transaction or other conflicting involvement may be authorized as just, fair, and reasonable to the school. The decisions of the Board will be guided by independent counsel as appropriate, and their guiding principle will be the integrity and best interests of the school and the advancement of its purposes. The following describes the procedure that the Board will employ when dealing with a potential conflict of interest: Any Board member having a possible conflict of interest on any matter will not vote or use his or her personal influence on the matter, and will be recused from final discussion and voting after answering all Board questions and fully informing the Board of all pertinent details. The Chair of the Board will appoint a neutral person or committee to investigate alternatives to the proposed transaction. After exercising due diligence, the Board will determine whether the school shall proceed with the desired action. The Minutes of the Board will reflect all conflicts of interest disclosures and abstentions from voting and the existence of a quorum.
11. Explain the decision-making processes the board will use to develop school policies. The primary decision-making process the Board will use is deliberation as an authorized group (full-Board or committees) based on research, analysis, counsel feedback, and experiences in monthly regular or special meetings to address the issues regarding the school's operation and compliance. We will also work with the Head of School to

provide input. This will be the only way for the board to be truly effective when making important decisions. The meetings will be organized in a way that invite debate and discussion but also manage conflict and problems that arise as a result of healthy debate. The board will work with key stakeholders (parents, community members, Head of School) to gain a well-rounded perspective regarding school policies. Additionally, the board will reach out to other successful charter school boards to utilize their perspective and wisdom with regards to school policies. As with all the decisions made by the board, paramount is the fact that these policies support the mission and goals of Carolina Royal Academy.

Our policies will be value-oriented and product driven; legal and do NOT deny constitutional rights; communicated to ALL stakeholders; and written within the scope of the FULL boards authority. The policies will be adopted with the full authority of the board.

In developing school policies, initial recommendations will come from committees, Head of School, and parents based on whether our policies are meeting our desired purpose and the law. The process will be as follows:

- A need will be identified.
- Data will be collected.
- Recommendations will be made.
- Policy will be drafted.
- Policy will be introduced for stakeholder input.
- Policy will be presented to the board for discussion and a vote.
- Policy will be embedded into the school's manual, disseminated, and communicated.
- Policy will be reviewed annually as needed.

12. 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 board will form committees to advise the board in four basic areas: governance, academics, finances, and development. Only the board has the authority to make decisions and act in these four areas, although the board will seriously consider input from the following advisory bodies:

- a. Parent Teacher Organization: The role of the PTO is to support the teachers and staff in their mission. They will be their own entity and report to the Head of School.
- b. The Nominating Committee: The Nominating Committee will consist of members of the board who will recruit and nominate new members to the board.
- c. The Academic Committee: The Academic Committee will consist of board members and the Core Knowledge experts from both the elementary and middle school. The Academic Committee will ensure that the mission of the school is being realized in the

classroom by analyzing test data, completing site observations and gathering input from the school community. They will report their findings and make recommendations to the board.

d. The Finance Committee: The Finance Committee will consist of board members. The members of this committee should possess a strong financial background. They will review and make recommendations on the proposed budget as well as on other major financial decisions impacting the school. They will report directly to the board.

e. The Personnel Committee: This committee will consist of board members and will work with the Head of School in personnel matters. The Head of School will recommend the hiring of staff and teachers. The final hiring and firing decisions rest with the board. They will also work in conjunction with the Finance Committee regarding employee compensation and benefits.

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

Carolina Royal Academy is committed to a positive learning environment, and it encourages open discussions among employees, administrators, board members, parents, and students. Occasionally, concerns or questions may arise among members of our school community. If a parent has a problem regarding a teacher or other employee following steps should be taken as needed:

1. Discuss this problem with the related party immediately.
2. If there is no resolution to the issue, communicate the concern to the Head of School. This may result in an additional meeting with the related party and Head of School.
3. If there is no resolution to the issue, the parent may file a grievance by following the board's policy and grievance process.
4. The board or appointed committee will receive the grievance and determine the next steps.

If an employee has a concern or complaint, then the employee should follow the steps outlined below:

1. Concerns and complaints should be communicated to the Head of School.
2. If the matter concerns the Head of School or if the matter remains unresolved after the meeting with the Head of School, then the employee may follow the boards policy and grievance process, which includes communicating in writing with the Chair of the board Governance committee appointed specifically to respond to grievances.

Ultimately, the board decides on any responses or action steps as responses to the grievance.

***Attach Appendix G Organizational Chart**

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).

***Attach Appendix H Charter School Board Member Information Form and Resume**

A **one-page** resume from each founding board member and responses to the questions found on the Charter School Board Member Form

***Attach Appendix I Charter School Board Member Background Certification Statement and Completed Background Check for Each Board Member**

***Attach Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality**

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.

***Attach Appendix K Articles of Incorporation or Municipal Charter**

If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.

If the applicant is a municipality, attach a copy of the municipal charter.

3.4 Staffing Plans, Hiring, and Management

Projected Staff

1. Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Position	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Principal/School Leader	1	1	1	1	1	1
Assistant Principal	0	1	2	2	2	2
Dean(s)	0	1	1	2	2	2
Additional School Leadership						
Core Classroom Teachers	0	18	26	31	33	36
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)	0	8	11	12	13	14
Student Support Positions (e.g. social workers, psychologists, etc.)						
Student Support Positions						
Specialized School Staff						
Teaching Aides or Assistants		5	5	6	6	6

School Operations Support Staff	.5	3	3	3	3	3
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Proposed Positions based on Annual Funding. Each year, instructional support positions, such as Assistant Teachers, will be based on school's growth model and annual funding 2021-2026.

Projected Staff:

Head of School

Assistant Principal

Administrative Associates

Core Content Teachers (Grade level, ELA, Math, Science, Social Studies, Computer Science)

Exceptional Children's Teacher

Exceptional Children's Director

Instructional Coach

Elective/Specialty Teachers (Foreign Language, PE, music and art classes)

Assistant Teachers (K-2)

Information Technology (Contracted)

Transportation

Staffing Plans, Hiring, and Management

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

Carolina Royal Academy will have an opportunity to recruit through a national network as well as locally. We will attend and potentially host job fairs in and around Chatham County and Wake County. We will also work with regional colleges and universities to help identify qualified and interested candidates for our available positions. We additionally anticipate the state's HR system to be a strong resource for recruitment. Carolina Royal Academy will focus on people first and provide an atmosphere of respect for all faculty and staff members. Our decision-making processes will intentionally include staff to help guide the school's leadership in accomplishing the mission. Teachers will be supported professionally through learning communities, high level professional development, instructional coaches, and internal mentoring system. We aim to provide teachers a competitive benefits package and will be paid commensurate with their experience. The school will offer a 401(k) plan to all full-time employees. This type of plan, a defined contribution plan, versus the state's defined benefit plan, is more flexible for most teachers and is portable. In addition, the plan will provide for an employer match of up to 3% employee annual contribution. Full-time employees will also receive health insurance with employee coverage paid in substantial part by the school as well as life insurance and disability benefits. The school is currently planning to forgo the state retirement plan and health plan but will make that decision final upon the charter approval. The costs of mandatory unemployment and workers compensation insurance will be incurred by the school. Our Assistant

Teachers will serve as a built-in recruiting source for new teachers. Many will be certified or working toward certification and will be candidates for open teaching positions.

3. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.

Not identified

Attach in Appendix O the School Leader's Resume. If school leader has been identified, include the school leader's one-page resume in Appendix O.

4. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.
The Carolina Royal Academy board will approve the hiring of a strong Head of School who will be responsible for leading staff and effectively managing finances and operational systems. The relationship between the board and Head of School will be one of trust, unity, and *accountability*. Our Head of School will lead through example and provide the board with critical information to help the board make critical decisions at every meeting. We anticipate that our board chair or designee will be in communication with the Head of School to support their decisions and to keep the board in the know about any anticipated barriers or news. All communication from employees will be directed towards the Head of School.
The board will communicate to the employees through the Head of School. The board will rely on timely and accurate reporting as well as internal and external surveys to determine whether the policies, plans and procedures are creating a strong employee atmosphere. There are no direct lines of communication from staff to board unless previously authorized by the full board. If issues arise between employees, the board will ensure proper procedures are carried through and each employee has an opportunity to be heard in hopes of a professional resolution. An employee grievance policy will be in place and followed if required in the mediation process.
5. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.
The Board has sole responsibility for the hiring and dismissal of the Head of School. The Head of School will recommend the hiring and dismissal of the teachers and staff. The board will approve the recommendations.

The hiring process will include practices to understand how each employee is exemplary in communication, relationship building, and collaboration. In addition, we will hire teachers who are coachable, hungry to learn, and socially smart. Carolina Royal Academy will recruit faculty that embrace our mission to foster student learning and achievement and inspire students to become independent thinkers, effective communicators, and contributing citizens of a global society.

Our required applications will contain:

- a sealed college/university transcript, indicating a cumulative GPA of 3.0 or higher;
- a clean National Criminal Background Investigation Check;
- three letters of reference documenting leadership and community service;
- submission of sample teaching video;
- demonstration of superior writing skills through submission of writing samples; and
- teaching portfolio with sample units.

Our hiring process will include:

1. Initial screening interview.
2. Teaching observation to observe abilities to engage, educate, and communicate.
3. Formal interview to debunk any theories.
4. Participation in school events to determine how you interact with others.

The board may need to approve dismissal of staff members based on their actions. Our Head of School will be responsible for creating the evaluation tool, providing effective feedback, and utilizing experts to help educators to grow. An employee may be placed on an action plan prior to recommendation for dismissal; however, no one is more important than the overall culture of the school. The board may verify these processes were carried out with fidelity through an internal committee or external review.

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

- * Head of School - \$75,000 - \$80,000
- * Assistant Principal - \$50,000 - \$60,000
- * Full Time Core Teachers - \$35,000 - \$50,000
- * Elective/Specialty Teachers - \$35,000 - \$50,000
- * Administrative Assistant - \$25,000 - \$32,000
- * Teacher Assistant - \$24,000 - \$30,000
- * Instructional Coach - \$40,000 - \$60,000
- * Exceptional Children's Teacher - \$40,000 - \$60,000

As stated above, Carolina Royal Academy will not participate in the state retirement plan, but the school will offer a 401(k) program with matching contributions up to 3%, health care and life insurance to all full-time employees. We will not offer retirement, health insurance, or life insurance to part-time employees.

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

The Head of School always retains the discretion to recommend termination employment or to decide what type of discipline is warranted, if any. All employees of Carolina Royal Academy are at-will employees whose employment can be terminated at any time, without first implementing any other type of disciplinary action. Carolina Royal Academy is not required to use any of the following steps of discipline, or to apply them in any order, but always retains the discretion to determine the nature and severity of discipline and/or termination. In the event it becomes necessary to discipline an employee, Carolina Royal Academy will determine in its discretion given the circumstances of the situation the appropriate action amongst such options as:

1. Verbal Warning
2. Written Warning
3. Suspension, with or without pay
4. Final Warning and/or Probation
5. Termination

The Carolina Royal Academy board retains the discretion to determine if the circumstances of a case warrant termination for the first offense, or whether one of the other four forms of discipline listed above is warranted. Further, if an employee's conduct, performance, work habits, or attitude becomes unsatisfactory or unacceptable in the judgement of the Carolina Royal Academy, including based on violations of any school policies, rules, guidelines, regulations, or rules of conduct, whether contained herein or in other documents, they will be subject to disciplinary action up to and including termination. Grievances shall follow this process: The employee meets with the Head of School to discuss the grievance. If a satisfactory resolution is not reached, then the employee will submit a formal grievance in writing to the Board Chair or designee. The chair or designee will convene an ad hoc board subcommittee to investigate the grievance. The subcommittee will recommend a resolution within 30 days of receipt of the written grievance.

8. Identify any positions that will have dual responsibilities and the funding source for each position.

In our initial three years, most of our employees will have dual positions and we anticipate our funding for our positions to be from State Funding, Local Funding, State and Federal EC Funding, and other Federal funding. Positions will be:

- EC Teacher (could be EC Director)
- Administrative Assistant (PowerSchool Manager and Financial Services support)
- PE Teacher (Athletic Director)
- Assistant Principal (Testing Coordinator/504 Coordinator)
- Content Teacher (Interventionist)

9. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.

Carolina Royal Academy will ensure that the hired and properly licensed special needs teachers are experienced. Carolina Royal Academy will provide an experienced part time ELL teacher to assist with any child that is an English Language Learner. Carolina Royal Academy will also provide all full time and part time teachers with the proper training and staff development to prepare for both ELL and gifted students.

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

Carolina Royal Academy's staff will be held to high quality standards by carrying out the Carolina Royal Academy mission every day. All staff members are expected to communicate clear expectations and goals, uphold all legal, professional, and ethical requirements of the profession, and create an environment conducive to learning.

Detailed expectations for each role are outlined below:

Core, ELL, EC, and Specialty Music, Physical Education and Technology:

- Hold a bachelor's degree or equivalent education experience.
- Teach the Core Knowledge Sequence in alignment with the NC Essential Standards.
- Create a classroom climate conducive to learning.
- Create open lines of communication with parents.
- Offer tutoring and enrichment activities to scholars as needs arise.
- Communicate clear expectations, goals, and grading requirements to both parents and scholars.
- Differentiate lesson plans to fit the needs of individual scholars.
- Maintain and keep current records on all students, including portfolio work and grades.

Head of School:

- Hold a Master's Degree in Administration or equivalent education and experience and must have five years of administrative experience.
- Ensure that the Core Knowledge Sequence in alignment with the NC Essential Standards are being implemented in the classroom on a daily basis.
- Supervise and manage the Carolina Royal Academy's staff and report on the school's overall operation to the Carolina Royal Academy's board of directors every month.
- Responsible for handling student and staff conduct in accordance with Carolina Royal Academy's student and staff handbooks.
- Will be active in coordinating the Carolina Royal Academy's professional development plan.
- Oversee the creation and implementation of the school's marketing plan.
- Ensure that the school operates within the budget and be responsible for all fiduciary requirements.



Administrative Assistant:

- Hold an associate degree or equivalent experience.
- Have at least two years' experience as an administrative assistant.
- Coordinate and run the Carolina Royal Academy's front office and adhere to all duties encompassed therein.
- Coordinate school volunteers.
- Assist the assistant administrator and the Head of School as the need arises.

Assistant Administrator:

- Hold a bachelor's degree or equivalent experience
- Coordinate and maintain the teacher licensure program.
- Have two years or more of administrative experience.
- Assist in coordinating the professional development plan.
- The lead person to whom all contract positions report; this includes being the point of contact for the PowerSchool administrator.
- Report to the Head of School.
- Assist in marketing.

Assistant Teacher:

- Preferably hold a Bachelor's degree.
- Preferably hold a teacher licensure or be working towards it.
- Work with "At-Risk" students both in small groups and one-on-one.
- Support classroom teachers through tutoring, small group instruction and any other needs that may arise.
- Be trained in Core Knowledge.

Instructional Coach:

- Hold a Bachelor's Degree or equivalent experience
- Coordinate the school's Core Knowledge program
- Train new teachers in Core Knowledge
- Assist teachers in Core Knowledge

3.5 Staff Evaluations and Professional Development

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

The Head of School will be responsible for ensuring there are systems and procedures for the potential teacher licensure renewal opportunities. The Head of School will appoint a teacher leader or a member of the leadership team to drive this process.

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 and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

Initially, the goal for Carolina Royal Academy will be to organize a healthy organization that will foster a culture necessary to recruit, hire, and retain teachers that live and breathe the organization's mission. All beginning staff and teachers will be assigned a mentor who will work closely to develop initiatives, plan lessons, and grow their classroom management strategies. The mentor teachers will also observe and provide feedback to their developing teachers at least four times a year. We anticipate a strong mentoring program will ensure that teachers will feel supported and will promote teacher retention. The Instructional Coach shall ensure a strong implementation of the Core Knowledge curriculum and encouragement for teachers to create vibrant, cross-curricular, collaborative units that will give our faculty a sense of ownership and will also result in teacher retention.

Carolina Royal Academy leaders, in combination with Carolina Royal Academy staff, including an Instructional Coach, will develop a teacher evaluation instrument that will evaluate a teacher's ability to implement the Core Knowledge Sequence with fidelity. Allowing teachers input into this process will also give them a greater ownership in the solution since they will be evaluated in a manner that they helped develop; in addition, this will create more effective leaders who model the type of teaching that is expected. Carolina Royal Academy will work closely NCDPI to ensure that our teachers meet the teacher licensure renewal criteria. Upon being hired, teachers must provide any teacher's license from NCDPI. Each teacher is responsible for keeping their licensure and certifications so that they meet the requirements from NCDPI and the SBE policies. In compliance with state law and policy, at least 50% of Carolina Royal Academy's teachers will hold a current teacher certification.

For new teachers, Carolina Royal Academy will follow the approved Beginning Teacher Plan, which includes a teacher self-assessment, professional development plan, a pre-observation conference, three formal observations with post-conferences, a peer observation with post-conference, summative evaluation conference, and summary rating form. For administrative and support staff, the Head of School will evaluate them twice a year, using a rubric developed by the staff in alignment with their job description.

3. Describe the core components of professional development plan and how these components will support effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

We believe classroom success rises and falls with leadership, and our professional development will focus on developing leaders in the Core Knowledge Sequence. In workshops, we will model active instruction that teachers can use in the classroom. Teachers will take a pre- and post-tests to assess their understanding, and they will create products to use in the classroom with their scholars. Teachers will participate in professional development that is meaningful, and they will emerge with a plan for the year that will create a sense of purpose and attachment to the mission of and the school.

There are ten teacher work days dedicated to professional development. Five of these days will be facilitated by industry leaders or trainers with time being dedicated to cross-curricular planning and collaboration.

Teachers will work with the Head of School to set individualized goals related to areas of weakness, areas of interest, and areas of need (as evidenced by data gathered on scholars from each preceding school year) at the beginning of each school year. The Head of School will then work with teachers to provide professional development opportunities which aid such teachers in fulfilling their goals.

Teacher professional development will focus on techniques for delivering the Core Knowledge Sequence in a way that elicits both excitement and a sense of ownership on the part of the scholars. Teachers will also learn to act as facilitators of learning, guiding scholars to discover truths through kinesthetic, auditory, and visual learning. The instructional coach provides teachers with the necessary training in core subjects as well as variety of instructional delivery methods, working with teachers to model lessons, increase content and skill retention, increase rigor, and develop a learning environment conducive to growth.

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.

The ten pre-service days have specific times dedicated to Core Knowledge Sequence professional development, giving teachers further opportunity to create broad outlines of their plans for the coming school year. The methods utilized in the Core Knowledge Sequence may be somewhat new to teachers, so it will be particularly important for them to work together during this time to create a map of the year. In addition, staff will receive training in NWEA, Singapore Math and digital content. On the first workday, teachers will attend a session that will promote team-building, collaboration, and culture at Carolina Royal Academy. All faculty and staff will be required to attend. The next four workdays will be dedicated to further development of Core Knowledge Sequence, school policies, procedures, and school wide expectations. Through the intense training from industry trainers and the ensuing workdays, teachers will be

prepared to begin delivering the content of the curriculum as outlined in the Scope and Sequence.

Other Non-academic Training include the following:

-Blood Borne Pathogens and other Health Requirements.

-Orientation.

-Benefits.

-Technology Systems Training.

-Procedures and Policies.

-Communication with Parents.

-PowerSchool.

-Emergency Plans.

-Teacher Development: Mentoring and Evaluations Teacher Feedback Protocols.

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 Instructional Coach will provide daily job-embedded professional development.

Teachers will also visit other schools that utilize our educational model to learn from experienced teachers. The ten days of professional development will kick off our

professional development sessions for the upcoming academic year. This multiple day event may provide up to 40 hours of strategy, development, and collaboration with other state and national experts. At least six of those pre-service professional

development days will be entirely devoted to the Core Knowledge Sequence, Singapore Math, and utilization of NWEA MAP tools. During the school year, there are workdays dedicated on the calendar for further PD on Core Knowledge, classroom management, and school culture, and there are days dedicated to completing and submitting grades and parent/teachers conferences. The daily schedule is not affected by these days.

There are multiple scheduled 1/2 days and teacher workdays strategically set up for professional development, data analysis, and parent conferences. The staffing structure with beginning and seasoned teachers, will create a collegiate atmosphere and respect among all members of the faculty as different staff members will have opportunities to present based on their skill sets and classroom practices throughout the year. The master schedule will allow for common grade level planning time and Professional Learning Communities.

3.6 Marketing, Recruitment, and Enrollment

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 115C-218.45 carefully.

Marketing Plan

1. 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)).

Carolina Royal Academy understands that to be successful as a charter school, we must maintain full enrollment of students in our first year. This will be accomplished through teamwork of the Carolina Royal Academy board, Head of School, and marketing consultants. We will also provide a website to communicate with potential students and parents. We will also utilize social media such as Facebook to advertise to and educate the general public. We will participate in community events and hold community information sessions. We will utilize a weighted lottery and will intentionally recruit to all members of the community. To reach and maintain full enrollment we plan to implement an ongoing marketing plan that includes, but is not limited to, the following:

Charter Application Phase: (August 2019 - March 2020)

Goal: Gather additional information regarding the educational need or interest for a public charter school from 400 families; recruit additional critical friends for committees; and add five potential community partnerships.

Action: Participate in community events, visit daycare facilities, and hold community information sessions. Conduct a series of public relations endeavors to publicize the school to the community at large so that interested parties will be aware of the school's upcoming application submission. Strengthen the social media presence, email blasts, and communication with local community regarding application submissions dates and processes. Receive interest forms from parents.

Ready to Open Period (March 2020 - December 2020) **Goal:** Obtain 400 Letters of Intent (LOI). Educate parents that Letters of Intent cannot be utilized as applications for enrollment.

Action: Collect contact information utilizing LOI format and recruit prospective volunteers and board members. We will utilize our best marketing tools, our enrolled families, and host community gatherings, public charter school town hall meetings and potential employment fairs. Members of the board of directors will visit local preschools, day cares, churches, other child related organizations, and community organizations, such as the YMCA, to distribute information. Once the Head of School is in place, he or she will perform this duty in conjunction with board members. We will also speak at local civic meetings, such as Rotary Club, Kiwanis Club, Civitan Club, etc. To ensure that we are reaching all demographics, we will conduct community meetings open to the public in Wake County and Chatham County at branches of the local public

library and at local churches. At these meetings, we will use a PowerPoint presentation to provide information about the school and the application process. We will ensure any marketing materials are also available in Spanish and other languages if necessary. A representative of Carolina Royal Academy will attend community events to promote the school.

Open Enrollment and final RTO Period (December 2020-August 2021) Goal: Secure 1,000 applications for enrollment.

Action: Send direct mailing to households in specific zip codes. After the lottery, we will utilize our best marketing tool, our enrolled families, and utilize them to host community gatherings, public charter school town hall meetings and potential employment fairs.

First 20 Days of School (August 2021) Goal: Build and sustain waitlist >25% above capacity per grade.

Action: After testing marketing strategies that worked best, we will focus our attention on the top two strategies and continue to promote in the community.

2. Describe how parents and other members of the community will be informed about the school.

Parents and other members of the community will be informed about the school via direct mail, billboards, door-to-door campaigns, community events, community information sessions, website and social media.

3. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

See above

4. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

Carolina Charter Academy will utilize a weighted lottery. We will intentionally market to all members of the community. We will visit housing developments, churches and community based organizations to reach all segments of the community.

5. What established community organizations would you target for marketing and recruitment?

Pre-schools, day-care facilities, churches, library, and community service organizations.



3.7 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.
Carolina Royal Academy will engage parents and the residents through community meetings, the use of the news media, online social media, religious organizations, preschools, promotional videos, and building strong relationships with the local business community. We will hold community based meetings.
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.
Carolina Royal Academy will engage parents and the residents through community meetings, the use of the news media, online social media, religious organizations, preschools, promotional videos, and building strong relationships with the local business community. Organized effort by parents and community leaders to notify the public about Carolina Royal Academy will distribute information forms to the community. Board meetings will be transparent and maintain a section of time built for public comments. We will also schedule town hall meetings to allow the community to express their larger concerns.
Carolina Royal Academy will engage parents early. Prior to the school opening, we will plan events for students enrolled or intending to enroll.
3. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.
Frequently during the school year, we will highly encourage them to volunteer and play an active role in their child's education. Through the school's intense focus on character development, there will be an increased focus on bridging the gap between home life and school life. Bridging this gap will include several interactive lessons that will build on parental involvement. These lessons will be presented at evening events, opened to the public, displaying student work, varying from the arts to core subjects, including science and technology. Parents will be invited to participate in the Core Knowledge Domain Celebrations.
Carolina Royal Academy will also develop a strong Parent Teacher Organization with parents and teachers working closely together to carry out the mission of the school. The board will encourage open and transparent communication with parents and encourage parents to become a part of the fabric of Carolina Royal Academy. Leadership will write monthly newsletters to provide the state of the charter and new happenings. At the end of the year, the leadership team will collaborate with PTO to write the "State of the Charter" address. This document will be utilized to write grants and request

outside funding to further support the school's needs. One intentional parental engagement tool will encourage parents to volunteer. They will be made aware of volunteer opportunities by email, social media, and newsletters.

3.8 Admissions Policy

1. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:
 - a. 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.
 - b. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
 - c. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
 - d. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
 - e. Clear policies and procedures for student withdrawals and transfers.

1. Immediately following preliminary approval of our charter, Carolina Royal Academy will conduct open enrollment. In community information sessions and in social media posts, we will make interested parties aware of the enrollment process and timelines. The tentative enrollment period will begin December 1, 2020, and will run through January 15, 2021. The application will be available to fill out both online and in print format. It will be available in both English and Spanish. Immediately following the closing of the enrollment period, Carolina Royal Academy will determine if a lottery is needed, in accordance with NCGS 115C-238.29F(g)(6). If a lottery is not needed, all applicants will be accepted, and parents and guardians will be notified. Parents and guardians need to respond about their student's attendance at Carolina Royal Academy within the timeframes outlined in our enrollment policy. If a lottery is needed, a date will be set for the lottery, which will take place no more than two weeks from the close of the enrollment period and will only include the names from the enrollment period noted above. Parents and guardians of applicants will be notified of the date and time of the lottery. The lottery will be open to the public and names will be decided by a computerized randomization system in accordance with the policies adopted in the North Carolina Charter Schools Act and by the State Board of Education. Once the names are chosen, the parent or guardian will have to respond within the timeframes outlined within our enrollment policy.

2. As set in NCGS 115C-238.29F(g)(5a), Carolina Royal Academy will abide by the following: - Children of the active board members and full-time staff members will receive priority admission, up to 15% of the total enrollment. Other preferences required or allowed for by law

will be outlined in our enrollment policy. Carolina Royal Academy will utilize a weighted lottery and provide preference for educationally (economically) disadvantaged students.

3. We anticipate developing a waiting list of students. If a student withdraws, the next name on the waiting list will be offered a seat, and that student's parent or guardian will be given one business day to respond.

The Head of School will develop a process to maintain effective student records and transfer documentation in a timely manner.

4. As stated above, we will utilize community meetings and open forums prior to the beginning of the admission's process. The purpose of these is to inform the public of the enrollment period, as well as to share our vision and mission with interested parents and community members.

5. In the event that a student from the school transfers, the parent or legal guardian should immediately notify the school. Carolina Royal Academy will verify the withdrawal of the student and offered to the next student on the waiting list.

Weighted Lottery

*Does your school plan to use a weighted lottery? Yes. Complete the following section.
 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.

As part of our mission, we welcome all students to attend Carolina Royal Academy and have access to a high-quality education regardless of race, street address or parent's income. We request to provide a weighted lottery that will provide preference to educationally (economically) disadvantaged students

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

We will reserve 35% of seats during the initial lottery for the educationally (economically disadvantaged students). We will contract with a vendor to successfully execute the weighted lottery. Our enrollment policies will include the % of seats for a weighted lottery and specific procedures. We will rely on industry experts to advise and facilitate this process.

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

One of the requirements of the NC ACCESS grant application is that applicants utilize a weighted lottery.

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): Click or tap here to enter text.

Section 4 Operations

4.1 Transportation Plan

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

If you plan to provide transportation, include the following:

- a. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation,

attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.

- b. Describe how the school will transport students with special transportation needs and how that will impact your budget.
- c. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.

Our plan will consist of a variety of offerings to ensure that all enrolled students have a choice about how they will arrive at school each day, We expect the majority (2/3) of children will arrive by car.

We plan on purchasing two used school buses and build a strategic cluster stop system to transport children (approximately 115). We will utilize a program such as Google Fusion (based on student addresses) to determine the best location for a cluster stop. Over the next year, we will determine the method in which students will qualify for transportation. Since we want to ensure we are meeting the needs of all children, factors may include living distance from the school, economic status, and special circumstances. Transportation will not be a barrier for any scholar attending Carolina Royal Academy. As the school grows, our goal is to purchase more school buses and potentially replace these original buses with a higher quality model to reduce maintenance. We will also budget funding to incorporate initiatives like providing gas cards to our families that are able to carpool multiple families. In addition, this line item will include local cab companies or transportation service to provide transportation for extreme circumstances for a short term until more solidified plans are in place. If a child enrolled in the school and has related services based on their IEP, we will independently contract with a provider to ensure this student is bussed. These funds to pay for such a service may be requested from special state reserve or will be identified in our budget if this is a need.

Our transportation budget includes the following:

- \$20,000 to purchase used buses.
- \$24,000 for gas for cluster stops up to 25 miles.
- \$20,000 Oil, Tires, and Maintenance.

4.2 School Lunch Plan

1. 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.

If the school intends to participate in the National School Lunch Program, include the following components in the response:

- a. How the school will comply with applicable local, state, and federal guidelines and regulations;
- b. Any plans to meet the needs of low-income students; and
- c. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

Carolina Royal Academy is fully committed to ensuring that no child lacks a daily meal, whether this is due to financial need or simply because they forgot their lunch. It is our intention to offer students the option of bringing their lunch or purchasing their lunch from a local catering service. The lunch schedule will be published monthly, and students will have the option of buying from the catering service or providing their own lunches. For those students who are financially unable to provide themselves with a school lunch, we will contract with a local catering service to provide one for them at our school. These students will be initially identified through the annual FRL form sent home in the enrollment packet. Adults overseeing lunch will be tasked with identifying any trends in students who are not eating, not being provided a nutritious lunch, or do not have a lunch. There is a line item in the operations budget of \$120,000 for the first year to provide for this expense. We will anticipate this line item growing annually.

As students do tend to forget their lunches, we will also maintain a small food pantry for those students. This pantry is not intended as the regular source of lunch for those students who are financially unable to provide their own school lunch. As noted above, we will contract with a local catering company to regularly provide lunch for those students. This food pantry, however, will serve those students who simply have forgotten their lunch on any given day.

4.3 Civil Liability and Insurance

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

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

1. Complete the table below, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Area of Proposed Coverage	Proposed Amount of Coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000.00/occurrence	\$1,072
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	\$3,498
Property Insurance		\$600
Automobile Liability	\$1,000,000.00/occurrence	\$1,100
Crime Coverage Minimum/Maximum Amount	\$250,000.00 \$250,000.00	\$625
Worker's Compensation	\$500,000	\$7,478
Other Coverage	Student Accident/Umbrella	\$1,600
Total Cost		\$15,968

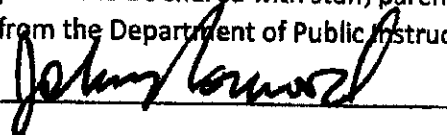
***Attach Appendix L: Insurance Quotes**

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

4.4 Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

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



 Board Chair Signature

8/23/2019

 Date

Start-Up Plan

1. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

Site Selection: August 2019 to June 2020:

School and Site Design: January 2020 to May 2020

Purchase property and Site permitting June 2020 to October 2020

Secure facility financing: January 2020 to May 2020

Recruit and Hire Head of School: March 2020 to June 2020

Recruit teachers: January 2021 to June 2021

RTO training and submittals: July 2020 to June 2021

Marketing: August 2019 to August 2021

Student enrollment: December 2020 to January 2021

Procure furniture and technology: January 2021 to August 2021

Procure curriculum materials: March 2021 to August 2021

Professional Development: August 2021

Secure contracted services: March 2021 to June 2021

2. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.

Our primary challenges will be in site selection and facility design, marketing/student recruitment and hiring a founding Head of School. Acknowledging these important tasks and prioritizing these tasks are a key to overcoming these challenges. We have the strength and diversity on the board to overcome these challenges. We know it will not be an easy task.

We also recognize that it will take funding to build and open a high-quality school. We will apply for the NC ACCESS grant that will provide up to \$400,000. We will also seek to raise private funding for facility and start-up costs.

4.5 Facility

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

1. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation. We have started the site selection process when we chose Chatham County over Wake County. We have begun the initial site identification process in the area of eastern Chatham Count. We have meetings scheduled with local economic development agency. Identification of the school location is critical to marketing the school. We are looking for 10-20 acres. We are in discussions with several developers and realtors and are exploring our financing options. We plan to



build a new facility in two phases. The initial phase will be approximately 48,750 square feet and will serve up to 650 students. The second phase will be approximately 20,000 square feet and will serve our target student enrollment of 900 scholars. We have real estate, architectural and charter school facility experience on the board and will our consultants. We understand the regulatory approval process to build a school and obtain an Educational Certificate of Occupancy. Our plan is to have an Educational Certificate of Occupancy by July 1, 2021

2. Describe the school's facility needs based on the educational program and projected enrollment, including number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable. The initial facility will have approximately 36 classrooms to support our educational plan and projected enrollment for the first two years. We plan to build in collaborative spaces into the facility. The school will also have a gym/auditorium. We plan approximately 700 square foot classrooms. The art and science room will be larger. We also plan to include a large maker space in the facility. We are estimating that the facility costs will be 15-20% of our first-year revenues. We plan to hire a developer and lease the facility.
3. Describe school facility needs, including science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces. The planned facility will include a science room, art room, maker space, gym/auditorium, main office, work room/copy room, storage, and special and EC classrooms. Collaborative space will be incorporated into the design.
4. 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. A developer will design, build, and finance the facility and offer us a lease with the option to purchase the facility with costs kept within 15% of revenue. These lease rates are comparable to other recently built charter schools in NC.
5. 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. We understand the regulatory approval process at the State and local level. Upon charter approval by the State Board of Education, we will enter into a contract with a developer. During the RTO process, we will submit the required facility contingency plan. The board will explore any and all options.
6. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable. We have board members with architectural, licensed building contractor, facilities and financing. Our



consultants have extensive charter school construction experience. We will hire a developer and other professionals that will extend our expertise and minimize risks.

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): TeamCFA: Pender

Section 5 Financial Plan

5.1 Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. 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.

***Attach Appendix M: Revenue Assurances**

Assurances are needed to confirm the commitment of any additional sources of revenue.

***Attach Appendix N: Proposed Budget for Year 1 through Year 5**

Budget template can be located on the Office of Charter Schools Application website.

5.2 Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

1. How was the student enrollment number projected? Year 1 Kindergarten through sixth grade: 3 classes each grade with 75 students total. Total Students: 525 Year 2 Kindergarten and first grade: 4 classes with 25 students each (100 total). Second grade through seventh grade: 3 classes each grade with 75 students total Total Students: 650 Reasons for Demand: SCHOOL CHOICE: Currently, there are no other public schools of choice in eastern Chatham County. There are two charter schools located in western Wake County in Cary and one charter school in Apex. There are three charter schools in Chatham County: two in the northern section and one in the western section. Many of these charter schools have waitlists. CLASSICAL EDUCATION PLAN: Core Knowledge is a pre-K-8th grade curriculum that includes topics and subtopics in language arts, world history, American history, geography, visual arts, music, mathematics, and science. It is designed to promote equity in education by building a base of knowledge that is extensive in scope for all students. POPULATION: Western Wake County and Eastern Chatham County are among the fastest growing areas in the state. GOVERNING BOARD: We will have an experienced Governing Board filled with community leaders, leadership team, and third-party partnerships that will give us positional advantages to recruit and retain superior leadership to operate and sustain a successful charter school. community. BREAK-EVEN POINT: This budget was developed based upon there being multiple revenue sources not present: EC RISK Pool and Special State Reserve, Title II, and any funds raised by the school. For 2021-22, the break-even budget is 418 students. We have the option as late as 12/2019 to decrease cost and size of the facility.

2. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection. It is less than one percent of the K-6 population in Wake County and approximately 7% of the K-6 population in Chatham County. This is a rapidly growing area with the Chatham Park development that will add up to 22,000 homes over the next several years.
3. Provide the break-even point of student enrollment. 417 students
4. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. Carolina Royal Academy will establish a contingency plan to meet unexpected shortfall to include: -Learn from other charter schools that have recently started up on the initial do's and don'ts to prevent initial shortfalls. -Operate from a cash flow projection. -Understanding year one charters do not typically meet enrollment (so budget respectively). -If short enrollment, reduce personnel and slash organizational wants. -Partner with credible vendors and foundations understanding of initial charter cash flow. The school will not rely simply on fundraising activities. Our goal for start-up costs with the exception of permanent facility needs, instructional materials, supplies, and school furniture may be requested via grants for public charter schools. We plan to apply for the NC ACCESS grant and e-rate grants. We will utilize surplus for furniture to reduce initial costs and focus on the bottom line to ensure the bulk of our funds flow directly to students.
5. 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. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices. The current budget does not rely on any outside revenue sources.
6. Provide the student to teacher ratio that the budget is built on. 25:1
7. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully. The board has the CEO of a community based bank and the CEO of community health centers as well as a local business owner that have extensive experience managing P&L's and cash flow.
8. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated. We will apply for the special state reserve grant if necessary. If not, we have adequate cash reserves to meet the needs of the student.
9. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance. We will utilize Prestige Financial for financial management services. We

will utilize and independent auditor and outside counsel. We will also utilize industry consultants to ensure compliance and a successful start of the school.

10. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases. We will outsource financial services, custodial, landscaping and exceptional children contracted services – i.e, psych, OT/PT and speech services.
11. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs. We are making a significant investment in human capital, curriculum and facilities so we will be a destination of choice for students and teachers. We will offer transportation and food service to ensure they are not a barrier for any student attending.
12. 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 fund balances in the proposed budget are excessive. The board will submit a revised budget during the RTO process.
13. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases. We will hire a developer that will build the facility and enter into a lease with an option to purchase.
14. 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. We will apply for the NC ACCESS grant for start-up costs, professional development, marketing and hiring founding Head of School.

5.3 Financial Compliance

1. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping? The board (finance committee), and school leadership will maintain a number of internal financial controls and bookkeeping practices that provides fiscal control and accounting procedures that are in accordance with Generally Accepted Accounting Principles. We will contract with an outside company to provide financial services. They will provide timely and accurate information and reporting to the school's finance committee and board. The Board will develop and approve a fiscal policy manual prior to the school's opening. The finance team will write specific processes based on these set policies which include (multiple check signers, clear guidelines on expenditure approval limits (i.e. over 5 k needs a vote), safeguarding of assets, high level criminal background checks for anyone with bank access, and invoice processing). As a whole, the organization will maintain accurate records and limit risk to ensure diligence when it comes to public tax dollars and a clean audit. The board will receive a monthly financial report that will consist of: Income

statement (revenue and expenses) with budget comparison. -Bank statement. - Enrollment report. -Payment by vendor report. -General ledger summary report with detail available. -Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. We will develop an internal control checklist that includes the following questions: -Are accounting records kept up-to-date and balanced monthly? Is a standard chart of accounts with descriptive titles in use? -For Monthly financial statements, are adequate and timely reports prepared to insure control of operations? -When comparing actual results with budget, are personal expenses kept separate from business expenses? Are monthly bank reconciliations reviewed by Admin? Is there any separation of duties? - Are governmental reporting requirements being complied with in a timely manner? -Is insurance maintained and is this coverage reviewed periodically by a qualified individual? -Is there adequate cash flow? In addition, our financial experts on the board, will develop systems for payroll, accounts receivable, donations and fundraisers, petty cash, and credit card usage. Our vendors and all third party contracts will be evaluated annually to ensure they we are receiving the best return on investment in addition to us being effective partners. They will provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)..

2. Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved). There are no known or possible related party transactions.
3. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number and fax number. If a firm has yet to be identified, please list the firms the board has investigated. Carolina Royal Academy has selected Petway Mills and Pearson to conduct our financial audit. Our contact is Phyliss Pearson. Her office is located at 806 North Arendell Avenue in Zebulon, NC. Her phone number is 919-269-7465.

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): TeamCFA: Pender

Application Fee

Pursuant to G.S. 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 **July 29, 2019 at 5:00 pm EST** for Fast Track and Accelerated applications, and **August 26, 2019 at 5:00 pm EST** for traditional timeline applications. 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 the Application Fee Payment Form before or on the due date of July 29, 2019 at 5:00 pm EST for Fast Track and Accelerated applicants, and August 26, 2019 at 5:00 pm EST for traditional timeline applicants.** 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

6307 Mail Service Center

Raleigh, NC 27699-6307



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, Superintendent of Public Instruction

WWW.NCPUBLICSCHOOLS.ORG

2019 Charter Application Fee Payment Form

***Form must accompany payment certified check or money order for processing.

(Please Type or Print Legibly)

Name: <u>Gregg Sindors</u>	Phone: <u>812-599-6530</u>
Name of Charter School: <u>Carolina Royal Academy</u>	
E-mail: <u>gsindors@gmail.com</u>	

General Information

Non-Refundable Application Fee: \$1,000.00

Acceleration/Fast Track Applicants: The Office of Charter Schools must receive your application fee and fee payment form no later than 5:00 pm. (EST) July 29, 2019.

Traditional Timeline Applicants: The Office of Charter Schools must receive your application fee and fee payment form no later than 5:00 pm. (EST) August 26, 2019.
Confirmation will be provided through email only.

Payment Information

- > Mail in Application Fee Payment Form with Certified Check or Money Order
- > Facsimiles will NOT be accepted
- > One registration form and fee per charter school

Payable To:
NC DPI
Office of Charter Schools
 6307 Mail Service Center
 Raleigh, NC 27699-6307

NOTE: Applications submitted without the non-refundable fee, result in fee being declined by the bank as insufficient funds, or submitted after 5:00 pm EST on the appropriate deadline, will be deemed incomplete.

FOR DPI USE ONLY

Budget Code: : 0801 435100047 160049095000

OFFICE OF CHARTER SCHOOLS

Dr. Danielle J. Allen, Charter Schools Consultant | Danielle.Allen@dpi.nc.gov
6307 Mail Service Center, Raleigh, North Carolina 27699-6307 | (919) 807-3980 | Fax (919) 807-3496

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Signature Page

The foregoing application is submitted on behalf of Carolina Royal Academy, 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, 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: John Norwood
Board Position: Chair
Signature: *John Norwood*
Date: 8/26/2019

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

Notary Public: _____ Official Seal:

My commission expires: _____, 20____

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