



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

North Carolina Charter School Application

NORTH DAVIDSON ACADEMY

Opening in the 2021-2022 School Year

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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: **NORTH DAVIDSON ACADEMY**
2. Organization Type: Municipality Nonprofit Corporation
 3. Name of non-profit organization under which charter will be organized or operated:
NORTH DAVIDSON 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: Addul Ali

Title/Relationship to Non-Profit: Board Chair

Mailing Address:105 Star St.

City/State/Zip:Raleigh/NC/27601

Primary Telephone:(704) 352-4287

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: Mecklenburg

LEA/District Name: CHARLOTTE-MECKLENBURG SCHOOL DISTRICT

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: Torchlight Academy Schools, LLC

Fees provided to the third-party person or group? 0

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: Torchlight Schools assisted in the writing of the application and will continue to work with the school upon approval as explicitly stated in Appendix A4.1 of the charter application.

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	Year 3	Year 4	Year 5	At Capacity 20__-20__
K	46	46	46	46	46	46
1	46	46	46	46	46	46
2	46	46	46	46	46	46
3	46	46	46	46	46	46
4	46	46	46	46	46	46
5	0	46	46	46	46	46
6	0	0	46	46	46	46
7	0	0	0	46	46	46
8	0	0	0	0	46	46
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Totals	<u>230</u>	<u>276</u>	<u>322</u>	<u>368</u>	<u>414</u>	<u>414</u>

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 8% Black 66% Hispanic 23% Other 3%	>95%	14%	7%

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.

The first-year enrollment is based upon the school’s initial facilities and start-up capacity. The school has access to additional space and capacity on the initial school site to allow for growth. North Davidson Academy’s governing board selected starting with grades K-4 based upon the assessment of its ability to provide this group of students a strong academic foundation, provide any required remediation’s, and prepare the students for academic success at the next grade levels. The governing board made its determination that the subject initial enrollment plan is reasonable based upon the available pool of students, the need for the school’s unique program, and the expressed interest from the community.

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):

North Davidson Academy board of directors has adopted the language contained in this section. This section was drafted by our technical writer and contains standard language from our contracted management services provider.

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 at 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: Torchlight Academy Schools LLC
Mailing Address: P.O. Box 19191

City/State/Zip: Raleigh, NC 27619

Phone Number: (919) 538-8060

Contact Person: Don McQueen

Email Address: torchlight.director@gmail.com

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

Torchlight Schools has produced academic subgroup proficiency above LEA and state averages among the school’s targeted population. Torchlight Schools has name recognition throughout the state as a school that serves all students. In 2016, Torchlight Academy achieved the highest academic growth score of any charter school in the state. Over the past three years, Torchlight Academy has exceeded growth each time. The results achieved by Torchlight Academy, their roots in North Carolina, and their commitment to serving socioeconomically disadvantaged students attracted our board to their company.

Financially, Torchlight Schools has offered \$50,000 in start-up funds to give us the means to open the school we desire. We have come to know Torchlight Schools as an entity that actively pursues opportunities to serve the students who need it most and understands the North Carolina educational landscape.

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.

Several charter schools in the Charlotte area have faced serious & public challenges demonstrating the complexity of establishing and developing of a successful charter. Board members from this area are aware of these challenges. Our research found most, if not all of the charter school start-ups that faced financial, recruitment, and compliance challenges were not

associated with an EMO. It was during this time that a decision was made that we would seek professional guidance.

TLS was brought to our attention during their attempt to assume a Charlotte charter school prior to that school closing. After several conversations with members of the TLS team, we decided that they would be the best fit for our vision. Other EMO firms were examined to get a comparison of what and how these firms manage their schools, the fees charged, academic results, and the types of students they served. The list included Accelerated Learning Solutions (ALS), operating Commonwealth Charter in Mecklenburg, National Heritage Academies (NHA) operating several schools throughout North Carolina, and Queens Grant Charter in Mecklenburg. It was quickly determined that TLS would be the best fit.

TLS schools has exceeded growth each of the past three years and have been closing the achievement gap with schools serving over 90% economically disadvantaged students.

ALS and NHA's fee structure are like TLS. ALS originates out of Orlando, FL and has operated in NC for less than 3 years. Its Stewart Creek school opening was delayed, and the student enrollment did not meet its projections for the first year of operation according to the Charlotte N&O. NHA started in Michigan & has operated NC with mixed results.

In addition to comparable fees, TLS offered \$50,000 in start-up funds.

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?

Torchlight Schools' success with socioeconomically disadvantaged students is something we were very attracted to. Most of their school population is Black, Hispanic, and economically disadvantaged. They outpace the LEA in which they are located and understand the needs of urban socioeconomically disadvantaged students. Our school will predominantly serve this demographic.

Torchlight Schools has not had governance issues that show up in their compliance report.

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.

The EMO is a vendor of the charter school. The EMO will advise us in academic, financial, and operational matters, but the ultimate decision and authority lies with the charter school board. The EMO will be given notice of board meetings in order to stay up to date on all issues and to provide consultation.

The board will hear reports given by the Lead Administrator each month just as it would without a management company in order to make informed decisions and iterations to our school.

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

The employees, with the exception of teachers, will be direct employees of the management company. The Lead Administrator will make recommendations to the board for approval in the hiring of teachers. Teachers will be jointly employed by the Management Company and board of directors. This is explicitly laid out in the management contract in Article VII.

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.

The school can terminate the contract without cause if a 90-day notice is given. The facility is not owned by the EMO, and we will receive regular reports of the school's performance each month by the agreed upon Lead Administrator. The contract does not have specific measurements that relate to termination. The board has the autonomy and choice to eliminate the contract at any time. The board will evaluate the EMO based on the SMART goals laid out in this application, parental and student feedback, and other metrics deemed relevant by the board as the school grows.

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.

The fund balance/surplus for Torchlight Academy was \$204,089 for 2018, \$110,336 for 2017, and \$320,068 for 2016.

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):

“To facilitate students’ high academic performance in a 21st Century learning environment.”

2. What is the vision of the proposed school? What will the school look like when it is achieving the mission?

Graduates of North Davidson Academy will possess 21st Century skills, including computer coding, foreign language, and strong problem-solving skills. We envision our students fully immersed in academic programs when the school is achieving its stated mission. The educational plan consists of research-based educational best practices which are aligned to the school’s mission. For example, active-based learning is a brain-based instructional strategy which has proved effective in engaging educationally disadvantaged students in the classroom. “Teach Like a Champion” is a proven method for teachers managing their classrooms which supports student engagement. Teachers who are training in culturally responsive teaching have enhanced classroom skills with a diverse student population. Finally, the 21st Century Education Model uses technology to enhance the classroom experience. Top ranking Nations on the Program for International Student Assessment (PISA) generally teach ethics, leadership, mandatory foreign language study, and computer coding as part of their national curriculums. North Davidson Academy’s vision is experiencing its students obtain high academic performance while thriving in a 21st Century learning environment.

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\(e\).](#)

North Davidson Academy’s target student population are students in grades K-4 from the Charlotte-Mecklenburg and surrounding areas starting in the 2021-2022 school year. We anticipate the student population will reflect the demographics of the local school district in terms of race, ethnicity, poverty, and students with disabilities and English language learners. The local school district is Charlotte-Mecklenburg County Schools (CMS). CMS recently reported enrollment of 147,157 students, with 29% White, 39% Black, and 23% Hispanic. The immediately surrounding schools in NoDa are 8% White, 66% Black, and 23% Hispanic. A total of 67% of all CMS students live below the federal poverty line. On average, about 14% of CMS students are students with disabilities, and about 9% are English language learners. (NCDPI). North Davidson Academy’s goal is to draw a student population which reflects the demographics of the local school district.

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?

The CMS enrollment trends for grade K-4 show a slight decline from 2015-2016 through 2017-2018. For example, the 2015-2016 enrollment was 63,568 students. In 2016-2017, the CMS grades K-4 enrollment declined to 62,921 students. By 2017-2018, the CMS grades K-4 student enrollment declined further to 61,484 students. There are about 9 local schools in the North Davidson area serving about 3,685 similar grade level enrolled students. About 8% are white, 66% are black, and 23% are Hispanic. The following table shows the local schools with the percentage of students that are proficient on the State end-of-grade test.

Percentage of Proficient CMS Students

<u>School</u>	<u>Total</u>	<u>White</u>	<u>Black</u>	<u>Hispanic</u>	<u>Eco. Disadvantaged</u>	<u>ELL</u>	<u>SWD</u>
Charlotte Choice	39	N/A	37	53	43	33	N/A
Highland Mill	83	90	81	73	71	N/A	N/A
Highland Renaissance	48	69	45	51	49	42	13
Druid Hill	33	N/A	31	43	32	35	8
Walter G. Byer	32	N/A	30	35	30	30	9
Shamrock Gardens	67	91	59	56	56	46	22
Briarwood	41	64	40	41	42	38	12

The data illustrates a significant achievement gap between White students and all other academic subgroups. Further insight to these schools’ performances can be found in Appendix O. North Davidson Academy’s education plan is designed to address the needs of educationally disadvantaged students. The proposed school plans to use several strategies which have been recognized as best practices when serving educationally disadvantages students.

North Davidson Academy will use active-based learning as the school’s overarching instructional methodology. Active-based learning has demonstrated success with educationally disadvantaged students. Active-based learning was recently in the news where 100% of Success Academy students in New York passed the State Math end-of-grade test in a school with greater than 95% free and reduced lunch student population. The active-based learning strategy has proven to be effective with populations other than educationally disadvantaged student populations when implemented with integrity.

North Davison Academy will also train its teachers in Culturally Responsive Teaching (CRT). CRT helps teachers understand their students’ needs and how to navigate cultural diversity in the classroom. CRT helps teachers become more effective communicators with their students. It is well established that teaching is a form of communication. Teachers become more effective in communicating the lessons to students when they understand the cultural differences which may impact how a student receives the classroom presentation.

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).

North Davidson Academy’s total projected enrollment for the 2021-2022 school year is 230 students. The school will grow to 414 students by year five. Recent data show the CMS had 61,484 students in the comparable grade levels. The number of students proposed to be served by North Davidson Academy represents significantly less than 1% the CMS student population for similar grade levels.

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?

North Davidson Academy’s education plan is for a 21st Century Education Model. Based upon the information available for the North Davidson area, North Davidson Academy will be distinguishable from the local school because the school will use the brain-based strategy of active-based learning in a 21st Century Education Model. The 21st Century Education Model is the “state of the art” in education. The Model recognizes diversity in the classroom and embraces Culturally Responsive Teaching strategies and teacher professional development. Active-based learning engages students on multiple levels and improves student cognitive function by engaging at least three neural pathways with each lesson to assure the brain is fully engaged in the lesson. The active-based learning strategy has a social component which helps create a culture of learning and student engagement in the classroom. The 21st Century Education Model also recognizes the benefits of foreign language study, computer coding, leadership education, and ethics.

The 21st Century Education Model uses technology, including forms of Artificial Intelligence (AI) which aids students’ access to information and facilitates the learning process. The 21st Century Education Model recognizes the role of technology in the Information Age and prepares students for globalization. North Davidson Academy’s education plan distinguishes it from the other

educational opportunities in the local area and data suggests the plan will be more effective than what is currently available to students, especially with marginalized and struggling students.

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.

North Davidson Academy has engaged the local community thru outreach, community forums, surveys, and direct board member outreach. Visit our website at www.nodaschool.org

The school received just under 100 surveys, but has over 200 likes on Facebook. Of the surveys received, parents supported a strong desire for a new school in the area.

We have hosted public forums dating back to 2018 and have also engaged multiple daycares. We most recently had students finish at their daycare and meet at our proposed facility to talk with parents about our school and the education we would provide.

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.

North Davidson Academy shall satisfy the legislative purpose of “encourage[ing] the use of different and innovative teaching methods.” This school shall operate as a 21st Century Education

Model which uses the brain-based instructional method known as active-based learning as its overarching teaching method. In addition, North Davidson Academy shall use the “Teach Like a Champion” strategy to facilitate effective classroom management. The school’s combination of both active-based learning strategies and “Teach Like a Champion” are innovations which are different from the overarching teaching methods used by the local school district. These teaching methods have demonstrated success with educationally disadvantaged students at Torchlight Academy in Raleigh, and with Success Academies in New York with a similar target population as will be served by North Davidson Academy.

The 21st Century Education Model used by North Davidson Academy shall also satisfy the legislative purpose of “improving student learning.” Research based best practices indicate that student learning outcomes are substantially improved in a 21st Century Education Model school. In the 21st Century Education Model school, students are empowered to matriculate through mastery of the curriculum as slow as they need, but also as fast as their cognitive abilities allow. There is an upward trend in academic achievement by students in a student-centered educational environment which is academically rigorous and provides the necessary supports to facilitate student progress.

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.

The governing board of North Davidson Academy will adopt a matrix of goals for which the school’s lead administrator shall submit an annual report to the governing board and the school’s stakeholders (including parents) each year at a date and time to be fixed by the board. The annual report shall report the school’s progress toward achieving said goals. North Davidson Academy goals to be reported upon for each of the first five years are as follows:

Operations

The school’s lead administrator shall include progress on the operations matrix goals as part of its monthly report at each governing board meeting. The operating goals are as follows:

1. Meet 100% of all requirements for facilities inspections for fire, health, and safety.
2. Meet 100% of health and sanitation requirements for the school’s child nutrition program.
3. Meet 100% of safety requirements for the school’s bus transportation program including bus inspections.
4. Meeting 100% of state licensure requirements for staff, including teachers and other personnel requiring a professional license.
5. Meet 100% of requirements for recordkeeping including student records, exceptional children records, business, and financial records.

Academics

The school's lead administrator shall include progress on the academic matrix goals as part of its monthly report at each governing board meeting. The academic goals are as follows:

1. The school will test greater than 100% of all students required to be tested under the N.C. Accountability Program.
2. Each student subgroup matriculating at the school will achieve a minimum of 1.2 times growth over the previous year or the beginning of year benchmark test.
3. Each student subgroup matriculating at the school will exceed the performance composite of the local school district for the same subgroups by 5 points.
4. All non-state tested grades will show 1.2 times growth over their beginning year benchmark test by the end of the school year.
5. All non-state tested grades year end performance composite will exceed their initial benchmark performance composite by 5 percent.

Finance

The finance goals shall be reviewed each quarter by the governing board where indicated:

1. The governing board will adopt an annual operating budget each fiscal year for the next fiscal year by June 15th of each year.
2. The school's annual single audit, completed by a Local Government Commission approved Independent Certified Public Accountant, will show no deficit and zero "0" adverse finding.
3. The school will have zero "0" non-compliance finding in its financial operations for all state, local, and federal programs.
4. The governing board shall receive 12-month financial reports each year, one for each month of the year which shows the schools financial position including the approved budget, funds received, and funds expended.
5. The governing board shall monitor its Dun & Bradstreet Credit Report each quarter and assure that all its current bills are paid on time and the school maintains a high credit rating.

Governance

The governance goals shall be reviewed by the governing board each quarter where indicated:

1. The board shall conduct a minimum of ten (10) regular board meeting per year.
2. A total of 100% of governing board members will complete an annual conflict of interest disclosure by June 30th each year.
3. The governing board will complete an annual self-evaluation by June 30th each year.
4. The governing board will complete a formal evaluation of the lead administrator by June 30th each year.
5. The governing board shall complete a formal service evaluation of the contracted educational services provider by June 30th each year.

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

The governing board of North Davidson Academy will establish its own internal evaluation program to assess its progress toward attaining the school's mission. At a minimum, the governing board will know the school is attaining its mission through student performance data analysis, monitoring of the school climate, use of parent surveys, feedback from teaching and instructional staff, student surveys, and compliance with the North Carolina Performance Framework for public charter schools.

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.

North Davidson Academy is based upon a 21st Century Education Model. The 21st Century Education Model is the “State of Art” in education. The 21st Century Education Model is based upon brain-based science. It recognizes and embraces cultural diversity in the classroom by ensuring all teachers are trained in Culturally Responsive Teaching strategies. Next, the 21st Century Education Model uses active-based learning as an overarching instructional design strategy. Active-based learning strategies engage students through at least three neural pathways and embraces the social aspect of learning to create a strong student culture of learning and academic rigor. The 21st Century Education Model recognizes the role and value of foreign language study, computer coding, leadership skills training, and ethics and assures that students are prepared for globalization. Finally, the 21st Century Education Model uses technology as a tool to facilitate instruction and embraces Artificial Intelligence (AI) as a tool for learning. The school's education model integrates the classroom management techniques of “Teach Like a Champion” into the daily classroom routine.

The blended elements of North Davidson Academy's educational plan align to the proposed school's mission, vision, and goals. These blended elements are supported by research-based educational best practices for elementary and middle schools serving educationally disadvantaged students. The integrated elements have been selected to meet the needs of educationally disadvantaged students in North Davidson and surrounding communities.

North Davidson Academy instructional program's philosophical underpinnings include a blend of John Dewey's philosophy of pragmatism, and Maria Montessori's scientific pedagogy. The instructional program is brain-based and academically rigorous. The school will use the North Carolina Standard Course of Study as the educational standards for the schools reading, math, science, and social studies programs. The primary instructional method or strategy is active-based learning strategies. The school will draw content materials from multiple sources including content resources available in School Net. The school will use testing resources from School Net to conduct benchmark test at the beginning of the school year and at the end of each marking

period. The culminating summative assessment will come from School Net, mClass, and the N.C. End-of-Grade (EOG) Test.

North Davidson Academy will serve grades K-8. Public data shows that educationally disadvantaged grade K-4 students significantly underperform majority students on End-of-Grade (EOG) Test. Longitudinal analysis of the target population's academic performance indicates these students ultimately experience high student dropout rates, and experience significant achievement gaps on the Scholastic Aptitude Test (SAT). Many of these students are identified as operating within a school-to-prison pipeline. Research-based educational best practices data indicates that our proposed educational model will build a strong academic foundation for our students and divert them from the school-to-prison pipeline.

Active-based learning strategies are brain-based learning strategies which fully engage students by stimulating multiple learning domains during each lesson. It has been demonstrated that students engaged in active-based learning retain information longer and gain a higher level of understanding of the information the first time they learn it.

North Davidson Academy is a data-driven school that will use data-driven instruction to cater its academic program in reading, math, and science to motivate and teach all students. Teachers will receive professional development in data-driven instruction and implement the same under the leadership of the school's instructional leader. Data-driven instruction means that teachers will begin the school year with a pacing guide which lays out an annual schedule for teaching students' mastery of the N.C. Standard Course of Study grade level standards. The initial benchmark test will assess where students are in the mastery of grade level standards at the beginning of the school year. Each marking period, students will be assessed to determine progress in their mastery of grade level standards. Data is used to determine whether students are making adequate progress or if they need any special interventions such as special small group instruction, tutoring, or other academic interventions.

The school calendar provides in excess of 1025 hours (1,235.5 hrs.) of instruction for the academic school year. The typical school day runs from 7:00 a.m. to 3:35 p.m. The school's emphasis on building successful readers include a daily scheduled 90-minute Reading/ELA block. Students also have a daily 60-minute Mathematics block and a 60-minute Science block.

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.

The school will serve grades K-4 in a classroom-based educational model. The target class size is in minimum of 18 students and maximum of 25 students per classroom. The average regular teacher-to-student ratio in 23 to 1, per grade span. Each classroom will have a teacher with training in strategies of "Teach Like a Champion." "Teach Like a Champion" includes about 40 strategies to manage student behavior and fully engage students in a rigorous academic program.

As brain-based learning proponents, the school will provide teachers with professional development in managing the classroom environment's lighting, temperature, and acoustics to ensure the optimum learning environment. The instructional leader will periodically monitor the

classroom ecology and consult with teachers to discuss improvements and learn from top-performing classes based on assessment data.

Each classroom will be equipped with an interactive whiteboard and document camera. Teachers will provide a 21st Century classroom experience to students. Students will have one-to-one computers.

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 school's mission is "To facilitate students' high academic performance in a 21st Century learning environment." The school's curriculum is aligned to the school's mission by providing an actual 21st Century learning environment. We live in the 21st Century, but many schools do not embrace the best of what we have learned from the past. We define curriculum to mean the educational standards, instructional strategies, content materials, and assessment plan which governs the school's academic program.

The main operant feature of our chosen curriculum includes active-based learning strategies. Active-based learning strategies have been successful with achieving high academic growth with educationally disadvantaged students at Torchlight Academy and have produced high academic performance composites with Success Academics in New York with urban educationally disadvantaged students that are like that of North Davidson Academy. The school's chosen curriculum will drive academic improvement for all students by providing a step-by-step process for guiding instruction and obtaining feedback on progress through assessment. The systematic management of student academic progress will enable teachers and the instructional leader to experience success in closing achievement gaps by empowering the instructional staff (teachers and instruction leader) to identify achievement gaps early and work systematically to ameliorate them through a methodical approach.

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.

Teachers are expected to master active-based learning strategies. Active-based learning strategies embrace teachers' understanding of student learning styles, recognize the social side of learning, and create fun and exciting learning experiences which make learning experiences unforgettable. Active-based learning strategies represent state of the art brain-based learning experiences which fully engage students' cognitive processing skills and stimulate active student participation in the learning experience. Teachers will receive professional development in active-based learning strategies prior to the start of the school year plus ongoing professional development in active-based learning strategies. Teacher mastery of grade level and subject appropriate active-based learning strategies will significantly enhance teachers teaching skills-kits and give them

confidence to pro-actively manage their classrooms and measure outcomes of a daily basis. The active-based learning strategies work because they are designed based upon how students actually learn as opposed to how students theoretically learn.

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.

North Davidson Academy's instructional plan is designed to facilitate student mastery of grade level standards and content materials. The plan facilitates student readiness to transition from one grade to the next at the end of each school year. Student mastery of grade level standards and content materials will prepare students to transition to the next grade span with an educational foundation that adheres to the North Carolina Standard Course of Study. The school's promotion standards require students to master grade level standards and contents to enable success at the next grade level.

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

North Davidson Academy's mission is "To facilitate students' high academic performance in a 21st Century Learning Environment," and the educational plan includes active-based learning strategies. The calendar coincides with the mission statement and the education plan by providing in excess of the number of hours required by state law for instruction. The calendar includes ten (10) days of professional development during the summer and eight (8) days of professional development during the regular school years. The calendar provides mandatory professional development time needed to assure that teachers and staff are fully prepared to implement active-based learning strategies, TLAC, and CRT. The calendar permits the necessary training and unfolding of the elements of the school culture which supports the mission and education plan.

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's day is designed to be optimal for students and parents. Students arrive at 7:00 a.m. and the school day ends at 3:35 p.m. Students have breakfast and then morning meeting. Morning meeting is designed to set the tone for the school day and includes messaging regarding the school culture and school etiquette. The morning meeting is followed by a 90-minute block for Reading/English Language Arts, and then 60-minute block for Mathematics. Students then have Foreign Language, Ethics, or Leadership study. Recess is structured for K-2 and free play for grades 3 and above. In the afternoon, students have a 60-block for Science followed by a 60-minute block for Social Studies. The school day ends at 3:35 p.m. A total of 4.5 hours are dedicated to core subjects each day. (See: APPENDIX E-Daily and Weekly Schedules).

8. Describe a typical day for a teacher and a student in the school's first year of operation.

The typical day for a teacher starts at 7:00 a.m. Teachers are onsite and in the morning meetings by 7:20 a.m. each morning. Teachers get at least one (1) hour of planning time during the school day each day while students are in non-core classes. Teachers' lunch will be duty free or scheduled on and off days. For example, one set of teachers may have lunch duty for one week and then another set of teachers will have lunch duty the following week, and so forth. The teacher's day primarily consists of instructional duties, planning, and carrying out classroom administration.

The school is designed for students to have a rigorous instructional day. The students arrive at 7:00 a.m. Morning meeting is mandatory for all students and staff. Students have two core subjects in the morning and two core subjects in the afternoon. Active-based learning strategies require that the students' day be highly interactive with other students, teachers, and instructional staff. Students will have lots of hands on activities, small group activities, and opportunities for presentation. The school days ends at 3:35 p.m.

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.

N/A. North Davidson Academy is a proposed grades K-8 school.

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

N/A. North Davidson Academy is a proposed grades K-8 school.

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.

N/A. North Davidson Academy is a proposed grades K-8 school.

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 disseminating 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.

North Davidson Academy will use a Response-to-Intervention (RTI) model to manage teacher and staff response to data collected from initial benchmark tests and end of marking period benchmark testing. The school will collect data through its assessment program and plan which will enable the school’s instructional leader and teachers to specifically identify students who are performing below grade level very early in the school year. The assessment data will identify student academic performance as compared to their grade level peers. The RTI system is the management plan to address data-driven academic interventions to help students perform at or above grade level by the end of the academic school year. Intervention strategies are tiered and may include whole class instruction, small group instruction, individual instruction, tutoring, technology-assisted instruction, and other intervention methods designed to facilitate student academic progress.

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.

North Davidson Academy’s pre-opening plan to prepare for special populations is based upon the expectation that the school will attract special student populations in a similar ratio as exists in the traditional local school district. The school will hire a licensed exceptional children’s teacher with the qualifications to serve as the school’s exceptional children’s director. The exceptional children’s director, under the supervision of the Lead Administrator, will prepare the school to provide a full range of services to exceptional children services and proper accommodations to Section 504 students whom may enroll in the school. The board will adopt a policy and procedure for identifying exceptional children and 504 students during the student registration process prior to the start of school (after lottery). The school will hire a licensed EL teacher who is qualified to serve as the EL Program Coordinator. During the student registration process, all students will be required to complete the Home Language Survey. The Home Language Survey is the foundational

tool which starts the process of identification of EL students in need to services. The Instructional Leader will select a team of teachers to form the school's Professional Learning Community to formulate strategies to identify and accommodate academically gifted students. The school's 21st Century instructional program is designed to accommodate gifted students by establishing a means for students to matriculate as slow as their cognitive abilities require but also as fast as their cognitive abilities enable them. The school's overall academic program and school culture is designed to address the needs of educationally disadvantaged students.

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.

North Davidson Academy will be fully prepared to address the needs of EL students within the context of the school's instructional plan and curriculum. The school's objective is high student academic performance for each subgroup. The school will facilitate EL's students' full access and participation in the instructional plan and curriculum by providing services which eliminate the language barrier which may block access to the instructional plan and curriculum. First, parents of students will complete the Home Language Survey during the school registration process after the student has been accepted for enrollment at the close of the school lottery. Students whose first language is not English or for whom English is not spoken at home as identified on the Home Language Survey are tested using the W-Apt and Wida Screener. The school will use the state scoring standards to determine if a student is eligible for EL services and at what level. Students identified as in need of EL services shall be provided the level of services indicated. The school will provide push-in services for EL students in the regular classroom. The school will provide pull-out services for students whose EL Plan provides for it. Students will be tested each year using the ACCESS test to determine progress and adjust the level of services. The ACCESS test will be used as an exit assessment tool for students who have gained adequate levels

of English language proficiency to independently function in the classroom. The school will seek teachers with dual certifications which include EL certification during the initial teacher hiring process.

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.

North Davidson Academy will identify and meet the needs of gifted students by providing an instructional program which is designed to enable students to matriculate as slow as their cognitive abilities require but also as fast as their cognitive abilities enable. The school will treat all student as being academically gifted.

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.

After the initial enrollment application and lottery, parents of students who are accepted will be required to complete student registration within 10 days of formal written notice of acceptance. Student registration forms will include questions which seek to identify whether the student has been previously found to be eligible for special education services or are protected under the Section 504 of the Rehabilitation Act. Subsequently, the school will send a student records request to the student's prior school which specifically includes a request for any exceptional children's or 504 records. Finally, the Exceptional Children's Director will review all previously mentioned records to determine the student's status. Prior to the first day of school, the Student Information

Management staff will run list of students who are identified as Exceptional Children and 504 from the databases of POWERSCHOOLS and CECAS. On day one of the start of school, Exceptional Children and 504 Students will receive required services and accommodations.

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.

The school will post 'Child Find' posters at strategic locations within the school, on the school's website, and discuss 'Child Find' at open house and parent orientation meetings. The school's staff, including all teachers and instructional staff, will receive professional development in 'Child Find.' Parents, teachers, instructional staff, and other professionals working with a student may refer the student for evaluation for eligibility for Exceptional Children's services or 504 status. The school will adopt a specific policy and procedure regarding referrals. Once a referral is made and the parent has provided consent, the eligibility determination process will be completed within 90 days as required by law. The Exceptional Children's Director will obtain reports from all teachers who are teaching the student. The student will be immediately scheduled for testing by the school's contracted educational psychologist. The Exceptional Children's Director will obtain any written reports from outside professionals which can be provided by parents. The Exceptional Children's Director shall make every effort to ensure that a complete record is made and the eligibility determination meeting (Individual Education Plan-IEP) is timely held. Student evaluations and assessments will be completed by professionals. The school will maintain, on file at the school, a copy of the School Psychologist's professional license, the Certifications of all personnel involved at the school level involved in processing the referral, and the Exceptional Children's Director shall review the complete record along with another qualified staff or consultant to verify there are no misidentifications of special education students.

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)

The school will manage Exceptional Children's and 504 student records in accordance with federal and state law. All staff will receive professional development prior to the start of school to ensure that staff is familiar with the Federal Educational Right to Privacy Act (FERPA) and other privacy laws regarding the handling of student records and information sharing issues. The school will request records from the student's previous school during the final student registration process (after lottery) which includes a specific request for records which indicate Exceptional Children or 504 status. The records clerk will establish a separate, locked, records room for all Exceptional Children's and 504 Accommodations records. The records clerk shall immediately file Exceptional Children and 504 student records in secure locked filing cabinets. The room will have restricted access, including a specific sign-in and sign-out procedure. Record confidentiality shall be maintained by the restricted access to records and the professional training of those who have access to the records. The Exceptional Children's Director or qualified designee shall make a review of Exceptional Children's records each marking period to determine that each record is in compliance with federal and state requirements. For example, review shall include, but is not limited to, determination that all eligibility determinations were completed within the required 90 days. The review will examine whether all proper signatures were obtained from parents and IEP teams. The review will determine whether all DEC forms were timely and properly completed. The school will adopt a written internal compliance audit protocol.

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.

The properly constituted IEP Team is charged by law with making the determination of how each individual Exceptional Child's learning needs are met in the least restrictive environment possible. All staff which may be involved on an IEP team will have proper training and credentials. All staff will have received training in the concept and requirements for a Free and Appropriate Public Education (FAPE). Each IEP Team will take into consideration whether a student's disabilities are mild, moderate, or severe when creating, modifying, amending, or discontinuing an IEP. Special Education Students receive their status because an eligible disability has been shown to

adversely impact student learning. The purpose of the IEP is to attempt to remediate the adverse impact of the disability on the student's ability to learn. It shall be the policy of the school to use data-driven instruction will all students, including students with disabilities and 504 Accommodations. The School's Lead Administrator shall coordinate with the Exceptional Children's Director to regularly review student progress data (at least each marking period) to determine whether Exceptional Children, as a subgroup, are making adequate progress. The school will offer a full range of Exceptional Children's Services. Exceptional Children Teachers may push-in to regular classroom or students may be pulled-out of regular classrooms for special instructional services dependent upon the student's IEP. The school will also have a self-contained classroom available if needed. Students may be homebound as needed. The school and the IEP Team will be responsive to the individual needs of students and provide services to students in the least restrictive environment as determined by the IEP Team.

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?

The school will provide regular classroom push-in services, regular classroom pull-out services, small group instruction, tutoring, self-contained classroom, and homebound services as needed based upon the student's IEP. The school's general education curriculum will be the basis of the school's educational program for Exceptional Children as well as all other students. Regular education and special education students are tested using the State's end-of-grade testing unless a student's IEP has approved alternative testing. Students whose disabilities require alternative testing may be provided a modified version of the general education curriculum which is consistent with the approved alternative testing. On a continuum, Special Education Students with less severe needs will participate in the general education curriculum in the regular classroom. These students may be pulled-out for speech therapy or occupational therapy as indicated in the IEP. Other students with greater needs may be pulled-out of the regular classroom for modified reading or math instruction in a small group setting based upon the IEP. There may be students with severe needs which may be educated in a self-contained classroom. All teachers and instructional staff shall be required to provide students access to the general education curriculum and prepare

students for success on the end-of-grade test. The only exception to full participation in the general education curriculum is where an IEP Team has determined that student is in need of a modified curriculum and alternative testing.

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).

FAPE is an acronym for the legal requirements under the Individuals with Disabilities Education Act (IDEA) to provide a Free and Appropriate Education. Special Education and 504 students will not be charged any student fees that regular education students are not charged. The school will pay the cost for all services provided in the IEP or 504 Plan. The school, through the IEP Team, will ensure students receive an education which is appropriate to their disabilities in the professional opinions of the IEP Team. The school, through the IEP Team, shall ensure, to the extent possible, that Special Education and 504 students are educated in a public-school setting. The exception is if a private school placement is deemed in the best interest of the student and properly approved. If a private school placement is necessary, the cost is born by the school. The methods and support systems used to ensure FAPE include the school's general education program, its Exceptional Children's Program, the availability of related services providers, having qualified and properly credentialed staffing, proper staff training, appropriate policies and procedures, and proper program supervision. The education we provide to our Exceptional children and 504 students is designed to prepare them for the future, including higher education, career, employment, and personal independence.

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

The Exceptional Children's Director is responsible for oversight of the implementation of the IEP. The Exceptional Children's Director will conduct a conference at least once each marking period to discuss student progress with parents and the students. The Exceptional Children's Teacher, regular education teachers, and other appropriate staff will participate in weekly data-review

sessions where all students' progress is discussed including students with disabilities. The Exceptional Children's Teacher will maintain services schedules. There shall be services schedules for related services. The Exceptional Children's Director shall review IEP's and services schedules each month to ensure that all Exceptional Students are receiving proper services according to their IEP. The Exceptional Children Director shall report on the progress of Exceptional Children at least once each month on an agreed upon schedule. Exceptional Children are a state established student subgroup within the school for testing and accountability purposes. The school will make every effort to ensure that Exceptional Children and 504 students receive a high-quality education and are able to perform on end-of-grade test to the best of their abilities.

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

The board recognizes that hiring qualified staff and providing proper training and planning is critical to a successful exceptional children's program. The human resources committee will conduct a nationwide search through teachers-teachers.org, conduct interviews of qualified candidates, and select the best qualified staff based upon our overall program and proposed school culture. The Exceptional Children's Director shall solicit services proposals from qualified related services providers. The school will select the best qualified providers. The school will also maintain a standby list of providers to timely provide proper related services. Related services include but are not limited to the services of an educational psychologist, a speech pathologist, audiologist, occupational therapist, and optometrist.

2.4 Student Performance Standards

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

North Davidson Academy's overall performance standard requires students to earn a minimum 70% on the overall individual report card. The individual student report card is a composite of graded classroom work, homework grades, test and quizzes, benchmark test, and summative assessments. The school will use a uniform grading system with the following scale:

Uniform Grading System

<u>Letter Grade</u>	<u>Performance Scale</u>
A	90+
B	80+
C	70+
D	60+
F	Below 60

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.

North Davidson Academy will use School Net to create benchmark assessments which align to the North Carolina Standard Course of Study education standards. The school will also use state end-of-grade test data and other state and federal mandated test in its planning process. The school will use School Net to collect student data in an initial benchmark test within the first 10 days of school. The benchmark test will be designed to determine student grade level proficiency at the beginning of the school year. The data will be used by teachers and the school's instructional leaders to determine each student's academic needs. Teachers will use the data to plan lessons and move the students toward grade level mastery of the curriculum in reading/ela, math, and science.

The school will conduct a second benchmark after the first nine weeks of school and after each marking period thereafter. Data collected from the benchmark test will be used to help teachers and the school's instructional leaders target special academic support to students including small group instruction, individual instruction, and tutoring. Data will also be used by teachers to help them improve their teaching skills. The school's instructional leaders and teachers will be able to monitor student progress toward proficiency each marking period, reasonably predict student outcomes, and make appropriate interventions to ensure that all students reach grade level proficiency before the end of the school year.

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.

Student will be required to meet the 70% individual report card standard to be promoted to the next grade level. The grading scale and promotion requirements will be communicated to parents and student at the beginning of the school year and will be contained in the Parent/Student Handbook. The Handbook will be distributed to parents and students at the beginning of the school year and will also be posted on the school's website. Students with special needs are subject to the same grading and promotion standards as all other students unless they have an approved IEP which provides for an alternative assessment. Special needs students may also have modified work based upon their IEP, but grading will be scaled the same as other students.

4. Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for students at risk of dropping out.

North Davidson Academy's exit standards for graduating ALL students is based upon the standards set in the N.C. Standard Course of Study. Students will be required to have achieved at least a 70 percent passage rate on the individual student report card for the terminal year. The school's data-driven instructional program will enable the school's instructional leadership to identify students that are in danger of failure or drop out early in the school year. The school will implement a remedial plan to support those students. At the conclusion of the terminal grade each student will have mastered grade level skills based upon the N.C. Standard Course of Study and be ready to succeed at the next level. Students will have developed a sufficient ability to read, matriculated in math, and possess the necessary logical, analytical, and abstract reasoning skills to succeed in the next grade span.

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.

North Davidson Academy will promote a 21st Century school culture. The school's expectation is that students come to school prepared for a rigorous academic learning experience. We expect parents to support student learning by supporting the school's discipline program, encouraging their students, and providing a home environment which support student achievement. Teachers and staff will be required to treat students, parents, and other staff with respect and kindness. All staff will be expected to create a positive academic environment which promotes learning. The school will embrace a customer care philosophy and provide excellent customer service to students and parents. The school culture and ethos is design to promote a positive academic environment, reinforce student social and intellectual development, and carry out the mission statement of the school.

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.

All teachers and staff, including administrators, will receive professional development during the summer, before students arrive. The professional development plan will include the specific strategies for creating the school culture. Implementation of the school culture will be included as part of the staff evaluation process. All staff are expected to begin creating and implementing the school culture from the first day of school. Mid-year students will enter the school after having received an orientation that explains the school's expectations and culture. All students entering the school will receive an orientation on the school's expectations for students and will sign a

“Parent, Student, Teacher, School Compact.” The compact will address school etiquette, behavior expectations, and a commitment to high academic performance.

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.

North Davidson Academy’s student discipline plan will be included in the Parent/Student Handbook. Parents and students will be provided an orientation which presents the school’s discipline policies and procedures. The teaching staff will receive training in “Teach Like a Champion” (TLAC). The TLAC strategy provides teachers with strategies for student engagement and classroom management. Students and parents will be treated by staff with kindness and respect. The school will make the school’s expectations clear to students and parents and will vigorously enforce its rules, policies and procedures. The school embraces the definitions of the 16 reportable offenses under N.C. Gen. Statutes. The reportable offenses will be deemed serious offenses at the school. The school will establish a final policy and procedure which delineates three levels of offense including: (1) Minor, (2) Intermediate, and (3) Serious Offenses. Serious offense may result in long-term suspension or expulsion. Student with disabilities are subject to the same discipline standards as any other student, expect that any student with disabilities will continue to receive exceptional children’s services in the appropriate environment on day eleven of cumulative out-of-school suspension and thereafter.

North Davidson Academy recognizes student and parent due process rights and the school’s responsibility to enforce due process rights and standards. Accordingly, the school will adopt and publish a Parent/Student Grievance Policy and Procedure which will be placed in the Parent/Student Handbook. The Grievance policy and procedure will address appeal rights of students for long-term suspension or expulsion. Any student who is long-term suspended or expelled shall be provided a copy of the Grievance policy and procedures which contains the appeals process.

Certify

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

Explanation (optional): **North Davidson Academy board of directors has adopted the language contained in this section. This section was drafted by or technical writer and contains standard language from our contracted management services provider.**

Section 3 Governance and Capacity

3.1 School Governing Body

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

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

Name of Private Non-profit: North Davidson Academy

Mailing Address: P.O. Box 19191 Raleigh, NC 27619

Street Address: 1025 E. 36th St.

City/State/Zip: Charlotte/NC/28205

Phone (xxx-xxx-xxxx): (704) 352-4287

Fax: (xxx-xxx-xxxx): N/A

Name of Registered Agent and Address: Dennis English P.O. Box 19191 Raleigh, NC 27619

Federal Tax ID: Pending

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?
Addul Ali	Chair	Mecklenburg	Business Consultant	X	No
Brenda Sutton	Secretary	Mecklenburg	Risk Consultant	X	No
Donna Wells	Treasurer	Mecklenburg	Operations Analyst	X	No
Thomas J. Johnson	Member	Iredell	Construction Company President	X	No
Tonnell Oliphant	Education Leader	Gaston	Assistant Principal	Certified Lead Admin.	No

2. 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 lead administrator.

The NoDa board consists of five members with equal voting powers. If the board rises to an even number, the board chair has the power to break a tie. The board's primary responsibilities include creating policies and procedures that operate the school, overseeing financial viability, ensuring operational compliance with all NC DPI requirements, and to supervise the implementation and fidelity of the stated academic program in this application. The board is placing itself in the position to fundraise and connect with local businesses.

The NoDa board will conduct a nationwide search for its principal by advertising on online job posting sites. The board will also seek to search for a local candidate by posting in local newspapers and engaging local job fairs. The board will supervise the Lead Administrator through monthly reports with stipulated goals and metrics that the Lead Administrator will present. The final yearly report will include the metrics outlined in the goals of this application.

3. Describe the size, current and desired composition, powers, and duties of the governing board.

The current size of the board is five members with two women and three men. The board is racially diverse and represents the NoDa community. The board is comprised of active community leaders, entrepreneurs, analysts, and an educator. The board's powers include creating, overseeing, and ensuring the implementation of policies that operate the school. The ultimate responsibility of the school's operational, academic, and financial success lies with the board of directors.

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 board of directors is built with diverse skillsets that includes business owners, analysts, financial expertise, community activists, education leadership, and entrepreneurial spirit. Our board has hired Torchlight Schools to assist in academic leadership consulting and instructional implementation. The professional diversity of our board includes core components that are needed to operate a charter school: academics, operational excellence, and finances.

Our board members reside in and around NoDa and have experienced community engagement experts that understand how to market, motivate, and speak to diverse communities.

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.
 - A. Our board is constructed of multiple business owners who regularly assess, iterate, and successfully manage varying businesses. This requires operational adeptness and a willingness to make changes. Our school board has brought in a local principal to serve on the board to help ensure the school's educational success.
 - B. The board will evaluate the success of the charter school by evaluating academics, operations, and finances each month. We will utilize the SMART goals that have been explicitly stated earlier in this application. As we continue to see how our school is operating from regular principal reports, we

will iterate the metrics reported. By utilizing data to drive our decision-making, we are confident in our school direction.

- C. Our board already plans on establishing a Parent Advisory Council. This council will be given time to speak directly to the board each month. Our board has also established community partnerships that have been instrumental to our application process. Those members will always have a seat at our table and access to our board.

- 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 by Addul Ali who engaged high-quality, diverse candidates to reflect the demographic composition of NoDa. These candidates were strategically chosen to bring diverse skill-sets and expertise. This came through phone-calls, word of mouth, and community engagement.

Process for recruiting new board members:

The Board will continuously seek prospective board members by various methods, including discussions during open public board meetings, and active discussion of board duties and obligations with any interested party. The Board is committed to continually seeking out qualified candidates who will add to the experience, passion, and diversity of the board. As detailed in Article III - Board of Directors, Section 2 of the By-Laws of North Davidson Academy: A person needs to be at least eighteen (18) years old to be qualified as a Director. Any qualified person seeking to become a Director of the North Davidson Charter Academy Board will apply including a resume and explanation of why he/she is seeking membership to the Board and undergo a criminal background check. When a vacancy or vacancies occur, either by death, resignations, and removal from office, end of term, tenure limit, and/or for any other reason, the remaining North Davidson Charter Academy Board Members will review the applications submitted and elect the applicant(s) seeking to become a member of the North Davidson Charter Academy Board of Directors. The sitting Board Members may conduct interviews with the perspective Board Candidates. Vacancies: As detailed in Article III - Board of Directors, Section 6 of the By-Laws of North Davidson Charter Academy, "If a vacancy should occur in the Board of Directors by death, resignation, disqualification, or otherwise, the remaining Directors may continue to conduct the Corporation's business. The vacancy will be filled immediately." A Director who is chosen in this manner shall hold office for the unexpired portion of the term of the person whom the newly elected Director succeeds. After this period, they can seek to remain on the Board via the requirements outline for new board members in the By-Laws and mentioned previously. Describe the group's ties to and/or knowledge of the target community.

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

The NoDa Academy board primarily resides in Charlotte. Those board members that don't live in NoDa live in a nearby neighborhood. Many of the board members have friends, relationships, and business dealings throughout NoDa and Charlotte. More thorough relationships have been established since seeking to establish a school in NoDa. Our board attempted to establish a school last year, and we have since added capacity to our board, partnerships in the community, and have grown our knowledge of the growing NoDa community.

The NoDa Association is one of the primary groups we have engaged, and they represent businesses, community members, and NoDa interests as a whole. They are excited about educational opportunities being provided to the community.

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

The board will abide by open meetings laws and provide notice so that the public has the opportunity to attend, except authorized closed sessions. The exact number of minimum meetings is laid out in the by-laws.

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.

The board of directors recognizes the need to maintain a high-quality board with members that have the necessary skills to carry out the board's functions. The board has identified attractive skill-sets to seek out such as legal, accounting, finance, nonprofit governance, teaching, educational administration, marketing and community relations, business, and construction and building maintenance. Board members also need to understand Robert's Rules of Order and how to participate as board members in a public charter school that is subject to North Carolina Open Meetings Laws and the North Carolina Public Records Act.

Board Member Orientation

The board will regularly recruit potential new board members and replacement board members to ensure the board maintains the threshold number of board members identified in the By-Laws. The board will also prepare individuals for participation on any formed Advisory Boards or committees. All potential board members will be required to participate in a new board member orientation prior to being formally nominated and considered to serve on the board of directors. The new board member orientation consists of a two, two-hour training sessions. The first session will include Robert's Rules of Order (modified), Board By-Laws, review of North Carolina Open North Davidson Academy, meetings laws, and review of the North Carolina Public Records Act. The second session will review the North Carolina Charter School Act, Charter School Policies and Procedures of the North

Carolina State Board of Education, the N.C. Accountability Program, Non-Profit Board of Director Ethics (including the Boards Conflicts of Interest Policy and Procedure), and Board Policy and Procedure. Once the four hours of training have been completed and the background check is completed, the potential board member will be eligible for nomination, interview, and vote to be accepted as a regular board members or advisory board (or committee) member. Completion of the four hours of training is required and must be completed prior to participation on any of the boards as a member.

Board Member Professional Development Program

After "Board Member Orientation," each existing board member is required to participate in a minimum of ten (10) hours of professional development annually. Board members will make regular reports of their participation in professional development to the full board including an explanation and overview of the professional development experience. The board will conduct an annual retreat for professional development which includes a review of board North Carolina Open Meetings Laws and North Carolina Public Records Act compliance, Federal Education Right to Privacy Act requirements, Financial Compliance, and review of the Governance Compliance requirements.

The annual retreat, at minimum, will include federal program compliance for Title I, Title II, Title III, Title IV, and IDEA. All board members are required to participate in the annual retreat training. The board will send board representatives to the National Charter School Conference and State Charter School Conferences to participate in external board training and obtain new information which will support the objectives of a high-quality charter school. The board will set professional development goals and participate in an annual self-evaluation. Board Members and Officers will be required to participate in specialized training related to correct board meeting minutes, review and use of data, formal board reports, policy development, and internal compliance programs.

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.

The board has adopted a conflict of interest policy that addresses exactly how conflicts of interest be handled. This policy is found in the Appendix. There are no current conflicts of interest the board that the board has been made aware of.

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

The board will engage in active discussion among the board, parents, and community stakeholders when making decisions. When possible, decisions will be made by unanimous decision. When a unanimous decision is not able to be made, the board will

decide by majority rule. When time permits, and finances allow, experts in related fields will be asked to provide consultation.

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 has not currently made any advisory bodies, but fully plans on forming a Parent Advisory Council upon approval. The by-laws of the Parental Advisory Council shall be reviewed and approved by the board of directors. Members of the Parental Advisory Council shall submit their resumes to the School Administrator and be voted upon by the board of directors. The board of directors reserves the right to form various other advisory councils that may relate to finances, academics, community outreach, among many.

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

Parents will be given the Student Handbook at the beginning of each year that discusses due process rights and the process for filing a grievance. If the grievance happens to be because of a student suspension, a conference between the parent and Lead Administrator will take place at either the school or parent household. If the parent is still unsatisfied, the parent may submit a grievance to the board of directors in writing.

Any employee that feels as though they would like to file a grievance can file a grievance after discussing it with the parties involved. If the conflict is not resolved, the Lead Administrator shall attempt to mediate the issue. If that mediation is unsuccessful, the aggrieved party may submit a formal grievance to the board of directors in writing within 10 days of the meeting with the Lead Administrator.

If the party involved includes the Lead Administrator, the filing can be submitted directly to the board of directors in writing. After the board receives and hears the grievance, the board will make a decision, with the potential assistance of legal counsel, that is final.

***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
Assistant Principal		0	0	0	0	0
Dean(s)						
Additional School Leadership		1	1	1	1	1
Core Classroom Teachers		10	12	14	16	18
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		4	5	7	8	9
Student Support Positions (e.g. social workers, psychologists, etc.)						
Student Support Positions						
Specialized School Staff						
Teaching Aides or Assistants						
School Operations Support Staff						

Staffing Plans, Hiring, and Management

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

Recruitment:

The board and management company will seek out teachers that have the aptitude to creatively differentiate instruction in an active-based learning environment. Education

isn't a formula, and a teacher that can adapt is critical. The school will provide professional development and instructional infrastructure to help teachers realize their full potential as professional educators. We will offer teachers the opportunity to innovate and exercise their craft without traditional restrictions that can impede teacher and student success. The Board will: 1) Create detailed job descriptions for each position. 2) Post job openings on the school website, social media, recruitment sites, local newspapers and other resources and collaborative community programs, to include local colleges and universities. 3) Participate in job fairs 4) Have school Board members and leaders share recruitment activities at national conferences and other networking opportunities. 5) Examine recommendations from Management company for review.

Retention:

Our school will use research-based best practices in the retention of high-performing teachers. These include but are not limited to: 1) Creating a culture of high expectations for teachers and students 2) Evaluating teachers based on performance and offering annual salary increases based on their evaluation 3) Provide students academic growth data to inform instruction 4) Providing professional development opportunities for all teachers 5) Engaging teachers in decision-making for school 6) An intentional focus on teacher retention by including it in school goals.

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.

The board will begin its search for a principal near the end of the 2020 school year for financial reasons. The board will seek to hire a principal early to mid-2021 before the school year and to engage parents. The management company will dedicate resources between that time to assist in start-up duties.

The board will seek a candidate that is technologically savvy and passionate about providing students a 21st Century Learning environment. The Lead Administrator must have previous experience leading a school and producing positive student outcomes.

The board will review Lead Administrator candidates and vote upon which candidate best fits and suits the school population and mission of the charter school. The proposed Lead

Administrator must have read this application and have bought into its tenets.

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 board of directors will create policies that instruct the operation of the school, but the employees will report directly to the management company. It is the management company's responsibility to ensure employee performance. If an employee has a grievance with the management company/lead administrator, they may submit a grievance directly to the board of directors.
5. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.
A job description outlining the duties and qualifications will be developed for each position authorized by the charter school board of directors. Positions will be properly advertised, utilizing online tools such as Indeed, Monster, and TeacherMatch. This job description will detail our educational philosophy and the interview process will ensure staff member support of our mission as a prerequisite for hiring.

The hiring procedures are as follows:

The Board, Lead Administrator, and management company will discuss and agree to the board procedures for both hiring and firing. Submitted resumes are reviewed by the administrative staff, the TLS management company, and the Board. The Lead Administrator will make final hiring recommendations to the Board in accordance with terms of the charter.

Panel interviews will be conducted with attention to specific responses regarding teaching diverse and socioeconomically disadvantaged populations. Candidates will be required to teach a sample lesson or provide video of instruction during the interview process. Complete reference checks will be done for each employee before hiring. The criminal background check policy shall follow the criminal background check policy of the Local Education Agency.

To dismiss school personnel:

- Every effort will be made to assist employees who are not performing adequately to improve their job performance. Dismissing a staff member can occur only after a progression of actions beginning with a warning, and in compliance with NC regulations.
- Creation of a performance coaching plan: the goal will always be to help the employee grow and succeed.
- The Lead Administrator will evaluate and report on the results of the created coaching plan. All procedures will be documented per NC statutes.

- Lastly, there will be an opportunity for the staff member in question to appeal to Grievance Committee of the Board (see Procedures for Employee Grievance or Termination).

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

Lead Administrator: \$60,000-\$80,000

Core Content Teacher: \$37,000-\$52,000

Instructional Assistant: \$28,000-\$32,000

EC Teacher: \$37,000-\$50,000

ELL Teacher: \$37,000-\$45,000

Substitute Teachers: \$100/Day

The school will not participate in the N.C. Teacher Retirement System or the N.C. Teachers Health Plan. The school will offer an independent health plan and retirement benefits for all employees.

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

Any employee who feels that they have been treated unjustly or unfairly for any reason has recourse to have their issue heard, per these procedures: Discuss the problem with the person or persons involved as soon as possible after the event has taken place. If an agreement as to how the problem will be handled is not arrived at, the employee should file his/her grievance, in writing, with the Principal. A conference will be held with the Principal, the aggrieved and other parties.

If a resolution is not reached, the aggrieved party has the option to continue with the grievance process. Such intent must be submitted in writing to Lead Administrator within 10 days following the grievance conference. If no resolution can be reached, the employee must submit to the Lead Administrator a written request to the Grievance Committee of the Board to seek a final resolution. This request must be submitted within ten days of receipt of the Principals decision. After hearing the grievance, and with advice from legal counsel, the decision of the Board Grievance Committee is final.

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

Exceptional Children's Teacher: Will also serve as Director when there is only one.
LEA/State

Assistant Admin: Will also serve as Testing Coordinator. LEA/State

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.

Teachers will be hired in the first year who are able and qualified to complete compliance paperwork in conjunction with the management company, per agreement. An EC instructional Assistant will be added in year 3 to assist with instructional duties.

North Davidson Academy will develop and maintain relationships with at least one Psychologist, Speech Pathologist and Occupational Therapist within the community. These services will be contracted on an as-needed basis per IEP. Many of our service providers will be able to bill Medicaid in addition to Medicaid reimbursement, NoDa Academy has allocated funds within the budget to meet these needs.

TLS has a broad reach and presence across the state that can help attract and recruit experienced, successful teachers.

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).

The Lead Administrator will have a teaching and administrative license. Core Content Teachers will have at least a teacher certification. At least fifty percent (50%) of the teaching staff will be certified teachers, as required by state mandate. The EC and physical education Teachers will possess the appropriate teaching licenses. These will be the minimum standards for the positions listed above.

The Lead Administrator

- Hold a Bachelor's Degree and 5 years of school administrative experience
- Oversees day-to-day operations
- Supervise all staff
- Serve as board liaison

Instructional Coach will hold a Master degree and receive training. The Instructional coach will work with teachers to facilitate data-drive instruction.

Administrative Assistant will serve as a general office receptionist, manage the purchase of supplies for the office and classrooms, and assist the management company in the collection of financial, licensure, and other compliance paperwork.

Food Service Staff will oversee the breakfast and lunch order counts as well as delivery of food to classrooms.

Bus Drivers will safely transport our students to and from school.

Classrooms Teachers:

Classroom Teachers will plan and execute rigorous and authentic learning experiences for their students, manage classroom behavior, and nurture a positive, safe learning environment, make regular contact with families, analyze data to identify trends and gaps in learning, and adjust their instruction accordingly. Teachers will hold a NC Professional Teaching License.

Instructional Coach: The instructional coach will work with student data and consult with teachers to produce the best outcomes for each student. The instructional coach will be purely dedicated to increasing academics across all classrooms and serve as a resource for all teachers.

Teacher Assistants: Will have experience supporting classrooms or be recent graduates from local colleges. These teachers will assist in supporting remediation, managing break-out sessions, and other duties requested by Classroom Teachers.

EC Teacher/Coordinator will work with the management company to coordinate, oversee and implement special education services for identified students; work with classroom Teachers to ensure students' needs are met in the most appropriate environment.; provide pull-out or push-in services as required by a student IEP.

EC Instructional Assistant will help provide EC services to students. under the direction of the EC Teacher/Coordinator.

ELL Teacher: An ELL teacher will speak Spanish to provide ELL students a comfortable atmosphere to ask questions and learn.

Substitute Teachers will cover and supervise classes when a classroom Teacher is absent. They will help supervise students that have been temporarily removed from the classroom.

3.5 Staff Evaluations and Professional Development

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

The school's Lead Administrator bears the primary responsibility for maintaining teacher licensure requirements and professional development information and records. This task may be delegated to clerical staff. The management company will be actively invested in ensuring all teachers are striving towards teaching licensure.

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.

The Board of Directors has high expectations of staff performance in meeting the school's mission and obtaining its goals set for student performance. The Board is committed to supporting high quality teaching and a school culture which promotes academic rigor and academic success. The school has budgeted about \$20,000 annually for professional development. In addition, the school will seek Title IIA funding for recruiting, preparing, training, and developing its teachers.

The Board will conduct an annual evaluation of the Lead Administrator which will include review of student performance, school discipline, parent relations, and compliance with governmental regulations. The Lead Administrator will be responsible for the periodic evaluation of all other staff. The Board will adopt a policy and procedure which requires that all staff participate in all professional development mandated by the school. Each teacher will be required to have a personal professional development plan which sets forth specific goals and objectives required to maintain (License Renewal Plan) or obtain a North Carolina Standard II Professional Teachers License.

The school will also participate in the Beginning Teacher Licensure Support Program. Teachers in their first three years as a teacher will be subject to a Beginning Teacher Licensure Support Program Policy and Procedure which will include mentoring, regular evaluation, professional training, and restrictions on non-voluntary nonteaching related duty assignments. The school's staff evaluation program will include video review, analysis of data driven instruction, and evaluation of relationships with students, parents, and other staff. The school has committed resources in its budget to ensure the school maintains a percentage of licensed teachers above the threshold for charter schools as required by state law. The school's resources commitment is further designed to meet the goal of 100% highly qualified teachers and participation in state mandated testing as required by the No Child Left Behind Act, et seq.

Student performance, based upon the schools testing and evaluation program and state accountability requirements, will be major factors in the school's staff evaluation

program. The school's goal is to recruit, prepare, train, and retain highly qualified teachers and staff. The school's budget reflects an annual 3% cost of living increase as a financial incentive for staff retention. The school will also seek to maintain a high-quality professional environment which attracts high quality teachers and incentivize staff retention. The school's mission and educational program is aggressive and requires a high-quality staff. The school will also use a Professional Learning Community (PLC) model of teacher and staff interaction to assure that all staff are working together for the common goal of producing a high-quality educational program which results in high student performance.

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.

The core elements of the school's professional development plan include summer intensive training for 2 weeks prior to the start of school, monthly internal training opportunities (individualized), and external professional development opportunities at outside conferences, workshops, and seminars.

The school will also have online professional development for teachers and staff. The professional development plan is designed to establish the foundation for the school's culture, help teachers meet licensure requirements, and ensure teachers build a valuable toolkit of instructional skills which benefit their students. The professional development will require teachers know how to implement data driven instruction, set progress goals, and differentiate instruction to meet the needs of all learners in their classes. Professional development will also help teachers and staff improve the quality of interactions with parents and the community.

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

Prior to the start of school professional development will take place for 10 days. (See Calendar). The agenda will include orientation, school culture, Service EC student, serving EL student, Active-Based Learning, Teach Like a Champion, Culturally Responsive Teaching, Data-Drive Instruction, 21st Century School Model, and other topics TBA. The training will be 8 hours each day.

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.

There are a total of 21 teacher work days built into the school calendar. Ten teacher work days occur before the start of school for the students. This core professional development and planning consists of a minimum of 50 hours of training related to school culture, school etiquette, testing and data, curriculum pacing, and other instruction related topics.

There are 6 work days established during the school year which will include about 24 hours of professional development time. After the last day of school for students there are 5 teacher work day which include 20 hours of professional development. The post-school training includes debriefing for the year to review what we learned and how we can improve while it is still fresh. The school's calendar is designed to illustrate 21 teacher work days and 94 hours of professional development.

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)).
 1. Initial Application process (Nov - Dec 2020) - Communications to local media outlets (local newspapers and radio) regarding the start date of a new school in the NoDa area. Flyers will be distributed throughout local businesses regarding the process of a child applying to the school and contact persons. The management company and the board will have a forum for parents and potential students to attend for information and questions regarding the school and the application process.
 2. Open Enrollment Period (Jan-March 2020) – Applications will be accepted for two months. Open enrollment will close at the end of February. Beginning in March, applications will be reviewed by the management company in accordance to NCGS 115-c.281.45 regulations, a lottery held, and then successful applications submitted to the

board for approval. A board meeting will be scheduled at the end of the month to review the management company recommendations which will be open to the public.

3. Preliminary Planning Period (Apr. - May 2020) Applications have been accepted and the management company begins outreach to the parents on requirements and information needed for their child to attend the first day of school. The board will assist the management as needed to in this process.

4. Final Approval, Student Enrollment and Planning Period (June - July 2020) Upon receipt of all information with the recommendation of the management group for student enrollment for 2020-2021 school year, the board will review and accept or deny the recommendation. The board will meet early enough that any corrections and/or additions can be made to ensure we have met our number of students to begin the school year. The board will work closely with management group and school administration in a consultant capacity with classroom sizes, teacher placement, and student pairing.

5. First 20 Days of School (Aug. - mid Sept. 2020) - The board will have their first meeting during the school year to take a snapshot of the school from the management group's perspective on how parents and students view the school and ensure correct policy and procedures are being implemented by the management in accordance with board expectations and state statutes. This meeting will be open to the public.

6. First Semester (Dec. 2020) - The board will review the data supplied by the management company on the progress of the school to date. Key indicators that the board will look at i.e., student attendance, adaptability of curriculum, parent's assessment of school and student attitude towards learning. The meeting will be open to the public.

7. Open Enrollment / Enrollment Period for the 2021 - 2022 school year (Jan. - May 2021) The school will plan and add an additional grade level per our charter agreement. If the school loses students, this will give us the opportunity to recruit more students to replace those that did not return.

8. Finalizing Plan and Expansion for Year Two (June to July 2021) - The board will review and approve the performance of the management group and our desire to continue to use their services based upon the data received about the students' performance, fiscal responsibility and regulatory compliance. The facility we picked is adequate to accommodate the expansion. We will work with school administration and the management group to add additional staff to accommodate the expansion and approve the process when completed.

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

Various marketing methods will be utilized to reach all students. These methods include:

- Door-to-Door Marketing
- Mailers
- Radio Public Service Announcements
- Newspaper Press Releases
- Social Media Engagement
- Regular Public Forums/Events
- Association Engagements
- Day-care outreach

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.

- November 2020
 - o Host a public forum to announce school opening in 2021
 - o Send radio clips in both English and Spanish to local radio stations to be aired as PSA's
 - o Begin full-website development
 - o Advertise on Social Media
- December 2020:
 - o Participate in holiday activities of all religions to engage diverse communities
 - o Advertise upcoming open enrollment
 - o Finalize website
- January 2021:
 - o Open Enrollment Begins
- February 2021
 - o Open Enrollment Ends, Lottery event is held, and parents are contacted to confirm acceptance
 - o Parents are required to finalize enrollment by submitting required information
- March 2021:
 - o Open Enrollment is re-opened if target student number is not met
 - o A celebratory event is held at the campus site for accepted and enrolled students
- April 2021:
 - o Public Forum is held for parents that are on waiting list and what that means for their chances of attending our school
- May 2021:

- Back-to-School Information is sent to the address of enrolled students
- June 2021:
 - Advertise Meet-the-Teacher Event in July
 - Hold a Cook-out for enrolled students/parents
- July 2021:
 - Hold a Meet-the-Teacher Event for all upcoming students
 - Contact all parents/students that did not attend to confirm interest and attendance in August
- August 2021:
 - Hold a week-long program leading up to school to ensure school interest and attendance come the start of school
 - Hold Student/Parent Orientation

Metrics:

- ROI on events and the number of applications submitted
- Parent surveys from parents at our orientation event that asks where they first heard of the school, if they applied online or in-person, and an open-ended question making recommendations on best ways to engage their family
- Website views/Facebook likes that occur after each event/marketing push. This will help us understand how successfully our marketing/community engagement tactics work to facilitate parental action to learn more

We hope to keep the cost of obtaining an application under \$5. With a marketing budget of \$10,000 in the first year, this would put us well under budget.

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.
 - Our school has and will go and speak to the homeless shelter nearby and encourage them to come to our school. Our school will coordinate after school programs that could be of great benefit to this community.
 - Our marketing materials will be in both English and Spanish to engage ELL students and families.
 - Free transportation and free and reduced lunch will be advertised so economically disadvantaged families are aware that our charter school serves all students.
5. What established community organizations would you target for marketing and recruitment?
 - NoDa Association
 - Church Congregations
 - Homeless Shelters
 - Local Daycares

- Girls & Boys Club
- NoDa Association

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.

Upon approval of the Charter Application, the board will continue its parent and community engagement. All board of directors' meetings will be open to the public and include a public comment period. The board will establish a Parent-Community Support Committee to work directly with the school's Lead Administrator. The board and school administration will communicate with parents and the community by posting information on the school's website, sending emails, and by written correspondence. The school will establish open enrollment dates and a lottery date. The school will hold a series of public forums during the open enrollment period to explain the school's mission and purpose and to engage the support of parents and the community. The school will establish a roster of students that are successful applicants for the school's initial opening year. The school will also establish a wait list for unsuccessful applicants after the school's lottery.

The school's Parent-Community Support Committee will be engaged to support the Leader Administrator and the Board by volunteer service in getting the school open including installation of the playground equipment, cleaning of the facility and setting up the furniture. Parents and community volunteers will assist with conducting open house and parent/community volunteers will receive training to support volunteer service and to qualify to serve of the school's boards and committees. Parents will receive training to act as volunteer tutors, engage in fundraising, support their students and participate in the life of the school.

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.

All parents will be invited to participate in monthly Parent-Community Support Committee meetings. The monthly meetings will include training opportunities, on issues such as supporting our academic scholars, parenting, volunteer service, and many other topics of interest. The Parent-Community Support Committee may volunteer as bus monitors, greeters for morning and afternoon car rider lines, lunch and recess support, field trip chaperones, monthly Saturday clean-up of the school facilities and grounds, tutor assistance during academic enrichment activities after school or on Saturday enrichment events. The Parent-Community Support Committee will assist the facilitation of the school's carpool.

Parent and community involvement in the school will be an important part of the school's program. The school's culture will require parents to support the school at home by enforcing and facilitating homework and study time to encourage students to do their best. The school will conduct regular events which involves family participation. The school will work to assure that students who may not have strong family support have other parent and community volunteers that will support their academic success.

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.

Parent Workshops- (Monthly, time and location TBD)

- Parent Volunteer Training Workshop
- Parents as Tutors Workshop
- Family Budgeting and Financial Workshop
- Family Support of Academic Success
- Personal Development Workshop
- Child Discipline
- Time Management Workshop
- Reading at Home
- Math at Home Science at Home
- Fundraising Workshop
-

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.

North Davidson Academy's board of directors will adopt an admissions policy which details the school's admissions process. Open enrollment will be scheduled for a minimum of 30 days in January, in accordance with state statute. The lottery will take place in February. We will run public service announcements in local news media and social media to announce the period of

open enrollment and lottery prior to the first day of open enrollment. On the first day of open enrollment, an admissions application will be available online and via printed copies. We will email a link to the admissions application to our developed email list, that we have been gathering through the application process. We will mail admissions application form by U.S. Postal Service to those on the list that do not use email. We will conduct a significant effort to get the word out about open enrollment. We will collect admissions applications for the 30 days of open enrollment. If the number of applications exceeds the number of seats available at any grade level, we will conduct a lottery for that grade level on the scheduled lottery date. Admissions applications received after the close of open enrollment will go to the secondary wait list in the order received.

After the lottery is completed, those students that were not successful in obtaining admission through the lottery will be placed on a wait list. The wait list order will be based upon the drawing. The school will publish applicant's assigned lottery number (no names) on the school website showing the applicant lottery number of students accepted by grade level and the ordered wait list. Parents and students do not have to be present to win the lottery. Immediately following the lottery, the school will send an official notice of acceptance for students accepted. We will also send a notice to students that were not accepted with waitlist instructions. Accepted students and parents will have 10 business days to contact the school and accept admission. If admission is not formally accepted within 10 business days, the seat will be given to the next person on the waitlist. Admissions Acceptance Forms will be available on the date of the lottery.

Once a student has been formally accepted, parents will be required to submit student registration information. The initial Admissions Application will only include the students name, address, residency, grade level, date of birth, sibling information, and preferred contact information and method. The full registration packet will include records request authorizations and detailed information including health, immunizations, exceptional children and 504 statuses, and so forth.

The school will conduct a series of introductory events prior to the start of school. The school admission policy will also address withdrawals, re-enrollment, and transfers. Students that withdraw because of parent military service, employment, or education have an admission preference if they return during the two-year period. Students that withdraw outside of the policy preference will be required to go through the lottery process over again. Students that transfer under the withdraw preference may return when a seat is available as a preference. The school will also recognize limited preferences for board members, teacher, and staff.

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.
2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.
Click or tap here to enter text.
3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.
Click or tap here to enter text.

Certify

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

Explanation (optional): We applied last year and have utilized a significant portion of that application in this section. Some of the language has been revised, while other sections have been re-done completely.

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.

North Davidson Academy budget provides a contracted transportation coordinator. The transportation coordinator will manage the day-to-day operations of the school's transportation program. The school will contract qualified bus drivers and lease buses. The transportation coordinator will set bus routes, pickup times, and locations. The school will use an alert system which uses a text messaging feature to communicate bus information and updates to parents. The school will make any special arrangements for special transportation needs. The school will use its dedicated transportation funds or amend its budget as needed to ensure that all students in need of special transportation arrangements are able to get to and from school. The transportation coordinator will assure that all school buses or other vehicles used for school transportation are regularly and properly inspected in accordance with state, local, and federal laws. The transportation coordinator will assure the buses are internally inspected at least monthly to assure the buses are in good repair and safe for our students.

The transportation staff will coordinate with the school's lead administrator to ensure that bus driver receive training on the school's culture and the Student Code of Conduct and rules of discipline on the buses. The transportation coordinator and the lead administrator will provide parent orientations on the school's transportation program. The transportation coordinator will oversee the school's parent car pool program.

North Davidson Academy's transportation program is designed to ensure that no child is denied access to the school due to a lack of transportation. The school anticipates working closely

with educationally disadvantaged students. The school's transportation is designed to help the school fulfill its mission by assuring that the children get to school in a bus atmosphere which is consistent with the schools proposed culture, mission, and vision.

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.

North Davidson Academy's governing board recognizes the interest between good nutrition and student academic performance. The school will provide for student access to high quality breakfast and lunch for its students. The school will participate in the National School Lunch Program and provide high quality meals which are compliant with United States Department of Agriculture (USDA) standards. The school's budget provides for a child nutrition coordinator who will be responsible to the day-to-day operations of program. The school will establish procurement policies and procedures, and set up meal plans, serving guidelines, and address all health and safety issues related to food preparation, storage, serving, and sanitation. The child nutrition coordinator will assure the school's operation meets all local, state, and federal requirements. The school will initially collect family income data from student's parents to determine whether the student qualifies for free or reduced-price lunch. If the school reaches the required 40 percent threshold, the school will participate in the Community Eligibility Provision (CEP) program and will use the Direct Certification process to determine eligibility.

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	\$1,368.00
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	\$3,057.00
Property Insurance	(Contents 150,000)	\$450.00
Automobile Liability	\$1,000,000.00/occurrence	\$181.00
Crime Coverage Minimum/Maximum Amount	\$250,000.00 \$250,000.00	\$332.00
Worker's Compensation	\$500,000	\$5,692.00
Other Coverage		\$82.00
Total Cost		\$13,549.00


***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 [North Davidson 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

8-26-2019

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).

North Davidson Academy will submit this application, participate in the charter school interview, will schedule governance strengthening exercises, and participate in the board training provided by the Office of Charter Schools for the planning year. Each month the board will review and adopt policies and procedures for the operations of the school. In October, the board will announce that open enrollment will begin on January 1 and remain open for a period of 30 days and be followed by a lottery. The board will promote open enrollment through free public service announcements, news coverage from the local media, and social media. The school will also hold several community forums to promote student enrollment. The contracted management company and selected volunteers will provide staff support for start-up activities. In March, the school will begin advertising staff positions at the school, including teachers, administrators, clerical support, and other positions. In April and May, a selected board committee in coordination with the management company assignee will complete application reviews and enter staff employment agreements. There will be two weeks (10 full days) of professional development for all teachers and instructional staff in July or August, prior to the arrival of students.

In April and May, an appointed board committee and the management company assignee will begin selecting furnishings, entering agreements for equipment and technology, and assembling everything the school will need to operate on day one. The team will work with the contractors and the landlord to ensure the facility will be ready with an educational certificate of occupancy by July 1. The board chair and the management company assignee will work together to ensure the school completes all its ready-to-open requirements by May 30 and be able to present the educational certificate of occupancy during the first week of July.

The school will begin processing student registrations after completion of open enrollment and lottery. The school will establish itself in the NC EDDIE system during the first week in July. The school will conduct open houses and parent orientation in August (at least two events). On the first day of school, a contingent of parent volunteers will be on standby.

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.

North Davidson Academy anticipates the biggest challenges will be student recruitment during the open enrollment period and hiring staff. We expect to address these challenges by a sustained and diligent effort. Addressing these issues are part of the governing board's reasoning for engaging an experienced management company early in the process.

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.**

North Davidson Academy has entered a contingent facilities lease for a facility located at 1025 E. 36th Street, Charlotte, NC 28205. The site is approximately 10,000 SF with additional expansion space and grounds. We anticipate being able to obtain an educational certificate occupancy and all required inspections on or before 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 school will need ten (10) classrooms during the first year of operations. The anticipated classroom size is 700 SF per class, plus one additional classroom of 600 SF. The facility has adequate space for a multipurpose room, administrative offices, storage space, teacher's work room.

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.**

North Davidson Academy is a 21st Century School. The students will have one-to-one computers in their classrooms. The facility has adequate space for administrative offices, storage, multipurpose room, and teacher's work room.

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.**

The cost per SF is \$17.00/SF. Similar property ranges from \$4.00/SF to \$30.00/SF in the area.

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 have engaged in NC licensed realtor who has identified addition spaces if the selected one falls through.

6. Describe the board’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The board has several members with extensive personal experience in acquiring, managing, and developing properties. In addition, the contracted management company has expertise to support the board.

Certify

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

Explanation (optional): **North Davidson Academy board of directors has adopted the language contained in this section. This section was drafted by our technical writer and contains standard language for our contracted management services provider.**

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?

The student enrollment project for the school's first year of operations is 230. Several factors were taken into consideration in making the projections for years one through five. First, we considered the potential need for the school and potential applicant pool within a 50-mile radius or approximately 1-hour bus ride to the school location. Next, we considered the limitations on startup resources and the feasibility of providing facilities and bus transportation. Lastly, we considered the county population and the lack of school choice options in close proximity to NoDa. The NoDa Association has supported our efforts and represents the NoDa community.

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

Parental surveys, Facebook likes, surrounding school performance, and the lack of a local school of choice has made our board believe that there will be a strong demand for North Davidson Academy.

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

North Davidson Academy break-even point for its first year of operations is 175 students.

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

North Davidson Academy's governing board will amend its budget or use a contingency

budget if anticipated revenues are less than estimated. Contingency budgeting involves establishing priorities of what can be cut first and establishing an order to timely reduce expenditures to assure the school operates within the available resources and does not run a deficit. The plan also considers cash flow issues such as timing of inflows and outflows of cash. The board will set priorities to first assure the integrity of programs which could impact student outcomes. The school will not rely on revenues which are not committed and have a reasonable expectation of being received. The school's core program will operate from state and local funds. Federal funds are considered supplemental and will not supplant state and local funds.

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.**

North Davidson Academy budget does not rely upon sources of funds other than state, county, and federal funds. If any other funding commitments arise, the school will not rely upon said funds without a written commitment and without verifying the reliability of the sources.

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

North Davidson Academy's budget was built upon a student to teacher ratio of 23 to 1. The core teacher to student ratio does not include specials courses or other instruction which may not involve the core teacher. The core teacher ratio does not include or account for the impact of planning time or other times the core teacher is not with his/her class. The school recognizes the student to core teacher ratio as a valuable but limited metric in planning high quality educational programs.

7. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully. The board is comprised of multiple analysts as well as entrepreneurs that are well-versed in keeping their businesses operational through financial maneuvering. The board is also comprised of a principal that has worked with school budgets and is capable of reviewing school operations. The combined experiences of these board members will cultivate discussion and thoughtfulness as it relates to the school budget.
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.

North Davidson Academy's governing board recognizes that one or more high needs students with disabilities can have a substantial budget impact on a charter school. The governing board further recognizes students' rights to attend the charter school and the legal requirements to provide services. The governing board plans to be fully prepared to meet the needs of all students by recognizing when and how to apply for resources needed to meet the needs of its students, such as PRC 029 funds or PRC 118 for autistic student support. The school will also be prepared to seek reimbursements from Medicare, Medicaid, and Private

Insurance for reimbursable services to high needs students. The governing board recognizes the need to plan ahead and to fully understand the operating environment and resources which may be available. North Davidson Academy will remain full prepared to address the needs of all students which are accepted thru the lottery and to provide FAPE.

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.

North Davidson Academy has entered into a management contract with Torchlight Academy Schools, LLC which will provide financial management services for the school including payroll, benefits administration, and accounting services. The board will separately contract a Local Government Commission approved Independent Certified Public Accountant to conduct the annual single audit. In all case, the school will identify and investigate at least three vendors and will select the best candidate which can meet the needs of the school. The board will consider price, quality, and experience in the matrix use to select vendors. The governing board will adopt procurement policies and procedures.

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.

North Davidson Academy will adopt and publish procurement policies and procedures which govern selection of vendors with appropriate threshold amounts for informal purchasing, obtaining three quotes, and a formal bid process.

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

North Davidson Academy's budget is designed to assure the school can meet its mission statement. The budget provides sufficient funding to meet the school's curricular offerings, its transportation plan, and provide for the school's facility needs. The budget is aligned to the stated elements by providing sufficient resources to assure that said items can be carried out.

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.**

North Davidson Academy governing board's general fund balance goals is 3 to 8 percent of revenue. The school anticipates that general fund balance goals will be tied to student enrollment and the marginal cost of the school's operations.

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

North Davidson Academy governing board will enter a financing lease for its facilities, furnishing, and equipment (including student computers). The school will also maintain a line of credit to assure the school meets its cash flow needs. The contracted management company is committed to providing the school with \$50,000.00 in start-up capital.

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.

North Davidson Academy governing board has entered a management contract with Torchlight Academy Schools, LLC. The management company has committed \$50,000.00 for start-up capital.

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?**

North Davidson Academy's governing board will adopt Internal Control Policies and Procedures which comply with Generally Accepted Accounting Practices (GAAP).

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

None

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. Darrell L. Keller, CPA, PA, 105 S. city Street, Kings Mountain, NC 28086. Telephone: (704) 739-0771; Fax (704) 739-6122.

Certify

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

Explanation (optional): **North Davidson Academy board of directors has adopted the language contained in this section. This section was drafted by our technical writer and contains standard language from our contracted management provider.**

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

Signature Page

The foregoing application is submitted on behalf of the Board of Directors of NORTH DAVIDSON 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: Adul Ali

Board Position: Board Chair

Signature: Adul Ali

Date: 8/22/19

NC/ROWAN COUNTY
Sworn to and subscribed before me this 22 day of AUGUST, 2019.

Notary Public: Genda Sosby Holman

My commission expires: 6-28, 2024.

