



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

North Carolina Charter School Application

Old Main STREAM Academy

Opening in the 2020-2021 School Year

Table of Contents

Application Instructions	5
Application Contact Information	6
Certify	7
Charter Application Special Requests	8
Acceleration	8
Conversion	12
Replication	14
Alternative	17
Proposed Management Organization (EMO or CMO)	18
Section 1 Mission, Purposes, and Goals	19
1.1 Mission and Vision	19
1.2 Purposes of the Proposed Charter School	25
1.3 Goals for the Proposed Charter School	28
Section 2 Education Plan	30
2.1 Instructional Program	30
Curriculum and Instructional Design	32
High School Graduation and Postsecondary Readiness (High Schools Only)	38
2.2 Special Populations and “At-Risk” Students	38
2.3 Exceptional Children	43
Identification and Records	43
Exceptional Children’s Programming	45
2.4 Student Performance Standards	48
2.5 School Culture and Discipline	50
Certify	51
Section 3 Governance and Capacity	52
3.1 School Governing Body	52
3.2 Governance	52
3.4 Staffing Plans, Hiring, and Management	62
Projected Staff	62
Staffing Plans, Hiring, and Management	62
3.5 Staff Evaluations and Professional Development	67
3.6 Marketing, Recruitment, and Enrollment	69

Marketing Plan	69
3.7 Parent and Community Involvement.....	72
3.8 Admissions Policy.....	73
Weighted Lottery	74
Certify.....	75
Section 4 Operations	75
4.1 Transportation Plan	75
4.2 School Lunch Plan	76
4.3 Civil Liability and Insurance.....	77
4.4 Health and Safety Requirements	78
Start-Up Plan	78
4.5 Facility.....	79
Certify.....	81
Section 5 Financial Plan.....	81
5.1 Charter School Budget	81
5.2 Budget Narrative	81
5.3 Financial Compliance.....	85
Certify.....	86
Application Fee.....	87
Signature Page	88
Appendices.....	89
Appendix A1 – Acceleration Evidences.....	91
Appendix A2.1 – Public Conversion Evidences	91
Appendix A2.2 – Private Conversion Evidences	91
Appendix A3.1 – Replication Educational Outcomes.....	91
Appendix A3.2 – Replication Financial Records (IRS 990)	91
Appendix A4.1 – Executed CMO/EMO Contract (if contracting with an EMO or CMO)**	91
Appendix A4.2 – EMO/CMO Facility Buyout Agreement**	91
Appendix A4.3 – EMO/CMO Financial History (Bank Statements)**	91
Appendix A4.4 – IRS Form 990**	91
Appendix A – Evidence of Parent/Community Support*	91
Appendix B – Curriculum Outline for Each Grade Band the School Will Ultimately Serve*	91

Appendix C – 9-12 Core Content Electives 91

Appendix D – Yearly Academic Calendar* 91

Appendix E – Daily and Weekly Schedule for Each Grade Band the School Will Ultimately Serve* 91

Appendix F – Federal Documentation of Tax-Exempt Status 91

Appendix G – Organizational Chart* 91

Appendix H – Charter School Board Member Response and Resume* 91

Appendix I – Board Member Background Certification Statement and Completed Background Check* 94

Appendix J – Proposed By-Laws of the School’s Board of Directors* 95

Appendix K – Articles of Incorporation or Municipal Charter* 95

Appendix L – Insurance Quotes* 95

Appendix M – Revenue Assurances and/or Working Capital Report** 95

Appendix N – Proposed School Budget for Year 1 through Year 5* 95

Appendix O – Additional Appendices Provided by Applicant 95

Appendix P – Required Signed and Notarized Documents* 95

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: Old Main STREAM Academy
2. Organization Type: Municipality Nonprofit Corporation
3. Name of non-profit organization under which charter will be organized or operated: Old Main Academy, Inc.
4. Has the organization applied for 501(c)(3) non-profit status? Yes No N/A (Municipal)
It is currently in progress.
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: Brenda Dial Deese
Title/Relationship to Non-Profit: Click or tap here to enter text.
Mailing Address: PO Box 1084
City/State/Zip: Pembroke NC 28372
Primary Telephone: 910.734-5025
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: Robeson
LEA/District Name: Public School of Robeson County
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: Click or tap here to enter text.
Fees provided to the third-party person or group: Click or tap here to enter text.
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: Click or tap here to enter text.
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 K-8, 440 students at the end of the 5th year.
Projected School Opening Year: 2020 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 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2020-2025	At Capacity 20 -20
K	40	60	60	60	60	
1	40	40	60	60	60	
2	40	40	40	60	60	
3	40	40	40	40	60	
4	40	40	40	40	40	
5		40	40	40	40	
6			40	40	40	
7				40	40	
8					40	
9						
10						
11						
12						
Totals	200	260	320	380	440	

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
100%	100%	23 students at 6%	9 students at 2%

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.

Old Main STREAM believes that students to beginning in elementary (K-4) will establish a grounded foundation for learning and it provides the opportunity to implement the spirit of the mission of Old Main STREAM Academy (OMS). Growing the population at the front end, provides greater capacity for acclimation to the OMS educational model curriculum and acclimation to Red Pedagogy. Hallmarks of this developmental stage include having control over written language and symbolic play. Other characteristics include the ability to positively influence moral, psychological, and social-emotional domains. Lev Vygotsky noted that children’s interactions with knowledgeable others can foster advancements in thinking and learning that would not be possible in other developmental phases. Six, seven, and eight- year olds, because of the increased number of structured social interactions, academic experiences, cultural opportunities, are prime candidates for the type of learning and innovative education model that Old Main STREAM Academy will offer. The history in Robeson County can best be described as rich, traumatic, and compelling. The OMS student growth plan as formatted above, encourages

the faculty and staff to develop personal relationships/connections, establish positive support, nurture expectations for students to engage in Science, Technology, Reading, Engineering, Arts and Mathematics; Standard Course of Study, measured with college and career readiness, and infused with Red Pedagogy/or place-based curriculum. OMS students will understand expectations and rigor at the beginning of the school career; the growth plan is a plan for personal development in preparedness, discipline (personal responsibility), leadership and a solid a solid blueprint for educational goal setting and achievement in student learning. The growth plan establishes student community, relevant learning, and opportunities to engage in partnerships, service projects, and locating distinguished mentors through personalized conversations and assignments as the five- year plan unfolds. Old Main STREAM Academy will offer a comprehensive school career experience.

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):

Previous OMS application was used.

Charter Application Special Requests

Acceleration

Do you want your application to be considered for acceleration?

X 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.

An exceptional need for a charter school and school choice is well documented by local and state data for the largest population, Indigenous students, in Robeson County. In May, June and July 2019, the Public Schools of Robeson County's superintendent and school board declared an impasse over how to address a 2 million budget deficit. In an article by Dr. Terry Stoops published on June 6, 2019, it was noted that only four in ten students in Robeson County are proficient in reading and math, and local businesses justifiably worry that schools will not supply high school graduates with satisfactory skills and knowledge to be successful in the workplace. According to the most current NC DPI Accountability Services, PSRC school system earned a grade of C- for Academics, C- for teachers, and a C- in Health and Safety, with an overall niche grade of C-. The state considers PSRC a low-performing district because more than half of the rural district's schools are judged low performing. PSRC was one of the first in the state's innovative school takeover. Schools in the district were considered eligible because of reported performance scores in the bottom five percent nationwide and not meeting growth goals in at least one of the prior three years. The Innovative Plan (NC Public Schools) focused on 2 districts and 48 schools- five schools in PSRC were considered for the takeover status. The district was to submit a school

improvement plan for helping students to improve their academic achievement, however, PSRC's plan did not meet the established criteria. It was stated in the report that PSRC had at least 35% or more schools were designated as low performing. During the 2017-2018 year (the latest accountability data), there were 17 low performing schools out of 41 schools; 23 of those schools earned a 'D' on their report card. It is also reported that attendance in schools identified as Elementary, Middle, and High Schools are significantly below the state's attendance rate. PSRC was also slated to partner in establishing a lab school with UNC Pembroke. This did not proceed successfully. Data documents that one of the most disadvantaged populations in the context of economics, educational proficiency, and resources are the Indigenous (American Indian) students. Currently, there are at least 34 Indigenous affiliations documented by Title VI Student Eligibility Certification. The diverse and rich population of American Indians are overrepresented in the Exceptional Children's programs and underrepresented in the AIG program. In a 2017-2018 Percent Participation Justification form, it was documented that data indicated that Indigenous students in the 8th grade were found to be the largest disproportionate group of students identified as students with disabilities by racial comparison. The July 9, 2019 Robesonian reported that the assistant superintendent for the district presented to the school board, that in December 2018, that the PSRC EC program was out of compliance, and that EC Program barely received funding for school year operations from the Federal Program Division at DPI. In the presentation, it was noted that staff certification, training, critical professional staff shortages and reporting issues resulted in NC DPI threatening to withhold 4.3 million. The article stated that the schools have fallen behind in testing and placement year after year. In 2018-2019, 3,791 (about 16%) children were served in the EC program, however, the State Policy Watch reported that 18% of the students in PSRC were identified with disabilities, and this most likely is an underestimate of the count of EC students. It was established by Buddy McLean of S. Preston and Douglas, an accounting firm, that on June 30, 2019 there was a fund balance of 1.4 million dollars, less than one month of operating costs. Robeson County is designated as a Tier I, which indicates a distressed area and high poverty in Robeson County. The poverty and the history of the Indigenous People in Robeson County is compelling. The 2019 Indian Report demonstrates a need for best practices for American Indian students. American Indians demonstrated 43.4% grade level proficiency in reading compared to White students (70.7%) grade level proficiency. The EOG math data demonstrated that American Indian students, performed significantly lower, 14.1 percentage points than ALL other students in the state. 42.0% of American Indian students demonstrated grade level proficiency in math compared to of 68.2 of White students who demonstrated grade level proficiency. It is stated in the 2019 State Advisory on Indian Education Report (NC Public Schools) that PSRC enrolls 42.2% or 8,706 students who identify as American Indians. The proficiency rates of American Indians are below the state and district rates; struggling behind their Hispanic and White peers. The dropout rate for American Indians increased significantly since 2015-2016, at 2.73% as compared to the state's rate of 2.31%. American Indian females increased by .39 points and the rate for males increased by .35 percentage points in drop outs. The rate is higher than the state, district, and all ethnic and racial peer rates. Documentation in the Data Report (published March 15, 2018) to the North Carolina General Assembly stated that in 2016-17 as in past years, American Indian students, ninth graders, and students receiving special education services are among the groups that continue to be disproportionately be represented among suspended students. In 2016-17, as in previous years, American Indian students had the second highest rate of short-term suspensions, among females, American Indian students had the second highest rate among all students.

Significantly, Southeastern Academy Charter, located in Robeson County, outside of the city limits of Lumberton, an adjacent town, about 20 miles from Pembroke agrees to mentor OMS in the first years of start-up. Many of the faculty and staff at Southeastern are knowledgeable and have relationships with Indigenous People in the western part of the county. Southeastern Academy’s student population includes Indigenous students. Southeastern Academy earned an A for last academic year, and has an established reputation for rigor and high expectations. OMS is excited that Southeastern Academy has agreed to work with us as a mentor. Appendix A1 provides evidences for Acceleration.

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

Old Main STREAM proposes to provide learning opportunities and a meaningful school environment to specifically address educational needs of the following populations: **1-students identifying with the principal Indigenous population, 2- students identifying with diverse Indigenous tribal representations, 3- students identifying with two or more Indigenous representations or other ethnicity(ies) and any 4-others that choose to attend OMS.** The selected location is known as the ‘hub’ of Indian Country and is in walking distance of the local university (UNC-Pembroke), founded in 1887 as a school for the educating American Indians. The charter school will have a transportation plan established to transport students from throughout the rural 951 square miles (Robeson County). The location serves two purposes. 1) It allows for Old Main STREAM to fully take advantage of the partnering initiatives offered through UNC Pembroke and 2) it is in the middle of landscape that is home to Indigenous People. Old Main STREAM has gained support letters from multiple departments at UNCP, for a range of collaborative partnerships. These collaborations include teaching and support services, facility usage, professional development, mentoring, instructional support/collaboration and opportunities for service projects. OMS is fortunate to have a range of local, state, and national nonprofit organizations positioned to support Old Main STREAM Academy’s initiatives. If the acceleration application is approved, OMS has the offer of two locations in Pembroke. The first location is with a tribal member that began renovating the property July 2019 and will be ready to lease July 2020, the local owner is actively meeting with founding members to consult with design. The second location is the Odum Home facility, wherein the original intent was to serve Indigenous children. The intent has not been fulfilled for years and the lease will be completed with the lessee in June 2020 Both these locations are in proximity to the local university. Both properties will contract with a lessee in 2020, with the priority being Old Main STREAM. If we do not lease in 2020, properties will not be available the summer of 2021. The Board of Directors begin the charter school initiative in the year 2018 as a grassroots initiative and in response to community outreach believing educational choice is warranted.

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

X Yes
 No

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

X Yes
 No

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

Evidences include that the primary location is currently being renovated to appropriately house a 18,050 square school. The facility is located in close proximity to UNCP. The local developer is meeting with founding members to listen to needs for a structure that will be adequate and satisfactory in creating a conducive learning environment for OMS students. The local facility will feature large classrooms, a kitchen and lunchroom, a gym/or multipurpose room and a sizeable outdoor area for physical education. Offices, large bathrooms and storage will be available in the facility.

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

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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:

Mailing Address:

City/State/Zip:

Phone Number:

Contact Person:

Email Address:

Website:

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

Click or tap here to enter text.

Attach Appendix A4.1: Executed Management Contract

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Attach Appendix A4.2 Facility Buyout Agreement, if applicable

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

Click or tap here to enter text.

Attach Appendix A4.3: EMO/CMO Financial History

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

Attach Appendix A4.4: IRS Form 990

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

Section 1 Mission, Purposes, and Goals

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

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
 - Illustrate what success will look like; and
 - Align with the purposes of the NC Charter School Law.
1. The mission statement of the proposed charter school is as follows (35 words or less):
Old Main STREAM Academy engages students in relevant, rigorous, college and career readiness STREAM disciplines purposed to grow Indigenous leader practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People
 2. What is the vision of the proposed school? What will the school look like when it is achieving the mission?

The vision at Old Main STREAM Academy (OMS) is to provide authentic and novel learning experiences for students that do not have accessibility to attend high-achieving and/or successful schools. OMS students will engage in school experiences from diverse educational perspectives; students will observe, learn and do from multiple worldviews and curriculums, contextualizing mainstream, Indigenous, and global studies integrated in meaningful ways. Core curriculums will include Science, Technology, Engineering, and Mathematics Education (STEM) Model, a research-evidence based curriculum. Purposefully, the letter "R" and "A" are added to the Old Main STREAM model. These added letters create the acronym STREAM. The "R" represents the historical Lumber River that is significant to the Lumbee community and other Indigenous populations as a prominent resource. The River can be leveraged as a community based asset, which Indigenous students identify with to make connection between home and school. Additionally, the "R" will reflect critical development in Reading. The "A" provides an infused Arts curriculum, cultivating creativity, through traditional and contemporary forms of color, in both balance and perspective displays. OMS prepares students to accomplish proficiency and excellence in Science, Technology, River/Reading, Engineering, Arts (cultural and visual enrichment), and Mathematics; the aim is to exceed the NC accountability model which uses a formula combining student achievement and student growth. OMS educational model connects STREAM to Red Pedagogy. Red Pedagogy is

place-based instruction that supports STREAM curriculum in Science, Technology, River/Reading, Engineering, Arts and Math by using relevant placed-based Indigenized concepts for teaching and learning. In OMS, STREAM disciplines will be core curriculum and the Standard Course of Study (SCOS) coursework, which is a uniform set of learning goals for K-12 curriculum in North Carolina, will complement STREAM disciplines. College and Career Readiness Standards (which is noted as the backbone of the ACT) is a measure or rigor yardstick, applied to both the STREAM-SCOS curriculum and the Red Pedagogy model (Place Based Education). OMS curriculum is a well-defined educational model, comprised of research evidenced based and place-based curriculums. Critically, STREAM, Standard Course of Study, and College and Career Standards (research – evidenced based) connect educational concepts to Red Pedagogy (place-based) life experiences for meaning and knowings/space. Comprehensively, these pedagogies will provide Indigenous students an elevated skill set to compete in today’s global economy and to set precedent as leader practitioners. The OMS educational model is a design that is developed from the experience and study of the targeted NC Indigenous student population. The design includes the most effective instructional practices for the population. It should be noted that the North Carolina’s Science, Technology, Engineering, and Mathematics (STEM) Education Strategic Plan approved by the State Board of Education references project-based learning in Priority One. Project-Based learning is a ‘learning by doing’ technique that is associated with placed-based learning. Significantly, the OMS educational model uses research, expertise, and life experiences belonging to Indigenous People to frame Red Pedagogy as a place-based curriculum. **Red Pedagogy is both an instructional strategy and practice of teaching that aligns to community-based teaching (a STEM initiative) and place-based education.** Both community- based teaching and placed-based education (PBE) immerse students in local heritage, culture, landscape, opportunities and experiences. American Indians are the largest population in Robeson County and the most diverse population. The OMS education model is an educational choice to practice traditional values, preparedness, persistence, self-determination, and commitment, in a STREAM context to become global citizens.

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\(e\).](#)

According to the Census Reporter (2017), The Public Schools of Robeson County district demographics are 26% White, 24% Black, 9% Hispanic or Latino, 1% Asian, 39% American Indian, and 2% reported 2 or more races. Other data document the Indigenous population as high as 41%. In a headcount in 2017, PSRC documented 1,546 documented EL students; NC Policy Watch states that 2017 state records document roughly 18% of Robeson County’s enrollment was designated as exceptional children, but that is believed to be an underestimate. A July 9, 2019 newspaper article stated PSRC served 3,791, or 16%, but schools are behind in testing and placement of EC children. It was also documented in a DPI EC Percent Justification form in 2017-18 that Indigenous students in the 8th grade were found to be the largest disproportionate group by racial comparison. Unfortunately, there isn’t much discussion or data providing tribal affiliations

concerning the diverse Indigenous population, other than the Title VI 506 Indian Student Eligibility documentation. *This federal tracking mechanism documents that in the 2018-2019 school year, thirty-four (34) tribal affiliations have been identified through the Indian Education Program; the form remains as a part of the child's school record.* These Indigenous students attend the Public Schools of Robeson County. Pointedly, the Indigenous population represents the largest population in the Public Schools of Robeson County and the diversity among the Indigenous population has never been acknowledged by the school system or the state. Generally, this diversity among the Indigenous students can present challenges and the unmet needs can contribute to the achievement gaps and struggles that are well documented among the Indigenous population, locally, in the state, and nationally. *OMS proposes to provide learning opportunities designed to specifically address the needs and challenges of these students, to include, students identifying with the principal Indigenous population, 2- students identifying with diverse Indigenous tribal representations, 3- students identifying with two or more Indigenous representations or other ethnicity(ies) and any 4-others that choose to attend OMS.* The OMS educational model is relevant, rigorous and offers learning opportunities in a climate of belonging that recognizes and respects the equal dignity and worth of all seeking to participate. OMS will embrace and encourage Indigenous students of differing tribal affiliations and acknowledge the diversity that exists among Indigenous People and other ethnic populations as represented in the local school district. OMS is committed to developing fair and equitable practices that acknowledge all tribal representations and affiliations, and ethnic backgrounds in the district. OMS will adhere to the state law of all student' access to equitable education and those statutory responsibilities for students with disabilities, OMS projects that 6% of the population will identify a SWD and a projected enrollment of 2% English Learners populations. All students in PSRC that participate in the School Nutrition Program eat free. It is documented that about one-third of the people in Robeson County live in poverty, and the rate has increased steadily for fifteen years.

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?

It is noted that PSRC has a declining enrollment, and during special called meetings in June and July 2019 it was decided to close 4 elementary schools and reconfigure a high school for grades, 6-12. However, later, on July 19 the high school decision reversed, and currently the plans are to close the high school. On June 14, 2018, West Lumberton school was officially closed, because of damage from Hurricane Matthew. Four to six weeks is a conservative prediction to plan for closings of the schools and the reconfiguring/and now closing of the high school. Currently and historically, test scores reflect the challenges experienced by PSRC and struggling communities that reflect high unemployment, health disparities, violence and complex social influences. Data documents that 16% to 18% of the student population in the system are identified with disabilities, with Indigenous students largely disproportionate. OMS education model will meet the needs of our targeted student population and even though it is acknowledged that our population live in the affected communities, in rural communities, the OMS educational model is designed for at-risk and educationally disadvantaged students. Research strongly demonstrates that the OMS educational model replicates successful educational variables and practices found in models for American Indian Education, such as placed-based curriculum or Red Pedagogy. The National

Indian Education Association and Policy Analysis with the Education Commission of the States pinpoint findings in the education of Indigenous students. Two findings reported that must coexist in educating Indigenous students are trust and culturally relevant curriculum. The OMS educational model uses both these findings as amalgamated priorities in Red Pedagogy or place-based curriculum. The model will start small, to establish trusting/caring relationships, expectations and create a school culture that is relevant to Indigenous People. School values will reflect norms and traditions that are honored, in the context of the core disciplines. Students will engage in STREAM core disciplines and SCOS courses of study; these curriculums will infuse Red Pedagogy or place-based practices. College and Career Readiness Standards will be the rigor yardstick. The OMS educational model, comprised through the study and research of Indigenous learners and communities, demographic knowledge, survey data, founding members’ professional career and personal experiences, student cumulative records, and understanding history, strengths, and barriers of Indigenous People data frames the growth model for OMS. The data sets that are collected will serve as predictors and indicators of strengths and challenges for individual students and collectively. These effective pedagogies will ready students and provide tools to successfully compete in today’s global economy and becoming visionary leaders.

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).

The current enrollment in the Public Schools of Robeson County (PSRC) is reported at 23,000 students. According to the NC DPI Average Daily Membership statistical data, during the 2018-2019 school year, the number of students enrolled in PSRC in grades K-4 was 9,106. During the first year, Old Main STREAM projects an enrollment of K-4 grades, with 200 students, which is about 2.2 %. The number of K-8 students in PSRC is approximately 15,714; by year 5, Old Main STREAM will serve K-8, and the projected enrollment is 440 students or 2.8 % of the K-8 enrollment in PSRC.

<u>School Year</u>	<u>Grade Levels</u>	<u>PSRC Enrollment (2018-19)</u>	<u>OMS</u>	<u>%</u>
2020-21	K,1,2,3,4	9,106	200	2.2%
2021-22	K,1,2,3,4,5	10,922	260	2.4%
2022-23	K,1,2,3,4,5,6,	12,653	320	2.5%
2023-24	K,1,2,3,4,5,6,7	14,275	380	2.7%
2024-25	K,1,2,3,4,5,6,7,8	15,714	440	2.8%

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?

OMS proposes an educational model and a school climate that is unique and effective. OMS will provide core curriculum and pedagogies that are rigorous, build resiliency, and develop leader practitioner skill sets. The OMS educational model combines what has been proven successful in education research-based education, to include STREAM- Science, Technology, River/Reading, Engineering, Arts, Mathematics core disciplines; Standard Course of Study (SCOS) coursework; and College-Career Readiness Standards for rigor and infuses place- based education Red Pedagogy for relevant meaning, values, and connections as an Indigenous population. OMS will:

Implement a rigorous core, STREAM to prepare students for 21st Century and lifelong learning; Utilize textbooks novels, and reading in SCOS/Common Core to ensure systematic teaching and complementary subject areas; Utilize additional readings and connect mainstreams concepts to Indigenous knowings for culturally responsive teaching and learning; Implement a design in which students take ownership of their learning and make investments in learning for self-directed, innovative scholarship (learning styles, leadership development, and gifted intelligences); Utilize opportunities for cultural enrichment that builds relationships between culture and learning. OMS will also use specific instructional strategies for Indigenous student success (A Blueprint for Research) to include, rigorous research-based and Red Pedagogy (place-based) training of teachers to be academically and culturally competent; create a school environment that is culturally and linguistically congruent with the community served (although standard English will be required); establish partnerships among all stakeholders, use the traditional Indigenous notion of extended families, and model and promote an attitude of confidence and success; develop linguistic and culturally fair teaching and diverse instructional strategies and assessment tools for monitoring student progress; create stimulating an early learning environments for young children that nurture all areas of development and promote a sense of belonging in the school climate. The OMS educational model is crafted through the educational experiences of the founding members living as Indigenous people in Indigenous communities and among Indigenous People and educators who served as role models. The OMS educational model reflects the latest research concerning academic success for American Indians and recognizes that the most unique feature is Red Pedagogy. This place-based instruction and practice of teaching aligns to community and Indigenous survival-strength systems. Both community- based teaching and placed-based education (PBE) immerse students in local heritage, culture, landscape, opportunities and experiences. Red Pedagogy practices should be considered specific educational practices and an instructional strategy to use with students to learn more about the interactions of culture and how research based curriculums relate in context and application. Of equal importance, is that the OMS educational model is grounded in research-evidence based curriculum. OMS will use the rigorous Science Technology, Engineering, and Mathematics Education (STEM) Model. Purposefully, the letter "R" and "A" are added to the OMS model. These added letters create the acronym STREAM. The "R" represents the historical Lumber River, that is significant to the Lumbee community and other Indigenous populations as a prominent resource. Additionally, the "R" will reflect opportunities and critical development in Reading. The "A" provides an infused Arts curriculum, cultivating creativity, through traditional and contemporary forms of color, in both balance and perspective displays. The focus of OMS is to prepare students to accomplish proficiency and excellence in Science, Technology, River/Reading, Engineering, Arts (cultural and visual enrichment), and Mathematics grounded in rivaling and surpassing the NC accountability model. Red Pedagogy are tangible strategies and activities that can be replicated in the goals and objectives belonging to the STREAM curriculum in Science, Technology, Reading/River, Engineering, Arts and Math. The use of relevant placed-based Indigenized concepts bring meaning and relevance to research-based learning. STREAM courses are the core disciplines in the OMS educational model, complementary courses used in the model are Standard Course of Study (SCOS) courses, which represents the uniform set of learning goals and will be used to align with STREAM goals and objectives. College and Career Readiness Standards (which is noted as the backbone of the ACT) will be the rigor yardstick, and applied to both the STREAM curriculum, SCOS, and Red Pedagogy content. According to the state's accountability data, Indigenous

students are lagging in all testing measures. A goal of OMS is to isolate academic challenges for strengthening and increase proficiencies to mastery in academic content. Southeastern Academy will mentor OMS to ensure academic rigor is implemented with fidelity and establish a collegiality to navigate through challenges and successes. Southeastern Academy's mission, *A Diverse Family of Learners that Seek to Challenge the Whole Child Through Innovation*, documents student success; the academy earned recognition for exceeding growth. OMS will work closely with Southeastern to navigate challenges and form a partnership to ensure a high-quality charter school. The OMS educational model recognizes that for the large population of Indigenous People, a population that influences NC DPI data, there is a fundamental truth concerning education, "for Indigenous communities, the importance of education reaches farther than the mastery of academic content and critical thinking skills; Indigenous children need to be inspired to contribute to their communities."

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.

OMS founding members created a survey and a Facebook Page for Old Main STREAM Academy. The survey was shared through Google Docs and hard copies were distributed during Lumbee Homecoming and at intervals during the month of July. Founding members collected 200 surveys (both online and hardcopies), 499 Likes, and 501 following. The survey and Google Docs summaries are included in Appendix A. It was found that approximately 7 to 8 townships participated in the survey, with the largest participations being from Pembroke. Pembroke zip codes include the tribal communities of Pembroke, Deep Branch, Union Chapel, Hopewell, Deep Branch and Prospect. Tribal affiliations that participated included Lumbee, Sisseton-Wahpeton Oyate, Cheraw, Tuscarora and seven identified as Lumbee-White, Lumbee- Black, Lumbee-Hispanic and Lumbee-Waccamaw. A majority, about 85% stated they would provide their own transportation, 95% would benefit from a small learning environment, and all participants identified their children/ grandchildren/or children living in the home would enter in grades K-8th (2019), there were several participants who indicated that children in their homes would enter into high school. 82% of the participants believed OMS should prepare students for work and successful experiences in a global society, 90% wanted their child fully engaged in STREAM disciplines, 85% believed that college and career readiness standards are critical to knowledge, skills, and dispositions needed to be successful in postsecondary education, 86% stated that Indigenous ways of life and culture (Red Pedagogy) in OMS was very important, 14% stated it was important. 95% believed parental involvement and partnering with OMS was a framework for success. Student engagement factors that parents/caretakers believed aligned to positive learning experiences and should beliefs at OMS included the following: 94% of caretakers stated that students should put a lot of effort in school; 90% of caretakers believed that students should desire to be one of the best, 98% of the caretakers believed that students must enjoy being challenged in their class; and 98% of the caretakers believed that students must feel that they belong at OMS; 95% of the parents stated that character development and decision-making techniques should be offered at OMS to grow leadership. Caretakers believed that student leadership practitioners can demonstrate leadership qualities through the following practices: 85% of the caretakers stated success should be experienced in school, 95% of the caretakers stated that students should be prepared for college and career opportunities, and 95% of the caretakers believed that teachers at the school should be respected by families, and 92% of the caretakers believed that OMS should

have high academic and behavior expectations, 86% of the caretakers believed that assessment data identifies problematic areas, and 86% of the caretakers believed the mission is clearly articulated on the survey, 98% of the caretakers believed that the school must be secure, safe, and organized, and 93% of the caretakers believe that future student leaders must experience cultural relevance and connect it to STREAM disciplines, college and career preparedness, and college-career readiness. Letters of support included in the Appendix demonstrate strong support from the community. Mentoring and partnership opportunities are extended in the support documents. OMS also meets the number 6) commitment to work with a successful charter school board as a guiding mentor. Other significant support includes UNC Pembroke Departments, Jeff Federick, Dean College of Arts and Sciences, Dr. Conner I Sanefur (Chickasaw) who works in the Department of Biology and has provided services with our local children, James F. Smiling, Lecturer in Mathematics and Computer Science Department at UNC-Pembroke, and Dr. Zoe Locklear, Interim Dean of the School of Education. Dr. Larry W. Chavis, (Lumbee) Director of the American Indian Center and Clinical Associate Professor of Strategy and Entrepreneurship at the UNC Kenan-Fagler Business School at the University of NC at Chapel Hill provides support to OMS and Arvis Boughman, author of *Legends of the Lumbee* and *Herbal Remedies of the Lumbee Indians* and speech pathologist expressed interest in working with students. The NC Commission of Indian Affairs supports OMS efforts and Lumbee Regional Development Association. Pembroke Chamber offered support documentation, which is outstanding, since OMS will be in the city limits. The OMS Facebook page demonstrates that 500 people ‘like’ that OMS and 502 people are following. Conclusively, many people are eager to see the charter school in the community. OMS represents the realization of Number 3 consideration factor, *potential for economic and educational development of the region*. It should also be noted in the evidences that an email was sent to PSRC superintendent, Dr. Shanita Wooten to meet with the founding members. There was no acknowledgment or a response. Please see Appendix A.

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.

- 5) 1) Teachers and staff at OMS will engage in novel content professional development. This educational model demonstrates a new awareness for special populations, at-risk populations, educationally disadvantaged, and gifted students; it is a changing instructional paradigm. The OMS educational model will provide opportunities to participate in OMS customizable and research-evidence based program professional development and best practices in core content delivery through multiple venues including, face-to-face, PLCs, conferences, and web-based venues. The OMS educational model will also offer professional development in place-based, specifically, Red Pedagogy to present techniques, essential strategies, and methodology that engage Indigenous and marginalized students. Learning activities, tasks, and projects will define rigor for creating academic environments and school climate that emphasizes high expectations and cultivating a student terrain developing intellectual prowess, self-determination, and using cultural strength to grow academic success. Indigenous professional educators and other Indigenous professionals will create, theorize, design, modify and redesign OMS educational fitness. The STREAM disciplines will be the foundation of the educational model framing rigorous core subjects- science, technology, river/reading, engineering, arts and mathematics. SCOS coursework, checkpoints and subject areas will complement the core disciplines. College and career readiness standards will use content in the context of real life applications and develop leaderships skills to include grit, perseverance, and how to articulate thinking processes. 2) The OMS educational model will use STEM to transpose into STREAM teaching and learning to align standards and engage students in critical thinking, reasoning, collaborative teamwork, investigative and creative skills that are real-world and relevant. The OMS educational model uses SCOS to anchor content, to include English Language Arts, Healthful Living, Social Studies, and Out-of-School internships and mentoring. Red Pedagogy and traditional worldview will be integrated in core disciplines to discover the intersectionality in Indian practices and mainstream education; Red Pedagogy teaches the necessity of relational, positive identity; the OMS educational model demonstrates critical thinking in context. The OMS educational model explores the intersection of interdependence (valued by Indigenous People versus independent valued by America). The OMS educational model uses textbooks, novels, reading literature, technology, the arts, the River, Indigenous mindsets, and applications found in college and career readiness standards. OMS will participate in the statewide system of accountability measurements. A testing calendar will provide standardized testing dates. OMS will communicate academic expectations of students to align with NC DPI Accountability Model; the testing outcomes will provide data sets and reports to assist in sound decision-making. OMS administration will carefully analyze data results to share with teachers and to determine if purpose was achieved. Data will demonstrate program effectiveness and assess instructional effectiveness. Data results disclose how much learning occurred, and determine focused acts of improvement. Data will guide OMS curriculum development. OMS will use reliable and valid assessment instruments, supported by NC DPI, Fountas & Pinnell Literacy, MTSS universal screener as well as informal method tools, to include quizzes, tests, writing portfolios, and project based assignments for appropriate comprehensive evaluation and to provide accurate and comprehensive measures that align with the OMS mission. 3) Expanded choices in the types of educational opportunities will be evident at OMS. Early in the school year, a

baseline will be established, to determine student learning styles and appropriate multi-tiered systems strategies will establish a framework for providing high-quality and differentiated instruction and intervention aligned to student need and monitoring progress. OMS will collaborate and use partnerships for learning, service-learning opportunities, tutoring, internships, physical fitness collaboration, community project based assignments and professional development instructional practice opportunities. OMS will align student needs and individual strengths to support learning processes, growing intelligences and strengthening academic weaknesses. 4) Local, state, and national data document the need for improving student learning among Indigenous students. Innovative strategies, tools, and techniques are critical implementation processes grounded in the OMS educational model. Past educational history tells us what happened to Indigenous students in the educational system; and currently, classrooms are not increasing Indigenous students' academic success. The issues affecting Indigenous students are complex, deeply rooted, and longstanding. Student life experiences and developmental needs must be sensitively deliberated in the learning and achieving process. OMS founding members understand these dynamics, because we are living products. The OMS educational model cements support mechanisms for resiliency and simultaneously anchors high expectations and pathways to experience academic success. 5) In the 2005 State Advisory Council on Indian Education (NC), students described how and why they feel disconnected from school. A few sentences later, students expressed they enjoyed learning and provided insight to personal learning styles. Fourteen years later, in 2019, many of these students are now parents, and the academic data for Indigenous students continue to report significant declines in academic proficiency and well-being. The state's data demonstrates the local district identified students with disabilities at 16% to 18%; 1,546 are identified as EL. It was also found that Indigenous students in the 8th grade are the largest disproportionate group identified with disabilities by racial comparison. The OMS educational model offers academic rigor as a precept through STREAM, SCOS, and College and Career Readiness Standards, with the distinct nuance of Red Pedagogy or place-based instruction to demonstrate connections to rigorous content and Indigenous worldview or philosophy of life. It should be noted that special emphasis is unpretentiously on at-risk students at OMS, as general indicators of Robeson County poverty documents. Years ago, in 1983, education reform deemed the Indigenous population as a nation at risk; currently, if reviewing public school state mandates data and Talk Poverty (2018) the outcomes document similar data for Indigenous students. Academic, health, disparity data, and poverty rate all indicate that Indigenous students require a different educational model than is currently used. OMS is an educational model designed to address these issues. OMS will also administer multiple gifted intelligence tests, using Indigenous style measures and measures in the College and Career Readiness standards initiatives. OMS understands that Indigenous students have unique challenges in the educational process; unique approaches will be used to work through issues, strengthen areas of giftedness, and level the playing field in areas of challenges/weaknesses. The OMS educational model is rigorous and the partnerships will further secure opportunities to grow gifted college and career ready Indigenous leader practitioners. 6) The OMS educational model has not been implemented in any school district in NC, but is promising for Indigenous students and should be monitored for use with other marginalized populations, which is necessary when considering the factual

account of the *Browning of the New South*. All students deserve a sound quality education. OMS purposefully used the precept, ‘rigor’ in its mission statement to declare that the school will offer a stable and secure environment in which each student is expected to critically learn. The OMS educational model is designed to work from a cultural perspective and uses embedded support systems for students. Rigor will be accomplished through STREAM core and SCOS coursework. College and career readiness will establish the need for increasing complexity of skills in English, mathematics, reading, science, and writing. OMS school culture is created through place-based education and specific to Red Pedagogy, framed from a repository of Indigenous paradigms connecting belonging, place, values, norms, and systems of knowledge in the Indigenous sense. Place-based research demonstrates how well-designed initiatives can increase student performance. Place-based education makes sense for rural schools and communities because it is determined that local and global challenges need innovative solutions, where students need to complete real projects that address real challenges. OMS students will engage in a personalized, student-centered model to increase well-being, college and workforce readiness. Red Pedagogy makes these connections and supports Indigenous identity as leaders. The OMS educational model is designed to create potential for economic and educational development of the region, which is needed in Robeson County. These pedagogies will develop the necessary skill sets to compete in today’s global economy, OMS students will be Indigenous leader practitioners.

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.

OMS will adhere to the designated instructional time required by the state guidelines for each area of discipline. OMS will meet the student performance standards adopted by the State Board of Education and the appropriate content standards for each grade or proficiency level and the OMS student performance standards contained in the application. OMS will provide 185 days or 1,025 hours of instructional time. The school calendar will be submitted for approval by the school principal to the OMS Board of Directors as an agenda item. The school calendar will support OMS goals to engage students, improve opportunities and achievement, and augment productivity. The weekly and daily schedules will reflect instructional time that leads toward the mastery of specific educational goals. Expectations of instructional time and OMS grade level curriculum will be outlined in handbooks and provided to parents during PTO and meet and greets. Information will be conveyed on website for the general public. 2. *The OMS school principal will be required to report data to the Board of Directors four times during the course of the school year. Two of these updates will occur in the fall semester, and two will occur in the spring semester. These data updates will provide information on the assessments conducted during this span of time. Data is not limited to, but must include NC Check-ins, report cards, universal screening outcomes, state mandated tests and attendance reports.*

The testing coordinator will provide briefs and updates concerning mandated tests to the Board of Directors. Teachers will provide academic data and progress goals to share with parents and school principal and to report to Board. The data manager will provide updates to share concerning

attendance by grade level and as a school. The Accountability Report Card will be used for review yearly as it is released for the community and stakeholders. The report data will be shared during PTOs for stakeholders and in teacher meetings or PLCs for review, analysis, and growth strategies.

3. *To maintain fidelity to Red Pedagogy, teachers will be required to participate in two Red Pedagogy professional developments that reflect place-based instructional strategies during the school year. Professional development documentation will be maintained. On a monthly basis, students will be required to participate and/or produce a project that demonstrates an understanding of the pedagogical framework utilized by OMS. The school principal will be responsible for documenting the relevant use of the Red Pedagogy framework via communication to stakeholders through various means- website, summary reports, and displayed student work. This documentation will occur throughout the course of the school year and the school principal will be expected to report on the effectiveness of the pedagogical framework during the same time-frame that the school principal reports are due regarding assessment data.*

4. *OMS will meet annual enrollment projections at 100%. Based on the surveys collected for school interest, OMS will host community meet and greets 4 to 6 times yearly for enrollment applications. The school principal will coordinate and host the meetings. Each meeting date and location will be presented to Board of Directors, shared with stakeholders and posted to school website.*

5. *OMS Board of Directors will commit to participating in 2 to 3 yearly professional development and/or training, to be modeled for other members of the school community including administration, staff, and parent community at the school as a governing best practice. The Board Chair will share professional opportunities and training in regular Board meetings. Participation and topic documentation will be maintained, location will be posted on school website for parents, community, and stakeholders to view.*

6. *OMS will meet 95% of budget expectations. OMS finance services will provide expense reports to the Finance Chair of the Board of Directors. Budget reports will be reviewed, discussed, and approved by the Board of Directors. A financial audit will be reported by an independent audit firm yearly. Financial reports and audit findings will be communicated monthly during Board meetings and to stakeholders.*

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

The governing board, through the goals and methods outlined above, scheduled stakeholder and partnership meetings, community connections, and the excellent reputation of OMS, will monitor the implementation and subsequent progress and/or challenges of the school in achieving the OMS mission. Academic disciplines will be monitored through students' accomplishing individual and collective milestones, engagements, internships, and mentoring experiences through STREAM, SCOS curriculum, college-career readiness standards and Red Pedagogy. Red Pedagogy progress will be reviewed monthly. Discipline Reports and Academic Benchmark Data will be monitored. Summary overview of testing data results will be provided to the governing board. The diverse targeted 34 tribal affiliations will be reflected in student enrollment, identified through Title VI, Indian Education. Professional development will be documented and budget expectations reviewed by reports and audits. Reports and OMS goal outcomes will be shared during board meetings, meet and greets, and in differing venues throughout the community, educational platforms and business engagements. OMS will operate with an open-door policy to collaborate with our partnerships to offer and cultivate rich educational

opportunities which will be documented, and include service learning reports. Other tools to review and identify success and attaining the mission statement include attendance reports (20 day ADM, PMR) Financial Reports and Audits, Climate Surveys, NC Accountability Reports, Principal Reports, Compliance Reports Federal Programming Audits, and Grant Awards. Other indicators of the school's success will include strong parent and community involvement, high number of student applications, and a wait list.

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.

Because Indigenous students make up a small percentage of school age students throughout the nation they're overlooked in discussions about the achievement gap even though it is a pressing issue as highlighted by the National Assessment of Educational Progress (NAEP). Communities throughout Robeson County are home to Lumbee Indians, the largest tribe east of Mississippi, and ninth largest in the nation. Additionally, there are at a minimum of thirty-three additional tribal affiliations among students in the local school system. Still, as evidenced by national, state, and local data, Indigenous students continue to be in crisis educationally. While OMS will be open to other ethnicities, the OMS educational model is designed with the purpose to increase academic performance and success among the diverse and at-risk population of Indigenous students in a Tier I rural county. In that context, purpose and content of the curriculum is extremely important. Research supports that for Indigenous students and caretakers, family/community/school interaction are key elements in educational models; the impact of this relationship is significant on the educational outcomes of Indigenous students. Critically, research demonstrates that cultural and linguistic backgrounds of Indigenous students and the role of family and community should be connected to educational models for Indigenous students. Research establishes that associations with traditional American Indian culture was positively related to school success for American Indian children. The OMS educational model is designed to support the diverse Indigenous population and it establishes a rigorous curriculum for achievement. The core disciplines, STREAM (Science, Technology, River/Reading, Arts, Mathematics) grounds the OMS educational model, the Standard Course of Study (SCOS) are complementary courses to STREAM, and college and career standards to clearly define what students should know and be able to do throughout their K-8 experience; Red Pedagogy is infused for relevancy. The OMS educational model clearly defines and frames the school's mission, *engages students in relevant, rigorous, college and career readiness STREAM disciplines purposed to grow Indigenous leader practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People*. The rigor of the educational model is established by STREAM, which is a derivative of STEM. STEM education is teaching and learning that anchors to content in the areas of science, technology, engineering, and mathematics. NCDPI provides a strategic educational rubric for STEM. It is imperative to note that STEM is described as a project-based learning with integrated content across STEM subjects. Project-based learning is related to place-based learning instructional strategies, intended to engage students in authentic, "real world" tasks to enhance learning. Project based learning in effective STEM is described as student-centered,

the teacher as facilitator or coach, working in cooperative groups for extended periods of time, seeking out multiple sources of information, often, an emphasis on authentic, performance-based assessments. The terms are used interchangeably. The difference is that place-based or Red Pedagogy in the OMS educational model illustrates ways that STREAM subjects are relevant to Indigenous life. Purposefully, the letter "R" and "A" are included in STEM, because of Indigenous impact and the needed improvement in the Reading discipline. These letters create the acronym STREAM. The "R" represents the historical Lumber River that is significant to the Lumbee community and other Indigenous populations as a prominent resource. Additionally, the "R" reflects opportunities and critical development in Reading. Literacy studies document that students who are on target in reading are substantially more likely to be on target to be ready in other subject matter areas. The "A" provides an infused Arts curriculum, cultivating creativity, through traditional and contemporary forms of color, in both balance and perspective displays. STREAM integrates river, the reading, arts, innovation, and the Red Pedagogy approach with STEM as core disciplines. STREAM education plus other curriculum will carry out STREAM themed content. STREAM disciplines will be organized around units of study and courses that interweave S, T, R, E, A, M, and other content areas as needed to carry out STREAM initiatives. The chosen study for coursework that will complement STREAM is the Standard Course of Study (SCOS). SCOS is a uniform set of learning goals for every public school in North Carolina. The NC SCOS, is approved by the State Board of Education. The SCOS are state content standards for subject areas, English, Language Arts, Mathematics, Science, Social Studies, Healthful Living. The subjects and standards in SCOS will serve as checkpoints, coursework, goals and objectives to complement STREAM disciplines for rigor and delivery for successful achievement on state mandated tests. College and Career readiness standards are the measuring rigor tool for the OMS educational model. College and Career readiness standards measure what students need to know in the STREAM disciplines to be ready for the next grade level. Range and level of complexity, relationships, structure, purpose and style are measure indicators in college and career readiness. STREAM core teachers will use multiple indicators of measures for progress, including a universal screening, early reading or literacy assessments (Fountas & Pinnell), pre-assessments at the start of school, knowledge-and performance based assessments, formative assessments, in addition to projects, writing portfolios, and community service projects, and state and federal summative assessments. Four essential instructional methods will be used with the OMS educational model. They are 1) differentiated instruction, 2) inquiry based instruction, 3) Red Pedagogy as a practice, and 4) increase the depth of instruction. While Professional Learning Communities (PLCs) will influence informal testing, formal testing will follow accountability mandates and a testing calendar will identify testing dates for state assessments. Teachers will collaborate consistently for analysis in student work, and discuss strategies for using multiple data results to inform instruction, and co-create various measures of student success. Recapping the OMS educational model, it is comprised of rigorous STREAM disciplines, the model dependably uses SCOS coursework to complement content; Red Pedagogy is used for cultural relevancy and connection to subjects, as well as an Indigenous instructional approach; college and career readiness standards are considered the measuring stick for rigor and outcomes will be used to plan effectively for strengths, and practices in the OMS educational model.

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 learning environment will reflect student learning style characteristics, learning and teaching goals for that day/week, assessment strategies that drive and measure learning; and the OMS mission. The basic learning environment in the school is to create a positive learning climate. Elementary students must feel safe, connected and supported in their classrooms and in the school. OMS will cultivate a sense of belonging in the classrooms, hallways, lunchroom- the total school, so that every child will experience trust, caring relationships and the security to engage in learning. Indigenous People historically determine connections in tribal/family/land connections, and this practice remains relevant in today's communities. This practice will be acknowledged, as will the school's location in the center of Indigenous communities. All grade levels will have 2 teams. The elementary span, K-2 classrooms, will include 20 students, the teacher and assistant. Grade 3 will also have 20 students, the teacher and .5 teacher assistant. Differentiated instructional strategies aligned with learning styles will provide elementary students with multiple opportunities to use preferred learning style and/or to make connection or discovery in learning. While there will be structured learning, including independent learning in the classroom to think, act, and pursue studies autonomously, there will be opportunities for cooperative learning, which model traditional Indigenous (Red Pedagogy) group community approach. Cooperative learning encourages students to work together on common tasks/activities. Cooperative learning also anchors college and career readiness standards and STEM practices, in specific features, such as emulating project-based and work-based roles, increasing team work through hands-on, problem-solving, creatively exploring solutions practices, and career readiness skills that grow innate leadership attributes. Students will experience cross-disciplinary/interdisciplinary approaches to apply concepts in one subject area to other subject areas (which is a priority of Red Pedagogy instruction). Grades 4 and 5 are considered elementary/preadolescent will have 2 content based teachers. Middle school students, 6th- 8th grade, will engage in content specific learning environments. Changing classes will be a transitional practice in the OMS model. Grades 4 and 5 will have 2 content based teachers and will have access to a limited departmental style. This style will present opportunities to become acclimated to middle school practices, including differing teacher expectations and more subject-specific content-based courses and assignments. The class sizes in Grades 6-8 will remain at 20, with even more knowledge content specific teachers. Classrooms will have a sense of belonging, connectedness, and classroom spaces may serve as a learning lab, depending on goals and objects for lesson. The classroom may use individual desks (for instructor-led and autonomous learning) and/or moving together for collaborative learning and work products to practice teamwork or collectivistic learning (Red Pedagogy approach). More holistic learning opportunities will emerge through course disciplines to connect STREAM, SCOS, College and Career Standards, and Red Pedagogy. The learning environment will be aware and sensitive to the developmental needs of middle school students, so learning becomes more personalized through instructional strategies, individual student academic strengths and challenges. For Indigenous students, the middle school years are critical. Cultural identity is developing and as individual students, there is growing independence, more complex friendships, and more peer pressure. Indigenous students become more aware of the trauma, disparities, and barriers that exist in the community. These milestones and biological changes are layered within natural middle-school age development time-points and

students must learn how to navigate dual (mainstream and Indigenous cultures) living systems. Positive Indigenous role modeling is necessary. The learning environment will provide more opportunities to engage in STREAM core disciplines and SCOS coursework with applications to connect Red Pedagogy practices. Students will engage in four essential instructional strategies (differentiated, inquiry-based, Red Pedagogy, and/or increased depth of instruction to learn dual-based systems of knowing (mainstream and Indigenous) and critically think, problem-solve and become more self-aware. Students will practice preferred learning styles and engage in opportunities to become more confident with multiple knowledge systems, to include mainstream teaching and learning, connections to Indigenous practices and knowings in subject content and associations with college and career readiness measures. The learning environment will reflect personalized learning and offer opportunities where assessments are persistent, authentic, transparent and never punitive. Indigenous students will learn mastery of test-taking, a current barrier nationwide and locally, as testing data demonstrates. The OMS learning environment will demonstrate daily operations of academic rigor, relevance, and connection, providing opportunities and expectations of high achievement, growth and community among Indigenous students.

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 OMS educational model aligns with the NC Accountability Model; core disciplines include STEM core content and SCOS studies, research-evidence curriculum. OMS students will participate in state mandate testing. The OMS educational model will use data sets and results to make informed decisions regarding teaching and curriculum growth. However, the OMS educational model offers space for personalized learning, success, and opportunity through Red Pedagogy, a place-based curriculum. Red Pedagogy is also identified as an essential strategy for teaching Indigenous students and others. Research and data included in the application and throughout the appendices demonstrate that the mission of the OMS educational model is to engage students in college and career readiness STREAM core disciplines. The mission statement aligns to the identified needs of the targeted population, while requiring personal discipline to prepare for improved learning. *The Condition of College & Career Readiness 2015 American Indian Students ACT* states that critical programming is necessary to help Indigenous students become academically, socially, and emotionally prepared for the demands of college and/or careers. ACT research shows that younger students who take rigorous curricula are more prepared to graduate from high school ready for college or career. The report determined that there is a need to promote initiatives, educational models to better meet the needs of underserved learners and develop solutions and services that make a difference in their lives. Historically, Indigenous students have not experienced great success in school careers; it is reported that this population has the lowest educational attainment rates of any group in the United States. Robeson County Schools 2017 Percent Participation Justification Form found that Indigenous students represent a disproportionate number of the 18% students identified with disabilities. A US Department of Education study that identified the top reasons as to why Indigenous students drop out of school. The study documents curriculum designed for mainstream America, uncaring teachers, and tracking into low achieving classes and groups. The OMS educational model offers solutions to

these barriers in the mission statement and the OMS educational model. The OMS educational model uses STREAM core disciplines, complemented with SCOS subjects and college and readiness standards measures. Curriculum and rigor become relevant through Red Pedagogy/place based practices. The OMS educational model is an original design developed for school success. It is crafted for Indigenous students and marginalized populations, who often are identified with negative labels such as at-risk, students with disabilities, and disadvantaged in traditional schools. The OMS educational model closes the achievement gap because as it prepares students for rigor, using dual knowledge systems, research evidence based curriculum and place-based pedagogy. The OMS educational model uses role models/ mentors in the school and our partnerships to model accomplishments and success for students. The OMS educational model aligns to how Indigenous People must operate in the larger society. Dual-based systems for life operation include mainstream norms and Indigenous norms. The OMS educational model targets middle- to low income students and promotes student engagement to experience these findings. Significantly, our Indigenous community already has a pool of Indigenous educators that will be possible candidates for positions in the school and to model the mission statement. There is an interesting caveat to southeastern Indigenous educational history. The Indigenous communities in Robeson County are home to multiple Indigenous professionals, including teachers, engineers, administrators, lawyers, doctors, professors, accountants, etc. These Indigenous People will serve as examples for Red Pedagogy. Southeastern Indigenous ancestors fought and established their own schools to become educated. Indigenous People attained education in Indigenous communities when the schools were community schools and Indigenous culture was embedded in education, the buildings, and teaching practices. This is recognized throughout Indian country in the United States. OMS will leverage professional, career, and community assets to enhance the OMS educational process. Studies included in Appendix O strongly support cultural inclusion, family, and connection.

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.

OMS instructional essential strategies are research-based and place-based or project-based. There are four essential strategies in the OMS educational model. 1) Differentiated instructional strategies provide students with multiple opportunities and the use of preferred learning style to make connection or discovery. Students will develop abilities to learn through multiple modes of instruction, and experience increased academic achievement. 2) Inquiry-based instruction is a student-centered approach where the instructor guides the students through questions posed, methods designed, and data interpreted by the students. Through inquiry, students actively discover information to support their investigations. Inquiry-based instruction is widely supported in STREAM/STEM to improve student learning. 3) The premise of Red Pedagogy is a cultural differentiated instructional strategy that places emphasis on cultural identity and relevancy. Red Pedagogy uses the core discipline subject content and the goals or objectives to demonstrate connections to Indigenous practices and customs. Red Pedagogy establishes how subject content discipline are applicable in Indigenous customs and practices. Red Pedagogy and Indigenous ways of knowing becomes an approach for meaning in core discipline subject matter. Thus, Red Pedagogy makes learning more significant, practical, and fundamental to Indigenous students. 4) Increase the depth of instruction. OMS teachers will move students through the stages of rigorous

instruction (thoughtful work, high level questions, and academic discussion) usually accompanied by purposeful learning activities/tasks. Ultimately, these instructional strategies encourage students to become problem-solvers and critical thinkers who can drive their own instruction. Using the 4 essential strategies creates the skill set to reflect an organic diverse platform for students to grow dendrites to increase student creativity in applications. Teachers will encourage students to apply knowledge, principles, and processes to more than one academic discipline (cross-disciplines/content) and simultaneously encourage students to make connections to learning in analysis of recent happenings in the world and/or Red Pedagogy/place-based learning in Indigenous culture. The 4 essential strategies are positioned within building relationships, connections, and a sense of belonging. The OMS educational model becomes an approach for behavioral and academic success, and shapes a community of learners that develop skill sets for leader practitioners. These 4 essential strategies and student outcomes yield data sets for STREAM disciplines, SCOS, college-career readiness standards and Red Pedagogy performances. OMS school principal, faculty and staff, will data to further inform instructional and programmatic decisions throughout the year. Classroom instruction tools for planning implementation of the 4 essential strategies include Professional Learning Communities (PLCs), service-learning partnerships, data profiles from existing records/demographics, data informed lessons sessions, professional development, classroom management collaborations, and class time instruction analysis awareness.

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.

The OMS instructional plan is a multifaceted approach to engage learners. OMS educational model provides research evidence based and Red Pedagogy- place based coursework to connect and relate subject content. Student readiness includes developmental considerations. Approaches to learning may vary in their origin (such as gender expectations, cultural patterns, learned behaviors) and malleability. It is believed that there are approaches to learning that reflect predispositions, and are developed very early. OMS will be prepared for children that may struggle in learning specific skills for reasons related to their abilities, cultural and linguistic background, and economic status. OMS will design and if needed redesign teaching approaches because the expectation is that all children can learn and bring specific gifts to the classroom. However, OMS is aware of Indigenous students' subdued affective domain and recognize that some children may face challenges due to circumstances and limited opportunities. There are five prioritized domains at OMS in school readiness transition. Domains include 1) *language and literacy development*, 2) *cognition and general knowledge* (including early mathematics and early scientific development, Red/pedagogy scaffolding), 3) *approaches toward learning*, 4) *physical well-being and motor development*, and 5) *social and emotional development*. The domains are intended to be overlapping and indicate a child's ability to succeed in the school setting. As OMS students ready for middle school transition, the OMS educational model will continue to reinforce the sense of belonging, self-regulation, and the significance of Red Pedagogy aligning with Indigenous identity and important beliefs at appropriate developmental stages. Middle school transitions are sensitive to 1) dealing with peer pressure; 2) increased high stakes testing; 3) coping with a range of social and physical changes; and 4) growing into adulthood. STREAM disciplines and SCOS will focus on heightened levels of development, critical knowledge and skills that students need to be successful at the next grade level. End-of-grade and diverse assessments with rigorous open-ended questions and real-world

applications (that include Red Pedagogy and the place-based curriculum) require students to express their ideas clearly with supporting facts. The student assessments, both informal and formal are critical in evaluating student readiness to transition. OMS will use the state's Ready Accountability model, to gauge developmental and academic progress. The Accountability model will display on report cards and progress reports to indicate functionality and operational grade level. Achievement Level 1: Limited Command, Level 2: Partial Command, Level 3: Sufficient Command (Grade-Level Proficiency), Level 4: Solid Command (Career and College Readiness), Level 5: Superior Command (Career and College Readiness). Notably, Level 3 identifies students who have a sufficient command of grade-level knowledge and skills in the tested content areas (English language arts, math and science) to move on to the next grade but who may need additional support to be on track for career and college readiness. Achievement Levels 4 and 5 indicate students are on track to be career and college ready by the time they graduate from high school, if students continue growth. The Accountability model for OMS will include Accountability indicators and OMS student performance indicators. Data collected to assess student performance include universal screenings, pre-assessments at the start of school, knowledge-and performance based assessments, formative assessments, summative assessments, in addition to projects, writing portfolios, and as they enter middle grades, engagement with mentors/service learning. OMS will use running records for young readers and writing portfolios. A running record assesses reading quickly and frequently. It is a formative assessment. Student writing portfolios are purposeful collections of selective significant samples of student work accompanied by clear criteria for performance which evidence student effort, progress or achievement. Student portfolios will provide work samples of the OMS educational model that can be shared through student-led conferences and other venues. Dibels (8th edition), K-8 will be the universal screener. The Dibels are research-based measures, linked to one another and predictive of later reading proficiency. Fountas & Pinnell Literacy offer assessments, classroom resources, and interventions for students that are being reviewed. These assessments will be used as accountability measures to guide instruction in the OMS educational model.

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

The OMS calendar will follow requirements of the State Board of Education policy for School Calendar and Instructional time found in the policy.

Each school day will operate for approximately 6.5 hours or 405 minutes, or a total of 1,025 instruction. However, these instructional minutes does not reflect planned and potential after school activities and practicums that will include intensified tutoring support for students identified as struggling or at-risk or students working with AIG projects or community/cultural projects (Red Pedagogy). The proposed calendar provides faculty five days in professional development in July 2020 to train on Red Pedagogy and infusing the pedagogy in STREAM and SCOS disciplines. August 2020 also provides an additional four days for orientation, courses of studies curriculum, and readying classrooms. The calendar maintains instruction to coincide with the mission and the OMS educational plan, and provides 3 early dismissal days, and 2 full days set for additional professional development. The academic calendar identifies when parents should expect progress reports and the end of the grading period, and report cards. The academic calendar supports the OMS mission to engage students in relevant, rigorous, college and career readiness disciplines. Parents and students are informed of school happenings such as early release and professional

development days for teachers, so that caretakers can plan accordingly. A Board Meeting Calendar is also in the same style as the Academic Calendar. The Board Meeting Calendar denotes the monthly dates and time for meetings, using the 1st Tuesday at 5:30 pm for transparency and Open Meetings. The Board Meeting calendar also presents dates and times for the Advisory Body Council, School & Community Council, and the Parent-Teacher Organization. Both the Academic Calendar and the Board Meeting Calendar will be available to parents in handbooks and on the OMS website. Calendars can be viewed in Appendix D.

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 day starts at 7:45am and ends at 3:00pm for all grades. There are 405 instructional minutes for each instructional day for every grade level. In K-2, the day begins at 7:45 with STREAM manipulatives followed by language arts/reading/problem-solving and writing, continuing to 11:45, totaling 4 hours and 30 minutes. This block of time includes English/LA, reading, writing portfolios, and integration of STREAM disciplines in Reading and English/Language Arts. The math curriculum is for 30 minutes and carries into hands-on instruction, for 1 hour. Science and Social Studies are in this block of time as well. There is another 45 minutes at the end of the day that is used for small group work, health, and the Arts Curriculum to integrate Reading/ELA, math, Science or Social Studies. Teachers will determine usage based on data results. Grades 3-5 begin their morning with writing, word study, or STREAM tasks/activities. 8:15 signals time for reading/language arts/writing portfolios block and continues to 11:30, or 3 hours and 15 minutes. STREAM Reader's Workshop is a consistent study. There are days that leadership tasks, Arts Curriculum, Music/ and River activities are included in this block. Math is 1 hour, Science/hands-on activities is 1 hour, and Social Studies/Health is 30 minutes. Grades 6-8, is more content specific and more structured. The day begins with a problem of the week task on Monday to work on during the week, study prep, or Drop Everything and Read Opportunity, blocked for the first 30 minutes. ELA/Reading begins at 8:15 and continues to 9:25 for 1 hour and 10 minutes. It should be noted that at 9:25, to 10:00 block, students are engaged in leadership projects, STREAM, or Arts Curriculum that integrate with Reading/ELA. Reading ELA and STREAM Reading discipline is blocked for 1 hour 10 minutes daily. Students will work with writing portfolios for 50 minutes. A total of 4 hours and 15 minutes are blocked for these content areas; with STREAM projects/task integrated or cross disciplinary instruction. A block of 1 hour is provided to math, and STREAM Science and Social Studies is 45 minutes, there is also a block of 15 minutes that provides students with STREAM tasks that may include any of the disciplines. If schedules are viewed in Appendix E, there are illustrations for opportunities to infuse Red Pedagogy in subject content. It is illustrated with a small red circle and can be easily immersed, using any of the 4 essential instructional strategies.
8. Describe a typical day for a teacher and a student in the school's first year of operation. A typical day begins with arrival and readying for students at 7:45. During the week, there will be time set timeframes for one or more of the following PLCs- grade level planning, data reviews, content planning and webinars, special PLCs, and professional development for STREAM disciplines, SCOS, application of College and Career Readiness standards

and infusing Red Pedagogy in content areas and the essential instructional strategies implementations. All teachers will be in the role of instructional leader, coach, and/or facilitator. Teachers in K-2 will have 20 students and 1 assistant. Teachers will work as the instructional leader in the classroom, but will have time weekly to plan for lessons. Teachers in third grade will have 20 students and .5 time assistant. The teacher's day will align with a K-2 schedule, but students will work with more independence. Teachers in grades 4-5, have 20 students per class, and will set expectations for student to be more independent learners. While the teacher still has flexibility in the schedule, especially in the Reading/ELA block, there is increased time for math and science. Teachers in grades 6-8 are more content specific in instruction, although cross-discipline instruction and integration will occur. Teachers will also use planning time to discuss service-projects and partnerships.

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.

Not applicable

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

Not applicable

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.

Not applicable

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.

OMS students will have multiple opportunities to engage and learn. OMS student performance indicators and data collected will include universal screenings, pre-assessments at the start of school, knowledge-and performance based assessments, formative assessments, in addition to projects, portfolios, and state summative assessments. Universal screening is the systematic

assessment of all students on academic and/or social-emotional indicators to purposely identify students who are at-risk, and may require support that varies in terms of level, intensity, and duration. Dibels, 8th edition is a battery of short fluency measures, used for universal screening, benchmark assessment, and monitoring in Kindergarten-8th grade. Dibels Universal screening is typically conducted three times per school year and consists of brief assessments that measure critical skills. Fountas & Pinnell also offers a Benchmark Assessment Systems to determine students' independent and instructional reading levels. MTSS will begin at the beginning of the school year, to identify students that need additional support. OMS students, K-8 will participate in universal screening as a part of the MTSS process and to ensure effective and efficient supports for all students. The universal screening tool selection is one of the most critical decisions the school administrator and faculty will make regarding instruction and support for OMS students. These data sets will provide insight on practices, programs, instructional strategies for our OMS population. The tool be a critical factor in instructional practices. The school principal and team will define supplemental and intensive intervention systems for academic areas of need using these prompts: What are the programs and practices? What does the data say? When is the intervention provided? Who provides the intervention? How are teachers and staff trained and coached in the intervention delivery? How is progress monitored? Once these questions are answered, and direction established, implementation and monitoring is instituted. Since all OMS students are involved in the OMS educational model and data is collected through student performance indicators, all students are a part of the Multi-Tiered System of Support System (MTSS). Core instruction or the OMS educational model is Tier I. Students that identified as needing additional support will be placed in Tier II. The Tier II team generally includes the teacher, the intervention expert and parents engaging in problem-solving strategies to discuss considerations of instruction, curriculum, and environment. Tier II consists of supplemental instruction in addition to core instruction for students. Tier II supplemental instruction requires reteaching and review of Core instruction and complementary curricula concepts. Tier II occurs outside of the time dedicated to core instruction, in groups of 5–8 students, and focuses primarily on providing increased opportunities to practice and learn approximately 30 minutes, 3–5 days/week, with progress monitoring biweekly or monthly. The process usually lasts for 8–15 weeks; instructional decisions then will be made concerning progress. The MTSS team for Tier III is usually the Intervention expert, content specialist, and exceptional children's teacher. Instruction in Tier III is even more intense and focuses on remediation of skills, more strategically structured, and may include remediation intervention programs for individual-level needs. Tier III is provided for a longer duration of time (both in overall length of intervention and regularly scheduled minutes of instructional time), usually 20 or more weeks and occurs in smaller groups, usually about 45–120 minutes, 5 days/week, with progress monitoring twice/week or weekly. There is more intensive guided practice, more intensive practice of core and remediation content and considerably more time spent on reviewing concepts and allowing practice. It is important to coordinate additional time for problematic curricula, without interrupting, conflicting with, or cutting instructional time from classroom instruction.

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.

Four of the founding board members have professional career experience in working with special populations. Dr. Tiffany Locklear, Lumbee, served as a school administrator, and was the school's testing coordinator; she participated in training and made certain that provide specific testing accommodations were granted to special populations during benchmarks, Check-Ins, End-of-Grade testing, etc. She was a classroom teacher and used instructional strategies that reflected student population needs, and, again, classroom accommodations were implemented based on individual student needs. Currently, Dr. Locklear works at the local university. She teaches Education Foundations, 3-6 Mathematics, and in the Graduate Program, she teaches Math and Science courses. Dr. Locklear supervises interns during student teaching and serves as a mentor for Indigenous administrators. Dr. Locklear has an undergraduate certification in American Indian Studies. Dr. Brenda Dial Deese, Lumbee, was Director for Student Services in the local school system. She is a Licensed Professional Counselor Supervisor (LPC-S) and a National Certified Counselor (NCC). Throughout her career, she has advocated for all students, in a district that is recognized as one of the most diverse counties in the nation, was well-known for attendance issues, high dropout rates, and a high population of students with 504s. She designed and implemented a successful program called Keeping Kids in School (KKIS). She supervised the school social workers and school counselors, designed and implemented programs with RLIS federal funds following federal guidelines. She also supervised the regular Homebound Program. Dr. Deese was a school counselor at multiple schools during her tenure in the county and served special populations with counseling services. She was the testing coordinator in three schools that provided accommodations for special populations. Dr. Deese worked as a Student Support Counselor in TRIO and served Disabilities Coordinator at UNCP. TRIO serves first generation and low income students; as the Disabilities Coordinator, she worked to coordinate accommodations for students with disabilities in the university setting. Currently, Dr. Deese teaches School Counseling Internship and supervises intern school counselors. She has taught multiple courses in undergraduate and graduate including Human Development, Multicultural and Social Justice, Applied Educational Psychology, Culture, Communication, and Learning, Developmental Psychology from Birth to Young Adulthood. Dr. Deese's research includes grounding worldview, norms, knowings, and values of Southeastern Indians. She also developed an Indigenous Leadership Styles (OILS) assessment that allows the participant to determine the degree of Indigenous identity/and values used in leadership practices. Dr. Rose Marie Lowry-Townsend, Lumbee, is the Director of the Boys & Girls Clubs. She provides program planning to seven clubs, with approximately 500 students, with a range of needs and special populations. Dr. Townsend has served as an Assistant Superintendent in Human Resources, working with compliance regulations and equity issues in a diverse large school district. Dr. Lowry-Townsend served in the position as Superintendent for the Cherokee Central Schools, where she served three schools. She was also a principal at one of the largest middle schools in Robeson County. In every professional capacity, Dr. Lowry-Townsend served students identified as low socioeconomics, exceptional children, at-risk for dropping out and students living with extended family, not biological parents. Dr. Denise Hunt, Lumbee, currently serves as the Lead Instructional Coach for North Carolina New Teacher Support Program at UNC-Pembroke. Dr. Hunt provides instructional support for novice teachers. She is also an adjunct instructor at UNC Pembroke. She teaches Introduction to Education and Introduction to Curriculum Design and Best Practices courses. Dr. Hunt also worked at UNC –Charlotte as a New Teacher Support Program Instructional Coach. All

members serving on the OMS Board of Directors are enrolled tribal members and have lived and served professionally in Indigenous communities in North Carolina and in other states.

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.

According to the 2017 EL headcount, out of the approximately 23,000 students in the Robeson County schools, and 1,546 are identified as EL. OMS will implement research-based strategies to meet the needs of our English learners. OMS will use WIDA resources and tools to support the needs of OMS multilingual learners and OMS educators. OMS recognizes that under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Acts, OMS must ensure that English Learners (EL) can participate meaningfully and equally in educational programs and services. A. OMS will administer the Home Language Survey, if a language other than English is determined with students; OMS will use W-APT and WIDA Screener as English language proficiency screening tools to determine if the student is an English Learner (EL). If needed, the W-APT and WIDA screener can be given 90 days before school begins and as new students enter throughout the year. Parents will be notified that their child will be administered the screener 30 days before school begins of 1st day or 14 days after enrollment. There is also an annual ACCESS test of English language proficiency for students arrive during the year. B. OMS will employ the SCOS Listening and Speaking Standards and Include the Rigor and Higher Thinking Components as a complementary learning model to the OMS educational model. OMS will also integrate WIDA standards for ELs. Instructional strategies will include preparing learners to activate prior knowledge, scaffolding meaning making with complex texts (similar to the application of Red Pedagogy), working in cooperative groups to have extended interactions with peers of varying English proficiency levels, provide EL students with background knowledge about a topic, activity, or subject to be discussed in class, or activate their existing knowledge of a topic (this increases student interest and allows more focus on instructional goals), also OMS will value linguistic differences- the school community can learn about the EL's home cultures and languages, and view cultural and linguistic differences as resources rather than obstacles. C. Each EL student will have a student profile and use WIDA standards and matrices to document the progress of the EL student. When the student demonstrates a Level 5 (Bridging) or Level 6 (Reaching) proficiency that signify that English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area. The OMS Test Coordinator will be responsible for appropriate administration and works with the team/committee for making decision about assessment accommodations. OMS will monitor the progress of all EL students so that data is available to ensure they achieve English language proficiency and acquire content knowledge within a reasonable period of time. ELs will participate in required State-Mandated Tests in the North Carolina Testing Program and ACCESS for ELs. If a EL student meets the Comprehensive

Objective Composite (COC) set by the state, that reflects an overall composite score of 4.8 or above or at least a 4.0 on reading and writing domains. The EL student will be considered Monitored Former English Learners (MFELs) for four years after they exit EL status and be a part of the EL subgroup. D. OMS will target candidate(s) for the specialized EL position(s). OMS will be proactive and engage in widespread and continuous recruitment for qualified EL teachers to effectively implement the OMS EL program and provide supplemental training to the staff and faculty when appropriate.

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.

A. Purposeful communication will occur among and between OMS teachers, parents, and partnerships to ensure an effective continuation of gifted K-8 services for our students. A pool of students who possibly qualify for services will be identified. OMS will receive referrals from teachers, parents, peers, or others including self-nomination for gifted educational services. OMS will administer both non-traditional and traditional standardized measures that are based on current theory and research. It is recognized that gifted learners from under-represented population are overlooked in gifted programming; OMS will provide intentional support to ensure all OMS students' potential is recognized, developed, and increased. OMS will develop policies and procedures for a variety of acceleration opportunities, including compacted content, subject and/or grade acceleration and identifying abilities that will include traditional strengths and skills in traditional culture/Red Pedagogy. OMS will use partnerships to advanced learning opportunities for under-represented Indigenous population, to include culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. OMS will use talent development strategies, such as differentiated teaching, multidimensional concepts or paradigms to further develop inherent general intellectual abilities, specific academic aptitudes, visual and performing arts talents, leadership, and creative and productive thinking. OMS will intentionally cultivate and develop the potential of young (K-3) students through purposeful and intentional differentiated curriculum and instruction. OMS will foster the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership through the OMS educational model and partnerships that are established with OMS. OMS will ensure on-going and meaningful participation in the planning and implementation of the OMS gifted program. Evaluation of the program will occur to make certain all services are effective in meeting the needs of OMS gifted learners. An identified Professional Learning Community (PLC) for the Gifted will collect both formal and informal data, and meet at least twice a year to evaluate the progress and effectiveness of the current program. The PLC Gifted will also meet at least once a year to focus on the successes and challenges of the program. OMS will collaborate with the School of Education at UNCP in an advisee role to employ an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. OMS will provide opportunities for specialists and other teachers to plan, implement, and refine techniques through professional development learning. Updates and data reviews for Gifted students will be provided to the OMS Board of Directors and stakeholders.

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.

According to state records, roughly 18% of the Robeson County school's enrollment in the last years was designated as exceptional children. It was also found that Indigenous students in the 8th grade were found to be the largest disproportionate group by racial comparison. At OMS, all students with 504 plans should be given the opportunity to receive a free and appropriate education. OMS will follow the following protocol for students entering the school that have been previously found to be eligible. OMS will have a chart/record on site listing EC students divided by placement (regular, resource, separate, 504) and the date each student's record is received. If the student enrolls and has a 504 plan, and is not provided upon enrollment, the OMS designee may have to request the 504 plan from the previous school, including all supporting documentation. OMS will honor the existing 504 plan until the team can meet. The team consists of the Exceptional Children's Teacher, General Education Teachers (or school faculty based on the student's disabilities), and Parent(s). Once the plan and supporting documentation are received, a 504 team meeting will be scheduled within 30 days. The purpose of the meeting is to determine if the student is eligible and the accommodations are appropriate for the student in the OMS classroom setting. The team shall review all documentation, including student progress, teacher reports and any other documentation about the effectiveness of the plan and the use of accommodations. The team may consider whether the student might be served in other ways. If the plan is found to be appropriate, the plan can be implemented or adjusted as necessary.

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.

Under the Child Find obligation, OMS will take efforts to identify and locate qualified students with a disability attending OMS, and take appropriate steps to notify the students and their parents/guardians of OMS's obligations under Section 504 and IDEA. Referrals of students for consideration can be made by any number of persons, including school staff, teachers, and parents. In the OMS educational model, the Multi-tiered system of support (MTSS) is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. MTSS employs a systems approach using data driven problem-solving to maximize growth for all. MTSS professional development trains teachers in instruction and tiered support services to avoid misidentification of special education students. Additionally, documentation or diagnosis (such as from a doctor/mental health professional), will trigger the necessity to convene OMS Support Services team to determine if an evaluation is warranted. If a

parent requests evaluation/eligibility determination, the team should ask the parent to provide that information for the team's consideration. If the documentation is provided before or at the initial meeting, the team may have enough information to –determine if an evaluation is appropriate; conduct an evaluation using existing information, including information provided by the parent; and develop and appropriate 504 plan. If the parent does not provide the information, the lack of documentation can be considered when determining if there is reasonable basis to suspect a 504 disability, and if so, what additional evaluation information is necessary to determine a disability and subsequently an appropriate accommodation plan. If parents refuse to provide copies or access to updated medical information, this can be weighed and be balanced against existing school information when the team reconvenes. OMS personnel can offer to send a request to the health provider to obtain documentation, wherein a written parental release form is required. Once a referral is made parental consent/permission is required prior to conducting the initial evaluation/assessment procedures. If a parent declines consent, the process ends. When considering misidentification of special education students in the 504 process, it is always necessary to remember that it is the goal for the student to have a reasonable opportunity to participate and learn. Therein, to be eligible for a 504 plan, a student must be diagnosed with a disability AND the disability must result in substantial limitations in a major life activity. OMS will diligently follow the law, in making certain that accommodations are those needed to provide students with disabilities the same level of access for success in the OMS educational model, as non-disabled students. Related services, documented in the IEP, include transportation, developmental, corrective and other supportive services, such as speech-language pathology and audiology services, rehabilitation counseling, orientation and mobility services will be coordinated by the EC teacher. A tracking system will be in place for teachers to monitor individual progress.

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)

Requesting Records from previous schools- When any child transfers from one school system to another school system, or from one school to OMS, OMS, will request the school records from the school from which the child is transferring. If the child's parent or guardian provides the child's record (or withdrawal form) to OMS from which the child is transferring, OMS, within 30 days of the child's enrollment, will request written verification of the school record by contacting the school named by the withdrawal form or parent. If the student transfers from within the school district where OMS is located, the file should be transferred as part of his/her student record as a confidential file. If the child transfer from out of state, contact will be made, and followed up by a mailed request for records. **Record Confidentiality-**OMS will maintain a confidential in a specific color (such as Blue) in a secure location where the administration and appropriate personnel, have access at all times. The cabinet will indicate by labeling who has access to the information. The school principal, EC teacher, and administrative assistant will have direct access and will monitor who is accessing files. Each file will include a sign-out document to record the following- printed and signed name, the date, and the reason for file review. **Record Compliance-**OMS will maintain a compliance item checklist to align with the NC DPI Special Education Record Review Protocol for each student through Student Report – Alignment to the OMS EC(NCDPI) Strategic Plan- The EC teacher will be responsible for monitoring compliance with all federal and state laws, policies,

timelines and ensuring that all files include quarterly progress notes from the EC teacher and related services staff. IEP team meetings will be held at least annually. Parents will be notified of meeting date, location, and time. OMS will comply with the Family Educational Rights Act (FERPA) and state policies related to reading, inspecting, and copying a student's educational records. OMS collects, analyzes, and utilizes valid and reliable data, including data profiles to make informed decisions. School employees will receive training as related to the confidentiality of student records consistently, at least yearly. If areas of non-compliance are noted, OMS will take necessary steps to ensure best practices.

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.

OMS believes that children with mild, moderate, and severe disabilities should be with other students in general education to the "maximum extent that is appropriate." Special classes, separate schools or removal from the general education should only happen when the child's learning or attention issue – his/her disability under IDEA is so severe that supplementary aids and services can't provide him with an appropriate education. The majority of students with disabilities spend 80% or more of the school day in general education settings. Accordingly, the least restrictive environment means that, to the maximum extent appropriate, children with disabilities shall be educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. OMS adheres to the federal government mandates for inclusion in the least restrictive environment. OMS will use a progress monitoring plan, a written plan developed by the IEP team that specifies the following: Identifying and operationally defining the behavioral or functional knowledge, action/skill or ability that will be measured; Identification and description of the data collection method/tool; Description of how often, time of day and where student progress will be assessed; Identification of team members responsible for data collection, fidelity checks, data interpretation and writing progress reports. OMS endorses the idea that students with disabilities are always general education students, and as such, students with disabilities will have opportunity to engage in differentiated core, supplemental and intensive supports. Students with disabilities may engage in *specially designed instruction* for effective integrated systems in academic, functional, behavioral, and social emotional skills for students. *Inclusion*, a teaching approach for this population focuses on including students with special education in the general education classes with support. At OMS, the IEP team and parent will determine the LRE, based on the individual student.

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?

OMS will take steps to ensure that children with disabilities have available to them the variety of educational programs and services available to our children without disabilities. Practices may include, but are not limited to:* General education classroom with support, where the student spends the entire day in a general education class. The student supports and services may include a tutor or aide, assistive technology, related services, accommodations, modifications or any combination of these. *Partial mainstream/inclusion classroom where the child spends part of the

day in a general education class. He/she receives individual or small-group instruction in a special education class, or is pulled out of class for some services. Another strategy may include special education class with specialized instruction for kids with similar learning needs. Services may include supplemental aids and services in the LRE section, technical assistance in the LRE section, present level of academic achievement and functional performance, accommodations and modifications ensure all school programs, activities, and environments are accessible. Importantly, the IEP will serve as a blueprint to guide OMS and the Support Services team to provide services for success. Accommodation strategies will serve to identify changes to remove barriers in learning, such as instructional presentation or changing the way information is presented, or the way a child completes assignments or tests. The setting is a change in the environment where a child learns- such as separate room for testing, or timing and scheduling, to provide extended time a child completes a task. Modifications aren't the same as accommodations. Modification changes *how* the child learns. Modifications change these expectations. Modification of curriculum and expectations are typically used when a child has trouble keeping up in school. Significantly, all children at OMS will have opportunities to engage in the OMS educational model and experience STREAM disciplines, SCOS coursework, college and career readiness standards, and Red Pedagogy. These research-based and place-based curriculums have capacity to model mastery of goals and objectives in the research-based curriculum through connecting experiences to the history, environment, culture, economy, literature, and art to Indigenous People.

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).

OMS will ensure that FAPE is available to any individual child with a disability who needs special education and related services. OMS will use whatever state, local, federal and other sources of support are available to OMS to meet the requirements to support students with disabilities. OMS is obligated to make FAPE available to any eligible child attending OMS. The eligible child will have an IEP and a date when the services begin. OMS will provide FAPE or special education and related services that are provided at public expense, under public supervision, and direction, and without charge; OMS will use the following elements- MTSS- using supplemental and intensive interventions in general classrooms, or specially designed instruction which requires adapting the subject content, including methodology, or delivery of instruction. IEP development and appropriate implementation and monitoring ensures opportunity for learning and problem solving for improvement and research-based instruction and practices supports addressing gaps for grade-level standards.

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

The IEP team consists of an OMS EC representative, parent of child with a disability, regular education teacher of the child, special education teacher of the child, and other persons knowledgeable about the child. The team, including parent participation will develop the most current IEP. The IEP will contain statements of the student's present levels of academic achievement and functional performance. The IEP will contain statements of measurable annual goals that address the needs identified. A relationship will exist between the IEP and classroom activities. The IEP will contain a description of how student should progress toward meeting annual goals will be measured. The IEP indicates how the student will participate in the statewide assessment program(s) with or without accommodations. The IEP indicates how the students will participate in OMS educational model with or without accommodations. The IEP documents the

most recent actions/strategies and contains a description of all actions proposed or refused. The IEP or written notice contains the date and method in which the notice was provided to the parent prior to implementation. A statement of the parent's procedural safeguards and will provide sources for the parent to contact to obtain assistance in understanding the regulations and will be provided to them. OMS will engage in early dispute resolution within the first 20 days of a complaint. The meeting will include parents and relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request; and a representative of OMS who has decision-making authority on behalf of OMS. OMS will not have an attorney present unless the parent is accompanied by an attorney. At OMS, there will be training of appropriate special education personnel, including the OMS EC representative on written notice requirements. The IEP must be reviewed at least annually, and goals and objectives are modified as the student continues to demonstrate mastery. The attainment of the stated objectives is measured by daily performance as determined by the teacher and frequent objective measures of the student's ability to perform the skills needed to attain the goal. The IEP team, consisting of the OMS school principal, EC teacher, or other (such as a consultant from NC DPI) will conduct self-assessment reviews to assess progress towards implementation of critical components concerning the special education. Analysis of data may occur with individual student assessment data, comparison of student rate of growth to IEP goals, and comparison of student rate of growth to grade level standards. Common formative assessments, outcome assessments, universal screenings or sets of data sources will be analyzed to note progress toward grade level standards at a rate sufficient for transition to the next grade, and to identify if students in special education instruction is being delivered with fidelity, using curriculum and practices consistently and as intended. Systematic data review, analysis, and problem-solving will determine if specially designed instruction needs to be modified, goal adjustments, progress, and if the IEP is being implemented as written. OMS will communicate successes and challenges to stakeholders, OMS will gain support and cooperate with regional and district teams with implementation of strengthening strategies.

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

A continuum of alternative educational placements designated on the IEP reflects the frequency, duration, and location of services selected. Related Services and implementation of the plan will be documented on the IEP where it makes most sense/best meets the student's needs. The LRE justification is addressed on the current IEP and an explanation provides delivery environment. OMS will seek highly qualified special education teachers and related service providers with specialized training and competency in the area of need (e.g., license, education, and/or credentials), in collaboration with general education teachers. General education teachers, therapy assistants and paraprofessionals, under the supervision of the special education teacher or related service provider, may assist in the provision of specially designed instruction, but may not be the primary provider of specially designed instruction. State law ensures that all personnel necessary to carry out Part B of the IDEA are appropriately and adequately prepared, subject to the requirements of NC 1501-12.2, related to personnel qualifications. OMS will collaborate with UNCP in the Educational Leadership Specialties- and Special Education to pursue highly qualified Special Education teachers and expertise.

2.4 Student Performance Standards

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

Old Main STREAM Academy engages students in relevant, rigorous, college and career readiness STREAM disciplines purposed to grow Indigenous leader practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People. Performance Goal 1: OMS will have between 60 to 79% students to demonstrate growth through the year in literacy, student readiness assessments, the universal screening tool, and formative assessments. Goal 2: OMS will demonstrate that 50% to 75% of OMS students are increasing in academic achievement as measured by state North Carolina End-of-Grade Tests (3-8). Goal 3: OMS will demonstrate that 75% to 80% K-8 students engage in relevant, rigorous college career readiness STREAM disciplines through participating in the OMS educational model. Goal 4: Given OMS's emphasis on the development of Indigenous leader practitioners that demonstrate preparedness, persistence, self-determination, commitment and vision for the good of the People, each OMS student will: Achievement Target: demonstrate growth on the continuums of development in each of these areas through teacher observations, documentation of Red Pedagogy projects and student outcomes. Goal 5: OMS will demonstrate that 75 to 80% of OMS students will increase understanding in STREAM literacy defined as the knowledge and understanding of scientific, reading, and mathematical concepts and processes required for participation in civic and cultural (Indigenous and diverse peoples), and economic productivity (college and career readiness standards). Goal 6: OMS students will exhibit positive behaviors related to academic success through: engaging in school climate, culture, and traditional Indigenous values (see Appendix B) to document student Indigenous leadership skills. Target: Each year the school will have fewer reportable incidents than the average for public schools in Robeson County with similar grade configurations.

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.

OMS will use multiple evaluation tools and assessments including universal screening, early reading or literacy assessments, pre-assessments at the start of school, knowledge-and performance based assessments, formative assessments such as projects, portfolios, and community/business involvement, in addition to state and federal summative assessments. MTSS will be used as a systems approach to promote school improvement through academic and behavioral practices. Assessments will be used in core STREAM disciplines, SCOS complementary subjects, infused Red Pedagogy practices. Career and College readiness standards will be used as a measure for academic skills and preparedness. However, academic content standards are a feature requirement for career readiness. Other indicators include attendance, student participation in projects, designing portfolios and engaging in community/business opportunities and meaningful project/work-based/and Red Pedagogy opportunities. The school principal with a team will determine the most effective assessment to use in the OMS educational model for measuring student achievement and growth. There will be (aligned with college and career standards) offer interim assessments to administer throughout the year to monitor student progress. Data sets will inform teachers and PLCs each student's current level of performance and essential instructional strategies such as differentiated instruction, inquiry-based instruction, Red Pedagogy, or increase

depth of instruction to escalate student learning. PLCs may consider prior knowledge systems in the cultural context and link those practices or knowledge to Red Pedagogy relevancy for increased student learning and mastering new knowledge sets. Data will be used as a blueprint to support instructional decision making. School leadership will lead the philosophy that OMS's culture reflects data driven instruction and this notion is purposed to grow Indigenous leader practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision.

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.

OMS will adhere to the NC General Assembly in the stated mission of the school community is to challenge OMS students with high expectations -each child is to learn, to achieve, and to fulfill his or her potential. OMS will use the OMS STREAM core curriculum, SCOS, College, Career Readiness Standards and Red Pedagogy for all students while taking into account the special needs of children. OMS will mandate a set of competencies by grade level, for each curriculum area. OMS will develop 'promotion gate' policies to include attendance, scoring proficient on statewide mandates and proficiency on student performance standards. Promotion gates will establish the performance threshold that a student is expected to meet prior to grade promotion. Standards for student performance and promotion at OMS are based on the mastery of competencies, that take into account children with disabilities and, in particular, include appropriate modifications. OMS will offer remedial education supported by the Multi-Tiered Systems of Support. In keeping with rigor, no student may be assigned to a grade level based solely on age or other factors that constitute social promotion, except as provided by applicable federal and state law. OMS will follow NC State Board-adopted standards concerning promotion to students with disabilities. The IDEA specifically does not address standards for retention or promotion of students with disabilities. Rather, the establishment of standards for promotion and retention for all students, including students with disabilities, is a OMS decision. Generally, the IDEA would not require that the IEP team make decisions regarding promotion or retention of a child with a disability. However, the IDEA does not prevent OMS from assigning this decision-making responsibility to the IEP team. Specific policies and standards will become more comprehensive and detailed with the efforts of OMS school community and stakeholders. To promote student learning, OMS and parents/caregivers will form partnerships that involve parents and sharing educational goals; OMS will foster shared responsibility among students, parents and staff; and encourage ongoing two-way communication between parents and the school. Promotion criteria will be included in handbooks and communicated during PTO assemblies.

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.

OMS use the following areas to frame exit standards- 1. Development, Cognition and Learning must develop- OMS students will demonstrate developmental progression and achieve appropriate milestones; 2. Core Discipline and Pedagogy- OMS will demonstrate satisfactory mastery in OMS educational model content 3. Assessment- OMS students will demonstrate proficiency on state mandated exams and OMS grade progress assessments. Students must meet promotion standards which link score mastery and student performance standards for proficiency on state mandated tests, such as a Level III on EOGs. Students will demonstrate reasonable progress in the universal screening in the K-2 grade levels. OMS students will score proficient or

above on the scoring scale on literacy assessments, benchmarks assessment systems, and state assessments. Students at risk must meet the definition of at-risk, and will engage in the MTSS process to determine measured progress in the three areas of exit standards. The collective sets of OMS data will be used for informed decision making concerning exit standards.

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. OMS culture will definitively frame the OMS educational model as a model of growth for Indigenous communities and marginalized populations that choose to attend OMS. The OMS educational model will emphasize high expectations for students, developing goals for the future while providing opportunities to immerse in learning experiences that are rigorous, meaningful, and relevant, aligning with OMS school mission. Rigor will connect student strengths to opportunities for growth, and strengthen challenges/barriers contextually. The OMS culture will provide the climate/space to learn and critically think but proudly retain the Indigenous identity. There will be no disconnect between school, learning, and Indigenous history, heritage, and culture. Student learning will be positively associated with belonging and student success. The OMS educational model represents dual-based knowledge systems preparedness and celebrating Indigenous ways of knowing in a college-career ready culture. OMS will provide students with skill sets and tools to develop a personalized future-focused vision by giving ownership for learning to Indigenous students today in a culture that is familiar, relevant and cultivates a sense of belongingness. This environment stimulates positive academic experiences, intellect, and social development to Indigenous well-being.
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.

The Indigenous culture maintains a sense of belonging as a community. OMS will start small to establish expectations for rigor and structure of schedules. Community members will have opportunities to participate in information sessions and meet-and-greets to learn about OMS, the mission and goals. OMS will be transparent in school procedures, policies, and student equity. OMS will use social media including Face Book and a school website to inform communities at large before the opening of the school. Starting on the first day of school, procedures, policies, and expectations will be reliable. Consistency and fairness will govern OMS. Students that enter the school mid-year can expect inclusiveness as an OMS student. It is important to make new students feel welcome and know that OMS is a second home. Students entering in mid-year will have a buddy assigned to assist in acclimating to the rigor, expectations, and OMS educational model. OMS administration and faculty will learn the student's name and build rapport. The OMS school culture and climate will express the school's philosophy and the school community's belief that every student will learn, in a climate that is calm and experience a strong sense of belonging.

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.

Effective discipline is mandatory for effective classroom management. Positive Behavioral Intervention Support (PBIS), implemented with fidelity and Indigenous Framework found in Appendix B will establish the foundation for responsive classrooms. The Indigenous Framework is a visual of values grounded from research with Southeastern Indians by one of the founding members. The connection between Indigenous cultural norms and the need/awareness of equity and fairness is a priority in establishing effective discipline. OMS will promote positive behaviors. Overall, the mission and the OMS educational model offers innovative, relevant, and rigorous course disciplines. The OMS focus is to prepare students that are well-rounded individuals with a strong sense of who they are. The PBIS model and MTSS behavior components will support effective practices regarding discipline. Offenses that may result in-school discipline or suspension of students include-violence, hate violence or speech, sexual harassment, selling or using drugs, alcohol or tobacco, bullying, using profanity at a staff or faculty member, disrupting class repeatedly, skipping class without permission. Expulsion offenses include possessing a gun or other deadly weapon on school grounds or at a school activity, making a bomb threat using a deadly weapon to commit a crime off school grounds, selling illegal drugs. When a decision needs to be made about a special education student, a manifest determination meeting will be conducted. The IEP team will determine whether the student's offense is a result of his disability. If the answer is yes, then the student will not be disciplined, but steps such as developing a behavioral intervention plan, revising the behavioral plan, or working with the parent for external counseling services to help the student reduce behavioral problems. If the answer is no, then the student will be disciplined using the discipline protocol of any other student. The more severe the disciplinary action is the more formal due process requirements are. The school principal must have a conference with the student to explain the violations, what evidence supports the allegations, and the consequence. The student has an opportunity to give explanation as due process. The parent will be notified of the reason and duration of suspension, and the right to appeal. Long-term suspension hearings shall be conducted in accordance with state law. Every student will be provided with procedural due process. If the student or parent disagrees with the suspension, a request to meet with the school principal to resolve the grievance can be made. If the grievance is not resolved, a written appeal may be made to the Board of Directors at the next regular board meeting. A time and place for the scheduled hearing will be determined and the parents notified expediently. The overall process of any situation must ensure that due process is provided in any situation. If the offense leading to the long-term suspension occurs before the final quarter of the school year, the exclusion shall be no longer than the remainder of the school year in which the offense was committed. If the offense leading to the long-term suspension occurs during the final quarter of the school year, the exclusion may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year.

Certify

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

Explanation (optional): Previous application was used and policies.

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: Old Main STREAM Academy

Mailing Address: PO Box 1084

Street Address: 67 Chief Drive

City/State/Zip: Pembroke, NC 283372

Phone (xxx-xxx-xxxx):

Fax: (xxx-xxx-xxxx):

Name of Registered Agent and Address: Dr. Brenda Dial Deese 67 Chief Drive Pembroke NC 28372

Federal Tax ID: 83-1462526

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?
Dr. Tiffany Locklear	Board of Director Member	Robeson	Professor	Doctorate –School of Education School Administrator- Superintendent School Administrator-Principal NC License- Middle School Math	N

Dr. Rose Marie Lowry-Townsend	Board of Director Member	Robeson	CEO Lumbee Tribe's Boys & Girls Clubs	Doctorate in School Administration Educational Specialist Masters in Middle School Masters in Curriculum Instruction Administration NC License- Middle School ELA	N
Dr. Brenda Dial Deese	Board of Director Member	Robeson	Consultant Grants Presenter-Diversity School Counseling	Doctorate- Counselor Education, Licensed Professional Counselor Supervisor (LPCS) Nationally Certified Counselor (NCC) Administration/Supervision School Counseling NC License-K-3 Elementary	N
Mr. Lemark Harris	Board of Director Member	Robeson	Facilities Management Finances	MBA Accounting	N
Dr. Joseph Roberts	Board of Director Member	Robeson	Physician	Medical Doctor	N
Dr. Denise Hunt	Board of Director Member	Robeson	Lead Instructional Coach - UNCP	Educational Leadership Curriculum and Instruction NC License- Middle School English/HS English	N

- 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 name of this Corporation shall be Old Main STREAM Academy, hereinafter called OMS, Inc. OMS, Inc. is a nonprofit corporation and shall be operated exclusively for educational and charitable purposes in a manner consistent with Chapter 55 A of the General Statutes of NC. By law, charter school boards are held accountable by the authorizer, the state, the federal government, and the public to ensure that the school is operating in accordance with its original purpose and doing so in a responsible manner. All business and affairs shall be managed by a volunteer Board of Directors, or by such committees as the Board of Directors may establish to accomplish the goals of OMS and its programs. Legally, the buck stops with the board, and, therefore, ensuring board competency is not just the right thing to do, it's a legal responsibility. The Governing Board/Board of Directors has specific responsibilities to OMS. The OMS Governing Board will ensure that the academic programs are successful and that the schools' operational programs comply with all terms of its charter. The OMS Board will ensure that OMS is compliant in all statutory and regulatory requirements, and OMS is financially solvent. OMS must hire competent professional staff to carry out the operational plan. And

- at every meeting, OMS will discuss financial stability, academic standing, and any compliance situations to ensure OMS is making adequate progress towards renewal. The OMS founding Board will hire the lead administrator/principal. OMS Board of Directors will create a job description that reflect OMS mission, OMS goals, student performance standards, to recruit and employ the right fit leader with expertise in sustainability and expansion. The school principal will meet educational requirements such as a Masters Degree in Educational Leadership or equivalent Professional Educators Certificate n Educational Leadership.
3. Describe the size, current and desired composition, powers, and duties of the governing board. The governing board consists of six members. Professional expertise represented on the Board included finance, medical, administrative skill sets, educational (former superintendent, human resources, school administration, curriculum, student services/advocacy, counseling, supervision, grant writing, cultural responsiveness and diversity, and Indigenous worldviews). OMS Board of Directors will continue to seek diversity in the areas of expertise and professional skills. OMS also established an Advisory Board that reflects expertise in law, marketing, wider marginalized diversity in Robeson County (other ethnicities), an additional tribal affiliation representation (San Carlos Apache) and service learning. Responsibilities of the governing board are to follow and adhere to public charter school law, charter agreement, and all open meeting laws. Effective governance includes designing strategic, fiscal, and management plans and outlining organizational responsibilities. The OMS governing board will set the mission and vision of the school, analyze and evaluate the school budget, analyze and evaluate academic progress, analyze and evaluate all reports, give clear direction and support to the school principal, request amendments to the charter and speak as one voice after a decision is made. Yearly, the OMS Board will evaluate the goals as reflected in the approved charter application, its progress toward charter agreement renewal, the performance of the school principal and the performance of the board. The governing board will develop sub-committees to delve into specific school issues, to include budget and fiancé committee, governance, building/facilities, strategic planning and academics/instruction. The governing board will follow the NC Open Meetings Law with meetings and committee meeting open to the public and provide appropriate notice in advance of the meeting date, time and location. The governing board will follow closed session procedures as stated in the NC Open Meetings Law. The governing board members will follow a clearly outline agenda, follow Roberts Rules of Order, listen to detailed committee reports, and always use a students first mindset.
 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 governing board strongly believes in growing charter school knowledge for establishing best practices, commitment to accountability and adhering to open meeting laws. Multiple founding members have attended the Charter School Leadership Institute, sessions for the Ready to Open process and the 2019 NC Association for Charter School conference. All founding members work in a professional setting with community members and/or students representative of the OMS student population. All members of the founding board commit to governance, accountability,

and performance management training, to begin prior to opening and to be completed within the first year of operation, to ensure that the founding members understand progress monitoring and interventions, legal requirements, and the role of oversight as the transition occurs for school operations to the school principal. Multiple members have expertise in school leadership, administration, curriculum, instructional strategies, assessments, performance management, and parent/community involvement through professional careers in public education roles and in higher education. This work continues and benefits the strong mission statement for OMS. All founding members have worked, lived, and are community members in the community in which the charter school will exist, there is extensive knowledge of the demographics, cultural academic needs, and have had meetings/conversations/data gathering with community members to verify that there is a need and desire for the OMS school in the community. The founding board has adequately researched the student population to be served and understand their educational needs and what services are currently in place to meet those needs. The founding committee actively networks with community leaders, local legislators, and other key figures in the community to build ongoing relationships as well as garner support for OMS. The founding committee has a genuine interest for the student population to be served. This motivation is clearly articulated by all members and demonstrated through actions. The founding committee consists of self-driven people who have the motivation, time and resources necessary to undertake the challenging task of starting a charter school. The founding committee demonstrates a willingness to consider and implement external feedback and recommendations. The governing committee is committed to building OMS into a permanent institution that sustains the integrity of the founders' vision and transfer of values through: written documentation and ongoing review of core values, ongoing documentation of board decisions, processes in transfer of leadership (both for the school board and OMS school administration) and effective policy making at the board level.

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-The OMS Board of Directors will follow and adhere to public charter school law and the charter agreement. OMS governance includes designing strategic, fiscal, and management plans, outlining organizational responsibilities. OMS Board of Directors established the mission and vision for STREAM core disciplines, SCOS complementary subjects, College and Career Readiness Standards, and Red Pedagogy with the mindset of keeping students first. The founding board believes that communication is the conduit to inspire excellent performance and foster strong employee morale. The OMS school principal shall be prepared monthly to update board members on all matters concerning OMS, including bringing other staff to meetings as needed. OMS shall use daily guiding practices to strengthen links between educational leadership and student learning. Links that are critical to the success of OMS and are priorities of the school principal to achieve success include: 1. mission, vision, and core values as written 2. ethics and professional norms 3. equity and cultural responsiveness 4. curriculum, instruction and assessment- the OMS educational model supporting research based evidence curriculums and place-based Red Pedagogy 5. community of care and support for students 6. professional capacity of school personnel 7. professional community for teachers and staff 8. meaningful engagement of families and community 9. operations and management.

b-The Board will evaluate the success of the school and the school principal as the school leader with the principal evaluation instrument. School principal success embodies academic reports and data for curriculums and happenings, monthly updates as it relates to OMS school goals and student performance goals, financial data including monthly budget versus actual, cash flow, enrollment and financial audits, stakeholder and parent involvement reports (monthly parental involvement and participation acts), parent, faculty, student surveys, and student attrition data and strategic planning toward achievement of OMS school goals and student performance goals. c-OMS will maintain relationships and parent involvement as an integral part of the OMS educational model and a priority in Red Pedagogy/place-based practices. OMS will host School and Community Council Meetings, Parent and Teacher Organization Meetings, and Advisory Body Council Meetings. These councils and organization are to encourage and support key stakeholders, be available to advocate for OMS within the Indigenous communities, and speak knowledgably with parents concerning OMS as a charter school in the community. A calendar has been established and meetings will be scheduled. Communication and visibility with OMS partnerships and supporters will strengthen and expand through collaborations and continued work with OMS.

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 initial founding board emerged in 2018 as a grassroots effort catapulted by concerned Robeson County Citizens and the quality of education made available to our Indigenous students. Specifically, Robeson County schools does not have a consistent reading curriculum established in grade levels or spans in the schools. Also, as evidenced by existing data, Indigenous youth are confronted by multiple issues (dropouts, discipline data, and overrepresentation in special education, lagging scores) and opportunities are not offered to identify why school education is necessary and improves quality of life for Indigenous People (which is why Red Pedagogy/place-based education is critical to this application). Further, there are no plans or vision to integrate arts into the learning processes in the local district. A small group formed to pursue a charter school and to offer these types of opportunities and a curriculum model aligned to developmental readiness. The current governing board provided the necessary balance of educational background, local experience, parental/caregiver support, business acumen, and connections in the community to open and operate a highly successful heterogeneously populated charter school. Interested candidates for serving on the Board of Directors will attend an informational meeting (s) by the original founding board members. Board seats have staggered terms such that 1/3 of the positions expire each year, allowing for the new composition of the board to thoughtfully evolve in parallel elected by a majority vote of the current Board of Directors members or by bylaws. Vacancies occurring due to events outside of the natural term expiration will be filled as quickly as possible with qualified Robeson County candidates as identified and approved pursuant to the bylaws, and any replacement member will continue the term of the previous board member as to preserve imposed staggered term limits.

7. Describe the group's ties to and/or knowledge of the target community.
Each of the founding board members spent formative growing years in the tribal community (and other tribal communities throughout the nation). All founding members

have membership as Indigenous People. All founding members have strong historical connections and investments in tribal communities. All founding members have established professional careers internally and externally among Indigenous communities. Indigenous communities' worldview beliefs establish that there is a cycle of participation and generosity among the People. Members believe that it is right to give back to the community, through time and increasing the well-being of people. All founding members are currently involved in their communities. Further, in a professional context, all founding members are recognized as stewards of work ethic, expertise, and continuing growth practices for contributions in respective professional fields.

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

The board shall meet no fewer than ten times per year, and shall conventionally meet once per month, including the annual meeting, a school readiness meeting in early August, and mandatory monthly meeting during the school year. The board will schedule additional meetings as needed. A Board Meeting Calendar, School & Community Council, Parent-Teacher Organization and Advisory Body Council Meetings Calendar is included in Appendix D.

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.

OMS will provide training processes for board members. The staggered terms limits imposed via the bylaws ensure that there remains a consistent number of inveterate Board members who can provide guidance and leadership to new members of the Board. Each new member shall receive a Board Book, which will include a copy of the charter application, charter contract, North Carolina Schools Board Association Governance Standards, bylaws, school policies, and procedures, budget, prior year financial audit, conflict of interest policy and prior year board minutes. The Board will receive, establish and adopt as policy, Performance Expectations for Individual Board members, which include clear roles and responsibilities. Each incoming board member will sign the document. The Board Chair will articulate how the documents are used in the discharge of duties as a member of the Board. In addition, new professional development will be offered, in one hour modules at each board meeting, in the following specific topics – Charter School Legal and Legislative Updates; Review of Robert's Rules (Parliamentary Procedure); Data Driven Decision Making, Financial Policy and Oversight, Effective Governance, Instructional Leadership, and Strategic Planning. All board members are required to attend the trainings, or otherwise acquire the information after the board meeting. Board members will pass an assessment after each module to demonstrate understanding of information. Training will also be available as funds allow for training on the State and National levels.

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.

OMS Conflict Policy, Proposed OMS By-Laws, and NC Open Meetings Commitment can be in Appendix J. OMS Board of Directors will accept only the highest standards of ethical and moral conduct from its members and the school staff. Due to the important role of the Board, all Directors

members, undergo the same background check procedures as employees of the school, and will conduct themselves in accordance with the North Carolina School Boards Association (NCSBA) standards. A Director may be removed with or without cause only by a simple two-thirds majority vote of the Board of Directors at any meeting. Directors (members) will be considered for dismissal for any one of the following breaches of integrity, including violation of confidentiality, undermining the directives of the Board, being indicted or convicted of a felony, failing to oversee and abide terms and conditions stated in the bylaws, or by acts that would constitute a general breach of integrity in the views of the members of the Board of Directors. Matters that come before the Board of Directors which places a Director in a perceived conflict of interest between of the Corporation or the Board member, of his/her family, and/or business, the Director with the conflict shall be prohibited from participating in the discussion and recuse his/herself from voting on the particular matter in the event the Board upon review of the potential conflict of interest deems that a conflict in the fact has or will occur. The Board of Directors shall comply with the voting and disclosure provisions of Director Conflict of Interest Section of the Non-Profit Corporation Law NCGS 55A-8-31. Article XII of the By-Laws details specific and comprehensive measures the OMS Board adopts to proactively avoid actual conflicts, including the requirement that all Board of Directors sign an annual statement that he/she: 1-received a copy of the conflicts of interest policy 2-read and understands the policy, 3-agrees to comply with the policy, 4-understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplishes one or more of its tax-exempt purpose. OMS By-Laws also include due process by which a perceived conflict may be investigated fully in order to decide is a legitimate conflict exists, and empowers the Board to act in a decisive manner to correct the conflict should one exist. As of the submission of the charter application, the Board of Directors signed the annual statement so that no perceived or real conflicts exist, or will arise should the Old Main STREAM Academy charter application be approved.

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

Guided by the school's mission, the board will set policies regarding finances, enrollment, program evaluation, and other operational aspects. The finances, enrollment, program evaluation, and other operation aspects. The Board's policies will serve two purposes: to provide direction to the school staff in implementing the OMS's goals and to ensure the school meets legal requirements and obligations of the charter contract. The Board may also adopt policies throughout the year to address situations and crises. To adopt proven practices and avoid adopting unsound or illegal polices, the Board may research policies established at other charter schools in the county and state. OMS will be guided by existing research and established best practices; the Board may also seek legal consultation and advice to avoid legal entanglements and practice best policies. Both the Board and school leadership will adopt the "School Improvement Life Cycle" as published by AdvancEd/SACS, to guide all decision-making processes and particularly those that involve school policy. The cycle begins and ends with the gathering data/information and thoughtful analysis of relevant school data. Goals will be established for school policies that match A SMART format (Specific, Measurable, Achievable, Relevant, and Time-Bound). The Board will implement the policies in furtherance of the OMS mission, and will evaluate the impact and relative effectiveness of the policies., thus renewing the cycle of continuous improvement. Furthermore, the school provide external review and feedback to the school's programs and decision-making process.

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.

Southeastern Academy Charter School will serve as the organization with experience with success in charter schools to guide and provide advice to OMS. OMS will practice in shared decision-making structures and site based management councils for effective governance. The Advisory Body Council that consists of professional expertise, such as law, marketing, diverse marginalized populations in Robeson County (other than Indigenous), service learning, and additional tribal affiliation (San Carolos Apache) representation that moved into Robeson Indigenous homelands. The Advisory Body will serve to supplement expertise, assist with public relations, and provide a fresh perspective on programmatic issues. The School and Community Council are more local and will provide insight and voice to engage families, listen to ways to support children's development and learning and develop partnerships to build capacity for the school. This council will assist with the development and review of the School Improvement Plan (SIP), in addition to other roles and duties assigned by OMS Board of Directors. Given the significance of the SIP as the document which will both and evaluate the school's programs, both the Principal and the Board Chair will serve as adhoc members. The remaining composition of the SCC will consist of parents, staff, community members and, when appropriate students. At least 51% of SCC will comprise of non-school staff. The PTO is comprised of families, students, teachers, administrators, and business and community leaders devoted to the educational success of OMS. The Parent-Teacher Organization (PTO) will evolve to meet different needs as the school grows and become more established. Initially, the PTO will assist in establishing a positive school culture, broaden the base of volunteers, and increase school-to-home and home-to-home school communication. As OMS becomes established, the PTO will transition toward increasing vibrancy to the school programs through development of social and community service opportunities for the school and students. The Principal as well as a Governing Board Member will serve on the PTO executive committee to ensure continuity of the school's mission and purpose. All bodies/councils will function as a collection of individuals to bring unique knowledge, counsel/advice and skills to augment the knowledge and skills of the governing board in order to more effectively guide OMS. These councils and organization does not have formal authority to govern OMS, so the councils and organization cannot issue directives which must be followed. Rather, these councils/organization serves to make recommendations and/or provide key information to the governing board of directors. The school principal will coordinate with appropriate members of the School and Community and PTO to establish meeting dates and times. The meetings will be published on the Board of Directors Calendar and place copies in the Student Handbook and on the website.

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

OMS developed policy concerning grievance **for students**. The Grievance Policy for Families can be found in Appendix J. OMS shall strive to provide for an open relationship with all students and their parents/guardians. However, should disagreements arise, all students and their parents/guardians must be provided an avenue to protect one's right to due process under the applicable laws of the State of North Carolina, federal employment law, and those policies adopted by the OMS Board of Directors, pursuant to Department of Public Instruction. It is expected that any students and their parents/guardians with an issue should try to resolve the issue by using open communication with the teacher. This means that if a student and their parents/guardians disagrees with any policy or procedure within the classroom, the first level of grievance is their student's

teacher. If the student and their parents/guardians are not satisfied with the teacher's response, they should then set a meeting with the principal. At that meeting, the teacher, student, principal and parent must be present and the issue at hand will be fully discussed. If the students and their parents/guardians wishes to pursue the matter further, they may then meet with the school principal. Similarly, if a student and their parents/guardians disagree or have an issue with a policy or procedure at the school, the student and their parents/guardians should set a meeting with the school principal. If students and their parents/guardians believes that their issue is still a concern after meeting with the principal and the issue meets the definition of a grievance set forth below, the students and their parents/guardians may initiate the grievance procedures as described below. Many issues that a student and their parents/guardians has with the classroom, teacher or school will not rise to the level of a grievance and appropriate resolution will be found with the teacher and/or principal.

Definition of a grievance: a grievance is defined as a formal written complaint by a student and their parents/guardians stating that a specific action has violated a School policy, board policy, or law/regulation. A complaint under Title IX is not a grievance and this policy does not apply to such complaints. Time Limits: A grievance will only be heard if the complaint has been filed within fifteen days of the meeting with the principal. The fifteen-day deadline may be extended at the discretion of the school principal. Step 1: If the parties are not satisfied with the decision of the school principal, and the grievance meets the definition set forth above, the parent/student must submit a letter in writing stating the school policy, board policy or law/regulation that was violated including details of the actions and the place, date and time of the violation. The student and their parents/guardians should make all efforts to include any details about the event that may be helpful in the decision-making process. The written letter should be submitted to the OMS principal and to the Chair of the Board of Directors. If the school principal is implicated in the grievance, the grievance should only be submitted to the Chair or the Vice Chair of the Board of Directors. Step 2: The Board will review the facts and notify the parties in writing (email accepted) if further action is necessary. If the Board considers the matter should be heard, the parties will be called to meet with the Board. After the hearing, any decision of the Board will be communicated to the school principal and student and their parents/guardians who filed the grievance within five days. It shall be the responsibility of the OMS School Principal to administer this policy for OMSA students and their parents/guardians. OMS developed policy concerning grievance for **staff members**. It is expected that any employee with an issue should try to resolve the issue by using open communication with their supervisor. If an employee feels that their issue is still a concern after speaking to their supervisor and that the issue has risen to the level of a grievance, then the employee may initiate the grievance procedures as described below. The goal of filing a formal grievance would be to use the process to come to an equitable solution. Definition of a grievance: A grievance is defined as a formal written complaint by an employee stating that a specific action has violated an Old Main STREAM Academy policy, board policy, or law/regulation. Complaints that do not demonstrate an alleged violation of an Old Main STREAM Academy policy, board policy or law/regulation do not warrant a grievance issue and are not subject to these procedures. In addition, a grievance does not include the non-renewal or termination of employment. A grievance does not include a complaint of sexual harassment, discrimination or retaliation, which shall be handled pursuant to the Discrimination, Harassment and Sexual Harassment policy in the Employee Handbook and consistent with state or federal laws. 2. Time Limits: A grievance will only be heard if the complaint has been filed within fifteen days of the act that is being reported.

The fifteen-day deadline may be extended at the discretion of the school principal. The grievance process is as follows: **Step 1:** To file a grievance, an employee must submit a letter in writing (email accepted) stating the Old Main STREAM Academy policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The employee should make all efforts to include any details about the event that may be helpful in the decision-making process. The written letter should be submitted to the school principal. If the school principal is implicated in the grievance, the grievance should be submitted to the OMSA Chair of the Board of Directors. **Step 2:** In response to the formal grievance, the school principal shall have up to five business days from the time they receive the formal grievance to respond to the grievance in writing. If the employee is satisfied with the decision after they receive the response from the school principal, the issue is considered resolved. **Step 3:** If the employee is not satisfied with the response from the school principal, the employee may file an appeal by submitting a letter in writing (email accepted) stating Old Main STREAM Academy policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The employee should make all efforts to include any details about the event that may be helpful in the decision-making process to the OMS chair of the Board of Directors. This must be done within 5 business days of the initial response from the school principal. **Step 4:** Where the grievance is filed directly with the Board Chair as set forth above or after receiving the appeal letter, the appeal shall be considered by the Board Chair. The Board Chair will have five business days to respond to the grievance. If the employee is dissatisfied with the decision, the employee can file the grievance with the full Board of Directors. **Step 5:** The employee will present the grievance to the full OMS Board of Directors at its next regularly scheduled monthly meeting provided such meeting is more than seven days after the filing, or the Chair of the Board of Directors may call a special meeting of the Board to consider the appeal in accordance with Old Main STREAM Academy bylaws. The Board will consider and discuss the grievance at the meeting in accordance with Open Meetings laws. Prior to the meeting, at the Board's sole discretion, the Board may investigate or gather additional information regarding the grievance, including interviews, if needed. The individual filing the grievance or appeal will attend the meeting. At that meeting, the Board of Directors will decide on how to handle the grievance. Any decision of the Board will be communicated to the individual who filed the grievance within five school days. The Board's decision concerning the grievance is final. It shall be the responsibility of the OMS School Principal to administer this policy for an OMS employee, as it applies to his/her employment concerns.

***Attach Appendix G Organizational Chart**

A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).

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

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

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

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

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

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

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

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

3.4 Staffing Plans, Hiring, and Management

Projected Staff

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

Position	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Principal/School Leader	1	1	1	1	1	1
Assistant Principal						
Dean(s)						
Additional School Leadership						
Core Classroom Teachers		8	10	12	14	16
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		.5	.5	1	1	1
Student Support Positions (e.g. social workers, psychologists, etc.)			.5	1	1	1
Student Support Positions-School Counselor		1	1	1	1	1
Specialized School Staff- P.E.		1	1	1.5	2	2
Art		.5	1	1	1	1
Music		.5	1	1	1	1
Teaching Aides or Assistants		6	7	8	11	12
School Operations Support Staff- Secretary/PS		1	1	1	1	1
Contracted – Potential Speech/Hearing/ELL/Red Pedagogy						

Staffing Plans, Hiring, and Management

2. Explain the board's strategy for recruiting and retaining high-performing teachers.
 The Board of Directors is committed to attracting and recruiting leaders that display and model leadership characteristics that are valued by the Indigenous community and professional educators. OMS will recruit teachers with specific characteristics including competency skill sets (deep knowledge and passion), listening skills, ability to cultivate caring relationships with students, strong work ethic, cultural sensitivity to diversity, and community-building skills. The OMS compensation package includes a \$35,000 competitive salary for teachers in Robeson County, \$2,000 to be available to all full-time employees to invest in medical, life insurance, or 401K; \$1,000 will be available to part-time employees and 3% yearly raises. OMS will prioritize educator recruitment and build talent pipelines/partnerships at the local level and in the state. OMS will position school/and the school leader to make key hiring decisions. OMS will deliver clear and early messaging concerning the mission and rigor in disciplines. Selection of teachers will include created systems for screening and selecting of applicants based on vacancies and

needed competencies for effective student outcomes. OMS will hire teachers based on competency profiles, and gathering information from various sources. OMS will leverage partnerships that ensure new talent is prepared for service and build mentoring program for support. OMS will set clear expectations about outcomes and evaluation with individual teachers. OMS believes that teachers should have autonomy, and will tailor professional development to the OMS educational model and individual teacher needs, so that professional development ties directly to teacher evaluations. All professional development will align with the mission statement and strengthen the OMS educational model. OMS will implement monetary non-monetary retention incentives. OMS will conduct exit survey to determine reasons for separation. Data will be used to inform decisions concerning attraction and retention of quality teachers.

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 timeline for the hiring will be based on the approval of acceleration. The OMS school principal recruitment process will begin in December 2019 with the school selection occurring no later than April 2020 following the general OMS guidelines for recruiting and selecting high performing leaders- principal standards established as competency skill sets, but with the knowledge that multiple skill sets are critical for successful negotiation in the first years of the charter school. The position will be posted on the website and OMS will request First Americans Education Leadership (FAEL), a program that supports American Indian students seeking a Master of School Administration degree at UNCP to share information. Word of mouth and connectors in the community will help recruit a highly qualified and competent school principal. Old Main STREAM Academy will employ a school principal that is adept at creating systems for change and building relationships. The school principal will use Professional Knowledge and Indigenous Knowledge systems to implement the OMS educational model for OMS students. The school principal will lead with the axiom *caring with a purpose*. The school principal will create and develop the foundational expectations that through the efforts and strength of hard work, disciplined focus, belonging and fun experiences, the mission and the purpose of the school will emerge as cornerstones of lifelong learning. The job description for the school principal can be found in Appendix O. The job description is based on the NC Principal Evaluation Process and Red Pedagogy dynamics to reflect OMS mission and educational model. The standards include Strategic Leadership, Instructional Leadership, Cultural Leadership, Human Resource Leadership, Managerial Leadership, External Development Leadership, and Micro-political Leadership.

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.

OMS is a not-for-profit, at-will, private employer. The employees will be employed by OMS under the purview of the Board of Directors. OMS school employees are employed by and contracted with OMS Board of Directors, and are not considered state employees. OMS is not intended to

create and shall not be interpreted to create employer-employee, contractor-subcontractor, or principal-agent relationships between or among any party or parties to OMS. It is the responsibility of the board to know the financial health of OMS, including the number of students currently attending, the number of student attrition each month, the current financial budget surplus or deficit and the cost of major projects but not micromanage the daily operations of the school. The school principal will recommend for hire all subordinate staff. The school principal will be prepared to update board members on all matters of the school. OMS will provide a competitive compensation plan to attract and retain integral, loyal, and committed employees/leaders. OMS Board of Directors will promote a healthy, productive, work environment that rewards creativity in STREAM core disciplines, SCOS complementary subjects, College and Career readiness integration, and Red Pedagogy/place-based relevant performances.

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

OMS is an equal opportunity employer and will not discriminate against any applicant, contractor, or employee on the basis of age, race, color, religion, sex, national origin, veteran status, disability, genetic information or other legally protected status. This policy extends to all term, conditions, and privileges of employment as well as the use of the school's facilities and participation in all activities sponsored by the school. It is OMS policy to ensure that all employees are treated equally on the basis of merit and performance competence with regard to any and all terms of conditions of employment, including recruitment, hiring, compensation, promotions, demotions, assignments, trainings, layoff, and terminations. OMS requires criminal history checks under NC General Statutes Chapter 115C-332 (b. Criminal History Checks), as a part of the OMS employment process. OMS School Board of Directors will apply the policy uniformly before the applicant is given an unconditional job offer. OMS will indicate, upon inquiry by any other local school board of education, charter school in the State, as to the reason for an employee's resignation or dismissal, or if an employee's criminal history was relevant to the employee's resignation or dismissal. Staff is hired 'at will' on a year-to-year basis. Extensions of employments offers are recommended on an annual basis. All instructional personnel are consider 10-month employees and may choose to be paid over a 10- month or 12- month period. The first 90 days of employment are an introductory period. During this period, the employee may resign without reason and/or notice. And the Board may terminate employment without cause and without notice. Beyond this period, employee resignations will be accepted when submitted in writing, with appropriate notice.

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

The OMS benefits package includes \$2,000 to be available to all full-time employees to invest in medical, life insurance, or 401K; \$1,000 will be available to part-time employees. Employees are offered mandated benefits to include workers' compensation, unemployment insurance, and social security insurance. The OMS benefits package will be offered following their first 60 days of employment. There will be 3% raises yearly. The school principal will cap the top salary at \$75,000, certified personnel (teachers, school

counselor and social worker) will average \$35,000 and the clerical salary is 28,000, teacher assistants \$25,000, and maintenance workers \$23,000.

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

Employees or staff who have a grievance at OMS will use the following procedure to solve issues with other parties. Grievances will be resolved promptly and equitably. Procedures are not intended to replace other professional, informal discussions and resolution of issues as they may arise. The Aggrieved Party will raise the lowest-level appropriate member of the faculty or staff via written document or email, and the staff member will then seek to resolve the issue. The faculty or staff member may involve other, higher-level members of the school staff as appropriate. Staff will endeavor to resolve issues at the level within three-to five school days of initiation of this step. The school principal shall have up to five business days from the time they receive the grievance to respond to the grievance in writing. If the employee is satisfied with the decision after they receive the response from the school principal, the issue is considered resolved. If the employee is not satisfied with the response from the school principal, the employee may file an appeal by submitting a letter in writing (email accepted) stating Old Main STREAM Academy policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The employee should make all efforts to include any details about the event that may be helpful in the decision-making process to the OMS chair of the Board of Directors. This must be done within 5 business days of the initial response from the school principal. Where the grievance is filed directly with the Board Chair as set forth above or after receiving the appeal letter, the appeal shall be considered by the Board Chair. The Board Chair will have five business days to respond to the grievance. If the employee is dissatisfied with the decision, the employee can file the grievance with the full Board of Directors. The employee will present the grievance to the full OMS Board of Directors at its next regularly scheduled monthly meeting provided such meeting is more than seven days after the filing, or the Chair of the Board of Directors may call a special meeting of the Board to consider the appeal in accordance with Old Main STREAM Academy bylaws. The Board will consider and discuss the grievance at the meeting in accordance with Open Meeting laws. The first 90 days of employment are an introductory period, and the employee may resign without reason or notice. OMS may terminate employment without cause and without notice. After this time, OMS will enact progressive discipline policies. OMS will enact causes for nonrenewal or termination; disputes of an employee, G.S. 115C-218.95; OMS will follow 16 N.C.A.C. 6C.312 (Policy Relative to licensure, suspension and dismissal)- of the Official North Carolina Administrative Code – policy relative to licensure, suspension – and the Standards of Professional Conduct (16 N.C.A.C. 06C.0602). The reasons are clearly outlined and will be accessible to all OMS employees. The Standards of Professional Conduct are generally accepted for the education profession and are the basis of review of performance. Violation of standards subject an educator to investigation and disciplinary action by the OMS school principal and recommendations to the OMS Board of Directors. Licensure and Standards of Professional Conduct are a part of the evaluation process, formative and summative documentation. It will be stressed that because OMS educational model uses the fundamentals of modeling for character development and school culture, the Standards of Professional Conduct will be adhered to and discussed as embedded environmental traits.

8. Identify any positions that will have dual responsibilities and the funding source for each position.
It is possible that PowerSchool (data manager)/bookkeeper and custodial and maintenance duties may be shared by the same position. Part time staff may have dual responsibilities by assisting in the breakfast and lunch service during the school day. The staff will be funded through the regular operating budget and the school will receive no net revenue from the school lunch program. There are no additional positions inside or outside of the organization that will have dual job titles.
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.
OMS will recruit and hire or contract with highly-qualified and licensed special education, EL, and AIG teachers. Documentation will exist of attempts and success to hire or contract to provide qualified staffing teachers. OMS will identify related service providers (such as school psychologist, occupational therapy, physical therapy, speech-language pathology) as needed. OMS will monitor and identify EL and gifted students and staff appropriately. In Year 1, OMS will hire .5 EC teacher and in Year 3, will employ a full-time EC, based on the start-up plan. OMS will seek teachers certified in EL and AIG with demonstrated experiences. Initially, these teachers may be hired through contracted services. OMS will staff according to student needs and this may be subject to change based on the needs of students as identified by teachers and school principal.
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).

It is the intent of the OMS Board that through the hiring process, 100% of the instructional staff at OMS have, or will have the opportunity to pursue the status of highly qualified. OMS will assist teachers in meeting licensure requirements through the NCDPI Online Licensure System. OMS will develop, maintain, and promote procedures (window of time for annual renewal and 5 year cycles). OMS will assist instructional personnel to progress to Initial License IPL, valid for three years. SP2 Licenses are valid for five years. A Provisional License is issued with the requirement that coursework for IPL license is satisfied at the rate of six semester hours per year. Hours must be completed prior to the beginning of each new school year. OMS will notify teachers of renewal cycles and maintain records with updated licenses. Teachers from outside the state must pursue clear renewable certification. These requirements are incorporated into North Carolina's approved teacher preparation programs and must be completed within five years. The employee will be responsible for all fees for license progression and renewals. It is the responsibility of the OMS Board to make certain teachers meet the requirements prior to employment and to monitor any conditional requirements are met by the educator within the required timeline. OMS may employ or contract with skilled, such as traditional Red Pedagogy instructors, or selected, noncertified personnel to provide non-instructional services such as teacher assistants. There is no state professional educator's license required to be a paraprofessional / teacher assistant. However, OMS endorses these types of initiatives such as OMS teacher assistants entering into a NC teacher approved preparation program and the two year early childhood degree. Individuals with at least three years of successful experience will be considered for employment with OMS. Consultants

hired for occupational therapy, physical therapy, speech language, and other services will meet licensure or certification requirements for the services that they provide.

3.5 Staff Evaluations and Professional Development

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

The School Principal, Clerical, and Lead Teacher in grade level PLCs are responsible for maintaining teacher licensure requirements and professional development. The school principal will provide support, assist with aligning mentors/content expertise and resources; clerical will assist with updates of records, safekeeping with licenses and documentation to be maintained in the School Activity Report; and the Lead Teacher will mentor and collaborate with team members for teachers to grow as educators.

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.

Every Student Succeeds Act simplifies the process of identifying and hiring “highly qualified” teachers. OMS provides procedural guidelines and support that enhance the likelihood of recruiting high effective staff. The OMS education model is designed to improve student learning (Article 14A. § 115C-218. -Purpose of charter schools) and academic achievement of all students enrolled in the school. The Board understands that to promote superior academic achievement, for marginalized populations [Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted and Encourage the use of different and innovative teaching methods], OMS must build the instructional capacity of the staff. OMS will implement a tool for staff evaluations, observations, and feedback. OMS will develop a Licensure Plan that outlines and meets the required formative and summative evaluations expectations to include the NC Educator Evaluation System (NCEES). OMS will implement a purposeful mentor program for new teachers and provide ongoing support for all staff as they learn the comprehensive OMS educational model courses of study for delivery and become confident with OMS essential instructional strategies. Initial professional development will be uniform for all staff in the workshop model for delivery and STREAM core disciplines, SCOS complementary subjects, college and career readiness and Red Pedagogy. Ongoing training and professional development will become more personalized to the specific needs of each teacher based upon student growth data, leadership feedback, Professional Learning Communities (PLCs) collaborations, and personal reflections in their personal development plans. Professional development provided by vendor-based training will provide teachers the CEUs necessary to qualify teachers for NC licenses and recertification as prescribed by state and federal law. OMS will implement board-approved licensure plans. All staff will be evaluated through a variety of measures. OMS will use established programs and protocol to document mentorship, participation, and formal observations to measure student academic growth. At the end of the year, staff will have comprehensive evaluation meetings with leadership to review their performance, student growth, and a value-added component that measures their value to their team, salary raises, and benefit packages. All returning staff will earn 3% monetary increase. Stipends will be paid to teachers who offer their expertise in an extended learning program, and serve as team leaders, coaches, committee chairs, etc. The goal is for the OMS Board

is to recruit, train, and retain premier staff of high qualified instructors dedicated to the mission of OMS to engage students in relevant, rigorous, college and career readiness STREAM disciplines.

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.

Core components of the professional development plan are indicative of Professional Development Standards. OMS professional development will be planned to increase educator effectiveness. Components in PD denote that professional learning increases results for all students in learning communities and this promotes capacity to develop leaders. PD instills that resources should be prioritized, monitored, and coordinated. PD models how to use student data as multiple source tools and should be used to plan, assess, and evaluate. PD uses learning designs to integrate theories, research, and models of human learning. PD applies research on change and sustains support for implementation. PD aligns its outcomes with educator performance and student curriculum standards. Initially, OMS PD will be offered internally, in a uniform format. The first year requires teacher commitment and the readiness to consider new approaches in student learning. Teachers and stakeholders will engage in training, during July 20-24, to discuss the ‘infusion’ of Red Pedagogy/place-based education in STREAM core disciplines, SCOS, and College Career Readiness standards, the OMS educational model. Following Red Pedagogy/place-based training and during August 3-6, 2020, a uniform orientation to OMS will include curriculums (STREAM, SCOS, college and career readiness standards and infusing Red Pedagogy), presenting OMS legislative purposes and goals, student performance standards, and the 4 essential strategies. During the school year, the OMS educational model, general goals for OMS, student performance standards, and student analysis will drive decisions and professional development. Additional professional development days are on the calendar for PLCs by grade level, subject content and specialized topics. Individual professional development will be supported externally to strengthen challenges and/or increase knowledge, management, or best practices. OMS will meet with mentors, partnerships, and Southeastern Academy Charter School Board for professional development opportunities. Other uniformed and individual professional development opportunities include webinars, PLCs UNCP opportunities, educational conferences, class observations, and single-session workshops.

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.

Before OMS opens, the first year in August 2020, there will be required teacher commitment to participate in professional development. During the 2020-2021 first year, additional professional development days will be added to the month of July. Teachers and stakeholders will engage in the OMS educational model during July 20-24, and learn or for some, remember how to ‘infuse’ Red Pedagogy/place-based education into STREAM core disciplines, SCOS, and College Career Readiness standards. Following the Red Pedagogy/place-based training and during August 3-6, Old Main STREAM will host orientation training, STREAM, SCOS, and College –Career Readiness – the OMS educational model daily and weekly schedule bands will be presented and discussed. OMS will leverage tribal community and professional support for presenting Red

Pedagogy. UNC-Pembroke's School of Education, Math, and Science Departments include multiple tribal instructors/professors and stakeholders as indicated in Appendix A that understand the concepts and tribal theory of Red Pedagogy and infusing it in research-evidence based disciplines or the OMS educational model. This is also an example of how Red Pedagogy 'looks' as applied with Natural Indigenous Habitats, a STEM Ecology Lesson Plan, and SCOS NC Essential Standards, found in Appendix B. Additionally, multiple of the founding members have experience with infusing Red Pedagogy/place-based curriculum into core disciplines, and have published and nonpublished scholarly research and have valuable seasoned professional experience, including working in K-12 and higher education with Red Pedagogy, developmental stages with students/adults, and core disciplines. All partnerships, stakeholders, and founding members are committed to the process of succeeding in the school goals and student performance goals.

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.

During the first year, July 2020, OMS professional development training will be described as a professional commitment. Red Pedagogy/place-based and the 4 essential instructional strategies training will occur during July 20-24. On August 3-6, orientation for the opening day, review of STREAM core disciplines, SCOS, the 4 essential instructional strategies, and daily/weekly schedules will be reviewed. Teachers will also receive class rosters and prepare classrooms for the first day, August 7. This professional development will occur over a nine-day period; it should be noted that during the last week of July, if teachers choose to request or seek additional assistance, this can be arranged. Teachers will be engaged in 11 days, from 8:00am-3:00pm of professional development before the opening of OMS. During the academic calendar year, there will be two full additional professional development days during the school year (8:00-3:00) and 2 half days 12:30pm-3:15pm that may be used for professional development. Teachers will also participate in PLCs by grade level, content, and or with committees for professional development, including webinars during planning or after school and attend conferences, as funds will allow.

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)).

OMS will target families with children ages 5-9 in the first year. The target population includes 1- students identifying with the principal Indigenous population, 2- students identifying with diverse Indigenous tribal representations, 3- students identifying with two or more Indigenous representations or other ethnicity(ies) and any 4-others that choose to attend OMS

OMS will be inclusive to other ethnicities, if applications are submitted. The OMS location is considered the hub of the Indigenous communities to the surrounding communities, including Pembroke, Union Chapel- Mt. Airy, Hope Well-Evans, Deep Branch, Pembroke, Magnolia, Oxendine/Cherokee, Prospect. Townships interested in OMS include Lumberton, Fairmont, Rowland, and Red Springs. The communication and multiple marketing strategies and tools, to include social media, print, engaged conferences, community outreach, church events, and radio announcements.

Implementation: Prior March 2019: Grassroots efforts to begin a charter school- community meetings March 2019- July 2019 – Participation NC Indian Unity, Attended Charter School Application Training, Conference/Commission of Indian Affairs, OMS Parent Survey, Launched FaceBook Page, Lumbree Homecoming Events/Tent/ Recruit Advisory Body Council, Release of Application -Submission of Application- Solicitation of financial support application fee, webpage launch, etc.- Met with local business owner for location and communication with NC Baptist Children’s Association, Participation in Charter School Conference August 2019- January 2020 Presentation at Community Annual Spot Fry and Fall Gathering, Fall Pow Wow, Presentations at Cultural Classes (Monday and Thursdays), Launch OMS Website, Community Presentations at Churches and Civic Organizations, Meet with local business owner for collaboration of design in school building, Monthly Board of Directors Meetings, Advisory Body Council Meetings, Strengthen Relationships With Local Media, Advertise for School Principal January 2020-June 2020- Marketing job opportunities, Open enrollment for OMS, Solicitation of Monetary Contributions, Solicitation of School Media Materials, Solicitation of Technology, Solicitation of Appropriate School Furniture, Update OMS website with application process, enrollment process, lottery process, community sessions, Determine Dates for Open House for Tours of OMS facility, Evaluate Results July 2020-August 2020- Community Outreach for Volunteers of School Set-Up, Continue to Solicit Sponsorships, Invite Partnerships and Community for Tour of OMS Facility, Business and University Engagement Meetings for Sponsorship and Service Projects Support, Continue Meeting and Information Sessions with Advisory Body Council and School and Community Council, Open School, Update OMS Website August 2020-January 2021 – OMS Communication and Marketing Continued, Set Tours, Continued Outreach for Service Projects (Place-Based) and Mentoring, internal and external to Robeson County, Parental Collaborations, Invite to Partnerships for Student-Led Conferences, Marketing Announcements for Parent and Community Coffee Hour, Begin Discussions for Outreach and Next Cycle of Enrollment

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

Strategies to inform the community include updates on Facebook, OMS website, Speaking and Recruitment Outreach at Civic Meetings, Churches, Involvement with Annual Community Fish Fry and Fall Festival, Fall PowWow, Presentations to Cultural Classes (Monday and Thursday Nights), Information Sessions, Participation in Meetings and Gatherings

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.

June – July 2018-2019 – A page was created on FaceBook to announce the potential opening and grades [Founding Members] *Research states that word of mouth is most effective for recruitment.

The OMS application will be submitted for fast track status, based on need, targeted population, and availability for school location/support. When the application is approved, recruitment will begin. [OMS Board of Directors]

Multiple community parents have already contacted members of the Board of Directors to inquire about the application process.

September 2019- OMS website launch – Information [Advisory Body Council]

September 2019-July 2020- Meetings and Collaborations with Advisory Body Council/School & Community Council- for word of mouth and support- Community Sessions [Board of Directors – School Principal]

September 2019 – August 2020- Presentations, Meetings, Meet & Greets, Engagements, Advertising through Website, Print, Church Events, Radio Announcements, Tours of Facility [Board of Directors, School Principal, and Local Developer]

December 2019- April 2020 – Begin search for School Principal and Select [OMS Board of Directors]

January 2020- Meet with Advisory Body Council and School & Community Council for marketing, fund raising efforts, and establish timeline and responsibilities

February 2020-April 2020- Open Enrollment for OMS applications- Information regarding application process, enrollment process, lottery process – [School Principal – Advisory Body Council (Marketing)]

March 2020-August 2020 – Tours of OMS facility- Continued Partnerships and Collaborations [Board of Directors- School Principal]

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.

Robeson County is designated as a Tier I status or a most distressed county in 2019 NC Development Tier Designation. The tier rankings provide specific guidelines for calculating annual tier rankings. Tier rankings use four factors: average unemployment rate, median household income, percentage growth in population, and adjusted property tax per capita. The Robesonian reported about 70% of the children live in poverty. The UNC School of Law state that the poverty among American Indians is double that of Whites. The OMS educational model is designed for marginalized populations, specifically in this model, Indigenous People. The OMS educational model has marketing and strategies in place to recruit this population. Indigenous People in the community meet requirements for the definitions families in poverty, academically- low achieving students, students with disabilities (a disproportionate percentage), and students at-risk of academic failure, as the application describes.

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

Community organizations that have provided OMS support and will use for marketing and recruitment include PAWSS, Inc.- local developer, First Bank, NC Commission of Indian Affairs, UNC- American Indian Center, UNC Pembroke, Helping Hands, Lumbee Tribal Cultural classes, local daycares centers in the demographic area, Lumbee Regional Development Association, local churches, pow wow events with tribal representations, Pembroke Day, Robeson County Fair, Lumbee Tribe Fish Fry and Fall Gathering, Chamber

of Commerce, Business and Professional Women, Kiwanis, Lions Clubs, Junior League, and Native Vision.

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.

In a 2016 study, *Parent Voices Revisted, American Indian Relationships with Schools*, insight was provided as to how to communicate and engage parents belonging to Indigenous populations, marginalized populations, and educationally disadvantaged. Significant findings included that parents would like schools to know how to have a working relationship with parents; also that students' history, language, culture, and perspective be included into the school curriculum, and the importance of understanding the unique needs of Native students and teaching to that uniqueness. These findings were replicated in the OMS survey as well. Understanding and respect for Indigenous/or marginalized findings was another significant finding. This finding connected to the State Advisory Board Report findings documented in the application. Many of the findings in the dissertation (such as understanding and respect for Indigenous/and marginalized populations was documented in the OMS survey and the NC State Advisory Reports. OMS survey findings that parents believed that students should be challenged in class. Top reasons cited by a US Department Study for why Indigenous students do not do well in schools, include curriculum for mainstream America, uncaring teachers, and tracking students into low achieving classes and groups. Many Indigenous parents do not have healthy or positive experiences with school and/or education. The OMS education model recognizes the opportunity to positively influence the experiences of communicating with, engaging parents and community members. OMS will encourage caretakers, family and community to be involved in OMS, place-based/Red Pedagogy initiatives (cultural and content), and through serving in an assistance capacity, such as serving on the Advisory Body Council and School & Community Council. Information will be available to parents, the at-large community, and the university community through information sessions/community meetings, civic meetings, church speaking opportunities, and Meet & Greet sessions. Information concerning the OMS educational model and presentations or speaking engagements will be posted on the OMS website, published in bulletins and local newspapers. There will also be opportunity for parental and community engagement and support of students through attending student-led conferences, volunteering, PTOs, curriculum nights, and tours of the OMS facility and operations. Local businesses and organizations or programs will also have the opportunity to partner with OMS and involve OMS students service learning projects and mentoring. OMS will implement best practices for engaging Native families in education: 1- caring, supportive and communicative school staff, 2- culturally respectful environment; access to American Indian programs, and supplemental support, 3- responding to Indigenous parents as active participants in their children's education

Through interviews with North Carolina AIAN parents, (Our Voice, Your Voice, One Voice) the report found that parents are concerned about teachers' and administrators' levels of awareness regarding their cultural diversity. Parents wanted more attention given to NC Indians in social studies and history curriculums and textbooks, more encouragement for their children to be involved in school activities and partnerships between families and schools to incorporate American Indian traditions and culture into their schools. The OMS educational model addresses these issues through features of the model. OMS will use climate surveys, community,

partnerships, parent information and councils to sensitively and effectively involve parents and community.

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.

Place-based/Red Pedagogy is a natural trademark for engaging partnerships that will sustain OMS and stimulate interest in the school. Parents will have buy-in for school because this infusion allows for the strengths of parents and community members to prominently display, and be discussed as part of the learning process in a traditional context. Seasonal customs and teachings will now have dialogue that explains why. Place-based/Red Pedagogy can be framed in tradition and core content or subjects, which offers the opportunity for partnerships among community and teachers. It also offers dialogue for how Indigenous customs are relevant in core disciplines. These practices build connections in belonging, expectation, and strengthening for support in student learning. Other engaging activities will include participation in the School and Community Council partnership, parent coffee hour, and parent volunteering.

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.

The OMS educational model uses the place-based/Red Pedagogy to infuse relevance into core disciplines. Place-based/Red Pedagogy grounds all aspects of learning in practical outcomes, real-world applications, and life practices. Red Pedagogy may not be found in a book or in a curriculum. But, it has meaning through tradition and customs and now, students can experience that meaning in the classroom as it connects through other curriculums to the student's life and local space. The OMS educational model can be used with any population, to infuse a relevant meaningful place-based pedagogy with rigorous STREAM core disciplines, SCOS complementary subjects, and using college and career readiness standards as a measuring tool. It is also critical to mention the shared-decision and sense-making in the OMS educational model and organizational chart fronted by the Advisory Body Council and School & Community Council. These groups' primary function will be to advocate for OMS and the mission statement in the surrounding communities. The groups will benefit OMS by meeting with the Board of Directors and maintaining a pulse and implementing needed initiatives, assisting with resources, and working as effective decision making collaborators for the well-being of the school.

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. OMS will adhere to the following procedure
 - 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.

a-OMS will follow the admission requirements stated in N.C.G.S., 115C-218.45. For the first year, open enrollment will (tentatively) begin February 28th and close on April 10, 2020. In subsequent years, dates will be communicated through website and school information. There will be at least a 30 day open enrollment period yearly. b-OMS applications will be primarily collected through an enrollment system that provides predetermined dates, time windows, and location, transparently announced via website and posters. *Applications submitted within the open enrollment period are processed in the lottery, if a lottery is needed. *At the close of open enrollment, OMS will determine if a lottery is needed at any grade level. *A lottery will be completed if there are more applications (received within open enrollment) than seats available in any grade level. * If needed, a lottery will be held two to four weeks after the open enrollment period closes. *OMS will verify preferences and number of seats available prior to the lottery. Enrollment preferences are provided to the following:

*Children of full-time staff members- may not exceed 15% of the school enrollment *Children of current board members- may not exceed 15% of the school enrollment *Siblings of currently enrolled students who were admitted to the charter school in the previous year *Multiple birth siblings *Siblings of students who completed last grade offered at OMS *Parents will receive lottery letters approximately one week prior to the public lottery; information will be posted on the website, open to the public. c-On the date/time/location of the lottery, names will be drawn. Applicants that are selected will receive a position at OMS. An applicant (s) whose name is drawn after all open seats are filled, will be placed on the waitlist. As seats become available, OMS offers the open position to the next child on the waitlist. Contact efforts will be made to the parent to inform them of OMS availability. OMS will place students on the waitlist before moving to the list of applicants who applied after the close of open enrollment. Applications received after the close of open enrollment are ordered on the waitlist according to the date/time received. c-When a student withdraws or transfers from OMS, a withdrawal form is completed, with the necessary information to be appropriately placed in the new educational setting. OMS will document the information in a log to track request of records and follow-up if a request is not received. When a request is received from the child's new school, the school will send the records as requested. OMS will then offer the open seat to the next child on the waitlist. d-There are no required events, but optional activities such as attending student-led conferences, Parent-Teacher Nights, and Meet and Greets, Director of Board Meetings and visiting the school to learn more about the OMS educational model and operations are always welcomed. e-Parents may withdraw or transfer students at any time and records will be forwarded, in a timely manner. If a student leaves OMS and wishes to re-enroll at the school, a new application must be completed and submitted, the student will be placed on the waiting list, and then wait until a seat becomes available.

Weighted Lottery

*Does your school plan to use a weighted lottery? Yes. Complete the following section. X
 No.

The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited lottery in certain circumstances. If the charter applicant wishes to deviate in any

way from the open lottery normally utilized by charter schools, the following requirements must be met:

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).
3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.

If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:

1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.

Not applicable

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

Not applicable

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

Not applicable

Certify

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

Explanation (optional): Previous application was used.

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.
- a- OMS will provide transportation as described by Law§ 115C-218.40. OMS will provide transportation to any student who lives outside the one and one-half miles of the school. OMS will contract for the first 45 days with a provider that is a district-certified and licensed school bus company to provide transportation. During the 45 days, OMS will purchase three buses, and provide transportation for OMS students. Although the location of OMS is in the geographic center of Robeson County, the County demonstrates a large land mass. The strategic designated location points for students will include northeast (old Cancer Center), southwest (Harpers Ferry), and northwest (Hwy 710, Island Gove). After the 45 days, three drivers (teacher assistants) will be paid hourly wages to provide round trip transportation every morning and afternoon. OMS drivers will have the responsibility of maintaining cleanliness, safety, and reporting any mechanical or procedural issues to the school Principal. Safety will be stressed at the school and with parents/caregivers and riding the bus will be presented as a privilege. Student passengers are expected to conduct themselves according to bus discipline policies to maintain their riding privileges. Other viable options include parents providing transportation and/or carpooling if needed.
- b- During the enrollment period, students with special transportation needs will be identified. If necessary, OMS will contract with a provider that is a district-certified and licensed school bus company to provide transportation. There will be a line item for special transportation needs
- c- Contracted providers will furnish proof that it meets or exceed all applicable district, state, and federal rules and regulations governing student transportation. OMS will provide transportation pursuant to the McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11431, et. seq.) homeless youth. Parents and guardians of homeless children are informed of all transportation services, including transportation to and from the school of origin. OMS will seek funding sources, grants and additional support for transportation, if there is a need.

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.
- a- It is already established in the PSRC school system that all students are designated as qualifying for free lunches through the Healthy Hunger Free Kids act of 2010. The overall purpose of the Community Eligibility Provision is to improve access to nutritional meals, serving breakfast and lunch for students, at no cost, to all students. It is a four-year reimbursement option for eligible LEAs and schools. CEP is a service option for schools in low-income areas and OMS will explore

this option as part of the school lunch plan. b. OMS will request that PSRC will partner with the school to provide a school lunch program. PSRC does partner with one charter school to provide a lunch program. However, if a partnership does not materialize, families may choose to provide packed meals for their child or purchase reasonably priced lunches from local restaurants or catering services, offering balanced meals. If a student does not bring packed meals, we will provide available foods from Campbell Soup, a local community partner. c- The methodology used to determine eligibility for CEP, is that the school will identify 40 percent or more students who are certified eligible for free school meals without a household application. Families choose to participate. Identified students include children directly certified through data-matching because their household receives SNAP, TANF, FDPIR or Medicaid benefits as well as students who are certified for free meals without an application because they are homeless, migrant, or in foster care.

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	\$7,000.00
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	\$3,500.00
Property Insurance	*Property insurance will be covered by owner of building	
Automobile Liability	\$1,000,000.00/occurrence	\$4,800.00
Crime Coverage Minimum/Maximum Amount	\$250,000.00 \$250,000.00	\$1,500.00
Worker's Compensation	\$500,000	\$4,500.00
Other Coverage		
Total Cost		\$21,300.00

*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 **[Old Main STREAM 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

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).
 - July 2019- Submit Accelerated Application-Founding Board
 - August 2019- Meet with local developer to design OMS building-Brenda-Lemark
 - September- Ready-to-Open Process- Board of Director Meeting- Advisory Council-Founders Launch Website-Tiffany Locklear –Community Meeting-Founding Members * In-Person Clarification Notification-Founders
 - October - Interviews -Recommendation SBE for Approval- NC ACCESS Program-Founders
 - November-RTO- Engage in Recruiting Sponsorships for Financial Support-Lemark
 - December-RTO-Founding Board- Create Board of Directors Email Accounts-Tiffany-Denise
 - January 2020-RTO- Create Applications for Enrollment/Withdrawals- Brenda Meet with Advisory Body Council and School & Community Council to formulate plans for fund raising, advocacy, and partnerships for OMS-Board of Directors
 - February- Open Enrollment* Advertising for School Principal*Faculty and Staff- and Advisory Body Council Mtg*.- Founders, Register for Teacher Fairs*-Rose
 - Inspections of Building Sites*-Lemark-Brenda
 - March RTO- Develop handbooks*- Rose -Attend Teacher Fairs- Rose, Brenda, Denise - Research options low-cost or used furnishings*-Lemark- Evaluate cost/benefits of purchases vs. lease of goods/equipment*-Lemark-Rose
 - April-RTO- Lottery Process (if needed)*-Founders -Order Curriculum and Supplies and Communication Technology*-Brenda-Rose
 - May – Certificate of Occupancy*- Final Paperwork from Parents Send Acceptance Letters with Deadline for Response* Brenda-Rose Organize PTO and School Community Council* Tiffany-Denise- Continuing Requesting/Collecting Record from Schools- Brenda-Rose
 - Collect school furniture from UNCP that is earmarked for OMS and Tag* Joe-Lemark
 - Complete Recommendations for Instructional Staff and Assistants (School Principal)
 - Create Email Accounts for Hired Staff*School Principal
 - Develop Contracts*- Rose
 - June- Open OMS facility for Tours*-Rose- PTO Fundraising and Solicitation of Money (PTO President)* HR Packages-Handbook and Benefits-Rose -Develop Inventory Control Procedures-School Principal
 - Order Asset Tags-School Principal-Sign Service agreements with outside provider*- School Principal-Lemark-Joe Health and Safety Plan and Crisis Management Plan- School Principal
 - July – PD for Red Pedagogy- Hire Key Office Staff* School Principal-Founders -PTO Fundraising and Solicitation of Money (PTO President) Daily Schedules/Classroom Set-Up-School Principal

Solicit Donations for Equipment...carts, chairs, refrigerators, microwaves...parents, community, and business- PTO

August- PD Orientation-School Principal-Founders- Set-Up Classrooms- OMS Staff

Ribbon Cutting-Open House-School Principal-Founders- PTO Fundraising and Solicitation of Money *PTO President

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.

Finances will be the biggest challenge. Solutions include applying for NC ACCESS funds, Sponsorships from local business, and in the Start-Up Plan, the OMS Board of Directors will meet with the OMS Advisory Board Council and the School and Community Council in January 2020 or earlier, if the accelerated application approval is provided to develop a timeline for marketing, fundraising, and forming partnerships. These OMS councils will advocate to alleviate challenges in starting the new year.

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. The Board has been working with a local business owner who purchased a two-story property that he is currently renovating. The building is approximately 20,000 square feet. We have also received support from Board renting the Children's Homes of NC for use of the Odum Home. Both locations are in proximity to the university, to cultivate educational relationships. The local business owner is interested in supporting and helping OMS. One founding member has met with him and walked the property; he has requested that we return to help determine the design for facility layout. Another advantage of the renovated property is that OMS can begin occupying the space immediately after the property is completed. The local property option is that that the facility will be owned, constructed, and financed by the local business owner/ private developer, who will then lease the facility to the Board which will make rent payments for use of the facility. The Odum Home, a one floor, 20,000 foot property, is already established as a school and was intended for use with Indigenous People, which is an incentive for the Baptist Homes to partner with OMS. However, the final cost for rent payments have not been determined, and it is generally thought that it will be at least twice as expensive as the redesigned renovated property. The Odum is owned by Baptist Children's Homes and will be leased to the Board, and payments will be made for use of the facility. We will review all options and approve a facilities solution that is competitive, and fits the needs of our student population. The facility that is selected will meet all applicable commercial and life safety codes. Both facilities will include resource rooms for enrichment, common areas for gathering for assemblies and other programs. Both facilities have a lunch room, media center, administration and space for outdoor activities and recreation. Both school sites have areas that can be used as pick-up and drop-off zones. Both sites have adequate parking for employees and visitors. Both facilities are prime sites

- for OMS. OMS will work with city and county planning zoning boards to ensure the facility and program needs of the school are met. Facility selection –as soon as the charter application is approved. Requisition- May 2020 (renovated property) July 1 (Odum Home, State, fire marshal and health inspections – by June 1 for either property and occupation (June1 to July1 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. Currently, the first-choice facility is being renovated. We have been asked to assist or give opinions and considerations for the space. At this point, the facility in the stage of demolition.
 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. OMS founding members will provide insight with the design for the facility with local developer. The building is being converted from a church. There is 18,050 square feet. We have been asked to help design the size of the rooms and offices. The sanctuary will be the gymnasium/multipurpose area and there is a large area outside the church that can be used for outdoor physical activities/physical education. The existing rooms will become science labs, computer labs, large classrooms. A kitchen is already available as well as a lunchroom area and ample restroom facilities. Space will be designed for adequate storage and space for work/copy rooms.
 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 square footage in the local developer’s property is 18,050 square feet. The rental price will be \$1.00 per 2.25 square feet. The rental price that OMS is prepared to pay for this location is below pricing for commercial property in this area. A comparison for commercial property is 502 E. 22 Street, and the property has 15, 506 square foot on a .02 acres of land, and is advertise to rent for .67/SF/MO.
 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. The OMS Board of Directors secured two facilities and we have the option of leasing beginning July 1, 2020. The second facility is less than a mile from the local developer’s church. The second facility is larger than the local developer’s church, and the site was used as a Odum Home for children with an educational setting. The Odum Home is currently rented by UNCP, but the lease expires in June 2020, and UNCP decided not to renew. However, the Odum Home is more expensive to lease than the local developer’s church option. Both those agreements are in the application.
 6. Describe the board’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable. Founding member, Lemark Harris served as the Executive Director of Pembroke Housing Authority for over 25 years. During his professional career, he built and remodeled the rental property that he

managed. Rose Marie Lowry-Townsend served as Superintendent and the capital expenditures was \$200 million for new facilities. She also provided management and renovations made to other school facilities during this tenure..

Certify

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

Explanation (optional): Prior application was used.

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 number was projected after considering mitigating factors including *existing research concerning small schools, * existing numbers for the grade-level span in the district OMS, *Indigenous students' underperformance in the district, *Indigenous community views regarding education and OMS survey data, *influences and elements required to firmly establish a successful foundation for the OMS mission to achieve status as a high quality, high performing charter school, *the need to increase achievement for historically underserved student subgroups, * evidence that positive charter school experiences impact on student learning is strongest at the elementary and middle school level
2. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection. 1-Prior to the OMS survey, a grassroots initiative to begin a charter school in the Indigenous community was discussed 2- district evidence for Indigenous students -low performing test results, high drop-out rates, high rates of discipline incidents, disproportionate numbers of students identified with disabilities 3-the need was confirmed by the OMS survey data 4-community outreach and support 5-statistical data concerning social-emotional well-being, poverty, and education demonstrate that Robeson County requires an educational model that increases academic expectations, but it must be relevant/meaningful to the majority diverse Indigenous student population to create sustainable futures. The OMS educational model is an innovative solution designed for marginalized populations. The anticipated student growth is appropriate to establish the foundation and framework of the OMS mission. Significantly, the Indigenous community identifies with the statement, because there are historical connections to the charter school name and the location of OMS- *Old Main STREAM*

Academy engages students in relevant, rigorous, college and career readiness STREAM disciplines purposed to grow Indigenous leader practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People

3. Provide the break-even point of student enrollment. The break-even point for student enrollment equate to the projected student enrollments for each year. Projecting the budgeted income statement and statement of cash flow for each school year, for each of the five years, without additional revenue, including grants or sponsorships from community, is as follows:

<u>School Year</u>	<u>OMS Break-Even Enrollment</u>
2020-21	200
2021-22	260
2022-23	320
2023-24	380
2024-25	440

The small student numbers, especially in the beginning years of OMS designs the firm establishment of precedence for rigor, relevance, and college and career readiness. State funds, local funds, and federal/State EC funds have been reviewed and are projected based on student needs. The personnel budge is economically balanced, with the operations budget projected with student needs as a priority. OMS will operate with finance reviews to make certain that finances and expenditures are relevant, necessary, and balanced. Each of the regular education students represents 7,019.11. The surplus of \$32, 443.14 would only allow for the loss of four students. The total budget would need to be reevaluated. For every ten students not enrolling, OMS would cut a teaching position to part-time. Since there is the possibility that enrollment numbers will not be multiples of 10, OMS may use one or two options to include developing combination classes and/or increasing class sizes. Other line items to be reevaluated to reduce costs include instructional materials, curriculum texts, and classroom technology. It is possible that the buses that OMS will purchase may not cost \$60,000. OMS may use older buses because the pick-up points would warrant short driving distances.

4. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. It is necessary to judiciously recognize that financial management involves anticipating the pattern of release funds from, and commitment of funds to, and those specialized line items in the budget, are identifying points where a surplus or deficiency of liquid funds may be expected and take action to employ the surplus or cover the deficit. OMS Board of Directors will receive financial updates from the finance officer monthly during Board Meetings. The Budget and Finance Committee, comprised of Board of Directors members will maintain awareness of OMS finances and will set a predetermined amount in decrease that signals action is warranted. Once this dollar amount is reached, the school principal will inform the budget and finance committee. The committee will recommend to the Board that budget amendments must be made from surplus line items.
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. Not Applicable to OMS. OMS does not have any guarantees of funds that will be available for 2020-2021. Once the application for fast-track is approved, OMS will begin fundraising initiatives and planning for partnerships with the Advisory Body Council and the School & Community Council as soon the accelerated application is approved and no later than January 2020.
6. Provide the student to teacher ratio that the budget is built on. The student to teacher ratio is 20 to 1, 2 grades per each grade level.
 7. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully. Rose Marie Lowry-Townsend administered the personnel budget for a large school district, with approximately 2400 employees. Brenda Dial Deese managed the Rural Low Income School budget approximately 1 million dollars, and the First Americans' Teacher Education (UNCP) 1 million, and Lemark Harris worked with Pembroke Housing Authority, managing a 2 million dollar budget as well as the Lumberton Housing Authority where he managed 6 million. He has 25 years in service as Executive Director of the Housing Authority.
 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. All students deserve the right to attend high-quality schools that prepare them for success. Budget adjustments would need to be made using available contingency funds. The needs of the students must be a priority. OMS will also become advocates for increased prevalence rate caps to be aligned with the true prevalence rate. The NC Public School Forum notes that there are struggles across the state, especially in rural areas concerning high needs students and budget constraints.
 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. The budget provides for a part-time finance officer in Year One and Two and a full-time finance officer beginning in Year Three. The OMS Board of Directors have established policies and procedures for outsourcing any and all management agreements. A Third Party Contract Agreement Policy was approved by the OMS Board on 11/19/2018 and reaffirmed May 20, 2019. Prior to OMS entering into any agreement or contract, OMS Academy staff shall follow due diligence in selecting third party vendors. Third parties must comply with all applicable state procurement, OMS Academy policies, practice standards, and agreements as well as any binding legislation at the state and federal levels. This policy supports law in certain areas but shall not replace any potential changes in current or future compliance components levied against third party vendors through statute, law, or contract. A procedure will be in place to safeguard activities, including a monthly agenda item regarding financial management of contract services. Any contract or agreement for services totaling \$1500.00 or more must be presented to the Board of Directors by the school principal for review and approval.

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. A needs assessment will be conducted, which will *determine if the funds are available in the budget. *determine if the expenditure/service is allowable under the appropriate revenue source. *determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies, and procedures, and any related laws or applicable regulations and *determined if the price is competitive and prudent. During the first 45 days of school, OMS will contract with a transportation vendor to pick-up students at designated stops as described in the Transportation Plan (4.1). During the 45 days, OMS will purchased three buses and implement the transportation plan. Other services that will be contracted for are hearing, speech, and transportation services.
11. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs. Monies have been budgeted to provide curriculum, instruction, professional development, supplies, hardware and software for content areas - science, technology, reading, engineering, the arts, math, English/language arts and social studies and Red Pedagogy. The budget supports monthly rent for a structure and transportation for OMS students living 1.5 miles from outside the school location. Time and effort have been invested in locating the most effective structure that best fits the budget. The budget was developed prudentially and supports only the principle tenets of the school and the mission. The OMS mission precept is to engage students in relevant, rigorous, college and career readiness STREAM disciplines for the purpose to develop students that demonstrate preparedness, persistence, self-determination and commitment.
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. OMS's goal is to increase the percentage of monies going into the fund balance each year. Start-up expenses for the first year will only allow 2.24% for the general fund balance. The second year OMS will increase to 4.55% of the budget to the fund balance. The third year is 13.4%. The fourth year, 14.8% and the fifth year 23.2%. The goal is to have 3 months operating monies available in the fund balance. The ultimate goal is to set aside the school's general fund balance monies from the local government appropriation that will be at least \$553.37 per child This contribution is based on a formula set by the NC General Assembly in a law for school funding in Robeson County. This tax base cannot be reduced per pupil. This means that as the school's membership increases, the amount of money in the general fund balance will increase. OMS established an Advisory Council, School & Community Council and Parent- Teacher Organization for shared decision making, shared sense-making, accountability and equity. OMS's financial well-being shall be a priority for robust sustainability, to drive policy, and to achieve the OMS mission.
13. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases. OMS Board of Directors has determined that there is not a need to finance the construction of facilities during the start-up phase as OMS is being solidly established in the initial years. Financing a new OMS structure is a solid long-term goal and land for a OMS facility has been discussed. However, the priority, initially is opening OMS and fashioning an effective student-community base. OMS's facility needs will be

met through facility leasing as a sound performance based school and student-community is established. OMS shall define a budget as a realistic estimate of the operating revenue and expenditures to be incurred in the prudent operation of the school during a specific period of time. The budget includes a line item for rent of the school building. The lease agreement has been included in Appendix A1. The lease agreement includes rent of the facilities and contents of the building. OMS's budget does include the buying of furniture and computers and other necessary materials and supplies. In preparation to manage contracts and leases, OMS developed a Third-Party Contracts/Agreement Policy to address any possible lease agreement such as copiers. Prior to entering into any agreement or contract, Old Main STREAM Academy staff shall follow due diligence in selecting third party vendors. Third parties must comply with all applicable state procurement. Old Main STREAM Academy will follow policies, practice standards, and agreements as well as any binding legislation at the state and federal levels. Third party vendors shall provide OMS a point of contact for contract terms and service offering implementation. An OMS point of contact will work with the third-party vendors to ensure the vendor follows all state and federal laws as well as the OMS policy. The School Principal shall maintain a list of all subcontracted providers and the services performed by each. OMS may request on-demand and maintain copies of all agreements with service providers as appropriate.

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. OMS Board of Directors has not secured any commitments for assets to operate OMS. The founding members have made tentative contacts for assets, but choose to implement the sense-making practice of restraint and caution in accumulating assets. If OMS does determine to use the facility of the Odum Home (the contingency facility) the rental agreement includes the use of the Odum Home's furniture, computers and other furnishings within the building. However, it has been determined, that once the approval for the application is received, the founding members and shared-decision making councils will approach sources in earnest. Commitment for assets above the schools' core operation needs will be addressed as the planning year proceeds as outlined in the Ready to Open (RTO) timeline. Assets for the core operation of the school have been addressed in the budget. Contributions will only strengthen the school operations and will be targeted throughout the whole school year.

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? OMS will follow NC Gen. Stat. 115C-218.95 generally accepted standards of fiscal management. When OMS receives public funds, the school must comply with applicable statutes, regulations, and approved applications. OMS will be considered a public entity and must be accountable for use of such funds and all of the corresponding responsibilities that come with acceptance of public funds. OMS will use the funds in accordance with those statutes, regulations, and applications. OMS Board of Directors will work collaboratively and closely with the finance officer, auditor, and school leadership. They will develop policies that comply with accounting principles including: Prepare monthly financial statement. The monthly financial statement will be reviewed and approved by the OMS Board of

Directors. Reports will be filed and available for public review. NC Charter School Data reports will be complete as required. All purchases will be approved by the school principal and finance officer before actual purchase. Upon receipt of items the invoice will be checked and signed by the receiver indicating that all items received were in good donation before being paid by Finance. All purchases over \$1500.00 (per item) must be approved by the OMS Board of Directors. Any item purchased must be recorded and an inventory maintained. Any items purchased with a \$100.00 value or more must be tagged with an OMS identifier and inventory maintained by the Principal and Finance Officer. Items costing over \$500.00 must undergo the competitive bidding with three bids being received before deciding on the vendor. Job description and duties for each staff position will be developed and listed as job openings are posted. Each new hire will be required to sign that they will comply with job description upon being hired. OMS's policy reiterates charter school's procedures for fiscal responsibilities: Access to Funds establishes rules, operating parameters, and approving official(s) giving effective internal controls on all funds received, i.e. online systems, bank accounts etc. on behalf of OMS. The school principal shall serve as the approving official in following rules and regulations to gain access to funding systems as required. The OMS Board of Directors shall require monthly reporting of cash flows from all funds as a tool of exercising oversight and responsibility for cash usages. Auditing of fund access shall be part of the annual audit performed in accordance with the Department of Public Instruction and Office of Charter Schools guidelines.

2. Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved). This is not applicable - OMS has no known or possible related transactions that we are aware of.
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. Patterson & Associates – Matthew A. Patterson CPA 4248 Fayetteville Road Lumberton, NC 28358 Phone: (910) 738=1448

Certify

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

Explanation (optional): Prior OMS application and RTO process.