

NORTH CAROLINA CHARTER APPLICATIONS



NC Public Charters

Organization Information

Organization Name *

IMPACT Leadership Academy

Email *

impactleadership2022@gmail.com

Telephone *

252-543-8202

Fax

Address *

1206 Pondfield Way

Unit/Suite

Zip Code *

27713

City *

Durham

State *

North Carolina

Application Type *

Standard

Proposal Type *

Standard

Operator Type *

Independent

Primary Contact Name

Crystal Burts

Has the School Leader Been Identified?

Yes No

Do you have any Corporate Partnerships?

Yes No

Proposed Leader Name *

Proposed School Leader Current Job/Position *

List any principal/leadership programs the proposed leader is currently enrolled in or have completed

Opening Year *

2022

Enrollment Projections

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year at capacity
K-8	160	200	240	280	320	360

Team Members Roaster

Name	Title	Position	Email Address
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Board Members Roaster

Name	Street Address	Zip Code	Email	Expertise
Crystal Burt	7990 Jasper Ave, Jacksonville, FL	32211	cdburts@gmail.com	Social Work/Education
Danny King	2965 Arrington Bridge Rd, Dudley, NC	28333	dking@adlinc.org	Exceptional Children, Non-Profit, Grant Management
Brandi Strickland	779 Lake Wakena Rd, Goldsboro, NC	27534	btstrickland201@gmail.com	Business/Marketing/Real Estate, Board Experience
Dorothy M. Singleton	1206 Pondfield Way, Durham, NC	27713	educational12@cs.com	Education, Grant Acquisition

1. Application Contact Information

Q1. Organization Type

- Municipality
 Nonprofit Corporation

Q2. Name of the nonprofit organization

IMPACT Leadership Academy, Inc

Q3. Has the organization applied for 501C3 nonprofit status?

- Yes
 No

Comments :

IMPACT Leadership Academy will file for 501C3 non-profit status following the application submission.

Q4. [The next few questions will](#) inquire about the person who will serve as the primary contact for this Application. The primary contact will serve as the contact for follow-up, and notices regarding this Application.

Please provide the Primary Contact's Title/Relationship to Non-Profit

Crystal D. Burts, Secretary of the Board of IMPACT Leadership Academy

Q5. Primary Contact's

Mailing AddressCity, State, Zip

7990 Jasper Ave

Jacksonville, FL 32211

Q6. Primary Contact's Primary Telephone Number

915.217-3488

Q7. Primary Contact's Alternate Telephone Number

252.543.8202

Q8. Geographic County in which charter school will reside

Lenoir County

Q9. LEA/District Name

Lenoir County Public Schools

Q10. Projected School Opening Month

August 2022

Q11. Will this school operate on a year-round schedule?

- Yes
 No

Q12. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

IMPACT Leadership Academy (IMPACT) will open in 2022 with 160 students in grades 3rd-6th grade, and increase one grade level per year (adding 40 students) for two consecutive years. IMPACT will then add 2nd grade, 1st grade, and Kindergarten (40 students per grade level) each of the next consecutive years until it reaches full capacity as a K-8 school with 360 students in 2027-2028 (Year 6). Our mission to build a community school with a strong culture of leadership and quality project-based learning led us to begin our school with upper elementary grades and gradually grow the middle grades. This foundation will support the growth of academic and social excellence, where the older students can be leaders to younger students. Building the school in this way will also allow time to develop the integrated student support critical to the success of a community school, knowing that students in lower elementary grades come to school with more critical needs. Our board also believes the most successful organizations start small and focused and grow incrementally to ensure the quality of outcomes.

IMPACT Leadership Academy will have 2 classes per grade, with 20-22 students in each class. We based our enrollment numbers on the Lenoir County populations and the feeder school educational survey of the community. At maximum capacity, IMPACT will enroll less than 6% of the student populations of Lenoir County.

Q13. Projected Enrollment Demographics

Q14. Certification of Originality

8. General-Mission Purposes, and Goals

8.1. Mission and Vision

Q15. **The mission statement of the proposed charter school is as follows (35 words or less)**

Through collaborative leadership practices and active community engagement, IMPACT Leadership Academy's mission is to inspire academic and social excellence using project-based learning and gender-based strategies to produce impactful leaders for today and beyond.

Q16. **What is the vision of the proposed school? What will the school look like when it is achieving the mission?**

IMPACT Leadership Academy's vision is to be a community school that personalizes learning, removes barriers, and provides access to opportunities for a brighter future by connecting school, family and community. IMPACT envisions being a school that is a learning hub for the community making educational opportunities accessible for all, especially students in economically disadvantaged situations. A community school distinctly integrates academics, youth development, family support, health and social services, and community development. Using a curriculum that emphasizes relevant learning through community problem-solving and service, students develop community awareness and connectedness and transfer to community leadership for the future. By extending learning hours, families and community residents have access to learning opportunities. The community school is equipped to develop its students into educated citizens ready and able to give back to their communities.

Q17. **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 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).**

The IMPACT Leadership Academy's (K-8) primary targeted population are educationally disadvantaged students in the rural communities of Lenoir County and particularly those in the Kinston area. It will be the second public charter school in Lenoir County and the first K-8 school in Lenoir County of a **community school model** offering a **project-based learning** educational plan that uses **gender-based learning styles** to differentiate instruction. The LEA has a total enrollment in 2019 of 8,862 students (4,372 males 49%, 4,490 females 51%) broken down into the following subgroups: Asian 1%, Hispanic 14%, Black, 47%, White 35%, Two or more 3%. Each school serves a population of students that are more than 95% economically disadvantaged. The total LEA population has more than 16% identified Exceptional Children, and 5% identified English Learners. IMPACT's population will aim to reflect the same ethnic and socioeconomic ratio of the LEA.

Geographically, the county is separated into North and South by the Neuse River. Numerous small communities are included in the county. Three towns are located in the county: Grifton, La Grange, and Pink Hill. Kinston is the only city in the county. The main highway in the county is US 70, which offers access to the North Carolina coast and I-95. Other highways that run through the county include US 258, NC 11, NC 58, NC 903 and NC 55. Interstate 95 is the closest Interstate Highway to the county, 50 miles west in Selma. The most common employment sectors for those who live in Lenoir County, NC, are Health Care & Social Assistance (4,127 people), Manufacturing (3,907 people), and Retail Trade (2,706 people). In the community, parents with school-age children have eight elementary educational options and three middle schools located in the area.

Providing parents an education option in this region of Lenoir County is a critical need as indicated by the School Performance Data of 2018-2019 and recent poverty studies. Lenoir County Public Schools ranks 97th of the 115 LEAs in North Carolina according to NC's Top School Districts 2018. Five out of eight elementary schools and one out of three middle schools are in the bottom thirty percent of schools in the state, with two elementary schools and one middle in the bottom ten percent in the state. Data reveals high poverty levels are correlated with low performance grades of Cs, Ds, and Fs. (www.publicschoolsfirstnc.org). A community school that serves as a "hub" for learning, aligning existing supports and resources through collaborative leadership practices and providing extended and enriching learning opportunities for students and families would promote student success.

Q18. **What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will address the needs of your target student population?**

The schools in the surrounding area for IMPACT Leadership Academy (IMPACT) have demonstrated challenges with academic performance. Lenoir County is academically performing better than only 24.3% of other LEAs, ranking 178th out of 235 districts in the state of North Carolina. Within this district, there are a total of 16 schools and 5 of these schools have a poor performing status. More specific performance outcomes of these schools in the central region of Lenoir County demonstrated that 3 of the 4 elementary schools and 2 of the 4 middle schools had a performance grade of D while one middle school scored a grade of F. Of the 4 high schools in Lenoir County, 3 of them have performance grades ranging from A to C with only 1 school performing at a D.

There is one public charter school in this district that shows enrollment for the first 8 years was consistently about 100 students and a sharp increase between 2008-2014 led to enrollment of 250, then declined and has plateaued the past 4 years to slightly below 200 students. The school had a 2019 performance grade of 39(F) and did not meet growth in 2019.

According to SchoolDigger data sources of the National Center for Education Statistics, U.S. Department of Education, the U.S. Census Bureau, and the North Carolina Dept of Public Instruction, the LEA is performing below 75% of other LEAs in North Carolina since at least 2012. For five of the past eight years, the LEA has performed in the bottom 20% of North Carolina school districts. Enrollment trends are relatively constant over the past eight years with the exception of Kinston High School, which has declined by 30% and has changed noticeably in demographics (75% BL / 25% WH to 94% BL / 3% WH / 1%Hisp). Lenoir County Early College (LECHS) has increased from 49 to 186 students since 2008, however, the demographic groups have not increased proportionately.

LECHS has outperformed the district and stated significantly in Math I, English 2, and Math III for 2019. According to the 2017-2018 Cohort Graduation rates for Lenoir County School District, male (82.8%) and female (86.7%) subgroups were both lower than the state rate for the corresponding subgroups as was the LEA rate (84.6). Over the 10 year span of 2008-2018 of thirteen subgroups for Lenoir County high schools have a graduation rate better than the state rate, which is the most with the exception of 2012. Of the three traditional high schools combined, the cohort graduation rate was below the state rate of more than 75% of the ten year period. This data suggests that the support needed to ensure readiness for high school is lacking for a significant portion of the student population.

IMPACT will be structured as a community school with a STEM-PjBL curriculum designed so as to personalize learning experiences based on student talents and interests. Leadership development will be embedded into the curriculum and structures of the school to help students learn to manage their emotions, set goals, build relationships, make good choices, and effectively communicate with others--skills that are necessary to become transformational community leaders.

Research shows that "well-implemented community schools lead to an improvement in student and school outcomes and contribute to meeting the educational needs of low-achieving students in high-poverty schools" (Maier, Daniel & Oakes, 2017 (Maier, A, Daniel, J., & Oakes, J. (2017). Community schools as an effective school improvement strategy: A review of the evidence (research brief). Palo Alto, CA: Learning Policy Institute.)). IMPACT will be designed as a **Community School** which will serve as a community "Hub" with the following 4 pillars: **Integrated Student Support, Expanded and Enriched Learning Time and Opportunity, Active Family and Community Engagement, and Collaborative Leadership and Professional Learning** as the foundation for strong academic support and services to the school community.

IMPACT will offer a **blended instructional approach** of project-based learning and gender-based learning strategies (Chadwell, ASCD (<http://www.ascd.org/ascd-express/vol5/512-newvoices.aspx>)) to differentiate instruction. These elements will allow for personalized learning that is relevant and rigorous. According to research by Thomas, "project-based learning and problem-based learning affect student's creativity and critical thinking. He goes on to conclude There is ample evidence that PBL is an effective method for teaching students to use the processes and procedures such as planning, communicating, problem-solving, and decision making" (Thomas, 2000 (https://tecfu.unige.ch/proj/eteach-net/Thomas_researchreview_PBL.pdf)). According to David Chadwell, "Offering single-gender classes is an effective response to school-level data where students are not achieving expected levels, or as a way to engage parents by offering a choice" (Chadwell, ASCD (<http://www.ascd.org/ascd-express/vol5/512-newvoices.aspx>)) Differentiated learning paths and personalized support will give teachers the flexibility to capitalize on student talents, interests, and learning styles to personalize learning.

Finally, IMPACT will deliberately develop a mindset that "everyone is a leader" by building it into the school culture. **Leadership development** will be embedded into the curriculum and structures of the school to help students learn to manage their emotions, set goals, build relationships, make good choices, and effectively communicate with others--skills that are necessary to become transformational community leaders. IMPACT will implement a House System to build a sense of interdependency and community, as well as use the social-emotional curriculum designed to explicitly develop social-emotional skills identified by CASEL.org. A two-year study conducted by the University of California--Santa Barbara found that teasing, harmful rumors, and physical violence have decreased significantly since the inception of the house program (Greif & Furlong, 2005 (Greif, J. L., & Furlong, M. J. (2005). Student bullying: Goleta Valley Junior High. Unpublished report. University of California--Santa Barbara, Center for School-Based Youth Development.)). According to the review of over 21 studies on the impacts of SEL, researchers found that students who were part of SEL programs showed 11 percentile-point gains in academic achievement over those who were not a part of SEL programs (source (<https://casel.org/wp-content/uploads/2016/01/meta-analysis-child-development-1.pdf>)). A combination of the house system and SEL development has the ability to give at-risk students the tools they need to overcome obstacles and plug into their education for long-term achievement.

Q19. 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 Lenoir County 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).

IMPACT Leadership Academy (IMPACT) is a K-8 school with a projected enrollment of 360 students. Using Lenoir County Public Schools enrollment, this represents 6% of the K-8 enrollment of the LEA. Total enrollment K-8 = 360 (180 males, 180 females; 20 males/20 females per grade level) and with the exception of the identified SWD subgroup, will aim to mirror the demographics of the LEA (Hispanic 14%, Black 47%, White 35%, ED 95%, EL 6%). IMPACT's SWD subgroup will not exceed 10% of the school population.

Year	Grade Level	Students Per Grade Level
1	3-6	40 Total of 160
2	3-7	40 Total of 200
3	3-8	40 Total of 240
4	2-8	40 Total of 280
5	1-8	40 Total of 320
6	K-8	40 Total of 360

Q20. 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?

IMPACT Leadership Academy (IMPACT) will provide parents with a unique public school option based on the **community school structure, curriculum design and student leadership development.**

As described on by *Coalition for Community Schools*,

“Community schools are an intentional school transformation strategy focused on results with participation from school and community leaders, educators, community partners, families, and residents. A regular school may have community partners and programs, but they typically operate in silos and are not well-aligned with the school’s academic plan goals. Community schools also differ in how they view the community around them and how they work with community partners. Community schools see the community as a resource for learning and development and as a partner in the education of its children. They develop respectful and mutually beneficial relationships with families, neighborhood residents; government agencies and organizations are concerned with the well-being of children and youth” (source (<http://www.communityschools.org/aboutschools/faqs.aspx#FAQ6>)).

A community school has four “pillars”: 1) integrated student support to address out-of-school barriers through partnerships with social and health service agencies and provide expanded and enriched learning time and opportunities, including lengthening the school day, offering after-school and summer programs and/or broadening the curriculum to include enrichment and community-based learning; 3) family and community engagement bringing parents and other community members into the school as partners with shared decision-making power in children’s education. Such engagement also makes the school a hub for providing adults with educational opportunities; and 4) collaborative leadership and practice which builds a culture of professional learning, collective trust, and shared responsibility using such strategies as site-based leadership/governance teams, teacher learning communities, and community school coordinator who manages the collaborative work.

The educational plan of IMPACT provides students with a student-centered approach to learning. Based on the principles of universal design for learning, we will use a **Strategic Engage Minds pedagogy** (engage, explore, explain, evaluate, and elaborate) embedded in **project-based learning** to provide a variety of opportunities for the student to connect with community-based problems. They will use problem solving, critical thinking, creativity, and communication skills to construct and co-construct ideas through social interaction and self-directed learning. To personalize learning, educators will be trained in learning style differences that impact boys and girls and how to design learning experiences based on individual needs using strategies effective with **gender-based learning styles**.

Leadership development will be approached through a combination of teaching the guiding principles of a leadership program, implementation of a House System to build a sense of interdependency and community, as well as the use of a social-emotional curriculum designed to explicitly develop SEL skills identified by CASEL.org. These components will provide a common language and system that promotes the mindset that “everyone is a leader”.

Having the framework of a community school, using a personalized approach to real-world learning in a culture that grows leadership will make IMPACT uniquely designed to meet the academic and social needs of students of economically disadvantaged students from rural communities.

Q21. 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

IMPACT Leadership Academy (IMPACT) leaders have been connecting with grassroots leaders of the Lenoir County area to share the vision, mission, and plan for opening IMPACT in a rural community, we found it important to connect with leaders of the community and allow them then lead the discussions in their community networks.

In February 2020, there was a meeting with **Mayor** Don Hardy, of Kinston, to share the vision and discuss the needs of the community and how an educational opportunity like IMPACT could support the efforts to revitalize the community. **Business owner** of Olivia’s Catering has become a partner in organizing other community meetings with **local business owners, faith-based leaders, and other interested citizens** for the purpose of sharing the vision, mission, and plan for IMPACT and to hear questions, concerns and possible challenges in opening and sustaining this educational opportunity. Meetings with these leaders and concerned citizens have been conducted in small face-to-face meetings as well as through virtual meetings (due to social distancing restrictions).

After meeting with community leaders, we started assessing the demand for a unique free public educational choice through an educational survey delivered electronically as well as writing to ensure we reached diverse populations. A survey was shared through faith-based organizations of all kinds, through social media, local businesses, daycares and the local housing authority. We also assessed the need by listening to leaders of diverse community groups. The views of community leaders are reflected in the Letters of Support.

Q22. 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 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)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :



A - Evidence of Parent:Community Support.pdf

8.2. Purposes of the Proposed Charter School

Q23. 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 115C-218, and the proposed school's operations..

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

IMPACT Leadership Academy (IMPACT) will provide parents and students with expanded choices and improve student learning through a community school framework to support personalized learning and student leadership development.

IMPACT will **provide parents with a choice** of educational opportunity that does not currently exist. There is currently no school in the area with a community school design. The Community School Coordinator's responsibility will be to align critical support at the school site, ensuring that the needs of students and families are met with minimal disruption to school day and minimizing the length of time that the student is waiting for services needed for concerns that impede learning.

IMPACT **will improve learning by** drawing on the community as a resource for learning and by building trusting partnerships to provide expanded and enriched learning time and opportunities. Connecting learning to community-based problems connects the school with community partners, expanding the network of resources. This networked connection between school and community will strengthen the support for learning that students of poverty need. An extended school day for all students will allow opportunities for tutoring, student leadership development, and experiential learning experiences. Afterschool, weekend, and summer programs will afford IMPACT students rich, engaging, and meaningful experiences for academic and social development.

Actively engaging families and communities to foster a shared vision and collective ownership for student success will **also improve student learning**. Through collaboration with stakeholders, the trust and respect that is needed to make large changes can be built. Working in partnership with local organizations, IMPACT will tailor parental support to align with families' needs, from providing training in areas parents have identified as priorities and scheduling support during evenings and/or weekends. Engaging families and communities will build a sense of ownership and build a mindset that student success is everyone's responsibility for the benefit of the community.

Finally, IMPACT will continuously improve student learning through the collaborative practices of Professional Learning Communities. All educators of IMPACT will practice collaborative planning for the success of all students. Continuously **improving student learning** is also dependent on teacher development and retention. Building a collaborative and mutually accountable culture will increase the likelihood of retaining quality teachers. Working from explicit learning outcomes and criteria for success, they will have the creative autonomy to collaboratively plan instruction that meets the needs and learning styles of students. Collaborative leadership and practices will build a culture of professional learning, collective responsibility.

The findings of research by Anna Maier, Julia Daniel, Jeannie Oakes state, "We conclude that well-implemented community schools lead to an improvement in student and school performance and contribute to meeting the educational needs of low-achieving students in high-poverty schools" (Mair, Daniel & Oakes, 2017 (Maier, A, Daniel, J., & Oakes, J. (2017). Community schools as an effective school improvement strategy: A review of the evidence (research brief). Palo Alto, CA: Learning Policy Institute.)). What makes the community schools strategy particularly effective is the integration of these four pillars; the customization of services, supports, and practices based on the unique assets, needs, and collective vision of each school community and a focus on advancing shared goals for student learning and success.

8.3. Goals for the Proposed Charter School

Q24. 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.

IMPACT Leadership Academy (IMPACT) has outlined expectations for academic performance, operations, finance, and governance for the first five years of operation and will be reported at regular intervals. IMPACT will also use Community School Standards (<http://www.communityschools.org/assets/1/Page/Community-School%20Standards-Updatesd2017.pdf>) and rubric to assess the success of the school (source (<http://www.communityschools.org/assets/1/Page/Community-School%20Standards-Updatesd2017.pdf>)). The School Principal will provide an annual report to the governing board and stakeholders to review performance compared to the following goals:

Academics:

Progress towards IMPACT's academic goals will be measured for students enrolled at IMPACT at least 90% of the academic year and updated at quarterly intervals. The School Principal will provide monthly progress reports to the governing board on our reading growth and core subject mastery goals. We will ensure we are progressing in our mission by consistently measuring our success towards the following academic goals:

1. 50% of students will grow by 1.5-grade levels in reading each calendar year based on NWEA Map Growth Assessment. 70% of students will grow at least 1.0 grade levels.
2. Student overall proficiency in reading, math, and science will increase by 5% annually.
3. Annually, IMPACT will meet or exceed academic growth in reading, math, and science.

Operations

1. Meet 100% of safety requirements and 100% of health and sanitation requirements for IMPACT's School Nutrition Program.
2. Each year, at least 90% of families will be satisfied to be a part of the IMPACT community based on survey data, and 90% of K-7 families will remain at IMPACT the following year.
3. IMPACT will have an average daily attendance of over 90% each year.
4. 90% of teachers report they are professionally satisfied at IMPACT and 90% of teachers will remain at IMPACT each year.

Finance Goals


1. The financial report, including budget, funds received, and funds expended shall be reviewed monthly by the governing board with the School Principal and our hired **financial management firm**. Performance towards the following financial goals will be considered:
2. Our annual audit will show no deficit and no adverse compliance findings.
3. 100% of bills will be paid on time and the school will maintain a high credit rating.
4. IMPACT will have at least 5% of our base budget carry over each year.

Governance:

Governance goals will be reviewed by the board at our annual retreat or at monthly board meetings when the Board Chair feels they need to be revisited:

1. The board shall conduct a minimum of (9) regular board meetings and (1) board retreat and will meet quorum at each meeting.
2. Each governing board member will complete a formal evaluation of the lead administrator and board self-evaluation by June 30th each year.
3. The board will maintain engaged membership with no fewer than 5 members but will work to have 7-11 members who are invested in the community and dedicated to the mission of IMPACT.

Evidence :


Community-School Standards-Updatesd2017.pdf

Q25. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

Each month, the IMPACT Leadership Academy's School Administrator will attend the Board of Directors meetings and provide the board with a school progress report. This report will outline the school's progress towards each of the goals listed above in detail. It will highlight areas of growth and weaknesses through a variety of data sources (quarterly in grades 1-5). This school progress report will also provide the board with a behavior and attendance report and a plan will be put in place to assist in any attendance issues. Annually, the board will attend a retreat that will analyze the data from the yearly school academic progress report, average daily attendance, teacher and parent surveys, and retention. Evidence to support the school's progress towards the ten (10) standards of the self-assessment rubric accompanying the **Community Schools Standards** will be shared with the board bi-annually. All of this information will provide the board a comprehensive understanding of how well IMPACT is working towards attaining its mission and will help the board set goals for continuous improvement each subsequent year.

9. Educational Plan

9.1. Instructional Program

Q26. 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

IMPACT Leadership Academy's (IMPACT) core instructional framework, aligned with the three principles of *Universal Design for Learning*

(https://assets.ctfassets.net/p0qf7j048i0q/3vzjvQAnt6xj0l080yVqXg/6e51e59e0b5b5eadd5e1c40ed135facd/Getting_started_with_universal_design_for_learning_UDL_Understanding) will be built on four interconnected components to support personalized learning: 1) **Collaborative learning culture**, 2) **Relevant curriculum** 3) **Authentic & diagnostic assessments** and 4) **Personalized instructional strategies**.

Collaborative learning culture established and guided by a vision of academic and social excellence and supported by IMPACT's core values of integrity, merit, perseverance, accountability, community, and talent in order to **produce leaders and global thinkers**. To accomplish the mission of IMPACT's, learning experiences will need an environment that supports risk-taking and promotes a culture of **thinking** described by the work of Ron Ritchart. IMPACT will use the *8 Cultural Forces that Shape Group Culture* (source (<https://library.wab.edu/culturesofthinking/8forces>)) framework to guide practices and routines of the classroom: **expectations, opportunities, time, modeling, language, environment, interactions, and routines**. Being explicit in these 8 areas brings equity to learning environments, valuing individual and collective thinking necessary for project-based learning to take place. Students will learn to be self-directed, to take responsibility and ownership of their learning space, as well as how and when to engage collaboratively with others to accomplish learning goals that lead to academic and social excellence.


Relevant Curriculum will be designed as a combination of project-based learning (PBL), direct instruction, and cooperative learning enabling students to progress at a personalized pace. Instructional teams, inclusive of special education and ELL teachers, working as a Professional Learning Community using backward design to create and adapt project-based learning experiences developed around Core Knowledge Sequence (source (<https://www.coreknowledge.org/our-approach/core-knowledge-sequence/>)), the NCSCOS, and PBL Essential Design Elements (source (<https://www.pblworks.org/blog/gold-standard-pbl-essential-project-design-elements>)). **Units will include** student learning goals, criteria for demonstrating key competencies, guided by rubrics, exemplars, a variety of formative assessments to check for understanding, various choice-directed learning activities aligned to learning objectives, and corresponding materials that are easily accessible to be shared with colleagues. The Sequence provides an outline of the content and skills to be taught in preschool through grade 8. Teachers will use these resources and PBL Works resources to develop their own units aligned to the Sequence. To personalize learning, student profiles and pre-assessments will be used to support the design with learning goals and to design flexible learning paths. Students will be able to access differentiated learning opportunities based on their personal academic goals and learner profiles. This design will enable students to pursue and demonstrate their learning through a variety of approaches allowing for student choice and ownership in their learning, promoting an authentic desire to achieve and continuously strive for excellence.

Authentic and diagnostic assessments, formative and summative, will be used to inform what students know and can do along the learning path, enabling teachers to intervene and design personalized and immediate support for the learning progression. Students will be able to demonstrate what they know and what they can do through a variety of authentic and relevant assessment types. Performance tasks and project rubrics guided by G.R.A.S.P.S. criteria (McTighe & Wiggins, 2010 (<https://jaymctighe.com/downloads/GRASPS-Design-Elements>)) as well as a variety of other relevant formative and diagnostic assessments will be designed to give students multiple ways to demonstrate learning. Benchmark assessments that are aligned to NC Standards will also be administered three times a year with NWEA *Map Growth*. Diagnostic reports and integrated instructional supports will be used to provide targeted instruction based on skill and knowledge gaps. Students will learn to communicate with their teachers to monitor their progress and make informed decisions about when and how to progress through learning goals. The use of authentic as well as diagnostic assessments will help students have a purpose in performance and a means of informing progress. It will help students to develop a habit of thinking end-in-mind and to understand how to self-monitor through incremental evaluation.

Personalized instructional strategies will be used to ensure instruction fits learning styles. Learner profiles and interest surveys will be used to design instruction that best fits students' needs. Gender-based learning strategies from the work Leonard Sax, MD Ph.D., *Why Gender Matters* (Sax 2005 (Sax, Leonard. *Why Gender Matters: What Parents and Teachers Need to Know About the Emerging Science of Sex Differences*. New York: Doubleday, 2005.)), and Schneider (2013 (<https://www.goodtherapy.org/blog/how-boys-learning-styles-0211134>)) will address how boys and girls learn differently. Visible and Global Thinking Routines from Project Zero (source (<https://library.wab.edu/c.php?g=889386&p=6596259>)) will be used to scaffold thinking processes and provide tools for developing patterns of thinking. Students will have an awareness and understanding of their strengths, weaknesses, interests, and preferences. They will learn to articulate needs and advocate for themselves based on their learner profile and to have input in how instruction is designed to fit their needs. Students will work with their teachers to set goals, monitor their progress, and manage their learning experiences. Through the learner profile, students will develop agency, increasing motivation and ownership over their learning.

Evidence :


Educational Plan Design- circle.pdf



Q107 Source LINKS.docx

Q27. Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade elementary, middle, high) the school would ultimately serve.

Research indicates that the uniqueness of individual brains and learning styles can be accommodated in classrooms that provide alternative seating arrangements, varying light, temperature levels and opportunity for movement (Rita and Ken Dunn, Teaching Students Through Their Individual Learning Styles (Dunn, Rita, and Kenneth J. Dunn. Teaching Students Through Their Individual Learning Styles: A Practical Approach. Reston, Va: Reston Pub. Co, 1978. Print.)). The basic learning environment of IMPACT will revolve around personalized learning. The instructional program, methods, and assessment strategies will be the foundation of the academic plan that provides teachers with an instructional structure that supports levels of teacher-student and student-student interaction. Flexible learning environments will provide opportunities for support and structure adaptable for students to meet individual student needs. IMPACT teachers will design their classrooms to serve these types of learning environments. These designs can vary from small group instruction to learning stations, groups, or individual learning. IMPACT is committed to creating learning environments that address diverse learning needs and that promote the highest values of health - both for the human inhabitants and the environment as a whole. Students will have many opportunities to be engaged in learning that is important and interesting. Meaningful instruction will be embedded in gender-based strategies and personalized learning allowing for opportunities to learn and practice leadership.

IMPACT is committed to the NC Initiative to reduce class sizes. Classes will be structured to serve 20 students per class with a goal to support different learning styles and foster a positive classroom environment for the overall leadership culture that IMPACT will strive to achieve. All students will have daily specials to enrich the core academics (ex. dance, art, STEM, P.E., technology, leadership).

Evidence :


Q108 Source LINKS.docx

Q28. 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 curriculum of IMPACT is designed to provide students a personalized learning approach through **project-based learning (PjBL)** units that contextual learning and foster critical thinking/problem solving, collaboration, creativity and project management skills along with habits of mind and work, and other personal qualities in IMPACT's values; vital skills and qualities for leaders of a thriving community.

The targeted population of IMPACT **experiences gaps in background knowledge and skills** creating inequitable access to positive educational outcomes. Core Knowledge (CK) provides a coherent K-8 curriculum sequence that ensures equity of learning across all grade spans and provides a systematic approach to building a common knowledge and skills base for all students. Teachers will be equipped with techniques for building students' background knowledge and vocabulary critical to reading comprehension. The CK Sequence outlines the content and skills to be taught in preschool through grade 8. Teachers will use CK resources and PBL Works resources to develop their own units aligned to the Sequence. According to the study (April 2004 (https://www.coreknowledge.org/wp-content/uploads/2016/12/Walberg_phase3.pdf)), "Core Knowledge schools excelled the other schools in achievement program in eight of ten comparisons of reading in the five grade levels available for analysis."

Sustained student **engagement in meaningful learning** has a high impact on academic outcomes. Many of the factors that affect student engagement are part of the essential elements of PjBL. According to *A Review of Research on Project Based Learning* (Thomas, 2000) (about:blank), "PjBL is supported by various areas of cognitive research, such as motivation, expertise, contextual factors, and technology." Thomas goes on to note, "The emphasis on design, student autonomy, collaborative learning, and assessments based on authentic performances are seen to maximize students' orientation toward learning and mastery." Other features such as variety, challenge, and student choice promote students' interest and perceived value (Blumenfeld et al., 1991 (Blumenfeld, P., Soloway, E., Marx, R., Krajcik, J., Guzdial, M., & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing and supporting the learning. *Educational Psychologist*, 26 (3&4), 369-398)). Research has also revealed the importance of metacognition and self-regulatory skills that are developed through PjBL. Designing learning in relevant contexts maximizes learning and increases the student's ability to apply learning in new ways. "Studies comparing learning outcomes for students taught via project-based learning versus traditional instruction show that when implemented well, PjBL increases long-term retention of content, helps students perform as well or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes toward learning (Strobel & van Barnevelde (https://www.edutopia.org/pbl-research-annotated-bibliography#strobel); Walker & Leary, 2009 (https://www.edutopia.org/pbl-research-annotated-bibliography#walker)). PjBL can provide an effective model for whole-school reform (National Clearinghouse for Comprehensive School Reform, 2004 (https://www.edutopia.org/pbl-research-annotated-bibliography#clearinghouse); Newmann & Wehlage, 1995 (https://www.edutopia.org/pbl-research-annotated-bibliography#newmann))."

Evidence :



Q109 Source LINKS.docx

Q29. 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

There is substantial research to indicate that there are gender gaps in student achievement. According to the findings of the publication by the Center on Education Policy, *Are There Gender Differences in Achievement Between Boys and Girls?* (2010 (<https://files.eric.ed.gov/fulltext/ED509023.pdf>)), "In reading, girls outperform boys in 2008 at the elementary, middle, and high school levels, as gauged by the higher percentages of girls reaching proficiency. In some states, these differences in percentages proficient between girls and boys exceeded 10 percentage points. In math, there was rough parity in the percentages of boys and girls reaching proficiency in 2008, with boys edging out girls slightly in some states and girls doing better in others." According to the doctoral research of Brandi Batson Massey, "Often students who enter the school from families of poverty continue to live in poverty after they graduate and indeed make it to graduation (Hughes, 2009 (Massey, Brandi Batson. "The Impact a Single-Gender Early Elementary Classroom Has on the Perceptions of Girls from Low Socioeconomic Backgrounds Towards Education and Themselves." (2017))). To break this cycle, it is critical for students from poverty situations to develop positive perceptions of education and themselves. The study utilized interviews, focus groups, a survey, written prompts, and other archived data were analyzed and coded for themes. Findings from this study revealed that girls were impacted by their experiences in the single-gender early elementary classrooms regarding perceptions of education and themselves. The girls noted an increase in personal confidence in the areas of confidence and self-esteem along with an increase in academic perseverance in the areas of work ethic and willingness to try" (Massey, 2017 (Massey, Brandi Batson. "The Impact a Single-Gender Early Elementary Classroom Has on the Perceptions of Girls from Low Socioeconomic Backgrounds Towards Education and Themselves." (2017))).

There is also evidence that disciplinary action is disproportionately taken with boys and, according to an NC reports on 2011 headcount of students identified with exceptional needs (source (<https://ec.ncpublicschools.gov/reports-data/child-count/reports/april-1>)), that the number of male students identified was more than double that of female students (females=61,361, males = 127,807). While the research overall is mixed regarding the impact that gender-grouping alone has on student achievement, there is significant research that there is a gender gap in student performance and the use of gender-based strategies does have an effect on student performance and development (Dickey, 2014 (Dickey, M. (2014). Gender-Specific Instructional Strategies and Student Achievement in 5th Grade Classrooms. (Doctoral dissertation).Retrieved from <https://scholarcommons.sc.edu/etd/2664>). Combining these strategies with other components of IMPACT's educational plan will add a dimension of personalization, which will support self-efficacy and long-term student academic success.

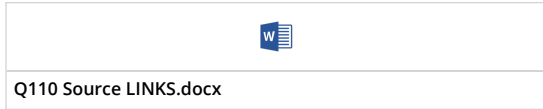
Teachers are expected to become skillful with the selection of effective instructional strategies based on gender-based learning styles. According to research by Honingsfeld and Dunn, "The most consistent findings on gender differences in connection to learning-styles have been that males tend to be visually and tactually stronger than females whereas females are stronger auditorily. Therefore girls are likely to learn more from lectures than boys are. It has been found that males are more kinesthetic and learn best by doing rather than by listening passively. Boys' need for active participation has been attributed to how their brains process information. Another very important learning-style difference is that females enjoy learning through varied strategies whereas males need more structure and routine, especially when learning new and difficult content. The last significant difference is that girls are more self-motivated than boys; males are best motivated by their peers. Females do not mind learning by themselves whereas boys are energized when working with and encouraged by their peers especially of the same sex" (Honigsfeld & Dunn, 2003 (Honigsfeld, A. and dunn, R. High School Male and Female Learning-Style Similarities and Differences in Diverse Nationalities. *The Journal of Educational Research* 96 (4) P. 195-206. Retrieved from JSTOR.). Teachers will know how to integrate instructional strategies (male-friendly and female-friendly strategies) that reflect gender differences in order to maximize instructional outcomes (source (<https://teachingstrategiesforintermediate.weebly.com/gender-differences.html>)). As stated by author Dr. Leonard Sax, "The differences between WHAT girls and boys can do are not large. But the differences in HOW they do it can be very large indeed..there are big differences in the BEST WAYS to teach them" (Sax, 2017 (Sax, Leonard, M. D., Ph. D. (2017). *Why Gender Matters: What Parents and Teachers Need to Know About the Emerging Science of Sex Differences*. Random House Inc.). Dr. Sax's research shows that there are differences in how the brain processes sensory input for boys and girls. Teachers will need to be skilled with gender-based learning in order to create a classroom where students feel safe engaging openly, willing to make mistakes, and learn from them.

At IMPACT, students will spend a portion of their day in gender groups to allow the learning space and process to be tailored to the learning needs of the students. Skillfully using instructional strategies that encourage the risk-taking and social interactions necessary for productive learning is impacted by gender learning styles. The conditions necessary to feel safe taking risks differ by gender. Teachers will receive professional development on topics including when and how to use cooperative learning, how to pair students for collaboration, how teaching styles differ for learning differently for each gender, and what learning processes are effective when learning new or challenging information. Gender-based learning professional development was provided prior to the start of the school year and collaboratively improving implementation through weekly PLCs and through ongoing staff professional development. Professional development will be driven by administrative and peer observational data. Teacher mastery of differentiating instruction according to gender-based learning styles will significantly enhance the teachers' ability to design personalized learning environments and learning processes where all students can thrive.

At IMPACT Leadership Academy (IMPACT), students will engage in project-based learning and be expected to learn in a culture where thinking is valued and mistakes are essential to learning. Teachers will need to master how to support students in this type of learning process. Training for this will be framed by *Seven Project Based Teaching Practices* (source (<https://www.pblworks.org/blog/gold-standard-pbl-project-based-teaching-practices>)) provided by PBLWorks of the Buck Institute for Education. Workshops and training are available through PBLWorks.org and a train the trainer model would be used with the on-going improvement of practice through PLCs and the use of exemplar projects available online. "Comparing learning outcomes for students taught via project-based learning versus traditional instruction show that when implemented well, PjBL increases long-term retention and understanding of content."

content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitude toward learning (Strobel & van Barneveld, 2009 (<https://www.edutopia.org/pbl-research-annotated-bibliography#strobel>); Walker & Leary, 2009 (<https://www.edutopia.org/pbl-research-annotated-bibliography#walker>)).

Evidence :



Q30. 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 completion

IMPACT Leadership Academy's instructional plan is designed to facilitate student competency of key curriculum concepts, knowledge, and skills. Students will be expected to demonstrate competencies using rubrics for authentic assessments of project-based learning, with explicit criteria for expected learning outcomes, including knowledge, skills, conceptual understanding, social-emotional development, and 21st-century skills. Units will have built-in skill and concept formative assessments allowing for instructional strategies to be adjusted as needed. They will also demonstrate adequate growth in reading and math through NWEA MAP assessment. The plan facilitates student readiness to transition from one grade to the next at the end of each school year. Student mastery of grade-level standards and content materials will prepare students to transition to the next grade span with an educational foundation that adheres to the North Carolina Standard Course of Study.

Q31. Describe in a brief narrative below on how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

In order to accomplish the mission and carry out the educational plan for IMPACT Leadership academy, students will need purposely designed extended learning time allowing for learning time beyond the classroom, and the staff will need routine collaborative professional development time to develop quality project-based units that are vertically aligned. IMPACT Leadership Academy provide core instruction from 8:00 AM - 2:30 PM Monday-Friday and additional IMPACT Time Tuesday - Friday from 2:30 - 4:00 PM. IMPACT time will allow for extended learning opportunities beyond the classroom to include involvement of the community with leadership and experiential opportunities. This will engage students in productive learning experiences for a greater part of the day as well as support the development of leadership and character skills.

The calendar for the first year of operation includes eight (8) days of professional development during the summer to adequately prepare staff for quality instruction. There is additional time weekly on Mondays from 2:30 - 4:00 PM of professional development during the regular school year as well as common planning time daily. The calendar provides mandated professional development time needed to assure that teachers and staff are fully prepared to implement project-based learning built on the Core Knowledge Sequence and NCSDE's gender-based learning strategies. The weekly Monday PD time and daily planning time supports the mission of collaborative leadership and planning for student success.

Q32. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

The school's day is designed to optimize learning for students by beginning each day with community building and social-emotional development (IMPACT Meeting) followed by focused learning blocks and strategic social breaks allowing IMPACT to productively increase the structured daily learning time. Students arrive at 7:30 a.m. and the instructional day begins at 8:00 AM and ends at 4:00 PM (2:30 one day per week). Students have breakfast and a morning IMPACT Meeting to begin each day. Morning meetings are designed to set a positive and collaborative tone for the school day and include messaging regarding the school culture and school etiquette. The morning meeting is followed by core instruction and specials: **GRADES 6-8: 90-minute blocks and one (1) 60-minute specials; GRADES 3-5: 90-90-60 blocks and a 60-minute block for specials.** During the core instruction blocks students will receive student-centered direct instruction as well as project-based units of inquiry learning experiences with integrated content. Specials will consist of performing and visual arts, STEM applications, and leadership themes. Following core and specials, all students will have a snack and exercise break followed by an hour of IMPACT Time four (4) days a week. IMPACT time will involve students in structured experiences to build leadership, teamwork, and social-emotional skills as well as to provide community service opportunities. The school day ends at 4:00 PM on these four (4) days and 2:30 PM one (1) day a week to allow time for staff professional development.

Q33. Describe a typical day for a teacher and a student in the school's first year of operation

The typical day for a teacher starts at 7:15 a.m. Teachers are onsite and on duty by 7:30 a.m. each morning. Teachers receive at least one (1) hour of planning time during the school day each day while students are in non-core classes. The teacher's day primarily consists of instructional duties, planning, and carrying out classroom administration. A teacher's day typically end at 4:15.

The school is designed for students to have a rigorous instructional day. The students arrive at 7:30 a.m. and convene directly for Morning IMPACT meeting and breakfast which is mandatory for all students and staff. Students will have four (4) instructional blocks including a Specials block. They will receive instruction in whole- group, small-group, settings, and project-based learning opportunities with presentations. IMPACT Time from 2:30-4:00 will be for all students to engage in learning experiences that build leadership skills and to provide experiential opportunities (community service projects, House events, guest speakers, social-emotional development, productions, et al). The school day ends at 4:00 PM on these four (4) days and 2:30 PM one (1) day a week to allow time for staff professional development.

Q34. Will this proposed school include a high school?

- Yes
- No

Comments :

NA - Not a high school

Q35. **High School Graduation and Post Secondary Readiness** Describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how 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 due to the construct of K-8.

Q36. **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 due to the construct of K-8.

Q37. **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 due to the construct of K-8.


Q38. **Attachments** 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.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 28 Total Files Count: 5

Comments :

Provided is a sample curriculum map for the Core Knowledge Sequence PK-8. This sequence would guide project-based learning units of study.

Evidence :


B- Curriculum Outline per Grade Span.pdf

Q39. **If applicable, attach Appendix C: 9-12 Core Content Electives** Provide a visual description of what courses (both core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's requirements. Please ensure the projected staff and budget aligns with the course offerings.

Comments :

Not applicable due to the construct of K-8.

Evidence :


C- 9-12 Core Content Electives.pdf

Q40. **Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)**

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3


Evidence :


D- Yearly Academic Calendar.pdf

Q41. **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.

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Evidence :


E- Daily and Weekly Schedule.pdf

9.2. Special Populations and "At-Risk" Students

Q42. **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**

IMPACT Leadership Academy (IMPACT) will hold each student to the highest of expectations for demonstrating mastery and growth academically and developing the character and behavioral traits of scholars. All staff will take a collective responsibility for ensuring each child experiences success. IMPACT will utilize the NC Multi-tiered System of Support (MTSS) providing support to all students. This model includes Universal Screening, Tiered Interventions, and Progress Monitoring. This affords IMPACT the ability to predict, identify, and respond to academic difficulties within the diverse population. Further, it provides succinct progress monitoring from which to celebrate success and identify additional areas for intervention. Academic leadership (administrators, counselors, teachers, instructional coach) will schedule monthly team meetings to review student progress within the MTSS model.

Universal Screening: Nationally norm-referenced assessments (such as NWEA MAP, AIMSweb) will be scheduled three times per year (Fall, Winter, Spring) to support the initial identification of intervention supports for students, measure academic growth, and validate the program and instructional decisions identified for intervention use.

Tiered Levels of Instruction: IMPACT will adhere to a 3-Tier model for instructional interventions. Each tier will address instructional approach and delivery techniques proven to be effective for use with diverse student populations. Tier 1 supports (colloquially referred to as "core"), will provide for differentiation of instruction within the general classroom as measured through student progress on formative and interim assessment data. Tier 2 supports (colloquially referred to as "core plus more"), will provide additional targeted learning supports for students identified as needing additional support in a specific academic module or competency to obtain mastery within the curriculum. Additional supports center around increasing the intensity of instructional delivery and may include pre-teaching or reteaching opportunities for students, increased opportunities to practice within the class (more individualized or small group instruction, or additional time-on-task outside of the normal instructional period. Tier 3 supports (colloquially referred to as "supplanting the core"), include students identified as needing intense intervention. Students identified as needing Tier 3 supports are often performing academically 1.25-2.0 years below their peers. A focus on the intensity of instruction is not often enough to accelerate learning and close achievement gaps. For this reason, IMPACT will often supplant the core program (or Tier 1 services) until adequate growth indicates a transition in intervention to Tier 2 supports. IMPACT supplanted intervention programs remain aligned to the greater instruction model and may include; Corrective Reading, Core Math, Reading Mastery I, II, and Edmark.

Q43. 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, 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-identified plan to prepare for special populations.

Multiple board members have a wealth of knowledge and educational experiences working with special populations. One board member has AIG certification and has spent over 10 years as a director at overseeing teacher preparation at multiple universities. Another board member is a certified counselor with experience teaching students that are at-risk and/or have uniquely identified special needs. IMPACT's board will also include a member who brings extensive social work experience in academic settings.

Q44. 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.

Students will complete a home language survey to identify students that need to be assessed. Once identified, the student must be assessed using the following: The WIDA Placement Test (W-APT) will be used for identification and placement. For students in grades 1-8, the WIDA Screener will be given. The results of these assessment tools will be used to assist with accommodations and instructional planning for EL. Documentation of the EL learning plans will be maintained in the Dean of Academics Office. To guide instruction, IMPACT will utilize the English Language Development Standard Course of Study (<https://sites.google.com/a/wcpss.net/wcpss-esl/eld-standards-curriculum/wida>) (ELD SCS). Instruction will be designed to address the English Language Proficiency Standards including developing the social and instructional language and developing the learner's skills for content area success in language, math, science, and social studies.

Designed to develop the student's skills, students will be immersed in phonemic awareness, word recognition, vocabulary, and word meaning and continue on to oral reading and comprehension of content and extending to the expressive and written language of all content areas. Teachers of ELs will be reminded to provide instruction to challenge the student and not to teach as though the student has no skill. Exposure to new and complex content with scaffolded activities and instruction will ensure the higher-order thinking skills of the student are being tasked.

Students will take the ACCESS assessment annually to monitor and measure their progress. IMPACT will use ACCESS for ELs scores as one of the multiple pieces of information that inform high-stakes reclassification or exit decisions. Schoolwork, in-class assessments, and educator insights are all valuable evidence that will be used to help understand a student's English language proficiency and development.

Teachers serving EL students will hold a Bachelor's Degree, complete a Teacher Preparation Program, and have or pursue ESL certification.

Q45. 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.

IMPACT Leadership Academy (IMPACT) will take into account each child's readiness level, interests, and learning styles to provide an engaging, rigorous, differentiated learning environment within each classroom. During the school year, IMPACT will systematically review data from a variety of sources which will help the school identify students performing at a higher level. Data sources may include state assessment results, NWEA assessment results, classroom assessments, teacher observations, and other informal measures. This data will provide information to drive instructional decisions rather than labeling students and will allow teachers to appropriately differentiate to meet the academic needs of students. Under the inclusion academic model, students will be taught at their identified instructional level.

Additional differentiation within the classroom may include; computer-assisted intervention, small group instruction, pull out enrichment (project-based learning). The monitoring of student progress will continue under MTSS. Professional development will be provided to teachers on differentiated instruction and how to provide enrichment opportunities for high-achieving students to foster their academic growth and success.

9.3. Exceptional Children

Q46. Identification and Records 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.

IMPACT Leadership Academy (IMPACT) will comply with the Individuals with Disabilities Act (IDEA), Child Find Mandate, Section 504 of the Rehabilitation Act, and laws to identify students enrolled who have previously been found eligible for special education (SPED) services. Policies and procedures will be consistent with the state eligibility statutes. As students enroll, the EC Coordinator will access the Comprehensive Exceptional Children Accountability System (CECAS) case management and data analysis system as a means to help identify students who are determined eligible.

Q47. 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.

If there is a student at IMPACT Leadership Academy (IMPACT) whose data indicates he/she may have special needs that could not be met using Tier III intervention of the MTSS process, he/she will be referred to the EC Team to be evaluated for a disability. The student will be tested by a contracted School Psychologist, and testing will occur at IMPACT during regular school hours.

Based on the full report, if the student qualifies for EC services, an IEP will be drafted and the student will receive modifications and additional support and instruction from the EC teacher in an inclusion setting. An administrator, classroom teacher, EC teacher, counselor, and parent will hold IEP/504 meetings as dictated by the child's IEP. If the student did not qualify for EC services, the student will continue to receive Tier III intervention and the intervention team will modify support and intervention based on the psychologist's findings.

Q48. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following: a. Requesting Records from previous schools b. Record Confidentiality (on site) c. Record Compliance (on site)

The school data manager or principal designee will be responsible for requesting records and maintaining all cumulative folders. All records and documents will be kept confidential and locked in a secure filing cabinet in a designated personnel office. The office will have a lock on it, and the filing cabinet with student records will be locked whenever not in use. The classroom teacher and EC teacher will regularly monitor the plans by request to ensure appropriateness and compliance. There will be a sign-out process for all records and they may not be signed-out for more than a day. The school records may not leave the school grounds. Electronic records will be accessible by staff who provide direct services for the student. CECAS and PowerSchool will be accessible to the necessary staff in charge of managing these records.

Q49. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

Utilizing the inclusion model, student-centered, differentiated instruction, and support from an EC-certified teacher, students with disabilities at IMPACT will receive a Free and Appropriate Public Education (FAPE). The EC-certified teacher and regular classroom teacher will collaborate once a week on creating plans that challenge and meet the needs of each EC student in order to co-serve all students well. The EC-teacher will push-in to the regular classroom whenever appropriate, so as not to exclude the student from the rigorous, engaging instruction with his/her teacher and peers whenever possible. In an inclusive setting, the student will have the benefit of learning to collaborate with peers and be held to high standards with appropriate accommodations. Social learning opportunities for students with mild, moderate, or severe disabilities can be provided during recess, specials, breakfast, lunch, leadership activities, and field trips with peers. All student learning and health needs will be taken into consideration.

The EC teacher will provide supplemental assistance with one-to-one or small group support while being cognizant of the IEP/504 and modifying instruction, independent practice, and assessment when applicable. Like all students, learning plans will be individualized and based on growth, and the classroom teacher and EC teacher will work with students during instruction in homogenous groups on their instructional level. The student will work with a modified rubric with clear, measurable goals that still expects hard work and dedicated learning. EC support will work at their own pace on the goals laid out in their IEP and will receive considerable support from the classroom teacher, assistant, and EC-teacher when needed.

If EC support in an inclusive environment is not meeting the needs of the student, the administrator, EC teacher, classroom teacher, and parent will meet to review all documents and discuss options that are available at the school. If the services necessary are not available, IMPACT will partner with Lenoir County Schools or an outside service provider to obtain appropriate services for the student. We have allocated \$10,000 in our budget for additional EC related services contingent upon student needs to ensure all students receive a Free and Appropriate Public Education. All students will be challenged to reach ambitious goals and held to high expectations in character development and work ethic.

Q50. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities the school ensure students' access to the general education curriculum?

In compliance with IDEA, IMPACT will always provide EC students with an education in the least restrictive environment (LRE) that meets their individual needs and enables them Educational programs, strategies, and additional support will be provided to ensure a full continuum of services for students with disabilities. IMPACT will use research-based pro steeped in evidence as being especially effective when working with students of all abilities. Specially Designed Instruction (SDI) will be embraced. Evidence-based instruction and interventions will be used to ensure students with disabilities receive high-quality instruction and services that result in progress toward academic and functional standards. Res based instruction and practices will be used to meet the unique needs of students with disabilities. SDI will address gaps and/or accelerate academic, behavioral, and/or function progress toward age and grade-level standards. Teachers will monitor the progress of each student to gauge his/her responsiveness to instruction and adjust instruction accordi IMPACT will ensure all school programs, activities, and environments are accessible to students with disabilities. IMPACT will take measurable steps to recruit, hire, train, and reta qualified personnel to provide special education and related services to students with disabilities. Facility space will be dedicated to ensuring the full continuum of educational se available according to student IEPs including separate, resource classroom, and inclusion.

Q51. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

To ensure students with disabilities receive a Free and Appropriate Education, the implementation of services will be a collaborative effort between the classroom teacher, EC tea School Administrator, and parent. Regular meetings will be as dictated by the IEP to monitor growth and progress towards individualized goals and to ensure that accommodatio services mentioned above are being provided to help the child meet his/her highest potential. The team will work together to determine the times, places, and activities in which goals are best addressed in the regular classroom. Classroom teachers will be supported and equipped to make accommodations and adjustments based on the student's IEP w from the EC teacher. The EC teacher will assist the regular education teacher through co-teaching, working with small groups, and ensuring that the materials the EC students us appropriately leveled. When the EC teacher proposes amendments to the goals, progress monitoring, or accommodations/services provided in the child's IEP, (s)he will include a description of the proposal in the written meeting notice to all parties invited. The EC teacher and classroom teacher will provide documented evidence in data, work samples, ru observations in order to modify any IEP services.

Q52. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.

Measuring progress towards the student's IEP measurable goals is essential in assuring effective implementation of the IEP services and accommodations. It gives the IEP team c evidence as to whether the IEP as designed is effective or whether adjustments to services or instruction need to be made. Every IEP will include a description of how the child's p towards their goals will be measured and when that information will be provided to the IEP team, including the parent. The child's progress towards goals will be measured as sta or her IEP. The evaluative criteria and assessments used will be as similar to his/her peers as possible, utilizing growth measures such as NWEA Map, rubrics, and assessments w appropriate modifications. Teacher observation and anecdotal notes, classwork, homework, and assessment data will all be used to monitor progress towards goals and effectiv implementation and will be reported during quarterly IEP meetings. The School administrator will be responsible for ensuring appropriate implementation through observation o teacher and the classroom teacher.

Q53. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

If related services need to be provided and are not available at IMPACT Leadership Academy (IMPACT), we will contract service speech therapists, occupational therapists, and sc psychologist providers to ensure the students with an IEP receive their full services during school hours. IMPACT will ensure that the EC teacher is qualified with a minimum of a degree in special education.

9.4. Student Performance Standards

Q54. Describe the student performance standards for the school as a whole.

IMPACT goals will be based on growth and mastery of North Carolina Standards and clearly communicated with students and families at the beginning of each quarter. Students parents will regularly be given a goal report that highlights progress towards their academic and social-emotionalgoals, areas of strength, and in what areas the student still need improvement along with ideas to help see continued progress at home. IMPACT will adhere to the following performance standards:

1. 50% of students will grow by 1.5-grade levels in reading each calendar year based on NWEA Map Growth Assessment. 70% of students will grow at least 1.0-grade levels.
2. Student overall proficiency in reading, math, and science will increase by 5% annually.
3. Annually, IMPACT will meet or exceed academic growth in reading, math, and science.

Q55. 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 used to drive instruction and improve the curriculum over time for the benefit of students.

IMPACT Leadership Academy (IMPACT) will use NWEA MAP for benchmark assessments which align to the North Carolina Standard Course of Study education standards. The sch also use state end-of-grade test data and other state and federally mandated tests in its planning process. The benchmark test will be designed to determine student grade level proficiency at the beginning of the school year. The data will be used by teachers and the school's instructional leaders to determine each student's academic needs. Teachers wi data to plan lessons and move the students toward grade-level mastery of the curriculum in reading/ELA, math, and science.

The MAP benchmark assessment will be administered three times each year to track growth and to gather comprehensive data for intervention. The school will develop common assessments (CFA) each quarter to inform instruction between benchmark assessments. IMPACT will conduct a second CFA after the first nine weeks of school and after each ma period thereafter. Data collected from the CFAs will be used to help teachers and the school's instructional leaders target special academic support to students including small gr instruction, individual instruction, and tutoring. Data will also be used by teachers to help them improve their teaching skills. The school's instructional leaders and teachers will b monitor student progress toward proficiency in each marking period, reasonably predict student outcomes, and make appropriate intervention decisions to ensure that all stude grade level proficiency before the end of the school year.

IMPACT will also use performance tasks assessed with rubrics. Teachers first determine the tasks that students will perform to demonstrate mastery, and then use backward design and planning to design connected and differentiated learning experiences that enable students to develop knowledge, understanding, and skills necessary to perform those tasks well. Performance tasks will emphasize knowledge construction, complex thinking, elaborated communication, collaboration, and problem-solving in authentic contexts. The Core Knowledge curriculum will also include checkpoint assessments that will inform teachers when and how to adjust instruction.

Q56. 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.

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

Q57. 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.

IMPACT Leadership Academy's exit standards for graduating ALL students are based upon the standards set in N.C. Standard Course of Study. Students will be expected to meet school-wide academic expectations on the individual student report card for the terminal year. The school's data-driven instructional program will enable the school's instructional leadership to identify students that are in danger of failure or drop out early in the school year. The school will implement a remedial plan to support those students. At the conclusion of the terminal year, each student will have demonstrated adequate progress on performance-based assessments measured by rubrics aligned to standards of N.C. Standard Course of Study. All students will have demonstrated a sufficient competency in reading, math and science, and the necessary logical, analytical, and abstract reasoning skills to succeed in the next grade span. All students will also demonstrate social-emotional development necessary to be successful at the next grade span.

9.5. School Culture and Discipline

Q58. 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.

The culture of IMPACT Leadership Academy (IMPACT) begins with the vision of our school and a set of core values that are built on systems that operate across the entire school. As a community school that personalizes learning, removes barriers and provides access to opportunities for a brighter future, IMPACT will create and maintain conditions for our mission of inspiring excellence each day. We will have a culture of Excellence that promotes a positive academic environment and reinforces student intellectual and social development. This culture of excellence will be reflective of our values and best achieved through a common language, a growth mindset, and collaborative leadership.

IMPACT's culture will be established through a common language and shared meaning that is communicated across each classroom. At IMPACT every student, parent, staff member, and community partner will be deemed as a valued contributor to our school's success and this message will be shared by all. Every morning will begin with positive greetings that set the tone for genuine relationships and academic achievement. Each Monday begins with clear and consistent communication as it relates to school-wide expectations, policies, and procedures to be taught. Not only will integrity be embraced, but IMPACT will demonstrate a true commitment to ensuring that our school community emphasizes it in how we communicate throughout all that we do and plays in our culture.

IMPACT having a growth mindset and understanding that success is a journey will serve as an essential part of our school's culture. Our school will embrace the mindset that both students and staff have the capacity to grow and develop in all areas of life. IMPACT's culture of excellence will benefit by promoting our value of perseverance; while giving grace for mistakes without ridicule and retribution. For our culture to thrive, IMPACT will be committed to maintaining an environment that encourages the use of gifts and talents in students' social and academic development. We will consistently teach and have the expectation that we are all in the improvement business, not the perfection business.

IMPACT will be strategic in promoting a positive academic environment that mirrors our values and matches the culture of Excellence in our building. The school will proudly display a range of student work samples and artifacts that demonstrate student leadership capacity and every student's ability to take ownership of their own learning. As well, student-created murals, quotes, and photographs will be displayed throughout the halls and common areas of our school. This commitment environment allows IMPACT to both build on its values and showcases the talents of our students.

Staff satisfaction is a critical element to promoting positive school culture. Therefore, IMPACT will consistently provide purposeful professional development and leadership opportunities that empower teachers to address the academic and social needs of our students. Clear and consistent communication, reflective of IMPACT's vision, will help teachers understand the positive development of student's social-emotional leadership skills. Additionally, all stakeholders: the governing board, administrators, teachers, students, parents, and community partner's voices will be valued as we operate on the principles of shared leadership practices for school success.

Q59. 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 accountability for students who enter the school mid-year.

This culture of excellence will be reflective of our values and best achieved through a common language, a growth mindset, and collaborative leadership.

Creating and implementing a positive culture that promotes excellence for students, teachers, administrators, and parents is vital to IMPACT's success as a new school. The culture of the school community will be built on the foundation of our vision and set of core values through a core system that operates across every classroom. School leaders will have the responsibility of modeling high standards for cultural expectations as they engage all members of IMPACT's school community.

The culture of IMPACT will be created and implemented by celebrating individual student, grade level, student organizations, and staff achievement on a consistent basis. During announcements, school assemblies, teacher recognition platforms, and IMPACT social media outlets we will celebrate achievements of our students and teachers. Our school will create an environment that celebrates and reinforces positive compliments and success for our students and staff. At the end of each grading period IMPACT will host grade level award ceremonies where students will receive medallions for demonstrating integrity, perseverance, and merit through academic achievement which reflects IMPACT's values.

Another way IMPACT will create a positive culture is by engaging students in ways that benefit them while allowing their voices to help shape decision making. As instruction is designed to promote academic growth, IMPACT students will receive instruction to support their social-emotional development also. Through professional development teachers will learn research-based strategies that will be taught to advance student's social skills in the area of personal accountability, acceptance, respect, and empathy--all skills that help students become productive adults in their community. IMPACT will also implement a student advisory board with representation from each grade level and organization to share feedback and collaborate with school leaders on student engagement activities.

Through the implementation of a "House System" IMPACT will also maintain a positive school culture. The house system allows students to form relationships across grade levels and learn how to be a leader, provide friendly competitions, and allows us to serve our community. This system also provides for school administration and teacher involvement with students at different relational levels, positive peer pressure, and mentorship. Students will remain in their assigned House during their years at IMPACT. Each house will represent some of our core values that are important characteristics of effective leaders while serving as positive attributes for all people to demonstrate in society. As the structure of IMPACT's House System is developed, there will be a collaborative effort with IMPACT leadership and the targeted community to identify the specific values that will represent each House. This collaborative effort will help to create both ownership and shared responsibility as the group identifies values that directly impact the community's needs. Throughout the school year, students will have opportunities to earn points for their house by demonstrating school values and academic growth. Creating a school-wide tradition, IMPACT will award a trophy to the house with the greatest number of points at the end of the academic year. To support acculturating new students at IMPACT, they are assigned a House upon their enrollment. House representatives then gain leadership opportunities by introducing new students to the House's history, motto, and character trait during House Orientation.

Cultivating meaningful parent and community involvement is another element for implementing our culture and promoting collaborative leadership. IMPACT will consistently and effectively have an open two-way line of communication with parents and community partners as a way to share information, solicit feedback, and allow an opportunity for shared responsibility and leadership within our school community. By creating a welcoming, supportive, and inclusive environment where all voices are valued, IMPACT will implement a culture for collaborative school success.

Q60. 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 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 lead to suspension and expulsion.
d. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

IMPACT Leadership Academy (IMPACT) seeks to create a safe, respectful, and responsible environment with a commitment to staff and students for continuous learning. IMPACT will implement a solution and positive-focused framework, *Universal Core Behavioral Practices for Success*, to serve as a school-wide system for teaching students appropriate behaviors in the settings of the school. Students will be expected to pursue excellence continuously in both actions and deeds. IMPACT believes that self-discipline is a set of habits, routines, and skills that students must develop in order to be successful. IMPACT code of conduct, policies, and procedures should provide guidance and direction to help students develop a sense of responsibility, accountability and self-discipline thus reducing or eliminating the need for negative consequences.

IMPACT teachers will practice strong classroom management such as establishing predictable patterns and activities, promote smooth operation of a classroom, outline the steps for completing specific activities, and teach routines and procedures directly. Rewards and consequences will be used to ensure a safe and productive learning environment. Developing positive relationships will support the safety, well-being, and success of students.

It is the belief that self-discipline and classroom management will work together to create a successful learning environment. IMPACT will have a *Continuum of Procedures for Promoting Positive Behaviors* that guides teachers in managing inappropriate or disruptive behavior. When students struggle with adhering to expectations, teachers will apply logical and appropriate consequences for small distractions (being out of one's seat or not having supplies ready for class). Teachers will use non-verbal cues, hand signals, or physical proximity to bring attention to the behavior to minimize classroom disruptions. For minor, but more disruptive and persistent offenses (pushing, shoving, throwing objects, or failure to follow a teacher's directions) teachers will use a verbal statement that names the behavior explicitly and includes a statement that shows empathy and within the context of the infraction. This statement may be directed toward an individual or group. Teachers should provide understandable, meaningful, and sincere praise as soon as the behavior is corrected.

IMPACT will implement a school uniform policy that has been shown to be an effective and powerful tool for fostering an orderly and respectful climate. Uniforms establish: a sense of belonging; instill a sense of tradition; provide a sense of safety on campus; distinguish students within the community; and serve as social levelers.

The school culture established by IMPACT community school will minimize the need for more severe disciplinary actions. However, the school administrators have the authority to suspend or expel students through the use of a due process procedure. This would include a notice to the student and parent and a time established for a hearing. Suspension or expulsion violations that are considered major offenses include possession of firearms, hazing or bullying, substance abuse, and continual disruptive behavior. Teacher responses to major offenses requiring immediate removal of a student from a classroom will follow a clear process of communicating with the school administration who will remove the student from the classroom and decide the appropriate consequence and complete all documentation. The parent/guardian will be notified by the administrator and time for a disciplinary hearing will be set. The school recognizes specific procedures with regard to the discipline of students with disabilities and will adhere to the disciplinary procedures mandated by The Individuals with Disabilities Education Act (IDEA) and Section 504 of The Rehabilitation Act of 1973. The protections apply to students with disabilities who have Individual Educational Plans (IEP) or Section 504 plans and also apply to students not yet determined eligible, but for whom the school is deemed to have knowledge that the student may have a disability in accordance with IDEA and the State Board of Education rules.

Grievance Procedures

School Expulsion. The Discipline Committee will meet to consider expulsion from the School

in any other following circumstances:

- the student continues any of the inappropriate behaviors that resulted in the assignment of the Probation status,
- the student does not meet the requirements of the remediation agreement, or
- the student engages in other very serious behaviors such as the distribution of controlled substances or any other behavior that is a serious threat to the welfare of the student, members of the student body, the faculty, the staff, the School, or the community.

Note: In accordance with Federal law, any student found carrying a weapon onto school grounds may warrant an immediate expulsion of no less than 300 days from school.

The Discipline Committee will determine whether to modify the consequences assigned under the Probation status of the student or to expel the student from the School. Consequences determined by the Discipline Committee are reviewed by the Principal. The School Board may also review determinations by the Discipline Committee.

IMPACT will not expel students for academic reasons. It is in keeping with the School's philosophy to work with students to improve both academic and behavioral difficulties, with the exceptions noted above. However, if a situation arises where a student will not cooperate with teachers or administrators to the extent that the purposes of the School are not served by the student, then the student may be suspended or expelled.

Students who are suspended or expelled from school are required to remain off the School grounds for the duration of the assigned time of suspension or expulsion. During the suspension or expulsion, he or she may not attend school activities on or off the school grounds. If the school suspends or expels a student, it will promptly inform the LEA in which the student would be otherwise assigned, including the student's name, special education status, length of suspension/expulsion, and the circumstances giving rise to the suspension/expulsion.

Note: If the school suspends a student with special needs, it will continue to provide the student with all continuing education services to the extent mandated by federal and state law. If suspensions exceed 10 days, manifestation hearings will be conducted.

9.6. Certify

Q61. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

Yes

No

Q62. Explanation (optional):

10. Governance and Capacity

10.1. School Governing Body

Q63. [Name of Private Non-profit](#)

- Private Non-profit Corporation (NCGS 115C-218.1)
- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

IMPACT Leadership Academy, Inc

Q64. [Mailing Address](#)

1206 Pondfield Way

Q65. [Street Address](#)

1206 Pondfield Way

Q66. [City/State/Zip](#)

Durham, NC 27713

Q67. [Phone \(xxx-xxx-xxxx\)](#)

252.543.8202

Q68. [Fax: \(xxx-xxx-xxxx\)](#)

919-751-5848

Q69. [Name of Registered Agent and Address](#)

Dorothy M. Singleton

1206 Pondfield Way

Durham, NC 27713

Q70. [The private non-profit listed as the responsible organization for the proposed charter school has 501\(c\)\(3\) status.](#)

- 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 Charter Application is given final approval.

- Yes
- No
- N/A. The applicant is a tax-exempt municipality

Comments :

IMPACT Leadership Academy will apply for 501(c)(3) status.

Q71. [If applicable, attach Appendix F Federal Documentation of Tax-Exempt Status](#)

Q72. [Federal Tax ID:](#)

85-1976408

10.2. 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 run the charter school from both business and education perspectives.

Q73. [Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization](#)

See attached

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 3

Resources :



Evidence :



Initial Members of the Nonprofit Organization Template-2.x...

Q74. Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overall the charter school. Include how the board will recruit, hire, and supervise the lead administrator

Per NC GS 115C-218, the IMPACT Leadership Academy board will consist of a minimum of five members and a maximum of eleven members. Executive positions include a chairperson, vice-chairperson, a secretary, and a treasurer. Each remaining position will be at-large, voting positions.

Board members will be responsible for the governance of the school while the administration will be responsible for the day-to-day operations of the school. The board's primary responsibilities are to effectively communicate and measure the school's success in reaching key objectives.

These include:

1. Ensuring the success and effectiveness of the school's academic program.
2. Make certain that the school is in compliance with all statutory and regulatory requirements, and at the same time, is working within the bounds of its charter and taking regular action in meeting the school's mission.
3. Continually make sure that the school is financially healthy, is appropriately staffed, and is regularly meeting or exceeding goals set by the board.

Chairperson: The Chairperson shall preside over all meetings of the Board; he or she shall work closely with the School Administrator and the other Board members. The Chairperson shall keep abreast of the needs of the school and will serve as a liaison between the school and the Board to ensure smooth and accurate communication. The Chairperson shall have the control and management in accordance with the Bylaws.

Vice-Chairperson: The Vice-Chairperson, unless otherwise determined by the Board, shall, in the absence or disability of the Chairperson, perform the duties and exercise the powers of that office. The Vice-Chairperson shall perform such other duties and have such other powers as the Board shall designate.

Secretary: The Secretary shall keep accurate records of the acts and proceedings of all meetings of the Board. He or she shall be responsible for giving all notices required by law and the bylaws unless otherwise stated in the Bylaws. The Secretary shall have general charge of the corporate books and records and the corporate seal, and shall affix the corporate seal to any lawfully executed instrument requiring it. The Secretary shall also perform such other duties as are assigned by the Board.

Treasurer: The Treasurer shall have custody of all funds and securities and shall receive, deposit, or disburse the same under the direction of the Board. The treasurer will provide a monthly finance report to the Board.

School Administrator: The School Administrator shall be responsible in general for the overall operation of the school, including but not limited to:

- recommends the hiring and the dismissal of instructional employees to the Board
- shall develop and implement curricular activities and promote the educational development of each student and professional development for teachers
- will be the liaison for parents on academics related matters
- recommending the hiring and the dismissal of non-instructional employees
- responsible for compliance with the charter of the State of North Carolina
- works closely with colleagues in establishing school policies and procedures.
- responsible for keeping the Board of Directors well informed of the overall progress of the school as well as its financial and material needs.
- ensures that IMPACT Leadership Academy is in compliance with all North Carolina Department of Public Instruction testing regulations.
- performs such other duties as are assigned by the Board.

A strong relationship between the Board of Directors and the school leader is key to the success of the school and to the regular monitoring and supervision of the school leader. The board both informed and empowered to make decisions on a regular basis. The board will collect data from the school leader on a consistent basis in the following areas: Academic Achievement, School Climate and Culture, and Human Capital.

Q75. Describe the size, current and desired composition, powers, and duties of the governing board

Per the charter school manual, the IMPACT Leadership Academy board will strive to always be composed of a minimum of five members and a maximum of eleven members. Each member will serve on a sub-committee that will include other board members and could include members of the staff or members of the community. These sub-committees will be responsible for vetting community members who demonstrate an interest in serving on the Board of Directors. The sub-committees will also serve to collaboratively process new

problem-solve, and bring necessary reports to the attention of the board. (Academics, Development, Finance and Governance)

Currently, the board has four board members, and throughout the coming year, we will add additional members to ensure that our board reflects the county's demographic and board has the requisite skill sets to ensure proper oversight of a public charter school.

The expertise of the current board members include the following:

- Accounting/finance
- Real estate
- Education (EC/AIG)
- Teacher licensure preparation
- Business
- Personnel management
- Facility renovation
- Restorative practices
- Mental health
- Counseling
- Securing and management of grants

We will engage these skills regularly when we develop and consistently implement processes and procedures to govern the school. This includes developing goals in addition to those included in this application for which the school's administrative team will develop and present evidence that the school is steadily working toward achieving each stated goal.

The school leader and each committee will be responsible for collecting, analyzing, and developing action steps for specific data, and they will report their findings to the board by the board's strategic calendar.

After receiving feedback and guidance from the Board of Directors, the School Administrator will create a plan that responds to the successes and challenges indicated in the data. In addition to this regular data analysis throughout the school year, the board will gather for an annual retreat in which they will participate in board training, data analysis, program evaluations, and goal setting to ensure that adequate progress is continually being made.

Q76. 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.

IMPACT Leadership Academy has carefully identified a group of individuals with diverse backgrounds to serve on its board. Currently, the Board includes members with experience in finances, exceptional children, social work, curriculum development, community engagement, real estate, facility renovation, and school leadership.

Crystal Burts has extensive knowledge and experience with social work and community engagement. In Crystal's current role she serves as the Pediatric Clinical Social Work for V Health Plans. She has also served as a family support specialist with Accelerated Learning Solutions providing community resources for families.

Dr. Dorothy Singleton is a well-respected educator with a wealth of academic experience. She has served as a professor and department chair for Winston-Salem State University and North Carolina Central University. During her time, Dr. Singleton has successfully written several grants to fund sources for public schools in the area of reading. She has done research on the impact of direct instruction in reading and Hurricane Katrina. There are several publications Dr. Singleton has completed on the traumatic experiences of children and African American males. She has also been recognized as a community leader by Carter G. Woodson Charter School. There is an organization that has been implemented through her work for me at the Chapel-Hill Carrboro City School system for African-American students in 3rd -6th grades.

As an executive director and educator, Danny King brings a wealth of knowledge to our board. He has substantial experience in the oversight of operations, budget, and policies, including the 21st Century Community Learning Center grant. Mr. King has twenty years of experience with diverse human services in the area of teaching and counseling involved with students with disabilities or special needs. Along with his nonprofit, ADLA, Inc, CDC he provides services in the community and has performed several grant opportunities to obtain the necessary resources to carry out those community service activities.

Brandi Strickland is an experienced manager of investment income properties with a vast knowledge of property renovations, hiring qualified contractors, and successfully providing financial management to properties. Ms. Strickland also has experience as an assistant sales manager where she supervised the business accounts of 150 sales representatives across the country. In addition to these experiences, Ms. Strickland has a background in the fundraising arena. Her dedicated fundraising ability has amassed \$38,000 for educational opportunities in the Wayne County area. Ms. Strickland is a graduate of East Carolina University, where she earned a Bachelor of Science Degree in Business with a Marketing Concentration. Currently, Strickland serves as Real Estate Manager for Cashwell Investment Group in Goldsboro, N.C., and she also serves as Vice Chairman on the Board of Directors for the 4 Day Movement.

Q77. 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 school and school leader; and c. There will be active and effective representation of key stakeholders, including parents.

The board will be composed of members who represent the demographics of our community and by people who are leaders in both for-profit and nonprofit arenas. The board will maintain the diversity of expertise that the founding board brings. This will be our continual goal as founding members cycle off the board and new members cycle onto the board. Furthermore, we will seek input from parents, staff members, and community members when conducting fundraising efforts or engaging in strategic planning.

IMPACT will use the NCEES tool to evaluate its School Administrator. The evaluation includes Academic Achievement, School Climate and Culture, and Human Capital. In addition, we will measure the Administrator's success in making progress toward the board's defined goals, managing the school's budget, developing and navigating the organization, progressing towards a successful charter renewal, and remaining in good standing with the authorizer and community. Effectively, the board will determine the impact that the School Administrator's leadership has had on the success of the school. This evaluation will occur formally every school year by the Governance Committee and will be shared with the full board prior to discussing the findings with the School Administrator.

Parents, staff, and students will have a variety of avenues to be active participants in the decision-making process. There will be a public comment period at every regular board meeting and stakeholders will serve on board committees. The Parent IMPACT Team (parent advisory organization) and the IMPACT Leadership Academy Advisory Council (staff advisory organization and School Improvement Team) will have routine meetings with the School Administrator, as well as other opportunities to collaborate when necessary. There will be a culture of trust and transparency. Stakeholders will sense ownership in the school.

Q78. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?

The founding board of IMPACT Leadership Academy is a vested group of individuals with a collective passion for guiding the school's success. Although they have a diverse professional background, the board members are all bound by a common philosophy--access to equitable education with comprehensive support and real opportunities will make an incredible difference for students and families in the Kinston area. Ms. Strickland and Mr. King both have ties to Kinston and see a dire need for a leadership academy in this and neighboring communities. Both board members recognize how local industries are suffering as a result of high school graduates who were not ready to join the workforce and contribute to economic growth in the area. Ms. Strickland and Mr. King work closely with Mr. DJ Coles of the 4 Day Movement as he and his organization are invested in supporting families and communities through a bevy of health, financial, and housing challenges. All of these challenges pose a serious barrier for students demonstrating growth and academic success in school. In addition to the support that Ms. Strickland and Mr. King have to the Kinston area, Dr. Singleton and Ms. Burts' extensive experience in the education field heightens their passion for supporting students through comprehensive, wrap-around services to ensure social development and academic success. Both board members, Dr. Singleton and Ms. Burts have knowledge of the poverty, economic, and opportunity gaps that exist--and may continue to exist--if more students and families are not afforded a unique educational opportunity for community advancement. All of our board members collectively see education as a viable means to improve the lives of students, families, and ultimately their community. As we stated earlier, we would like to have a mix of board members and our desire is to add someone with a background in finance and/or recreation from the community. His/her expertise will add more marketing and finance depth to the board.

The founding members of the Board recruited each Board member based on demonstrated need and overall fit with IMPACT Leadership Academy's mission as the guide. In the event an officer position is vacant before the regular meeting of the Board of Directors, the Board shall call a special meeting to replace such vacancy. The current Board will first recruit replacements locally by candidates who demonstrate skill sets needed by and passion for IMPACT. New Board members will be nominated and voted on by the Board by a majority of the remaining Board members. The new member of the Board will then serve the remainder of the unexpired term of the member of the Board who is being replaced. This occurs and will take place no more than 60 days after notification of the vacancy. The newly recruited replacement will be required to meet the Board before voting to commence. Any replacement must have to meet minimum monthly commitments, have a diverse background, and have a passion for education; most importantly, future Board members must believe and understand the mission of IMPACT Leadership Academy.

Q79. Describe the group's ties to and/or knowledge of the target community.

The Board is composed of members whose life experiences are reflected in the life of the residents in Lenoir County. The board knows firsthand the negative effects that the academic outcomes are having on Lenoir County's underprivileged population. One board member has served a similar population in a neighboring county through education and through a nonprofit to serve at-risk children. Another of IMPACT's board members also lives in a neighboring county and serves on the Board of 4Day Movement, Inc., a non-profit that serves students and surrounding communities. The Board has been working with a volunteer group that has assisted with the 4Day Movement's community outreach of delivering food during the COVID-19 crisis. In view of their combined life experiences, the Board understands the difference of expanding opportunities for quality education can bring to the success of students, families, and ultimately the community.

Q80. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

The Board will meet monthly, **nine months per year**. The annual planning IMPACT Leadership Academy meeting will be in June before the opening of school. The Board will meet monthly until the application is approved and then would likely meet semi-monthly during the planning year. Committees will meet at designated times between the regular monthly meetings to conduct thorough analysis, discussion, and decisions to be recommended to the full board during the regular meetings to ensure that all aspects of the charter school are addressed.

continue to progress toward reaching the school's stated mission.

Q81. 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.

Orienting new board members to the roles and responsibilities of board members is critical to the success of the organization. Board member training webinars provided through the National Charter School Resource Center, or a similar organization, will be used along with other available resources to provide mandatory initial training. When new board members are elected to the board, they will be assigned a mentor who is currently serving the board or who has rotated off the board within the previous two years. The mentor will serve as a resource for answering simple logistical questions and for understanding more complex issues, such as fiduciary duties and the separation of governance and operational duties.

The board will share directions with new board members on how to access the policy manual, the charter application, the board's bylaws, a board calendar, access to Open Meeting records, board roles and responsibilities, and the conflict of interest form, with which all new board members will be required to familiarize themselves.

The board will conduct refresher governance training each year during our annual retreat, and board members are required to attend. Board members will be encouraged to avail themselves of additional board training made available during sessions led by the Office of Charter Schools or the Department of Public Instruction that could involve pertinent topics such as strategic planning, charter-related legal considerations, and nonprofit best practices.

These practices will not only prepare new and current board members, but it will also provide clarity about their roles, resulting in higher engagement and focus on their work for the school.

We plan to have an **attorney on retainer** who is familiar with public charter school law and will be able to consult the board on legal matters relevant to operating a public charter school, including Open Meeting law, public records requests, Exceptional Children programming, and other legal matters that could arise from time to time.

Training topics will include the following list of topics along with other topics that are relevant to matters that arise during the course of regular public charter school operation:

- 1. Finance Training:** Focused on teaching participants how to create, present, monitor, and implement a sound financial plan that includes an approved budget. Participants will understand viability as it relates to the organization's finances; they will understand financial planning as it relates to getting a return on investment, and they will understand revenue projection as it relates to revenue growth. These are all key indicators of charter school success and failure, and board members will be trained on how to recognize both the red flags and the signs of success.
- 2. Roles and Responsibilities Training:** Annually, the board will participate in training that clarifies the fiduciary duties of all board members and the difference between governance and operations to ensure that the board develops goals and supports programming that meets the needs of everyone involved, including students, staff, and stakeholders.
- 3. Legal Compliance Training:** In this training, the board will review, clarify, and assess for implementation of the school's mission statement, bylaws, policies, and federal, state, and local regulatory requirements.

Q82. 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

North Carolina General Statute § 55A-8-31 defines a Direct Conflict of Interest, and the IMPACT Leadership Academy board shall comply with voting and disclosure provisions of that statute. Our bylaws and policies will detail the procedure for identifying and addressing conflicts. The proposed bylaws can be found in the appendices of this application.

Board Action Steps:

Involved Parties: This board policy is relevant to Board Directors and offices and all other employees who are in a position to influence the decisions and/or actions of the school board or those people who can make commitments on behalf of the school. Specifically, this includes individuals who make purchasing decisions, administrative personnel, and anyone who has information that would be considered proprietary information about the school.

Expectation to Disclose: All board members are expected and obligated to fully disclose any relationships that exist for the governing board, charter school employees, or potential contract awardees. Contracts will be vetted in open-session of the board.

The board has developed the following procedures that are in compliance with the statute and will apply to board members and school employees alike.

1. Disclosure will be made as soon as the individual is aware of the potential conflict of interest.
2. When an individual discloses a possible conflict of interest, the Board will determine whether a conflict actually exists and whether it is material.
3. Where a material conflict exists, the Board will determine whether the recommended transaction or other conflicting involvement may be authorized as just, fair, and reasonable for the school.

As appropriate, the decisions of the Board will be guided by independent counsel and the integrity and best interests of the school and the advancement of its purposes will guide the final decision.

When a **conflict of interest exists**, the board will follow these procedures:

1. Any Board member having a possible conflict of interest on any matter will not vote or join the discussion so that his or her ideas influence the board's decision-making on the matter. The board member will be recused from the final discussion and voting after answering all Board questions related to the conflict and fully informing the Board of all pertinent details.
2. In the event that a conflict has influenced the decision of the board, the Board Chair will appoint a neutral third party or designate a committee to investigate alternatives to the proposed transaction. Once due diligence has taken place, the Board will determine whether the school shall proceed with the vote on the contract.
3. The Minutes of the board will reflect all conflicts of interest disclosures, abstentions from voting, and the existence of a quorum.

Q83. Explain the decision-making processes the board will use to develop school policies.

This deliberate action will dictate the organization of discussion among board members, including how board members will debate and discuss topics and resolve conflicts as they arise. The board will seek insight from key stakeholders, which include students, parents, community members, and the lead administrator when implementing new programs or policies. The board will ensure that all perspectives are appropriately considered. Furthermore, the board will utilize the network of charter schools in North Carolina, especially the high performing schools with similar demographics, to learn best practices that could inform our decision-making processes for the school. **The Coalition for Community Schools will also be a source of information and best practice for community schools.**

The policies designed by the board will be in full compliance with all legal, regulatory, and statutory requirements, and they will ensure that the school operates in a manner that is consistent with the successful attainment of our school mission.

All policies will be adopted by a vote of the majority of the board and will then be put into practice through procedures as developed by the School Administrator. When developing policies for the school, the board will seek input from all stakeholders, determine that it will result in the desired outcome, and ensure that they are in compliance with the law.

The process for policy development will follow these steps:

1. A need is identified.
2. The relevant committee collects data to determine if a need exists and if so, seek possible solutions.
3. The relevant committee makes recommendations.
4. The relevant committee drafts the policy.
5. The policy is shared with stakeholders for input.
6. The policy is presented to the board for discussion.
7. In the next month's meeting, the policy is presented again for final questions and will then be voted upon.
8. The policy is included in the school's policy manual, shared with stakeholders, and made available in online and paper copies.
9. The policy is reviewed annually as deemed necessary.

Q84. 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 that relates to the school's governing body and leadership.

The board will form advisory committees to advise the board in four important areas of the board's oversight duties: governance, academics, finances, and development. The board recognizes that it has the sole authority to make decisions and take action in these four areas; however, the board understands the importance of collaboration and partnering with stakeholders. The board will regularly seek and consider input from these advisory committees:

1. **Community Advisory Committee:** This committee will consist of three to five members consisting of community and board members. They will report directly to the Community Schools Director.
2. **The Nominating Committee:** This committee will consist of members of the board who are tasked with recruiting and nominating new members to the board. They report directly to the board.

3. **Academic Committee:** This committee will consist of board members, the School Administrator, community members, and teacher leaders, and its task is to ensure that the school develops and teaching strategies to ensure that the school is able to reach its mission, serve its students, and ensure academic achievement for all students as measured by the North Carolina Grade and End of Course tests. They will regularly analyze test data, conduct site observations, and collect input from members of the school community. They report directly to the board.
4. **The Finance Committee:** This committee will consist of board and community members. The members of this committee should possess a strong financial background. In their role as committee members, they will regularly create the annual budget; review it against actuals, and make recommendations and adjustments to the budgets to ensure financial viability. The committee will also be responsible for making recommendations to the board regarding major financial decisions. They will report directly to the board.
5. **The Personnel Committee:** This committee will consist of board members and, in collaboration with the School Administrator, will address personnel matters as they arise. The School Administrator will recommend the hiring of and the salaries for staff and teachers. The final hiring and firing decisions rest with the board. This committee will also work in collaboration with the Finance Committee regarding employee compensation and benefits.
6. **IMPACT Leadership Academy Advisory Council:** A diverse representative group of staff members will assemble to discuss success and areas of growth as it relates to the school's mission, and goals. This council will report to the School Director.
7. **Parent IMPACT Team:** To support the teachers and staff in the mission of IMPACT. This council will be its own entity and report to the School Director.

Q85. Discuss the school's grievance process for parents and staff members

The board seeks to create, sustain, and continually develop a positive learning environment for all stakeholders, and it encourages open dialogue among employees, administrators, members, parents, and students. There might be instances where concerns or questions that arise among members of the school community that are not readily answered in the employee or family handbooks or on the school website.

If a parent has a grievance related to a teacher or other employee, he or she is to take the following steps in a good faith effort to resolve the grievance:

1. Immediately, determine a mutually agreeable time to meet and discuss the grievance with the teacher or other employee-related to the grievance.
2. If this initial meeting does not result in a resolution to the concern, the parent is to communicate the concern to the School Administrator in written format; electronic or paper, in acceptable forms of communication. The School Administrator may choose to assemble and lead a meeting with the members of the initial party. As an employee of the board, when appropriate, the School Administrator would then reach out to the board chair to both alert him or her of the concern and to seek advice regarding the grievance.
3. If there is no resolution to the issue following the meeting with the School Administrator, the parent may file a grievance by following the board's policy and grievance process.
4. The board or appointed committee will receive the grievance and determine the next steps, including contacting the school's attorney for legal advice if deemed necessary.

If an employee has a grievance, then the employee is to take the steps outlined below:

1. Grievances should be communicated to the School Administrator. As an employee of the board, when appropriate, the School Administrator would then reach out to the board chair to both alert him or her of the concern and to seek advice regarding the grievance.
2. If the matter concerns the School Administrator or if the matter remains unresolved after the meeting with the School Administrator, then the employee may follow the board's policy and grievance process, which includes communicating in writing with the Chair of the board's Governance committee appointed specifically to respond to grievances. This committee will then contact the school's attorney for insight and guidance regarding the grievance if deemed necessary. Ultimately, the board makes the final decision regarding any response to the grievance or action steps required because of the grievance.

Q86. 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 the 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).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :


G Organizational Chart-Final.pdf

Q87. 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

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50

Resources :



Evidence :


H Charter School Board Member Information Form and Res...


Q88. [Attach Appendix I Charter School Board Member Background Certification Statement and Completed Background Check for Each Board Member](#)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 50

Resources :




Evidence :


I - Charter School Board Member Background Certification ...

Q89. [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.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 3

Evidence :


J- Proposed By-Laws of the Nonprofit Organization or Munic...

Q90. [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 Department of the Secretary of State.If the applicant is a municipality, attach a copy of the municipal charter.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :


K Articles of Incorporation or Municipal Charter.pdf

10.3. Staffing Plans, Hiring, and Management

Q91. [Projected Staff](#)Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be sure that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Chart is attached as evidence.

Comments :

Elective Staff are budgeted under Operational "instructional contract"

Resources :



Evidence :


Final Staffing Chart Template.xlsx

Q92. [Staffing Plans, Hiring, and Management](#).Explain the board's strategy for recruiting and retaining high-performing teachers.

IMPACT Leadership Academy (IMPACT) believes that a highly motivated, passionate, committed staff will be the most significant factor in student recruitment and achievement. I goal to attract driven, open-minded, dedicated, goal-oriented teachers who truly believe in IMPACT's mission and vision and reflects the diversity of IMPACT students. In an effort quality teachers to IMPACT, we have prioritized in the budget to start them a step above their current experience level on the NC State PayScale and provide an increase after the that exceeds one step on the pay scale. IMPACT will post the job opening on the IMPACT website, social media forums, LinkedIn, teachers-teachers.com, and other online job rec websites. IMPACT will also consider candidates from Teach for America.

Teachers retention at IMPACT is a priority and one of our top goals is to retain 80% of our teachers each year. In order to retain teachers, IMPACT will create a supportive, collabo climate based on continual improvement and enable teachers to feel personally invested. IMPACT will form a dynamic professional community where teachers want to work. Tea receive walkthrough observations with timely feedback along with their regular evaluations. Opportunities for professional development will be provided that target their specifi IMPACT will respect and honor each teachers' expertise and provide opportunities to be mentors, share their best practices with other staff, and lead professional development. at IMPACT will be leaders and decision-makers in regard to instruction and classroom management within the IMPACT framework. This allows teachers to have greater ownershi pride in the teaching and learning process.

IMPACT also respects and honors teachers for their services and will recognize them throughout the year to show appreciation for their time and dedication towards the student achieving the mission and vision of IMPACT.

Q93. **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 school leader has not been identified. However, the school administrator will have a familiarity with the targeted group of students and preferably hold a current license to o a school principal. Possible candidates with experience as a school leader, with demonstrated school improvement performance and with demonstrated community-building skills have been identified and are under consideration. The school administrator will receive training on the operation of a charter school. With the IMPACT Leadership Academy opening in do not anticipate hiring a school administrator until much closer to the school year. Some candidates are currently under consideration. It is anticipated that we will narrow the s a school administrator in the Summer of 2021 and we anticipate making a hire in the Fall of 2021.

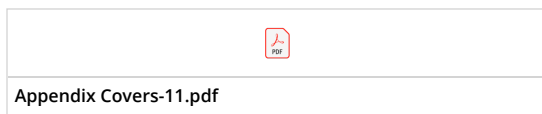
Q94. **Attach in Appendix O the School Leader's Resumelf school leader has been identified, include the school leader's one-page resume in Appendix O.**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Comments :

NA - The School Leader has not been selected, however, viable candidates have been identified.

Evidence :



Q95. **Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.**

The School Administrator hired by the IMPACT Leadership Academy Board of Directors is responsible for recruiting, hiring, training, evaluating, and when necessary recommend termination of all other staff at IMPACT Leadership Academy. The IMPACT Leadership Academy Board will create the policies and oversight to ensure the school is operational, sa has what it needs to fulfill its mission. Provided the School Administrator's rationale, the Board will provide final approval in accordance with the bylaws of all final decisions rega hiring and dismissals. Employees of IMPACT may attend open board meetings and may sign up to speak during the public comment section for 2-3 minutes, which is the allotted all public comments. IMPACT Leadership Academy Advisory Council is another means for staff leaders to have ongoing two-way communication when necessary. All board mem conduct an annual scheduled walkthrough at IMPACT in order to see the success of the school and provide feedback for continuous success based on the mission, vision, and go school. Board members may visit the school at any time.

Q96. **Outline the school's proposed salary range and employment benefits for all levels of employment.**

Salary ranges are estimated based on comparability with benchmarks from NC Public School <https://files.nc.gov/dpi/documents/fbs/finance/salary/schedules/2019-20schedules.pdf> (<https://files.nc.gov/dpi/documents/fbs/finance/salary/schedules/2019-20schedules.pdf>)

1. Teachers - bachelor's degree, 0-5 years' experience, \$35-45k/year
2. School Administrator - master's degree, L07 assistant principal, \$55- 75k/year
3. Office Administrator - \$25-40k/year
4. Dean of School - similar to School Administrator IV, \$50-70k/year
5. Curriculum Director similar to School Administrator IV, \$50-70k/year
6. Exceptional Children Specialist - similar to School Administrator III-V (10 mo), \$38- 45k/year
7. Substitute Teachers: \$100/Day

8. Elective Teachers (contracted)
9. Custodial Services (contracted)
10. Bus Drivers (contracted)

The school will not participate in N.C. Teacher Retirement System nor N.C. Teachers' Health Plan. In the first year, the Board will offer voluntary health care options for all employees through a voluntary benefits provider. Employment benefits, if offered in the future, will be estimated in alignment with the Department of Public Instruction's Local School District Benefits calculator <http://apps.schools.nc.gov/ords/f?p=153:1> (<http://apps.schools.nc.gov/ords/f?p=153:1>).

Q97. Provide the procedures for handling employee grievances and/or termination

If an employee has a grievance, then the employee is to take the steps outlined below:

1. Grievances should be communicated to the School Administrator. As an employee of the board, when appropriate, the School Administrator would then reach out to the board both alert him or her of the concern and to seek advice regarding the grievance.
2. If the matter concerns the School Administrator or if the matter remains unresolved after the meeting with the School Administrator, then the employee may follow the board and grievance process, which includes communicating in writing with the Chair of the board's Governance committee appointed specifically to respond to grievances. This committee will contact the school's attorney for insight and guidance regarding the grievance if deemed necessary. Ultimately, the board makes the final decision regarding any response to the grievance or action steps required because of the grievance.

Regarding termination, IMPACT Leadership Academy Board will identify specific conduct that may result in the termination of an employee which will be provided in the Employee Handbook and made available upon employment. Specific acts that may result in Suspension of Employment and Termination include Habitual violation of IMPACT Policies, Sexual Misconduct, Criminal Behavior, and Abuse of Children. These acts would be brought to the attention of the School Administrator who along with the Deans of School, would investigate to determine the extent of the violation. The School Administrator would bring the recommendation to the BOD for review and further investigation as needed. The BOD will make the final decision regarding Suspension and/or Termination.

Q98. Identify any positions that will have dual responsibilities and the funding source for each position

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

Dean of School: Will also serve as Testing Coordinator.

Community School Coordinator: Will also serve as School Counselor in the first year.

Q99. 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

IMPACT Leadership Academy Board will recruit qualified staff to serve the anticipated special needs population. Based on the demographics of the targeted population, the board is budgeting for 10% of the student population to potentially require specialized staff. The identification of staffing needs will begin at the time of receiving student registration information. As needs are identified (EC, ELL, and Gifted), specific personnel will be recruited and hired. For students requiring specialized services (speech and physical therapy), service providers will be identified and contracted with IMPACT to avoid any delay or service interruptions for the students. Gifted students will be served through a rigorous classroom instructional program and monitored for meeting the student's needs.

Q100. 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 to effectively perform the job function(s).

School Administrator has overall responsibility for the school, the corporation, its operation, its finances, and all staff in furtherance of the mission of IMPACT Leadership Academy. The school administrator is the primary liaison between the Board of Directors and all stakeholders, including students, parents, staff, the OCS & State Board of Education and community and political partners. The school administrator is responsible for working with the Chairperson to support the operation of the BoD, its committees, and for keeping the Board informed of the operation and performance of the school. The school administrator must also recruit, manage, and evaluate the staff and ensure the health, performance, and growth of the school. The school administrator should have a deep understanding and commitment to the IMPACT mission, experience in managing high performing teams, strategic insight, organizational skills, entrepreneurial drive, and capability to lead both the academic and business dimensions of a charter school. Experience in management, instruction, and an advanced degree is preferred.

Dean of School reports to the school administrator. The primary role of the Dean(s) is to provide leadership in the ongoing development, improvement, and evaluation of curriculum, instruction, and student data management.

- Responsible for providing feedback to teachers on instructional delivery and methods;
- Assist School Administrator and Curriculum Director in developing staff development programming;
- Responsible for managing student data systems;
- Assist in the administration of scheduling and standardized assessments;
- Assist School Administrator and Curriculum Director in the development of school created assessments;

- Serve as liaison to parents and facilitate parent education and involvement, including reinforcing the need for parents to support the school's policies and practices for student discipline, dress code, homework, and events;
- Assist in making formal reports to the board of trustees and charter entity on student academic performance;
- Developing and implementing the rituals, routines, and celebrations that ensure a culture of academic success;
- Developing and implementing professional development for staff to create and maintain a positive learning environment;
- Ensuring due process and legal compliance regarding all student disciplinary actions;
- Maintaining and reporting school-wide attendance and discipline data;
- Developing and implementing the rituals, routines, and celebrations that ensure a culture of academic success

The ideal candidates for these positions should hold a NC teaching license, an advanced degree in school administration, and experience in curriculum development. It is preferred candidates have experience improving school performance.

Curriculum Director

- Co-develop and communicate across constituencies a curricular vision for the school that emphasizes collaboration, critical thinking, integrity, compassion, and creativity.
- Promote a learning culture by conducting in-house professional development workshops to sustain a professional learning culture through Professional Learning Communities.
- Identify areas for curricular or instructional change, working closely with faculty and in partnership with the leadership team.
- Collaborate with the Community School Director to ensure curriculum aligns with the job-ready skills of the local workforce needs.
- Oversee the integration of technology to enhance student learning.
- Oversee the management of a Remote Learning Plan
- Provide advice and professional development to help faculty members meet individual and school-wide goals and expectations.
- Assess, document, and develop curricular alignment.
- Review and analyze standardized test scores to inform curricular decisions (short term and long term).
- Collaborate with the Learning Specialist, community leaders, and school administrators (1) to ensure cohesion and alignment of support for teachers and students (2) to further cultural competencies and character within students and faculty (3) for special programming and leadership opportunities within the school community.

The ideal candidate for this position should hold an NC teaching license, an advanced degree in school administration, and experience in curriculum development. It is preferred candidate has experience in improving school performance.

Community School Coordinator: the primary responsibility for coordination of public and private programs at the school site. The CSC must possess the ability to serve as a liaison between the school and community partners. Effective communication and organization skills, the ability to collaborate with diverse groups are essential for this role. CSC must work with teachers, school staff, parents, community members, and students in improving student achievement by:

- 1.) recruiting and coordinating the activities of individuals and organizations willing to offer programs and services at the school to meet the needs of students, families, and community members.
 - 2.) implementing strategies to strengthen these relationships.
- The ideal candidate for this position should have a High School Diploma or GED. A minimum of an Associate's degree is preferred. Three years of experience working with children and/or adults in a nonprofit social service or community development organization. Must possess a valid driver's license and access to an automobile on a regular basis.

School Counselor: Must possess a master's degree in school counseling. The counselor will work with individual and small groups of students to help them excel in school and collaboratively address a variety of topics with the classroom teachers ranging from behavioral issues to bullying prevention to college preparedness. The counselor will implement a comprehensive school counseling program based on creating a trauma-informed school and will provide teacher support and training in strategies to implement in their classroom. The counselor will oversee the MTSS processes for the school.

The Office Administrator reports to the School Administrator and is responsible for supporting the senior staff (School Administrator, Deans of School, Community School Coordinator) in their roles, oversight of the office environment, maintaining student attendance information, managing school communications, staffing the reception area, and other clerical work as needed. The ideal candidate will have at least 5 years' experience in a school office or executive assistant role.

The Custodian (unless contracted) reports to the Dean of Schools and works to maintain the school as a clean, safe, and healthy environment for our students and teachers. Custodians are expected to have experience working in a school environment. Qualifications include 5 years of experience in Housekeeping/Custodial work. Must be willing to receive training in First Aid, Emergency Preparedness including Fire and Tornado Safety, Workplace Safety, and Hazard Communications Requirements.

Teachers are classroom leaders, the direct face of the school to its students, and they are expected to be experts in their area of instruction and highly capable in pedagogy. We expect the majority of teaching staff to hold their NC teaching license, though some may qualify on the basis of their undergraduate degree and other experience.

Elective Teachers may include Physical Education, Art, Music, and Information/Technology. These teachers will plan instruction that is aligned with North Carolina Standards and the school's educational plan for IMPACT, provide instruction, demonstrate classroom management, maintain student records, communicate with parents, participate in professional development, and support the school in ensuring a safe and orderly environment and that student needs are met. Preferred qualifications, but not limited to, a minimum 4-year degree in their teaching area.

The Exceptional Children Specialist is responsible for overseeing the school's policies and procedures with regards to exceptional children and to ensure compliance with all state and federal laws. The EC Specialist will work with teachers to design and deliver IEPs and engage outside contract support as needed to effectively serve the school's EC population. Candidates are expected to hold an undergraduate degree along with an EC teaching license.

Teacher Assistant (TA) will reinforce lessons presented by the teacher by reviewing material with students one-on-one or in small groups. TA will enforce school and class rules and maintain appropriate student behavior. The TA will assist with other activities in the classroom and the school as directed by the assigned teacher or the DA. Qualifications include a High School Diploma, a passion, and experience in working with children, computer skills, and bilingual skills. Preferred credentials include a Two-year degree, 48 hours of college credit, and a competency test in reading, writing, and math.

10.4. Staff Evaluations and Professional Development

Q101. Identify the positions responsible for maintaining teacher license requirements and professional development.

The **Dean of School** will be responsible for maintaining records for teacher licensure requirements. The **Curriculum Director** will work with the Dean of School to develop professional development for the academic staff as aligned with the school's Licensure Renewal Plan.

Q102. 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 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.

Mentor, Retain & Evaluate

Teachers of IMPACT Leadership Academy will maintain and update their required licensure online using the North Carolina Department of Instruction (NCDPI) Licensure System. The system enables the verification of a teacher's and staff member's licensure as well. Opportunities to earn CEUs required to maintain licensure will be provided through modules in NCEES and professional development designed by the **Curriculum Director in collaboration with the administrative team**. Teachers will also be allowed to pursue their own professional development with prior approval for credit approval.

The **School Administrator** will prepare an annual report to the Board regarding the professional development plan and licensure status of the IMPACT Leadership Academy instructional staff and ensure that at least 50% of employees hold a professional educator's license for the subject or grade level they teach. IMPACT teachers and staff will interface with the Regional Education Facilitator for the southeast region to ensure that they have quality teacher induction programs that nurture and support the professional growth of a beginning teacher. Teachers and staff will be able to participate in webinars, quarterly collaborative meetings, annual Peer Reviews, and continuous professional development provided by the Regional Education Facilitator. IMPACT's teachers and staff will benefit from participation in networks outside of the school and in building professional relationships with others.

IMPACT's evaluation for teachers consists of establishing that the teachers and staff are committed to student learning, to managing and monitoring student learning, to knowing their content, to teach the subjects they teach, to learn from experience, and to participate in professional learning communities. Teachers will be evaluated on the NC Teaching Standards using the IMPACT Evaluation Rubric. Teachers will be expected to maintain a digital portfolio that demonstrates their developmental progress on North Carolina Teaching Standards. The digital portfolio will be guided by the mission and instructional plan of IMPACT Leadership Academy and will include evidence of student academic and social-emotional progress along with teacher reflections.

IMPACT's mentoring plan will be designed to provide holistic and personalized support based on the teacher's expressed and observed needs. A teacher can determine the areas they would like to pursue per their professional development plan. IMPACT's teachers will be able to focus on their content area or their grade level. The more experienced teachers, and staff will serve as mentors and complete mentor training available in NCEES. The mentoring program will include a reflection component where teachers will document their growth in reflective development portfolios to include artifacts of growth over time.

IMPACT's administrative team provides frequent feedback to teachers to facilitate continuous improvement. Teachers will be committed to continuous improvement in their field. Performance will be measured based upon their skill in meeting and exceeding the learning needs of their students. IMPACT will make professional development (PD) an essential component and view it as an investment for all educators of the school. Workdays are set aside for PD in the school's annual calendar. Learning for IMPACT's teachers will take place collaboratively so that both the individual and collective development of the teachers and staff occurs. IMPACT's administrative team is responsible for the evaluation of instructional effectiveness. The evaluation program will use multiple sources and types of student performance data, classroom observation, work samples, and self-assessment to identify, assess strengths and development needs. This evaluation will guide professional development, personnel, and assignment decisions. IMPACT's administrative team will review the staff mentorship and evaluation program with the board of trustees bi-annually to ensure that teachers are achieving the results tied to the mission and vision of the school, and to make any changes as needed.

Q103. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program to the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

The core components of the professional development plan will address the **content, process, and product** of project-based learning. Teachers will be trained to use a template for designing project-based learning units of study with an emphasis on content, process, and product of *The Seven Essential Project Design Elements*. The **content** of the units will be aligned to **Core Knowledge Sequence and the NCSCOS**. Training will be developed based on the *Core Knowledge Implementation Guide*. The learning **process** will be designed based on the 5E's (engage, explore, explain, elaborate, evaluate) and differentiated for gender-based learning styles. Gender-based learning strategies will be embedded into the PjBL training as part of the design of the learning process. Teachers will personalize learning by using strategies unique to the specific learning styles of each gender. For portions of the instructional day, students will be grouped by gender and the process of learning will be differentiated. Teachers will be trained on gender-based learning strategies. Unit **products** will include authentic assessments (performance tasks). Performance tasks and project rubrics guided by G.R.A.S.P.S. criteria (McTighe & Wiggins, 2010) will require that teachers be trained in how to design assessments that hold students accountable for learning outcomes aligned to the standards of the unit. Teachers will receive training on this component using models and collaborative design.

The approach to professional development will be holistic in the beginning and then training will be hands-on in teaching teams learning by doing. Depth and skillfulness will be built as teachers collaboratively plan weekly and engage in weekly professional development at the lead of the **Curriculum Director**. Individual support will be provided, as needed, by teachers, mentors, and the **Curriculum Director** and the administrative team. Teacher teams will use the planning template and backward design to develop units that are engaging, relevant, and aligned to the Core Knowledge Sequence and NCSCOS.

The **Curriculum Director**, in collaboration with the administrative team, will design and deliver professional development on-site and virtually both during workdays and during designated PLC time. Teacher training days are scheduled in the calendar prior to opening. Teachers will also visit and network with other local school sites that currently utilize the framework and curriculum. Initially, teachers will be able to use pre-designed units to explore and adapt to the needs of their students and content.

Q104. 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.

(5) full days of instructional training with the following expected outcomes:

Day 1 of 5 full days:

- Experience project-based learning (hands-on) from a student perspective. (Center on a community need and utilize a community partner)
- Explore community resources.

Day 2 of 5 full days:

- Understand the design of project-based learning
- Overview
- Content: Core Knowledge Sequence
- Product: Authentic assessments (G.R.A.S.P.S.)
- Process: 5E's, gender-based learning strategies
- Experience the process of backward design
- Experience the process with simple content

Day 3-5 of 5 full days:

- Introduction to Core Knowledge
- The scope and sequence of the first quarter.
- Introduce pacing guides and curriculum maps
- Preview teacher created **Domain Units** available online (free)
- Begin developing the first Unit

5 full days will be used to prepare staff for organizational/procedural training and set the stage for opening school.

Q105. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staff structure accommodate this plan.

There are eight (8) staff training days scheduled prior to opening day, five of which will be dedicated to instructional and organizational training. **Every Monday**, the schedule allows for staff professional development and training from 2:30 PM - 4:00 PM. Staff will also have an hour of common collaborative planning for sixty (60) minutes daily during student prep. A minimum of two of those days will be dedicated to PLC work based on the Dufour model.

“Professional learning community (PLC) An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.” (source (<https://www.allthingsplc.info/about>))

10.5. Marketing, Recruitment, and Enrollment

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

Q106. Marketing Plan Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population it seeks to serve: (G.S.115C-218.45(e)).

IMPACT Leadership Academy is serving a rural community and will need to be strategic with its marketing approach since there may be a significant population disconnected from social media and other online forms of advertisement. It will be critical that we communicate in small groups through community meetings, in print, and virtually. The Community School Coordinator and School Administrator will play a key role in communications. Community partners will also be involved with marketing the school to the community as a whole.

IMPACT Leadership Academy's design of a community school lends itself to a natural on-going process of marketing. The school is designed to be a hub for community learning with existing supports and resources through collaborative leadership practices and provides extended and enriching learning opportunities for students and families. The services available to parents and students as an integral part of IMPACT will make known the school and how we serve students, families, and the community. IMPACT plans to employ a **Community School Coordinator (CSC)** whose role is the coordination of public and private programs at the school site

IMPACT will also dedicate funding annually to provide marketing materials virtually as well as in print. Virtually, we will keep an updated website to communicate with potential students and parents and utilize social media, such as Facebook, to advertise to and educate the general public. IMPACT will also utilize its own YouTube Channel.

To reach and maintain full enrollment, we plan to implement an ongoing marketing plan that includes, but is not limited to, the following:

Charter Application Phase: June 2020 - July 2021

Goal: Gather additional information regarding the educational need or interest for a public charter school from at least 200 families, recruit additional board members, and establish potential community partnerships.

Actions:

1. Conduct a series of meetings with key community leaders to have an informed voice to answer questions as information regarding the school's upcoming application submission is publicized.
2. Meet with community partners to establish channels for disseminating publications to the community in print.
3. Establish a website (SITE LINK (<https://sites.google.com/view/impact-leadership-academy/home>)).
4. Strengthen social media outlets.

Q107. Describe how parents and other members of the community will be informed about the school.

IMPACT will continue to inform parents through the efforts of the **Community Schools Coordinator (CSC)**. A strategic plan will be collaboratively developed with community partners and a parent advisory team to include strategies that meet the needs of the community and align with current channels of communication in the community (ie. community meetings, social media, online social media, religious organizations, local afterschool programs, preschools, promotional videos, and local businesses)

Board meetings, to include a community partner and a parent, will be transparent and maintain an allotted time devoted to public comments. We will also schedule town hall meetings to allow the school and the larger community to communicate their concerns.

Parents will be a part of the school community. They will be invited to volunteer and play an active role in their child's education. Through the school's focus on leadership development, IMPACT Time will involve students, community, and parents as mentors in service projects or club activities. Community partners will participate as an authentic audience for student presentations of capstone or performance tasks. Student products will be on display showcasing student application of learning across all content areas from the arts to core subjects including science and technology.

Leadership will produce monthly newsletters to share celebrations of progress and to update stakeholders on the life of the school.

The CSC will design and coordinate a parent volunteer system that allows parents to use talents to engage with the school community and strategically support overall student success.

Q108. 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.

The responsible parties will include parent and community volunteers, as well as the planning committee established by and working collaboratively with the Board.

Planning Year: July 2021 - January 2022

Goal: Obtain more than 75% Letters of Intent (LOI) that are balanced across all grade levels. Educate parents that Letters of Intent cannot be utilized as applications for enrollment.

Actions:

1. Collect contact information utilizing LOI format.
2. Recruit prospective volunteers and additional board members.
3. Utilize marketing tools (social media and school website) to share information with the community.
4. Utilize interested families to host community gatherings, public charter school town hall meetings, and potential employment fairs.
5. Visit local preschools, daycares, churches, other child-related organizations, and community organizations, such as The Gate and Partners for Children, to distribute information.
6. Speak at local civic meetings, such as the Rotary Club, etc.
7. Conduct community meetings open to the public held at after school centers in Wayne County, Lenoir County, and Greene County. At these meetings, we will use a PowerPoint presentation to provide information about the school and the application process. One of our board members and one of our consultants are bilingual and will assist in interpreting the meeting and translating brochures and fliers.
8. A representative of IMPACT will attend community events to promote the school. All marketing information will be provided in both English and Spanish to ensure all people feel welcome to enroll.
9. Once the lead administrator is in place, he or she will perform these duties in conjunction with board members.

November 2021

- Host a public forum to announce school opening in 2022
- Send radio clips in both English and Spanish to local radio stations.
- Begin full-website development
- Advertise on Social Media

December 2021:

- Participate in holiday activities of the community
- Advertise upcoming open enrollment
- Finalize website

Open Enrollment and final Ready-to-Open Period (January 2022-July 2022)

Goal: Enrollment is at 150% capacity and is evenly distributed across grade levels. An active waitlist is in place for all grade levels.

Actions:

1. Send a direct mailing to households in specific zip codes.
2. After the lottery, we will ask our enrolled families to recruit new families and utilize them to host community gatherings, public charter school town hall meetings, and potential employment fairs.

January 2022:

- Open Enrollment Begins

March 2022

- Open Enrollment Ends - if enrollment exceeds target student capacity for each grade level. Lottery event is held, and parents are contacted to confirm acceptance
- Parents are required to finalize enrollment by submitting the required information

March 2022:

- Open Enrollment is reopened if target student number is not met
- A celebratory event is held at the campus site for accepted and enrolled students

April 2022:

- Public Forum is held for parents that are on a waiting list and what that means for their chances of attending our school

May 2022:

- Back-to-School Information is sent to the address of enrolled students

June 2022:

- Advertise Meet-the-Teacher Event in July
- Hold a Cook-out for enrolled students/parents

July 2022:

- Hold a Meet-the-Teacher Event for all upcoming students
- Contact all parents/students that did not attend to confirm interest and attendance in August

August 2022:

- Hold a week-long program leading up to the school to ensure school interest and attendance come the start of school
- Hold Student/Parent Orientation

Metrics:

- Recruitment and enrollment online platform with built-in metrics and reports for analysis is budgeted.
- Return on Investments report for events and the number of applications submitted
- Parent surveys from parents at our orientation event that asks where they first heard of the school, if they applied online or in-person, and an open-ended question making recommendations on best ways to engage their family
- Website views/Facebook likes that occur after each event/marketing push. This will help us understand how successfully our marketing/community engagement tactics work and take parental action to learn more.
- Community Schools Coordinator feedback from established partners

First 20 Days of School (Approximately August 2022)

Goal: Build and sustain a waitlist that is 25% or more above capacity per grade and is balanced across all grade levels.

Actions: After studying which marketing strategies worked best over the previous 18 months, the Board will focus its attention on the top two strategies and continue to promote them in a similar manner within the community.

Q109. 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 area.

IMPACT Leadership Academy intends to be a school as diverse as the community. Given that the LEA is serving over 95% economically disadvantaged students in a rural area, we will work with the community partners to make enrollment accessible to any family with a desire to apply to IMPACT. We will strive to mediate the barriers to technology access, transportation, literacy skills, and language. Connecting with the local housing authority, daycares, faith-based organizations, business owners, and community non-profit organizations, will aid in reaching a diverse population. Providing access to enrollment in venues that all parents are accustomed to will build trust and open opportunities for those who may not be accustomed to navigating the educational system. We will partner with individuals that are trusted in the community to support enrollment efforts. Materials will be provided in English and Spanish, the two dominant languages of the area. A weighted lottery will be used to give priority access to educationally (economically) disadvantaged students, including English Learners. IMPACT has a plan to provide transportation that is also handicap accessible.

Q110. What established community organizations would you target for marketing and recruitment?

Some of the community organizations that IMPACT would work with include Olivia's Catering, 4Day Movement, local daycares, faith-based organizations, Partnership for Children's Homeless Shelter, Kinston Housing Authority, Young Women's Outreach Center, United Way of Kinston, Community Health Center, and Friends of the Homeless-Shelter.

10.6. Parent and Community Involvement

Q111. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

IMPACT Leadership Academy (IMPACT) will initiate a parent community engagement plan upon approval for planning to begin. The School Administrator will begin meeting with community partners and engaging parents in collaborative planning monthly from June 2021 through August 2022 for opening the school. Teams will be formed to begin aligning community resources to meet student needs as well as to provide a voice in school design elements, such as the House System that will shape the school culture.

Communications promoting the announcement and planning process regarding the opening of the school will be available through social media, grassroots community organization networks, and the IMPACT website. Parents and community members will be invited to attend IMPACT town hall meetings hosted by Board Members where information about the school will be presented and specific questions from attendees can be addressed. The timeline for the school's opening, the process for applying to the school, and the lottery, as well as the school's offerings, will be shared. Community organizations will be contacted to make presentations to community members of the plans and opportunities forthcoming with the opening of IMPACT.

IMPACT will commit to attending community events around Lenoir and surrounding communities where information about the school and the enrollment process will be shared. Events include End of School Blast, Swingin' Wingin' Moon in June! Festival, Community Music Festival, Wood Ducks baseball games, and Smoking In The Foothills BBQ Competition Festival. These events are well established in the community and are attended by the local county members as well as members from the surrounding counties. While these events provide opportunities for IMPACT to share information with families, these events also represent IMPACT's commitment to being a part of the greater community.

Months prior to the opening of school, IMPACT will promote specific dates for visiting the school. At these visits, students and families will be encouraged to ask questions and gain understanding of the school and its mission. Families will be encouraged to consider their roles in volunteering and contributing to the activities of the school. IMPACT will host a House for all students and families whereby they will meet the school leadership and teachers. Orientation for all families and students will be held where IMPACT's educational philosophy, classroom and behavior management plans will be shared.

Q112. 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.

IMPACT Leadership Academy will collaboratively design a **Parent IMPACT Plan** with identified parent leaders. The plan will establish a collective vision for building relationships and leadership capacity, identify goals and relevant action steps, as well as a plan for overcoming the barriers to parents being an integral part of the life of the school. The **Parent IMPACT Team** exists to support the teachers and staff in their mission. There will be opportunities for them to have two-way communication with **IMPACT Leadership Academy Advisors**. Additionally, administration will host monthly or quarterly parent meetings or parent engagement events centered around various topics. They will be their own entity and report directly to the School Administrator.

As a community school, resources for family support will be available on-site. Resources like a food pantry, adult educational opportunities, and family support will be accessible on IMPACT's campus. The **Parent IMPACT Center** on campus will have planned educational opportunities for parents from learning about the House system, how to support social and emotional development, literacy, and job preparedness skills. Parents will be able to use the facilities to organize community events. They will be invited to be a part of our quarterly House celebrations, student showcase events, and IMPACT Time events.

Q113. 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.

Based on the pillar of collaborative leadership, we believe that the plan should be developed with parents of the community and with community partners that can provide resources. Some of the possible offerings of the **Parent IMPACT Center** would likely include weekly opportunities to receive training in the following areas.

1. Service
2. Volunteer Training
3. Tutors Workshop
4. Supporting Academic Success
5. Literacy in the Home
6. Social-Emotional Development
7. 4 C's (critical thinking, communication, creativity, collaboration)
8. Personal Development
9. Job Readiness Skills Training
10. Budgeting and Financial Workshop

10.7. Admissions Policy

Q114. 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 period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE. b. Clear policies and procedures for the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences. c. Clear policies and procedures for student waiting lists, withdrawal, 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.

IMPACT Leadership Academy's board of directors will adopt an admissions policy which details the school's admission process. Open enrollment will be scheduled for a minimum of 30 days in January and February. The lottery will take place in **March**. We will run public service announcements in local news media, on social media and in print through community organizations to announce the period of open enrollment and lottery prior to the first day of open enrollment.

Lottery Policy

Lottery policy shall follow the Priority Lottery Guidelines as outlined.

The lottery will include priority in the following order:

- Children of full-time employees
- Siblings of current students
- Board members
- Educationally disadvantaged students.

Lottery Selection: As required by G.S. 115C-218.45(h): During each period of enrollment, the charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. If there are more applications than spaces, the available spaces will be awarded by public lottery. Once enrolled, students are not required to reapply in subsequent enrollment periods; however, students who are placed on the waiting list will need to reapply for the lottery in subsequent school years.

Notwithstanding any law to the contrary, a charter school may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-390.5 or G.S. 115C-390.11 until the period of suspension or expulsion has expired.

Enrollment Application Time Period: On the first day of open enrollment, an admissions application will be available online and in print. We will use email, the U.S. Postal Service, and community partners to disseminate print applications. Locations in the community where enrollment may be facilitated by community partners will be established for families needing support completing the application. We will collect admissions applications for the 60 days of open enrollment, to the first Friday in March. A lottery will be used if the number of applications exceeds the number of seats for that grade level on the scheduled lottery date in March. If capacity is not reached on the initial enrollment, enrollment will continue until capacity is reached for each grade level.

In subsequent years, requested applications for the upcoming school will be available on the school's website, and can be mailed or electronically sent upon request, beginning in January through the time the lottery enrollment closes the first Friday of March of the proceeding school year. Any applications received after the close of business on the first Friday in March will be placed on the waiting list in order of receipt. A lottery will be used if the number of applications exceeds the number of seats for that grade level on the scheduled **lottery date in March**. If capacity is not reached on the initial enrollment, a second enrollment opportunity will be conducted in March of that year.

Lottery Process: Applications for open-enrollment will be made available from January through the first week in March. All applications must be received by the first Friday in March in order to be considered for the school's lottery. The Lottery is conducted thereafter in March. The date and location are made public so that anyone may attend. The lottery is conducted by an impartial third party firm in accordance with state standards and school priorities. Following the lottery, parents are notified of their acceptance. The school will publish the applicant's assigned lottery number (no names) on the school website showing the applicant lottery number of students accepted by grade level and the ordered wait list. Parents and students must have to be present to accept the lottery. Immediately following the lottery, the school will send an official notice of acceptance and we will begin visiting each family. We will also send notice to students that were not accepted with waitlist instructions. Upon filling all the available positions, the lottery continues through the entire pool of applicants to establish a waitlist.

Any student receiving a seat either through the initial lottery or through the waitlist will have a limited time to accept or decline the seat **by completing a full registration packet** offered the seat prior to the first day of school, must be present beginning the first day of school. Should a parent decline a spot, the open position will be offered to the next applicant on the waiting list and these guidelines will apply. Outlined below are the time limitations to accept or decline a seat:

Outlined below are the time limitations to accept or decline a seat:

- **From the date of posting lottery results until June 1:** Families will have one (1) week to accept or decline a seat for the next school year.
- **From June 2 to the first day of the new school year:** Families will have seventy-two (72) hours to accept or decline a seat for the upcoming school year.
- **After the first day of a school year:** Families will have seventy-two (72) hours to accept or decline a seat for the current school year.

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

Parents/Guardians must return all enrollment materials required within the time limit set above to accept your seat at IMPACT Leadership Academy. Should an applicant decline enrollment, the slot will be offered to the next student on the waitlist, and the waitlist will be updated accordingly. If we do not receive your completed registration packet and materials by the time allowed, families will be contacted by phone or email to inquire as to the status of your materials and your intent to enroll. If we do not hear back from you in 24 hours, decline enrollment, your spot will be offered to the next applicant on the waiting list.

YOUR CHILD MUST BE IN ATTENDANCE THE FIRST DAY OF SCHOOL. If your child is not in school on the first day of school, the school will make reasonable efforts to contact the student's family via phone and email. If the school has not heard from the family within 24 hours, the seat will be offered to the next student on the waitlist on the next day of school.

Lottery Preferences: The charter school shall not discriminate against any student on the basis of race, ethnicity, religion, sexual identity, gender, gender identity or expression, disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

Siblings of already enrolled students, children of all full-time employees, children of the school's Board of Directors, and applicants who are Economically Disadvantaged will receive priority enrollment in the following manner:

Lottery Priorities: Children of current staff and siblings are given priority over children of board members and students who are considered Economically Disadvantaged. Should a full-time staff member be hired after the annual lottery has occurred, space will be made available for said staff member's children for the upcoming school year. Children of Board members are given the next preference, followed by students whose families qualify for Free and Reduced Lunch with a priority for English Learners. If there are more applicants than spaces available spaces will be awarded by public lottery with priority in the following order:

1. Children of current eligible staff
2. Siblings of currently enrolled students
3. Children of current Board members
4. Children whose families are considered Economically Disadvantaged and English Learners
5. All other applicants.

Siblings: It is the intent of IMPACT Leadership Academy to support whole families and create a school community. All families with siblings of currently enrolled students must submit an application. Siblings of enrolled students will receive priority for admission during the lottery process if their applications are received by the designated deadline.

If multiple birth siblings apply for admission to a charter school and a lottery is needed under G.S. 115C-238.29(g), (2), the charter school shall enter one surname into the lottery and the parent(s) shall represent all of the multiple birth siblings. If the surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.

Employees and Board of Directors: IMPACT Leadership Academy will limit to no more than 15% of the school's total enrollment priority admission to children of full-time employees and children of the charter school's Board of Directors.

Economically Disadvantaged Students: IMPACT Leadership Academy will institute a weighted lottery for remaining available seats *in order to achieve 50% of our students meeting "Economically Disadvantaged" (ED) criteria, defined by meeting National Free and Reduced Lunch (FRL) criteria and 10% English Learners*

With each lottery, the **School Leader** will work to identify the number of FRL seats to make available per grade level in order to balance students admitted across grade levels, to available, school resources, and planned annual target.

- Families will have the opportunity to complete an optional form, separate from their lottery application, where they can offer family income information in order to determine FRL eligible for the purposes of the priority lottery. This supplemental form will ask applicants to consent to verify status as FRL eligible by IMPACT staff and will state that no special information will be obtained beyond eligibility status and that the information will not be retained.

Pre-Admission Activities: IMPACT will host a series of events to introduce students and parents to the school. The school admission policy will also address withdrawals, re-enrollment, and transfers. Students that withdraw because of parent military service, employment, or education have an admission preference if they return during the two-year period.

Withdrawal: Students that withdraw outside of the policy preference will be required to go through the lottery process again. Students that transfer under the withdrawal preference return when a seat is available as a preference. The school will also recognize limited preferences for board members, teachers, and staff.

Q115. **Weighted Lottery** Does your school plan to use a weighted lottery?

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 will 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 legal practices, protocol, and research.

Yes

No

Q116. **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**

IMPACT Leadership Academy's (IMPACT) is designed as a community school with a vision to personalize learning, remove barriers and provide access to opportunities for a bright future. IMPACT will invite all students to apply for the available seats. The pillars of a community school are designed to specifically provide the support needed by educationally (economically) disadvantaged students and families. We request a weighted lottery that will provide preference to educationally (economically) disadvantaged students. In addition, we request a weighted lottery for the subgroup of English learners.

Q117. **2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.**

We will reserve 50% of seats during the initial lottery for educationally (economically) disadvantaged students. IMPACT will reserve 10% of the seats for English Learners. We will work with a vendor to successfully execute the weighted lottery. Our enrollment policies will include the percent of seats for a weighted lottery and specific procedures.

Q118. **3) The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.**

Even when recruiting efforts are strategic and extensive, better-resourced parents are more equipped to navigate the application and enrollment process. IMPACT Leadership Academy seeks to be a diverse school and is designed both educationally and structurally to provide opportunities and support for students that are facing the challenges of the educationally disadvantaged. The school is serving a rural county so using a weighted lottery will add a layer of protected access to what this school has to offer.

Q119. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application**

Yes

No

Q120. **Explanation (optional):**

11. Operations

Q121. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

- Yes
 No

Q122. Explanation (optional):

11.1. Transportation Plan

Q123. 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 cost 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

IMPACT Leadership Academy will operate from the position that transportation for our targeted population poses a challenge for them having access to equitable educational opportunities. With this in mind, IMPACT is committed to providing free transportation to our students so this access to equitable education is not an obstacle for our students and their school attendance.

To meet the transportation needs of our students who depend on this service, IMPACT has identified a local transportation company to contract to transport these students to school. During enrollment families will complete a transportation survey in their enrollment packet so that we can plan for their transportation needs. IMPACT will then compile and analyze the data collected to create reasonable bus routes and stops for all students requiring transportation to school. For students who live 10 miles or more beyond the school, we will coordinate group stops to accommodate these students and their families to remove barriers for access to IMPACT. Particular attention will be given to routes concentrated in high-density areas to promote the efficiency of stops. The School Administrators and Administrative Assistants will have the responsibility of using compiled route data to create the safest, efficient, and most manageable bus routes possible. To meet state guidelines IMPACT will commit to complying with all regulations and provide transportation services for all students including those students with an IEP who require specialized transportation in order to access education.

IMPACT will collaborate with families living in excess of 10 miles away from the school to coordinate a carpooling program for students who reside near each other. This strictly voluntary program will allow families who wish to take part in it to provide students a safe alternative for school transportation.

Providing students a safe and equitable means of transportation to school is a commitment to IMPACT. Our goal is to ensure there is not a barrier for anyone, especially underserved populations who may otherwise not have the opportunity for equitable education to have access to our school. By conducting a survey, IMPACT will assess its transportation services and the first 20 days of school to ensure the transportation needs of its students are met and adjust the services based on the data received.

11.2. School Lunch Plan

Q124. 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 the 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.

IMPACT Leadership Academy's governing board recognizes the correlation between good nutrition and academic performance for students. With this in view, IMPACT will budget for a contracted vendor to provide nutritious, well-balanced breakfast and lunch at no expense to students. IMPACT's contractor will follow USDA guidelines. All policies and procedures for procurement processes, health, and safety issues concerning food preparation, storage, meal plans, and serving guidelines will be established by the school.

IMPACT will make applications available to each household so a determination can be made about students who are eligible for free and reduced-price meals. Upon review of information collected from IMPACT households, the school will apply--if eligible--for the Community Eligibility Provision (CEP) a program designed to provide access to nutritious meals for students in high-poverty areas "at no cost". We will seek grants and donations to provide snacks during IMPACT Time, designed to extend the learning and enrichment opportunities for students. The goal of IMPACT's nutrition plan is to ensure that every student, regardless of family income status, is able to consume a healthy, well-balanced meal that promotes a focus on student academic environment.

11.3. 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 of the following amounts:

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

Q125. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Table is provided.

Resources :



Evidence :

Insurance Coverage Template.xlsx

Q126. 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 costs.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :

L- Insurance Quotes .pdf

11.4. 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.

Q127.

We, the Board members 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.

The Board Chair must sign this question.

Signature

Q128. Start-Up Plan Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals where applicable).

The start-up plan for IMPACT Leadership Academy is outlined in the attached chart.

Evidence :


Start Up Plan.pdf

Q129. 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 a PDF, if applicable.

The proposed location of IMPACT Leadership Academy (IMPACT) has experienced the inability of multiple charter schools to demonstrate sustained success over a period of time. As a result, the board anticipates reluctance from the community to support another charter school. In an effort to address this reluctance, the board will be intentional about leveraging relationships and partnerships in a way that creates ownership and a shared goal for school success. IMPACT has--and will--strategically develop and maintain purposeful relationships with the Faith-Based Community, the Business Community, the Health Care Community, and the Political Community. These relationships will be cultivated through open, two-way communication that promotes shared responsibility in key aspects of meeting the academic and social developmental needs of our students.

11.5. Facility

Q130. 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 of reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation. 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

IMPACT Leadership Academy's Board Members will meet an identified local real estate agent to discuss and select the optimum facility as required by state regulations. For its initial year, IMPACT's plans to lease a previously constructed facility. After choosing the most appropriate facility to meet its needs, IMPACT's Board will work with a bank to consider financing options for the facility after approval of the charter.

IMPACT's Board and the relator will have strategic discussions to ensure the facility's location is in Lenoir County with close proximity to the Kinston area. The discussion will also take into account the Public Schools of North Carolina Guideline recommendations in relation to acreage per 100 students. All guidelines to ensure that IMPACT will meet the necessary health and safety requirements to obtain the Educational Certification Occupancy will be met. The board plans to both identify and secure a facility as early as possible during the application phase of the planning year.

Q131. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom layout, 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.

Based on the educational program and projected student enrollment, IMPACT Leadership Academy (IMPACT) will have adequate classroom space, common areas, and amenities to meet the needs of its students. In its initial year of operation, IMPACT will need 8 classrooms in the first year, and increase by 2 classrooms each year to a total of 18 classrooms in year 3. The average classroom size will measure 30 x 24 sq feet. All classrooms will be spacious enough for multiple class arrangements to include: Traditional Classroom, Horseshoe Setup, Divided Classrooms. IMPACT will also have 3 classrooms to accommodate the Encore curriculum.

In terms of amenities, IMPACT will have well-maintained restrooms with adequate toilets and a playground for students to expend energy during appropriate times throughout the school day. In addition to those amenities, IMPACT will also have an open-air space to host Morning Motivation and assemblies.

IMPACT plans to remain in the leased building for 3 - 5 years. In the later part of the lease IMPACT's board will research and identify a development company to begin the discussion on a newly constructed facility or an existing facility that could be remodeled to further the vision of the school.

Q132. 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

There are a variety of facility needs that IMPACT Leadership Academy will have to accomplish its mission. The school needs to have a minimum of two spaces dedicated to active learning and exploratory learning. The school will also need a room large enough to accommodate the arts. An open-air space or room will act as an auditorium to host larger groups, student performances, celebrations, and parent events. IMPACT will have a main office area within the facility to serve as an operations center for our school. Three additional office spaces will be used for administrative offices. There will be 2 workrooms--one larger room near the main office and a smaller room on the opposite side of the building. These 2 workrooms will serve as copier/supply rooms for staff to prepare materials for instruction as needed. IMPACT will plan to have 1 room for supplies and 2 storage rooms. There will also be 1 room for Professional Learning and other staff training.

Q133. 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 location

The board has identified two properties of interest for IMPACT Leadership Academy thus far:

1. Property A is 51,288 SF and \$1,633,023. Single level
2. Property B is 70,000 SF and \$0.17 per SF. Single level

Upon research, it was noted that several of the facilities in Kinston cost between \$0.17 SF/Mo and \$1.00 SF/Mo a square foot. These spaces are comparable to the commercial and educational spaces in the proposed location of the IMPACT.

Q134. 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 and provide 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.

Securing an adequate facility for IMPACT Leadership Academy to meet the needs of its students is essential to IMPACT's board, and this is viewed as a priority. As the board seeks the planned facility, it will also explore contingency facilities in the event of a delay.

One of those contingencies is two identified churches, with which IMPACT has an established relationship, that could serve as a temporary location until the proposed facility becomes available. The church has a vacant adjoined warehouse that would require limited restructuring to meet specifications for facility guidelines. Another contingency is IMPACT's board identifying available buildings for lease that are safe and have sufficient space to accommodate the school's mission.

Q135. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

IMPACT Leadership Academy's board has experience with securing the financial means to acquire a facility. One board member has extensive experience with renovation and site management through his own non-profit. Another board member is a real estate agent who has experience in property sales, renovations, and management. The board has built a partnership with two community realtors that have provided letters of support. The board has also formed relationships with local ministries that are willing to help both with a facility and renovations as needed.

12. Financial Plan

Q136. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
 No

Q137. Explanation (optional):

12.1. Charter School Budget

Q138. If applicable, attach Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

Comments :

Not applicable. IMPACT Leadership does not have any revenue assurances at this time.

Evidence :



M-Revenue Assurances.pdf

Q139. Attach Appendix N: Proposed Budget for Year 1 through Year 5

Click "Resources" (to the right of this text) to access and download the Budget Template.

- Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Comments :

IMPACT Leadership Academy projected budget is attached.

Resources :



Evidence :



IMPACT-budget2.xlsx

12.2. Budget Narrative

Q140. How was the student enrollment number projected?

Enrollment projections are based on several factors. A survey of the community shows a significant desire for other educational options that would be able to meet the needs of community in a unique way. Though IMPACT is designed as a K-8 school, the survey shows community interest in K-12. In meetings with community leaders who are routinely engaged with parents and students, it was repeatedly expressed that parents desire other options for education. Finally, It is the intention of IMPACT Leadership Academy to establish a successful community school model with strong integrated health and social support, and a unique educational plan with a smaller population of students, and then we will look to possibly replicate. It is a driving desire to make every effort to bring a positive and successful experience to this community. For IMPACT, the projection at full capacity of 360 students is 6% of the K-8 enrollment for the LEA.

Q141. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection

It is evident from current student achievement trends, our survey results and communication with community leaders that a community school like IMPACT Leadership Academy can provide a unique opportunity to support a community that faces some of the most challenging barriers of generational poverty and low-wealth conditions. Community members and families that are vested in the success of Lenoir County have expressed weariness with the challenge to help the youth find success and become the leaders of change that strengthen the community. Currently, there is only one free public school option available to parents in the county other than the LEA. Private school options are experiencing growing enrollment.

Q142. Provide the break-even point of student enrollment

Our break-even point of enrollment Year 1, using the traditional break-even analysis, would be 150 students. As of now we are projecting enrolling 160 students with a projected surplus of \$55,458 after expenses.

Q143. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated

IMPACT Leadership Academy (IMPACT) will establish a contingency plan to meet any unexpected shortfall in revenue. In order to offset any revenues that are lower than estimated plans to pursue grants available to charter schools and foundations that are known for an interest in providing equitable education. We will also consider low-interest financial support through Self-Help. There are also several areas for expense reduction, determined based on our priorities and what can be cut or substituted without impacting student outcomes. We will reduce allocated costs for technology, classroom instructional materials, furniture, and office equipment from government surplus auctions. IMPACT may also decrease the number of personnel and reduce operational costs if enrollment doesn't meet projections.

Q144. 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 distinguish 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 and documentation is provided in the appendices.

IMPACT Leadership Academy does plan to apply for the NC ACCESS grant, however, the budget is currently balanced for the first year without this grant. IMPACT's board also plans to embark on an aggressive fundraising campaign through writing grants and soliciting local and national foundations to increase our start-up and annual budget. IMPACT's Board is currently seeking financial assistance from charter-friendly organizations.

Q145. Provide the student to teacher ratio that the budget is built on

The budget is built on a student to teacher ratio of 20:1. This ratio does not include contracted encore teachers, specialist, and teacher assistants.

Q146. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully

Two board members have their own non-profit and one board member currently serves on a non-profit board. Two board members, as described in sections above, also have extensive experience with securing and overseeing the management of grants. Their experience with overseeing grants and implementation of a financial plan brings a wealth of knowledge to IMPACT's board to ensure we are financially sound and that the financial plan is implemented in alignment with the mission of IMPACT Leadership Academy and the goals set for the success of the school. It is also the goal of the board to add members to the board with direct financial experience with budget management.

Q147. 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

The IMPACT Leadership Academy (IMPACT) board recognizes that one or more high needs students enrolled at IMPACT could have a significant impact on our budget and is prepared to meet the needs of all students. Our budget accounts for the transportation of all students and also has an allowance for an EC teacher in Year 1, increasing to 2 EC teachers in Year 2. However, the board fully understands that there are some students in which an EC teacher will not be enough in providing full support for the needs of a child as directed in his/her IEP. We have built-in dollars for contracted EC contingency services in our budget for \$10,000 each year. The board will also be prepared to apply for PRC 029 funds and Special State Funds. In addition, IMPACT will seek reimbursements from Medicare and/or Private Insurance for services that can be reimbursed for high needs students.

Q148. 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 vendor was selected and how the board will oversee their activities to ensure fidelity and compliance.

IMPACT Leadership Academy will conduct all fundraising internally, but we do intend to outsource financial management of benefits, payroll, accounting, and audits. The board has researched financial firms with experience in charter school financial management and identified a possible provider of financial management services to IMPACT. The board will develop an assessment form for the School Administrator to complete on a yearly basis. We will seek a provider that will provide a representative to attend board meetings monthly or as needed. The School Administrator will report any issues or concerns with regards to the vendor performance to the School Board. Termination of any vendor must be subject to a vote of the board.

Q149. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the school's procedures for the selection of contractors and large purchases

In year 1 and 2, IMPACT Leadership Academy intends to contract out the following services: custodial, food service, transportation, student accounting, and financial services. The board has researched and is considering a provider of financial services. For other services the board will identify a list of 3-5 potential vendors and send out a Request for Proposal for services that amount over \$10,000/year. Upon receipt of at least 3 proposals, the board will analyze the differences in services, contracts, and costs, and vote to determine the vendor to accept services. Any purchases, including contracts over \$15,000 must be approved by the majority of the board. Emergency provisions that would infringe upon IMPACT Leadership Academy's operation, such as repairs to the facility that could potentially disrupt learning, will be subject to the board chair's notification and approval.

Q150. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs

IMPACT Leadership Academy's mission to inspire academic and social excellence using project-based learning and gender-based strategies with an emphasis on leadership development will be at the forefront of all budgetary decisions. The board believes that the most important component to accomplishing this mission is an investment in recruitment, retention, and ongoing development of staff. Reflected in the initial staffing plan, **is to open with experienced educational leaders with a track record of school improvement who will be able to manage operations, lead instruction, and provide professional development to staff.** The board has identified potential leaders with this experience level and skill set. We will serve students with high needs, so we have budgeted for educational services to support this population. The curriculum IMPACT is using is free-access and we plan to **hire school-ready teachers with experience training teachers to plan standard-based instructional units, rather than relying on programs.** Funds are budgeted to provide ongoing professional development for project-based learning and the use of gender-based strategies. The budget also reflects an investment in technology to allow students to have 1:1 access to a device. Making technology a priority will be key to project-based learning, as well as set students up for success with remote learning. We have located a building that is school-ready to allow more of the budget to be invested in the staff and students. Since we will serve a rural area, transportation is budgeted and we plan to contract for vehicle maintenance to ensure safety.

Q151. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

Our goal is to have at least 5% of our base budget carry over each year. Right now, after year-1, we have projected carrying over 4.8% at full enrollment. IMPACT Leadership Academy (IMPACT) will be diligent about creating a balanced budget and operating with financial efficiency and solvency. IMPACT's board also plans to embark on an aggressive fundraising campaign through writing grants and soliciting local and national foundations to increase our start-up and annual budget.

Q152. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases

IMPACT Leadership Academy will make lease vs. purchasing decisions through the board based on sound economics. On equipment, computers, and other capital assets, the board prefers to purchase whenever possible. The board will consider leasing, especially in the beginning years to ensure a balanced budget. In the first five years, the facility will be leased. If that, the lease can be renewed, if the board so chooses, on a year-to-year basis up to ten years. However, in order to provide for continued growth, the board plans by year three to begin the search for a more permanent modular style facility possibly working with a charter school development firm for construction of a facility that would meet our needs for expansion and future growth. Bank financing would be considered when we are ready to purchase buses, which would allow us to purchase a unit with lower mileage and in very good or excellent condition.

Q153. 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. Include evidence of commitment for any assets on which the school's core operation depends.

IMPACT Leadership Academy has found a possible facility that is school-ready with the exception of furniture. The board will seek sources of used office and classroom furniture from surplus and wholesale sources. Since the budget supplies devices, classroom displays will be added as funding allows over the first two years.

12.3. Financial Compliance

Q154. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

The IMPACT Leadership Academy governing board will work with our finance provider, auditor, and attorney to develop clear and enforceable internal control policies and procedures necessary to safeguard assets and keep accurate and adequate records. These internal controls will include key components listed in the National Resource Center's Finance and Governance Toolkit. These areas include policies that provide clear procedures for approving large purchases, monitoring facilities and equipment for upkeep and repairs, implementing property management controls, proper segregation of duties, safeguarding school data from theft/destruction, following record retention requirements, and adhering to all state mandates regarding accounting procedures.

Q155. Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

This is not applicable-IMPACT Leadership Academy has no known related transactions that we are aware of.

Q156. 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

IMPACT Leadership Academy board plans to hire an independent firm to conduct our financial audit for our charter school. IMPACT Leadership Academy has investigated the following firms, however, a final commitment has not been made by the Board.

Petway, Mills & Pearson, PA

P. O. Box 1036

Zebulon, NC

919.269.7405

Sharpe Patel, PLLC

1109 Indian Trail Drive

Raleigh, NC 27609

919.961.7496

13. Other Forms

Q157. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources :



Evidence :


IMPACT Charter School Required Signature Certification-2 - ...

Q158. Sign the attached Contracting Certification Form document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1


Comments :

IMPACT Leadership Academy has not entered into any contracts listed on this document.

Resources :



Evidence :


Uploaded Contracting Certification Form.pdf

14. Third-party Application Preparation

Q159. Was this application prepared with the assistance of a third-party person or group?

Yes

No

Q160. Give the name of the third-party person or group:

Q161. Fees provided to the third-party person or group:

15. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee **2020 at 5:00 pm EST** for Fast Track and Accelerated applications, and **July 24, 2020 at 5:00 pm EST** for traditional timeline applications. Payments will be accepted in the form of check. Cash is not accepted.

Q162. ***Application Note: The applicant must mail the certified check along with the Application Fee Payment Form before or on the due date of July 24, 2020 at 5:00 pm EST for Fast Track and Accelerated applicants, and July 24, 2020 at 5:00 pm EST for traditional timeline applicants. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.**

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

North Carolina Department of Public Instruction

Office of Charter Schools

6307 Mail Service Center

Raleigh, NC 27699-6307

I understand

16. Signature page

Q163. [Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.](#)

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources :



Evidence :


Signature Page1.pdf

Q164. [Complete](#)

I have finished the application

Comments :

F

* Q165. [Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.](#)

IMPACT Leadership Academy believes that recruiting and hiring is one of the most important tasks for creating a successful school. The hiring and dismissal of all IMPACT Leadership Academy employees are ultimately the responsibility of the School Administrator, with the Board providing final approval on all decisions. The School Administrator will follow a process to ensure that each potential staff member is a great fit for the school and community. Each candidate will: submit a resume, a writing sample, and an original, standard lesson plan (if applicable). Based on this information, the School Administrator will utilize a detailed rubric to evaluate these candidates on their leadership experience, achievement, organization, and writing ability. Those that pass the initial screening will make it to a phone interview, during which the School Administrator will probe for more specifics regarding domains: leadership, persistence, innovation, collaboration, data-driven decision making, and achievement. Following the phone interview, all serious candidates will be invited to an interview with the School Administrator and other staff members to facilitate a model lesson, and/or role-play a conversation with a concerned parent. Once a candidate has progressed through these steps, at least two professional references will be reviewed and he/she will complete a background check and review of citizenship. The background check policy will replicate that of the local LEA, Lenoir County, Pending the results, the School Administrator will seek Board approval for hiring. The board voted to approve all termination decisions by the School Administrator.

APPENDIX A: Evidence of Parent/Community Support



Inspiring Students To Be IMPACTful Leaders!

IMPACT *Leadership Academy*



Our Mission is to enrich and empower the underprivileged and those falling through the cracks of life, by connecting their need(s) to the proper resource(s).

A COMMUNITY ENRICHMENT AND EMPOWERMENT ORGANIZATION

Connecting the needs to the resources 4 days at a time.

Attention: NC Charter School Advisory Board Ladies and Gentlemen

On behalf of the 4 Day Movement, Inc., please accept this letter of support for IMPACT Leadership Academy's application to become a North Carolina Charter School.

Many of the students in Lenoir County are experiencing the achievement gap in our local school districts. We believe more unique educational opportunities will provide our community with options to help meet the needs of a greater number of students.

At the 4 Day Movement, Inc. (a 501(c)3 non-profit charitable organization), we have experienced success in our primary counties of life changing assistance to vulnerable populations. This assistance, great case management and educational opportunities like IMPACT Leadership Academy will inspire and produce a more **educated workforce which** will draw more businesses to the area and improve the economic status of families. We support our families having an alternate educational choice to improve the future for our children and community.

IMPACT Leadership Academy's mission to inspire academic and social excellence that produces impactful leaders would serve our community well and lines up with what we believe in .

A community school designed as a learning hub of the community would holistically address the needs of families and students, ultimately helping the community to prosper and 4 Day will be there to support however needed.

IMPACT's purpose is to equip and empower students, families, and the community through academic excellence shared leadership and coordinated life-change efforts. It will take a community effort to ensure more of our youth overcome the barriers of poverty and life-challenges and we will be there to assist as needed.

ALL children should have opportunities that prepare them for college, their careers, and their lives. Though our traditional schools serve that purpose for some students, many of our students need other options.

IMPACT will personalize learning and engage students in real-world learning that produces critical thinkers, inquiring minds, and much hope for the future.

We encourage approval of the IMPACT Leadership Academy's application, to give our families a meaningful opportunity for a school of choice experience that is designed from the outset to truly support their children's educational achievement.

Sincerely,



[Donald M. Coles Jr. \(Jul 20, 2020 19:39 EDT\)](#)

Donald "DJ" Coles, Jr.
4Day Movement, Inc
Founder-Chief Executive Officer
9193445032
4daymovement@gmail.com



**KINSTON COMMUNITY
HEALTH CENTER, INC.**

Hope For Equal Access

(252) 522-9800 • Fax (252) 522-9206
P.O. Box 2278 • Kinston, NC 28502
324 N. Queen St. • Kinston, NC 28501
www.kinstonhealth.org

June 30, 2020

NC Charter School Advisory Board
Department of Public Instruction
301 N. Wilmington St.
Raleigh, NC 27601

To Whom It May Concern:

It is my pleasure to write a letter showing our support to IMPACT Leadership Academy. Kinston Community Health Center (KCHC) provides comprehensive integrated culturally and linguistically appropriate health care services including primary and preventive medical, obstetrical and gynecological, preventive and restorative dental care, behavioral health care, 340B pharmacy services, and enabling services. Our mission is “to provide quality and accessible healthcare to the people in our community in the most cost efficient manner.”

Lenoir County has one of the worst health outcomes rankings in the state with a very poor ranking of 84 out of 100 North Carolina counties. Similarly, Lenoir County has one of the worst life rankings in the state with a ranking of 76 out of 100 counties. Most counties in KCHC’s service area have poor bottom half rankings in quality of life, health factors, health behaviors, clinical care, and economic factors.

We look forward to providing not only health services, but promoting healthy lifestyles. We are excited to know that we will be able to make a difference in the students’ lives by sharing our knowledge to help promote healthy decisions and behaviors to the students and faculty.

Sincerely,

Rosalind McDonald BS, MSN
Interim Chief Executive Officer

olivia's catering

110 East Caswell Street Kinston, NC 28501

252.341.0993

IMPACT Leadership Academy

TO WHOM IT MAY CONCERN:

In business, I am disheartened by the young people that come out of our area schools that are not prepared to meet the challenges of adulthood and basic demands of the workforce. They receive a diploma or a certificate of completion, but many lack the necessary skills to be successful. These are bright young people with much potential. They have talents that could be better developed to meet the needs of the future. These students are the young adults that we, as business leaders, must now train so that our businesses thrive. I find that it requires extra resources of my business to ensure they have the skills that I feel they should have obtained during their educational experience.

I am writing to support IMPACT Leadership Academy because I believe it will provide an option that can give them a better starting point in life and help make them more marketable for better paying jobs. It will be exciting see students engage with the community and develop leadership skills and the knowledge to help our community grow. I believe IMPACT will be able to give students, who are facing significant challenges, a personalized educational experience and blossom into productive citizens for our community.

Olivia's catering is willing to work as a partner to support the school with the services and educational opportunities of the catering business.

For these reasons, for the promise of our future, I gladly welcome and support the development of a charter school in our area dedicated to the success of all children, especially those who may need extra support, diamonds in the rough. I feel strongly that IMPACT Leadership Academy has this child in mind and has a clearly stated vision for how to make it a reality.

Please consider my total support for the IMPACT Leadership Academy charter school.

Thank you,

susan colomaio

Susan Colomaio, Owner/Manager
Olivia's Catering

HOLY SPIRIT CATHOLIC CHURCH

400 Academy Heights Road
Kinston, North Carolina 28504

Mailing Address

P.O. Box 1455
Kinston, North Carolina 28503-1455
e-mail: hscatholicchurch@embarqmail.com
Office: (252) 523-8898
Fax: (252) 527-9495
Website: www.hscatholicchurchkinston.com



July 7, 2020

NC Charter School Advisory Board Ladies and Gentlemen:

Please accept this letter of support for IMPACT Leadership Academy's application to become a North Carolina Charter School. Many of the students in Lenoir County are experiencing the achievement gap in our local school districts. We believe more unique educational opportunities could provide our community with options to help meet the needs of a greater number of students. Producing a more **educated workforce** would draw more business to the area and improve the economic status of our families. We support our families having an alternate educational choice to improve the future for our children and community.

IMPACT Leadership Academy's mission to inspire academic and social excellence that products impactful leaders would serve our community well. A community school designed as a learning hub of the community would holistically address the needs of families and students, ultimately helping the community to prosper. IMPACT's purpose is to equip and empower students, families, and the community through academic excellence shared leadership and coordinated life-change efforts. It will take a community effort to ensure more of our youth overcome the barriers of poverty and life-challenges.

ALL children should have opportunities that prepare them for college, their careers, and their lives. Though our traditional schools serve that purpose for some students, many of our students need other options.

IMPACT will personalize learning and engage students in real-world learning that products critical thinkers, inquiring minds, and much hope for the future.

We encourage approval of the IMPACT Leadership Academy's application, to give our families a meaningful opportunity for a school of choice experience that is designed from the outset to truly support their children's educational achievement.

Sincerely,

Patricia Keesee



June 25, 2020

NC Charter School Advisory Board Ladies and Gentleman:

Please accept this letter of support for IMPACT Leadership Academy's application to become a North Carolina Charter school. Many of the students in Lenoir County are experiencing the achievement gap in our local school districts. We believe more unique educational opportunities could provide our community with options to help meet the needs of more students. Producing a more **educated workforce** would draw more businesses to the area and improve the economic status of our families. We support our families having an alternate educational choice to improve the future for our children and community.

IMPACT Leadership Academy's mission to inspire academic and social excellence that produces impactful leaders would serve our community well. A community school designed as a learning hub of the community would holistically address the needs of families and students, ultimately helping the community to prosper. IMPACT's purpose is to equip and empower students, families, and the community through academic excellence, shared leadership, and coordinated life-change efforts. It will take a community effort to ensure more of our youth overcome the barriers of poverty and life-challenges.

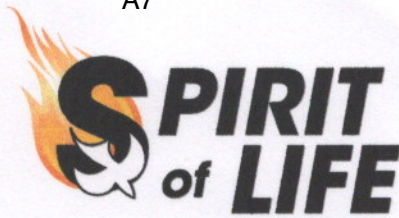
ALL children should have opportunities that prepare them for college, their careers, and their lives. Though our traditional schools serve that purpose for some students, many of our students need other options.

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We encourage approval of the IMPACT Leadership Academy's application, to give our families a meaningful opportunity for a school of choice experience that is designed from the outset to truly support their children's educational achievement.

Sincerely,

Snow Jones



July 8, 2020

NC Charter School Advisory Board Ladies and Gentlemen:

Please accept this letter of support for IMPACT Leadership Academy's application to become a North Carolina Charter School. Many of the students in Lenoir County are experiencing the achievement gap in our local school districts. We believe more unique educational opportunities could provide our community with options to help meet the needs of a greater number of students. Producing a more **educated workforce** would draw more businesses to the area and improve the economic status of our families. We support our families having an alternate educational choice to improve the future for our children and community.

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We encourage approval of the IMPACT Leadership Academy's application, to give our families a meaningful opportunity for a school of choice experience that is designed from the outset to truly support their children's educational achievement.

Sincerely,

J.R. Sellers
Pastor

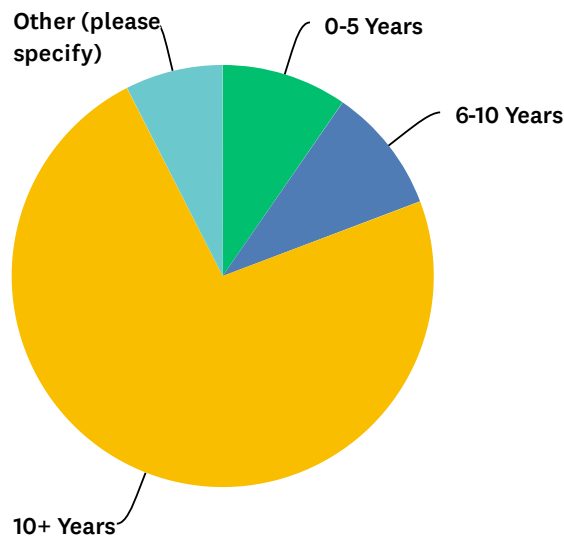


EXPERIENCE SPIRIT OF LIFE



Q1 How long have you lived in Lenoir County?

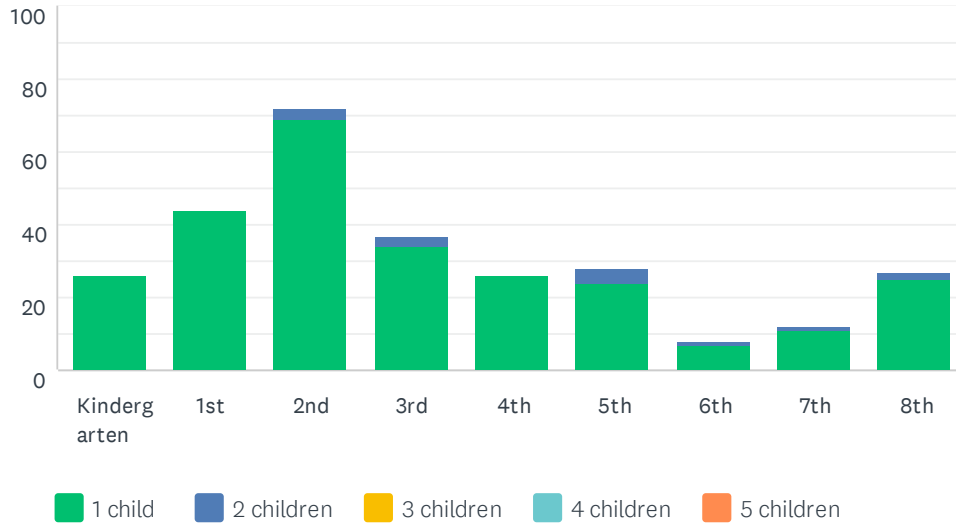
Answered: 187 Skipped: 0



ANSWER CHOICES	RESPONSES	
0-5 Years	9.63%	18
6-10 Years	9.63%	18
10+ Years	73.26%	137
Other (please specify)	7.49%	14
TOTAL		187

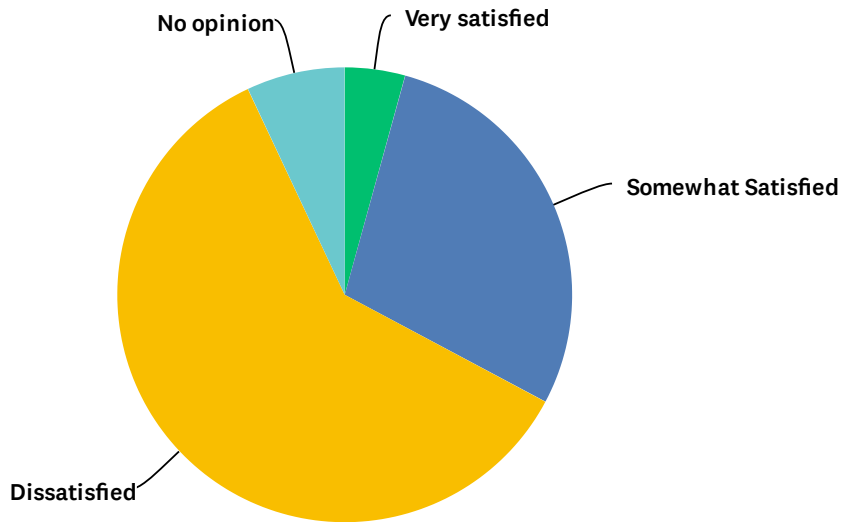
Q2 Please select the grade levels of EACH of your children for the 2020-2021 school year, if applicable.

Answered: 159 Skipped: 28



Q3 How satisfied are you with the quality of education options in Lenoir County at this time?

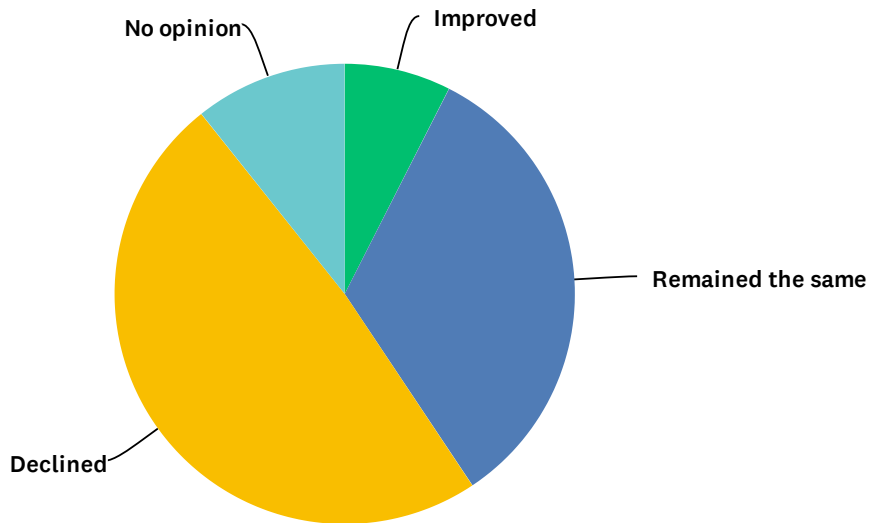
Answered: 186 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very satisfied	4.30%	8
Somewhat Satisfied	28.49%	53
Dissatisfied	60.22%	112
No opinion	6.99%	13
TOTAL		186

Q4 During the time you have lived in Lenoir or a surrounding county, do you feel the quality of education has improved, stayed the same or declined?

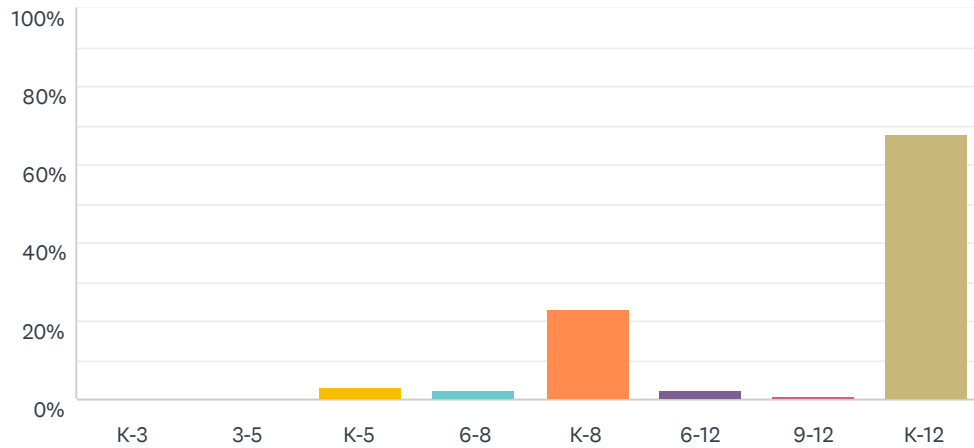
Answered: 187 Skipped: 0



ANSWER CHOICES	RESPONSES	
Improved	7.49%	14
Remained the same	33.16%	62
Declined	48.66%	91
No opinion	10.70%	20
TOTAL		187

Q5 If a public charter school opened in this community that focuses on leadership and life-skills through personalized learning, what grade levels should it serve?

Answered: 186 Skipped: 1



ANSWER CHOICES	RESPONSES	
K-3	0.54%	1
3-5	0.00%	0
K-5	3.23%	6
6-8	2.15%	4
K-8	23.12%	43
6-12	2.15%	4
9-12	1.08%	2
K-12	67.74%	126
TOTAL		186

APPENDIX O: School Leader's Resume



Inspiring Students To Be IMPACTful Leaders!

IMPACT *Leadership Academy*

APPENDIX B: Curriculum Outline per Grade Span



Inspiring Students To Be IMPACTful Leaders!

IMPACT *Leadership Academy*

Domain-based Curriculum Plan * (DRAFT)**

	Preschool	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Week							
1	Nursery Rhymes and Fingerplays (4 weeks)	The Human Body: Five Senses (3 weeks)	The Human Body: Body Systems, Germs, Diseases, and Preventing Illness (3 weeks)	Early Asian Civilizations (3 weeks)	Classification of Animals (3 weeks)	The Human Body: Circulatory and Respiratory Systems (4 weeks)	Classifying Living Things (3 weeks)
2							
3							
4							
5	All About Me (4 weeks)	Plants (3 weeks)	Early World Civilizations (3 weeks)	Cycles in Nature & The Human Body (3 weeks)	Astronomy: The Solar System and Beyond (3 weeks)	Europe in the Middle Ages (5 weeks)	Early American Civilizations (3 weeks)
6							
7							
8							
9	Family (3 weeks)	Farms (3 weeks)	Early American Civilizations (3 weeks)	Ancient Greek Civilizations (3 weeks)	Astronomy: The Solar System and Beyond (3 weeks)	Europe in the Middle Ages (continued)	European Exploration, Trade and Clash of Cultures (3 weeks)
10							
11							
12							
13	School (3 weeks)	Kings and Queens (3 weeks)	History of the Earth (4 weeks)	War of 1812 (2 weeks)	The Ancient Roman Civilization (3 weeks)	Electricity (2 weeks)	Plants: Structures and Processes (4 weeks)
14							
15							
16							
17	Animals on the Farm (4 weeks)	Seasons and Weather (3 weeks)	Animals and Habitats (4 weeks)	Westward Expansion (3 weeks)	Vikings and Norse Mythology (3 weeks)	Early and Medieval African Kingdoms (continued)	England from the Golden Age to the Glorious Revolution (3 weeks)

B1

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*Domains are areas of knowledge. Core Knowledge titles (e.g. literature, music, art) are addressed within the context of related domains.

**Year-long plans for math and reading skills should be guided by a systematic program. Authentic cross-curricular connections should be made when possible.

***Schools using the Core Knowledge Listening and Learning Program should follow the program's specified sequencing and pacing.

Domain-based Curriculum Plan* (DRAFT)**

	Preschool	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
January	18 Animals on the Farm <i>(continued)</i> 19 Cities and Towns <i>(4 weeks)</i> 20 21	Columbus and the Pilgrims <i>(4 weeks)</i>	Birth of Our Nation <i>(4 weeks)</i>	The US Civil War <i>(3 weeks)</i>	The Human Body: Senses and Systems <i>(3 weeks)</i>	Geology: The Earth and Its Changes <i>(4 weeks)</i> The American Revolution <i>(4 weeks)</i>	The Human Body <i>(4 weeks)</i> Russia: Early Growth and Expansion <i>(2 weeks)</i>
February	22 Cities and Towns <i>(4 continued)</i> 23 Water <i>(4 weeks)</i> 24	Colonial Towns and Townspeople <i>(3 weeks)</i>	Frontier Explorers <i>(2 weeks)</i> III. Matter <i>(2 weeks)</i>	Immigration & The Constitution <i>(3 weeks)</i>	Native Americans: Cultures and Peoples <i>(3 weeks)</i>	Early Presidents and Politics <i>(3 weeks)</i>	Feudal Japan <i>(2weeks)</i>
March	25 Plants <i>(4 weeks)</i> 26 27 28	Taking Care of the Earth <i>(3 weeks)</i>	IV. Properties of Matter: Measurement <i>(2 weeks)</i>	Fighting for a Cause <i>(2 weeks)</i> IV. Magnetism <i>(2 weeks)</i>	Ecology <i>(3 weeks)</i>	Making a Constitutional Government <i>(2 weeks)</i>	VI. Chemistry: Matter and Change <i>(2 weeks)</i> Westward Expansion <i>(3 weeks)</i>
April	29 Animals in Ponds and Rivers <i>(2 weeks)</i> 30 31 Animals in the Jungle <i>(2 weeks)</i> 32	Presidents and American Symbols <i>(3 weeks)</i>	V. Introduction to Electricity <i>(2 weeks)</i>	V. Simple Machines <i>(3 weeks)</i>	European Exploration of North America <i>(3 weeks)</i>	Meteorology <i>(3 weeks)</i>	The Civil War: Causes, Conflicts, and Consequences <i>(4 weeks)</i>
May/June	33 Air <i>(2 weeks)</i> 34 Light <i>(2 weeks)</i> 35 36	V. Introduction to Magnetism <i>(3 weeks)</i>	III. Modern Civilization and Culture: Mexico <i>(2 weeks)</i>	III. Modern Japanese Culture <i>(2 weeks)</i>	Colonial America <i>(3 weeks)</i>	Reformers <i>(2 weeks)</i>	Native Americans: Cultures and Conflicts <i>(2 weeks)</i>

B2

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***Schools using the Core Knowledge Listening and Learning Program should follow the program's specified sequencing and pacing.

Domain-based Curriculum Plan * (DRAFT)**

Grade	Listening and Learning Domain	Related Domain(s) and guidelines in the Sequence
K	Farms	(Science) I. Plants and Plant Growth II. Animals and Their Needs
K	Kings and Queens	(Language Arts) V. Poetry VI. Fiction <i>The poems and stories read aloud in this domain enable students to build background knowledge and domain vocabulary on kings and queens. This will serve as prior knowledge when students learn about King Ferdinand and Queen Isabella.</i>
K	Colonial Towns and Townspeople	(Language Arts) V. Poetry VII. Sayings and Phrases <i>The poems and sayings & phrases addressed in this domain enable students to build background knowledge and domain vocabulary on colonial life. This will serve as prior knowledge when students learn about George Washington and Thomas Jefferson.</i>
K	Columbus and the Pilgrims	(American History and Geography) II. An Overview of the Seven Continents III. Early Exploration and Settlement A. The Voyage of Columbus in 1492 B. The Pilgrims
K	Presidents and American Symbols	(American History and Geography) III. Early Exploration and Settlement C. July 4, "Independence Day" IV. Presidents, Past and Present V. Symbols and Figures
1	Early American Civilizations	(American History and Geography) I. The Early People: Hunters and Nomads II. Early Exploration and Settlement B. The Conquistadors
1	The Birth of Our Nation	(American History and Geography) I. Early Exploration and Settlement C. English Settlers III. From Colonies to Independence: The American Revolution V. Symbols and Figures
1	Animals and Habitats	(Science) I. Living Things and their Environments

Cross-curricular Connections

Grade 6		Domain: Lasting Ideas from Ancient Civilizations			
Length (Weeks)	The Arts	Literature	History & Geography	Science	
1	Classical Art of Ancient Greece and Rome	Latin and Greek Vocabulary	II. Lasting Ideas from Ancient Civilizations		
2		Classical Mythology			
3		<i>The Iliad</i> and <i>The Odyssey</i>			
4					
5					
6					
7		<i>Julius Caesar</i> (William Shakespeare)			
8					

Grade 6		Domain: The Enlightenment			
Length (Weeks)	The Arts	Literature	History & Geography	Science	
1	Baroque (Visual Arts - 1 week & Music - 2 weeks)		III. The Enlightenment	VI. Science Biography of Sir Isaac Newton	
2	Rococo (Visual Arts)				

Grade 6		Domain: Romanticism			
Length (Weeks)	The Arts	Literature	History & Geography	Science	
1	Romantic Visual Arts and Music	Poems: " <i>Apostrophe to the Ocean</i> " and " <i>I Wandered Lonely as a Cloud</i> "	V. Romanticism	II. Oceans	
2					
3					

Grade 6		Domain: Immigration, Industrialization, and Urbanization			
Length (Weeks)	The Arts	Literature	History & Geography	Science	
1			VI. Industrialism, Capitalism, and Socialism (World His.)		
2					
3					
4					
5			I. Immigration, Industrialization, and Urbanization (Amer. His.)	VI. Science Biography of Lewis Howard Latimer	
6					
7					

Further Cross-curricular Connections (outlined in red) & Remaining

Domains/Topics not covered by suggested Domains			
The Arts	Literature	History & Geography	Science
I. Elements of Music	I. Writing, Grammar, and Usage	I. World Geography	V. The Human Body
Gothic Art	II. Poetry		
Art of the Renaissance	The Prince and the Pauper (Twain)		
Classical period Music		IV. The French Revolution	
Neoclassical Art			
Realism in Visual Arts	III.D. Literary Terms	VII. Latin American Independence Movements	IV. Energy, Heat, and Energy Transfer
	IV. Sayings and Phrases		
	Poem: "Sympathy" (Dunbar)	II. Reform	VI. Science Biography of Marie Curie
			I. Plate Tectonics
			VI. Science Biography of Alfred Wegener
			III. Astronomy

Suggested Grade 6 Plan for History & Science with subsequent Arts &

Grade 6					
Week	The Arts	Literature	History & Geography	Science	
1				V. The Human Body	
2					
3		Latin and Greek Vocabulary	II. Lasting Ideas from Ancient Civilizations	IV. Energy, Heat, and Energy Transfer	
4	Classical Art of Ancient Greece and Rome	<i>The Iliad and The Odyssey</i>			
5		Classical Mythology			
6	Gothic Art	<i>Julius Caesar</i>			
7				VI. Science Biography of Marie Curie	
8	Art of the Renaissance	<i>The Prince and the Pauper</i>			
9	Baroque (Visual Arts & Music)			III. The Enlightenment	VI. Science Biography of Isaac Newton
10	Rococo (Vis. Arts)				I. Plate Tectonics
11	Classical music (ca. 1750-1825)		IV. The French Revolution	VI. Science Biography of Alfred Wegener	
12	Neoclassical (Vis. Arts)				
13	Romantic (Vis. Arts & Music - Beethoven)	<i>"Apostrophe to the Ocean"</i> and <i>"I Wandered Lonely as a Cloud"</i>	V. Romanticism	II. Oceans (Marine Life)	
14			VI. Industrialism, Capitalism, and Socialism		
15	Realism (Vis. Arts)				
16					
17				III. Astronomy	
18			VII. Latin American Independence Movements		
19					
20					

21				
22			I. Immigration, Industrialization, and Urbanization	VI. Science Biography of Lewis Howard Latimer
23				
24			II. Reform (African American Reformers)	
25				
26				
27				
28				
29				
30				
31				
32				
33				
34				
35				
36				

Cross-curricular Connections

Grade 7	Domain: America Becomes a World Power			
Length (Weeks)	The Arts	Literature	History & Geography	Science
1	Impressionism (late 19 th century)		I. America Becomes a World power	
2	Blues			

Grade 7	Domain: World War I			
Length (Weeks)	The Arts	Literature	History & Geography	Science
1	Post-Impressionism (early 20 th -century)	Dulce et Decorum Est (Wilfred Owen)	II. World War I: "The Great War," 1914-1918	
2				
3				
4				

Grade 7	Domain: America from the Twenties to the New Deal			
Length (Weeks)	The Arts	Literature	History & Geography	Science
1	Jazz	Heritage (Countee Cullen); The Negro Speaks of Rivers, Harlem, & Life is Fine (Langston Hughes)	IV. America from the Twenties to the New Deal	VI. Science Biography of Charles Darwin
2				V. Evolution
3				
4				
5				
6				

Suggested Grade 7 Plan for History & Science with subsequent Arts &

Grade 7				
Week	The Arts	Literature	History & Geography	Science
1	Impressionism (late 19 th -century)		I. America Becomes a World power	
2	Blues			
3	Post-Impressionism (early 20 th -century)		II. World War I: "The Great War," 1914-1918	
4	Expressionism and Abstraction	Dulce et Decorum Est (Wilfred Owen)		
5	Jazz			
6				III. Cell Division and Genetics
7			III. The Russian Revolution	
8				VI. Science Biography of Charles Darwin
9		Heritage (Countee Cullen); The Negro Speaks of Rivers, Harlem, & Life is Fine (Langston Hughes)	IV. America from the Twenties to the New Deal	V. Evolution
10				
11				
12				IV. History of the Earth and Life Forms
13				
14				

15	Modern American Painting		V. World War II	I. Atomic Structure
16				
17		<i>Diary of a Young Girl</i> (Anne Frank)		VI. Science Biography of Dmitri Mendeleev
18		"Declaration of War on Japan" (Franklin D. Roosevelt)		VI. Science Biography of Antoine Lavoisier
19				
20				II. Chemical Bonds and Reactions
21				
22				
23				
24				VI. Science Biography of Lise Meitner
25				
26				
27				
28				
29				
30				
31				
32				
33				
34				
35				
36				

Cross-curricular Connections

Grade 8	Domain: The Cold War			
Length (Weeks)	The Arts	Literature	History & Geography	Science
1			II. The Cold War	
2		JFK's Inaugural Address		
3				
4				

Grade 8	Domain: Civil Rights			
Length (Weeks)	The Arts	Literature	History & Geography	Science
1			III. Civil Rights	
2				
3		"I have a dream"; "Letter from Birmingham Jail" (MLK, Jr.)		
4				
5				

Grade 8	Domain: The Vietnam War & Rise of Social Activism			
Length (Weeks)	The Arts	Literature	History & Geography	Science
1	20th century Sculpture: Vietnam Veterans Memorial		IV. The Vietnam War and Rise of Social Activism	
2				
3				
4		"The Marginal World" (Rachel Carson)		

Remaining Grade 8 topics with recommended Science Domains

Domain/Topics not covered by above Domains			
The Arts	Literature	History & Geography	Science
I. Art History	I. Writing & Grammar Usage	VII. Civics: The Constitution	V. Chemistry of Food
II. Architecture since Industrial Revolution	II. Poetry		
I. Elements of Music	III. Fiction, Nonfiction, & Drama		VI. Biography of Dorothy Hodgkin
II. Non-Western Music	IV. Foreign Phrases	I. Decline of European Colonialism	I. Physics: Motion
III. Classical Music: Nationalists and Modern			I. Physics: Forces
IV. Vocal Music		VI. The End of the Cold War: Expansion of Democracy and Continuing Challenges	I. Physics : Density of Bouyancy
			I. Physics: Work
			I. Physics: Energy
		V. The Middle East and Oil Politics	VI. Biography of James Maxwell
			II. Electricity and Magnetism: Electricity
		VIII. Geography of Canada and Mexico	VI. Biography of Charles Steinmetz
			II. Electricity and Magnetism: Magnetism and Electricity
			III. Electromagnetic Radiation and Light
			VI. Science Biography of Albert Einstein
			IV. Sound Waves

Suggested Grade 8 Plan for History & Science with subsequent Arts &

Grade 8				
Week	The Arts	Literature	History & Geography	Science
1			VII. Civics: The Constitution	V. Chemistry of Food
2				
3				
4				
5			I. Decline of European Colonialism	VI. Biography of Dorothy Hodgkin
6				
7				I. Physics: Motion
8				I. Physics: Forces
9			II. The Cold War	
10		JFK's Inaugural Address		I. Physics : Density of Bouyancy
11				I. Physics: Work
12				
13			III. Civil Rights	I. Physics: Energy
14				
15		"I have a dream"; "Letter from Birmingham Jail" (MLK, Jr.)		VI. Biography of James Maxwell
16				
17				
18	20th century Sculpture: Vietnam Veterans Memorial		IV. The Vietnam War and Rise of Social Activism	II. Electricity and Magnetism: Electricity
19				
20				
21		"The Marginal World" (Rachel Carson)		

22			VI. The End of the Cold War: Expansion of Democracy and Continuing Challenges	VI. Biography of Charles Steinmetz
23				II. Electricity and Magnetism: Magnetism and Electricity
24				
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APPENDIX C: 9-12 Core Content Electives



Inspiring Students To Be IMPACTful Leaders!

IMPACT *Leadership Academy*

Not applicable due to the construct of K-8.

COMMUNITY SCHOOL STANDARDS





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INTRODUCTION



A community school is a public school—the hub of its neighborhood, uniting families, educators and community partners to provide all students with top-quality academics, enrichment, health and social services, and opportunities to succeed in school and in life.

The Community School Standards are designed to engage and support the community schools movement as a standards-driven, evidence-based strategy to promote equity and educational excellence for each and every child, and an approach that strengthens families and community.

The standards have three objectives:

- To help new community schools more effectively develop and implement their community school plans;
- To assist existing community schools to strengthen the quality of their practice and document outcomes; and
- To provide a consistent language and framework for advocacy, technical assistance, research, funding, and policy efforts.

BACKGROUND

The community school strategy makes explicit that in order to significantly improve the academic and developmental outcomes of children, schools and community partners—e.g. families, community and faith-based organizations, local government, institutes of higher learning, public agencies, law enforcement, United Ways and others—must work together to ensure that all students have an equitable opportunity to succeed in school.

While the rationale behind a comprehensive approach to student-centered learning is simple, actual implementation requires a transformational shift in the way that public schools function, and in the way that community partners interact with public schools. And it also demands change in all of the adults working with children and youth.

Community schools around the country have spent years honing their practice and identifying what works where and under what conditions. These voluntary standards draw on the work of these and other practitioners across the country and offer a touchstone of our collective wisdom that can also be tailored to individual contexts. These standards will help improve the quality of community school implementation.

COMMUNITY SCHOOL OPPORTUNITIES WITHIN FEDERAL LEGISLATION

The new Every Student Succeeds Act (ESSA) contains several key provisions throughout the bill that advance the vision of community schools. The law specifically defines community schools in Title IV, Part F, Subpart 2—Community Support for School Success:

The term ‘full-service community school’ means a public elementary school or secondary school that “(A) participates in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based organizations and public and private partnerships; and (B) provides access to such services in school to students, families, and the community, such as access during the school year (including before- and after-school hours and weekends), as well as during the summer.

There are important provisions throughout the bill that advance the community schools strategy, including the requirement for broader indicators beyond academics in state and district accountability systems; tools and resources to boost results-focused school-community partnerships for young people’s success, including integrated student supports, needs assessments, and professional development for educators to work more effectively with families and communities; and supportive programs including Promise Neighborhoods and 21st Century Community Learning Centers.

The legislation recognizes that achieving excellence in American education depends on providing access to opportunity for all children, and that increasing inequality—driven by external social, economic and community factors traditionally viewed as outside of the domain of schools—have a significant influence on student outcomes and the persistent achievement gap.

Specific areas where community schools can find supportive language in ESSA include:

- School Quality Indicator for State Accountability Systems: Title I
- Reporting on chronic absence, school climate, and safety; rates of suspensions, expulsions, and school-related arrests; and bullying: Title I state and local school district report cards
- Improving school conditions for student learning: Titles I (SEA and LEA plans) and Title IV, Student Support and Academic Enrichment Grant
- Well-rounded education: Title I schoolwide programs and targeted assistance schools, Title IV Student Support and Academic Enrichment Grant
- Comprehensive Support and Improvement and Targeted Assistance for Improvement: Title I
- Needs Assessments
- 21st Century Community Learning Centers, Full-Service Community Schools Program, Promise Neighborhoods Program: Title IV

For more information about these programs, visit the Coalition’s [federal policy webpage](#).

COMMUNITY SCHOOLS GUIDING PRINCIPLES

Seven principles guide the community schools approach to school transformation, and provide a framework that undergirds each of the community school implementation standards.

1. **PURSUE EQUITY**—Educational excellence and equity are inseparable. Community schools work actively to identify and confront policies, practices and cultures that keep students of different backgrounds and races from achieving equitable outcomes. Community schools proactively and intentionally empower those typically disempowered by barriers to participation.
2. **INVEST IN A WHOLE-CHILD APPROACH TO EDUCATION**—Meaningful teaching and learning embraces but goes beyond mastery of core academic subjects to include youth development principles; holding high expectations for children, youth, and adults; and developing their social-emotional, health, critical thinking, and problem solving skills.
3. **BUILD ON COMMUNITY STRENGTHS TO ENSURE CONDITIONS**—Community schools utilize the assets of the entire community—including the gifts of people who live and work there, parents, families, residents and community partners to create the optimal learning conditions for each student.
4. **USE DATA AND COMMUNITY WISDOM TO GUIDE PARTNERSHIPS, PROGRAMS, AND PROGRESS**—Reliable and community-specific data, coupled with the wisdom of youth, families and residents, guides how educators and community partners work together to achieve measurable results.
5. **COMMIT TO INTERDEPENDENCE AND SHARED ACCOUNTABILITY**—Student success requires explicit investment in collaborative planning and implementation between educators and community partners and across program areas and disciplines. Mutually agreed upon results and related indicators, as well as written agreements enable educators and community partners to hold each other accountable.
6. **INVEST IN BUILDING TRUSTING RELATIONSHIPS**—Deep collaboration takes dedicated effort and time, and becomes evident in the daily formal and informal social exchanges within a school community and between the school and the broader community. Trusting relationships fuel school transformation by helping to create a nurturing safe, respectful climate where caring adults, families and students come to rely on each other as part of a shared approach to student success.
7. **FOSTER A LEARNING ORGANIZATION**—Improved student learning depends on a school community where educators and community partners work together towards continuous improvement. Time and support are available for individual and collective reflection and adjustment as well as shared learning and professional development, to facilitate responsiveness to student needs.

In combination, and when guided by a coherent and rigorous vision of how students, schools, and communities can thrive, these principles provide a strong foundation for the pursuit of the community school strategy.

COMMUNITY SCHOOLS STANDARDS



The standards include two parts. The first part covers the structures and functions of a community school. The second part addresses the core program elements that occur in community schools. A glossary can be found after Part 2.

PART 1: COMMUNITY SCHOOL STRUCTURES AND FUNCTIONS

Part I identifies the knowledge, skills, and dispositions that school and community partners need in order to plan and implement successful and impactful community schools.

Each standard is organized into three levels – the standard, related elements, and indicators of performance. Each standard addresses the broad category of community schools implementation. The elements within each standard reflect specific features of high level implementation. The indicators, which are forthcoming, serve primarily as examples of how a community school practitioner and partners might demonstrate the elements along an implementation continuum of a comprehensive and coherent community school strategy.

1. Collaborative Leadership: Nurtures shared ownership and shared accountability.

- 1.1.** Interdisciplinary, cross-sector community partners share responsibility and accountability for student and school success.

INDICATORS

- Partners are active at the school (e.g., attendance at leadership meetings).
- MOUs define specific agreements, including desired results, between the school and its partners.
- Partners are explicitly included as part of the School Improvement Plan.
- To build trust and buy-in, schools and partners goals and priorities reflect the one another.

1.2. A representative site-based leadership team, including families, students, community partners, unions, neighboring community residents, the principal, community school coordinator, teachers, and other school personnel and community partners, guides collaborative planning, implementation, and oversight.

INDICATORS

- Site leadership team is representative of the school and community.
- Regularly scheduled meetings agenda and minutes.
- Clear definition of leadership team roles, responsibilities, and empowerment to make decisions.

1.3. The principal works with the community school coordinator, partners and staff to actively integrate families and community partners into the life and work of the school.

INDICATORS

- Principal meets regularly with the site-based leadership team.
- Principal is open to and has mechanisms in place to hear and act on input from school staff and families.
- Community school coordinator sites on the school leadership team.
- Principal meets regularly with community school coordinator.
- Principal is familiar with local community assets.

RESOURCES

Building a Leadership Team – A webpage describing the components of a site leadership team and hiring a community school coordinator (CCS).

Family Partnerships Resources – Multiple toolkits and guidance for family leadership, school governance and site planning (San Francisco Unified School District).

School Leadership Teams – A brochure that defines what a student leadership team is and the roles stakeholders serve on the team (New York City Department of Education).

Community & Family Engagement – Principals Share What Works- A collection of best practices that highlight the experiences of principals in family and community engagement (CCS).

2. Planning: Incorporates the assets and needs of school, family, and community in the school improvement plan.

2.1. A commitment to a shared vision and mission of student success drives educators, families, and community partners in their planning.

INDICATORS

- Shared vision statement has been created and signed by all partners.
- The shared vision drives planning for the school.

- 2.2.** Data on school and community indicators, disaggregated by race, gender, disability, income, and other relevant factors, informs the school improvement goals and plan.

INDICATORS

- School and community partners regularly collect school data on student need and community school performance, as well as macro-community data (poverty, trauma, health, housing).
- Data is collected on how well partners meet their goals and objectives as stated in School Improvement Plan.
- Data is reviewed regularly by the site leadership team.
- Data is used to inform the School Improvement Plan.

- 2.3.** A needs and assets assessment of the school, student, families, and neighboring community is conducted regularly to inform the school improvement plan.

INDICATORS

- Input from students, families, teachers, school staff, and community members and partners informs the needs and assets assessment.
- Needs and assets assessment is updated every three years.
- Needs and assets assessment report is publicly available.
- Agenda of leadership team includes an analysis and update of the needs and assets assessment.

- 2.4.** The School Improvement Plan explicitly outlines the role of school staff, families, community partners, multi-disciplinary teams, and the community school coordinator in helping to achieve specific results.

INDICATORS

- Families, community partners, and community schools coordinators are listed in the plan, their roles are defined, and goals for each are set.
- Plan describes how families and partners participated in its development.

- 2.5.** The academic and non-academic results and related indicators that the community school seeks to attain are specified in the School Improvement Plan.

INDICATORS

- The School Improvement Plan includes academic and non-academic results/indicators.

- 2.6.** The School Improvement Plan identifies and aligns a range of evidence-based programs and practices to achieve desired results.

INDICATORS

- Menu of partners with evidence-based programming is used by site leadership team.
- Illustration (e.g., theory of change) of how programs and services align with the desired results.
- Site coordinator ensures alignment and coordination of programs and practices with one another and with School Improvement Plan.
- Whole school and community-driven continuous improvement strategies are used to identify new programs and practices.

2.7. The School Site Leadership team plays a decision-making role in the development of the school improvement plan.

INDICATORS

- School Site Leadership Team is involved with the development of the School Improvement Plan.
- School Site Leadership Team meeting agenda and notes discuss the School Improvement Plan.
- School Site Leadership Team officially endorses the School Improvement Plan (e.g., through a recorded vote).
- Formal and informal surveys or interviews with members of the School Site Leadership Team regarding satisfaction with their decision-making role(s).

2.8. A mechanism for measuring progress toward desired results and indicators is defined in the plan.

INDICATORS

- Method for tracking results and indicators is in place
- Partnership with researchers who measure progress and provide feedback
- System-level support for data collection and use
- Use of qualitative and quantitative data in measuring progress (e.g., surveys, interviews, focus groups)

RESOURCES

Developing a Shared Vision and Strategic Plan – A webpage with example toolkits and other resources from community school initiatives on how to start and sustain a community school (CCS).

How to Craft an Effective School Improvement Plan – A guide detailing five concise steps to creating an effective a school improvement plan (EdSurge).

Education Update – A six-part framework for developing a school improvement plan (ASCD).

Best Practices in School Improvement Planning – A planning tool focused on how to combine data and people together when working on school improvement in a three- part improvement plan (Hanover Research).

Needs and Capacity Assessments – A diverse set of tools and examples on how to properly conduct a needs assessment with community, existing partners and new partners (CCS).

Asset-Based Community Development Institute (ABCD) – A website that connects users to various resources on effective community building such as online training videos, podcasts and toolkits (ABCD Institute, Northwestern University).

Mapping Community Assets Workbook – A workbook that highlights valuable information and strategies to guide sustainable community building (ABCD Institute, Northwestern University).

The New Paradigm for Effective Community Impact – A table outlining the attributes of asset based community impact work (ABCD Institute, Northwestern University).

Family Leadership, Governance and Site Planning Toolkit – A resource that provides multiple toolkits and guidelines on how to engage parents in site planning and advocacy (San Francisco Unified School District).

Selecting Evidence-Based Programs – A guide breaking down the process of selecting evidence-based programs and how they should be implemented (Youth.gov).

3. Coordinating Infrastructure: Facilitates coordination of school and community resources.

- 3.1.** A dedicated full time Community School Coordinator facilitates alignment of school, family and community resources.
- Position description outlines that a full-time coordinator is, at minimum, responsible for: joint planning with principal and school leadership team; recruitment, facilitation, and convening of partners; collaboration with school staff; facilitate regular partner meetings; data use to determine services and program needs and gaps and recruit partners to fill gaps.
- 3.2.** The Community School Coordinator is a member of the school's leadership team and supports the community school site-based leadership team.
- Coordinator sits on the school leadership team.
 - Records of conversations between coordinator and team members that include interventions and changes in practice.
- 3.3.** The Community School Coordinator facilitates close communication among the principal, teachers, other school staff, and community partners.
- Regularly scheduled meetings principal and coordinator
 - Meetings with grade level teams.
 - Facilitates (or oversees facilitation) of ongoing family member group meetings.
- 3.4.** The Community School Coordinator facilitates school and partnership data collection, sharing, and analysis.
- Coordinator facilitates data sharing agreements between school and partners.
 - Data are reviewed regularly by the Site Leadership Team and partners.
 - Coordinator is trained in the use of appropriate data collection and analysis.
- 3.5.** School personnel and community partners are organized into working teams focused on specific issues identified in the needs and assets assessment (e.g., mental health, after school, or mentoring).
- Clearly defined purpose for each group.
 - Rosters of working teams include families, students, and relevant community partners.
 - Agendas and action updates of working teams.
- 3.6.** School personnel and community partners assess the effectiveness of their relationships on a regular basis in order to continuously improve opportunities and supports.
- Agreement on responsibility for shared results.
 - Evaluations of partner programs (including satisfaction) in meeting stated goals/needs.
 - Discussion about partnership relationships/effectiveness and Senior Leadership Team agendas.
 - Participant satisfaction feedback (youth, families).

Building a Leadership Team – A tool highlighting which stakeholders should be included when building a leadership team for your community school (CCS).

Community School Coordinators Network – A hub of resources for community school coordinators (CCS).

Strengthening Partnerships: Community School Assessment Checklist – This resource is an interactive tool for schools and communities to evaluate their partnerships (CCS).

Community Schools: Promoting Student Success, a Rationale and Results Framework – A framework explaining the necessity to expand community schools for student success, which also defines some community school goals (CCS).

Partnership Effectiveness Continuum – A tool for assessing and developing successful partnerships and relationships (Wallace Foundation).

Principles of Effective Partnerships – A guide outlining the components needed for successful partnerships between schools and community partners (National Center for Community Schools, CAS).

4. Student-centered data: Guides opportunities and support to individual students.

- 4.1. Data systems and protocols are in place to assure access to relevant individual and aggregate information and to assure transparency of decision-making.
- School uses a data system and all staff and partners are trained to use it.
 - Coordinator and partners have access to school data (including student level).
 - Student and school-level data reports are reviewed by the Senior Leadership Team and multidisciplinary teams.
- 4.2. Policies and procedures are in place to safeguard student and family confidentiality.
- Data sharing and use agreements conform to legal requirements.
 - Students and families sign data release forms.
 - School handbook describes data use for families and students.
- 4.3. Interdisciplinary teams, with the assistance of the community school coordinator, use data to prioritize resources and prepare individualized plans to make sure every student gets the opportunities and supports they need.
- Team meeting agendas include review of data.
 - Response is differentiated based on data (e.g., response to intervention, multi-tier system of support).
 - Coordinator identifies programs and partners based on data-driven student needs.
- 4.4. Agreements are in place to share student data and data on services being provided to individual students among school personnel, community school coordinators and community partners.
- Data sharing agreement documentation (e.g., memoranda of understanding).

5. Continuous Improvement: Deepens the impact of the community school.

- 5.1.** Individual student data, participant feedback, and aggregate outcomes are analyzed regularly by the site leadership team to assess program quality and progress and develop strategies for improvement.
- School data teams include data analysis in their regular meetings.
 - School and partners have a plan and tools (e.g., school climate survey) to collect feedback from appropriate stakeholders.
- 5.2.** Issues requiring policy or procedural changes and resource needs are communicated to leaders and staff at the systems level.
- Procedures for communicating issues in place.
 - Networks of coordinators and principals discuss and raise common policy and procedural challenges.
 - School representatives participate in initiative-wide meetings communicate policy and procedural issues.
- 5.3.** Strategic opportunities for joint professional development are identified through data analysis and continuous improvement efforts and enable educators, community partners and families to develop the knowledge, skills and abilities to work effectively together, share best practices and apply those practices in their work.
- Professional development calendar and agendas.
 - Partners' staff are invited to school and school district professional development and professional learning communities.
 - School staff are invited to partner professional development .
 - Professional development needs of school staff and partners is established by those who receive the professional development.
 - Community schools professional development written into union agreements .
 - Professional development is tied to school-wide needs and data assessment.

RESOURCES

[Community Schools Scaling Up Guide \(Stage 6: Continue Improvement and Expansion\)](#) - How to continuously improve your work through data, stakeholder engagement, and professional development (CCS).

6. Sustainability: Ensures ongoing operations of the community school.

- 6.1.** A strategy for continuously strengthening shared ownership for the community school among school personnel, families, and community partners is in place.
- Senior leadership team regularly reviews progress with the whole school community.
 - Partners, school, families and community acknowledge and celebrate success.
 - Banners, logos, websites, and communications identify school and partners as a community school.
 - School facilities are readily accessible for community events and community school celebrations.

- 6.2.** School personnel, unions, community partners and leaders, and families publicly celebrate successes, and advocate for community schools within their organization and across their community.
- Credit is shared for school success.
 - Public meetings to educate the community and partners about community schools.
 - Parents, students, and families get advocacy training.
 - Media stories and op-eds about the community school.
 - Meeting agendas with elected officials.
 - Visits to successful community schools.
 - Updates about community schools are on agendas for a partner organizations internal meetings.
- 6.3.** A plan and process to sustain funding for the community school, including both the position of the community school coordinator and specific programs is in place.
- Coordinator position is funded through school or partner budgets.
 - Programming is funded through school or partner budgets.
 - Coordinator, principal, and other school staff and partners apply for joint grants.
 - Local, statewide, and national organizing to create true sustainability through new taxes, elimination of loopholes, and TIFs with money dedicated to community schools.
- 6.4.** Principals and community partners work with the school site leadership team to prepare budgets with a view to helping sustain the community schools.
- School budget includes funds for community school coordinator or activities (e.g., using Title I funding).
 - School district creates line items for community schools.
 - School and community partners, share and align budgeting process.
- 6.5.** Community partners commit to a long-term relationship with the school, driven by student and school needs, and modify their organization and culture to support the community school partnership.
- Community partners' strategic plans and policies specifically name support for community schools.
 - Community partners' staff positions explicitly support community schools (e.g., community school liaisons or supervisors, and agency directors).
- 6.6.** Community partners help generate funding for programs that will be operated under the umbrella of the community school.
- Community partners fundraise to support community school.
 - Community partners dedicate portions of their budget to support community schools.
 - Community partners tap non-financial assets (e.g., volunteers, mentors).

RESOURCES

Financing your Community School – Resources to help fund your community school (CCS).

Sustaining Community Schools – Resources and tips to help sustain your community school initiative (pp. 49-57) (National Center for Community Schools, CAS).

The Characteristics of an Effective Community Schools System – A summary of the four characteristics for scaling up a community school (CCS).

Local Policy – Examples of school board and city/county policy (CCS).

PART 2: COMMON OPPORTUNITIES IN A COMMUNITY SCHOOL

A community school provides an array of student-centered opportunities: programs, supports, and services to enhance conditions for high-quality teaching and learning. Opportunities in a community school are intended to be unique and intentionally responsive to the assets and needs of a particular school community. As student-centered opportunities, practitioners should develop appropriate and meaningful programs, supports, and services that meet the unique needs and interests of each and every child. While program elements are important hallmarks of a community school strategy, piecemeal programmatic investments do not result in a cohesive, sustainable, and transformational community school strategy.

The following opportunities are particularly important from a community school standpoint. Many of these opportunities already benefit from valuable, and evidence-based field-specific implementation standards to ensure high quality service delivery, and we encourage community school practitioners to reference those implementation standards in building and assessing their programs, supports, and services.

Each program element below includes indicators which serve as examples of how a community school practitioner and partners might implement the elements along a continuum as part of a comprehensive and coherent community school strategy.

7. Powerful Learning: Engages students as independent learners.

Successful community schools put high-quality learning opportunities in the core of their approach. They focus on ways to support learning during the typical school day and during times for expanded learning opportunities (e.g., afterschool and summer). Student centered learning is responsive to the voice and interests of students and creates meaningful, engaging, and motivating learning opportunities.

- 7.1.** Teachers and community partners work together to provide a well-rounded and enriching core curriculum during and outside of the school day.
 - *Partners participate in school-based professional learning communities.*
 - *Teachers and partners have expertise in project-based learning and deeper learning, including experiences that connect to real-world (specifically community-based) learning experiences.*
 - *Partners provide curriculum-linked learning and developmental opportunities during non-school hours.*
 - *Teachers work with the private sector to implement a career and technical education.*
- 7.2.** Youth development principles, particularly an emphasis on student voice and choice, inform student learning and development strategies.
 - *Students participate in decisions about learning opportunities during and outside of the school day.*
 - *Youth surveys (e.g., school climate, development assets) assess whether students have voice and choice.*
- 7.3.** Partners, educators, and partners receive professional development on youth development principles. Learning opportunities enable students to develop academic, social, emotional, health and civic competencies.
 - *Students have access to a variety of learning opportunities that address multiple competencies.*
 - *Educators and partners have expertise in social, emotional, health, and civic best learning practices.*
 - *Service learning is a core element of curriculum.*

- 7.4.** Students have access to enriching after school programs that are aligned with the curriculum.
- Students and families are asked about out-of-school time learning needs.
 - The coordinator identifies and recruits partners for out-of-school time at the school and in the community.
 - Guidelines are in place to facilitate alignment.
 - Partners have experience aligning school-day and out-of-school time learning experiences.
 - Key staff position (e.g., out-of-school time coordinator) explicitly links out-of-school time learning with core instructional program.
 - Description of after-school program and activities that demonstrate alignment with curriculum.
- 7.5.** Students have access to enriching summer learning experiences.
- List of summer learning opportunities available to students inside and outside of the school.
- 7.6.** Students have access to supportive environments as needed before school and during school breaks.
- School is open early for students needing care and support.
 - Plan is in place to address student needs during breaks.
- 7.7.** Learning experiences incorporate a focus on real world issues and enable young people to be problem solvers in their own communities.
- Field trips to understand real world issues are available.
 - Students hear from local community leaders and residents about real world issues.
 - Curriculum addresses real world issues; students engage in learning about issues and developing solutions.
- 7.8.** Learning experiences in community schools meet quality standards defined by specific program fields (e.g., after school, summer learning, service learning, project-based learning, common core).
- Educators and partners have access to materials, curricula, and training for effective programming and instruction.

RESOURCES

Core Programs Components of CAS Community Schools – A guidebook describing the core components of a community school system, such as afterschool programs and early childhood education (pp. 24-27) (National Center for Community Schools, CAS).

School-Age Program Observation Tool – An instrument to guide student and program observation based evaluations (National Center for Community Schools, CAS).

Statewide Afterschool Networks Quality Standards – A guide to quality standards for afterschool programs (Statewide Afterschool Networks).

Quality Standards for Expanded Learning in California – A guide to California’s quality standards for their afterschool network (Afterschool Network).

New York State Afterschool Quality Self-Assessment Tool – New York’s afterschool network program quality standards (New York State Network for Youth Success).

School Climate Surveys – Web-based administration platform, including a suite of school climate surveys for secondary students, staff, and families (U.S. Department of Education).

8. Integrated Health and Social Supports: Addressing barriers to learning.

In a community school setting, the basic physical, mental, and emotional health needs of young people and their families are recognized and addressed as a core aspect of its work.

- 8.1.** Students and their teachers and families are knowledgeable about the services and supports that are available at, or through, school, including physical, mental, behavioral and emotional health.
- A directory of health and social supports is readily accessible.
 - Teachers know who to reach out to for specific supports for specific children.
 - Community organizations, PTAs, school website, newsletters and bulletin boards communicate available supports.
 - Community events (e.g., health fairs) inform students, teachers, and families about available supports.
- 8.2.** Services and supports are proactive and culturally and linguistically relevant and responsive.
- School staff and partners receive professional development on cultural responsiveness
 - Translation services are available in school to students, parents, and at partner events
 - Organizations with expertise to provide culturally-specific services are involved
- 8.3.** Health and social supports and services respond to the needs of students, and families, and focus both on prevention and treatment.
- Healthy living and health promotion activities are present for student, family, and residents.
 - Array of services responsive to needs (e.g., on site health and mental health services, dental and vision services).
 - Health education opportunities are available.
 - Health services are open to families and neighborhood.
- 8.4.** An interdisciplinary student support team, including specialized instructional support personnel, community partners, other school staff, and involving families where appropriate, develops and oversees a plan to respond to individual student needs.
- Response to intervention system is in place.
 - Student support teams and RTI System Student Support Plans that include student assets and needs assessments that are co-developed with students and corresponding supports or interventions.
 - Individualized Learning Plans (ILPs) for all students are in place.

RESOURCES

School-Based Health Alliance Core Competencies – A set of core competencies for school-based health centers, focused on access and accountability (School-Based Health Alliance).

Standards for School Social Work Services – Guiding principles addressing multiple domains of practice (National Association of Social Workers).

9. Authentic Family Engagement: Embraces families and mobilizes family assets.

Strong family and community engagement increases the resources and relationships available to enable better learning. Community schools value the experiences of people from diverse backgrounds who are committed to the welfare of the community, and thus, work to identify and deploy numerous resources.

- 9.1.** Teachers and families have trusting and respectful relationships.
- Teachers, and partners where appropriate, conduct home visits.
 - Community organizations and partners facilitate outreach to parents.
 - School personnel attend community meetings and offer assistance at community locations.
 - Surveys of families and teachers assess trusting relationships with families.
- 9.2.** Families have equity of voice and power in the community school's leadership and decision-making structures.
- Families are represented on the Site Leaders Team.
 - Voices of families are included in the needs and asset assessment.
 - Leadership development opportunities are regularly available to families and community members.
- 9.3.** Two-way, culturally and linguistically relevant communication between school and families is proactive and consistent.
- Translations of relevant documents and translators of for key events and interactions (e.g., parent/teacher conversations).
 - Opportunities for parents to meet with educators are offered at different times at day/evening/weekend.
 - Educators are familiar with the cultural characteristics of their students and families.
- 9.4.** Families are empowered and supported to support learning at home.
- Families receive professional development on ways to support student learning.
 - Professional development helps teachers learn how to empower families.
 - Positive feedback about student behavior and performance is provided to parents.
 - Appropriate technology facilitates communications with families.
- 9.5.** The community school recognizes that all adults involved with the community schools and family members must develop the capacity to work together.
- Joint professional development experiences are available.
 - Joint planning for the community schools is the norm .
 - Transparency about the Parent and community partner survey/feedback.
 - Training for all school and partner staff on topics such as customer service, cultural responsiveness.
- 9.6.** Leadership development opportunities are regularly available to families and community residents.
- Leadership development opportunities are available in school or community.
- 9.7.** Educators, families, community partners, and school personnel and leadership demonstrate trusting relationships.
- School climate surveys demonstrate stakeholders have evidence of trusting relationships in the school

RESOURCES

Beyond the Bake Sale: The Essential Guide to Family/School Partnerships – A book focused on building “strong collaborative relationships” between parents and teachers.

Parent Teacher Home Visits – A project promoting a model of teachers visiting student’s homes to enhance connections between teachers and families (Parent Teacher Home Visits).

National Standards for Family-School Partnerships – Guidelines from the National PTA on forming and maintaining family-school partnerships (PTA).

Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships – The U.S. Department of Education’s guide to forming and maintaining effective family-school partnerships (U.S. Department of Education).

10. Authentic Community Engagement: Gathers and galvanizes community and neighborhoods resources.

10.1. The school is a venue for exploring assets and addressing challenges affecting the school and the community.

- Community issues and challenges are discussed at school.
- Coordinators, principals, and teachers, as well as partners participate in community asset mapping and community neighborhood walk arounds.
- Community residents are included in Site Leadership Team.

10.2. The school building is open and accessible beyond the school day, including evenings and weekends.

- School district policies allow community use connected to the results the schools seeks at no cost.
- Community events, education, and training programs and other opportunities are available.
- Agreement is in place to pay facilities staff for extra time.

10.3. Families and community members recognize the school as a hub of learning and community development.

- Turnouts for Parent Teacher Nights
- Turnout for community events held at the school.
- Number of community residents volunteering at schools
- Data Participation in Surveys of family and community residents.

RESOURCES

Shared Use for Schools – Resources and organizations on sharing space with schools, a community asset (Safe Routes to School National Partnership).

GLOSSARY



COMMUNITY PARTNERS (1.1): Results-focused partners are essential to a community school. Partners may include local community-based organizations, government agencies, school districts, institutions of higher education, businesses, and faith-based entities.

COMMUNITY SCHOOLS COORDINATOR (1.3, 3): The coordinator serves as a bridge between school and community, aligns the work of educators and community partners toward a common set of results, and supports a site leadership team.

COMMUNITY WISDOM: Residents, neighbors, families, and local businesses have valuable knowledge about their neighborhood and schools' strengths and needs. When given a voice, communities offer essential information that can better inform community school development.

CONDITIONS FOR LEARNING: Schools, together with their communities, must work to fulfill six conditions for learning that we have identified as necessary for every child to succeed, based on an analysis of research. These conditions are:

1. Early childhood development is fostered through high-quality, comprehensive programs that nurture learning and development.
2. The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations for students.

3. Students are motivated and engaged in learning—both in school and in community settings, during and after school.
4. The basic physical, mental and emotional health needs of young people and their families are recognized and addressed.
5. There is mutual respect and effective collaboration among parents, families and school staff.
6. Community engagement, together with school efforts, promotes a school climate that is safe, supportive, and respectful and connects students to a broader learning community.

DATA PROTOCOLS (4.1): Data sharing agreements that dictate the permissions and use of data systems.

DATA SYSTEMS (4.1): Technology that enables data collection and sharing between school and partner staff.

ELEMENT: Within each standard, the elements reflect specific features of high level implementation.

FUNCTIONS OF A COMMUNITY SCHOOL (PART I): Each of the groups or individuals that comprise the community school is responsible for a core set of functions including programming, continuous improvement, and coordination.

INDICATOR: The indicators serve primarily as examples of how a community school practitioner and partners might demonstrate the elements along an implementation continuum of a comprehensive and coherent community school strategy.

INDIVIDUALIZED LEARNING PLANS (ILP) (8.4): An individualized learning plan (ILP) is both a document and a process that students use – with support from school counselors, teachers, and parents – to define their career goals and postsecondary plans in order to inform the student’s decisions about their courses and activities throughout high school. Many states have adopted policies that require all middle and/or high school students to develop and maintain an individualized learning plan in order to make schools more personalized and improve student outcomes.

INTERDEPENDENCE: Community schools are a results-focused partnership strategy where the work of each partners influences that of other partners and the school.

JOINT PROFESSIONAL DEVELOPMENT (5.3): Professional development opportunities are available to school and partners and are offered by either entity.

NEEDS AND ASSET ASSESSMENT (2.3): This assessment identifies the needs of students, schools, families, and the community as well as the assets of individuals, formal institutions and agencies, and informal organizations in the community that can be mobilized to meet these needs.

NON-ACADEMIC RESULTS AND INDICATORS (2.5): While all results and indicators can contribute to academic outcomes, “non-academic” refers to all the results and indicators that do not specifically measure academic outcomes. Examples include school climate, student engagement, and family engagement.

PROGRAM ELEMENTS (PART II): Every community schools offers a variety of programming aligned to its specific needs and goals. There are common programmatic elements that most typically occur in all

community schools including student centered learning and development, health and social services and supports, and family and community engagement.

SCHOOL AND COMMUNITY INDICATORS (2.2): Observable information that measures or identifies a particular result the community school is working toward. Examples include attendance rates, school climate, and immunization rates.

SCHOOL IMPROVEMENT PLAN (2.4): Schools are responsible for developing an annual plan that describes their instructional choices, education resources and supports, staffing decisions, and partnerships that they are required by districts and/or states to complete. The plan includes target goals and may include a theory of change. It guides the implementation of learning and other activities in the school.

SCHOOL STAFF (2.4): This includes all the adults hired to work in the school such as the principal, teachers, guidance counselors, support staff, administrators, janitors, and nurses.

SHARED ACCOUNTABILITY: Clear, mutually agreed-upon results drive the work of community schools. Data helps partners measure progress toward results, and agreements enable them to hold each other accountable and move beyond “turf battles.”

SHARED OWNERSHIP (6.1): Together, partners engage in collaborative decision making and take ownership of their efforts to help all students succeed. School and community partners share resources, information, and accountability for results with the intention of fundamentally transforming the current education system. They develop a balance of power and equal voice among partners, even though their resources may not all carry the same dollar value.

SHARED VISION: Each partner, member of the school staff, and participating families and community members have contributed to and embraces the ideas and goals of the community school.

SITE-BASED LEADERSHIP TEAM (1.2): The site-based leadership team gives families, young people, and residents a voice and involves them, along with educators and community partners in the planning, implementation, and oversight of the community school. The coordinator helps staff and facilitate this team in partnership with the principal.

STANDARD: Addresses the broad category of community schools implementation.

STRUCTURES OF A COMMUNITY SCHOOL (PART I): Structures include the organizational elements of a community school including the school site team, partners, and the community school coordinator.

SUSTAINABILITY (6): Durability of community schools grows out of an infrastructure that supports a collaborative system based on a long-term vision, continually measures progress against a clear set of benchmarks, and develops the ability to finance the functions of community schools. To ensure continuation and deepening of the work, community schools marshal the capacity to capture and retain the political support of key sectors of the community—parents and residents, voters, taxpayers, and policymakers.

TRUSTING RELATIONSHIPS: Trust is essential to a thriving community school. Partner and school leaders depend on one another to meet obligations, to respect one another's work, and to help one another improve. Trusting relationships are built from working together, addressing conflicts, transparency, and regular and open communication.

WHOLE-CHILD: Children come to school with a wide variety of strengths and needs. Research has demonstrated that a variety of factors contribute to a child's growth and success including health, mental health, youth development, social emotional learning, family life, and academics. Community schools must be attentive to all off these factors in orders to help the whole-child.

WORKING TEAMS, SCHOOL LEVEL (3.5): School personnel, community partners, and other stakeholders may create groups to work on particular areas relevant to achieving community school results such as attendance, behavior, or family engagement.

COMMUNITY SCHOOLS STANDARDS 2017

SELF-ASSESSMENT



Each community school develops along a continuum. And each community school operates differently than another one across town or across the country. However, we know that there are similarities across community schools that have successfully implemented their strategy in how they are structured, what types of programs they offer, and how they operate.

These standards are designed to help community schools determine for themselves to what extent and how well they are implementing the various components of being a community school. The Coalition for Community Schools has designed this self-assessment so that community schools can reflect about their development, assess progress, and plot a course for continuous improvement.

HOW TO USE THIS SELF-ASSESSMENT

The Coalition recommends asking people representing different roles in your community school – principal, coordinator, parent, educator, partner, and others – to take this self-assessment and to think hard about their development by scoring their community school on each standard and element as well as writing notes about their perception of progress within each standard. Then, you should sit down together and discuss what you and your colleagues and partners think you are doing well, and about what areas you think you could improve. Together, you will discover a new path that brings all the assets of your school and community together to create community schools where children learn and thrive.

1. Collaborative Leadership: Nurtures shared ownership and shared accountability.	Ineffective	Partially Effective	Effective	Highly Effective
1.1. Interdisciplinary, cross-sector community partners share responsibility and accountability for student and school success.	1	2	3	4
1.2. A representative site-based leadership team, including families, students, community partners, unions, neighboring community residents, the principal, community school coordinator, teachers, and other school personnel and community partners, guides collaborative planning, implementation, and oversight.	1	2	3	4
1.3. The principal works with the community school coordinator, partners and staff to actively integrate families and community partners into the life and work of the school.	1	2	3	4
Overall Rating	1	2	3	4

Notes:

2. Planning: Incorporates the assets and needs of school, family, and community in the School Improvement Plan.	Ineffective	Partially Effective	Effective	Highly Effective
2.1. A commitment to a shared vision and mission of student success drives educators, families, and community partners in their planning.	1	2	3	4
2.2. Data on school and community indicators, disaggregated by race, gender, disability, income, and other relevant factors, informs the school improvement goals and plan.	1	2	3	4
2.3. A needs and assets assessment of the school, student, families, and neighboring community is conducted regularly to inform the School Improvement Plan.	1	2	3	4
2.4. The School Improvement Plan explicitly outlines the role of school staff, families, community partners, interdisciplinary teams, and the community school coordinator in helping to achieve specific results.	1	2	3	4
2.5. The academic and non-academic results and related indicators that the community school seeks to attain are specified in the School Improvement Plan.	1	2	3	4
2.6. The School Improvement Plan identifies and aligns a range of evidence-based programs and practices to achieve desired results.	1	2	3	4
2.7. The School Site Leadership Team plays a decision-making role in the development of the School Improvement Plan.	1	2	3	4
2.8. A mechanism for measuring progress toward desired results and indicators is defined in the plan.	1	2	3	4
2.9. Strong transitions support the seamless transition from early education through college and career and across schools	1	2	3	4
Overall Rating	1	2	3	4

Notes:

3. Coordinating Infrastructure: Facilitates coordination of school and community resources.	Ineffective	Partially Effective	Effective	Highly Effective
3.1. A dedicated full time Community School Coordinator facilitates alignment of school, family and community resources.	1	2	3	4
3.2. The Community School Coordinator is a member of the school’s leadership team and supports the community school site-based leadership team.	1	2	3	4
3.3. The Community School Coordinator facilitates close communication among the principal, teachers, other school staff, and community partners.	1	2	3	4
3.4. The Community School Coordinator facilitates school and partnership data collection, sharing, and analysis.	1	2	3	4
3.5. School personnel and community partners are organized into working teams focused on specific issues identified in the needs and assets assessment (e.g., mental health, after school, or mentoring).	1	2	3	4
3.6. School personnel and community partners assess the effectiveness of their relationships on a regular basis in order to continuously improve opportunities and supports	1	2	3	4
Overall Rating	1	2	3	4

Notes:

4. Student-centered data: Guides opportunities and support to individual students.	Ineffective	Partially Effective	Effective	Highly Effective
4.1. Data systems and protocols are in place to assure access to relevant individual and aggregate information and to assure transparency of decision-making.	1	2	3	4
4.2. Policies and procedures are in place to safeguard student and family confidentiality.	1	2	3	4
4.3. Multi-disciplinary teams, with the assistance of the community school coordinator, use data to prioritize resources and prepare individualized plans to make sure every student gets the opportunities and supports they need.	1	2	3	4
4.4. Agreements are in place to share student data and data on services being provided to individual students among school personnel, community school coordinators and community partners.	1	2	3	4
Overall Rating	1	2	3	4

Notes:

6. Sustainability: Ensures ongoing operations of the community school.	Ineffective	Partially Effective	Effective	Highly Effective
6.1. A strategy for continuously strengthening shared ownership for the community school among school personnel, families, and community partners is in place.	1	2	3	4
6.2. School personnel, unions, community partners and leaders, and families publicly celebrate successes, and advocate for community schools within their organization and across their community.	1	2	3	4
6.3. A plan and process to sustain funding for the community school, including both the position of the community school coordinator and specific programs is in place.	1	2	3	4
6.4. Principals and community partners work with the school site leadership team to prepare budgets with a view to helping sustain the community schools.	1	2	3	4
6.5. Community partners commit to a long-term relationship with the school, driven by student and school needs, and modify their organization and culture to support the community school partnership.	1	2	3	4
6.6. Community partners help generate funding for programs that will be operated under the umbrella of the	1	2	3	4
community school.	1	2	3	4

Notes:

7. Powerful Learning: Engages students as independent learners.	Ineffective	Partially Effective	Effective	Highly Effective
7.1. Teachers and community partners work together to provide a well-rounded and enriching core curriculum during and outside of the school day.	1	2	3	4
7.2. Youth development principles, particularly an emphasis on student voice and choice, inform student learning and development strategies.	1	2	3	4
7.3. Learning opportunities enable students to develop academic, social, emotional, health and civic competencies.	1	2	3	4
7.4. Students have access to enriching summer learning experiences.	1	2	3	4
7.5. Students have access to supportive environments as needed before school and during school breaks.	1	2	3	4
7.6. Learning experiences incorporate a focus on real world issues and enable young people to be problem solvers in their own communities.	1	2	3	4
7.7. Learning experiences in community schools meet quality standards defined by specific program fields (e.g., after school, summer learning, service learning, project-based learning, common core).	1	2	3	4
Overall Rating	1	2	3	4

Notes:

8. Integrated Health and Social Supports: Addressing barriers to learning.	Ineffective	Partially Effective	Effective	Highly Effective
8.1. Students and their teachers and families are knowledgeable about the services and supports that are available at, or through, school, including physical, mental, behavioral and emotional health.	1	2	3	4
8.2. Services and supports are proactive and culturally and linguistically relevant and responsive.	1	2	3	4
8.3. Health and social supports and services respond to the needs of students, and families, and focus both on prevention and treatment.	1	2	3	4
8.4. An interdisciplinary student support team, including specialized instructional support personnel, community partners, other school staff, and involving families where appropriate, develops and oversees a plan to respond to individual student needs.	1	2	3	4
Overall Rating	1	2	3	4

Notes:

9. Authentic Family Engagement: Embraces families and mobilizes family assets.	Ineffective	Partially Effective	Effective	Highly Effective
9.1. Teachers and families have trusting and respectful relationships.	1	2	3	4
9.2. Families have equity of voice and power in the community school’s leadership and decision-making structures.	1	2	3	4
9.3. Two-way, culturally and linguistically relevant communication between school and families is proactive and consistent.	1	2	3	4
9.4. Families are empowered and supported to support learning at home.	1	2	3	4
9.5. The community school recognizes that all adults involved with the community schools and family members must develop the capacity to work together.	1	2	3	4
9.6. Leadership development opportunities are regularly available to families and community residents.	1	2	3	4
9.7. Educators, families, community partners, and school personnel and leadership demonstrate trusting relationships.	1	2	3	4
Overall Rating	1	2	3	4

Notes:

10. Authentic Community Engagement: Gathers and galvanizes community and neighborhoods resources.	Ineffective	Partially Effective	Effective	Highly Effective
10.1. The school is a venue for exploring assets and addressing challenges affecting the school and the community.	1	2	3	4
10.2. The school building is open and accessible beyond the school day, including evenings and weekends.	1	2	3	4
10.3. Families and community members recognize the school as a hub of learning and community development.	1	2	3	4
Overall Rating	1	2	3	4

Notes:

ABOUT US

COALITION FOR COMMUNITY SCHOOLS



Because Every Child Deserves Every Chance

The Coalition for Community Schools, housed at the Institute for Educational Leadership (IEL), is an alliance of national, state and local organizations in education K–12, youth development, community planning and development, higher education, family support, health and human services, government, and philanthropy as well as national, state, and local community school networks. The Coalition advocates for community schools as a strategy to leverage local resources and programs, changing the look and feel of the traditional school structure to best meet the needs of children and families in the 21st century.

www.communityschools.org

INSTITUTE FOR EDUCATIONAL LEADERSHIP



For a half-century, the Institute for Educational Leadership has championed the need for leaders at all levels to shake off their institutional constraints and work across boundaries to address the needs of young people and their families.

Bound by no constituency, IEL serves as a catalyst that helps policymakers, administrators, and practitioners at all levels to bridge bureaucratic silos and undo gridlock to improve outcomes for all young people and their families. The

work of IEL focuses on three pillars required for young people and their communities to succeed: Involving the broader community with public education to support the learning and development of young people; building more effective pathways into the workforce for all young people and supporting the transition to adulthood; and preparing generations of leaders with the know-how to drive collaborative efforts at all levels.

www.iel.org

ACKNOWLEDGEMENTS

These standards represent a significant development for the community schools field. Together, individuals and organizations representing different roles in a community school worked to create a set of standards that are based on best practice. The Coalition's various networks, capacity building partners, and Steering Committee all played important roles in the development of these standards. In particular, the Coalition for Community Schools would like to thank our partners at The Opportunity Institute, the Partnership for Children and Youth (Calif.), and the Federation for Community Schools (Ill.) who helped us lead stakeholder engagement sessions, in California, Illinois, and at the National Forum for Community Schools, so that these standards truly represented work in the field. A special thank you to Hayin Kim for her partnership and for sharing our vision.

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APPENDIX D: Yearly Academic Calendar



Inspiring Students To Be IMPACTful Leaders!

IMPACT *Leadership Academy*

2022-2023

August							Calendar Legend - 183 Student Days							January														
Su	Mo	Tu	We	Th	Fr	Sa	15 Student days (5 - ER days)							Su	Mo	Tu	We	Th	Fr	Sa	20 Student days (3 - ER days)							
	1	2	3	4	5	6	1-5	Workdays (5)						1	2	3	4	5	6	7	2	Holiday (8)						
7	8	9	10	11	12	13	8-10	Workdays (8)						8	9	10	11	12	13	14	3	Begin 3rd Qtr						
14	15	16	17	18	19	20	11	1st Student Day						15	16	17	18	19	20	21	16	Holiday (9)						
21	22	23	24	25	26	27		Early Release 2:30						22	23	24	25	26	27	28		Early Release 2:30						
28	29	30	31											29	30	31												
September							21 Student Days (3 ER days)							February														
Su	Mo	Tu	We	Th	Fr	Sa	20 Student Days (5 ER days)							Su	Mo	Tu	We	Th	Fr	Sa	20 Student days (4 - ER days)							
				1	2	3		End of 1st Qtr - 45 days									1	2	3	4	3	Remote Learning Day						
4	5	6	7	8	9	10	5	Holiday (1)						5	6	7	8	9	10	11		Early Release 2:30						
11	12	13	14	15	16	17	16	Remote Learning Day						12	13	14	15	16	17	18								
18	19	20	21	22	23	24		Early Release 2:30						19	20	21	22	23	24	25								
25	26	27	28	29	30									26	27	28												
October							20 Student Days (5 ER days)							March														
Su	Mo	Tu	We	Th	Fr	Sa	23 Student days (4 - ER days)							Su	Mo	Tu	We	Th	Fr	Sa	14 Student days (3 - ER days)							
						1		End of 3rd Qtr - 46 days									1	2	3	4	8	End of 3rd Qtr - 46 days						
2	3	4	5	6	7	8	13	End of 1st Qtr - 45 days						5	6	7	8	9	10	11	9	Begin 4th Qtr						
9	10	11	12	13	14	15	14	Non-scheduled Day						12	13	14	15	16	17	18	10	Remote Learning Day						
16	17	18	19	20	21	22	17	Begin 2nd Qtr						19	20	21	22	23	24	25		Early Release 2:30						
23	24	25	26	27	28	29		Early Release 2:30						26	27	28	29	30	31									
30	31																											
November							18 Student days (4 - ER days)							April														
Su	Mo	Tu	We	Th	Fr	Sa	14 Student days (3 - ER days)							Su	Mo	Tu	We	Th	Fr	Sa	20 Student days (6 - ER days)							
		1	2	3	4	5		Early Release 2:30												1		Early Release 2:30						
6	7	8	9	10	11	12	11	Holiday (2)						2	3	4	5	6	7	8	7	Holiday (10)						
13	14	15	16	17	18	19	22	Remote Learning Day						9	10	11	12	13	14	15	10-14	Annual Leave (12)						
20	21	22	23	24	25	26	23	Non-scheduled Day						16	17	18	19	20	21	22								
27	28	29	30				24-25	Holiday (4)						23	24	25	26	27	28	29								
December							12 Student days (2 - ER days)							May														
Su	Mo	Tu	We	Th	Fr	Sa	20 Student days (6 - ER days)							Su	Mo	Tu	We	Th	Fr	Sa	183 instructional days							
				1	2	3		Early Release 2:30								1	2	3	4	5	6		Early Release 2:30					
4	5	6	7	8	9	10	16	Remote Learning Day						7	8	9	10	11	12	13		Remote Learning Day						
11	12	13	14	15	16	17	16	End 2nd Qtr - 41 days						14	15	16	17	18	19	20		End 4th Qtr - 51 days						
18	19	20	21	22	23	24	19-21	Annual Leave (3)						21	22	23	24	25	26	27		Holiday (11)						
25	26	27	28	29	30	31	22-26	Holiday (7)						28	29	30	31	1	2	30-1	Workdays (11)							
							27-30	Annual Leave (7)																				
Workdays (9; 2 optional)							August 1-5, 8-10, 5/30, 5/31, 6/1; OPTIONAL 8/10, 6/1																					
Annual Leave (10 minimum -12ILA)							12/19, 12/20, 12/21, 12/27, 12/28, 12/29, 12/30, 4/10 4/11, 4/12, 4/13, 4/14																					
Holidays (11; 3 for Christmas)							9/5, 11/11, 11/24-25, 12/22, 12/23, 12/26, 1/2, 1/16, 4/7, 5/29																					
														183 instructional days (1143.75 hours + 31.25 hours = 1,222.5 hours) 5 RLD (35 hours) 11 Workdays 10 Annual Leave 11 Holidays (215 Calendar Days)														

Federal Holidays 2022

Jul 4	Independence Day	Nov 11	Veterans Day
Sep 5	Labor Day	Nov 24	Thanksgiving Day
Oct 10	Columbus Day	Dec 25	Christmas Day
		Dec 26	Christmas Day (obs.)

Federal Holidays 2023

Jan 1	New Year's Day	Apr 7th	Good Friday
Jan 2	New Year's Day (obs.)		
Jan 16	Martin Luther King Day		
Feb 20	Presidents' Day		
May 29	Memorial Day		

APPENDIX E: Daily and Weekly Schedule



Inspiring Students To Be IMPACTful Leaders!

IMPACT *Leadership Academy*

K-5th Weekly schedule

Name: _____

Time / period	Monday	Tuesday	Wednesday	Thursday	Friday
7:15-7:30	Student Arrival	Student Arrival	Student Arrival	Student Arrival	Student Arrival
7:30-7:50	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:50-8:15	IMPACT Meeting	IMPACT Meeting	IMPACT Meeting	IMPACT Meeting	IMPACT Meeting
8:15-9:45 (90 min)	Block #1	Block #1	Block #1	Block #1	Block #1
9:45-9:55	Morning Break	Morning Break	Morning Break	Morning Break	Morning Break
9:55-11:25 (90 min)	Block #2	Block #2	Block #2	Block #2	Block #2
11:25-12:25	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
12:30-1:30 (60 min)	Block #3	Block #3	Block #3	Block #3	Block #3
1:30-2:30	Specials	Specials	Specials	Specials	Specials
2:30-4:00	STAFF PD	IMPACT Time	IMPACT Time	IMPACT Time	IMPACT Time

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6th-8th Grade Weekly schedule

Name: _____

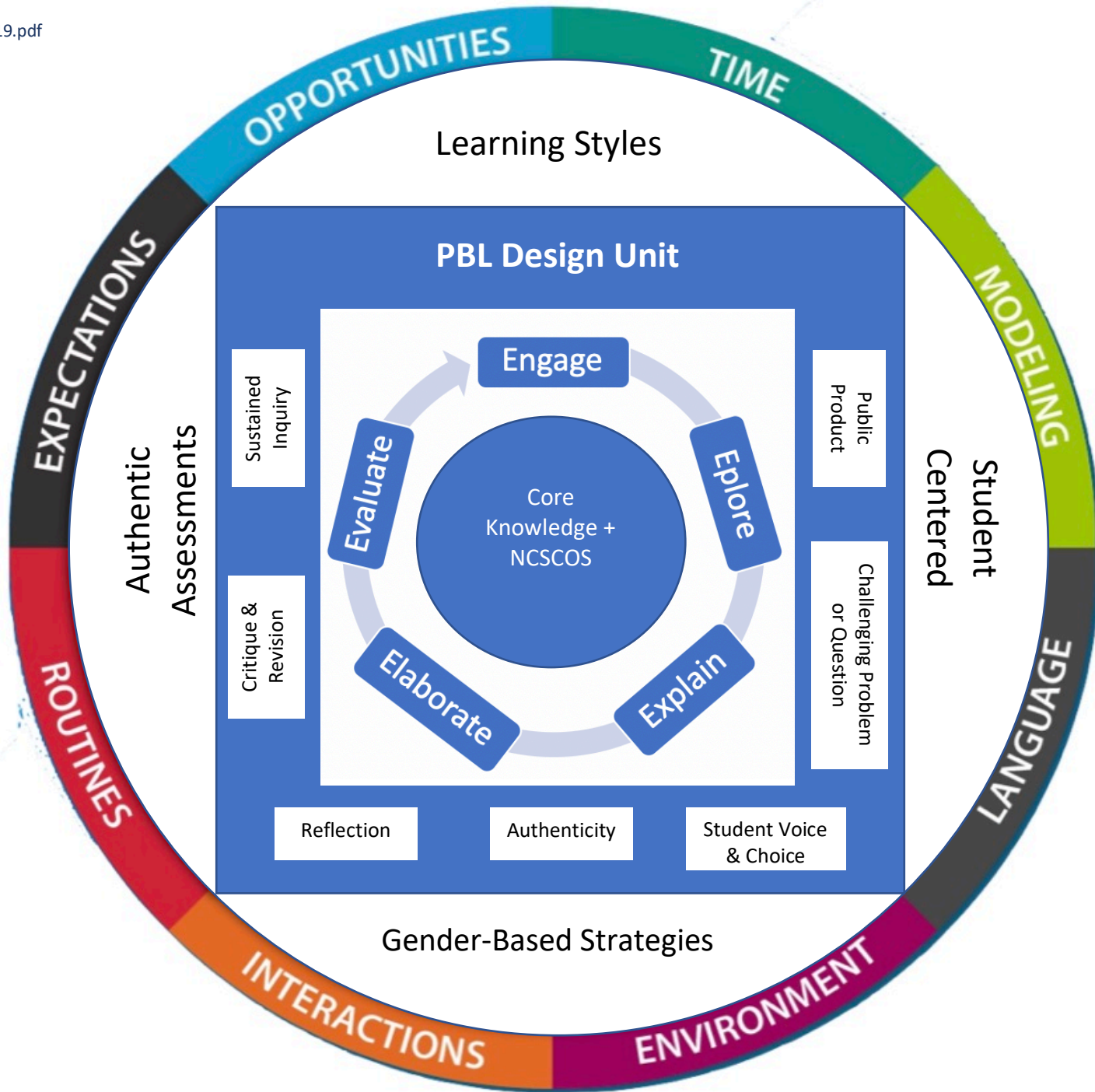
Time / period	Monday	Tuesday	Wednesday	Thursday	Friday
7:15-7:30	Student Arrival	Student Arrival	Student Arrival	Student Arrival	Student Arrival
7:30-7:50	IMPACT Meeting	IMPACT Meeting	IMPACT Meeting	IMPACT Meeting	IMPACT Meeting
7:50-8:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:15-9:45 (90 min)	Block #1	Block #1	Block #1	Block #1	Block #1
9:45-11:15 (90 min)	Block #2	Block #2	Block #2	Block #2	Block #2
11:15-12:15 (60 min)	Specials	Specials	Specials	Specials	Specials
12:15-12:45 (30 min)	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:00	PM Break	PM Break	PM Break	PM Break	PM Break
1:00-2:30 (90 min)	Block #3	Block #3	Block #3	Block #3	Block #3
2:30-4:00	STAFF PD	IMPACT Time	IMPACT Time	IMPACT Time	IMPACT Time

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Sources:
Forces That Shape Group Culture
<https://library.wab.edu/culturesofthinking/8forces>

Gold Standard PBL Essential v2019.pdf
PBLWorks.org

5E Lesson Plan



<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
School Administrator	1	1	1	1
Curriculum Director	1	1	1	1
Dean of School		1	1	1
School Counselor		0.5	1	1
Community School Coordinator		0.5	1	1
Core Classroom Teachers		8	10	12
Specials Teachers (PE, ART, STEM)		2	3	3
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		1	1	1
Student Support Positions (e.g. social workers, psychologists, etc.)				
Teaching Aides or Assistants		1	1	1
School Operations Support Staff		1	1	1

<u>Year 4</u>	<u>Year 5</u>
1	1
1	1
1	1
1	1
1	1
14	16
4	5
2	2
3	4
1	1

APPENDIX G: Organizational Chart



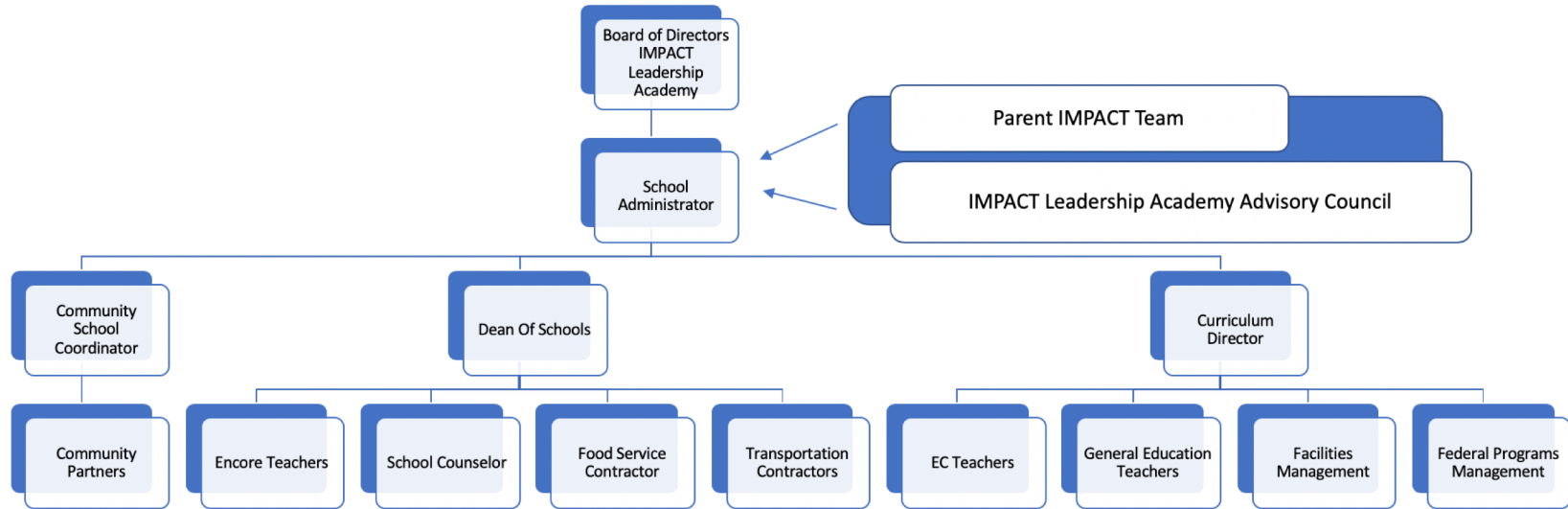
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IMPACT *Leadership Academy*

Organizational Chart



APPENDIX H: Charter School Board Member Information Form and Resume



Inspiring Students To Be IMPACTful Leaders!

IMPACT *Leadership Academy*

CURRICULUM VITAE

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Educational Preparation

Doctor of Philosophy-Ph.D. Curriculum and Instruction with an emphasis in Special Education, University of South Florida, Tampa, Florida. Minor: Language Disorders

Dissertation Topic: A Study of Teachers' Perceptions of the Relative Importance of Selected Characteristics of Collaborative Teaching

Master of Education – M.Ed. (Elementary Education), North Carolina Central University, Durham, North Carolina

Bachelor of Arts in Education – B.A. (Elementary Education), Shaw University, Raleigh, North Carolina

Certification (North Carolina)

Certification in Gifted Education (K-12), University of North Carolina at Chapel Hill; Chapel Hill, North Carolina.
Certification in Math Education (7-12), University of North Carolina at Chapel Hill; Chapel Hill, North Carolina.
Elementary Education (Class G), Social Studies (Class G), Gifted Education (K-12) and Math Education (7-12).

Employment History

August 1, 2017-present

July 1, 2012-June 2013

July 1, 2006-June 2012

August 2, 2005-2008

November 2006-2008

August 22, 1994-July 29, 2005

January 2004– July 31, 2004

July 30, 1993-February 1994

April 1993-April 1994

Interim Chair, North Carolina Central University

Director of Teacher Education

Chair, Department of Curriculum & Instruction;

Director, Institute for the Study of Minority Issues

Co-Director, Institute for the Study of Children, Youth, and Families

Director, Office of Student Services and Certification,

Associate Professor of Education,

Winston-Salem State University

Interim Director, North Carolina-Mathematics/Science

Training/Curriculum Manager, Multicultural

Health Training Program

Family Counselor (Mental Health Care, Inc.), Tampa, FL

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school, you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

IMPACT Leadership Academy

2. Full name: Dorothy M. Singleton

Home Address: 1206 Pondfield Way, Durham, NC 27713

Business Name and Address:

Telephone No.: 919.323.5131

E-mail address: educational12@cs.com

3. Brief educational and employment history.

My educational history includes Doctor of Philosophy-Ph.D., Master of Education-M.Ed., Bachelor of Arts in Education. My most recent employment has been with North Carolina Central University where I have served Director of Teacher Education, Interim Chair, Chairperson of the Department of Curriculum & Instruction, Director of the Institute for the Study of Minority Issues, Co-Director of the Institute for the Study of Children, Youth and Families. Prior to that at Winston-Salem State University, I served as Director of the Office of Student Services and Certification and Associate Professor of Education. I have over 50 years of experience at all levels of education.

4. Have you previously served on a board of a school district, another charter school, a non- public school or **any not-for-profit corporation?**

I served as the Chairperson of the Board of Directors for the Elsie Leake Consulting, Inc for 3 years.

No:

Yes: X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was approached by planners with a vision for bringing a unique educational opportunity to a rural area that of high need. The Lenoir County area is a rural county that faces many challenges to student academic achievement. It is my interest to support a unique educational choice to this community that will enhance students' skills, family involvement and community success.

6. What is your understanding of the appropriate role of a public charter school board member?

As a public charter school board member, my role will be to work together with the board, school leader and community to ensure the school operates to accomplish the charter's mission. It will be imperative that board members have positive relations with all stakeholders to promote collaborative leadership principles. Board members will be responsible to ensure governing policies and measurable goals are in place and monitored. Board members are responsible for working together with the school leader to oversee that:

- *The academic programs are successful*
- *The school's operational programs comply with all terms of its charter*
- *The school is compliant in all statutory and regulatory requirements*
- *The school is financially solvent*
- *Competent, professional staff are hired to carry out the operational plan*

7. Describe any previous experience you have that is relevant to serving on the charter school board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have been a consultant to the development of a charter school in Durham, NC. The application was submitted for review. I was engaged in the process of gathering materials, as well as designing and implementing educational programs. I was responsible for providing current research in the educational field.

8. Describe the specific knowledge and experience that you would bring to the board.

My expertise is in curriculum and instruction with an emphasis in special education, to serve both the general population of students as well as students with special challenges. My work with students was to ensure they mastered skills across the curriculum. I bring experience with securing and overseeing grants for education and business opportunities. In addition to my work in curriculum and instruction, I have prepared teachers for more than 22 years for the 21st

century.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Through collaborative leadership practices and community engagement, IMPACT Leadership Academy will inspire academic and social excellence using project-based learning and gender-based strategies to produce impactful leaders of the community. IMPACT Leadership Academy's believes that personalizing learning, removing barriers and providing access to opportunities, and connecting school, family and community will prepare students for a brighter future. It is designed to be a hub for the community where educational opportunities and other supports vital to the success of students and families are accessible to maximize learning, especially for students in economically disadvantaged situations. IMPACT will be guided by the values of integrity, merit, perseverance, accountability, community and talent.

2. What is your understanding of the school's proposed educational program?

IMPACT Leadership Academy will use the NC Standards and Core Knowledge to design project-based learning units allowing students to learn through inquiry. Gender-based teaching strategies and flexible learning spaces will be used to personalize learning so that the needs of all students are met.

3. What do you believe to be the characteristics of a successful school?

The catalyst for the school success is an effective instructional leader to be a role model for both faculty and staff. The school leaders should establish clearly defined goals for students, parents and the community. It is essential to hire effective teachers that are trained and supported in implementation of the school curriculum with high student engagement. Most importantly, students need to have opportunities to learn beyond the classroom with real world experiences that prepares them for ever-changing global opportunities.

4. How will you know that the school is succeeding (or not) in its mission?

The success of the school will be determined by progress toward clearly defined academic, financial and operational goals. A strategic plan and measures of success that can be monitored by the school leader and reviewed by the board monthly will inform school progress. The school will use Community School Standards 2017 Self-Assessment to monitor school progress.

Governance

1. Describe the role that the board will play in the school's operation.

The board will provide support in the way of networking, fundraising and community building to ensure that the school is adequately planned, has space, food resources and transportation built into the school's operation to open successfully. The board will be responsible for seeking and hiring the best leader to propel our mission forward. The board will be responsible for laying the foundation for academic pedagogy, hiring practices, community involvement and school sustainability.

2. How will you know if the school is successful at the end of the first year of operation?

The school has established measurable goals that will be monitored by the board. The Community Schools Standards 2017 Self-Assessment will also inform the board of school success.

3. How will you know at the end of five years of the schools is successful?

At the end of five years, IMPACT will achieve an overall rating of at least "effective" on each of the 10 standards of the self-assessment rubric for community schools. There will be well-established partnerships for authentic family and community engagement. There will evidence of progress toward the explicit 5-year goals for the charter. The school will authentically be a hub for community learning with a culture and academic curriculum that produces students with the skills necessary for academic, social and life success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Board members should receive training that informs them of school operations. They need develop policies and procedures for school operations. Board members must be knowledgeable of the strategic plan and The Community Schools Standards 2017 Self-Assessment. They should be well versed in the school's curriculum and build a network with community business partners. They will need to have a system of immediate correspondence with stakeholders. The board should be seeking supportive grants that will enhance operations of the school annually.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would follow the policies and procedures in place, which would include due process for a formal hearing and procedure for removal of the board member if the known facts are substantiated.

*Please include the following with your Information Form

- A one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary



action taken and the license validity.

Certification

I, Dr. Dorothy Singleton, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member IMPACT Leadership Academy Charter School is true and correct in every respect.

Signature *Dorothy M. Singleton, PhD*

Date: 7/12/2020

Appendix I - Board Member Background Certification Statement and Completed Background Check*

DANNY KING*Executive Management * Visionary Leader*

2965 Arrington Bridge Road
 Dudley, North Carolina 28333 (919) 731-7791
 Email: dking@adlinc.org

EXECUTIVE SUMMARY

Executive Director Leader of organization, establishing a vision that is achieved through the efforts of a diverse team of high-performing leaders and professional staff. As Executive Director and Chief Mobilizer, I leverage the power of relationships and networks, and work across private, public, and corporate sectors to improve conditions. Possesses a high level of broad business and management skills and is effective at generating resources and financial support for the organization. Dedicated to shared and measurable goals for the common good – creating, resourcing, scaling, and leveraging strategies for broad investment and impact. Responsible for building trust in organization and its relevance in the community. Strive to leverage the organization's breadth of community presence, relationships, and strategy.

HIGHLIGHTS OF QUALIFICATIONS

Oversee organization's overall operations, budget, and policies.

Substantial experience working in the nonprofit sector and interacting with employees and diverse boards

Extensive senior strategic leadership experience in the management of organizations of comparable size and mission

Ability to command the confidence and respect of stakeholders

A demonstrated track record of promoting diversity and an ability to build collaboration with the community at large

Experience in developing partnerships, building teams and conflict management

Experience in building revenue and increasing philanthropic support

Performed grant writing and fundraising activities to secure funding for nonprofit organization.

Demonstrate a high level of intelligence and intellectual curiosity and a desire to explore new ideas and innovative approaches to solving problems

Maintained Exceptional Children guidelines in testing, evaluation assessments and IEP goals.

PROFESSIONAL EMPLOYMENT HISTORY

One to One with Youth, Inc., Goldsboro, NC <i>President, CEO</i>	2005 – Present
ADLA, Inc., Community Development Corporation, Mt. Olive, NC <i>Executive Director</i>	2003 – Present
Wayne County Public Schools, Goldsboro, NC <i>Behavior Emotional Disability Teacher</i>	2001 – 2004
Montgomery County Public Schools, Rockville, MD <i>Needs Teacher</i>	1999 – 2000 <i>Special</i>
Prince George's County Public Schools, Upper Marlboro, MD <i>Children Instructor</i>	1993 – 1999 <i>Exceptional</i>

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Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

IMPACT Leadership Academy

2. **Full name:** Danny King

Home Address: 2965 Arrington Bridge Road, Dudley, NC 28333

Business Name and Address: One to One with Youth, Inc.

307 E. Beech Street, Goldsboro, NC 27530

Telephone No.: (919) 731-2119

E-mail address: dking@adlainc.org

3. **Brief educational and employment history.**

Bachelor of Science – Urban Studies, Winston Salem State University, 1983

Entry Lateral Teacher – 7 Years

Behavioral Interventionist Specialist – 7 Years

Correctional Officer Corporal Treatment – 11 Years

Non-Profit Executive Director – 17 Years

Mental Health Agency, President - 15 Years

4. Have you previously served on a board of a school district, another charter school, a non- public school or any not-for-profit corporation?

No: X Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

A collaborative partner revealed my credentials could be significant as a board member for Impact Leadership Academy.

6. What is your understanding of the appropriate role of a public charter school board member?

My understanding of an appropriate role of a charter school board member is to provide the strategic vision for the school, hire leaders to operate the school, hold such leaders accountable for academic success, and provide financial oversight with the highest level of integrity. A charter school board member uses varied sources of information and analyzes data about current best educational practices and outcomes to shape the schools' vision, mission, and goals. Board members have substantive knowledge or skills in areas complementary to the needs of the board and share these skills to accomplish the school's goals and priorities.

7. Describe any previous experience you have that is relevant to serving on the charter school board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

My professional background expands over 35 years of providing tactical direction for youth services organizations. Serving as President of a mental health agency and Executive Director for a non-profit company has afforded me the opportunity to develop and implement organizational strategies that would ensure best business practices and sound fiscal management.

8. Describe the specific knowledge and experience that you would bring to the board.

Various leadership roles and professional development training allows me to know how to use varied sources of information to analyze data about current practices and outcomes to shape the schools' vision, mission, and goals with high, measurable expectations for all students and educators. With my knowledge and experience, I am able to establish, conduct, and evaluate processes used to engage staff and community and the ability to use or develop data systems and other sources of information to identify unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Embedded within IMPACT Leadership Academy mission is the belief that leaders are developed through academic and social excellence due to collaborative leadership efforts and engagement within the society it serves. The vision, mission, and goals become the touchstone for decisions, strategic planning, and change processes.

2. What is your understanding of the school's proposed educational program?

The proposed education program provides a clear and concise plan for developing 21st century skills by implementing project-based learning models through the Core Knowledge curriculum.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school exemplifies high academic achievement, positive student data outcomes, well-rounded qualified Teachers, and appropriate support staff as well as culturally diverse learning models based on student needs and learning styles. Successful schools have a clear and shared focus, high standards and expectations for all students and effective school leadership.

Successful charter schools do not rely on prescribed state and federal school roles, instead educators, parents, and local communities' partner to develop programs specific to the goals and challenges within the society in which the school supports.

4. How will you know that the school is succeeding (or not) in its mission?

*The success of a school's mission statement is evident in its everyday operations and outcomes thereof. The mission must be lived by its members to be effective, without such a mission statement to cue and motivate behavior, organizational myopia is more likely to undermine organizational outcomes. One of the major purposes of a school mission statement is to help educational stakeholders operate the institution and direct organizational change. **Thus, the characteristics of a school's mission statement are indicative of the performance measures needed to examine its effectiveness.***

IMPACT Leadership Academy explicitly acknowledges the need for collaborative leadership and active community engagement as a functioning part of its mission statement. The school would benefit from partnerships with parents and other constituencies in the broader society to accomplish its intended purpose. The mission statement is a living statement that advises all day-to-day practices of school leaders and administration, teachers, and students. It is a lived philosophy and commitment to the on-going development of an effective educational institution.

Governance

1. Describe the role that the board will play in the school's operation.

The Board's role is to implement educational best practices for academic success, fiscal health, effective human resource management and legal compliance as it upholds the school's mission and vision. The board provides oversight to ensure the school's operational programs comply with all terms of its charter, the board seeks to maintain compliance in all statutory and regulatory requirements.

Board members work collaboratively to ensure effective school operations and seek to maintain high ethical standards in their oversight of the school. However, a highly functional board moves from school operations to creating systems that allow it to effectively provide appropriate oversight. Therefore, the board can spend time on strategic issues, building the school's reputation, and fundraising.

2. How will you know if the school is successful at the end of the first year of operation?

Determining if a school is performing at a successful rate, leaders must review student achievement levels based on state content and performance standards, determine student academic growth over time, analyze achievement gaps between major student subgroups in both student achievement levels and academic growth, monitor attendance and recurrent enrollment from year to year. Assessment of financial performance and sustainability and acceptable compliance with all applicable laws, regulations, and the terms of the charter contract must be achieved.

Each year, the charter school board should evaluate:

- *Goals per approved Charter Application*
- *Charter Agreement Renewal*
- *School Leader Performance*
- *Board Performance*

Annually, the Office of Charter Schools' Performance Framework serves as the standard mechanism for reporting on progress toward school success. The framework provides a consolidated view of the school's performance relative to a list of academic, operational, and financial requirements. The academic elements of the Framework are all standard indicators provided by the State accountability system. The operational and financial elements of the Framework are all required by General Statute, State Board Policy, or the Charter Agreement. This yearly compliance review involves divisions within the entire school.

3. How will you know at the end of five years of the schools is successful?

At the end of five years, specific areas are measured to determine if the school is performing at a successful rate. School data must reflect the number of significant compliance issues within the past 2 years. Financially sound audits for the past 2 years must be reviewed and an assessment of

academic outcomes comparable to the local school administrative unit (for the last 2 out of 3 years unless school has met or exceeded growth for the last 2 out of 3 years). The school cannot currently be designated as a continually low performing school. A school's charter is reviewed regularly, typically every three to five years, by the charter school authorizer.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The ability of the charter school to carry out its mission and vision depend on the strength of its organizational foundation. A critical element of this foundation is the charter school board itself. The board carries the mission of the school into the community and brings the views of the community into the school. Its importance to the health of the charter school and its financial base is primary.

Esurance of a schools ability to be successful involve; adopting a structure that reflects the school's mission, goals, and objectives , designing programs that reflects the state charter law, the use and form of shared decision making, creating at least one committee/council to address specific issues such as curriculum, finance, and staff development, create a document that explains which decisions are made by whom (governing board, administrator, committee/council). Involve a variety of people in the governing board or in committees/councils, implement board training seminars, conferences, and/or retreats, and the selection of board directors who share the school's mission and plan for school improvement . Boards must always be flexible and able to adapt to changing situations and stay true to the mission and consider the best interest of students.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

School boards are required to adopt a Code of Ethics for school officers and employees containing guidance on the standards of conduct "reasonably expected of them." The Code of Ethics must include standards for: disclosure of interests in matters before the board; holding of investments in conflict with official duties; holding of employment in conflict with duties; future employment that may be in conflict with official duties.

If one or more members of the school's board were acting unethically or not in the best interests of the school, I would first review the Code of Ethics to determine if implications were applicable. If actions/behavior is found applicable, a meeting with the Board Chairman to further discuss such indiscretions should be requested.

*Please include the following with your Information Form

- A **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Danny King, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for IMPACT Leadership Academy Charter School is true and correct in every respect.

Signature 
Danny King (Jun 30, 2020 11:23 EDT)

Date: Jun 30, 2020

Appendix I - Board Member Background Certification Statement and Completed Background Check*

Crystal D. Burts, LCSW

7990 Jasper Avenue Jacksonville, Florida 32211 Home: (915) 217-3488 • E-mail: cdburts@gmail.com

Education

- Aug 2008-Dec 2009 **MSW** University of Michigan, Ann Arbor, Michigan
Masters of Social Work in Management of Human Services and
Interpersonal Practice
- Aug 2004- May2008 **BSW** Johnson C. Smith University, Charlotte, North Carolina
Bachelors of Social Work with emphasis in macro practice methods

Licensure

- Aug 2017 State of Florida Department of Health Division of Medical Quality Assurance
Licensed Clinical Social Worker, SW 14735
- Feb 2011- Aug 2017 State of Florida Department of Health Division of Medical Quality Assurance
Registered Clinical Social Worker, ISW 6558
- Aug 2017 Florida Department of Education
Educator Certificate Social Work K-12

Experience

- Pediatric Clinical Social Worker** January 2019- Present
Wellcare Health Plans
- Social Work Clinician** Aug 2017 - May 2018
Duval County Public Schools, Jacksonville, FL
40 hours per week
- Family Support Specialist**, Accelerated Learning Solutions Jul 2014 – Oct 2016
Duval County Schools, Jacksonville FL
40 hours per week
- Trauma Clinician**; Transitional Trauma Team Jan 2013 – Jul 2014
Mental Health Resource Center; Duval County, Florida
40 hours per week
- Certified Child Protection Case Manager**; Directions for Mental Health Dec 2010 – Oct 2013
Largo, Florida
40 hours per week
- Human Resource Sergeant**; Fort Benning, Georgia April 2009 – Apr 2017
United States Army Reserves
Honorable Discharge

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

IMPACT Leadership Academy

2. **Full name:** Crystal D. Burts

Home Address: 7990 Jasper Avenue Jacksonville, FL 32211

Business Name and Address: CCREATIONS Consulting & Counseling Jacksonville, FL

Telephone No.: 915.217.3488

E-mail address: cdburts@gmail.com

3. **Brief educational and employment history.**

I am a licensed clinical social worker with both masters and bachelor degrees in social work. Over the past 10 years, I have served many populations within the following areas: child welfare, mental health, education, managed care, and home health. My employment history also includes military work for the United States Army Reserves.

4. Have you previously served on a board of a school district, another charter school, a non- public school or any not-for-profit corporation?

No: X

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I am one of the founding Board of Directors. The Lenoir County area is a rural county that faces many challenges to student academic achievement. It is my interest help offer a unique educational choice to this community that can support student, family and community success.

6. What is your understanding of the appropriate role of a public charter school board member?

As a public charter school board member, my role will be to work together with the board, school leader and community to ensure the school operates to accomplish the charter's mission. It will be imperative that board members have positive relations with all stakeholders to promote collaborative leadership principles. Board members will be responsible to ensure governing policies and measurable goals are in place and monitored. Board members are responsible for working together with the school leader to oversee that:

- *The academic programs are successful*
- *The school's operational programs comply with all terms of its charter*
- *The school is compliant in all statutory and regulatory requirements*
- *The school is financially solvent*
- *Competent, professional staff are hired to carry out the operational plan*

7. Describe any previous experience you have that is relevant to serving on the charter school board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

My experience working with charter school boards started when I worked as a Family Support Specialist for Accelerated Learning Solutions. In this role I managed the student services departments at three charter high schools within the school district in Duval County Florida. I attended meetings and prepared reports prior to each board meeting.

8. Describe the specific knowledge and experience that you would bring to the board.

As a licensed clinical social worker, I have a high standard of upholding the ethical standards of the profession while working in all capacities. My experience working first hand with underserved populations have given me an insight that will continue to advocate and promote what is in the best interest of the students, administration, and community.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Through collaborative leadership practices and community engagement, IMPACT Leadership Academy will inspire academic and social excellence using project-based learning and gender-based strategies to produce impactful leaders of the community. The board of IMPACT Leadership Academy believes that personalizing learning, removing barriers and providing access to opportunities, and connecting school, family and community will prepare students for a brighter future. It is designed to be a hub for the community where educational opportunities and other supports vital to the success of students and families are accessible to maximize learning, especially for students in economically disadvantaged situations. IMPACT will be guided by the values of integrity, merit, perseverance, accountability, community and talent.

2. What is your understanding of the school's proposed educational program?

IMPACT Leadership Academy will use the NC Standards and Core Knowledge to design project-based learning units allowing students to learn through inquiry. Gender-based teaching strategies and flexible learning spaces will be used to personalize learning so that the needs of all students are met.

3. What do you believe to be the characteristics of a successful school?

Characteristics of a successful school board include collaboration, organization, active listening, and contributions that are solution focused and practical.

4. How will you know that the school is succeeding (or not) in its mission?

The success of the school will be determined by progress toward clearly defined academic, financial and operational goals. A strategic plan and measures of success that can be monitored by the school leader and reviewed by the board monthly will inform school progress. The school will use Community School Standards 2017 Self-Assessment to monitor school progress.

Governance

1. Describe the role that the board will play in the school's operation.

The board will provide support in the way of networking, fundraising and community building to ensure that the school is adequately planned, has space, food resources and transportation built into the school's operation to open successfully. The board will be responsible for seeking and hiring the best leader to propel our mission forward. The board will be responsible for laying the foundation for academic pedagogy, hiring practices, community involvement and school sustainability.

2. How will you know if the school is successful at the end of the first year of operation?

The school has established measurable goals that will be monitored by the board. The Community Schools Standards 2017 Self-Assessment will also inform the board of school success.

3. How will you know at the end of five years if the school is successful?

At the end of five years, IMPACT will achieve an overall rating of at least “effective” on each of the 10 standards of the self-assessment rubric for community schools. There will be well-established partnerships for authentic family and community engagement. There will be evidence of progress toward the explicit 5-year goals for the charter. The school will authentically be a hub for community learning with a culture and academic curriculum that produces students with the skills necessary for academic, social and life success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The school board will need to work collectively to review schools reports and assess progress toward goal achievement. The school board will need to meet regularly.

5. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interest of the school?

I would follow the policies and procedures in place, which would include due process for a formal hearing and procedure for removal of the board member if the known facts are substantiated.

*Please include the following with your Information Form

- A one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Crystal Burts, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for IMPACT Leadership Academy Charter School is true and correct in every respect.

Signature 
Crystal Burts (Jun 29, 2020 21:39 EDT)

Date: Jun 29, 2020

Appendix I - Board Member Background Certification Statement and Completed Background Check*

BRANDI STRICKLAND

919-222-0940
btstrickland201@gmail.com

779 Lake Wackena Road
Goldsboro, NC 27534

Profile

To create impactful and lasting change for the highest good of the collective consciousness of this world.

Experience

Vice Chairman of 4 Day Movement Board of Directors; Goldsboro, NC 2018-Present

Real Estate Manager, Cashwell Investment Group; Goldsboro, NC-2006-Present

Manage investment income properties in Goldsboro and surrounding areas. Handle all improvements of properties, hire contractors to complete work, manage the books for the properties.

Assistant Sales Manager, Park Designs; Goldsboro, NC-2000-2006

Managed a sales group of 150 sales reps across the country, worked with key accounts to create privately labeled products, attended trade shows, traveled to key accounts for sales presentations.

Education

East Carolina University, BS in Business with Marketing Concentration-2000

JY Monk Real Estate School, Real Estate Broker-2003

Skills

Multitasking, working with children, Ran two successful fundraisers for Wayne Montessori School bringing in a total of \$27,000, competed and won Dancing Stars of Wayne County raising \$11,000 for education, and proficient in Quicken software. I love to cook and knowledgeable in nutrition.

References

Jim Steele-252-504-1212

Catherine Triplet-919-222-5433



Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school, you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

IMPACT Leadership Academy

2. Full name: Brandi T. Strickland

Home Address: *779 Lake Wackena Road, Goldsboro, NC 27534*

Business Name and Address:

Telephone No.: *919-222-0940*

E-mail address: *btstrickland201@gmail.com*

3. Brief educational and employment history. BSBA East Carolina University

Real Estate Manager; Cashwell Investment Group, LLC., Sales Manager; Park Designs 2000-2006

4. Have you previously served on a board of a school district, another charter school, a non- public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

DJ Coles, Founder of 4 Day Movement, recommended me to the planning team for Impact Leadership Team. The vision for the school was shared along with goals for the school and I was invited to serve. The Lenoir County area is a rural county that faces many challenges to student academic achievement. It is my interest help support an educational choice to this community that can support student, family and community success.

6. What is your understanding of the appropriate role of a public charter school board member?

As a public charter school board member, my role will be to work together with the board, school leader and community to ensure the school operates to accomplish the charter's mission. It will be imperative that board members have positive relations with all stakeholders to promote collaborative leadership principles. Board members will be responsible to ensure governing policies and measurable goals are in place and monitored. Board members are responsible for working together with the school leader to oversee that:

- *The academic programs are successful*
- *The school's operational programs comply with all terms of its charter*
- *The school is compliant in all statutory and regulatory requirements*
- *The school is financially solvent*
- *Competent, professional staff are hired to carry out the operational plan*

7. Describe any previous experience you have that is relevant to serving on the charter school board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on the board of 4 Day Movement for the past two years helping make decisions that continue the vision of the founder DJ Coles. I'm now serving as Vice Chair of the Executive Board as well.

8. Describe the specific knowledge and experience that you would bring to the board.

I am the mother of 3 small boys, I want to make sure they have the tools necessary to be successful in school and in turn a productive citizen and adult. I see the struggles that kids face through 4 Day Movement, Inc. I've seen what opportunities can bring to those less fortunate and I want to be a part of making that happen.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Through collaborative leadership practices and community engagement, IMPACT Leadership Academy will inspire academic and social excellence using project-based learning and gender-based strategies to produce impactful leaders of the community. IMPACT Leadership Academy believes that personalizing learning, removing barriers and providing access to opportunities, and connecting school, family and community will prepare students for a brighter future. It is designed to be a hub for the community where educational opportunities and other supports vital to the success of students and families are accessible to maximize learning, especially for students in economically disadvantaged situations. IMPACT will be guided by the values of integrity, merit, perseverance, accountability, community and talent.

2. What is your understanding of the school's proposed educational program?

IMPACT Leadership Academy will use the NC Standards and Core Knowledge to design project-based learning units allowing students to learn through inquiry. Gender-based teaching strategies and flexible learning spaces will be used to personalize learning so that the needs of all students are met.

3. What do you believe to be the characteristics of a successful school?

Happy students that want to be at school and do well, as well as, a school that is financially stable.

4. How will you know that the school is succeeding (or not) in its mission?

The success of the school will be determined by progress toward clearly defined academic, financial and operational goals. A strategic plan and measures of success that can be monitored by the school leader and reviewed by the board monthly will inform school progress. The school will use Community School Standards 2017 Self-Assessment to monitor school progress.

Governance

1. Describe the role that the board will play in the school's operation.

The board will provide support in the way of networking, fundraising and community building to ensure that the school is adequately planned, has space, food resources and transportation built into the school's operation to open successfully. The board will be responsible for seeking and hiring the best leader to propel our mission forward. The board will be responsible for laying the foundation for academic pedagogy, hiring practices, community involvement and school sustainability.

2. How will you know if the school is successful at the end of the first year of operation?

The school has established measurable goals that will be monitored by the board. The Community Schools Standards 2017 Self-Assessment will also inform the board of school success.

3. How will you know at the end of five years of the schools is successful?

At the end of five years, IMPACT will achieve an overall rating of at least “effective” on each of the 10 standards of the self-assessment rubric for community schools. There will be well-established partnerships for authentic family and community engagement. There will be evidence of progress toward the explicit 5-year goals for the charter. The school will authentically be a hub for community learning with a culture and academic curriculum that produces students with the skills necessary for academic, social and life success.

2. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Hiring the best educators and keeping a watchful eye on finances.

3. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interest of the school?

I would follow the policies and procedures in place, which would include due process for a formal hearing and procedure for removal of the board member if the known facts are substantiated.

*Please include the following with your Information Form

- A **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Brandi Strickland, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for IMPACT Leadership Academy Charter School is true and correct in every respect.

Signature *Brandi Strickland*
Brandi strickland (Jul 15, 2020 23:01 EDT)

07-15-2020

Date: _____

Appendix I - Board Member Background Certification Statement and Completed Background Check*

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, the school’s fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.

- Name of the Selected Board Attorney:

Lisa Gordon Stella, Esq.

- Date of Review:

7/ 15 / 2020

- Signature of Board Members Present (Add Signature Lines as Needed):

- Dorothy M. Singleton, PhD
- _____
- _____
- Brandi Strickland
Brandi Strickland (Jul 16, 2020 19:41 EDT)
- _____
- Danny King
Danny King (Jul 17, 2020 13:27 EDT)
- _____
- Crish
Crystal Burris (Jul 17, 2020 13:29 EDT)

- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- Name of the Selected Board Auditor:

Phyllis Pearson

- Date of Review:

7/ 15 / 2020

- Signature of Board Members Present (Add Signature Lines as Needed):

- Dorothy M. Singleton, PhD
- _____
- Brandi Strickland
Brandi Strickland (Jul 16, 2020 19:41 EDT)
- _____
- Danny King Danny King
Danny King (Jul 17, 2020 16:06 EDT)
- _____
- Crish
Crystal Burris (Jul 17, 2020 13:29 EDT)

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school receives. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures are accurate.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school.

LEA #1:	540-Lenoir	What percentage of
LEA #2:	400-Greene	What percentage of
LEA #3:	960-Wayne	What percentage of

Grade	Year 1			Year 2		
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
	540	400	960	540	400	960
Kindergarten						
Grade 1						
Grade 2						
Grade 3	30	5	5	30	5	5
Grade 4	30	5	5	30	5	5
Grade 5	30	5	5	30	5	5
Grade 6	30	5	5	30	5	5
Grade 7				30	5	5
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
LEA Totals:	120	20	20	150	25	25

For the first two years the State will fund the school up to the maximum projected enrollment for each of the subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



asonably expects to enroll. In addition,
ures match those on the initial cover page.

ool at any particular level.

students from the LEA selected above will qualify for EC funding?	8%
---	----

students from the LEA selected above will qualify for EC funding?	1%
---	----

students from the LEA selected above will qualify for EC funding?	1%
---	----

Year 3			Year 4			
LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
540	400	960	540	400	960	540
						30
			30	5	5	30
30	5	5	30	5	5	30
30	5	5	30	5	5	30
30	5	5	30	5	5	30
30	5	5	30	5	5	30
30	5	5	30	5	5	30
30	5	5	30	5	5	30
						30
180	30	30	210	35	35	270

ose years as set forth and approved in the projected enrollment tables. However, in

Year 5

LEA #2 **LEA #3**
400 **960**

5	5
5	5
5	5
5	5
5	5
5	5
5	5
5	5
5	5

45	45
-----------	-----------

Budget: Revenue Projections from each LEA Year 1

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

In year 1: Base state allotments are determined by the LEA in which the student

In year 2 and Beyond: Base State allotments are determined by the LEA in which the student

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCES

LEA #1:		540-Lenoir	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$5,898.36	120	
Local Funds	\$970.00	120	
State EC Funds	\$3,578.95	10	
Federal EC Funds	\$1,514.35	10	
Total:			

LEA #2:		400-Greene	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$6,964.56	20	
Local Funds	\$806.00	20	
State EC Funds	\$4,464.16	0	
Federal EC Funds	\$1,514.35	0	
Total:			

LEA #3:		960-Wayne	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$5,842.33	20	
Local Funds	\$1,001.00	20	
State EC Funds	\$4,311.06	0	
Federal EC Funds	\$1,514.35	0	
Total:			



y (LEA) receives per student receives

nt resides.

hich the school is located.

EA in which the student resides.

s (school-aged 5 through 21). Funds

their population of students.

RCE DOCUMENTS

Approximate funding for Year 1
\$707,803.20
\$116,400.00
\$34,357.92
\$14,537.76
\$873,098.88

Approximate funding for Year 1
\$139,291.20
\$16,120.00
\$892.83
\$302.87
\$156,606.90

Approximate funding for Year 1
\$116,846.60
\$20,020.00
\$862.21
\$302.87
\$138,031.68

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 963,941	\$ 1,204,926	\$ 1,445,912	\$ 1,686,897
Local Per Pupil Funds	\$ 152,540	\$ 190,675	\$ 228,810	\$ 266,945
State EC Funds	\$ 36,113	\$ 45,141	\$ 54,169	\$ 63,198
Federal EC Funds	-	\$ 15,144	\$ 22,715	\$ 26,501
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 1,152,594	\$ 1,455,886	\$ 1,751,606	\$ 2,043,541

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate add those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the oper provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of th figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix



federal funding in year

Year 5	
\$	2,168,867
\$	343,215
\$	81,254
\$	34,073
\$	2,627,409

*ditional questions by
ating budget, please
ese funds. If these*

M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 55,000	\$ 55,000	1	\$ 60,000	\$ 60,000	1	\$ 65,000	\$ 65,000	1	\$ 70,000	\$ 70,000	1	\$ 75,000	\$ 75,000
Assistant Administrator	1	\$ 50,000	\$ 50,000	1	\$ 55,000	\$ 55,000	1	\$ 60,000	\$ 60,000	1	\$ 65,000	\$ 65,000	1	\$ 70,000	\$ 70,000
Finance Officer		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Clerical	1	\$ 25,000	\$ 25,000	1	\$ 26,000	\$ 26,000	1	\$ 27,000	\$ 27,000	1	\$ 28,000	\$ 28,000	1	\$ 29,000	\$ 29,000
Food Service Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Custodians		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Transportation Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Community Schools Coordinator	0.5	\$ 45,000	\$ 22,500	1	\$ 50,000	\$ 50,000	1	\$ 52,000	\$ 52,000	1	\$ 54,000	\$ 54,000	1	\$ 56,000	\$ 56,000
Curriculum Director	1	\$ 50,000	\$ 50,000	1	\$ 55,000	\$ 55,000	1	\$ 60,000	\$ 60,000	1	\$ 65,000	\$ 65,000	1	\$ 70,000	\$ 70,000
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Total Admin and Support:	4.5		\$ 202,500	5		\$ 246,000	5		\$ 264,000	5		\$ 282,000	5		\$ 300,000
Instructional Personnel															
Core Content Teacher(s)	8	\$ 38,000	\$ 304,000	10	\$ 41,000	\$ 410,000	12	\$ 42,000	\$ 504,000	14	\$ 43,000	\$ 602,000	16	\$ 44,000	\$ 704,000
Electives/Specialty Teacher(s)		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Exceptional Children Teacher(s)	1	\$ 38,000	\$ 38,000	1	\$ 45,000	\$ 45,000	1	\$ 46,000	\$ 46,000	1	\$ 47,000	\$ 47,000	2	\$ 48,000	\$ 96,000
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants	1	\$ 25,000	\$ 25,000	1	\$ 26,000	\$ 26,000	1	\$ 27,000	\$ 27,000	3	\$ 28,000	\$ 84,000	4	\$ 29,000	\$ 116,000
Counselor	0.5	\$ 45,000	\$ 22,500	1	\$ 50,000	\$ 50,000	1	\$ 52,000	\$ 52,000	1	\$ 54,000	\$ 54,000	1	\$ 56,000	\$ 56,000
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Total Instructional Personnel:	10.5		\$ 389,500	13		\$ 531,000	15		\$ 629,000	19		\$ 787,000	23		\$ 972,000
Total Admin, Support and Instructional Personnel:	15		\$ 592,000	18		\$ 777,000	20		\$ 893,000	24		\$ 1,069,000.00	28		\$ 1,272,000

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan-NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan-Other		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare	4.5	\$ 653	\$ 2,939	5	\$ 713	\$ 3,565	5	\$ 766	\$ 3,830	5	\$ 818	\$ 4,090	5	\$ 870	\$ 4,350
Social Security	4.5	\$ 2,790	\$ 12,555	5	\$ 3,050	\$ 15,250	5	\$ 3,274	\$ 16,370	5	\$ 3,497	\$ 17,485	5	\$ 3,270	\$ 16,350
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*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Admin and Support Benefits:		\$ 15,494	\$ 15,494		\$ 18,815	\$ 18,815		\$ 20,200	\$ 20,200		\$ 21,575	\$ 21,575		\$ 20,700	\$ 20,700
Instructional Personnel Benefits															
Health Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan-NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan-Other		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Social Security	10.5	\$ 2,312	\$ 24,276	13	\$ 2,532	\$ 32,916	15	\$ 2,600	\$ 39,000	19	\$ 2,568	\$ 48,792	23	\$ 2,620	\$ 60,260
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare	10.5	\$ 541	\$ 5,681	13	\$ 592	\$ 7,696	15	\$ 608	\$ 9,120	19	\$ 601	\$ 11,419	23	\$ 613	\$ 14,099
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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Total Instructional Personnel Benefits:		\$ 29,957	\$ 29,957		\$ 40,612	\$ 40,612		\$ 48,120	\$ 48,120		\$ 60,211	\$ 60,211		\$ 74,359	\$ 74,359
Total Personnel Benefits:		\$ 45,450	\$ 45,450		\$ 59,427	\$ 59,427		\$ 68,320	\$ 68,320		\$ 81,786	\$ 81,786		\$ 95,059	\$ 95,059
Total Admin & Support Personnel (Salary & Benefits):	4.5	\$ 217,994	\$ 217,994	5	\$ 264,815	\$ 264,815	5	\$ 284,200	\$ 284,200	5	\$ 303,575.00	\$ 303,575.00	5	\$ 320,700	\$ 320,700
Total Instructional Personnel (Salary & Benefits):	10.5	\$ 419,457	\$ 419,457	13	\$ 571,612	\$ 571,612	15	\$ 677,120	\$ 677,120	19	\$ 847,211	\$ 847,211	23	\$ 1,046,359	\$ 1,046,359
TOTAL PERSONNEL:	15	\$ 637,450	\$ 637,450	18	\$ 836,427	\$ 836,427	20	\$ 961,320	\$ 961,320	24	\$ 1,150,786	\$ 1,150,786	28	\$ 1,367,059	\$ 1,367,059

**The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support		Year 1	Year 2	Year 3
Office				
Office Supplies	\$	3,000.00	\$ 3,000.00	\$ 3,000.00
Paper	\$	2,500.00	\$ 3,000.00	\$ 3,500.00
Computers & Software (schoolmint)	\$	6,000.00	\$ 6,000.00	\$ 6,000.00
Communications & Telephone	\$	1,000.00	\$ 1,000.00	\$ 1,000.00
Copier leases	\$	10,000.00	\$ 10,000.00	\$ 10,000.00
Other				
*** Insert rows and edit text as needed. ***				
Management Company				
Contract Fees				
Other				
Professional Contract				
Legal Counsel	\$	4,000.00	\$ 4,000.00	\$ 4,000.00
Student Accounting				
Financial	\$	20,000.00	\$ 20,000.00	\$ 20,000.00
Audit	\$	8,000.00	\$ 8,000.00	\$ 8,000.00
Technology				
Facilities				
Facility Lease/Mortgage	\$	40,000.00	\$ 40,000.00	\$ 40,000.00
Maintenance	\$	10,000.00	\$ 10,000.00	\$ 10,000.00
Custodial Supplies				
Custodial Contract	\$	15,000.00	\$ 15,000.00	\$ 15,000.00
Insurance (pg19)	\$	12,035.00	\$ 12,035.00	\$ 12,035.00
Other				
*** Insert rows and edit text as needed. ***				
Utilities				
Electric	\$	10,050.00	\$ 10,050.00	\$ 10,050.00
Gas				
Water/Sewer	\$	2,500.00	\$ 2,500.00	\$ 2,500.00
Trash	\$	1,400.00	\$ 1,400.00	\$ 1,400.00
Other				
*** Insert rows and edit text as needed. ***				
Transportation				
Buses				
Gas				
Oil/Tires & Maintenance				
Other				
Bus Service Contract (annualy)	\$	50,000.00	\$ 55,000.00	\$ 60,000.00

Other			
Marketing	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Child nutrition	\$ 133,200.00	\$ 166,500.00	\$ 199,800.00
Travel	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Other			
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	\$ 334,685.00	\$ 373,485.00	\$ 412,285.00

OPERATIONS BUDGET:			
Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Software (NWEA MAP)	\$ 2,000.00	\$ 2,500.00	\$ 3,000.00
Chromebooks (1-1)	\$ 28,000.00	\$ 7,000.00	\$ 7,000.00
Chromebook Charging Cart	\$ 4,000.00	\$ 1,000.00	\$ 1,000.00
Technology Repair		\$ 1,000.00	\$ 1,000.00
Instructional Contract			
Staff Development	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Contracted EC Contingency	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Contracted Enrichment Specialists	\$ 40,000.00	\$ 60,000.00	\$ 60,000.00
Books and Supplies			
Instructional Materials	\$ 10,000.00	\$ 12,000.00	\$ 14,000.00
Curriculum/Texts			
Copy Paper	\$ 3,000.00	\$ 5,000.00	\$ 7,000.00
Testing Supplies			
Furniture & Equipment	\$ 20,000.00	\$ 40,000.00	\$ 40,000.00
Instructional Subscriptions	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Total Instructional Operations:	\$ 125,000.00	\$ 146,500.00	\$ 151,000.00
TOTAL OPERATIONS:	\$ 459,685.00	\$ 519,985.00	\$ 563,285.00

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4		Year 5	
\$	4,000.00	\$	4,500.00
\$	4,000.00	\$	4,500.00
\$	6,000.00	\$	6,000.00
\$	1,000.00	\$	1,000.00
\$	10,000.00	\$	10,000.00
\$	4,000.00	\$	4,000.00
\$	20,000.00	\$	20,000.00
\$	8,000.00	\$	8,000.00
\$	40,000.00	\$	40,000.00
\$	10,000.00	\$	10,000.00
\$	15,000.00	\$	15,000.00
\$	12,035.00	\$	12,035.00
\$	12,000.00	\$	14,000.00
\$	3,500.00	\$	4,500.00
\$	1,400.00	\$	1,400.00
\$	70,000.00	\$	75,000.00

\$ 5,000.00	\$ 5,000.00
\$ 233,100.00	\$ 266,400.00
\$ 1,000.00	\$ 1,000.00
\$ 460,035.00	\$ 502,335.00

Year 4		Year 5	
\$	3,500.00	\$	4,000.00
\$	7,000.00	\$	7,000.00
\$	1,000.00	\$	1,000.00
\$	1,000.00	\$	1,000.00
\$	3,000.00	\$	3,000.00
\$	12,500.00	\$	12,500.00
\$	80,000.00	\$	100,000.00
\$	16,000.00	\$	18,000.00
\$	9,000.00	\$	11,000.00
\$	40,000.00	\$	40,000.00
\$	5,000.00	\$	5,000.00
\$	178,000.00	\$	202,500.00
\$	638,035.00	\$	704,835.00

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4
Total Personnel	J	\$ 637,450.00	\$ 836,427.00	\$ 961,320.00	\$ 1,150,786.00
Total Operations	M	\$ 459,685.00	\$ 519,985.00	\$ 563,285.00	\$ 638,035.00
Total Expenditures	N = J + M	\$ 1,097,135.00	\$ 1,356,412.00	\$ 1,524,605.00	\$ 1,788,821.00
Total Revenue	Z	\$ 1,152,593.96	\$ 1,455,885.96	\$ 1,751,606.20	\$ 2,043,540.56
Surplus / (Deficit)	= Z - N	\$ 55,458.96	\$ 99,473.96	\$ 227,001.20	\$ 254,719.56



Year 5	
\$	1,367,059.00
\$	704,835.00
\$	2,071,894.00
\$	2,627,409.29
\$	555,515.29

<u>Board Member Name</u>	<u>Board Title</u>
Dorothy Singleton, Ph.D	President (Chariperson)
Danny King	Treasurer
Crystal Burts	Secretary
Brandi Strickland	Vice President (Vice-Chairperson)

<u>County of Residence</u>	<u>Current Occupation</u>
Durham County	Interim Chair, NCCU - Retired Singleton STEM Blazers, Inc - CEO
Wayne County	President, CEO of One to One with Youth, Inc Executive Director of ADLA, Inc
Duval County	Pediatric Clinical Social Worker
Wayne County	Real Estate Manager, Cashwell Investment Group Vice Chairman, 4 Day Movement, Inc.

<u>Past or Present Professional Licenses Held</u>	<u>Any disciplinary action taken against any of these professional licenses?</u>
Certification in Gifted Education (K-12), University of North Carolina at Chapel Hill; Chapel Hill, North Carolina. Certification in Math Education (7-12), University of North Carolina at Chapel Hill; Chapel Hill, North Carolina. Elementary Education (Class G), Social Studies (Class G), Gifted Education (K-12) and Math Education (7-12).	None
Exceptional Children Teacher License	None
State of Florida Department of Health Division of Medical Quality Assurance Licensed Clinical Social Worker, SW 14735 State of Florida Department of Health Division of Medical Quality Assurance Registered Clinical Social Worker, ISW 6558 Florida Department of Education Educator Certificate Social Work K-12	None
Real Estate Broker BS in Business with a Concentration in Marketing	None

Area of Proposed Coverage

Comprehensive General Liability

Officers and Directors/Errors and Omissions

Property Insurance

Automobile Liability

Crime Coverage - Minimum/Maximum Amount

Worker's Compensation

Other Coverage

Total Cost

Proposed Amount of Coverage

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$250,000.00 | \$250,000.00

\$500,000.00



Cost (Quote)

\$1,717
\$3,057
\$450
\$1,150
\$332
\$2,860
\$2,469
\$12,035

APPENDIX J: Proposed By-Laws of the Nonprofit Organization or Municipality



Inspiring Students To Be IMPACTful Leaders!

IMPACT *Leadership Academy*



IMPACT *Leadership Academy*

BYLAWS

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ARTICLE I — NAME

The name of the corporation shall be IMPACT Leadership Academy (the "Corporation").

ARTICLE II — PURPOSES

The purposes for which the Corporation is organized are:

1. To operate one or more public charter schools in the State of North Carolina;
2. To operate exclusively for charitable and educational purposes within the meaning of Sections 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding Section(s) of any future United States Revenue laws (the " Code"); and
3. To engage in any lawful activity for which corporations may be organized under Chapter 55A of the General Statutes of North Carolina so long as the corporation does not engage in any activities not in furtherance of one or more tax exempt purposes as contemplated in Section 501(c)(3) of the Code.

ARTICLE III — OFFICES

Section 1. Principal Office. The principal office of the Corporation shall be located in Lenoir County, North Carolina.

Section 2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation, provided the Corporation's registered office shall be located in the State of North Carolina and shall be the business office of the resident agent.

Section 3. Other Offices. The Corporation may have offices at such other places, either within or without the State of North Carolina, as the Corporation's Board of Directors (the "Board") may determine from time to time.

ARTICLE IV — BOARD OF DIRECTORS

Section 1. General Powers. The business, property and affairs of the Corporation shall be managed under the direction of the Board in accordance with the provisions of the Corporation's Articles of Incorporation (the " Articles"), these Bylaws (the " Bylaws"), and applicable law.

Section 2. Method of Selection, Number, and Election of Directors. The number of Directors on the Board (the " Directors") should not be less than five (5) or more than nine (9). At any annual or special meeting, the Directors may by resolution fix the number of Directors to be elected at the meeting, but in the absence of such resolution, the number of Directors elected at the meeting plus the number of Directors continuing in office shall constitute the number of Directors of the Corporation until the next annual meeting,

unless the number is changed by action of the Directors. Directors shall be elected by a vote of a majority of the Directors at the time in office. The election of Directors shall be a part of the order of business of each annual meeting of the Board. The majority of board members and 50% or greater of the board officers for a charter school must have their primary residence in North Carolina.

Section 3. Terms. Director membership is for a minimum of 2 years or until the member resigns or is removed. Board is to have staggered membership where a limited number of members can voluntarily roll off the board in 6 month intervals after satisfying the 2 year requirement. Notice must be given at least 30 days prior to allow ample time for a successor to be found. To maintain continuity at least half of the board members must remain at each 6 month interval. In the event of the death, resignation, retirement, or removal of a Director during the elected term of office, the Director's successor may be elected to serve only until the expiration of the term of the predecessor. Directors may be re-elected for a maximum of 3 terms equal to 6 years. After a minimum of a 1-year break, Directors may be reappointed to the Board.

Section 4. Director Qualifications.

- (a) Qualifications. A Director shall be willing and able to make decisions as a member of the Board in the best interests of the Corporation and shall submit on an annual basis a conflict of interest disclosure as prescribed by the Board.
- (b) Excluded Persons. The following persons shall not be eligible to serve on the Board: Any director, officer, or employee of a service provider or management company that contracts with the Corporation.

Section 5. Removal. A Director may be removed by the Board with written cause and a resolution duly adopted by a majority vote of the number of Directors in office.

Section 6. Resignation. A Director may resign at any time by providing written notice to the President (or if the President is resigning, or if the President is vacant, then to the next highest-ranking Officer). The resignation shall be effective when communicated unless the notice specifies a later effective date or subsequent event upon which it will become effective.

Section 7. Board Vacancies. A vacancy in the Board shall be filled as provided in Section 2 of this Article.

Section 8. Compensation. A Director shall serve as a volunteer without compensation. By resolution of the Board, Directors may be reimbursed for their reasonable expenses incident to their duties in accordance with applicable law.

ARTICLE V — MEETINGS OF DIRECTORS

Section 1. Annual Meeting. The annual meeting of the Board shall be held in the month of May of each year for the purpose of electing Directors and officers of the Corporation ("Officers"), and transacting such other business as may be properly brought before the Board. If the annual meeting is not held as designated by these Bylaws, a substitute annual meeting may be called by or at the request of the Board and such meeting shall be designated and treated for all purposes as the annual meeting.

Section 2. Regular Meeting. The Board shall establish a schedule for the time and place of holding regular, monthly meetings.

Section 3. Special Meeting. Special meetings of the Board may be called by or at the request of the President or any two Directors.

Section 4. Open Meetings and Public Records. All meetings of the Board shall at all times be in compliance with Article 33C of Chapter 143 (Open Meetings) and Chapter 132 (Public Records) of the North Carolina General Statutes.

Section 5. Place of Meetings. Meetings of the Board may be held at the principal office of the Corporation or at such other place, either within or without the State of North Carolina, as shall either:

- (a) be designated in the notice of the meeting; or
- (b) be agreed upon at or before the meeting by a majority of the Directors then in office. The Board shall make a good faith effort to hold meetings of the Board within close proximity to the physical location of the charter school.

Section 6. Notice of Meetings; Waiver. The Secretary or other person or persons calling a meeting for which notice is required shall give notice by any usual means of communication at least seven (7) days before the meeting. Unless otherwise indicated in the notice, any and all business may be transacted at a meeting of the Board. A Director may waive notice of any meeting by written statement, facsimile or electronic mail sent by the Director, signed before or after the holding of the meeting. The attendance of a Director at a meeting constitutes a waiver of notice of such meeting, except where the Director attends the meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 7. Quorum. A majority of the Directors in office immediately before a meeting begins shall constitute a quorum for the transaction of business at a meeting of the Board.

Section 8. Manner of Acting. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board except as otherwise provided by law or in the Bylaws.

Section 9. Meeting by Conference Telephone. Any one or more Directors or members of a committee may participate in a meeting of the Board by means of a conference telephone or similar communications device which allows all Directors participating in the meeting to simultaneously hear each other during the meeting, and such participation in a meeting shall be deemed presence in-person at such meeting. If the Board holds a meeting by use of conference telephone, it shall provide a location and means whereby members of the public may listen to the meeting, and the notice of the meeting shall be provided as required by Article 33C of Chapter 143 (Open Meetings) of the North Carolina General Statutes.

Section 10. Multiple Charters. If the North Carolina State Board of Education grants the Corporation more than one charter pursuant to N.C. Gen. Stat. § 115C-238.29A et seq., the Board shall hold separate meetings for each such charter pursuant to this Article.

ARTICLE VI — COMMITTEES

Section 1. Committee Authority. The Board, by resolution, may designate one or more committees. Each committee shall consist of three (3) or more Directors elected by the Board and shall have such powers as may be delegated by the Board, except that no committee may:

- (i) authorize distributions to or for the benefit of Directors or Officers;
- (ii) approve dissolution, merger or the sale, pledge or transfer of all or substantially all of the Corporations assets;
- (iii) elect, appoint or remove Directors, or fill vacancies on the Board or on any of its committees,
- (iv) elect Officers,
- (v) adopt, amend, or repeal the Articles or Bylaws, or
- (vi) take any action the Board cannot lawfully delegate under the Articles, Bylaws or applicable law.

Section 2. Committee Conduct. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of its activities as the Board may request. The provisions in Article V, Sections 4 through 10 applicable to meetings of the Board shall apply to meetings of committees.

ARTICLE VII — OFFICERS OF THE BOARD

Section 1. Number and Titles. The Officers shall be the President, Vice President Chair, Secretary, and Treasurer. The Board may also elect one or more Assistant Treasurers and one or more Assistant Secretaries and such other Officer as it shall deem necessary. Except as otherwise provided in these Bylaws, the additional Officers shall have the authority and perform the duties as from time to time may be prescribed by the Board.

Any two (2) or more offices may be held by the same individual, but no Officer may act in more than one capacity where action of two (2) or more Officers is required.

Section 2. Election and Term of Office. The Officers shall be elected by the Board at the annual meeting. If the election of Officers is not held at the annual meeting, the election shall be held as soon thereafter as may be convenient. Each Officer shall hold office until the next annual meeting and until a successor is elected and qualifies.

Section 3. Removal. Any Officer elected or appointed by the Board may be removed at any time by the Board with written cause. Affirmative votes by the majority of board members required to remove an officer.

Section 4. Resignation. An Officer may resign at any time by providing written notice to the President (or if the President is resigning or if the President's office is vacant, then to the Officer holding the next highest office). The resignation shall be effective when it is communicated unless it specifies in writing a later effective date.

Section 5. Vacancies. A vacancy in any office shall be filled by the Board for the unexpired portion of the term.

Section 6. President (Chairperson)

The President shall be a member of the Board and shall preside at all meetings of the Board. The President shall sign, with any other proper Officer, instruments which may be lawfully executed on behalf of the Corporation, except where required or permitted by law to be otherwise signed and executed, and except where the signing and execution shall be delegated by the Board to some other Officer. The President shall, in general, perform all duties incident to the office of President as may be prescribed by the Board from time to time.

Section 7. Vice President (Vice-Chairperson)

The Vice President shall be a member of the Board and shall exercise the powers of the President during that Officer's absence or inability to act. Any action taken by a Vice President in the performance of the duties of the President shall be presumptive evidence of the absence or inability to act of the President at the time the action was taken. The Vice President shall have such powers and perform such other duties as from time to time may be assigned to the Vice President by the President or by the Board.

Section 8. Secretary. The Secretary shall be a member of the Board and shall be responsible for:

- (a) keeping the minutes of the Board meetings; and
- (b) seeing that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. The Secretary shall have general charge of the corporate books and records. The Secretary shall sign such instruments as may require the signature of the Secretary and in general shall perform all

duties incident to the office of Secretary and other duties as from time to time may be assigned to the Secretary by the President or the Board.

Section 9. Treasurer. The Treasurer shall be a member of the Board and shall:

- (a) have charge and custody of and be responsible for all funds and securities of the School;
- (b) keep accurate books and records of receipts and disbursements;
- (c) deposit all moneys and securities received by the Corporation in such banks, trust companies or other depositories as shall be selected by the Board; and
- (d) see that all required corporate filings are made. The Treasurer shall, in general, perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the President or by the Board.

Section 10. Assistant Secretaries. Each Assistant Secretary shall have such powers and perform such duties as may be assigned by the Board, and the Assistant Secretaries shall exercise the powers of the Secretary during that Officer's absence or inability to act.

Section 11. Assistant Treasurers. Each Assistant Treasurer shall have such powers and perform such duties as may be assigned by the Board, and the Assistant Treasurers shall exercise the powers of the Treasurer during that Officer's absence or inability to act.

Section 12. Compensation. Officers, who are Directors, may not be compensated for their services as Officers. By resolution of the Board, Officers may be reimbursed for reasonable expenses incident to their duties in accordance with applicable law.

ARTICLE VIII — CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS; GENERAL PROVISIONS

Section 1. Contracts. By resolution of the Board, when the Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, the executing Officers are the President or Vice President, and the Secretary or Treasurer. Such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board.

Section 3. Checks, Drafts, Orders for Payment. All checks, drafts or other orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation shall be signed by the President or Treasurer of the Corporation.

Section 4. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 5. Conflict of Interest. A Director shall inform the Board of any direct or indirect conflict of interest which the Director has with regard to any transaction contemplated by the Board (a "Conflict of Interest"). A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction in which the Director:

- (a) has a material financial interest; or
- (b) is presently serving, as a director, trustee, officer, or general partner of another party. Pursuant to the provisions of Section 55A-8-31 of the General Statutes of North Carolina, the Director with a Conflict of Interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the Directors in office who have no Conflict of Interest (which must be more than one Director) and when a majority of Directors who have no Conflict of Interest so vote, a quorum is deemed to be present at the meeting for purposes of that vote.

Section 6. Contracts Between the Corporation and Related Persons. The Corporation may not enter into a contract with a related person to the extent such contract and any transfers in connection therewith might cause or imply private benefit under the relevant Sections of the Code, and applicable provisions of state ethical requirements for local government officials.

ARTICLE IX — INDEMNIFICATION

It shall be the policy of the Corporation to indemnify to the maximum extent permitted by Chapter 55A of the General Statutes of North Carolina each person who is or was a Director, Officer or member of a committee of the Board and each person who serves or has served at the request of the School as a trustee, Director, Officer, partner, employee of any other corporation, partnership, joint venture, trust or other enterprise. The Corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his/her status as such, whether or not the Corporation would have power to indemnify such person against such liability under the preceding sentence. The Corporation may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee of the Corporation. Notwithstanding any provision of this Article to the contrary, the Corporation shall not indemnify any person described in this Article if:

- (a) Such indemnification would jeopardize the Corporation's tax-exempt status under Code Section 501(c)(3); or

- (b) The Corporation is determined to be a private foundation for federal income tax purposes, and such indemnification would cause the imposition of the federal excise tax for self-dealing under Code Section 4941 or for making a taxable expenditure under Code Section 4945. The Corporation may advance expenses in connection with any proceeding to such person in accordance with applicable law. The use of funds of the Corporation for indemnification or for purchase and maintenance of insurance for the benefit of the persons designated in this Article shall be deemed a proper expense of the Corporation.

ARTICLE X — PERSONAL LIABILITY

Section 1. Personal Liability. A director of this Corporation shall not be liable personally for any debts of this corporation. A director shall not be personally liable to the Corporation for monetary damages arising out of any action, whether by or in the right of the Corporation or otherwise, for any breach of duty as a director, except for liability with respect to

- (i) acts or omissions that the director at the time of the breach knew or believed were clearly in conflict with the best interests of the Corporation,
- (ii) any liability under N.C.G.S. 55A-8-32 or N.C.G.S. 55A-8-3,
- (iii) any transaction from which the director derived an improper personal financial benefit. If the North Carolina General Statutes are amended after the date of these Articles to authorize corporate action further eliminating or limiting the personal liability of directors, then the liability of a director of the Corporation shall be eliminated or limited to the fullest extent permitted by the North Carolina General Statutes, as so amended. No amendment or repeal of the provisions of this Article VIII shall apply or have any effect on the liability or alleged liability of any director of the Corporation for or with respect to any act or failure to act on the part of such director occurring prior to such amendment or repeal. The provisions of this Article VIII shall not be deemed to limit or preclude indemnification of a director by the Corporation for any liability which has not been eliminated by the provisions of this Article VIII.

ARTICLE XI — FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July in each year and end on June 30 of the following year; provided that the first fiscal year shall begin on the date of incorporation.

ARTICLE XII — DISPOSITION OF ASSETS

Upon the dissolution of the Corporation, the Board shall after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the remaining assets of the Corporation in accordance with the Articles, or if no provision is made in the Articles for the distribution of assets, then to other charitable or governmental entities that are organized to operate as a public charter school in North Carolina, unless otherwise required by applicable law.

ARTICLE XIII — NON-DISCRIMINATION

The public charter school or schools operated by the Corporation shall permit students of any race, religion, color, ethnicity, socio-economic status and national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the charter school.

ARTICLE XIV — AMENDMENTS

These Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the Directors in office at any regular or special meeting of the Board provided, that notice of the meeting shall have been given which states that the purpose or one of the purposes of the meeting is to consider a proposed amendment to the Bylaws and includes a copy or summary of the proposed amendment or states the general nature of the amendment. Such notice may be waived as provided in these Bylaws.

APPENDIX K: Articles of Incorporation or Municipal Charter



Inspiring Students To Be IMPACTful Leaders!

IMPACT *Leadership Academy*



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

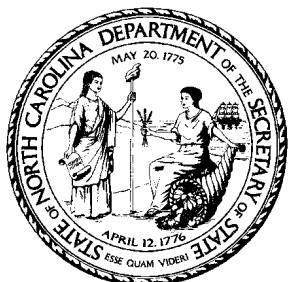
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

IMPACT LEADERSHIP ACADEMY, INC

the original of which was filed in this office on the 14th day of July, 2020.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 14th day of July, 2020.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: IMPACT Leadership Academy, Inc.

2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Dorothy M. Singleton.

4. The street address and county of the initial registered agent's office of the corporation is:
1206 Pondfield Way
Number and Street: _____
Durham 27713 Durham
City: _____ State: NC Zip Code: _____ County: _____

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: _____
City: _____ State: NC Zip Code: _____ County: _____

5. The name and address of each incorporator is as follows:

Name	Address
<u>Dorothy M. Singleton</u>	<u>1206 Pondfield Way, Durham, NC 27713</u>
_____	_____
_____	_____

6. (Check either "a" or "b" below.)

a. The corporation will have members.

b. The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. Any other provisions which the corporation elects to include are attached.

9. The street address and county of the principal office of the corporation is:

252.543.8202

Principal Office Telephone Number: _____

1206 Pondfield Way

Number and Street: _____

Durham

NC

27713

Durham

City: _____ State: _____ Zip Code: _____ County: _____

The mailing address *if different from the street address* of the principal office is:

2822 Cashwell Drive, Box#146

Number and Street or PO Box: _____

Goldsboro

NC

27534

Wayne

City: _____ State: _____ Zip Code: _____ County: _____

10. (Optional): Listing of Officers (See instructions for why this is important)

Name	Address	Title

11. (Optional): Please provide a business e-mail address

Privacy Redaction

The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

12. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 13 day of July, 2020.

IMPACT Leadership Academy, INC

Incorporator Business Entity Name

Dorothy M. Singleton, PhD

Signature of Incorporator

Dorothy M. Singleton

Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

In the event of termination or dissolution of the Corporation in any manner or for any reason whatsoever, the Directors shall, after paying or making provision for payment of all liabilities of the corporation, distribute all of the remaining assets of the corporation as such Directors may determine among one or more organizations that are then organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of the United States Internal Revenue laws and to which contributions are then deductible under Section 170(c)(2) of the Code or to federal, state, or local governments to be used exclusively for public purposes.

APPENDIX L: Insurance Quotes



Inspiring Students To Be IMPACTful Leaders!

IMPACT *Leadership Academy*

INSURANCE PEOPLE

Below are the estimated annual premiums: **IMPACT Leadership Academy**

Property Premium Estimate		\$450
Contents	\$100,000	
Deductible	\$1,000	
Form	Special	
Equipment Breakdown Included		
General Liability Premium Estimate		\$1,717
Rating Basis:	Students	160
	Faculty	14
Limits:		
Per Occurrence Limit	\$1,000,000	
Annual Aggregate	\$3,000,000	
Sexual Abuse & Molestation	\$1,000,000 per occurrence	
	\$3,000,000 aggregate	
Employee Benefits	\$1,000,000 per occurrence	
	\$3,000,000 aggregate	
School District & Educators Legal Liability (D&O/ E&O) Premium Estimate		\$3,057
	\$1,000,000 per occurrence	
	\$2,000,000 aggregate	
Additional Defense	\$100,000/\$50,000/\$100,000	

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$1,150
One Bus		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$2,860
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$450,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$12,035
Student Accident Coverage		\$7.00/ student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

06/09/2020

APPENDIX M: Revenue Assurances



Inspiring Students To Be IMPACTful Leaders!

IMPACT *Leadership Academy*

Q107 Source LINKS

1. *Universal Design for Learning*
2. *8 Cultural Forces that Shape Group Culture* (source)
3. Core Knowledge Sequence (source)
4. PBL Essential Design Elements (source)
5. G.R.A.S.P.S. criteria (McTighe & Wiggins, 2010)
6. *Why Gender Matters* (Sax 2005)
7. Schneider (2013)
8. Visible and Global Thinking Routines from Project Zero (source)

Q108 Source LINKS

1. Rita and Ken Dunn, Teaching Students Through Their Individual Learning Styles

Q109 Source LINKS

1. [Walberg study \(April 2004\)](#)
2. [*A Review of Research on Project Based Learning* \(Thomas, 2000\)](#)
3. [Blumenfeld et al., 1991](#)
4. [Strobel & van Barneveld, 2009; Walker & Leary, 2009](#)
5. [National Clearinghouse for Comprehensive School Reform, 2004; Newmann & Wehlage, 1995](#)

Q110 Source LINKS

1. [*Are There Differences in Achievement Between Boys and Girls? \(2010\)*](#)
2. [Hughes, 2009](#)
3. Massey, Brandi Batson. "The Impact a Single-Gender Early Elementary Classroom Has on the Perceptions of Girls from Low Socioeconomic Backgrounds Towards Education and Themselves." (2017).
4. [NC reports on headcounts](#)
5. [Dickey, 2014](#)
6. [Honigsfield & Dunn, 2003](#)
7. [Teaching Strategies & Gender differences\).](#)
8. [Sax, 2017](#)
9. [*Seven Project Based Teaching Practices \(source\)*](#)
10. [Strobel & van Barneveld, 2009; Walker & Leary, 2009](#)



Signature Page

The foregoing application is submitted on behalf of **IMPACT Leadership Academy**. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent Preliminary Charter Schools CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: CRYSTAL BURTS

Board Position: Secretary

Signature: [Handwritten Signature]

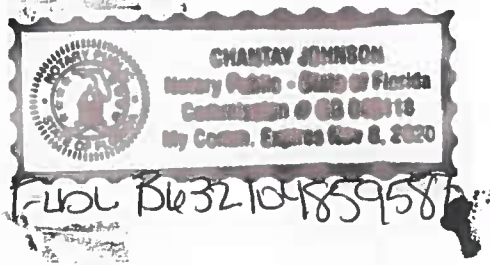
Date: 7/16/2020

Sworn to and subscribed before me this 16 day of July, 2020.

Notary Public: [Handwritten Signature]

Official Seal:

My commission expires: November 8, 2020.



IMPACT Leadership Academy Start Up Plan

<i>Accomplishment Area</i>	<i>Task/Responsibility</i>	<i>Responsible Party</i>	<i>Target Month</i>
Governance	Conduct monthly meetings to establish operational policies and procedures for the school	ILA Board	July 2021
	After approval the board participates in governance training by OCS for planning year	Charter School Board	Scheduled by OCS
Enrollment	Announce 60 day open enrollment process	Board Planning Committee	Jan. 2022
	Advertise open enrollment via postal service, community forums, news media and social media outlets	Board Planning Committee	June 2021
	Conduct lottery for student selection	Board Planning Committee	March Feb. 2022
Finance	Chart of Accounts with full descriptions - All accounts	Finance	Sept. 2021
	Payroll Accounting template - design	Finance	Sept. 2021
	Policies & procedures write-up	Finance	Sept. 2021
	Initial consolidated grant budget	Finance	Sept. 2021
	School Improvement Budget	Finance	Sept. 2021
	Fundraising process (tracking money coming in, tracking restrictions, thank you / tax letters, contact with donors)	Finance	Sept. 2021
	Calendar of revenue deadlines, including grants and foundation restrictions	Finance	Sept. 2021
	HR Online setup	Finance	Sept. 2021

	Development of payroll calendar/deadlines	Finance	Sept. 2021
	Payroll processing procedures (include how things will be prorated)	Finance	Sept. 2021
Staffing	Begin advertising staff positions at the school to include teachers and clerical support	Human Resources	March 2022
	Follow pre-employment testing and background check procedures of local guidelines	Human Resources	Dec/Jan 2022
	Complete application reviews, interview, hire and enter employment agreements	Human Resources	May 2022
Facilities	Identify potential locations/building available to lease for school Select building for lease, conduct inspections, and follow leasing process	Board Planning Committee	Fall 2021
	Conduct facility assessment to determine short and long-term facility needs	Board Planning Committee	Fall 2021
	Communicate long-term facility needs to Board, and develop action plan for immediate/urgent short term needs	Board Planning Committee	Fall 2021
Procurement Resources and Materials	Identify core materials that need to be ordered including any furniture materials	Board Planning Committee	October 2021
	Curriculum	Board Planning Committee	October 2021
	Furniture	Board Planning Committee	October 2021
	Services	Board Planning Committee.	October 2021
	Technology Devices	Board Planning Committee	October 2021
	Create written inventory showing what materials will be used from site inventory	Board Planning Committee	October 2021
	Arrange for placement of orders for required books, materials, and furniture	Board Planning Committee	October 2021

	Plan for delivery of materials to the school site- determine where/when space will be available for delivery and Establish system for tracking delivery of materials to site and how materials will be distributed to classrooms	Board Planning Committee	Jan. 2022
Professional Development	Determine topics to be covered, experts for start-up professional development and on-going support	Curriculum Dir.	Jan. 2022
	Develop schedule for pre-opening professional development programs	Curriculum Dir.	March 2022
	Identify materials and equipment needed for professional development	Curriculum Dir.	April. 2022
	Conduct start up Professional development and communicate dates for ongoing professional development	Curriculum Dir.	June 2022
Gen. Operations	Define general operations requirements	Board Planning Committee	Jan. 2022
	Establish operations strategy (ie; self-perform, district buy-backs, contract services)	Board Planning Committee	Jan 2022
Food	Coordinate with community partner to establish food service requirements	Board Planning Committee	March 2022
	Establish food service contract	Board Planning Committee	April 2022
	File necessary paperwork for Free and Reduced lunch	Board Planning Committee	April 2022
Transportation	Finalize general transportation plan	Operations Dir.	April 2022
	Finalize bus contract for lease/purchase	Operations Dir.	June 2022
	Establish bus routes based on enrollment data	Operations Dir.	July 2022
	Notify parents of bus routes/times	Operations Dir.	July 2022
	Trial runs for bus service	Operations Dir.	July 2022
	Launch bus service	Operations Dir.	Aug. 2022
	Coordinate with parent liaison for carpool needs	Operations Dir.	Aug 2022

- ❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.
 - Name of the Contact for Selected EMO/CMO:

 - Date of Review:

 - Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____
 - _____
 - _____
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- ❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.
 - Name of the Contact:

 - Name of the Selected Financial Service Provider:

 - Date of Review:

 - Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
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- ❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.
 - Name of the Contact:

 - Name of the Selected PowerSchool Service Provider:

 - Date of Review:

 - Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____

- _____
- _____
- _____
- _____

Certification

I, Dorothy M. Singleton, PhD, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as IMPACT Leadership Academy Charter School is true and correct in every respect.

Signature Dorothy M. Singleton, PhD
Date 7/17/2020