

NORTH CAROLINA CHARTER APPLICATIONS



NC Public Charters

Organization Information

Organization Name *

New Haven Global Academy

Email *

info@newhavenglobal.org

Telephone *

252-917-7665

Fax

704-470-0295

Address *

901 Staton Road

Unit/Suite

Zip Code *

27834

City *

Greenville

State *

North Carolina

Application Type *

Standard

Proposal Type *

Standard

Operator Type *

Independent



Primary Contact Name

Randy St.Clair

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
8th Grade	0	0	46	46	46	46
7th Grade	0	46	46	46	46	46
6th Grade	46	46	46	46	46	46
5th Grade	46	46	46	46	46	46
4th Grade	46	46	46	46	66	66
3rd Grade	46	46	46	66	66	66
2nd Grade	46	46	66	66	66	66
1st Grade	46	66	66	66	66	66
Kindergarten	66	66	66	66	66	66



Team Members Roaster

Name	Title	Position	Email Address
Tony Helton			thelton@tutelage.education
Trey Greer			treygreer@isgpartner.com
Katy Ridnouer			katy@lbleaders.com
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Board Members Roaster

Name	Street Address	Zip Code	Email	Expertise
Randy St.Clair	4815 Country Club Dr. N.	27896	stclair2312@gmail.com	Educator
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Dr. Robin Wright	1312 Wakefield Farm Rd.	27597	rwright2466@gmail.com	Retired Educator
Milton Fields	4100 Barrington Dr.	27834	miltonfieldsrealtor@gmail.com	Realtor
Donnie Phillips	836 Darrell Dr.	27834	aposphil@gmail.com	Faith-based
Christine Morant	604 E. 6th Street	27889	christinemorant@gmail.com	Finance



1. Application Contact Information

Q1. Organization Type

- Municipality
 Nonprofit Corporation

Q2. Name of the nonprofit organization

The name of the nonprofit organization is New Haven Global Academy.

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

- Yes
 No

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, interviews, and notices regarding this Application.

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

The primary contact for New Haven Global Academy is Randy St. Clair. He serves on the Board of Directors.

Q5. Primary Contact's Mailing Address City, State, Zip

Randy St. Clair's address is 4815 Country Club Drive N. Wilson, NC 27896.

Q6. Primary Contact's Primary Telephone Number

Randy St. Clair's primary telephone number is 252-917-7665.

Q7. Primary Contact's Alternate Telephone Number

Randy St. Clair doesn't have an alternate telephone number.

Q8. Geographic County in which charter school will reside

New Haven Global Academy will reside in Pitt County.

Q9. LEA/District Name

The LEA/District name in which New Haven Global Academy will reside is Pitt County Schools.

Q10. Projected School Opening Month

New Haven Global Academy is projected to open in 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.

New Haven Global Academy's rationale for the number of students and grade levels served in year one and the basis for the outlined growth plan is a matter of creating a school environment that balances the need for foundation building in elementary school with the need for opportunities to develop character in middle school. Grades K-5 are pivotal and foundational years of education that will set students up for success. Reaching students early and helping them create a good character and effective leadership skills as well as developing their reading, writing, and math skills are pivotal to the growth and success of the North Greenville area, which is plagued by poverty and lack of education.

Including sixth grade the first year and adding one middle school grade each year in the subsequent years allows us to build a strong middle grades program that is built on high expectations, discipline, and impactful student-teacher relationships. The first middle school cohort will serve as the model for future ambassadors for our middle grades program.

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)

The mission of New Haven Global Academy is to transform learning through discovery by providing a comprehensive educational program from Kindergarten to 8th grade.

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

Every student will be engaged in collaborative, inquiry-based, learner-centered activities that create great thinkers and leaders.

New Haven Global Academy's Core Values are as follows:

- We believe in celebrating and respecting diversity.
- We believe every child should dream BIG, think BIG, and do BIG things.
- We believe in teaching children to think critically and to have a growth mindset.
- We believe family is the greatest influence on student development.

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 school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e).

Targeted Population

North Greenville is an area that is facing significant challenges. One of those challenges is student exposure to positive, real-world, and life-changing experiences that will prepare them for a career and a successful life in the 21st Century. At New Haven Global Academy, our students will learn essential leadership skills that will allow them to interact with each other and the public in a manner that is respectful and commendable. Their experiences will involve project-based learning through which students will learn to be innovators and problem solvers.

The second challenge students in the North Greenville area face is poverty, which, unfortunately, causes many of them to begin school behind in both reading and mathematics in comparison to other students in the city. Spending significant time in building reading and math literacy is pivotal for the survival of our



students and their longevity in school. Exposing our students to a curriculum that encompasses not just American history but the world is essential to their progression in their school careers. Situated in an area that is hampered with significant poverty, it is imperative that we connect our students to the industry around the school, which is part of our global approach. Doing so would allow our students to be connected with businesses in their community so that when they finish high school and graduate from college they'll come back to be a contributing member of their community at industries that are vested in it.

The school population will reflect the racial and ethnic demographics and the percentage of Economically Disadvantaged Students of the schools within a five-mile radius of the school, and the school will reflect the Students With Disabilities and English Language Learner populations of Pitt County Schools.

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

Enrollment Trends and Academic Performance Outcomes

The targeted population aligns with the proposed school mission because the vast majority of the student population will come from impoverished homes in which they wouldn't have had the opportunity to be exposed to cultures beyond their own and those found in their traditional classrooms' textbooks.

New Haven Global Academy's population will be multicultural and will promote acceptance of everyone and their background. The selected curricula, the Core Knowledge Sequence and Eureka Math, speak to the global focus of the mission by incorporating real-world experiences where students are encouraged to think globally, and Eureka Math as real-world applications.

In the schools within a five-mile radius, two schools, the public charter school, Winterville Charter Academy, and one of the public district schools, Eastern Elementary School, the student population has grown over the past five years. At Winterville, the population has grown by 22% to 599 students. At Easter, the population has grown by 15% to 786.



For the other six schools within a five-mile radius, enrollment has declined on an average of 13.5% with an average enrollment of 418.

These are indicators to New Haven Global Academy that parents are seeking a school choice that has a diverse student population where academic achievement is occurring. Both Winterville and Eastern have a diverse student population with 50% and 45% of the respective populations being Black, 35% and 36% being White, and 10% of both being Hispanic. Both of them also have a C on their NC Report Card, which isn't the high-performing grade that New Haven Global Academy aims to achieve, but out of the eight schools around New Haven's location, Winterville and Eastern are two out of five that earned C's. The rest of the schools were either a D or an F.

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 Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

Total Projected Enrollment and Percentage of LEA ADM

New Haven Global Academy has a projected enrollment of 342 students in Year 1, 408 students in Year 2, 474 students in Year 3, 494 students in Year 4, and 514 students in Year 5.

The school's Year 1 number reflects 2.6% of Pitt County's total K-6 student population of 13,078 students. The school's Year 5 number reflects 3% of Pitt County's total K-8 student population of 16,663 for students.

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?

New Haven Global Academy Difference

New Haven Global Academy will offer a small school environment for students in grades K-8 when it reaches full enrollment in Year 5. With a focus on a diverse student population and understanding and appreciating cultures other than our own, New Haven will create a distinctive culture and climate where students will not only be safe, they will feel encouraged to try out new skills and reimagine their futures.



In a safe school environment, such as the one that will be cultivated at New Haven, bullying and fighting, distinct problems in Pitt County Schools, will be diminished, and teachers and students can focus on growing and learning as students.

With our character education program, students will be equipped with the socio-emotional skills so that they will have the language, awareness, and practiced responses to help them manage potentially distracting and dangerous behavior.

Our teachers will undergo professional development and will weave trauma-informed practices into their relationships with students. This includes how they will address students of incarcerated parents, students who have been neglected or experienced trauma, and those students who have experienced hunger.

With a culture and climate focused on the well-being of a child and curricula focused on expanding the knowledge base and hands-on readiness of every child, New Haven is confident that our students will perform with higher proficiency and demonstrate higher rates of growth than students currently attending Pitt County Schools.

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

Relationships

We have developed relationships with several churches and parents in the North Greenville area who have expressed a desire to see a flourishing charter school in the area. We surveyed parents and the results showed that 100% percent of those surveyed stated they'd be interested in sending their child to a school that embraced diversity and accepted students regardless of their backgrounds.

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 this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).

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

Evidence :



Appendix A.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 GS 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 at-risk or gifted students.6. Encourage the use of different and innovative teaching methods.

Legislative Purposes

New Haven Global Academy will achieve the following three legislative purposes:

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

There are very few schools of choice options in Pitt County. In fact, there is only one other charter school in the county and it is nearly 25 minutes away from the area where New Haven Global Academy will be located. The families in that area are challenged with transportation to be able to get their children to that school. The public schools in the area surrounding New Haven Global Academy range have school performance grades lower than a B. As a new school, New Haven Global Academy will offer an enriched, diverse, and rigorous educational experience and curriculum through the Core Knowledge Sequence. We will also foster a school culture that is respectful and leads by example through the implementation of *The Leader In Me*, a Stephen Covey book that helps to create a positive and safe school environment through teaching students how to be leaders. Having this student-centered, family-focused, community school will create a future that is extremely promising for those that attend.

4. Improve student learning



New Haven Global Academy will improve student learning by utilizing the Core Knowledge Curricula as well as incorporating multiple projects per grading period to promote hands-on learning. Students will be engaged in authentic, rigorous, and relevant learning that builds leadership skills towards the mastery of state standards. Through the use of the Core Knowledge curriculum, our students will have a depth of background knowledge at their disposal that will lead to the creation of innovative projects and presentations. With the implementation of project-based learning, students will explore through hands-on learning as well as be able to explain in their own words how what they've created works and benefits the world they live in. Our teachers are helping to build soft skills in our students, such as a strong work ethic, great communication, and adaptability that will benefit them throughout their educational careers. The strength of the Core Knowledge curriculum and the use of projects for hands-on learning will have our students performing above proficiency levels established by the state.

6. Encourage the use of different and innovative teaching methods

At New Haven Global Academy we want to teach and learn with our community in mind, which is why we employ Project Based Learning (PBL). Every project that our students create will benefit the community they live in. We will partner with the industry around our school to make these projects meaningful. In the lower grades, students will take part in Purposeful Play, which is a teaching strategy that uses learning centers to have students tap into their creativity and imaginations through the use of manipulatives, blocks, makerspaces, and science. The use of PBL and PLAY allows students to think and create at the highest level of Bloom's Taxonomy. Our teachers will be able to create student-centered activities that incorporate literacy and math skills that students can apply in relevant situations.

Our purpose aligns directly with our mission. We endeavor to create diverse learning opportunities in a multicultural learning environment for a community that is proud of the cultures represented in it and that is in desperate need of learning in a way that is relevant to its culture. Having a global school that focuses on applying learning and building leadership skills is what makes our environment one that our families will be proud of. We exist to educate our students by providing diverse learning experiences and a depth of knowledge surrounding math, science, history, and literacy so that they can create and present information in innovative ways. Our purpose is to have an environment that speaks to the social-emotional needs of our students and not solely academics.

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.

Academic Performance Goals:

Year 1: Math and reading proficiency will be at 50% or higher.

Year 2: Math and reading proficiency will be at 55% or higher.

Year 3: Math and reading proficiency will be at 60% or higher.

Year 4: Math and reading proficiency will be at 65% or higher.

Year 5: Math and reading proficiency will be at 70% or higher.

Discipline Goals:

Year 1: Office referrals will be fewer than 25% of our enrollment for the year.

Year 2: Office referrals will be fewer than 20% of our enrollment for the year.

Year 3: Office referrals will be fewer than 15% of our enrollment for the year.

Year 4: Office referrals will be fewer than 10% of our enrollment for the year.

Year 5: Office referrals will be fewer than 5% of our enrollment for the year.

Attendance Goals:

Yearly, 95% or greater of our student body will attend school regularly.

Parent Involvement Goal:

Year 1: We will have 50% of our parents involved in school events*.

Year 2: We will have 55% of our parents involved in school events.



Year 3: We will have 60% of our parents involved in school events.

Year 4: We will have 65% of our parents involved in school events.

Year 5: We will have 75% of our parents involved in school events.

*Note: School events include but are not limited to the following: PTA meetings, fundraising, attending school-related events, and conferences.

New Haven Global Academy will establish a Board of Directors as well as have a functioning School Improvement Team, which will monitor the attainment of school goals and create action plans for goals to be met. The School Improvement Team will meet at minimum twice a month and the Board of Directors will meet at minimum once a month. These meetings will focus on the growth of the school, which includes the development of teachers and students as well as setting the overall goals for the school.

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

Attaining the Mission

The sole purpose of the New Haven Global Academy Board of Directors is to effectively govern so that that the school is continuously meeting its mission. Through goal-setting, policy development, consistent assessment, and board training, the New Haven board is confident that the school will be a success.

Once the board has hired the Principal, the board will work with the Principal to ensure the school's alignment of programs, policies, and procedures with the board's goals and the school's overall mission and vision. This process will involve providing specific action steps that will ensure the achievement of each performance goal. These action steps will be set to a timeline within a board strategic calendar and will be codified in a strategic plan that the Board Chair will consistently follow and update each year.

The board will receive ongoing resources, recommendations, support, and training from the Office of Charter Schools and other governance experts sought out to ensure that board members understand their fiduciary duties and are aware of their roles and responsibilities.



The board will appoint committees to provide effective oversight of each facet of the board's overall responsibility. The committees will be responsible for measuring and analyzing the desired outcomes in the school in the following areas: Academics, Finances, Development, and Governance. Committee membership may consist of board members, parents, community members, subject matter experts, and teachers. Each committee will have specific roles and responsibilities, including the analysis of deliverable data for their specific area of oversight.

Annually, the board will set goals and assign them to specific committees for oversight, data analysis, and solutions to identified issues. Evaluation data will be analyzed by committees to identify trends; bring attention to unacceptable results; and make adjustments to the education plan, curriculum, instructional methods, and school operations as necessary.

The committees will provide scheduled reports to the full board on a regular schedule according to the strategic plan. These reports, as well as mission-based and goal-oriented questions, will drive the board discussion and action to ensure that the board is driving the organization toward its mission.

The Principal will be responsible for developing plans of action, processes, and procedures, and some may require board approval (i.e., curriculum, staffing, academic calendars, etc...).

The board will also determine if the school has reached its mission by gauging the demand within the community through the evaluation of the school waitlist. The Principal will continually keep the board apprised of the number of students currently enrolled and how many students are on the waitlist.

Teachers, students, parents, staff members, and other stakeholders will be regularly invited to share their insight into the school's progress toward its mission through a formal process involving annual surveys and in an informal process involving shared concerns and suggestions. The Principal will share survey results with the board at the first regularly scheduled board meeting once the survey has been closed for submissions. Other suggestions and concerns will be communicated as the need arises. Other sources of



insight will also guide the board, including the Teachers Working Conditions Survey, the teacher turnover rate, and feedback from the school's partners. The board will continuously analyze all data to determine the overall health of the organization so that the annual goals help the school trend toward its mission.



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

Instructional Program

New Haven Global Academy will have an academic foundation that focuses on creating a school atmosphere that promotes exploratory learning and is rooted in building the background knowledge of its students in all core academic areas. Through the implementation of the Core Knowledge Curriculum, our students will be exposed to content that is deep and enriching, rigorous and relevant, and allows them to be problem solvers and independent thinkers. Through the Core Knowledge Sequence for language arts, science, and social studies instruction, as well as the implementation of Eureka Math for math instruction, our students will experience learning that is highly engaging and allows them to take what they've learned and apply it to real-world scenarios. With the use of the Core Knowledge Curriculum, our students not only get a firm foundation in American history, culture, art, language, and science, but they get the opportunity to take what they've learned and assess how it has shaped and influenced the world they live in. Students are encouraged to question and analyze the information they've learned to create products that can impact the very community they live in or communities abroad.

Students will work in collaborative pairs or groups as teachers work to make the learning cross-curricular using formative assessment to gauge mastery of learning. As teachers implement the Core Knowledge curriculum and Eureka Math with fidelity they will also employ teaching strategies that strengthen the student's ability to explain, evaluate, analyze relationships between like and unlike things, and interpret information and data.

New Haven Global Academy will tailor the educational program is ensured to meet the needs of all students. Intentional in its design, Core Knowledge addresses students who arrive at school with deficits and for those students who arrive performing above grade level as explained by the Core Knowledge Foundation:



"Advantaged students who arrive in the classroom with background knowledge and vocabulary will understand what a textbook or teacher is saying and will, therefore, learn more. Disadvantaged students who lack such prior knowledge will fail to understand and thus fall even further behind, relative to their fellow students.

Only by specifying the knowledge that all children should share can we guarantee equal access to that knowledge. In our current system, disadvantaged children especially suffer from low expectations that translate into watered-down curricula.

It's important to begin building foundations of knowledge in the early grades because that's when children are most receptive. Academic deficiencies in the first eight grades can permanently impair the quality of later schooling."

To ensure our students are showing progress and working towards mastery of standards we will implement a variety of assessments. Teachers will use formative and summative assessments to strengthen their teaching and make learning as individualized and differentiated as possible. In addition to classroom assessments, students will take part in beginning of the year, middle of the year, and end of the year benchmark assessments, which will lead to high performance on North Carolina End-of-Grade and End-of-Course assessments. New Haven Global Academy will utilize NC Check-Ins developed by the North Carolina Department of Public Instruction as a means to provide these benchmark/interim assessments. Teachers will take all assessment data and will work in professional learning communities to analyze the data and make decisions on how teaching should change and/or improve.

Along with a strong emphasis on academic curriculum and the use of assessment data to drive instruction, New Haven Global Academy will have a heavy focus on character development through the implementation of *The 7 Habits of Highly Effective Teens* for its middle school students and the Leader In Me for its elementary students. These two curricula will be used to teach critical thinking, leadership, global awareness, relationship building, and strong communication skills. Our students will exhibit high moral character, integrity, and discipline.

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



the school would ultimately serve.

Curriculum and Instructional Design

The goal of New Haven Global Academy is to have classrooms where teachers are not only content experts but great at connecting with students to lead and educate in an environment that establishes a strong social and emotional foundation. Our teachers will be willing to embrace the cultures and communities that our students come from. Each learning environment will have a maximum teacher to student ratio average of 25:1. In grades K-2 that ratio will be lower because there will be a teacher assistant in each of those classrooms to help support learning and to meet the needs of the students.

In an effort to stay true to our belief that learning should be exploratory and discovery-based, each classroom will be outfitted with the one-to-one devices for creative purposes. Teachers will also employ manipulatives and a variety of materials for students to complete group and independent projects. Projects will be created based on unit themes. Teachers will work in professional learning communities to create lesson plans that build on student's abilities to formulate questions, analyze information, and draw conclusions. Students will be working at a very high level of thinking. Teachers will guide students in their learning by providing some direct instruction, but most learning will take place with students doing. The classroom set-up will include collaborative groups and independent learning stations. The classroom environment will include anchor charts and other visuals to aid in the mastery of learning.

Professional Development will be focused on the implementation of the Core Knowledge curriculum, Eureka Math, and Stephen Covey's *Leader in Me* and *7 Habits of Highly Effective Teens* curricula.

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

Curriculum Alignment

Developed by the Core Knowledge Foundation, the Core Knowledge Sequence is a "coherent, cumulative, and content-specific core curriculum." E.D. Hirsch, Ph.d. professor emeritus of education and humanities at the University of Virginia founded the non-profit. Dr. Hirsch is the author of multiple books on education and how to best prepare children for their roles within a community. Titles include *Cultural Literacy* (Vintage, 1988), *The Schools We Need and Why We Don't Have Them* (Anchor, 1999), *The*



Knowledge Deficit (Houghton Mifflin Harcourt, 2006), *The Making of Americans: Democracy and Our Schools* (Yale University Press, 2009), and *Why Knowledge Matters: Rescuing Our Children from Failed Educational Theories* (Harvard Education Press, 2016).

In studies, the Sequence has consistently produced students who score better on tests, are better prepared to address a broad range of topics, and are excited about learning. It has also been shown to create an environment of collaboration and collegiality among teachers. This excitement is infectious and helps to produce students who become lifelong learners and voracious problem solvers.

In keeping with the standards set forth by the Core Knowledge Foundation, we have specifically chosen to use Eureka Math for our mathematics instruction. When implemented faithfully, Eureka Math will dramatically reduce gaps in student learning, instill persistence in problem-solving, and prepare students to understand advanced math. These curricula align directly with the North Carolina Essential Standards.

In order to succeed at New Haven, students will have to be leaders in the classroom and strive for academic achievement through hard work and collaboration with peers. The Core Knowledge Sequence has been shown to be effective for all students. In fact, it levels the playing field for students of all backgrounds, including low-wealth and at-risk students. It has been shown that at-risk and students who struggle with academics generally have lower standards and expectations set for them. The Core Knowledge Sequence does not change its standards based on socioeconomic or academic backgrounds. Instead, it holds every student to the highest standards and expectations. This curriculum, in conjunction with its higher standards, will create students who are able to achieve more and who are better prepared to compete and succeed in a global society.

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

Primary Instructional Strategies

The goal of New Haven Global Academy is to have classrooms where teachers are not only content experts but great at connecting with students to lead and educate in an environment that establishes a strong social and emotional foundation. Our teachers will be willing to embrace the cultures and



communities that our students come from. Each learning environment will have a maximum teacher to student ratio average of 25:1. In grades K-2 that ratio will be lower because there will be a teacher assistant in each of those classrooms to help support learning and to meet the needs of the students.

In an effort to stay true to our belief that learning should be exploratory and discovery-based, each classroom will be outfitted with the one-to-one devices for creative purposes. Teachers will also employ manipulatives and a variety of materials for students to complete group and independent projects. Projects will be created based on unit themes. Teachers will work in professional learning communities to create lesson plans that build on student's abilities to formulate questions, analyze information, and draw conclusions. Students will be working at a very high level of thinking. Teachers will guide students in their learning by providing some direct instruction, but most learning will take place with students doing. The classroom set-up will include collaborative groups and independent learning stations. The classroom environment will include anchor charts and other visuals to aid in mastery of learning.

Professional Development will be focused on the implementation of the Core Knowledge curriculum and Stephen Covey's *Leader in Me* and *7 Habits of Highly Effective Teens* curricula.

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 program completion

Student Readiness

With the incorporation of a rigorous curriculum via Core Knowledge and our constant progress monitoring through classroom formative assessments, quarterly benchmarks, and summative assessments, our students will be on the road to mastery of learning and prepared for each grade level they transition to.

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

Academic Calendar and the Connection to the Proposed Mission and Education Plan

The academic calendar allows more time for our students to be in our classrooms, which gives them more opportunity to gain mastery of the standards as well as help us to develop their character and leadership skills through the incorporation of the *Leader In Me* and *7 Habits of Highly Effective Teens* curriculum. The more time we can have with our students, who for some come from adverse home conditions, the better



it will be for their overall well-being. The calendar gives students and teachers an opportunity to take part in enrichment activities. For students who find themselves struggling the calendar allows time for students to get caught up or receive additional help in areas they are weak in.

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.

School Day and Week Structure

The students and teachers will experience a very interactive school day at New Haven Global Academy. Teachers will implement a rigorous curriculum that is centered on strong student-teacher relationships, which will be done through the implementation of the *Leader In Me* curriculum for our elementary students and the *7 Habits of Highly Effective Teens* curriculum for our middle school students. Each day our students will start the day with character building and learning leadership skills that will make them great all-around students. Keeping social and emotional learning at the forefront of every child's academic experience is in line with our core values and beliefs.

We believe that every child can be successful and it is our mission to engage them in learning that will showcase their talents and expose them to the possibilities of a great future. Each day students will enter a classroom where they will be involved in learner spaces working with their peers to solve problems aligned to the state standards, which is a key component to project-based learning. Teachers will create units of study that outline tasks that require students to work with manipulatives, whiteboards, search engines, and art supplies to complete assignments that are relevant and rigorous in thinking. Students will transition from multiple small groups and stations and work daily with technology to read, learn, and create.

One aspect of student learning is to take the skills they've learned and determine how they can apply those skills globally (at home and abroad). Students are always working with this question in mind, "How can I make my community and the world better?" Learning by discovery is an inquiry-based approach that requires students to think critically. Daily we will hone our students' ability to broaden their thinking by exposing them to academic content that is diverse and taking time to write, speak, and create from what they've learned.

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



Typical Day.

The students and teachers will experience a very interactive school day at New Haven Global Academy. Teachers will implement a rigorous curriculum that is centered on strong student-teacher relationships, which will be done through the implementation of the Leader In Me curriculum for our elementary students and the *7 Habits of Highly Effective Teens* curriculum for our middle school students. Each day our students will start the day with character building and learning leadership skills that will make them all-around great students. Keeping social and emotional learning at the forefront of every child's academic experience is in line with our core values and beliefs. We believe that every child can be successful and it is our mission to engage them in learning that will showcase their talents and expose them to the possibilities of a great future.

Each day students will enter a classroom where they will be involved in learner spaces working with their peers to solve problems aligned to the state standards, which is a key component to project-based learning. Teachers will create units of study that outline tasks that require students to work with manipulatives, whiteboards, search engines, and art supplies to complete assignments that are relevant and rigorous in thinking. Students will transition from multiple small groups and stations and work daily with technology to read, learn, and create.

Q34. Will this proposed school include a high school?

- Yes
 No

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 the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered

This question is not applicable to New Haven Global Academy since it will be a K-8 school.

Q36. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

This question is not applicable to New Haven Global Academy since it will be a K-8 school.

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

Systems and Structures for At-Risk Students




Although New Haven Global Academy a K-8 school model, the school embraces the belief that it is responsible for both recognize and respond to those students who are at-risk of dropping out of school, whether it is during their tenure with New Haven or once they leave New Haven. As such, the school has developed expectations for staff, monitoring tools, and intervention strategies to ensure that all students remain on track toward graduation that are fully discussed in Question 123 in Section 9.2 Special Populations and "At-Risk" Students.

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

Evidence :


Appendix B.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 graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.](#)

New Haven Global Academy will serve students in grades K-8, so Q120 is not applicable to New Haven.

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 :


Appendix D.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 :



Appendix E.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

Identifying and Meeting the Needs of All Students

Every teacher, staff member, and administrator is dedicated to the success of every student at New Haven Global Academy. We believe that all children can learn and that all children are entitled to the best educational experience we can give them, which includes their social and emotional well-being as well as their academic preparedness. We are committed to providing teachers with on-going professional development (Potential Professional Development: Core Knowledge CKLA, Eureka Math, Vocabulary in Context, *Leader In Me*, *7 Habits of Highly Effective Teens*, Global education, PBIS (behavior management), MTSS, Exceptional Children (IEPs), 504, SIOP) to meet the various needs of our students. Every student, every day will enter our building and their classrooms, with an educator who cares for them and that is equipped to build a strong academic foundation of success.

Identifying “at-risk” learners

- Each student will have a certified and highly qualified teacher who possesses the ability to implement a variety of instructional strategies that will lead students to mastery of standards.
- New Haven Global will assess every learner by administering BOY, MOY, and EOY benchmarks via NC Check-ins.
- With each benchmark assessment, teachers will develop an individual growth plan for each student and progress monitor their progress with the identified goals. Progress monitoring will entail weekly teacher-student conferences that will include short formative assessments that will be graphed by the teacher and students attending intervention and enrichment periods based on individual goals.
- Students will participate in school-based interventions, which range from 15-minute to 30-minute one-on-one or small group sessions depending on the severity of the student’s learning gap(s).
- Students who are in need of more intensive support will attend intercession during the “off-week” of school. Students will work with teachers in one-on-one or small group settings to help strengthen math, reading, and writing skills.



- The school will implement MTSS and will provide the needed resources and support for students in Tier 2 and 3 by having an MTSS team and training teachers on team problem-solving. We want to provide students at all levels support needed to be successful. All students are initially a part of Tier 1 support where they receive differentiated core instruction. Students who are not functioning at 70% effectiveness move into Tier 2 where we will provide supplemental support to master core instruction. Students who are not functioning below 50% effectiveness will move into Tier 3 where intensive support will be provided for these students. No more than 30% of the students should be in Tier 3.
- Teachers will participate in professional development in math, reading, writing, and vocabulary. Specifically, teaching vocabulary in context and in all content areas.

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, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.

Experience with Special Populations

New Haven Global Academy is fortunate to have the expertise of Dr. Robin Wright to confer with on matters related to special populations. Dr. Wright is an Educational Consultant who is the former Executive Director of the EC Department of Wilson County Schools and the former K-12 Director for Exceptional Children's Department of Durham Public Schools.

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.

Methods for Identifying EL Students

To ensure that all students are screened as English Learners, New Haven will conduct a home language survey for every student and will assign a staff member available to handle all referrals of ELs. To ensure that every English Learner receives individualized and expert instruction, the school will employ an ELL-certified staff member to administer the WIDA and work with teachers to identify the appropriate means of instruction as well as modifications and/or accommodations.

In coordination with the ELL-certified staff member, teachers will work to differentiate and individualize lessons for ELs, and the school will secure and ensure that teachers have access to appropriate materials to meet the needs of ELs and ensure that they can meet grade-level proficiency standards.



In the classroom, teachers will provide instruction that builds on social and academic performance, which is important for students who are learning a second language. We will be intentional in creating opportunities for cooperative learning and clear communication for ELs. Doing so helps the students become comfortable and not feel isolated in their learning. It also helps to cut down on the stress those students sometimes feel when trying to learn a second language. Partnering them with other students helps to provide an opportunity to advocate for themselves with the assistance of someone they are familiar with. Again, tending to their social and emotional needs gives them hope and confidence that they can be successful.

Teachers will be trained on the Sheltered Instruction Observation Protocol (SIOP). SIOP is a research-based instruction model used to assist English language learners. Teachers use SIOP to address the academic and linguistic needs of students. Building background knowledge, providing practice, and interaction are some of the components to SIOP. In turn, each identified student will be taught with SIOP, leading to high achievement and their ability to perform well on district and state assessments. Furthermore, the school will incorporate visuals and active prior knowledge within instructional delivery.

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.

Methods for Identifying Gifted Learners

New Haven will adhere to the state standards for defining and identifying AIG students. To that end, students will be identified using a standardized assessment (CoGat) at the end of 2nd grade. The Core Knowledge curriculum is structured to support advanced learning and differentiation, which allows for individual students to advance within the bounds of the regular classroom.

In addition to that, Gifted students will take part in enrichment 30-minutes a day during school-based enrichment period. Teachers will collaborate to create high-performance lessons engaging the learning in deep critical thinking, which is essential for AIG students. Gifted students need to be engaged in analysis, evaluation, creative synthesis of data and information, and generating new ideas; therefore, New Haven's teachers will work to challenge them in these areas.



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.

Identifying Exceptional Children

New Haven Global Academy will adhere to all IDEA requirements, provide a Free and Appropriate Public Education in the Least Restrictive Environment. The school will undertake a detailed review of IEP records for all enrolled students who are identified as having a learning disability to ensure that the appropriate staff, curriculum, and equipment are available to all qualifying students.

The school's Exceptional Children's staff and IEP team will communicate with the previous school's staff to ensure information is accurate and current, and the school will initiate an IEP meeting in the event an updated IEP is deemed necessary.

Students with special needs will have access to the general curriculum. Core Knowledge curriculum is adaptable to meet the needs of students who are identified as needing an IEP.

Teachers, parents, and staff will be provided with resources for identifying children with special needs. Specifically, our school will provide brochures, posters, and letters found on the Public Schools of North Carolina Department of Public Instruction Project Child Find website.

To ensure that teachers have the requisite skills to assist students in meeting and exceeding their IEP goals, teachers will participate in professional development on their roles in IEP meetings and keeping documentation related to IEP goals of students. New Haven will have certified special education teachers that will serve as case managers and help to ensure compliance with IDEA and serving our special needs population.



In addition to these efforts, the Principal will work with the EC teacher and other IEP team members (parents, teachers, students, a psychologist, etc.) to create a problem-solving approach and progress monitor academic and behavioral development.

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.

Identification Process

New Haven will equip teachers, parents, and staff members with the appropriate resources for identifying children with special needs, including brochures, posters, and letters found on the website for the North Carolina Department of Public Instruction Project Child Find.

In a coordinated effort with the Exceptional Children's teacher, the education team, which will consist of an LEA representative, the parent of a child with a disability, the regular education teacher of the child, and a psychologist, will use a problem-solving approach and implement progress monitoring when addressing academic, behavioral, and/or developmental concerns regarding students.

Team members will document the data collected, monitor the results of research-based interventions, and make data-based decisions. The school will utilize the North Carolina Department of Public Instruction's online forms to document the evaluation and IEP.

In addition to the school-based referral processes, parents can refer their child for testing at any time by providing a written request to the school.

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)

Requesting Records from Previous Schools

Upon enrollment to New Haven, school staff will monitor student enrollment packets for an indication from parents that the student has an IEP or a 504 Plan in place at his or her previous school. If the parent doesn't indicate that a child has an IEP or a 504 Plan, then the student's records will be cross-checked for



an indication of an IEP or 504 Plan from the sending school. If the school indicates that the child had an IEP or a 504 Plan, then the EC Director will follow-up with the previous school to request that the records are sent to New Haven in a prompt manner.

Record Confidentiality (on site)

In compliance with confidentiality requirements for student records, all confidential records shall be kept in a locked file cabinet in a room accessible only to pertinent school personnel. Written documentation will be required to remove any records from the records room. Only those staff members directly assigned to teach the students will have access to the student files.

Record Compliance (on site)

New Haven will provide special education and related services according to the federal mandates of the Individuals with Disabilities Education Act and the regulations of the North Carolina Public School Law, Article 9. To ensure record compliance is consistently maintained, our school will develop and implement a record compliance monitoring system.

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

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.

Meeting the Needs of Students with Disabilities

New Haven will provide educational opportunities to students with mild, moderate, and severe disabilities in the least restrictive environment with the full continuum of alternative placements. We anticipate that at least 12% of our school population will require EC services due to the current statistics in Pitt County Schools. We have planned our education, staff, and budget plans accordingly.



Depending on enrollment, New Haven will employ an Exceptional Children's Director, and we will hire the necessary number of EC teachers as the numbers of Exceptional Children increase at New Haven. EC teachers and the EC Director will be responsible for implementing IEPs and monitoring student progress.

The school will contract with Occupational Therapists, Physical Therapists, Speech Therapists, and Psychologists in and around Pitt County who can provide testing, reporting, and therapeutic services for New Haven students.

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. How will the school ensure students' access to the general education curriculum?

Ensuring a Full Continuum of Services

The classrooms at New Haven will be equipped with all the necessary curriculum and equipment to ensure that all students have access to the curriculum. Quarterly, the EC teacher will meet with students' classroom teacher(s) to discuss progress and to determine if a meeting with parents is necessary to ensure that the student will continue to make progress. On an annual basis, parents, the EC teacher, one regular education teacher, a school administrator, and a psychologist will meet to review the student's IEP and to make any necessary changes or recommendations. We consider parents to be experts in their child's needs and to be the school's education partners. They may request an IEP meeting at any time.

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).

Ensuring FAPE

Through the methods and support systems developed by the school, New Haven will ensure that all exceptional children have access to a free and appropriate public education. We will ensure that students acquire a challenging education with a focus on their special education goals and outlined related services; in addition, they will be well prepared for the next steps in their education, employment, and adult life.

We will implement and abide by all federal and state laws and regulations relating to the education of scholars with disabilities. All teachers and staff members will be well versed in these laws, how they relate to their job, and how they apply to the students for whom they are responsible.



In accordance with state law, the school will grant students due process rights in the event that a suspension or expulsion is being considered, which includes the opportunity for a hearing before the Board. While a suspension or expulsion might be deemed necessary for students with disabilities, before those students will be suspended for more than 10 school days in a given school year, the IEP team will hold a manifestation determination meeting to decide if the student's disability caused the misbehavior. The outcome of the manifestation determination may impact any further disciplinary action taken related to the student in an effort to ensure that the student will not be denied FAPE per federal law.

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

IEP Implementation

The EC Director will monitor the implementation of all IEPs. Students with IEPs will receive quarterly progress reports and an annual review meeting. Additional meetings will be scheduled by the school or the parent in response to the student as his or her needs change. At the time that a student is identified for the EC program, the school will host a transition meeting to ensure that all accommodations are communicated to and understood by the relevant teachers.

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

Related Services and Staffing

To ensure a robust program, we will partner with local related service providers. After conducting an interview with no fewer than three service providers for each category of service, we will select the best service provider for our student population. We would make this determination based on an interview that would include their service protocols, purpose and goals for operations, availability, and pricing as well as a list of school and parent references to whom we could contact to ask specific questions about the quality of service provided and whether or not that school or parent would recommend that service provider.

To ensure the safety of students with IEPs and all students enrolled at New Haven, we would apply for DPI's School Resource Officer (SRO) matching grant to ensure that we have a person dedicated to the school's security when the school is operational.

9.4. Student Performance Standards



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

Schoolwide Performance Standards

Academically: By year five, math and reading proficiency will be at 70% or higher.

Year 1: Math and reading proficiency will be at 50% or higher.

Year 2: Math and reading proficiency will be at 55% or higher.

Year 3: Math and reading proficiency will be at 60% or higher.

Year 4: Math and reading proficiency will be at 65% or higher.

Year 5: Math and reading proficiency will be at 70% or higher.

Behaviorally: By year five, we will have fewer than 5% of our student body receiving an office referral.

Year 1: Office referrals will be fewer than 25% of our enrollment for the year.

Year 2: Office referrals will be fewer than 20% of our enrollment for the year.

Year 3: Office referrals will be fewer than 15% of our enrollment for the year.

Year 4: Office referrals will be fewer than 10% of our enrollment for the year.

Year 5: Office referrals will be fewer than 5% of our enrollment for the year.

Attendance: Yearly, 95% or greater of our student body will attend school regularly.

Parent involvement: By year five, we will have 75% of our parents involved in attending school-related events or activities (PTA meetings, fundraising, attending school-related events, conferences, etc.)

Year 1: We will have 50% of our parents involved in school events.

Year 2: We will have 55% of our parents involved in school events.

Year 3: We will have 60% of our parents involved in school events.



Year 4: We will have 65% of our parents involved in school events.

Year 5: We will have 75% of our parents involved in school events.

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

Evaluation Tools

Our students will take part in NC Check-Ins, which allow us to benchmark their growth as well as create a plan of action for any student who may be performing below grade level. Students will take part in the Beginning of the year, Middle of the year, and End of the year assessments. Teachers will also utilize classroom assessment data to create lesson plans and drive instruction. Teachers will take part in professional learning communities and have data discussions that will help to improve their teaching practice and how they get students to learn at the highest level. Teachers will incorporate data walls and make data a part of the student learning experience.

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.

Promotion Policies and Standards

Each student will be held to the same level of expectation set forth by the stated department of public instruction for promotion. Our students with special needs will be given the best instruction in the least restrictive environment. All IEP goals will be developed with a full IEP team in place to discuss what is most beneficial as well as to ensure proper monitoring of those goals is in place. Parents will be made aware at the beginning of the year and during the year what the requirements are for promotion. We will have scheduled school-wide parent conferences to share that information along with their child's progress in the fall and in the spring.

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.

Exit Standards

As a school that is preparing students for career and college readiness, decisions to promote or retain a student will occur through a scholar support process developed and implemented by the Principal. Promotion will be determined based on growth demonstrated in formative and summative tests, report card grades, recommendations by staff, and attendance.



For third grade students, the team will follow Read to Achieve laws and utilize portfolio assessments to create a clear understanding of the student's growth and proficiency to determine if he or she should be promoted or retained. The teachers will make a recommendation to the Principal who will ultimately determine if a student is promoted or retained.

Criteria for promotion will be communicated to parents at the beginning of every school year. If there are indicators that a student is in danger of being retained, the school will communicate this to the parents no later than the beginning of the fourth quarter, and the parent will be invited into a conference to work with the school on developing a plan of action for the student. If there is significant evidence before the final school day in January that a student is at risk for retention, the parent will be notified and the school will share with the parent the plan to close the gap prior to the end of the school year.

To ensure that educators are implementing effective strategies and classroom procedures, the Principal or his or her designee will monitor these during walk-throughs and formal observations. Subsequent debriefs with teachers will include discussions about these strategies, plans for partner teaching with the Principal, and instruction on how to use data to drive instruction.

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

School Culture

At New Haven Global Academy relationships are everything. We believe in creating positive relationships between students and staff. We will be a fully implemented Leader In Me school. We will teach our students that they are leaders and great communicators. We will teach them to dream Big, think Big, and do Big things. Our students will learn to be proactive, to begin with the end in mind, and to work together. Every day students will participate in character development through the *Leader In Me* curriculum for elementary students and the *7 Habits of Highly Effective Teens* for middle school students. We will be a school that implements Positive Behavior Intervention and Supports. We will reward our students for displaying great behavior and for being leaders. This will create in our students a positive, growth mindset. They will learn that they are more than capable of being successful. They will know that every adult in the builder is their advocate and cares.



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 acculturating students who enter the school mid-year.

Creating and Implementing Culture

From the outset, every teacher, staff member, and student will know our PBIS expectations. They will be taught to students and staff. Parents will be given information about our PBIS expectations as well to help reinforce them. Every day in every classroom students will recite the school motto. They will learn to identify behaviors that support what we stand for and what we don't. In our classrooms and hallways, we will have posted our school-wide expectations and motto. The physical school environment will be a reminder of who they are and what they are capable of.

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 may result in suspension or expulsion of students. c. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion. d. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

Student Conduct

New Haven Global Academy will hold all stakeholders accountable for sharing responsibility for creating an environment conducive to learning for all students. Stakeholders include New Haven employees, students, students' families, and the community.

Students will be taught how to make positive, productive decisions that promote learning and a calm learning environment. Students will learn not only academics but also effective communication and leadership skills through *The Leader in Me* lessons.

The following behaviors will not be tolerated at or during a New Haven-related event, and students may be suspended or expelled from New Haven for the following offenses:

- Possess, use, provide, or sell students a firearm, weapon, or destructive device;
- Unlawfully possess, use, sell students, provide, or be under the influence of any controlled substance or intoxicant, including alcohol, drugs and tobacco;
- Unlawfully arrange or negotiate to sell students any controlled substance or intoxicant, including alcohol, drugs, and tobacco, and then sell students or furnish another liquid, substance or material that



represents the controlled substance or intoxicant;

- Cause or attempt to cause physical assault and/or bullying/harassment which includes fighting, threatening behavior, assaulting students or adults;
- Commit theft or extortion and/or knowingly accept stolen materials;
- Cause or attempt to cause damage to school or other private property on school grounds;
- Perform an obscene act or engage in profanity or vulgarity;
- Unlawfully arrange or negotiate to sell students any drug paraphernalia;
- Disrupt school activities by causing or participating in riots or chaos;
- Use of fire;
- Trespassing;
- Bomb threat or false alarm; and
- Refusal to allow search with reasonable suspicion of personal possessions or school-loaned materials.

Students with disabilities can only be suspended for inappropriate behavior if leadership deems it necessary in accordance with federal law and regulations. The school will adhere to practices that both abide by the law and promote logical consequences when responding to disciplinary matters that are aligned with the New Haven mission. In actions involving suspension or expulsion of a special needs child for more than ten days in a school year, we will ensure that the student has available all due process rights.

Students who have been suspended may appeal the suspension beyond the Principal to the New Haven Board of Directors which will determine the final decision unless the suspension warrants the involvement of the judiciary system. This appeal must be made within five school days of the suspension notice. The appeal shall be written and clearly focused on the issues raised regarding the suspension. The New Haven Board shall make a reasonable effort to hear the appeal within seven days of the request. At a minimum, two Board members shall hear the appeal, and they will record the decision.

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.

The name of the Private Non-profit that has been authorized by the North Carolina Secretary of State is New Haven Global Academy.

Q64. Mailing Address

The mailing address for New Haven Global Academy is 901 Staton Road.

Q65. Street Address

The street address for New Haven Global Academy is 901 Staton Road.

Q66. City/State/Zip

The City, State, and Zip Code for New Haven Global Academy is Greenville, North Carolina 27834.

Q67. Phone (xxx-xxx-xxxx)

The phone number for New Haven Global Academy is 252-917-766.

Q68. Fax: (xxx-xxx-xxxx)

The fax number for New Haven Global Academy is 704-470-0295.

Q69. Name of Registered Agent and Address

The name and address of the registered agent for New Haven Global Academy is Board Member, Randy St. Clair, and his address is 4815 Country Club Drive N. Wilson, NC 27896.

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 date the Charter Application is given final approval.

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



Q71. If applicable, attach Appendix F Federal Documentation of Tax-Exempt Status

Q72. Federal Tax ID:

New Haven Global Academy's Federal Tax ID is 85-080466.

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 operate a 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

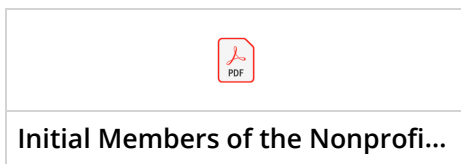
Please find the attached spreadsheet with the required information regarding the initial members of the nonprofit organization.

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

Resources :



Evidence :



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 overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator

Governance Structure

In compliance with NC GS 115C-218, the board will consist of a minimum of five members and a maximum of eleven members. The Board will have the following Executive positions: a Chairperson, a Vice-Chairperson, a Secretary, and a Treasurer. Each remaining position will be Director positions who are at-large, voting members with the exception of the School Director who will be an ex officio member.



While the administration will be responsible for the day-to-day operations of the school, Board members will be responsible for the governance of the school. The board will be responsible for effectively communicating and measuring the school's success in reaching key objectives. These include:

1. Ensuring the success and effectiveness of the school's academic program by creating goals for the School Director to work toward on an annual basis.
2. Confirm that the school is in compliance with all statutory and regulatory requirements, and concurrently, is working toward meeting all aspects of its charter and creating initiatives and consistent action to meet the school's mission.
3. Monitoring the financial health of the organization, ensuring that the school is appropriate staff, and the School Director is consistently working toward meeting or exceeding goals set by the board.

The board is actively recruiting a Principal who has the qualities necessary to bring our mission to fruition. This Principal will have a minimum of five years of experience as a Principal and a proven history of success in assisting low-performing schools and districts within low-income communities attain success in both academics and school culture.

A strong relationship between the Board of Directors and the Principal is foundational to the success of the school and supports the impact of regular monitoring and supervision of the Principal to keep the board both informed and empowered to make decisions on a regular basis. The board will collect data from the Principal on a consistent basis in the following areas: Academic Progress, School Culture, Finance, and Personnel.

Q75. Describe the size, current and desired composition, powers, and duties of the governing board
Governance Board Composition, Powers, and Duties

The New Haven board will strive to build a board of a minimum of seven members and will always be comprised of a minimum of five members and a maximum of eleven members. Each board member will serve on a board committee that will include other board members and may include members of the staff or members of the community. Committee membership will serve as a vetting process for community members who demonstrate an interest in serving on the Board of Directors.



Currently, the board has 6 board members. Throughout the coming year, we will add additional members to ensure that the board reflects the county's demographic and has the requisite skill sets to ensure proper oversight of a public charter school.

The leadership, academic, financial, organizational, and ministerial skills of the current board will guide the board as it develops and consistently implements processes and procedures to govern the school. This includes developing annual goals to complement the stated goals included in this application. The school's administrative team will regularly report to the board with evidence to demonstrate how the school is trending toward achieving each stated goal.

The Principal and each board committee will be responsible for collecting, analyzing, and developing action steps to ensure that each goal is met along the stated timeline, and both the Principal and the board committees will report their findings to the board based on the board's strategic calendar.

After receiving feedback and guidance from the Board of Directors, the Principal will create a plan that responds to the strengths and challenges indicated in the data. In addition to this regular reporting and analysis, the board will schedule annual retreats that involve board trainings, data analysis, program evaluations, and goal-setting exercises to ensure that adequate progress is continually being made.

The evidence provided throughout the school year will serve as one element of the Principal's annual evaluation, which in which the board will measure the Principal's success in making progress toward the board's defined goals, in managing the school's budget, through developing and navigating the organization, by progressing towards a successful charter renewal, and by remaining in good standing with the authorizer and community by completing all compliance tasks. Effectively, the board will determine the impact that the Principal's leadership has had on the success of the school. The Governance Committee is tasked with completing the annual evaluation and will share it with the full board prior to discussing the findings with the Principal.



The board will be composed of members who represent the demographics of our community and by professionals representing the local industries, including both for- and non-profit organizations. We will strive to continue this model as founding members cycle off the board and new members cycle onto the board. Furthermore, we will seek input from all stakeholders, including parents, staff members, and community members, when conducting fundraising efforts and engaging in strategic planning sessions.

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.

Founding Board's Qualifications

The Founding Board for New Haven Global Academy includes professionals who have also dedicated themselves to serving their community members. They are seeking to be part of something that will truly transform the lives of children. The following is a brief list of qualifications of the board members:

- School Leadership, Administration, and Governance
- Dr. Robin Wright, an Educational Consultant who is the former Executive Director of the EC Department of Wilson County Schools and former and former K-12 Director for Exceptional Children's Department of Durham Public Schools.
- Donnie Lee Phillips, a Pastor who is currently leading a capital project for a childcare and afterschool program. He is also a former Banker with 30 years of experience, and the co-founder of Millennia Community Bank.
- Curriculum, Instruction, and Assessment
- Randy St. Clair, a Middle School, High school, and Early College Principal for Wilson County Schools
- Performance Management
- Milton Fields, a Real Estate company founder/owner and former Loan Officer.
- Christine Morant, a CPA who serves as an Accountant and Financial Manager.
- Parent/Community Engagement
- Theresa Carr, a retired Administrative Assistant from Pitt County Schools.

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

Governance Structure and Composition

During both the application and Ready to Open years, the board will complete all tasks that will ensure that New Haven Global Academy is prepared for its students in August 2022. The board has already negotiated a facility contract with advantageous terms that will give us the financial flexibility necessary to



make the hiring and purchasing decisions that will ensure full implementation of the board's mission and vision. The board will continue connecting with community members in ever-expanding ways as COVID-19 subsides and the board is able to move from mailers and online events to face-to-face events, including hosting open houses and attending community events. The board will continue to recruit founding families and ensure that we have the teaching and support staff and the curriculum and supplies that support New Haven's innovative programming.

The ideal partner for New Haven Global Academy is one whose work is in alignment with the mission and vision of New Haven. The partnerships will not only serve as sources for monetary and in-kind donations but will also serve as a marketing source during the application and RTO periods; in addition, they will serve as a source for volunteers leading up to school opening and once the school is operational. The board is responsible for the financial oversight of the school and, as such, will delineate processes and procedures for our standing committees to ensure that the board fulfills its fiduciary duty to the school.

The board recognizes that the role of the board will shift from a planning board that is heavily involved in operational tasks to a governing board that oversees the Principal in his or her implementation of the board's mission and vision for the school. The pace for this shift will be determined by the needs of the Principal and the stakeholders to ensure that the viability of the school is maintained and that all programs and services are delivered to students, their families, and the larger community.

The Board of Directors recognizes that it is legally responsible for all transactions of the charter school, which involves all aspects of the school, including all student outcomes; school policies and procedures; developing, approving, and implementing an annual Principal evaluation; approving all contracts, including those for hiring and firing of staff and with third parties; setting the school's goals; evaluating, monitoring, and making necessary changes to the school's plan; developing, implementing, and modifying a governance model that recruits and retains effective board members; and overseeing and managing the school's finances to ensure viability and flexibility moving into the future.

Members of the board have fiduciary duties to the organization that requires prudent judgment in all decisions related to the school, its stakeholders, and the larger community. They are also responsible for acting in the best interest of the school at all times and adhering to all policies, laws, and regulations while



governing the charter school. The board lives out care, loyalty, and obedience through its members' committed actions in creating a strong relationship with the Principal, managing finances, attending board members, communicating with the public about the school, setting policy, and participating in board retreats and board trainings.

Through the Principal, the board will regularly review academic achievement that demonstrates whether or not students are making progress toward attaining the highest levels of academic achievement and that the programming and services reflect the mission of the school. The pertinent data include ELA and Math benchmark and summative testing results and the related proficiency and growth results; retention rates of students; and alumni achievements.

For school climate and culture, the board will collect data that demonstrates whether or not our organization has established a powerful climate and culture in which students can thrive. This would be seen in daily attendance, on-time arrivals, parent satisfaction surveys, suspension rates, and evidence of the school's values through student work, projects, and awards.

Retaining high-performing, committed teachers and staff is key to New Haven's success; therefore, it is vital for the board to monitor the performance and retention rate of the school's teachers and staff. We will measure success in human capital through monitoring the Principal's steps to recruit, develop, and retain exceptional staff. Teacher retention, satisfaction, and turnover rates will serve as evidence for measuring the success of the Principal to hire, train, and advance the teachers and staff at New Haven.

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?

Recruitment Procedures

The founding board members were recruited and selected for their varied backgrounds and common concern for providing a quality education to the students of Pitt County, but specifically the North Greenville area of Pitt County. Several meetings were conducted by means of phone and face to face conversations about the opportunity to help open a charter school and provide another educational option for the families of Pitt County. From those meetings, further action was taken to form an official board that would work to make this desire a reality. Board recruitment will be ongoing. Current board members will help to identify potential candidates that have the same skill set they do. They will not be



added until a seat becomes available. In the event that a board seat becomes vacant, new members will be selected within two months or at the scheduled monthly board meeting. The Nomination Committee will make a recommendation for any vacant seat on the board.

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

Ties to the Community

Each member of the board has worked with the target population of our school either through another public school or church in the area or in another school district. Each member is familiar with the needs of the school community. We are aware of the levels of poverty that exist and we are aware of the low school performance of the schools in the area. More than half of the board lives in the county that the school resides and has active relationships with families and organizations that seek to improve the communities the school will serve.

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

Strategic Board Calendar

The board will hold regular monthly meetings, and the agenda will be set by following a strategic calendar to ensure that the board is providing the appropriate oversight to all aspects of a public charter school's operations. Committees will meet at designated times between the regular monthly board meetings to address issues related to their committee, discuss options and best practices, and develop recommendations for the full board during its regular monthly meeting. This structure ensures that all aspects of governing a public charter school continue to develop toward reaching the school's stated mission in a compliant fashion.

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.

Board Orientation

Ensuring that existing and new board members understand their roles and responsibilities of board membership is critical to the success of the organization. When new board members are elected to the board, they are 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, such as Robert's Rules of Order and meeting dates, and for understanding more complex issues, such as fiduciary duties and the difference between governance and operational duties.



The board will ensure that all board members know how to access the board's policy manual, the charter application, the board's bylaws, and the board calendar. The board will clarify all aspects of Open Meetings Law and board members' roles and responsibilities, including annually signing the conflict of interest form.

The board conducts governance training each year during a required annual retreat. Board members will be encouraged to avail themselves of additional board trainings made available during sessions led by the Office of Charter Schools or the Department of Public Instruction involve pertinent topics, especially those for which board members are subject matter experts, such as strategic planning, charter-related legal considerations, finances, operations, academics, and nonprofit best practices. These practices will not only prepare new and current board members, they will also provide clarity about their roles, resulting in a board that is focused on envisioning the next step in the school's development and what is possible for its students, families, and community.

The board will have an attorney on retainer who is familiar with public charter school law and will be able to consult the board on legal matters related to operating a public charter school, including Open Meeting law, public records requests, Exceptional Children programming, and other legal matters that could arise on a regular basis.

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

1. Finance Training: Participants will learn how to create, present, monitor, and implement a sound financial plan that results in an approved budget that meets the needs of the school. Participants will understand the definition of financial viability; they will understand financial planning and how to get a return on investment; and they will understand the direct relationship between enrollment projections and revenue growth. As key indicators of a charter school's success and failure, these trainings will teach board members to recognize both the red flags of failure 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 guides them in differentiating between the board's governance duties and the Principal's operational duties. This way, the board maintains its focus on developing goals and policies that meet the needs of everyone involved, including students, staff, and stakeholders.
3. Legal Compliance Training: In this training, board members will develop an understanding of their responsibility to the school's mission, bylaws, policies, and federal, statutory, and 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

Ethical Standards

The New Haven Global Academy board shall comply with the voting and disclosure provisions of North Carolina General Statute § 55A-8-31 in its definition of conflicts of interest. The school's bylaws and policies will detail the procedure for identifying and addressing conflicts. The proposed

bylaws have been included in this application.

Board Procedures to Identify and Address Conflicts of Interest

Involved Parties: This board policy relates to Board Directors, officers, and all other employees who are in a position to influence the decisions and/or actions of the school, the 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 relationship that exists for the governing board, charter school employees, or potential contract awardees. Contracts, as appropriate, will be vetted openly during open sessions of the board.

The board has developed the following procedures that will apply to board members and school employees alike.

1. Disclosure will be made as soon as the individual is aware of a 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 to 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 every 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 confirm the existence of a quorum, and they will reflect all conflicts of interest disclosures and abstentions from voting.

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

Decision-Making Process

The board will lead with deliberate action during the decision-making process for both the board as a whole or when the board is working within committees. This deliberate action will be informed by research, analysis, legal counsel recommendations, and board and committee member experience during board and committee meetings.

This deliberate action will dictate the manner in which discussions are organized during board meetings and includes how board members will debate topics and resolve conflicts.

To ensure that all perspectives are appropriately considered, the board will seek insight from stakeholders, including students, parents, community members, and Principal when the board members are researching the implementation of new programs or policies. 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 the board's decision-making processes for the school.



The policies designed by the board will be in full compliance of all legal, regulatory, and statutory requirements, and they will ensure that the school operates in a manner that will lead to the successful attainment of the school's 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 Principa. 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 stakeholder identifies a need.
2. The relevant committee collects data to determine if a need exists and if so, seek possible solutions.
3. The relevant committee makes recommendations to the board.
4. If recommendations are heeded, the relevant committee drafts 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 for final questions and is then 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 as it relates to the school's governing body and leadership.

Advisory Bodies

The board will form advisory groups 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 groups:

1. Parent-Teacher Organization: This organization exists to support the teachers and staff in their mission. They will be their own entity and report directly to the Head of School.



2. School Improvement Team: This committee is composed of elected staff and parents who are tasked with developing a school improvement plan to strengthen student performance.
3. Executive Committee: This committee shall serve as an intermediary between the Board and its committees or task forces.
4. Nominating Committee: Duties include managing Board vacancies, present a slate of nominees for Officers to the Board, and overseeing ongoing vacancies.
5. Finance Committee: Duties include the review of the annual budget in collaboration with the Principal and his/her designees, collaborating with the Principal to develop a five-year forecast, review monthly financial statements, arrange for training programs for the board, and to report to the Board of Directors.

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

Grievance Process

In a continuous effort to create, sustain, and continually develop a positive learning environment for all stakeholders, the board encourages open dialogue among employees, administrators, board members, parents, and students. However, there might be instances where grievances arise among members of the school community that whereby a teacher, staff member, or member of the administration has violated a school policy; therefore, the board has developed a grievance policy to effectively and fairly respond to an aggrieved person.

If a parent has a grievance related to a teacher or other employee, he or she will work in a good faith effort to resolve the grievance by taking the following steps:

1. Determine a mutually agreeable time to meet and discuss the perceived grievance with the teacher or other employee who is related to the grievance.
2. If this initial meeting does not result in a resolution, the parent is to communicate the perceived grievance in written format to the Principal; electronic or paper are both acceptable forms of communication. The Principal may choose to assemble and lead a meeting with the members of the initial party. As an employee of the board, when appropriate, the Principal would then reach out to the board chair to simultaneously 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 Principal, 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, which may include contacting the school's attorney for legal advice.

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



1. Grievances should be communicated to the Principal. As an employee of the board, when appropriate, the Principal would then reach out to the board chair to simultaneously alert him or her of the concern and to seek advice regarding the grievance.
2. If the matter concerns the Principal or if the matter remains unresolved after the meeting with the Principal then the employee may follow the board's policy and grievance process, which includes communicating the perceived grievance in writing to the Board Chair. The Board Chair may contact the school's attorney for insight and guidance regarding the filed grievance if deemed necessary and convene the Executive Committee to deliberate and decide upon the next steps. Ultimately, the board makes the final decision regarding any response to or action steps required because of the filed 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 lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).

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

Evidence :


Appendix G.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 :


Appendix H.pdf



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 :


Appendix I.pdf

Q89. Attach Appendix J Proposed By-Laws of the Nonprofit Organization or MunicipalityThe 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 :


Appendix J.pdf

Q90. Attach Appendix K Articles of Incorporation or Municipal CharterIf the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.If the applicant is a municipality, attach a copy of the municipal charter.

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

Evidence :


Appendix K.pdf

10.3. Staffing Plans, Hiring, and Management



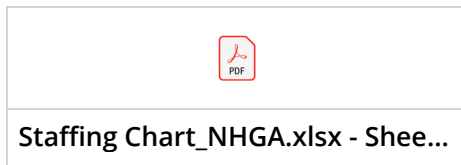
Q91. Projected Staff Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings,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

Please find attached the staffing chart for New Haven Global Academy.

Resources :



Evidence :



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

Staffing Plans

The school board will recruit nationally and locally. We will host a job fair in Pitt County to encourage local educators to consider working at New Haven Global Academy. We will also work with the local colleges, including East Carolina University, to identify candidates through their Department of Education and their career fairs. Of the teachers we hire, we will have a highly supportive teacher network through professional learning communities. We will offer great benefits, professional development, and great mentorship.

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

Principal Job Description



Key Position Outcomes

Academics

- Upholds and advances the Mission of New Haven Global Academy.
- Takes steps toward New Haven Global Academy becoming the public school of choice in Pitt County for families, securing the most talented teachers, and maintaining full annual enrollment.
- Provides a safe and secure learning environment that implements authentic teaching practices consistently with fidelity that produces high levels of student achievement and development.
- Demonstrates an ability to encourage teachers to use traditional as well as non- traditional pedagogy to meet academic goals.
- Supports targeted professional development and educational opportunities and support. Professional development opportunities will align with the mission and vision of the school and the board's strategic goals.
- Advances a high achieving academic program that meets or exceeds growth annually.
- Expertise in using data to facilitate outcomes both for staff and students.

Culture

- Experience in developing a positive school culture of high expectations and accountability of students and staff where learning stems from curiosity and encouragement.
- Supports social-emotional aspects of learning and understands how to prevent behavior disruptions through outdoor access, mindfulness, building community, and other avenues.
- Builds relationships within the school and the larger community.
- Experience in sharing the vision of New Haven Global Academy to attract and retain consistent enrollment.
- Leads the schools toward an exceptional score on local- or state-developed parent and teacher satisfaction ratings.

Operations

- Balances the administrative role with the relational role to foster the small school feel.
- Delegates and holds team members accountable.
- Meets or exceeds annual financial goals.
- Accurate and timely reporting that communicates with clarity the health of the organization, key strategies, and school improvement initiatives that exceed the organization's goals.
- Helps to grow a sustainable, healthy, and high-performing Board of Directors.
- Complies with all Federal, State, and Local regulations.



- Procures maximum charter renewal terms.
- Is organized and navigates a plan effectively while responding to deadlines in a timely manner.
- Actively and continuously engages in the learning process professionally.
- Balances academic and operational responsibilities effectively.
- Partners with the board by executing the board's strategic plan.

Qualifications

Education and Leadership Qualifications

- Master's degree or Doctorate in Education or School Administration with a current principal's license.
- School leadership experience in developing talent and in creating a highly effective and healthy organization, 7+ years preferred.
- Public school district and/or charter, or private school experience preferred.
- Experience in organizational leadership and strategic development preferred.

Interpersonal Skills

- Excellent written and spoken communication skills.
- Respect and cultivation of diversity within the school community.
- Maintain clear, proactive, and effective communication with all stakeholders.
- Demonstrates self-leadership skills.
- Demonstrates integrity with all stakeholders.

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 :

New Haven Global Academy has not yet identified a Principal.

Evidence :


Appendix O_NHGA.pdf



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

Board Relationships

The relationship between the board and the Principal will be one of trust and accountability. The Principal will hire, with board approval, and evaluate all other employees. The Principal will share data and recommendations for hiring, renewals, terminations, and raises to the board for discussion and approval. It is anticipated that the board chair or a designee will be in communication with the Principal to stay abreast of any needed information as it relates to employees. All employees will direct their communications to the Principal, and the board will communicate to the employees through the Principal.

Based on enrollment and revenues, a salary schedule and bonus plan will be developed to help retain high performing teachers. The Board's responsibility is to provide governance and leadership that attracts high-quality staff and to provide the support and resources that the Principal needs to build instructional capacity to improve student learning. With a strong mission and clear annual goals, the Principal will be tasked with hiring highly qualified educators and staff to ensure that the school is able to meet its mission and each of the board's goals.

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

Salary Range

- Principal: \$90,000 - \$120,000
- Assistant Principal: \$60,000 - \$70,000
- Full Time Core Teachers: \$43,000 - \$50,000
- Elective/Specialty Teachers: \$43,000 - \$50,000
- Exceptional Children's Teacher: \$43,000 - \$50,000
- Office Manager: \$30,000 - \$35,000
- Teacher Assistant: \$30,000 - \$35,000

All full-time employees will have access to health insurance and a retirement plan, and the school will pay the required costs of Unemployment Tax and Workman's Compensation Tax.

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

Employee Grievances



The Principal has the discretion to recommend the termination of employment or to determine what type of, if any, discipline is warranted. All employees at New Haven Global Academy are at-will employees whose employment can be terminated at any time without the requirement of implementing disciplinary action; similarly, employees can submit their resignation anytime. The Principal is not required to use any of the following steps of discipline or to apply them in any particular order, but the Principal does retain the discretion to determine the nature and severity of disciplinary measures and/or recommendation for termination.

In the event that it becomes necessary to discipline an employee, the Principal will determine the appropriate action given the specific set of circumstances. The options include. 1 Verbal Warning. 2. Written Warning. 3. Suspension, with or without pay. 4. Final warning and/or Probation. 5. Recommend Termination.

The New Haven board determines if the circumstances of each particular case warrant termination or whether a form of discipline listed previously is warranted. Furthermore, if an employee's conduct, performance, work habits, or attitude becomes unsatisfactory or unacceptable in the judgment of the New Haven board, they will be subject to disciplinary action up to and including termination.

Grievances shall follow this process:

1. The employee meets with the Principal to discuss the grievance. If a satisfactory resolution is not reached, then the employee will submit a formal grievance in writing to the Board Chair or designee.
2. The chair or designee will organize an ad hoc board subcommittee to investigate the grievance.
3. The subcommittee will recommend a resolution within 30 days of receipt of the written grievance.

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

When every charter school opens its doors, it relies on the flexibility and professionalism of its staff to ensure that all needs are met. For that reason, New Haven Global Academy's Office Manager will also serve in the role of Reporting Officer, working with our finance and academic service providers to provide financial updates and maintain PowerSchool. An experienced classroom teacher will serve in the role of Testing Facilitator, and another experienced teacher will serve as the Beginning Teacher mentor.



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

Qualified Staffing

New Haven Global Academy believes that all children deserve the best teacher possible; New Haven also believes that the school must ensure that the most vulnerable student populations are only served by a highly-qualified teacher. New Haven will commit to attending recruitment fairs, registering with Teacher Match and other online recruitment tools, and place online ads to ensure that it secures highly qualified teachers to meet the needs of its Exceptional Children (EC), English Learners (EL), and Academically and Intellectually Gifted (AIG) student populations. The number of positions dedicated to these populations will be based upon student enrollment, which the Principal will monitor to ensure that a sufficient number of highly qualified teachers are employed to serve the special needs population.

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 and effectively perform the job function(s).

Position Roles, Responsibilities, Qualifications, and Licenses

The Principal will hold a Masters Degree and have a demonstrated history of leadership. In addition, the Principal should possess a passion for the New Haven Global Academy Vision, excellent interpersonal and organizational skills, and strong oral and written communication skills.

- Represent New Haven.
- Regularly communicate with parents/school community.
- Supporting the Assistant Principal in resolving faculty-related issues.
- Recommend the hiring and the dismissal of all employees to the board.
- Develop and support a strategic plan for enrollment growth.
- Be present in classrooms, including observations to support teachers and to model excellent instruction.
- Attend all board-related meetings, functions, and events, and serving as an ex-officio member of the New Haven Board.
- Develop and implement the strategic plan for future school years.
- Ensure New Haven is in compliance with all NC DPI policies and regulations.
- Supervise all non-instructional personnel.

The Assistant Principal will hold a Masters Degree and a North Carolina Administrative License.

- Directly supervises all school instructional personnel and indirectly supervising all non-instructional personnel.



- Develops and implements curricular activities.
- Promotes the educational development of each student, and oversees the day-to-day instruction.
- Plans and implements staff professional development.
- Ensuring New Haven is in compliance with North Carolina teaching regulations
- Orients, evaluates, and assists new staff, providing an opportunity for their input on important school decisions.
- Ensures that student progress in the instructional program is tracked, that student data is collected on a regular basis and that data is used to group students and make informed instructional decisions.

Teachers will be highly motivated and highly qualified individuals. All New Haven teachers will hold a Bachelors degree from a four-year institution, and New Haven will seek candidates who are fully licensed or certified by the state.

- Develops innovative curriculum with individualized delivery.
- Incorporates the tenets of Stephen Covey's work in every lesson.
- Manages high classroom expectations.
- Delivers engaging content and instruction.
- Participates in grade-level and team-level collaboration.

The Office Manager will have clerical experience and strong interpersonal communication skills.

- Able to multi-task.
- Is cordial and approachable to all members of the school community.
- Effectively manages customer concerns.
- Is organized.
- Able to maintain confidentiality.

Teacher Assistants will hold a high school diploma or its equivalent and/or an associate's degree from an accredited institution.

- Has strong clerical skills or experience.
- Is able to assist teachers with instructional and clerical tasks.
- Possesses strong interpersonal skills.

10.4. Staff Evaluations and Professional Development



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

Teacher Licensure Maintenance

The Principal or his or her designee will be responsible for maintaining teacher licensure requirements and professional development.

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 also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

Mentor Staff

We will have a beginning teacher support program in place where we pair a teacher in beginning teacher status (Year 1-4) with a veteran teacher. There will be requirements for monthly meetings to be held between the mentor and mentee, logs of those meetings will be kept, and artifacts will be required for submission at the end of the year. Beginning teachers will have a peer observer that will give feedback on their instructional practice and information regarding the NC teacher evaluation rubric.

All teachers will take part in observing teachers. It's an opportunity for teachers to learn from each other. It's another way of supporting and mentoring.

Retain Staff

Teacher retention is pivotal. We intend to have a highly supportive staff. Teachers will be supported with classroom instruction through the school's instructional coach. Teachers will have 90 minutes of planning daily and will participate in PLCs. Teachers will be rewarded and acknowledged for meeting our PBIS behavior expectations, which includes attendance, attitude, and positive interactions with students. Teachers will be part of the decision making of the school and will be treated with respect.

Evaluate Staff

Teachers will be evaluated using the NC Teacher Evaluation Instrument. We will discuss in full detail the observation types, plan types, and the rubric. Teachers will also receive weekly feedback through our classroom walkthrough instrument. Teachers will be part of the creation of the walkthrough instrument



and will learn that it is a tool to help develop their craft and give them real-time feedback in areas like classroom management, questioning, and instructional practice.

For beginning teachers, NHGA will implement the approved Beginning Teacher Plan, which includes the following:

- a teacher self-assessment,
- a professional development plan,
- a pre-observation conference,
- three formal observations with post-conferences,
- a peer observation with a post-conference,
- a summative evaluation conference, and
- a summary rating form.

For administrative and support staff, the Principal will evaluate each of them twice each year and will use a rubric developed by the staff that aligns with his or her job description.

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

Professional Development Core Components

NHGA's professional development will focus on developing leaders in the Core Knowledge Sequence, Eureka Math, implementing classroom modifications, and using data to measure outcomes. The school will also provide CPI training and *The Leader in Me* to equip teachers to fully embrace and teach each aspect of the school's education plan.

During workshops, the school will model active instruction that teachers will be expected to demonstrate in the classroom. Teachers will take a pre- and post-tests to assess their understanding, and they will create products during the workshops to use in the classroom with their scholars. Teachers will participate in professional development that is meaningful, and they will leave workshops with a plan for the year that will create a sense of purpose and attachment to the mission of both the Core Knowledge Foundation and the school.



There are ten teacher workdays dedicated to professional development. A minimum of five of these days will be facilitated by trainers from the Core Knowledge Foundation, and time will be dedicated to cross-curricular planning and collaboration.

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

Professional development workshops will focus on techniques for delivering the Core Knowledge Sequence in a way that is exciting to students and encourages students to make lessons part of their knowledge base. Teachers will learn to become adept facilitators of learning, guiding students to make discoveries as they learn through all three modalities: auditory, visual, and kinesthetic.

The following table provides insight into the core components of the professional development plan, which reflect the key elements of the educational program at New Haven Global Academy.



Prof. Dev. Area	Course/Training	Audience	Timeline
EC/SWD/At-Risk	-Reading Research for classroom practice	-ELA/Reading teachers	1st 9 Weeks
	-Math Foundations	-Math teachers	-1st 9 Weeks
	-CPI Training	-Teachers/Leaders	-1st 9 Weeks
	-Classroom modifications/IEPs/504s/ECATS	-Classroom teachers	-1 9 Weeks
	-Using data to measure outcomes	-Teachers/Leaders	-2nd 9 Weeks
Prof. Dev. Area	Course/Training	Audience	Timeline
Eng. Lang. Learners	-Family & Community Involvement	-All teachers/Leaders	-Ongoing throughout the school year
	-SIOP	-ELL staff/some teachers	-1st/2nd 9 Weeks
Prof. Dev. Area	Course/Training	Audience	Timeline
Instruction	-Core Knowledge: ELA	-ELA Teachers	-Summer 2022
	-Eureka Math	-Math Teachers	-Summer 2022
	-Vocabulary is comprehension	-All Teachers	-Summer 2022
	-Global Education	-All Teachers	-Summer 2022
Prof. Dev. Area	Course/Training	Audience	Timeline
Charact. Dev.	-Leader In Me/7Habits of Highly Effective Teens	-All Faculty/Staff	-Summer 2022
	-Positive Behavior Intervention and Support (PBIS)	-All Faculty/Staff	-1st 9 Weeks
Prof. Dev. Area	Course/Training	Audience	Timeline
School-based Intv.	-Multi-tiered System of Support (MTSS)	-All teachers	-Ongoing throughout the year



To summarize, July 7-15 are professional development days that are built into the calendar. NHGA staff will have 5 days of instructional professional development to learn CKLA and Eureka Math approach. We will spend a day going over PBIS and character development.

Special education teachers will participate in IEP training (ECATS) before the start of the year. Foundations of Math and Reading training will occur during the school year.

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.

Professional Development Schedule

Please see the table provided in Q184 for the schedule of the professional development that will take place prior to school opening.

The ten pre-service days have specific times dedicated to mastering the curriculum and to creating lesson plans for the coming school year. Core Knowledge's approach to curriculum differs from a typical plug and play type of curriculum with which teachers may be familiar. Because of this difference, it is important for teachers to collaborate in grade-level teams to map out the year.

In addition to training on Core Knowledge and Eureka math, teachers and staff will receive training in interventions that impact student learning. On the first workday, teachers will participate in exercises that encourage team-building, collaboration, and culture. Additional workdays will be dedicated to further development of the Core Knowledge Sequence, school policies, procedures, and school-wide expectations. These workdays will prepare teachers to deliver the content of the curriculum as outlined in the Scope and Sequence.

Non-academic training include:



- BloodBorne Pathogens and other Health Requirements,
- Orientation,
- Character development *through Stephen Covey's work*,
- Benefits,
- Technology systems training, and
- Procedures and policies.

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 staffing structure accommodate this plan.

Professional Development Days/Hours

We anticipate having multiple members of our staff attend professional development workshops provided by the Core Knowledge Foundation. These summer sessions will begin our professional development sessions for the upcoming academic year. This multiple-day event will provide up to 40 hours of strategy, development, and collaboration with grade-level teams and subject matter experts. Beginning in August, there will be high-quality and specifically-designed professional development, for a total of 80 assigned hours. At least six of those professional development days will be entirely devoted to the Core Knowledge Sequence and Eureka Math.

During the school year, there are workdays on the calendar that are dedicated to additional professional development on Core Knowledge, Eureka Math, character development, and other topics that arise throughout the year. There are also days dedicated to completing and submitting grades days when teachers will be conferencing with parents. The daily schedule is not impacted by these days since students are not on campus.

NHGA is anticipating a staffing structure that consists of both beginning and seasoned teachers, which will encourage a collegial atmosphere where everyone has the opportunity to share individual expertise with the staff and/or teachers. The master schedule will allow for common grade-level planning time and Professional Learning Communities.

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 by law 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 the school seeks to serve: (G.S.115C-218.45(e)).

Marketing to Potential Students

Over the last few years, New Haven Global Academy board members have read the news where newly opened charter schools have struggled to reach their projected enrollment. The board understands that fundamental to the operation of a charter school is full enrollment since it is the only way that the school can impact students and because the operating budget is directly tied to student enrollment. For those reasons, New Haven is committed to meeting the set enrollment targets each year.

The board will accomplish this through a variety of avenues. We will communicate through a variety of social media platforms as well as the school's website. We will utilize the direct connections that Facetime brings and the connections that Facebook Ads can make. We will also use the traditional methods of marketing, which include hosting information sessions, playdates for potential students, and meeting with supportive community members to encourage them to let people know about the school. We want to leverage the idea that Malcolm Gladwell discusses in his book, *The Tipping Point*, where people known as Connectors can spread an idea like wildfire through a community. We intend to find those Connectors in Pitt County and ask them to spread the good word about New Haven.

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

Informing Parents and the Community

Parents and other members of the community will be informed about the school by targeting churches, businesses, and events where families with elementary and middle school children regularly gather. This includes seeking permission from local churches, preschools, daycares, Boys and Girls Clubs, and YMCAs to talk with their families about New Haven and the opportunities that it will be bringing students, their families, and the community.

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.

Student Recruitment



January 2020 - July 2020:

New Haven Global Academy will gather additional information regarding the need or interest for a public charter school from families, recruit additional board, and develop potential community partnerships.

We will accomplish this by:

- Establishing the board and begin community outreach efforts.
- Strengthening the social media presence and send out email blasts to the local community regarding the new school coming to the community.
- Receiving surveys and letters of support from parents.

August 2020 - January 2022:

New Haven Global Academy will receive 400 student interest forms from parents to ensure full enrollment in August 2022, to build community engagement, and to develop a base of volunteers.

We will accomplish this by:

- Collecting contact information through student interest forms and recruit prospective volunteers, board, and committee members.
- Mobilizing committed families to host community information sessions.
- Attending employment fairs at ECU and other nearby universities to recruit teachers.
- Visiting local preschools, daycares, churches, other child-related organizations, and community organizations to distribute information.

January 2022 - July 2022:

New Haven Global Academy will secure projected enrollment.

We will accomplish this by:

- Sending a direct mailing to households in specific zip codes.
- Continuing to host community meet and greets and employment fairs.



August 2022:

New Haven Global Academy will build and sustain a waitlist that is 25% above capacity per grade:

We will accomplish this by:

- Implementing the highest leverage marketing strategies to ensure that applications are still coming in even after the start of school.
- Maintaining communication within the communication via social media and on the school website.

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 focus.

Equal Opportunity.

New Haven Global Academy sets as its highest priority to remove barriers to enrollment for students, especially those students who qualify as Educationally Disadvantaged, including students from families living in poverty, academically low-achieving students, students with disabilities, English Learners, and other students at-risk of failure. Because of this desire to remove barriers, New Haven Global Academy has developed a robust start-up plan that will ensure that the Board and the Principal, when hired, goes to where the students are within the community instead of expecting them to become aware of the school on their own. This will include partnering with local non-profits and businesses that regularly work with our targeted student population and their families, making information about the school readily available, and making the enrollment process accessible, easy, and welcoming.

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

Community Organizations

New Haven Global Academy has a strong relationship with Headstart of Greenville, Oak Grove Christian Church, Light of the World Church, and East Carolina University and will work with them to market the school and recruit both teaching and support staff as well as students.

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.

Parent and Community Communication

Starting in the winter of 2020, the New Haven Global Academy Board of Directors began engaging parents in the development of New Haven. New Haven will continue to engage parents and residents through community meetings, in press releases, in posts on social media outlets, through leaders of religious organizations, by passing out flyers to preschools, in promotional videos, and through building strong relationships with the local business community. NHGA has circulated a survey in the community regarding enrollment and interest in NHGA, and interest has been strong. The board has held board meetings and will continue to hold them in a transparent manner, building in time for public comment.

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.

Parent Engagement

Clear and consistent communication is key to the success of any relationship. The relationship of the community with a new public charter school is no different. To ensure that the school develops strong relationships with parents and other stakeholders, NHGA will engage parents early and frequently in the school year and consistently encourage them to volunteer and serve in an active role in their child's education.

Through the school's focus on character development, there will be an increased focus on bridging the gap between home life and school life. Bridging this gap will include several interactive lessons that will build on parental involvement. These lessons will be presented at evening events, opened to the public, and display student work from a variety of subjects, including science and technology. Parents will be invited to participate in these events to support both the school and their child's education.

NHGA will also work with founding parent partners to develop a Parent Teacher Organization in which parents and teachers work closely together to carry out the mission of the school. The board will encourage open and transparent communication with parents and communicate to parents that they are members of the NHGA team with clear roles and responsibilities that the school depends on. Leadership



will write monthly e-newsletters to provide highlights to school operations, upcoming events, and important requests. In addition, the school hosts two parent nights for parents to check on their child's progress and to have conversations with teachers about what their child is doing.

One intentional parental engagement tool will encourage parents to volunteer. They will be made aware of volunteer opportunities by email, social media, and newsletters and through the most important communication tool: the teacher's classroom newsletter.

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.

Parent/Community Programming

New Haven Global Academy doesn't have additional programs identified at this time.

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 application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.b. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.c. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.d. Explanation of the purpose of any pre-admission activities (if any) for students or parents.e. Clear policies and procedures for student withdrawals and transfers.

Admissions Policy

New Haven Global Academy shall admit and enroll students in accordance with the Charter School Act.

Lottery priorities will include priority in the following order:

- Children of full-time employees
- Siblings of current students (after the first year)
- Board members
- Educationally disadvantaged students.



Lottery Selection: During each period of enrollment, New Haven Global Academy shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the number of available spaces. 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 must 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 until the period of suspension or expulsion has expired.

Enrollment Application Time Period: Requested applications for the upcoming school will be readily available and can be mailed or electronically sent upon request, beginning in January through the time the lottery enrollment closes the first Friday of April. Any applications received after the close of business on the first Friday in April will be placed on the waiting list in order of receipt.

Lottery Process: Applications for enrollment will be made available from January through March. All applications must be received by the last Friday in March in order to be considered for the school's lottery. The lottery is conducted on the first Friday of April. The date and location are made public so that anyone may attend. The lottery is conducted by an impartial third party in accordance with state standards and school priorities. Following the lottery, parents are notified of their child's or children's acceptance. Upon filling all the available positions, the lottery continues through the entire pool of applicants to establish a waiting list.

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 and, if offered the seat prior to the first day of school, must be present beginning the first day of school. The school will make reasonable efforts to contact students' families who are not in school at the start of the school day on the first day of school via phone and email. If after 24 hours, the family does not respond or the child does not attend, then the seat may be offered to the next student on the waitlist. Should a parent decline a spot, the open position will then be offered to the next chronological applicant on the waiting list, and these guidelines will apply.



Lottery Preference: New Haven Global Academy shall not discriminate against any student on the basis of race, ethnicity, religion, sexual identity, gender, gender identity or expression, or 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 as described in the Lottery Priorities section.

Lottery Priorities: Children of current staff and siblings are given priority over children of board members and students who are considered Educationally 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 who qualify as and whose families have agreed to be identified as Educationally Disadvantaged in one or more of the following categories

- Economically disadvantaged as determined by F/RL status.
- Homeless or unaccompanied youth as determined by McKinney-Vento determination.
- English Learners as determined by EL status.
- Students with disabilities as determined by EC status.
- Students who are immigrants.
- Students who are a member of a migrant family.

If there are more applicants than spaces, the 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 Educationally Disadvantaged.
5. All other applicants.



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

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 wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

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

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**

Weighted Lottery Explanation

New Haven Global Academy is committed to serving a diverse student body and removing barriers to enrollment. Therefore, New Haven Global Academy will allocate 60% of its seats to Educationally Disadvantaged students for a weighted lottery and conduct the weighted lottery prior to the general lottery. Qualifying student categories eligible for the weighted lottery include Economically Disadvantaged Students, English Learners, Students With Disabilities, Students who Qualify for McKinney Vento, Migrant, and Immigrant students. The weighted lottery process is more fully in the enclosed New Haven Global Academy Enrollment Policy

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



Weighted Lottery Processes and Procedures

In each open enrollment period, school leadership will work to identify the number of Educationally Disadvantaged (ED) seats available in each program, class, grade level, or building in order to balance students admitted across total seats available and school resources with an overall school target ED enrollment of 60% of available seats.

Families will have the opportunity to complete an optional form, separate from their lottery application, where they can offer information in order to determine if a student is eligible for ED status. This supplemental form will ask applicants to consent to the verification of eligibility by New Haven Global Academy staff and will request no information other than that required to establish eligibility status. The information provided will not be retained for any purpose other than to provide the audibility of lottery integrity.

Educationally Disadvantaged status is applied to any student who falls into one or more of the following classifications:

- Economically Disadvantaged:
- A student who qualifies for Free and Reduced-Price lunch.
- English Learner:
- A student with a Home Language other than English, and whose W-APT/Screening score identifies them as EL per NC DPI definitions
- Students with disability:
- a student with a medical diagnosis of a disability, or an IEP or 504 noting a disability identification or accommodation.
- Students who Qualify for McKenny-Vento:
- a student who lacks a fixed, regular, and adequate nighttime residence.
- Migrant student:
- a student whose parent or guardian is a migratory agricultural worker or fisher who has moved from one school district or school administrative area to another during the regular school year. The child must have had his education interrupted as a result of this move.
- Immigrant student:
- a student who was not born in the United States, and who has not attended U.S. schools for more than three full school years.



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

Support for Weighted Lottery Request

New Haven Global Academy is requesting approval for a weighted lottery because the Board of Directors seek to provide avenues to ensure access to Educationally Disadvantaged students to our school for three primary reasons:

1. There are well-documented academic, social, and civic benefits to students from learning in diverse classrooms.
2. There is an opportunity for real innovation as a school rich in diversity.
3. The school seeks to reflect the diversity of Pitt County.

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 impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal.

If you plan to provide transportation, include the following:
a. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
b. Describe how the school will transport students with special transportation needs and how that will impact your budget.
c. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

Transportation Plan

a. New Haven Global Academy will offer a transportation plan that ensures that all enrolled students will have a choice about the manner in which they arrive to and depart from the school each day. Students may arrive at school by boarding a bus at one of our cluster bus stops, or they may arrive by car. We expect that the majority of our students will arrive by bus, and the board has budgeted for the purchase of three buses for Year 1 and plan to invest in two additional buses in both Years 2 and 3.

Used buses are readily available for purchase and use from the NC School Bus Safety website and county systems across the state. From the examples on the sites presented on July 15, 2020, hundreds of buses are available for purchase. Listed were Mecklenburg, Pitt, Randolph, Person, and Pender. This group of LEAs was chosen because of past successful dealings with Mecklenburg, and we chose Pitt because that is where the school will be located.



b. If/when an enrolled student(s) has an IEP, indicating that related services include transportation, the school will ensure that appropriate transportation and the required equipment, personnel, and services are provided to this student. If necessary to serve a high-needs child appropriately, the school will pay for private transportation. The school will either include these costs in the school's operating budget or pay for these expenses through monies obtained through a request for funding through the State's reserve funds.

c. The highest bus cost listed is \$5,250.00, with the average bus price range being \$4,000.00. A public school also receives a 25% discount on purchase putting the cost to NHGA at about \$3,000.00 per bus. The bus will be serviced and may need tires. A full service will be about \$750 each bus and tires are about \$300 each, 6 tires per bus. The budget reflected covers these costs and more to ensure that all buses are maintained in accordance with the North Carolina Bus Safety laws and policies.

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

School Lunch Plan

Because New Haven Global Academy is committed to ensuring that no child goes hungry through the school day, the school will be part of the National School Lunch program and use a vendor (Preferred Meals) that will provide breakfast, lunch, and snacks to our students. Students will be able to apply for free or reduced lunch, and the school will collect this information through a variety of means, including the enrollment packet and, if a parent doesn't return the application for Free/Reduced Priced lunch with the enrollment form, the employee tasked with registrar duties will call the parent and clarify if the family would like to apply and inform them of the requirements for qualifying for F/RL.



The lunch schedule will be published monthly and students will have the option of buying from the catering service or providing their own lunches. Meals will come prepackaged and will be kept in a refrigerator until they are ready to be warmed up and served.

For those students who are financially unable to provide themselves with a school lunch, the school will contract with a local catering service to provide one for them at our school. These students will be initially identified through the annual FRL form sent home in the enrollment packet.

Adults overseeing lunch will monitor all students and specifically look for students who are not eating, not being provided a nutritious lunch, or do not have a lunch. There is a line item in the operations budget of \$258,583.00 for the first year to provide for this expense. We will anticipate this line item growing annually.

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 in 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.

Please find attached the provided table that indicates the amount of each type of coverage required for New Haven Global Academy to operate as a public charter school.

Resources :



Evidence :




Insurance Coverage_New Haven...

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 cost.

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

Evidence :


Appendix L.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, if applicable).

Start-Up Plan

From January-July 2020, the Board of Directors have completed the following start-up activities:

- Write charter application.
- Engage the community through surveys.
- Work with Greenville Community Services to develop an agreement for New Haven Global Academy to lease the facility formerly occupied by Ignite Innovation Academy.
- Engage the community through businesses and non-profits.

From August 2020 - September 3rd Quarter 2021, the Board of Directors will:

- Continue to engage the community and will host Information Sessions online and in-person.
- Develop a brochure.
- Develop a targeted marketing list for potential students, including pre-schools, daycares, Boys and Girls Club, the YMCA, and other afterschool providers.

From October - December 2021, the Board of Directors will be entering the RTO Period and will:

- Continue to engage the community by hosting another meet and greet.
- Create a strategic calendar to assign deadlines and charter application requirements.
- Create a tick list for facility preparations.
- Implement the marketing plan.
- Develop a student application form and packet.
- Identify legal counsel.
- Continue to engage the community.
- Develop and solidify marketing strategies for 2022 for review by the board.
- Research grant opportunities and apply.

From January - March 2022, the Board of Directors will be continuing the RTO Period and will:

- Start the Open Enrollment period.
- Execute items in the facility timeline.
- Monitor and manage tick list for facility preparations.
- Continue to engage the community and publicize the lottery date.



- Continue to research grant opportunities and apply.

From April - June 2022, the Board of Directors will finish the RTO Period and will:

- Conduct a public lottery.
- Establish job descriptions with the Principal.
- Establish policies employee handbook and the hiring process.
- Establish employee benefits.
- Select vendors.
- Establish fiscal and internal control policies.

The newly hired Principal will:

- Hold job fair in conjunction with the board.
- Develop student handbook for review by the board.
- Create an inventory management system.
- Place orders for curriculum and furniture.
- Develop a list of needs/wants for each classroom.
- Develop a safety plan and emergency procedures for review by the board.
- Draft teacher contracts in conjunction with the board.

The Principal and the Board will:

- Continue to engage the community through grassroots efforts and implementing the marketing plan.
- Identify opportunities to partner with other community organizations.
- Continue to research grant opportunities and apply.

From July - August 2022, the Board will:

- Finalize any contracts.
- Support both the Principal as needed.

The Principal will:

- Hire staff in accordance with the staffing application plan.
- Develop processes and procedures for staff, students, and families.
- Finalize the preparation of the school.
- Hold staff orientation and professional development workshops.
- Continue to engage the community.
- Host back to school Open House.



- Help establish the Parent Teacher Organization.

The Principal and the Board will:

- Welcome students, families, and staff on the first day of school.

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 Appendix O, if applicable.

Challenges

The New Haven Global Academy board anticipates challenges communicating the differences between New Haven Global Academy and the previous tenant of the facility, Ignite Innovation Academy. Even though the building will not have an operating charter school in it for the 2020-2021 or the 2021-2022 school years, the board is mindful of the fact that the community will associate New Haven Global Academy. The board believes that by cultivating a clear, consistent, and compelling message to the community about the school and how it will offer a program that will offer a global perspective and a diverse population, the board will be able to overcome the negative associations with the building.

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 with 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

Facility Acquisition

The school has secured a Memorandum of Understanding for a school building with over 54,000 square feet of space available. It is located at 901 Staton Road in Greenville. Of that, over 30,000 square feet has recently been occupied by another charter school and is therefore ready for immediate occupancy in a school configuration, including 18 classrooms ranging in size from approximately 600 square feet to 900 square feet, plus additional rooms for offices, storage, etc.

The facility also has multiple access and drop off points, and both a playground and a hard court play area outside. Further, there is another 24,000+ square feet of space, including additional rooms and several large open areas, which was recently updated to include a new, connected fire system and can be

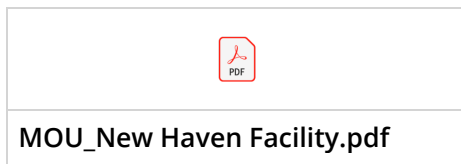


occupied for other school activities and large gatherings such as school-wide meetings. That additional space includes a full industrial kitchen that can be used by the school as needed over time.

The base rent in the attached MOU with Greenville Community Services (GCS) covers the usage of the entire 54,000+ square feet. Additionally, GCS is making available up to a \$1 million advance to the school, interest-free, for leasehold improvements to be made to the building over time as enrollment grows. Those funds can be used to customize the space for additional classrooms and other needs. These expenditures will be amortized over five years and added to the base rent. The facility expense line item in the budget included herein includes both the base rent and repayment of an \$850,000 advance with the assumption that the school accesses \$100,000 prior to opening and then another \$750,000 for additional leasehold improvements after Year 1. Expenditures for these purposes, as requested by New Haven, will be amortized over five years and added to base rent.

See the attached MOU_New Haven Facility and Appendix M from Greenville Community Services for further detail on facility and leasehold improvement advance.

Evidence :



Q131. Describe the school’s facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

Facility Needs

The identified facility at 901 Staton Road is sufficient for both the short- and long-term facility needs of New Haven Global Academy. As the school grows from grades K-6 in Year 1 to K-8 in Year 5, the school will increase its usage of the building until it ultimately occupies the entire building. Once New Haven needs more than the current 18 classrooms, it can build out the underdeveloped 24,000 square feet for the additional classrooms.



The terms of the MOU with Greenville Community Services include pricing that is well below market value for commensurate commercial space in Greenville. Ultimately, because of their partnership, New Haven will be able to secure a loan to purchase the building outright.

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

Facility Needs

The school facility needs for New Haven Global Academy include classrooms, an art room, a computer lab, a media center, a gymnasium, outdoor playground space, a workroom/copy room, administrative office space, collaborative teacher workrooms, a nurse's room, and a front office.

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 school location

Cost Breakdown

The cost per square foot will depend on the amount of leasehold renovations requested. It is expected that the cost per square foot will range from approximately \$5 to \$9 per year based on year of operation and level of renovations. See Appendix M: Assurances for further detail on facility costs.

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. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open

Contingency Plan

It is unlikely that the building would not be available as it has previously housed a K-8 school and has all the necessary permits for such purposes. Further, New Haven Global has secured a Memorandum of Understanding with the facility owner and would finalize the lease by summer 2021. New Haven Global plans to do some renovations pre-opening and then again in later years as revenue increases, but none are required for opening. In the highly unlikely scenario that something happens to the facility before opening, the board is aware of other properties in the area that could be repurposed to accommodate the school.

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

Board's Capacity



New Haven Global Academy has a diverse board. The board members have knowledge and experience in governance, education practices, and management. Specifically, the board has a retired principal, a licensed CPA, a retired exceptional children's director, and a realtor and each has experience with facility acquisition, management, and the build-out process.



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.

Please find attached Appendix M: Revenue Assurances from New Haven Global Academy.

Evidence :


Appendix M.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

Resources :



Evidence :


Appendix N_NHGA.xlsx

12.2. Budget Narrative



Q140. How was the student enrollment number projected?

Student Enrollment Projections

New Haven Global Academy's enrollment projection of 342 students in Year 1, 408 students in Year 2, 474 students in Year 3, 494 students in Year 4, and 514 students in Year 5 was based on the desire to create a relatively small school community that would meet the needs of the students who live within the community.

The board also wanted the enrollment projections to be realistic in relation to the number of students who reside in the county. With 23,487 students in Pitt County, our Year 1 enrollment projection only reflects 1% of Pitt County's total enrollment, and our Year 5 enrollment projection only reflects 2.5% of Pitt County's total. Based on that, the New Haven Global Academy felt that the enrollment numbers were reasonable, attainable, and would create the small school environment that we are seeking.

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

Demand for the School

New Haven Global Academy believes there is a demand for the school because the only schools within a five-mile radius of the two schools that have grown in the last five years one is a charter school, and the other is public district school. Both Winterville Charter Academy and Eastern Elementary School have a C on their school report cards. The rest of the schools within a 5-mile radius have either a D or an F on their school report card. These are indicators to the board that there is a demand for school choice.

Additionally, New Haven is targeting a high-poverty student population, which describes the population within a 5-mile radius of the school. The targeted population aligns with the proposed school mission because the vast majority of the student population will come from impoverished homes in which they wouldn't have had the opportunity to be exposed to cultures beyond their own and those found in their traditional classrooms' textbooks.

Q142. Provide the break-even point of student enrollment

Break-Even Point for Student Enrollment

The break-even point of student enrollment for New Haven Global Academy is 319.



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

Contingency Plan

New Haven Global Academy understands that there are factors, such as enrollment and unexpected facility costs, that will make it necessary for the school to establish a contingency plan to ensure that the school meets all of its financial obligations as a school and still operates a high-quality educational environment for its students.

The school is prepared to use its cash flow projection to operate on a regular basis. This way the school will know at any time where it stands financially and can make just in time adjustments to expenditures when needed.

In addition, New Haven understands that it is commonplace for charter schools to not meet its enrollment projections in Year 1, which will significantly impact the budget. As such, the school has prepared a robust marketing plan about which the principal will report to the board on a monthly basis.

In the event that enrollment falls short of the projected number, the school will reduce personnel and reduce all purchases that don't involve transportation, school lunches, or curriculum.

Because the school will be located in an impoverished area, the school will not rely on fundraising for items needed for operation. Instead, the school will provide training to interested staff members to become internal grant writers who can write classroom grants for items that will enrich our curriculum, such as field trips, technology, and library books.

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 indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

Outside Funding



New Haven has a commitment from Greenville Community Services, Inc. for an advance of up to \$1 million to New Haven, interest-free, for the purposes of both start-up costs (e.g. application writing, board training) and leasehold improvements. These expenditures will be amortized over five years and added to the base rent. The facility expense line item in the budget included herein includes both the base rent and repayment of an \$850,000 advance with the assumption that the school accesses \$100,000 prior to opening and then another \$750,000 for additional leasehold improvements after Year 1. Expenditures for these purposes, as requested by New Haven, will be amortized over five years and added to base rent.

Please find further details regarding these funds in Appendix M: Assurances.

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

Student:Teacher Ratio

The New Haven Global Academy budget was built on a 23:1 student to teacher ratio.

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

Board's Qualifications

Professional Experiences: Each of the board members is a professional in his or her chosen field, and their areas of expertise range from education, accounting, real estate, banking, and ministry.

Specifically, three members are both qualified and have the capacity to implement New Haven's financial plan successfully. These members include the following:

Milton Fields:

- Founder and owner of M & C Realty Company, Inc., Greenville, NC.
- Served as a loan officer for five years before being promoted to Branch Manager in one of the three city branches. Supervised the loan officers and tellers. Integrated policies and strategies that gave my branch direction to achieve the corporate goals.

Christine Morant



- Self-employed accountant and financial management consultant in three states with over thirty years of experience.

Donnie Phillips:

- Pastor of a growing congregation in the Pitt County community where he is leading a capital project that will include a child care program as well as an afterschool program.
- Current member on the Advisory Board for Greenville Housing Authority.
- Banker for nearly 30 years with Wachovia Bank and Trust and Millennia Community Bank as Senior Vice President.
- Collaborated with a team (founding) that started a commercial bank in the Greenville.

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

Ensuring FAPE

If it happens that one or more high needs students enroll at New Haven Global Academy, the school will immediately apply for Special State Reserve Funds. In addition, the Finance Committee will reevaluate the budget to ensure that every necessary staff member and academic support are in place on the first day of enrollment for that child to ensure that New Haven provide a free and appropriate public education to the enrolling student.

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 vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

Outsourcing

The board reviewed the work by Prestige and decided to use the firm after recommendations by several people who had experience with the company. Benefits will be handled by a firm that manages the 401K. That firm will be selected by the board after a review of proposals from at least 3 different companies. The Audit firm of Darrell L. Keller, CPA, PA provided board training and was recommended to New Haven by Tutelage Education Solutions, LLC.

The board anticipates using Prestige School Solutions for its financial management and reporting services. Prestige and its affiliates have broad experience with charter schools in North Carolina. Further, the board anticipates using Darrell Keller, CPA, PA for audit services, which has similar broad experience with charter school audits in North Carolina.



The board will oversee these and other providers to whom the school has outsourced management areas by first understanding the terms of the contracts, including term lengths and costs. The board negotiates the cost of the service, determines the market value of the service, and evaluates the value that the service brings to the school. The board will regularly review all contracts to ensure that the services provided are adequate and necessary and that the vendor is meeting the goals set to enable the school to meet the needs of its students.

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

Outsourcing

The school will contract with Prestige School Solutions for student accounting and financial services.

The board will oversee these and other providers to whom the school has outsourced management areas by first understanding the terms of the contracts, including term lengths and costs. The board negotiates the cost of the service, determines the market value of the service, and evaluates the value that the service brings to the school. The board will regularly review all contracts to ensure that the services provided are adequate and necessary and that the vendor is meeting the goals set to enable the school to meet the needs of its students.

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

Budget Alignment

The budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs because, besides personnel, these are the areas in which the school has invested and negotiated well to ensure that the students have a learning environment that is fully equipped.

In the first year, the facility cost is \$145,000, which is only 4.6% of revenue, allowing the school latitude in the budget to invest in competitive salaries for our teachers, curriculum and other learning resources for our students, bussing to ensure that transportation is not a barrier to enrollment.



With a mission focused on creating an environment that promotes discovery, the school will invest \$12,000 in staff development in Year 1 and \$5,000 each year thereafter, ensuring that our teachers are receiving updated strategies to meet the needs of all of our students.

We've also invested \$258,583 In Year 1 and even more thereafter in meals to ensure that every child receives breakfast, lunch, and a snack each day. New Haven Global Academy thought of the needs of our students and the responsibility that it has to the taxpayer for every dollar dedicated in the budget.

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.

Fund Balance

The school has set a goal of 5% for the percentage of expenditures for the general fund balance. In the school's proposed budget for the first five years, the average is 5.3%.

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

Financing Structure

The school has signed an MOU for a school facility. It includes the option to lease the facility as long as the board desires, and it also includes a purchase option in which the school could source external funding at any point and purchase the building. See Appendix M for additional details.

Also, Greenville Community Services has agreed to advance up to \$1 million to New Haven, interest-free, for the purposes of both pre-opening start-up costs and leasehold improvements. The facility expense line item in the budget included herein includes both the base rent and repayment of an \$850,000 advance with the assumption that the school accesses \$100,000 prior to opening and then another \$750,000 for additional leasehold improvements after Year 1. Expenditures for these purposes, as requested by New Haven, will be amortized over five years and added to base rent.

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, and include evidence of commitment for any assets on which the school's core operation depends.

Assets



Greenville Community Services is donating all the furniture and fixtures that are currently in the buildings that will be leased to New Haven Global Academy. This includes classroom furniture, technology, and office furniture.

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?

Internal Controls

To ensure adequate internal controls, the school's Office Manager will act as the finance and student accounting officer providing oversight of the school's administrative team, which consists of the Principal and the Office Manager. Together, they will provide timely and accurate information and reporting to the school's Finance Committee and Board.

The Board will develop and approve a finance policy manual prior to the school's opening. The Finance Committee will write specific processes based on these set policies which include actions, such as multiple check signers; clear guidelines on expenditure approval limits (expenditures over \$5,000 need board approval); the steps to safeguard assets; a policy that a high-level criminal background check must be conducted for anyone with bank access; and the steps for processing invoices.

New Haven Global Academy will strive to maintain accurate records and limit risk to ensure due diligence is exercised when it comes to public tax dollars and a clean audit.

The board will receive a monthly financial report from the Finance Committee that will consist of the following:

- Income statement (revenue and expenses) with the budget comparison.
- Bank Statement.
- Report on payments to each vendor.
- General ledger summary report with detail available.
- Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards.



In addition, we will develop an internal control checklist that looks for the following:

- Accounting records are up-to-date and balanced monthly.
- The school is using a standard chart of accounts with descriptive titles.
- The school is preparing reports that are adequate, timely, and insure control of operations.
- Personal expenses are kept separate from business expenses.
- The administrative team reviews monthly bank reconciliations.
- There is separation of duties.
- The school is meeting governmental reporting requirements in a compliant and timely manner.
- The school carries and maintains sufficient insurance, and the coverage is reviewed periodically by a person qualified to conduct a thorough review.
- There is adequate access to cash.

Furthermore, the members of the board on the Finance Committee will develop systems for payroll, accounts receivable, donations and fundraisers, petty cash, and credit card usage. The school's vendors and all third party contracts will be evaluated annually to ensure that the school is receiving the best return on its investment and being responsible stewards of taxpayer dollars. The Finance Committee members will also provide any known or possible related party transactions (i.e., through a defined relationship, a description of the transaction, and the estimated dollars involved).

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

Related Party Transactions

New Haven Global Academy is aware of one related party transaction. It involves a board member, Donnie Phillips, who is the pastor at the church that currently resides in the same building in which the school will reside. Pastor Phillips is offering to partner with the school for before and after school services. When the board is discussing and voting on partnering with the church for before or after school services, Pastor Phillips would follow the steps laid out in New Haven Global Academy's Conflict of Interest policy and would recuse himself from both the discussion and the vote.

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

Audit Firm



The name of the firm approved by the NC Local Government Commission that will conduct the audit is Darrell L. Keller, CPA, PA. Their mailing address is P.O. Box 1028, Kings Mountain, NC 28086. The telephone number is 704-739-0771, and the fax number is 704-739-6122.



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 :


Q238- Required Signature Certifi...

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

Resources :



Evidence :


NHGA Contracting 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:

The name of the third-party group that assisted in the preparation of this application is Leaders Building Leaders.

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

Leaders Building Leaders was paid \$8,000 for this project.



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 by **July 24, 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 a certified 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 :



Q164. Complete

I have finished the application

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

Procedures for Hiring and Dismissal

The New Haven Global Academy Board of Directors will create a committee specifically for hiring the best person for the role of Principal. The full board will review and ultimately approve the recommendation.

Once hired, the Principal will recommend the hiring and dismissal of the teachers and staff, and the board will approve the Principal's recommendations.

Hiring Process:

During the hiring process, NHGA will assess each candidates' abilities to communicate, build relationships, collaborate, and demonstrate a commitment to the school's mission. We will hire teachers who are highly qualified, coachable, and are team players.



Candidates will submit applications for employment that include the following:

- A sealed college/university transcript, indicating a cumulative GPA of 3.0 or higher;
- A National Criminal Background Investigation Check free from any offenses except for minor traffic infractions (paid for by the school);
- Three letters of reference that provide evidence of leadership and community service;
- A writing sample that demonstrates superior writing skills; and
- A teaching portfolio with sample lesson plans.

Our hiring process will include the following steps:

1. Initial screening interview.
2. Sample teaching session in which the Principal will observe for clear objectives, classroom management skills, effective communication, and connection with the students.
3. Formal interview.
4. Participation in school events to observe how the candidate interacts with stakeholders.

There might be an occasion in which the board will need to approve the dismissal of a staff member based on the Principal's recommendation. The Principal will be responsible for creating an evaluation and accountability tool, providing effective feedback and monitoring, and making professional development opportunities available to provide necessary instruction. If progress is not noted, the Principal may place the employee on an action plan prior to his or her recommendation to the board for dismissal; however, the overall culture of the school and instruction for students are the most important decision-makers. If this individual is impeding progress in those areas, then the board may choose to take steps to verify that the Principal followed these processes with fidelity through an internal committee or external reviewer. From there, the board will make the final decision regarding the employee's employment at the school.

Appendix A: Evidence of Community/Parent Support

New Haven Global Academy





New Haven Global Academy Interest Survey

Questions Responses 185

185 responses



Accepting responses



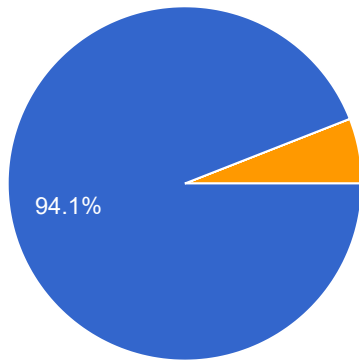
Summary

Question

Individual

Would you be interested in your child/children attending a public charter school that would provide them with learning experiences that are relevant and meaningful to their lives?

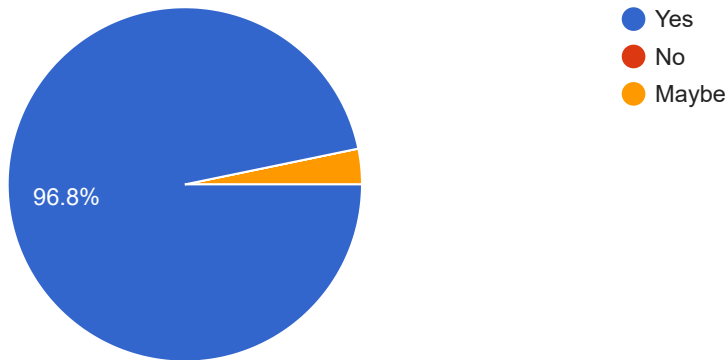
185 responses



- Yes
- No
- Maybe

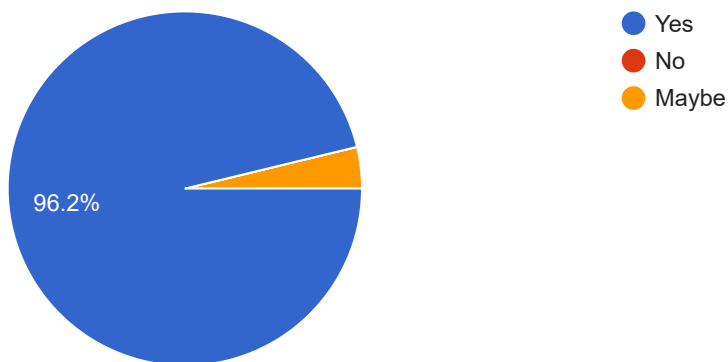
Would you be interested in your child/children attending a public charter school that focused on building skills like leadership, communication, and problem-solving?

185 responses



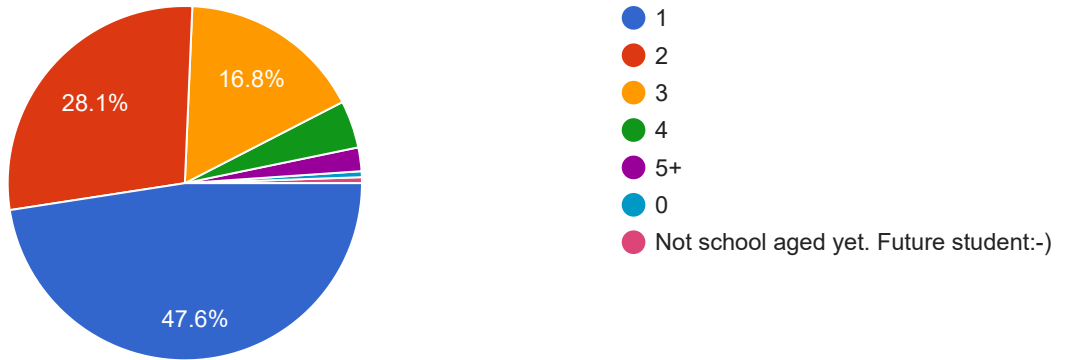
Would you be interested in sending your child/children to a public charter school that embraced diversity and accepted all students no matter their background or ability?

185 responses



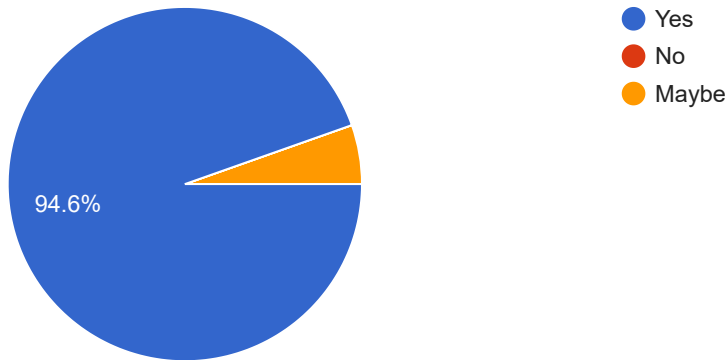
How many school-age (ages 5-18) children are in your household?

185 responses



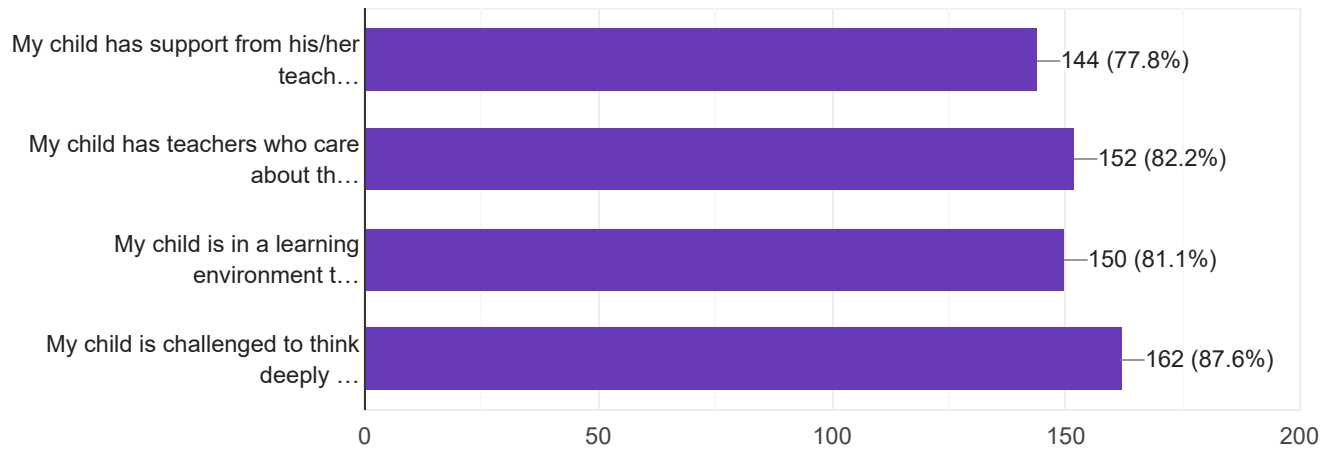
Do you believe that your community could benefit from a public charter school?

185 responses



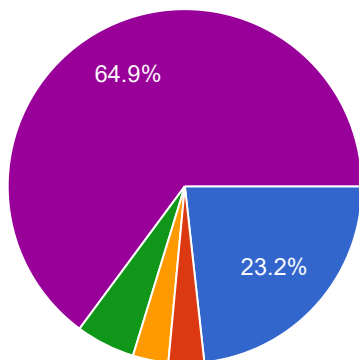
Select the boxes that describe what is most important to you about your child's educational experience?

185 responses



What do you feel is the primary reason for opening a public charter school in your community?

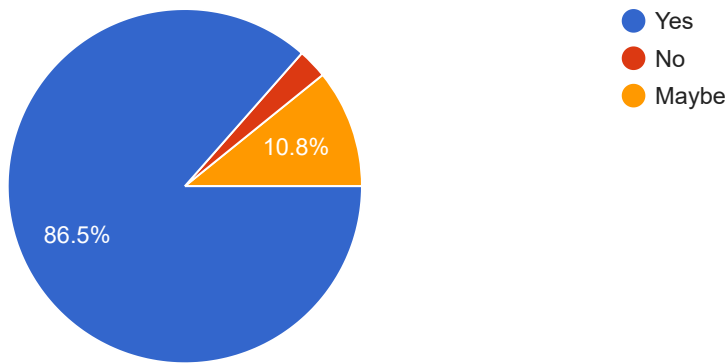
185 responses



- Increase overall student achievement
- Improve discipline and safety
- Increase parental involvement
- Provide different course offerings or curriculum
- Create a unique school community that embraces students of all backgrounds and ability levels

Would you be interested in enrolling your child/children in a public charter school?

185 responses



If you would like to be contacted to learn more about New Haven Global Academy, please type in the following: Parent's first and last name, parent phone number (with area code), and parent email address.

23 responses

Dedriahw97@gmail.com

Clarence Gray, 252-902-4863, graycgrayc@gmail.com

N/A

No

Tina Boyce

Angela B Hill
Angela.hill341@gmail.com
252 259 5017

Monica Spencer 252 695 5798

Yes

Please leave any comments or questions you may have about this survey or New Haven Global Academy.

26 responses

I would like to receive more information so that I can pass it on to others.

I'm a grandparent don't have any children of that age

It is great to design a curriculum that's meaningful and relevant but remember no matter the K-12 education these kids all converge upon the same colleges and crazy pre-college tests. They need to also be prepared and equipped for the system as others unfortunately created it to be but also know how be independent critical thinkers that can hopefully be the ones who change the system

N/A

I worked as Program Director for Turning Point Academy Charter School. The experience was like no other and when the school closed, our staff and students were at a lost.

Having a charter school I do believe will function wonderful in the Greenville area.

A strong structure with protective guidance through cultural engagement is needed in all areas to promote unity in or educational affiliation to our youth.

Oak Grove Christian Church

The House of Refuge

Apostle and Pastor Donnie L. Phillips Sr.

P.O. Box 8003~ Greenville, NC 27835

407 Mumford Road ~ Greenville, NC 27834

Phone: 252-347-7667 Email: aposphil@gmail.com



July 15, 2020

New Haven Global Academy
Greenville, NC 27834

Greetings Mr. Randy St.Clair:

It is the desire of Oak Grove Christian Church to partner with your school, New Haven Global Academy, in providing before and after school care. Our goal here at the Church is to offer an atmosphere and create the tools necessary to provide quality education that is conducive for learning for each child. We share with you the desire to educate the whole child – academically, emotionally, and physically. We can be a part of the resources needed to accomplish these goals in creating the necessary space for quality care and sound educational programs.

We very much look forward to a lasting relationship between Oak Grove Christian Church and New Haven Global Academy.

Respectfully,

Donnie L. Phillips

Donnie L. Phillips
Pastor

One Lord, one faith, one baptism. (Ephesians 4:5)



Dr. Landon B. Mason, Sr. NCRT, CCAP
Executive Director

Economic Improvement Council, Inc.
Head Start
PO Box 549 / 712 Virginia Rd
Edenton, NC 27932
(252) 482-4495 Fax: (252) 482-7564
www.eiccaa.org

Mrs. Zantra Best
Head Start 3/Early Head Start
Director

May 18, 2020

To Whom it may concern:

Head Start is a Federal Comprehensive Pre School program that serves children Birth – 5 years old. Economic Improvement Council Inc. Head Start is currently leasing the building at 901 Staton Road, Greenville, NC 27834, from Mr. Donnie Phillips. Early Head Start has 11 classrooms, 6 Head Start classrooms and office space. The plan going forward is to occupy additional classrooms having a total of 241 children. Head Start grants are renewable every 5 years. Head Start leases month – month basis with the intention of this lease being long term. If you have any questions or concerns, please feel free to contact me.

Thank you,

Zantra H. Best

Zantra H. Best
Head Start / Early Head Start Director
ZHB /acr

Cc: Dr. Landon Mason Sr., Executive Director

Appendix B: Curriculum Outline per Grade Span

New Haven Global Academy



Core Knowledge Sequence

Content and Skill Guidelines for Grades K–8



Core Knowledge[®]



Core Knowledge[®]

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Ninth printing of Core Knowledge Sequence for K–8

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Third printing of Core Knowledge Preschool Sequence

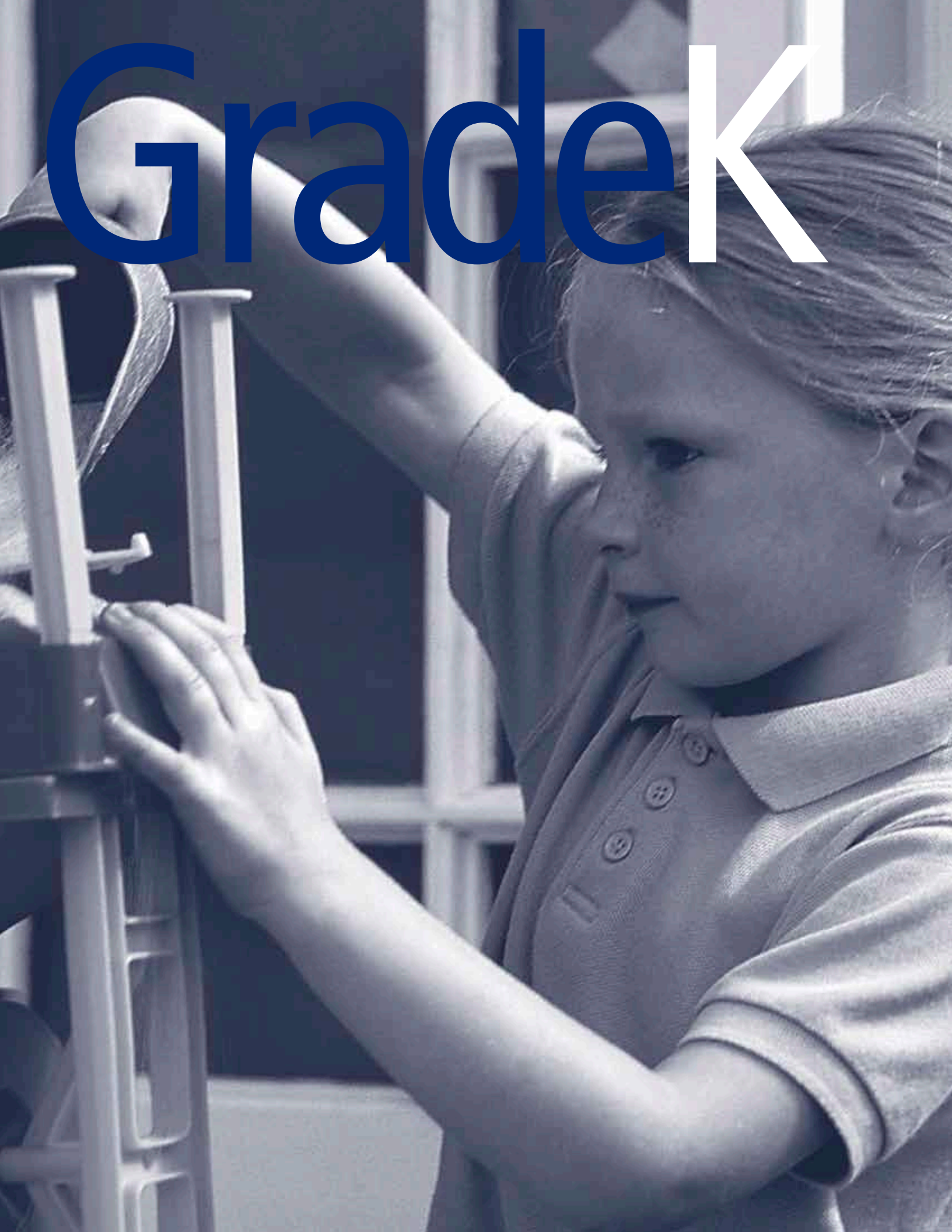
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Grade K

Overview of Topics

Kindergarten

Language Arts

- I. Listening and Speaking
 - A. Classroom Discussion
 - B. Presentation of Ideas and Information
 - C. Comprehension and Discussion of Read-Alouds—All Texts
 - D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry
 - E. Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text
- II. Reading
 - A. Print Awareness
 - B. Phonological and Phonemic Awareness
 - C. Phonics: Decoding and Encoding
 - D. Oral Reading and Fluency
 - E. Reading Comprehension—All Texts
- III. Writing
- IV. Language Conventions
 - A. Handwriting and Spelling
 - B. Parts of Speech and Sentence Structure
 - C. Capitalization and Punctuation
- V. Poetry
 - A. Mother Goose and Other Traditional Poems
 - B. Other Poems, Old and New
- VI. Fiction
 - A. Stories
 - B. Aesop's Fables
 - C. American Folk Heroes and Tall Tales
 - D. Literary Terms
- VII. Sayings and Phrases

History and Geography

World:

- I. Geography: Spatial Sense
- II. An Overview of the Seven Continents

American:

- I. Geography
- II. Native American Peoples, Past and Present

- III. Early Exploration and Settlement
 - A. The Voyage of Columbus in 1492
 - B. The Pilgrims
 - C. July 4, "Independence Day"
- IV. Presidents, Past and Present
- V. Symbols and Figures

Visual Arts

- I. Elements of Art
 - A. Color
 - B. Line
- II. Sculpture
- III. Looking at and Talking about Works of Art

Music

- I. Elements of Music
- II. Listening and Understanding
- III. Songs

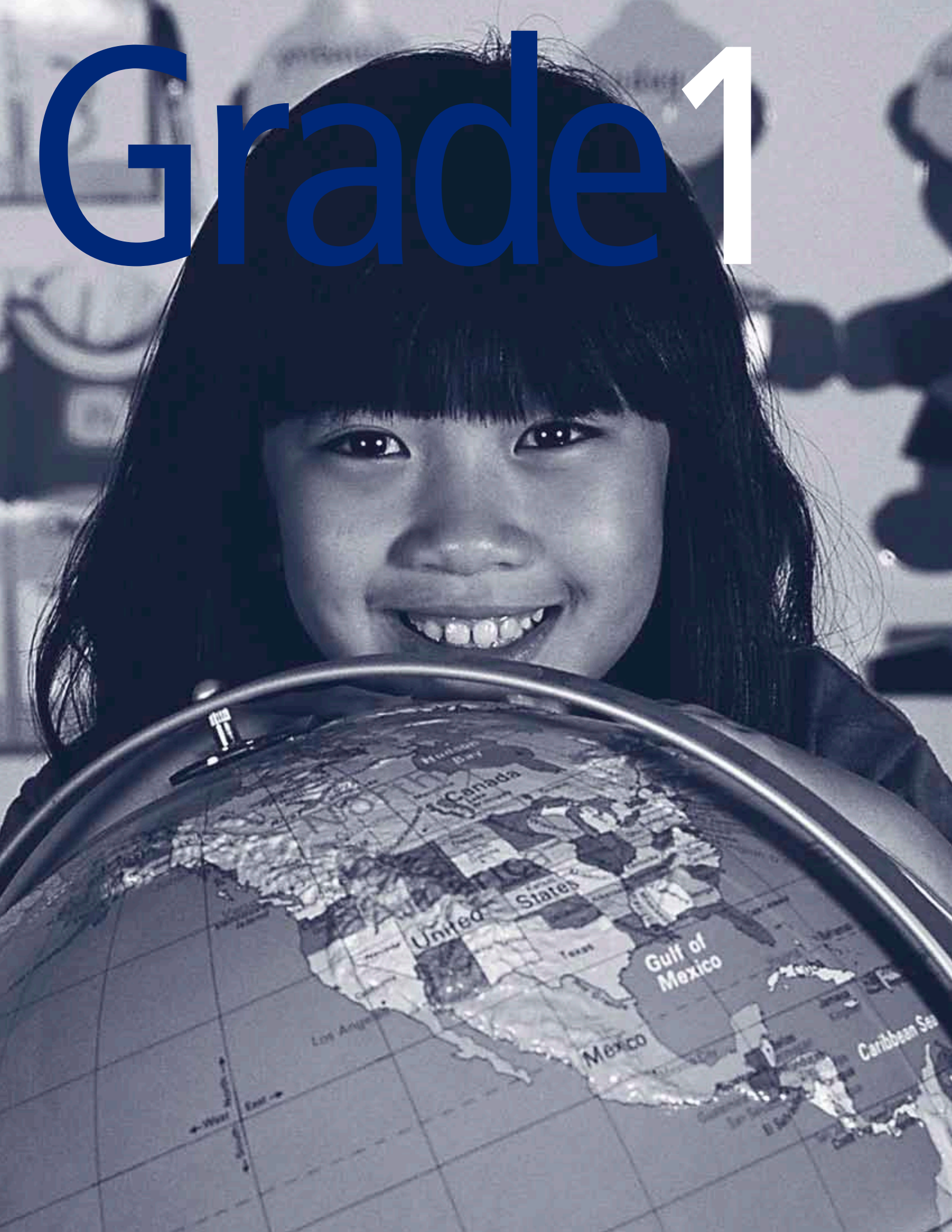
Mathematics

- I. Patterns and Classification
- II. Numbers and Number Sense
- III. Money
- IV. Computation
- V. Measurement
- VI. Geometry

Science

- I. Plants and Plant Growth
- II. Animals and Their Needs
- III. The Human Body
- IV. Introduction to Magnetism
- V. Seasons and Weather
- VI. Taking Care of the Earth
- VII. Science Biographies

Grade 1



Overview of Topics

Grade 1

Language Arts

- I. Listening and Speaking
 - A. Classroom Discussion
 - B. Presentation of Ideas and Information
 - C. Comprehension and Discussion of Read-Alouds—All Texts
 - D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry
 - E. Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text
- II. Reading
 - A. Print Awareness
 - B. Phonemic Awareness
 - C. Phonics: Decoding and Encoding
 - D. Oral Reading and Fluency
 - E. Reading Comprehension—All Texts
 - F. Reading Comprehension—Fiction, Drama, and Poetry
 - G. Reading Comprehension—Nonfiction and Informational Text
- III. Writing
 - A. Narrative Writing
 - B. Informative/Explanatory Writing
 - C. Persuasive Writing (Opinion)
- IV. Language Conventions
 - A. Handwriting and Spelling
 - B. Parts of Speech and Sentence Structure
 - C. Capitalization and Punctuation
- V. Poetry
- VI. Fiction
 - A. Stories
 - B. Aesop’s Fables
 - C. Different Lands, Similar Stories
 - D. Literary Terms
- VII. Sayings and Phrases

History and Geography

World:

- I. Geography
 - A. Spatial Sense
 - B. Geographical Terms and Features
- II. Early World Civilizations
 - A. Mesopotamia: The “Cradle of Civilization”
 - B. Ancient Egypt
 - C. History of World Religions
- III. Modern Civilization and Culture: Mexico
 - A. Geography
 - B. Culture

American:

- I. Early People and Civilizations
 - A. The Earliest People: Hunters and Nomads
 - B. Early American Civilizations

- II. Early Exploration and Settlement
 - A. Columbus
 - B. The Conquistadors
 - C. English Settlers
- III. From Colonies to Independence: The American Revolution
- IV. Early Exploration of the American West
- V. Symbols and Figures

Visual Arts

- I. Art from Long Ago
- II. Elements of Art
 - A. Color
 - B. Line
 - C. Shape
 - D. Texture
- III. Kinds of Pictures: Portrait and Still Life

Music

- I. Elements of Music
- II. Listening and Understanding
 - A. Musical Terms and Concepts
 - B. Music Can Tell a Story
 - C. American Musical Traditions (Jazz)
- III. Songs

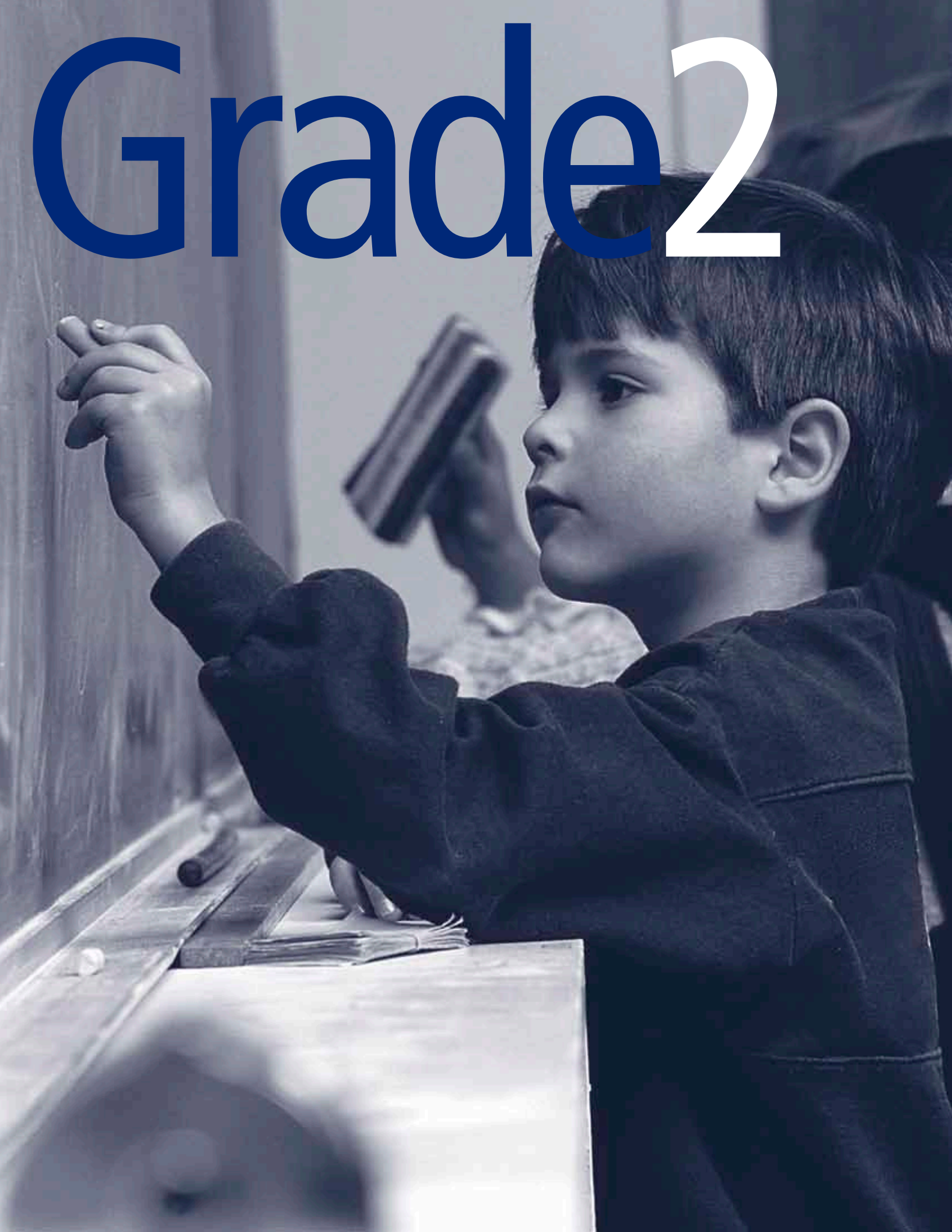
Mathematics

- I. Patterns and Classification
- II. Numbers and Number Sense
- III. Money
- IV. Computation
 - A. Addition
 - B. Subtraction
 - C. Solving Problems and Equations
- V. Measurement
- VI. Geometry

Science

- I. Living Things and Their Environments
 - A. Habitats
 - B. Oceans and Undersea Life
 - C. Environmental Change and Habitat Destruction
 - D. Special Classifications of Animals
- II. The Human Body
 - A. Body Systems
 - B. Germs, Diseases, and Preventing Illness
- III. Matter
- IV. Properties of Matter: Measurement
- V. Introduction to Electricity
- VI. Astronomy
- VII. The Earth
 - A. Geographical Features of the Earth’s Surface
 - B. What’s Inside the Earth
- VIII. Science Biographies

Grade 2



Overview of Topics

Grade 2

Language Arts

- I. Listening and Speaking
 - A. Classroom Discussion
 - B. Presentation of Ideas and Information
 - C. Comprehension and Discussion of Read-Alouds—All Texts
 - D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry
 - E. Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text
- II. Reading
 - A. Phonics: Decoding and Encoding
 - B. Oral Reading and Fluency
 - C. Reading Comprehension—All Texts
 - D. Reading Comprehension—Fiction, Drama, and Poetry
 - E. Reading Comprehension—Nonfiction and Informational Text
- III. Writing
 - A. Narrative Writing
 - B. Informative/Explanatory Writing
 - C. Persuasive Writing (Opinion)
- IV. Language Conventions
 - A. Spelling
 - B. Parts of Speech and Sentence Structure
 - C. Capitalization and Punctuation
- V. Poetry
- VI. Fiction
 - A. Stories
 - B. Mythology of Ancient Greece
 - C. American Folk Heroes and Tall Tales
 - D. Literary Terms
- VII. Sayings and Phrases

History and Geography

World:

- I. Geography
 - A. Spatial Sense
 - B. Geographical Terms and Features
- II. Early Asian Civilizations
 - A. Geography of Asia
 - B. India
 - C. China
- III. Modern Japanese Civilization
 - A. Geography
 - B. Culture
- IV. The Ancient Greek Civilization

American:

- I. American Government: The Constitution
- II. The War of 1812

- III. Westward Expansion
 - A. Pioneers Head West
 - B. Native Americans
- IV. The Civil War
- V. Immigration and Citizenship
- VI. Fighting for a Cause
- VII. Geography of the Americas
 - A. North America
 - B. South America
- VIII. Symbols and Figures

Visual Arts

- I. Elements of Art
- II. Sculpture
- III. Kinds of Pictures: Landscapes
- IV. Abstract Art
- V. Architecture

Music

- I. Elements of Music
- II. Listening and Understanding
 - A. The Orchestra
 - B. Keyboard Instruments
 - C. Composers and Their Music
- III. Songs

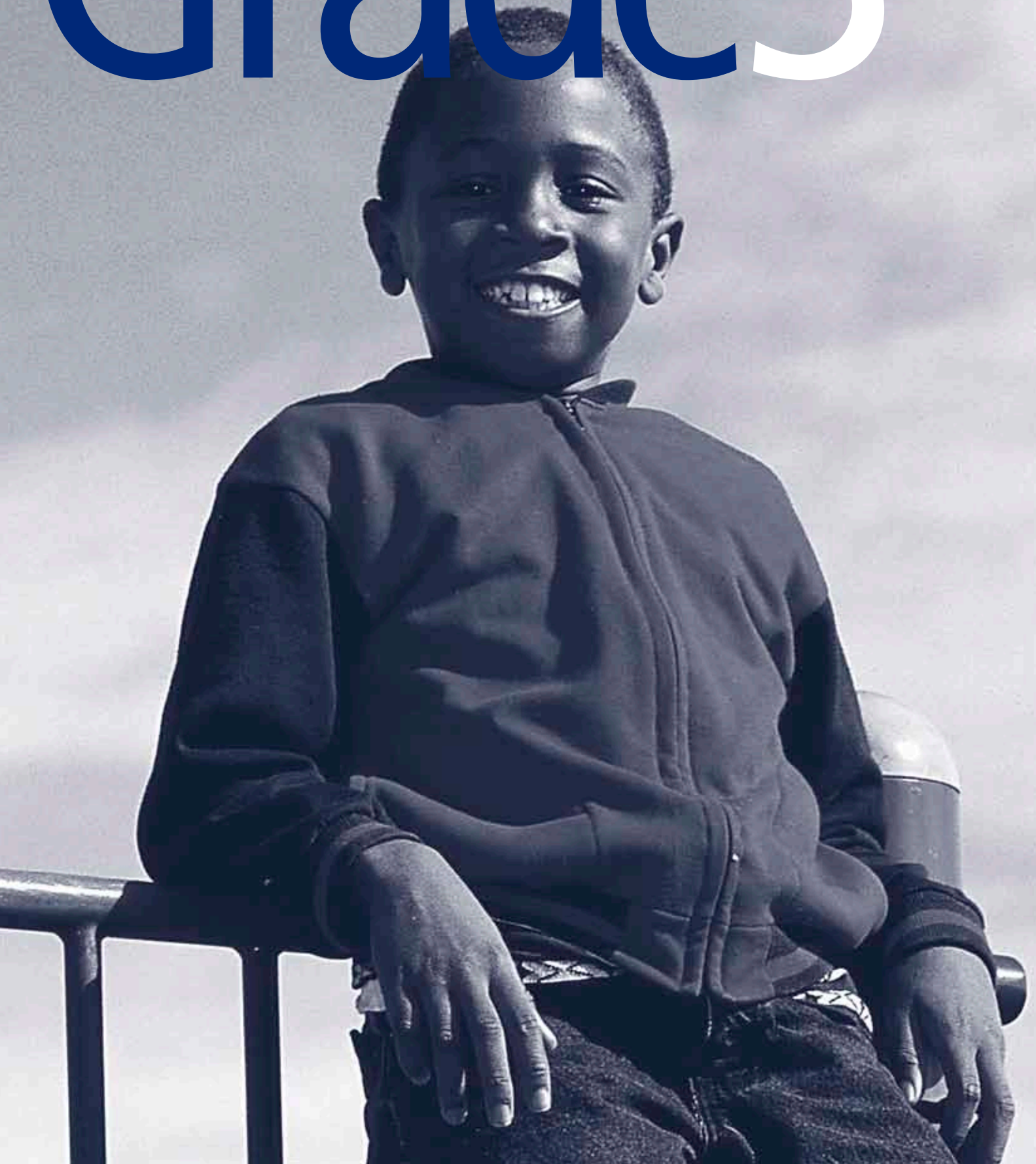
Mathematics

- I. Numbers and Number Sense
- II. Fractions
- III. Money
- IV. Computation
 - A. Addition
 - B. Subtraction
 - C. Introduction to Multiplication
 - D. Solving Problems and Equations
- V. Measurement
 - A. Linear Measure
 - B. Weight
 - C. Capacity (Volume)
 - D. Temperature
 - E. Time
- VI. Geometry

Science

- I. Cycles in Nature
 - A. Seasonal Cycles
 - B. Life Cycles
 - C. The Water Cycle
- II. Insects
- III. The Human Body
 - A. Cells
 - B. Digestive and Excretory Systems
 - C. Taking Care of Your Body: A Healthy Diet
- IV. Magnetism
- V. Simple Machines
- VI. Science Biographies

Grade 3



Overview of Topics

Grade 3

Language Arts

- I. Reading and Writing
 - A. Reading Comprehension and Response
 - B. Writing
 - C. Spelling, Grammar, and Usage
 - D. Vocabulary
- II. Poetry
- III. Fiction
 - A. Stories
 - B. Myths and Mythical Characters
 - C. Literary Terms
- IV. Sayings and Phrases

History and Geography

World:

- I. World Geography
 - A. Spatial Sense
 - B. Geographical Terms and Features
 - C. Canada
 - D. Important Rivers of the World
- II. The Ancient Roman Civilization
 - A. Geography of the Mediterranean Region
 - B. Background
 - C. The Empire
 - D. The "Decline and Fall" of Rome
 - E. The Eastern Roman Empire: Byzantine Civilization
- III. The Vikings

American:

- I. The Earliest Americans
 - A. Crossing from Asia to North America
 - B. Native Americans
- II. Early Exploration of North America
 - A. Early Spanish Exploration and Settlement
 - B. Exploration and Settlement of the American Southwest
 - C. The Search for the Northwest Passage
- III. The Thirteen Colonies: Life and Times Before the Revolution
 - A. Geography
 - B. Southern Colonies
 - C. New England Colonies
 - D. Middle Atlantic Colonies

Visual Arts

- I. Elements of Art
 - A. Light
 - B. Space in Artworks
 - C. Design: How the Elements of Art Work Together
- II. American Indian Art
- III. Art of Ancient Rome and Byzantine Civilization

Music

- I. Elements of Music
- II. Listening and Understanding
 - A. The Orchestra
 - B. Composers and Their Music
 - C. Musical Connections
- III. Songs

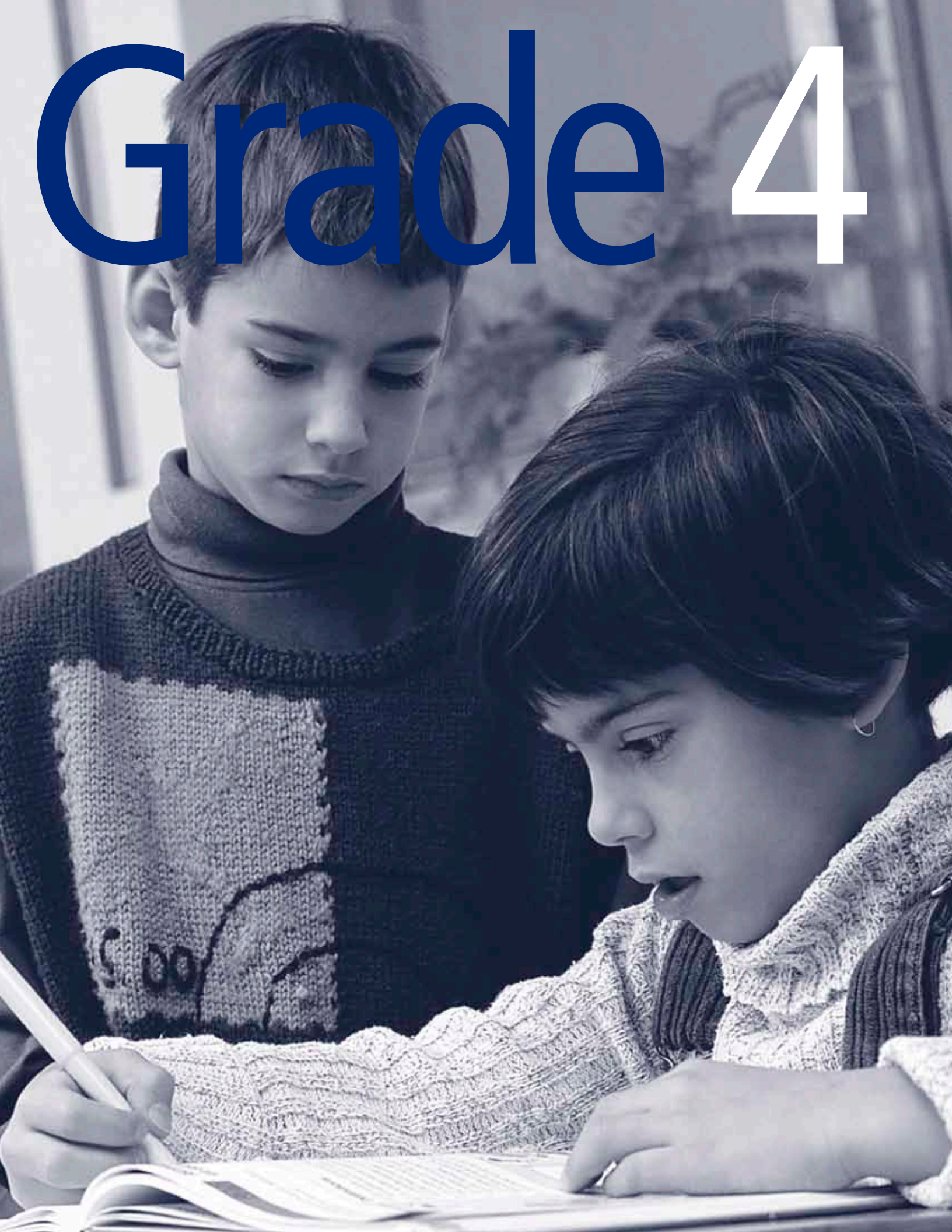
Mathematics

- I. Numbers and Number Sense
- II. Fractions and Decimals
- III. Money
- IV. Computation
 - A. Addition
 - B. Subtraction
 - C. Multiplication
 - D. Division
 - E. Solving Problems and Equations
- V. Measurement
 - A. Linear Measure
 - B. Weight
 - C. Capacity (Volume)
 - D. Temperature
 - E. Time
- VI. Geometry

Science

- I. Introduction to Classification of Animals
- II. The Human Body
 - A. The Muscular System
 - B. The Skeletal System
 - C. The Nervous System
 - D. Vision: How the Eye Works
 - E. Hearing: How the Ear Works
- III. Light and Optics
- IV. Sound
- V. Ecology
- VI. Astronomy
- VII. Science Biographies

Grade 4



Overview of Topics

Grade 4

Language Arts

- I. Writing, Grammar, and Usage
 - A. Writing and Research
 - B. Grammar and Usage
- II. Poetry
 - A. Poems
 - B. Terms
- III. Fiction
 - A. Stories
 - B. Myths and Mythical Characters
 - C. Literary Terms
- IV. Speeches
- V. Sayings and Phrases

History and Geography

World:

- I. World Geography
 - A. Spatial Sense
 - B. Mountains and Mountain Ranges
- II. Europe in the Middle Ages
 - A. Geography Related to the Development of Western Europe
 - B. Background
 - C. Developments in History of the Christian Church
 - D. Feudalism
 - E. The Norman Conquest
 - F. Growth of Towns
 - G. England in the Middle Ages
- III. The Spread of Islam and the "Holy Wars"
 - A. Islam
 - B. Development of Islamic Civilization
 - C. Wars Between Muslims and Christians
- IV. Early and Medieval African Kingdoms
 - A. Geography of Africa
 - B. Early African Kingdoms
 - C. Medieval Kingdoms of the Sudan
- V. China: Dynasties and Conquerors

American:

- I. The American Revolution
 - A. Background: The French and Indian War
 - B. Causes and Provocations
 - C. The Revolution
- II. Making a Constitutional Government
 - A. Main Ideas Behind the Declaration of Independence
 - B. Making a New Government: From the Declaration to the Constitution
 - C. The Constitution of the United States
 - D. Levels and Functions of Government (National, State, Local)
- III. Early Presidents and Politics
- IV. Reformers
- V. Symbols and Figures

Visual Arts

- I. Art of the Middle Ages in Europe
- II. Islamic Art and Architecture
- III. The Art of Africa
- IV. The Art of China
- V. The Art of a New Nation: The United States

Music

- I. Elements of Music
- II. Listening and Understanding
 - A. The Orchestra
 - B. Vocal Ranges
 - C. Composers and Their Music
 - D. Musical Connections
- III. Songs

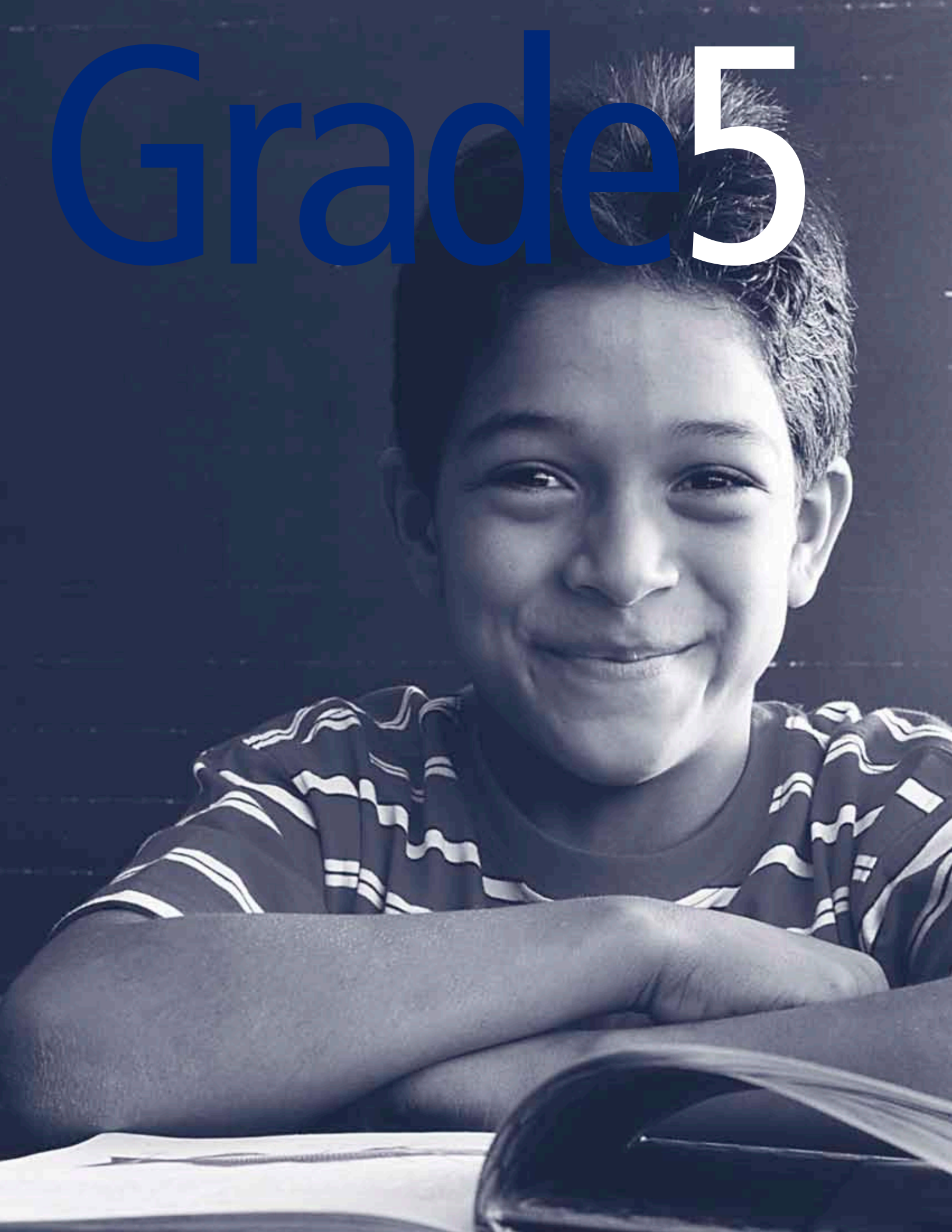
Mathematics

- I. Numbers and Number Sense
- II. Fractions and Decimals
 - A. Fractions
 - B. Decimals
- III. Money
- IV. Computation
 - A. Multiplication
 - B. Division
 - C. Solving Problems and Equations
- V. Measurement
- VI. Geometry

Science

- I. The Human Body
 - A. The Circulatory System
 - B. The Respiratory System
- II. Chemistry: Basic Terms and Concepts
 - A. Atoms
 - B. Properties of Matter
 - C. Elements
 - D. Solutions
- III. Electricity
- IV. Geology: The Earth and Its Changes
 - A. The Earth's Layers
 - B. How Mountains Are Formed
 - C. Rocks
 - D. Weathering and Erosion
- V. Meteorology
- VI. Science Biographies

Grade 5



Overview of Topics

Grade 5

Language Arts

- I. Writing, Grammar, and Usage
 - A. Writing and Research
 - B. Grammar and Usage
 - C. Vocabulary
- II. Poetry
 - A. Poems
 - B. Terms
- III. Fiction and Drama
 - A. Stories
 - B. Drama
 - C. Myths and Legends
 - D. Literary Terms
- IV. Speeches
- V. Sayings and Phrases

History and Geography

World:

- I. World Geography
 - A. Spatial Sense
 - B. Great Lakes of the World
- II. Early American Civilizations
 - A. Geography
 - B. Maya, Aztec and Inca Civilizations
 - C. Spanish Conquerors
- III. European Exploration, Trade, and the Clash of Cultures
 - A. Background
 - B. European Exploration, Trade, and Colonization
 - C. Trade and Slavery
- IV. The Renaissance and the Reformation
 - A. The Renaissance
 - B. The Reformation
- V. England from the Golden Age to the Glorious Revolution
 - A. England in the Golden Age
 - B. From the English Revolution to the Glorious Revolution
- VI. Russia: Early Growth and Expansion
 - A. Geography
 - B. History and Culture
- VII. Feudal Japan
 - A. Geography
 - B. History and Culture

American:

- I. Westward Expansion
 - A. Westward Expansion before the Civil War
 - B. Westward Expansion after the Civil War
- II. The Civil War: Causes, Conflicts, Consequences
 - A. Toward the Civil War
 - B. The Civil War
 - C. Reconstruction

- III. Native Americans: Cultures and Conflicts
 - A. Culture and Life
 - B. American Government Policies
 - C. Conflicts
- IV. U. S. Geography

Visual Arts

- I. Art of the Renaissance
- II. American Art: Nineteenth-Century United States
- III. Art of Japan

Music

- I. Elements of Music
- II. Listening and Understanding
 - A. Composers and Their Music
 - B. Musical Connections
- III. American Musical Traditions (Spirituals)
- IV. Songs

Mathematics

- I. Numbers and Number Sense
- II. Ratio and Percent
 - A. Ratio
 - B. Percent
- III. Fractions and Decimals
 - A. Fractions
 - B. Decimals
- IV. Computation
 - A. Addition
 - B. Multiplication
 - C. Division
 - D. Solving Problems and Equations
- V. Measurement
- VI. Geometry
- VII. Probability and Statistics
- VIII. Pre-Algebra

Science

- I. Classifying Living Things
- II. Cells: Structures and Processes
- III. Plant Structures and Processes
 - A. Structure: Non-Vascular and Vascular Plants
 - B. Photosynthesis
 - C. Reproduction
- IV. Life Cycles and Reproduction
 - A. The Life Cycle and Reproduction
 - B. Sexual Reproduction in Animals
- V. The Human Body
 - A. Changes in Human Adolescence
 - B. The Endocrine System
 - C. The Reproductive System
- VI. Chemistry: Matter and Change
 - A. Atoms, Molecules, and Compounds
 - B. Elements
 - C. Chemical and Physical Change
- VII. Science Biographies

Grade 6



Overview of Topics

Grade 6

English

- I. Writing, Grammar, and Usage
 - A. Writing and Research
 - B. Speaking and Listening
 - C. Grammar and Usage
 - D. Spelling
 - E. Vocabulary
- II. Poetry
 - A. Poems
 - B. Terms
- III. Fiction and Drama
 - A. Stories
 - B. Drama
 - C. Classical Mythology
 - D. Literary Terms
- IV. Sayings and Phrases

History and Geography

World:

- I. World Geography
 - A. Spatial Sense
 - B. Great Deserts of the World
- II. Lasting Ideas from Ancient Civilizations
 - A. Judaism and Christianity
 - B. Ancient Greece
 - C. Ancient Rome
- III. The Enlightenment
- IV. The French Revolution
- V. Romanticism
- VI. Industrialism, Capitalism, and Socialism
 - A. The Industrial Revolution
 - B. Capitalism
 - C. Socialism
- VII. Latin American Independence Movements
 - A. History
 - B. Geography of Latin America

American:

- I. Immigration, Industrialization, and Urbanization
 - A. Immigration
 - B. Industrialization and Urbanization
- II. Reform

Visual Arts

- I. Art History: Periods and Schools
 - A. Classical Art: The Art of Ancient Greece and Rome
 - B. Gothic Art
 - C. The Renaissance
 - D. Baroque
 - E. Rococo
 - F. Neoclassical
 - G. Romantic
 - H. Realism

Music

- I. Elements of Music
- II. Classical Music: From Baroque to Romantic
 - A. Baroque
 - B. Classical
 - C. Romantic

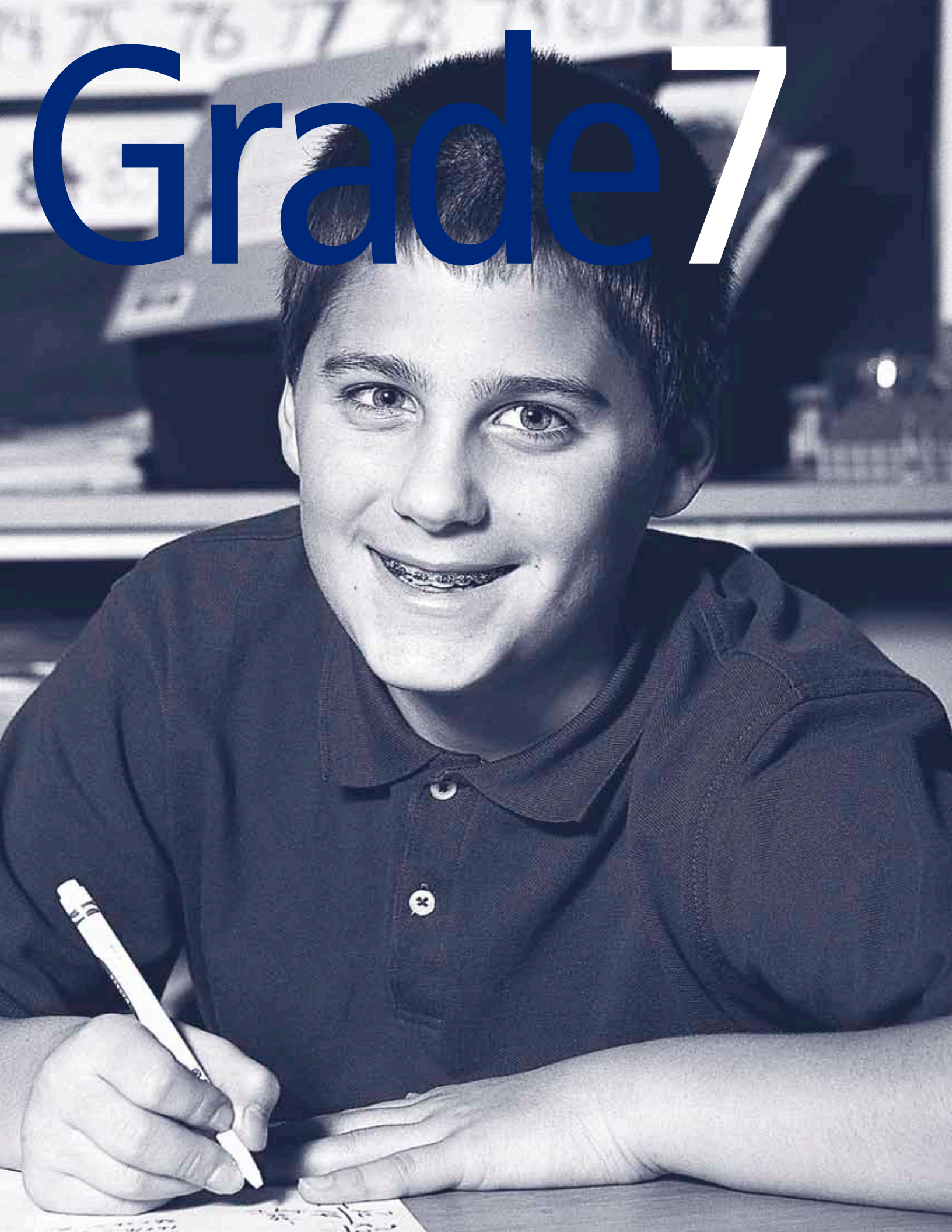
Mathematics

- I. Numbers and Number Sense
- II. Ratio, Percent, and Proportion
 - A. Ratio and Proportion
 - B. Percent
- III. Computation
 - A. Addition
 - B. Multiplication
 - C. Division
 - D. Solving Problems and Equations
- IV. Measurement
- V. Geometry
- VI. Probability and Statistics
- VII. Pre-Algebra

Science

- I. Plate Tectonics
- II. Oceans
- III. Astronomy: Gravity, Stars, and Galaxies
- IV. Energy, Heat, and Energy Transfer
 - A. Energy
 - B. Heat
 - C. Physical Change: Energy Transfer
- V. The Human Body: Lymphatic and Immune Systems
- VI. Science Biographies

Grade 7



Overview of Topics

Grade 7

English

- I. Writing, Grammar, and Usage
 - A. Writing and Research
 - B. Speaking and Listening
 - C. Grammar
 - D. Spelling
 - E. Vocabulary
- II. Poetry
 - A. Poems
 - B. Elements of Poetry
- III. Fiction, Nonfiction, and Drama
 - A. Short Stories
 - B. Novels
 - C. Elements of Fiction
 - D. Essays and Speeches
 - E. Autobiography
 - F. Drama
 - G. Literary Terms
- IV. Foreign Phrases Commonly Used in English

History and Geography

- I. America Becomes a World Power
- II. World War I: "The Great War," 1914–1918
 - A. History
 - B. Geography of Western and Central Europe
- III. The Russian Revolution
 - A. History
 - B. Geography
- IV. America from the Twenties to the New Deal
 - A. America in the Twenties
 - B. The Great Depression
 - C. Roosevelt and the New Deal
- V. World War II
 - A. The Rise of Totalitarianism in Europe
 - B. World War II in Europe and at Home, 1939–45
 - C. World War II in the Pacific, and the End of the War
- VI. Geography of the United States

Visual Arts

- I. Art History: Periods and Schools
 - A. Impressionism
 - B. Post-Impressionism
 - C. Expressionism and Abstraction
 - D. Modern American Painting

Music

- I. Elements of Music
- II. Classical Music: Romantics and Nationalists
 - A. Romantic Composers and Works
 - B. Music and National Identity
- III. American Musical Traditions (Blues and Jazz)

Mathematics

- I. Pre-Algebra
 - A. Properties of the Real Numbers
 - B. Linear Applications and Proportionality
 - C. Polynomial Arithmetic
 - D. Equivalent Equations and Inequalities
 - E. Integer Exponents
- II. Geometry
 - A. Three-Dimensional Objects
 - B. Angle Pairs
 - C. Triangles
 - D. Measurement
- III. Probability and Statistics

Science

- I. Atomic Structure
- II. Chemical Bonds and Reactions
- III. Cell Division and Genetics
- IV. History of the Earth and Life Forms
 - A. Paleontology
 - B. Geologic Time
- V. Evolution
 - A. Evolution
 - B. Natural Selection
 - C. Extinction and Speciation
- VI. Science Biographies

Grade 8



Overview of Topics

Grade 8

English

- I. Writing, Grammar, and Usage
 - A. Writing and Research
 - B. Speaking and Listening
 - C. Grammar
 - D. Spelling
 - E. Vocabulary
- II. Poetry
 - A. Poems
 - B. Elements of Poetry
- III. Fiction, Nonfiction, and Drama
 - A. Short Stories
 - B. Novels
 - C. Elements of Fiction
 - D. Essays and Speeches
 - E. Autobiography
 - F. Drama
 - G. Literary Terms
- IV. Foreign Phrases Commonly Used in English

History and Geography

- I. The Decline of European Colonialism
 - A. Breakup of the British Empire
 - B. Creation of the People's Republic of China
- II. The Cold War
 - A. Origins of the Cold War
 - B. The Korean War
 - C. America in the Cold War
- III. The Civil Rights Movement
- IV. The Vietnam War and the Rise of Social Activism
 - A. The Vietnam War
 - B. Social and Environmental Activism
- V. The Middle East and Oil Politics
 - A. History
 - B. Geography of the Middle East
- VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges
 - A. The American Policy of Detente
 - B. Breakup of the USSR
 - C. China under Communism
 - D. Contemporary Europe
 - E. The End of Apartheid in South Africa

- VII. Civics: The Constitution—Principles and Structure of American Democracy
- VIII. Geography of Canada and Mexico

Visual Arts

- I. Art History: Periods and Schools
 - A. Painting Since World War II
 - B. Photography
 - C. 20th-Century Sculpture
- II. Architecture Since the Industrial Revolution

Music

- I. Elements of Music
- II. Non-Western Music
- III. Classical Music: Nationalists and Moderns
 - A. Music and National Identity
 - B. Modern Music
- IV. Vocal Music
 - A. Opera
 - B. American Musical Theater

Mathematics

- I. Algebra
 - A. Properties of the Real Numbers
 - B. Relations, Functions, and Graphs (Two Variables)
 - C. Linear Equations and Functions (Two Variables)
 - D. Arithmetic of Rational Expression
 - E. Quadratic Equations and Functions
- II. Geometry
 - A. Analytic Geometry
 - B. Introduction to Trigonometry
 - C. Triangles and Proofs

Science

- I. Physics
 - A. Motion
 - B. Forces
 - C. Density and Buoyancy
 - D. Work
 - E. Energy
 - F. Power
- II. Electricity and Magnetism
- III. Electromagnetic Radiation and Light
- IV. Sound Waves
- V. Chemistry of Food and Respiration
- VI. Science Biographies

Core Knowledge at a Glance

	Preschool	Kindergarten	First Grade	Second Grade	Third Grade
Language Arts/English	<ul style="list-style-type: none"> I. Oral Language II. Nursery Rhymes, Poems, Finger-Plays, and Songs III. Storybook Reading and Storytelling IV. Emerging Literacy Skills 	<ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ul style="list-style-type: none"> I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases
History and Geography	<p>Time:</p> <ul style="list-style-type: none"> I. Vocabulary II. Measures of Time III. Passage of Time (Past, Present, Future) <p>Space:</p> <ul style="list-style-type: none"> I. Vocabulary II. Actual and Representational Space III. Simple Maps IV. Basic Geographic Concepts 	<p>World:</p> <ul style="list-style-type: none"> I. Geography: Spatial Sense II. Overview of the Seven Continents <p>American</p> <ul style="list-style-type: none"> I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement IV. Presidents, Past and Present V. Symbols and Figures 	<p>World:</p> <ul style="list-style-type: none"> I. Geography II. Early World Civilizations III. Modern Civilization and Culture: Mexico <p>American</p> <ul style="list-style-type: none"> I. Early People and Civilizations II. Early Exploration and Settlement III. From Colonies to Independence: The American Revolution IV. Early Exploration of American West V. Symbols and Figures 	<p>World:</p> <ul style="list-style-type: none"> I. Geography II. Early Asian Civilizations III. Modern Japanese Civilization IV. The Ancient Greek Civilization <p>American</p> <ul style="list-style-type: none"> I. American Government: The Constitution II. The War of 1812 III. Westward Expansion IV. The Civil War V. Immigration and Citizenship VI. Fighting for a Cause VII. Geography of the Americas VIII. Symbols and Figures 	<p>World:</p> <ul style="list-style-type: none"> I. World Geography II. The Ancient Roman Civilization III. The Vikings <p>American</p> <ul style="list-style-type: none"> I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution
Visual Arts	<ul style="list-style-type: none"> I. Attention to visual detail II. Creating Art III. Looking and Talking about Art 	<ul style="list-style-type: none"> I. Elements of Art II. Sculpture III. Looking at and Talking About Art 	<ul style="list-style-type: none"> I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life 	<ul style="list-style-type: none"> I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture 	<ul style="list-style-type: none"> I. Elements of Art II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization
Music	<ul style="list-style-type: none"> I. Attention to Differences in Sound II. Imitate and Produce Sounds III. Listen and Sing IV. Listen and Move 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz) III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Keyboards; Composers) III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs
Mathematics	<ul style="list-style-type: none"> I. Patterns and Classification II. Geometry III. Measurement IV. Numbers and Number Sense V. Addition and Subtraction with Concrete Objects VI. Money 	<ul style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry 	<ul style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry 	<ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions III. Money IV. Computation V. Measurement VI. Geometry 	<ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry
Science	<ul style="list-style-type: none"> I. Human Characteristics, Needs and Development II. Animal Characteristics, Needs and Development III. Plant Characteristics, Needs and Growth IV. Physical Elements (Water, Air, Light) V. Introduction to Magnetism VI. Seasons and Weather VII. Taking Care of the Earth VIII. Tools 	<ul style="list-style-type: none"> I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses) IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies 	<ul style="list-style-type: none"> I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies 	<ul style="list-style-type: none"> I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Simple Machines VI. Science Biographies 	<ul style="list-style-type: none"> I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Language Arts/English	<ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction IV. Speeches V. Sayings and Phrases 	<ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Speeches V. Sayings and Phrases 	<ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Sayings and Phrases 	<ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English 	<ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English
History and Geography	<p>World:</p> <ul style="list-style-type: none"> I. World Geography (Spatial Sense; Mountains) II. Europe in Middle Ages III. The Spread of Islam and the "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors <p>American</p> <ul style="list-style-type: none"> I. The American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures 	<p>World:</p> <ul style="list-style-type: none"> I. World Geography (Spatial Sense; Lakes) II. Early American Civilizations III. European Exploration, Trade, and the Clash of Cultures IV. The Renaissance and the Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan <p>American</p> <ul style="list-style-type: none"> I. Westward Expansion II. The Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography 	<p>World:</p> <ul style="list-style-type: none"> I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements <p>American</p> <ul style="list-style-type: none"> I. Immigration, Industrialization, and Urbanization II. Reform 	<ul style="list-style-type: none"> I. America Becomes a World Power II. World War I: "The Great War," 1914–1918 III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of United States 	<ul style="list-style-type: none"> I. The Decline of European Colonialism II. The Cold War III. The Civil Rights Movement IV. The Vietnam War and the Rise of Social Activism V. The Middle East and Oil Politics VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution—Principles and Structure of American Democracy VIII. Geography of Canada and Mexico
Visual Arts	<ul style="list-style-type: none"> I. Art of the Middle Ages in Europe II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States 	<ul style="list-style-type: none"> I. Art of the Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan 	<ul style="list-style-type: none"> I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realistic) 	<ul style="list-style-type: none"> I. Art History: Period and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting) 	<ul style="list-style-type: none"> I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture) II. Architecture Since the Industrial Revolution
Music	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann) 	<ul style="list-style-type: none"> I. Elements of Music II. Classical Music: Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) III. American Musical Traditions (Blues and Jazz) 	<ul style="list-style-type: none"> I. Elements of Music II. Non-Western Music III. Classical Music: Nationalists and Moderns IV. Vocal Music (Opera; American Musical Theater)
Mathematics	<ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry 	<ul style="list-style-type: none"> I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation V. Measurement VI. Geometry VII. Probability and Statistics VIII. Pre-Algebra 	<ul style="list-style-type: none"> I. Numbers and Number Sense II. Ratio, Percent, and Proportion III. Computation IV. Measurement V. Geometry VI. Probability and Statistics VII. Pre-Algebra 	<ul style="list-style-type: none"> I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents) II. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement) III. Probability and Statistics 	<ul style="list-style-type: none"> I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions) II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and proofs)
Science	<ul style="list-style-type: none"> I. Human Body (Circulatory and Respiratory Systems) II. Chemistry: Basic Terms and Concepts III. Electricity IV. Geology: The Earth and Its Changes V. Meteorology VI. Science Biographies 	<ul style="list-style-type: none"> I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies 	<ul style="list-style-type: none"> I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. The Human Body: Lymphatic and Immune Systems VI. Science Biographies 	<ul style="list-style-type: none"> I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies 	<ul style="list-style-type: none"> I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies

Appendix D: Yearly Academic Calendar

New Haven Global Academy



Appendix E: Daily and Weekly Schedule

New Haven Global Academy



New Haven Global Academy Master Schedule 2022-2023

	7:50 AM	8:00 AM	8:15 AM	8:30 AM	8:45 AM	9:00 AM	9:15 AM	9:30 AM	9:45 AM	10:00 AM	10:15 AM	10:30 AM	10:45 AM	11:00 AM	11:15 AM	11:30 AM	11:45 AM	12:00 PM	12:15 AM	12:30 AM	12:45 AM	1:00 PM	1:15 PM	1:30 PM	1:45 PM	2:00 PM	2:15 PM	2:30 PM	2:45 PM	3:25 PM
(K)	Huddle 7:50-8:00 (10 minutes)	Char. Dev. 8:00-8:30 (30 minutes)		ELA 8:30-10:30 (120 minutes)										Math 10:30-12:00 (90 minutes)					Lunch 12:00-12:30 (30 minutes)	Encore 12:35-1:15 (40 Minutes)		P.E. 1:20-2:00 (40 minutes)		IE 2:05-2:35 (30 Minutes)		Sci/SS 2:40-3:25 (45 minutes)				
1	Huddle 7:50-8:00 (10 minutes)	Char. Dev. 8:00-8:30 (30 minutes)		ELA 8:30-10:30 (120 minutes)										Math 10:30-12:00 (90 minutes)					Lunch 12:00-12:30 (30 minutes)	Encore 12:35-1:15 (40 Minutes)		P.E. 1:20-2:00 (40 minutes)		IE 2:05-2:35 (30 Minutes)		Sci/SS 2:40-3:25 (45 minutes)				
2	Huddle 7:50-8:00 (10 minutes)	Char. Dev. 8:00-8:30 (30 minutes)	Math 8:30-10:00 (90 minutes)					ELA 10:00-12:00 (120 minutes)										IE 12:00-12:30 (30 Minutes)		Lunch 12:30-1:00 (30 minutes)		Sci/SS 1:05-1:50 (45 minutes)		Encore 1:55-2:35 (40 Minutes)		P.E. 2:40-3:25 (45 minutes)				
3	Huddle 7:50-8:00 (10 minutes)	Char. Dev. 8:00-8:30 (30 minutes)	Math 8:30-10:00 (90 minutes)					ELA 10:00-12:00 (120 minutes)										IE 12:00-12:30 (30 Minutes)		Lunch 12:30-1:00 (30 minutes)		Sci/SS 1:05-1:50 (45 minutes)		Encore 1:55-2:35 (40 Minutes)		P.E. 2:40-3:25 (45 minutes)				
4	Huddle 7:50-8:00 (10 minutes)	Char. Dev. 8:00-8:30 (30 minutes)	ELA 8:30-10:00 (90 minutes)					Math 10:00-11:30 (90 minutes)					Lunch 11:35-12:05 (30 minutes)		P.E. 12:10-12:55 (45 minutes)		Encore 1:00-1:45 (45 Minutes)		IE 1:50-2:20 (30 Minutes)		Sci/SS 2:25-3:25 (45 minutes)									
5	Huddle 7:50-8:00 (10 minutes)	Char. Dev. 8:00-8:30 (30 minutes)	ELA 8:30-10:00 (90 minutes)					Math 10:00-11:30 (90 minutes)					Lunch 11:35-12:05 (30 minutes)		P.E. 12:10-12:55 (45 minutes)		Encore 1:00-1:45 (45 Minutes)		IE 1:50-2:20 (30 Minutes)		Sci/SS 2:25-3:25 (45 minutes)									
6	Huddle 7:50-8:00 (10 minutes)	Char. Dev. 8:00-8:30 (30 minutes)	ELA 8:30-10:00 (90 minutes)					Encore 10:05-10:50 (45 Minutes)		P.E. 10:55-11:40 (45 minutes)			Lunch 11:45-12:15 (30 minutes)		Math 12:20-1:50 (90 minutes)					Sci/SS 1:55-3:25 (90 minutes)										

Kindergarten & 1st Grade

ELA - 8:30-10:30 (120 Minutes)

- CKLA Skills/Listening & Learning

Math 10:30-12:00 (90 Minutes)

- Eureka Math

Lunch - 12:00-12:30 (30 Minutes)

Encore - 12:35-1:15 (40 minutes)

- Alternate Music and Art Days
- MWF - Music
- T/TH - Art

PE - 1:20-2:00 (40 minutes minutes)

- Physical Education daily

Intervention/Enrichment - 2:05-2:35 (30 Minutes)

- Small groups

Sci/SS - 2:40-3:25 (45 Minutes)

- CK: Sci/CK: History

2nd & 3rd Grade

Math - 8:30-10:00 (90 Minutes)

- Eureka Math

ELA -10:00-12:00 (120 Minutes)

- CKLA: Skills/Listening & Learning

I/E - 12:00-12:30 (30 Minutes)

- Small groups

Lunch - 12:30-1:00 (30 Minutes)

Sci/SS - 1:05-1:50 (45 minutes)

- CK: Sci/CK: History

Electives- 1:55-2:35 (40 Minutes)

- Alternate Music and Art Days
- MWF - Music
- T/TH - Art

PE - 2:40-3:25 (45 Minutes)

4th & 5th Grade

ELA - 8:30-10:00 (90 Minutes)

- CKLA Skills

Math - 10:00-11:30 (90 Minutes)

- Eureka Math

Lunch 11:35-12:05 (30 Minutes)

P.E.- 12:10-12:55 (45 Minutes)

Encore - 1:00-1:45 (45 Minutes)

- Alternate Music and Art Days
- MWF - Music
- T/TH - Art

I/E - 1:50-2:20 (30 Minutes)

- Small groups

Sci/SS - 2:25-3:25 (60 Minutes)

- CK: Sci/CK: History

6th Grade

ELA - 8:30-10:00 (90 Minutes)

- CKLA Skills

Music/Art - 10:05-10:50 (45 Minutes)

- Alternate Days

P.E. - 10:55-11:40 (45 Minutes)

Lunch - 11:45-12:15 (30 Minutes)

Math - 12:20-1:50 (90 Minutes)

- Eureka Math

Sci/SS - 1:55-3:25 (90 Minutes)

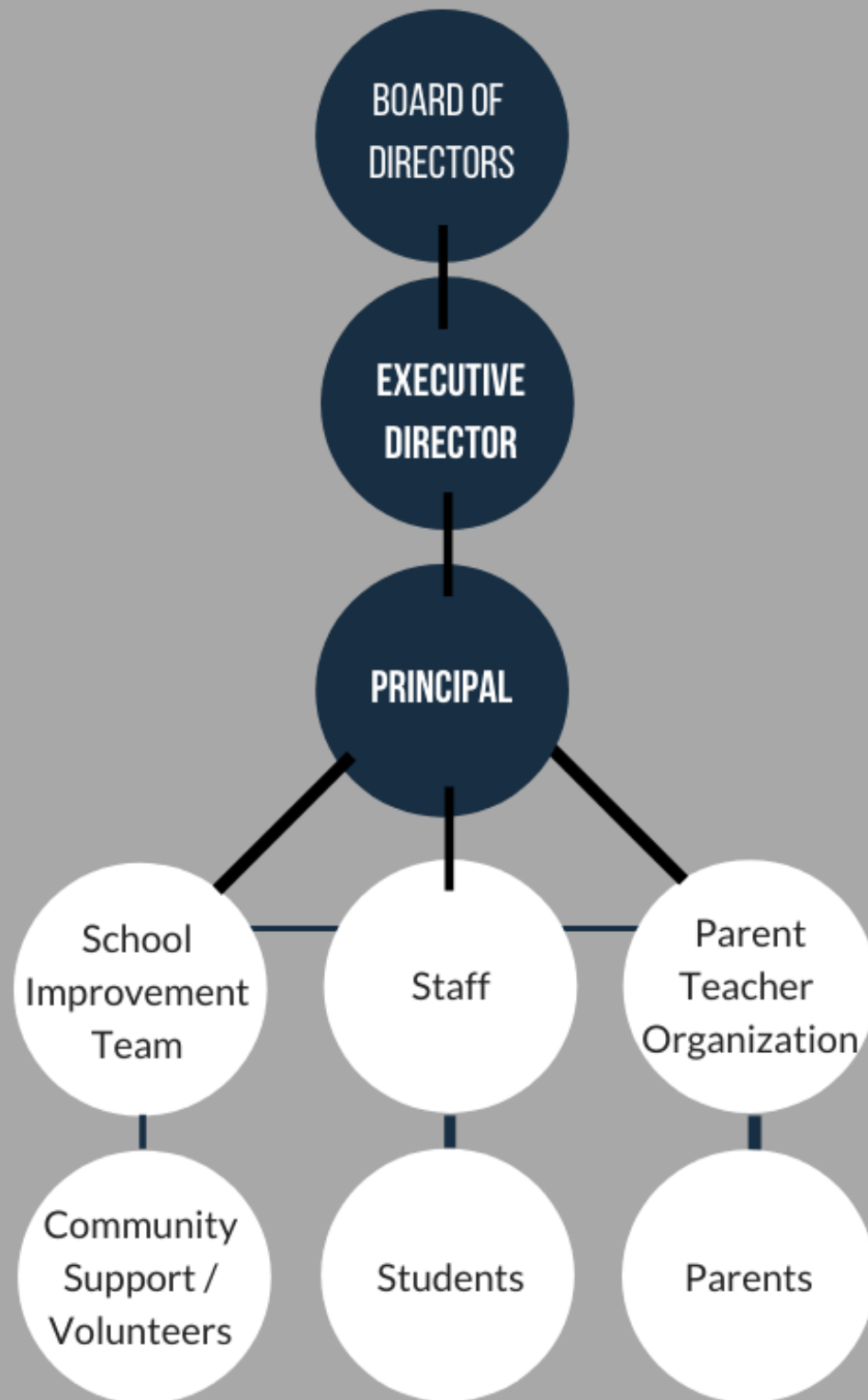
- CK: Sci/CK/History

Appendix G: Organizational Chart

New Haven Global Academy



NEW HAVEN GLOBAL ACADEMY



Appendix H: Charter School Board Member Information
Form and Resume

New Haven Global Academy



MILTON FIELDS

4100 Barrington Drive – Greenville, NC, 27834

Phone – 252-526-4937

miltonfieldsrealtor@gmail.com

Objective Statement:

Real estate professional successful in the listing and sales of multiple types of properties in Eastern North Carolina. Strong leadership style that is adaptable and flexible as needed in a team effort for the benefit of those to be served. Desire to engage in an educational endeavor that will promote the growth and well-being of the whole person—educationally, socially, and emotionally.

Education: Shaw University, Raleigh, North Carolina B.A. degree in Business Administration
Graduated May 1971

Professional Experiences:

M & C Realty Company, Inc., Greenville, NC July 2010 - Present
Became founder/owner of my own real estate company based in Greenville, NC, serving the real estate needs of citizens in Eastern North Carolina.

ERA Millennial, Inc., Greenville, NC August 2008 - June 2010
After relocating to Greenville, worked as a real estate broker in an established real estate company.

Foster Realty, Kinston, NC December 1999 – July 2008
Performed listing and sales tasks for one of the largest real estate agencies in the city of Kinston.

Branch Banking & Trust, Kinston, NC September 1973 – November 1999
Served as a loan officer for five years before being promoted to Branch Manager in one of the three city branches. Supervised the loan officers and tellers. Integrated policies and strategies that gave my branch direction to achieve the corporate goals.

Opportunities Industrialization Center (OIC), Rocky Mount, NC August 1971 – August 1973
Served as Supervisor of Instruction at the non-profit educational facility that provided free GED and remediation classes and free job training for the under-educated adults in Rocky Mount, Edgecombe County and Nash County. Supervised approximately 20 teachers and staff.

Certifications:

2012 - National Association of Realtors – Green Certification (energy efficiency/smart building practices)
2015 - Pitt County Alumni Chapter of Shaw University – Alumni Entrepreneur Award
1974-1980 – BESI Certification from Banking Institute at UNC Chapel Hill

Community Involvement:

2019–Present – NC Dept. of Corrections – Volunteer minister once a month at Pamlico Correctional Inst.
2010–Present – Community Crossroads Center (Serving food at homeless shelter once a month)
1986 – 1991 – Boy Scouts of America – Served as Camporee Counselor at Camp Bonner, Blounts Creek
1984 – 1985 – President of Teachers Memorial School PTA
2001 – 2006 – Various positions on the Kinston Board of Realtors (KBOR)
Board of Directors of KBOR
Vice President of KBOR
President of KBOR

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: **New Haven Global Academy, Inc.**

2. Full name: **Milton Fields**

Home Address: **4100 Barrington Drive, Greenville, NC 27834**

Business Name and Address: **M & C Realty Company**

4100 Barrington Drive, Greenville, NC 27834

Telephone No.: **252-526-4937**

E-mail address: **miltonfieldsrealtor@gmail.com**

3. Brief educational and employment history.

B.A. – Business Administration – Shaw University, Raleigh, NC

Diploma – North Carolina School of Banking – UNC Chapel Hill, Chapel Hill, NC

1971 – 1973 Worked as the Supervisor of Instruction at Opportunities Industrialization Center (OIC), Rocky Mount, NC

1973 – 1989 Worked as a loan officer and promoted to Branch Manager of Branch Banking and Trust Company, Kinston, NC

1990 – 2008 Worked as a real estate broker with Foster Realty Company, Kinston, NC

2008 – 2010 Worked as a real estate broker with ERA Millennial, Greenville, NC

2010 – Present – Owner and Broker-in-Charge of M & C Realty Company, Greenville, NC

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

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:

I worked for two years at OIC (Opportunities Industrialization Center), a non-profit school in Rocky Mount that provided free GED classes, remediation classes, and job training classes for the under-educated adults in Edgecombe and Nash counties. This school provided educational opportunities for those who had not been able to complete high school, and it provided extension classes for those who desired to be trained for entry-level positions. As the Supervisor of Instruction at this center, I served on their Board of Directors and helped to set the curriculum, budget, policies, and direction for the organization.

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 have known Randy St.Clair, who serves as the executive director of the school, for over 15 years. I was asked by him if I would serve on the Board. Randy's enthusiasm for this project, his love of education, and his passion for giving every student the best chance for success made my response a quick and easy one. I want to serve on this Board to help develop policies and implement plans that will bring success to students who will study, learn, and grow in a challenging multicultural learning environment.

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

The roles and responsibilities of the Board members cover not only the school building but also all stakeholders: students, faculty, administration, parents, and the community. Being guided by the vision and the mission for NHGA, the Board will work hand in hand with the stakeholders to develop the whole child. The Board, specifically helps to develop the policies of the school that will apply to the safety and fairness of all stakeholders. The Board ensures that students are getting the education they enrolled for; the Board ensures that the school is adhering to the laws of the State and other governing entities; and the Board ensures that the school is fiscally sound and is responsibly managing the funds that are allocated to the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's 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.

As stated in No. 4 above, I served on the board of a non-profit in Rocky Mount for two years. Being fresh out of college on my first job, I learned first-hand the importance of Board work and commitment to the organization. Two of my three children are college graduates. My third child is retired military, and I have nine grandchildren who range from kindergarten to a junior in college. I have a lot of respect for the educational system of our country and understand what it takes to reach a child and lead them to success. As the husband of a retired school teacher, I understand the education system from the viewpoint of a dedicated, hardworking public servant.

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

My years as the Supervisor of Instruction at OIC and serving on their Board, my 15 years in the banking industry, my 30 years in real estate sales, and my years of involvement in PTA's when my children were younger have worked together over the years to prepare me for a position of this magnitude. I believe I will be an effective Board member because of my ability to commit to a task and see it through.

School Mission and Program

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

The mission of New Haven Global Academy is to provide K-8 students with evidence-based learning curriculum that will transform learning. The students will be challenged to think critically and have a growth mindset.

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

The educational program for NHGA will consist on learning activities and tasks that will challenge the students to think outside of themselves. NHGA will provide an environment that will embrace multiculturalism and inclusivity while building leadership skills that will enhance their family life and will benefit the community at large.

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

A successful school is one that produces thinkers. NHGA will produce students who will explore the "what if's" in their minds to solve problems and to create a better environment for themselves and others. Future community leaders will be produced at NHGA.

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

Because all of our stakeholders (students, faculty, staff, parents, board members, community members) will be closely involved with NHGA, the feedback we get from our stakeholders through meetings, workshops, surveys, and other data will provide the information we need to assess the success or shortcomings that need to be addressed.

Governance

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

The NHGA Board will be very active. Perhaps I should say is already very active in developing the foundation that will build a successful school. Every facet of the development of this school is being addressed in the weekly Board meetings. This consistent input in the research and development of this school is sure to develop strong working relationships among the Board as we get to know one another and work together for the success of the school.

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

At the end of the first year, if we can see students who enjoyed being at school, felt safe and protected at school, and who learned how to think critically, we have had a successful first year. At the end of the first year, if we have parents who are happy and cannot wait until the next school year for their child(ren) to attend NHGA again, and if we have a strong Parent Teacher Association, we have had a successful first year. At the end of the first year, if we have faculty and staff who feel that they did a great job teaching their students and have communicated well and regularly with the parents and the principal, we have had a successful first year.

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

At the end of five years, if we have students re-enrolling and a list of new students who are making preparations to enroll in NHGA, we are successful. In addition to that, the statistics on our students' growth in their studies and leadership skills will also be an indicator of success to us.

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

To ensure that the charter school will be successful, there is one thing that the Board must do: Be regularly, consistently, and visibly involved in the school year-round. Board members must provide support for student activities and be ready to provide assistance, involvement, and guidance to all of the other stakeholders.

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?

All stakeholders, including Board members, must be treated with dignity and respect. If a situation came about in which a Board member's actions were unethical or not in the best interest of NHGA, a full board meeting should be held to discuss the situation to determine the truth of the issue and the consequences of such actions. Anything that would diminish the respect and integrity of the school in the community must immediately be addressed and solved in a way that will restore the school's standing in the community if it has been damaged.

*Please include the following with your Information Form

- a one-page resume

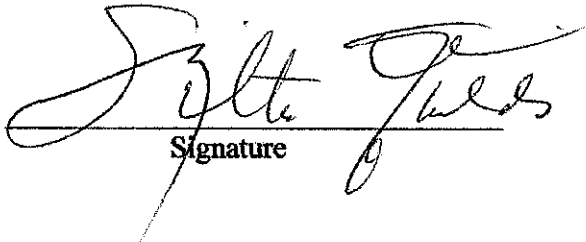
If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.



*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. [Click or tap here to enter text.](#)

Certification:

I, Milton Fields, 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 New Haven Global Academy Charter School is true and correct in every respect.


Signature

6-26-2020
Date

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

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

Christine J. Morant

604 East 6th Street • Washington, NC 27889
240-350-6818 (m) • christinemorant@gmail.com

Summary of Qualifications

- Senior-level executive with extensive financial, public accounting, business management, and administrative experience.
- Outstanding written and oral communication, interpersonal, analytical, and presentation skills.

Professional Experience

SELF-EMPLOYED

Accountant and Financial Management Consultant
Washington, NC May 2012 – Present

CHRIS J. MORANT & CO., PRESIDENT

Accountant and Financial Management Consultant
Bowie, MD 1996 - 2015
Greenville, NC 1985 - 1996
Wheaton, MD 1977 - 1985

Work Experience:

Nonprofit Consultant
Management Consultant
Financial Consultant
Chief Financial Officer
Chief Executive Officer
Public Accountant
Business Development Specialist
Fundraising Consultant
Public Speaker/Workshop Presenter

Education

BENJAMIN FRANKLIN UNIVERSITY SCHOOL OF ACCOUNTANCY, WASHINGTON, DC, *B.A.*
Accounting 1974

Certificates

Management, 2000, University of the District of Columbia
Small Business Accounting Trainer, 1995, SBA, Washington, DC

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: **New Haven Global Academy**

2. Full name: **(Evora) Christine Jackson Morant**

Home Address: **604 E 6th Street, Washington, NC 27889**

Business Name and Address: **N/A**

Telephone No.: **252-531-9347 or 240-350-6818**

E-mail address:

3. Brief educational and employment history.

BENJAMIN FRANKLIN UNIVERSITY SCHOOL OF ACCOUNTANCY, WASHINGTON, DC, B.A, Accounting

I have worked as a Public Accountant, Nonprofit Consultant, Business Management Consultant, Financial Consultant, Business Development Specialist, and Fundraising Consultant mostly in a self-employed or on an independent contractual basis.

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? **I was referred by a nonprofit client and asked to join the board based on my experience and expertise. I feel compelled to serve to advance the educational and leadership opportunities for students in order to help them be successful in life. I believe that with a solid foundation in academics, coupled with good communication skills with the ability to think creatively, the quality of life of our communities will be greatly enhanced for generations to come.**

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

I understand that the role of a public charter school board member is to set the mission and vision of the school, to plan and set policies in place that will govern the direction of the school. It is our job to make sure that we are knowledgeable of the laws and regulations of the state and to ensure that we adhere to those regulations. Our responsibility entails being accountable that the performance goals of the education of the students are being met, that the resources are being utilized properly and wisely and that we administer sound and proper oversight of the staff by making sure that the school performs according to our educational plan. Also, we have to make sure that we provide effective, unified, positive leadership that extends to the school's administrators, staff, students, parents and the community. A good working relationship with the school administrator is imperative in order to ensure that the continuity of goals, objectives and the vision is fulfilled.

7. Describe any previous experience you have that is relevant to serving on the charter school's 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. **While I have not previously had the opportunity to serve on a charter school's board, I have experience working with other nonprofit boards in various stages of development and in several positions. I have assisted in the formation of the organizations, prepared the organizational documents, recruited and trained the board members, as well as served as Chairwoman, President, Secretary and Treasurer for numerous organizations.**

8. Describe the specific knowledge and experience that you would bring to the board. **I would bring my extensive management expertise along with my ability to facilitate meetings, bring together people of diverse cultures to work cohesively to accomplish mutual goals, and the knowledge to navigate issues, strategies and goals relating to finances, budgets, contracts and staff. I have also written program plans, grant proposals, developed budgets and coordinated fundraising plans and campaigns.**

School Mission and Program

- 1. What is your understanding of the school's mission and guiding beliefs? **Our school's mission is to transform learning through discovery by providing a comprehension educational program. Our core guiding beliefs are that believe in celebrating and respecting diversity. We believe every child should dream BIG, think BIG, and do BIG things. We believe in teaching children to think critically and to have a growth mindset. And we believe that family is the greatest influence on student development.**

- 2. What is your understanding of the school's proposed educational program? **The student educational plan will be to incorporate project based learning with hands-on application on a daily basis. It will be centered on giving students real leaning experiences that can be used both at school as well as at home.**

- 3. What do you believe to be the characteristics of a successful school? **I believe the characteristics of a successful school hinges on great leadership, setting and achieving high expectations, and monitoring and assessing on-going evaluations based on measurable goals and objectives. Having a positive environment, consistent behavior policy and nurturing spirit will help to instill leadership skills and accountability in students will contribute to great character and success.**

- 4. How will you know that the school is succeeding (or not) in its mission? **The measurable way we will know if the school is succeeding in its mission is by developing strong strategies and goals, assessing the reality of where we've started, reviewing our progress on a consistent basis, and performing evaluation based on performance data. The staff, students and parents will be surveyed to ascertain our effectiveness as well as where we need to improve. The optimal way will be the smiles we encounter and the positive, uplifting atmosphere!**

Governance

1. Describe the role that the board will play in the school's operation.
It is the board's responsibility to make sure the school performs according to its plans and purposes. It is imperative that the board work with the administrators who are tasked with the school's daily operations. The board will meet with the administrators on a monthly basis to receive reports on the schools' progress. We are responsible for holding the administrators accountable for maintaining high levels of learning.

2. How will you know if the school is successful at the end of the first year of operation?
At the end of the first year of operation, we will know that the school is successful if we have meet at least 70% of our objectives. If we have provided a safe, nurturing atmosphere where students are encouraged to learn and achieve, I would consider that a successful school year.

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

At the end of the fifth year of operation, we will know that the school is successful if our students are performing at the projected and expected levels on state assessments. We anticipate that our parents will be greatly involved in all levels of participation both at school and at home to make sure our students are continuing to strive and succeed.

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

Providing on-going support, input and direction to the administrative staff. is essential to ensure the success of the school. Being involved and available to make decisions, resolve conflicts, and ensure the students meet the academic performance criteria set by the charter board.

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 interests of the school?

According to our by-laws, The Board may remove any Officer or Director for cause by a majority vote of the entire Board of Directors at any regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been delivered by Registered Mail or email to the Officer or Director proposed for removal at least ten (10) days prior to any final action taken by the Board. It is imperative that all board members act responsibly with the utmost integrity.

*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, (Evora) Christine J. Morant, 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 New Haven Global Academy is true and correct in every respect.

(Evora) Christine J. Morant
Signature _____ Date 6/17/2020

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

Randy E. St.Clair

OBJECTIVE

To obtain a principal position and implement a vision of student learning that is collaborative and transcends the use of instructional strategies.

EXPERIENCE

2019 - Present	Wilson County Schools	Wilson, NC
Wilson Early College Academy <i>Principal</i>		
2017 - 2019		
Fike High School <i>Principal</i>		
2015- 2017	Craven County Schools	Vanceboro, NC
West Craven High School <i>Principal</i>		
2013- 2015	Pitt County Schools	Greenville, NC
Farmville Middle School <i>Principal</i>		
2010- 2013	Pitt County Schools	Greenville, NC
Wellcome Middle School <i>Assistant Principal</i>		

EDUCATION

- **East Carolina University** **Greenville, NC**
2019-Present Ed. D – Educational Doctorate
2012-2014 Ed. S – Administration & Supervision
- **East Carolina University** **Greenville, NC**
2009-2011 MSA School Administration
North Carolina Principal Fellow
- **High Point University** **High Point, NC**
2003-2005 Lateral Entry Licensure
ELA Middle Grades (6-9)
- **N.C. A&T State University** **Greensboro, NC**
1998-2002 B.A. Print Journalism

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: **New Haven Global Academy**
2. Full name: **Randy Eric St.Clair**

Home Address: **4815 Country Club Dr. N. Wilson, NC 27896**

Business Name and Address:

Telephone No.: 252-917-7665

E-mail address: stclair2312@gmail.com

3. Brief educational and employment history.
B.A. – Print Journalism from N.C. A&T State University
MSA – Masters in School Administration – East Carolina University
Ed.S – Education Supervision and Superintendent Licensure – East Carolina University
Ed.D – Education Doctorate (still in school) – East Carolina University

I have been worked as a teacher, assistant principal, and principal in the following counties: Guilford, Pitt, Craven, and Wilson

My school leadership experience is as follows:

2019-Present – Wilson Early College Academy, Principal

2017-2019 – Fike High School, Principal

2015-2017 – West Craven High School, Principal

2013-2015 – Farmville Middle School, Principal

2010-2013 – Wellcome Middle School, Assistant Principal



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?

I am one of the founding members of the school and am serving as the Executive Director of the school. I believe in creating educational experiences that prepare our students for any avenue of work or education they choose to go in to. My desire to serve on this board stems is related to my desire to see a school lift up a community of people and work to change generational poverty.

6. What is your understanding of the appropriate role of a public charter school board member?
 The role of a school board member is to make sure that learning is happening in the school and that performance goals that are set by the school are being met. It is also the responsibility of the board to oversee governance and finances of the school. Our job is to make certain that resources are being used wisely and in the best interest of students. Our job is to help create polices that are lawful and fair and protects the school. We are ultimately responsible for adhering to the State Board of Education’s educational plan.
7. Describe any previous experience you have that is relevant to serving on the charter school’s 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.

As a school building principal we have a school improvement team that works to ensure that the goals of the school are being met. That is the bulk of my experience with serving on a board.

8. Describe the specific knowledge and experience that you would bring to the board.
 I would bring knowledge of how to manage a school and school finances. I would bring knowledge of human resource management as well as knowledge of how to work for a community. My experience as school principal will help guide the board on creating policies that are current and in the best interest of the school’s stakeholders.

School Mission and Program

1. What is your understanding of the school’s mission and guiding beliefs?
 The school’s mission is to transform learning through discovery. We want students to be exposed to deep, rich, relevant, and diverse content. The school believes that we should

celebrate diversity. That every child should dream big. We believe that it is our responsibility to teach students to think critically.

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

The educational plan is centered on giving students real learning experiences that can be used in their everyday lives. The school has a rigorous curriculum that helps to bridge the knowledge gap that students often times experience in school. The education plan is to incorporate project based learning with the content they learn daily.

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

The characteristics of a successful school is one that has a strong and informed leader. A school that understands its community and works with its community to create goals that lead to student success. A school that has high academic and behavioral expectations. A successful school nurtures its students and helps to build leadership skills and teaches great character. A successful is fiscally responsible and hires the best teachers possible to give students a great experience.

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

The primary way that we will know that we are succeeding at our mission is having performance data show that every year we are in existence we are growing and our students are improving academically every year. Another way we will know that we are succeeding at our mission is that we will have a school climate that is positive and encouraging. School discipline infractions will be minimal and student learning will be optimal. Parents will speak well of the overall leadership and personal interactions they have with teachers.

Governance

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

The board will meet monthly to review the school's academic goals and finances. The executive director alongside the school principal will be present at those meetings to give reports on the schools progress. The board is responsible for holding the executive director and school principal accountable for maintaining high levels of learning. The board is responsible for ensuring the most qualified teachers and support staff are hired to make this school great. The board will work in partnership with the school leadership to oversee the school's improvement plan and performance goals.

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

At the end of our first year if the school has ensured that every child has entered a school

that was safe, orderly, and nurturing I would consider that a successful school year. Our students need to be in an environment where they know they are cared for and loved. They need to know that they will lead and learn with pride and passion. If students are coming to school regularly and parents are communicated with respectfully and feel like the school is working for them, then it would be a successful school year.

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

At the end of five years our students should still be entering a safe, orderly, and nurturing environment, but they should also be performing at high levels on state assessments. Our students should be spearheading clubs and displaying leadership throughout the building as they adopt the 7 Habits of Highly Effective Teens and the Leader In Me curriculum. At the end of five years our parents should be involved in our PTA and helping every child succeed.

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

Providing support to the school board and school building leadership is going to be pivotal. Having someone or individuals who can serve as mentors or guidance in ensuring the school is upholding expectations it set and those set forth by the State Board of Education would be a welcoming thing for the school.

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 interests of the school?

In the unfortunate event that a board member was not acting in the best interest of the school I would immediately inform the board chair and members of the board. We would meet to discuss the concerns we had with the individual with that individual present so that we can determine if the member's actions were intentional or not, then the board would decide on next steps. It is imperative that all board members act responsibly and with integrity. If at any point a board member cannot uphold his/her responsibilities, then it is pertinent that the board act to keep the integrity and security of the board intact.

*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. Click or tap here to enter text.

Certification

I, Landy St. Clair, 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 New Haven Global Academy Charter School is true and correct in every respect.

Signature
Date

Landy St. Clair
6/16/2020

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

Robin E. Wright, PhD
1312 Wakefield Farm Road
Zebulon NC 27597
Home phone # 919-698-6714
Email: rwright2466@gmail.com

EDUCATION

- Doctorate in Leadership in Educational Administration, Capella University
- Certification for Director of Special Education, New Directors Institute sponsored by the North Carolina Department of Public Instruction.
- Masters in School Administration, University of North Carolina, Chapel-Hill, North Carolina.
- Bachelor of Science in Special Education, East Carolina University, Greenville, North Carolina.

WORK HISTORY

- Educational Consultant (2020-Present)
- Executive Director of the Exceptional Children's Department, Wilson County Schools, Wilson, NC (2017-2019)
- Executive Director of the Exceptional Children's Department, Pitt County Schools, Greenville, NC (2013-2017)
- Principal of the District Hospital School, Pitt County Schools Greenville NC (2013-2014)
- K-12 Director for Exceptional Children's Department, Durham Public Schools, Durham NC (2007-2013)
- Special Education Program Coordinator for Middle Schools, Wake County Public School System, Raleigh, NC (2005-2007)
- Exceptional Children's Program Director of Instruction for K-12, Durham Public Schools, Durham NC (2003-2005)
- Exceptional Children's Facilitator, Durham Public Schools, Durham NC (1999-2003)
- Educator of Students with Disabilities, 6-12 Durham Public Schools, Durham, NC (1993-1999)
- Educator of Students with Disabilities, K-12 Pitt County Schools, Greenville, NC (1988-1993)



Charter School Board Member Information Form

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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: *New Haven Global Academy*
2. Full name: *Dr. Robin Eaton Wright*

Home Address: *1312 Wakefield Farm Road Zebulon NC 27597*

Business Name and Address:

Telephone No.: *919-698-6714*

E-mail address: *rwright2466@gmail.com*

3. Brief educational and employment history.

Educational Summary

- *Doctorate in Leadership in Educational Administration, Capella University*
- *Certification for Director of Special Education, New Directors Institute sponsored by the North Carolina Department of Public Instruction.*
- *Masters in School Administration, University of North Carolina, Chapel-Hill, North Carolina.*
- *Bachelor of Science in Special Education, East Carolina University, Greenville, North Carolina.*



Employment History

- *Educational Consultant (2020-Present)*
- *Executive Director of the Exceptional Children's Department, Wilson County Schools, Wilson, NC (2017-2019)*
- *Executive Director of the Exceptional Children's Department, Pitt County Schools, Greenville, NC (2013-2017)*
- *Principal of the District Hospital School, Pitt County Schools Greenville NC (2013-2014)*
- *K-12 Director for Exceptional Children's Department, Durham Public Schools, Durham NC (2007-2013)*
- *Special Education Program Coordinator for Middle Schools, Wake County Public School System, Raleigh, NC (2005-2007)*
- *Exceptional Children's Program Director of Instruction for K-12, Durham Public Schools, Durham NC (2003-2005)*
- *Exceptional Children's Facilitator, Durham Public Schools, Durham NC (1999-2003)*
- *Educator of Students with Disabilities, 6-12 Durham Public Schools, Durham, NC (1993-1999)*
- *Educator of Students with Disabilities, K-12 Pitt County Schools, Greenville, NC (1988-1993)*

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: (The Executive Board for The Arc; The Executive Board for New Beginning Family Services)

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 asked by Mr. St. Clair the Executive Director. I agreed because I believe in the vision of the school and the impact it will have on the students and families it will serve.

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



I believe the role of a public charter school board member is to assist in the governance of the school by ensuring that the goals of the school are being met as it provides a free appropriate educational option for every student that attends in accordance to the

7. Describe any previous experience you have that is relevant to serving on the charter school's 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.

As an Executive Director of the Executive Children's Department it was my responsibility to ensure that students with disabilities were received free appropriate public education that was in accordance with Federal and State guidelines.

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

I have knowledge and experience overseeing services needed to assist students with challenging academic, social emotional, and behavioral needs. I have knowledge of the federal and state guidelines governing students with disabilities (IDEA) and Section 504. In addition I have experience with school and district budgets, allotments, personnel policies and community relations.

School Mission and Program

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

The school's mission is to provide for each student an diverse learning environment that allows them the opportunity to achieve at their highest potential through global exploration

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

The educational program will provide students with diverse backgrounds with an opportunity to learn to the use of a dynamic curriculum facilitated by staff with a deep desire to assist each student achieve their individual potential.

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

A successful school is led by an instructional leader who adheres to the mission and core



beliefs of the school. The administrator works collaboratively with the school board as well as parents and community stakeholders. A successful school is one that creates a learning environment that promotes high expectations for staff and students but nurtures the unique needs of each student by addressing their academic, social emotional and behavioral needs to ensure student success.

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

Success will be measured through the use of various data points that demonstrates student growth academically, as behaviorally. In addition success in its mission will also be measured by feedback from the community and all stakeholders.

Governance

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

Though monthly meetings the board will review the schools financial and student data reports to discuss the daily operations of the school. The board will also provide the Executive director and other school leadership staff with support they need to ensure the successful operation of the school.

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

The first school year of operation will be measured by the academic and behavioral success of the students. The school board will also review student growth data, attendance of students and staff as well as feedback from the parents/community.

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

Success at the end of five years will be measured by a pattern of student continuous academic growth, increase in student each year enrollment, excellent attendance rates, low parent concerns. Success will also be measured if the school provides a positive learning environment that is meeting the needs of all students as demonstrated through various measures of data.

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

To ensure a successful school the charter school board will need to hire an instructional leader that can provide strategic leadership and management of the day to day



operations of the school. Ensure that the staff that hold appropriate credentials and receive any additional training and resources to address the needs of the student population. Ultimately the board needs to stay focused on the vision, goals and core values of the charter to ensure its success.

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 interests of the school?

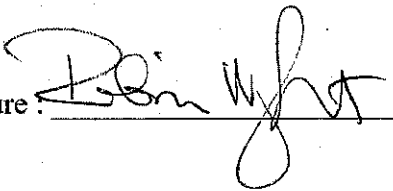
If it is brought to my attention that any member of the school board was not acting ethically or in the best interest of the school, the issue will be directed to the chair and discussed with other members of the school board. Upon a thorough investigation of the facts appropriate action will be taken in accordance with the bylaws of the school board.

*Please include the following with your Information Form

- 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. [Click or tap here to enter text.](#)

Certification I, Dr. Robin Eaton Wright, 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 New Haven Global Academy Charter School is true and correct in every respect.

Signature: 

Date: 6/18/20

Theresa G. Carr

420 Briley Road| Greenville, NC 27834 | 252.714.2715| tea.retired.2015@gmail.com

Summary

Truly blessed to have worked with children for more than 25 years. Enjoyed seeing children grow, mature and become productive adults. Retired from the school system in 2015, but my desire is never to retreat from helping children.

Education

- Roanoke High School, Robersonville, NC 27871 (1973-1976)
- Pitt Community College (1976-1978)
- Associate degree in Human Services
- Martin Community College
- Academy of the Greater North Carolina COGIC (2018-Present)

Experience

August 28, 1989 – June 30, 2015

Administrative Assistant | Pitt County Schools | Wellcome Middle School

Organized office functions

Assisted visitors

Answered the telephone, sorted and distributed mail

Payroll Clerk

August 1980- June 1985

Migrant Coordinator | Martin County Schools | E.J. Hayes Middle School

Kept records of families that moved into the school district to secure work on the farm. The children of these families were eligible for assistance from the school system.

Awards & Acknowledgements

- 2009-2010 Office Employee of the Year- Pitt County Schools

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: **New Haven Global Academy**

2. Full name: Theresa Griffin Carr

Home Address: **420 Briley Road, Greenville, NC 27834**

Business Name and Address:

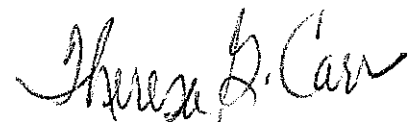
Telephone No.: 252-714-2715

E-mail address: tea.retired.2015@gmail.com

3. Brief educational and employment history.
Associate Degree- Pitt Community College
Office Manager/Secretary 1989-2015 Pitt County Schools

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?

I was recruited to serve as a board member for New Haven Global Academy. My love and concerns for every child to achieve, to thrive and to become an independent respectful leader gives me reasons for accepting the responsibility of serving faithful and honestly as a board member.

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

We are responsible for adhering to the State Board of Education's plan. We will make certain that learning is happening for all students in the school. We will make sure that resources and finances are directed in the best interest of the students. The job also includes creating policies that are lawful, fair and protects the school and students.

7. Describes any previous experience you have that is relevant to serving on the charter school's 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 had the opportunity to serve on School Improvement boards, and several Parent/Teacher Advisory boards while my children attended public schools. I am presently serving on our church executive board. My love and concerns for all children to be successful, yes, even in this world I feel is my greatest asset.

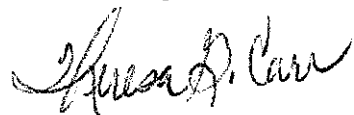
8. Describe the specific knowledge and experience that you would bring to the board.

I am bringing a true passion for students from all backgrounds to achieve greatly in every way possible. I believe that any child, from anywhere, if given the opportunity and tools, can be successful. I gained firsthand experience from parenting three successful children who learned differently.

School Mission and Program

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

The mission of New Haven Global Academy is to change learning through discovery by implementing a comprehension educational program. The children will be taught how to think critically as they become great leaders. My guiding belief is my faith, believing that all things are possible because of God.





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

New Haven educational plan is centered on giving students real learning experiences that can be used daily. The school is implementing a rigorous curriculum to help bridge the knowledge gap that students often experience in school.

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

The characteristics of a successful school begins with **THE LEADER**. He or she must have a vision beyond himself or herself. A vision that includes believing that all students can be successful regardless of race, background, or wealth. The families and community should feel welcomed by the leadership of the school. The best teachers should be recruited and hired to help nurture students to become the best they can be. Students should be expected to be successful in academics and maintain a positive attitude.

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

I believe the results will shine through the students daily with much appreciation for the love and care that they will be receiving. A smile on any student's face says they are loved. The school will gather performance data that will measure every student's academic growth yearly. Another way we will know if we are being successful, is by the school climate. I believe that the students, the parents and the community will all be encouraged with the positive outcome.



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

The board will meet monthly to review the school's academic goals and finances. The executive director and the school principal will be present at those meetings to give reports on the school's progress. The board's responsibility is to hold the leadership, such as the executive director and the school's principal accountable for maintaining high levels of learning. The board is responsible for ensuring the most qualified teachers and support staff are hired to make this school great. The board will work in partnership with the school leadership to oversee the school's improvement plan and performance goals.

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

We are very positive that at the end of the first year of operation, our students will be well on their way believing that they can achieve greatness. I know if students are nurtured properly, they will grow in all areas. I believe that everyone who will be involved in helping to shape the future of the students will know without doubt, just how successful the first year of operation has been.

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

At the end of five years our children will be continuing the path of excellency, as it will be exhibited through leadership and executed by performing at higher levels on state assessments.

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

Support for the school board and the school from healthy sources of mentorship and guidance will be most welcomed.

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 interests of the school?

Unfortunately, as this may be, righteousness must prevail. Should a board member or members actions seem to be morally wrong should warrant immediate attention. I believe that all board members should be called into a meeting and the matters should be examined. If the matters with the board member or members are proven to be wrong, the next steps to correct the wrong should be implemented immediately. The responsibility that comes with being a board member, I take it seriously. Being a role model with integrity, I shall never take it lightly.

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*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. [Click or tap here to enter text.](#)

Certification

I, Theresa G. Carr, 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 New Haven Global Academy Charter School is true and correct in every respect.

Theresa G. Carr

Signature

Date 6/19/2020

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

BOARD MEMBER RESUME'

Full Name: Donnie Lee Phillips
Address 836 Darrell Drive
Greenville, NC 27834
Email and/or telephone number:
- Aposphil@gmail.com
- Home: 252-353-6922 or Cell: 252-347-7667

Objective(s): My objective is to be a part of the Educational Process to serve my community and to be a leader in morality, integrity, respect, and dignity. It is my aim to enhance family values through education and religious conviction.

Special Skills: There are several special skills I possess, such as:

1. Current leader (Pastor) of a growing congregation in the Pitt County community.
2. Currently leading a capital project that will include a Child Care program as well as an afterschool program
3. Currently on the Advisory Board for Greenville Housing Authority
4. Skills in banking and finances (Nearly 30 years combined with Wachovia Bank and Trust and Millennia Community Bank as Senior Vice President)
5. Collaborated with a team (founding) that started a commercial bank in the Greenville Community (formally Millennia Community Bank)

Work Experience:

Pastor and Leader

Oak Grove Christian Church (House of Refuge), 407 Mumford Road, Greenville, NC –Pastor (2001 to Present)

Millennia Community Bank—Vice President in charge of Loans and Marketing (1998-2001)
Wachovia Bank and Trust—Senior Vice President of Sales Finance—Responsible for 26 Million Dollars in Retail Financed Auto and Wholesale Portfolio (1972 to 1998)

Education:

Bachelor of Science Degree in History Education
North Carolina A&T State University, Greensboro, NC

School of Banking—Intermediate and Midlevel Management Banking
University of North Carolina at Chapel Hill, NC

References:

“Upon Request”

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: **New Haven Global Academy**

2. Full name: **Donnie Lee Phillips, Sr.**

Home Address: **836 Darrell Drive, Greenville, NC 27834**

Business Name and Address:

Telephone No.: **252-347-7667**

E-mail address: **aposphi@gmail.com**

3. Brief educational and employment history.

Bachelor of Science Degree in History Education—N.C. A&T State University, Greensboro, NC
Intermediate and Midlevel Management—School of Banking, UNC at Chapel Hill, NC

My Work Experience has been as follows:

- Oak Grove Christian Church, 407 Mumford Rd, Greenville, NC—Pastor and Apostle, 2001 to Present
- Millennia Community Bank, Greenville, NC—Vice President in charge of Loans and Marketing, 1998-2001
- Wachovia Bank and Trust Co, Jacksonville, NC—Senior Vice President of Sales Finance Division 1972-1998

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?

Yes X

No

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

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 members of the school. My passion is education. I believe under the right circumstances and with proper training, a child can learn. I want to reinvest my time and talents to create an atmosphere and a place where learning can be fun and challenging. In other words, my desire is to create an opportunity for quality education.

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

My role as a board member is to ensure that the school has a safe and sound operation. It is our role as board members to provide the best curriculum that will help enrich and strength each child skill level. It is also our responsibility to market our school and provide resources available within the community

7. Describe any previous experience you have that is relevant to serving on the charter school's 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 and several advisory boards. Currently I am serving on the Housing Authority Advisory Board and the Oak Grove Christian Church Board. In serving on these two boards, I have gained the knowledge of dealing with opportunities to capitalize on quality decisions that would improve a situation of difficulty. Communication and working with fellow Board Member was key.

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

I have an extensive knowledge in Finance. I feel I would be a valuable asset in overseeing the soundness of the school's financial operation.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Our school mission is to create an environment so that each child would be exposed to life's lessons through love and caring. It is our aim to allow each student to know they will learn with pride and passion.
2. What is your understanding of the school's proposed educational program?
Our proposed educational program would give the student the pride and confidence of wanting to learn. If the student is coming to school regularly and the parent is engaged with the school, we feel this goal can be accomplished.
3. What do you believe to be the characteristics of a successful school?
The school must have the necessary support of the board and the community. The school has to operate soundly (financially and educationally) with love and compassion for learning and for each student. The school has to have a high academic and behavioral expectation. We have to have capable and quality leadership to build leadership skills and great character.
4. How will you know that the school is succeeding (or not) in its mission?
We believe that yearly performance comparative data and evaluation would be a tool to monitor the progress or lack thereof, of each student and the school as a whole. When we create an atmosphere that encourages and when disciplinary actions are at a minimum; and learning is improving as reflected in the yearly comparative data, then we can feel good that we are succeeding in the right direction.

Governance

1. Describe the role that the board will play in the school's operation.
The board will meet monthly to review the school's goals and financial operations. The board is responsible for holding the executive director and the school principal accountable for maintaining the highest levels of learning. The board is responsible for ensuring the most qualified teachers and support staff are hired to make the school great. The board will work in partnership with the school leadership to oversee the school's improvement plan and performance plan and performance goals.
2. How will you know if the school is successful at the end of the first year of operation?
I would consider a successful first year of operation when we are in line with our budget and projections, both student enrollment and financially. If we have created an environment of pride, love, and compassion, I feel we are well on our way to succeeding at our objectives.
3. How will you know at the end of five years if the school is successful?
If the school has met its financial goals and its student enrollment projection, I would think we were headed toward success. This comes with students showing great improvement year after year. Within the five-year period, the relationship and communication between parent and teacher is at a stellar level. Also, the community has embraced the mission of the school.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Having someone or individuals who can serve as mentors or provide guidance in ensuring the school is upholding expectations set and those set forth by the State Board of Education would be a great benefit to the school.

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

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

In this situation, my primary concern would be how it would affect the school and the community. One of our primary objectives that will be taught and highly emphasized in the school is integrity. With this in mind, I feel it would be appropriate to confront the individual and bring him or her before the board to discuss and deal with the infraction. Depending on how negatively it has affected the school and/or the community, resignation may be appropriate.

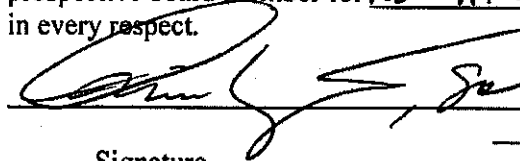
*Please include the following with your Information Form

- 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. Click or tap here to enter text.

Certification

I, Donnie L. Phillips, Sr, 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 NEW HAVEN Global Acad Charter School is true and correct in every respect.



Signature

Date 2/19/2020

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

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

New Haven Global Academy



Bylaws

New Haven Global Academy, Inc.

ARTICLE I

Name

The name of this organization shall be New Haven Global Academy, Inc. (hereinafter “New Haven”).

ARTICLE II

Purpose

New Haven will participate in or facilitate the creation, operation, and/or management of educational institutions within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

ARTICLE III

Board of Directors

Section 1: The property, business, and affairs of New Haven shall be managed, controlled, and directed by a Board of Directors or such executive committees as the Board may establish. The Board of Directors shall have, and may exercise, any and all powers provided in the Articles of Incorporation or the North Carolina Non-Profit Corporation Act that are necessary or convenient to carry out the purpose of the Corporation as established in these Bylaws. The Board of Directors shall consist of a least seven (7) and no more than nine (9) Directors. All Directors shall have identical rights and responsibilities.

Section 2: Board members shall be sought who embrace the New Haven mission.

At any given time the number of Board members who are parent/guardian, step-parent, sibling, grandparent/step grandparent, or family member of any currently enrolled or previously enrolled student may not exceed two (2). Board members shall be at least twenty-one years of age and shall be a current resident of North Carolina.

Following the initial Founding Board of Directors, all New Haven Directors MUST: Submit an application to the NEW HAVEN Board of Director’s Nominating Committee which shall be

known as the Nominating Committee. Three seated board members and the Executive Director will serve as members of the Nominating Committee. The Board of Director's Application will include and may not be limited to the following: Cover letter expressing interest in serving as a Director; current resume; one letter of reference; Criminal Background Investigation Check (prior to Board of Director's membership); a signed Conflict of Interest Form (prior to Board of Director's membership), a signed Confidentiality Agreement (prior to Board of Director's membership) and written confirmation of completion of a four-year undergraduate degree and/or graduate degree.

Individuals interested in serving as a member of the New Haven Board of Directors will not receive consideration until all application materials are received and reviewed by a quorum of the currently installed New Haven Board of Directors. All Board of Directors nominees will be interviewed by the Nominating Committee on behalf of the Board of Directors, prior to an offering of Board membership.

Section 3: The Initial Founding Board of Directors shall serve a term of four (4) years from the date of their appointments or until their successors are seated. The Founding Board of Directors' official beginning of term date will be upon NC State Board of Education approval of the charter. A full four-year term shall be considered to have been served upon the completion of four (4) academic years. After election, the term of a Director may not be reduced, except for cause as specified in these bylaws. No Director shall serve more than two (2) consecutive year terms. Directors shall take office on July 1 following the June meeting at which their appointment is announced. Directors shall serve staggered terms which shall be determined at the first annual meeting. The terms will be determined as follows:

The next three subsequent board members will serve four (4) year terms. The next subsequent Two, Three or Four board members will serve a three (3) year term. The next Two board members will serve a two (2) year term.

Section 4: Any vacancy occurring in the Board of Directors may be filled upon recommendation of a candidate qualified in accordance with Section 2 by the Nominating Committee by the affirmative vote of the majority of seated Directors. A Director elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 5: A Director may resign at any time by filing a written resignation with the Chair of the Board.

Section 6: The Board may remove any Officer or Director with or without cause by a majority vote of the entire Board of Directors at any regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been delivered by Registered Mail or email to the Officer or Director proposed for removal at least ten (10) days prior to any final action taken by the Board. This statement shall be accompanied by a notice of the time when, and the place where,

the Board is to take action on the removal. For the purposes of this section, the definition of “cause” shall rest in the discretion of a majority of the entire Board of Directors.

Section 7: Members of the Board of Directors:

(a) Shall receive no payment of honoraria, except reimbursement for expenses incurred in performance of voluntary New Haven activities in accordance with New Haven adopted written policies; in the absence of adopted written policy, standard operational practice for New Haven shall be observed.

(b) Shall serve New Haven Global Academy, Inc. with the highest degree of undivided duty, loyalty, and care.

(c) All participants in Board work are bound by the Code of Conduct, Conflict of Interest, and Confidentiality policy statements; said statements and policies may be amended from time to time as the entire Board of Directors may determine by majority vote.

(d) Any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of New Haven shall disclose this relationship and shall not participate in any vote taken with respect to such transaction or services.

Section 9: All members of the Board of Directors must attend a Board Governance Training arranged by the Chair and the Executive Director each year during an annual Board Retreat. The Board Retreat will take place in July at the midpoint of each academic year. Failure to attend the Board Governance Training may result in dismissal from the Board of Directors.

ARTICLE IV

Executive Officers

Section 1: There shall be four (4) Executive Officers of the Board: a Chair, a Vice-Chair, Secretary and Treasurer.

Section 2: The Nominating Committee shall present a slate of Officers to the Board of Directors. The nominated Officers shall be drawn from among the members of the Board of Directors. The election of Officers shall be held at the June meeting of the Board of Directors each year.

Section 3: The newly elected Officers shall take office on July 1 following the close of the school’s fiscal year on June 30. The term of office shall be for one year, or until their respective successors assume office. A Director may serve more than one (1) term in the same office, but not more than three (3) consecutive or non-consecutive terms in the same office.

Section 4: In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of Secretary or Treasurer becomes vacant, the Chair shall appoint the interim Officers to fill the unexpired portion of the terms.

ARTICLE V

Meetings

Section 1: The annual meeting of the Board of Directors shall occur in January of each year at the midpoint of the academic year. There shall be regular, monthly meetings of the Board held each on the second Tuesday of each month. Notice, via an annual calendar, shall be given to each Director in July of each year of every regular meeting of the Board.

Section 2: Special meetings of the Board may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, location, and hour therefore, due notice having been given each Director ten (10) days prior to the meeting.

Section 3: A simple majority of the Directors then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Directors.

Section 4: The Board shall select its own meeting format in any method allowed by the laws of the state of North Carolina. Any such meeting, whether regular or special, complying with Sections 1 or 2 of Article V shall constitute a meeting of the Board of Directors and shall subscribe to the policies, procedures, and rules adopted by the Board.

Section 5: Notice of all regular and special meetings shall be published via any then acceptable public method in accordance with the Open Meetings Law of the State of North Carolina and in no event less than seven (7) business days prior to the intended meeting date.

Section 6: Notice of all regular and special meetings of the Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all Directors seven (7) business days prior to the meeting. Any Director may waive notice of any meeting. The attendance of a Director at any meeting also shall constitute a waiver of notice of such meeting, except where a Director attends a meeting of the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 7: Action taken by the Board of Directors may not be taken without a meeting of the Directors.

Section 8: Voting by proxies shall not be permitted.

Section 9: An absentee Board member may not designate an alternate to represent him or her at a Board meeting.

ARTICLE VI

Executive Committee

Section 1: There shall be an Executive Committee comprised of the officers of the New Haven Board. The Executive Committee shall be convened by the Chair when it is not possible to convene the Board in a timely fashion, or shall be authorized to act on behalf of the Board by the action of the Board. Actions of the Executive Committee shall require ratification by the full Board of Directors at its next meeting.

Section 2: The Executive Committee shall serve as an intermediary between the Board and its committees or task forces. The Board of Directors may delegate to the Executive Committee, to the extent provided in a specific resolution, any of the Board's powers and authority, except with respect to:

- (a) the filling of vacancies on the Board of Directors or in any committee which has the authority of the Board;
- (b) the amendment or repeal of Bylaws or the adoption of new Bylaws;
- (c) the amendment or repeal of any resolution of the Board of Directors which provides that such resolution may be amendable or repealable by the Executive Committee;
- (d) the approval of any self-dealing transactions;
- (e) the sale, transfer, or distribution of all or substantially all of the assets of the corporation;
- (f) the sale, transfer, or purchase of real property;
- (g) the merger or dissolution of the corporation;
- (h) the appointment of committees of the Board of Directors or the members thereof;
- (i) the setting of the budget or approval of audits; and
- (j) any action prohibited by the Articles of Incorporation, these Bylaws, or the laws of the state of North Carolina.

ARTICLE VII

Other Committees and Task Forces

Section 1: The Chair shall appoint committees or task forces of the Board. Committees may be composed of a minimum of one (1) and a maximum of two (2) members of the current Board of Directors and a maximum of two (2) community members. The Board may prescribe the need and/or composition of such committees.

Section 2: There shall be a standing nominating Committee, known as the Nominating Committee. The Nominating Committee will consist of three members of the Board and the Executive Director. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own Chair.

Section 3: The duties of the Nominating Committee shall be:

(a) The Nominating Committee, shall present a slate of potential Directors and Officers for election by the Board of Directors within two weeks (fourteen days) prior to the June meeting of the Board of Directors. The successful candidates will be presented at the June Board meeting.

to announce the vacancies, receive the applications, and study the qualifications of candidates and present a slate of the best qualified nominees for the vacant Director positions on the Board;

(b) to present a slate of nominees for Officers to the Board for election at the annual meeting;

(c) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;

(d) to oversee ongoing orientation to Directors; and

(e) to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

Section 4: There shall be a standing Finance Committee, known as the Finance Committee. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The Treasurer of the Board of Director's shall serve as Chair of the Finance Committee. The Executive Director or his/her designee will serve as a member of the Finance Committee.

Section 5: The duties of the Finance Committee shall be:

(a) to review the annual budget in collaboration with the Executive Director and his/her designee/s;

- (b) to collaborate with the Executive Director and his/her designees in developing a five-year forecast;
- (c) review monthly financial statements in collaboration with the Executive Director and his/her designee/s;
- (d) arrange for a board-level training program to ensure all board members understand the public charter school's financial structure; and
- (e) report to the Board of Directors at regular meetings as necessary.

ARTICLE VIII

Fiscal Year

The fiscal year of New Haven Global Academy, Inc. shall begin on July 1 of each calendar year and end on June 30 of the following year.

ARTICLE IX

Contracts, Checks, Deposits and Funds

1. **Contracts.** The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation; and such authority may be general or confined to specific instances.
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 of Directors. Such authority may be general or confined to specific instances.
3. **Checks and Drafts.** All checks, drafts, or other orders for the payment of money, issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.
4. **Funds.** All funds of the Corporation not otherwise employed shall be deposited to the credit of the Corporation at such banks, trust companies, or other depositories as the Board may select, or as may be designated by any officer, officers, agent, or agents of the Corporation to whom the Board may delegate such power.

5. Acceptance of Gifts. The Board or any officer or officers or agent or agents of the Corporation to whom such authority may be delegated by the Board, may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the purpose of the Corporation.

6. Audits. In compliance with North Carolina Charter School Law, the accounts of the Corporation shall be audited annually by a reputable certified public accountant, whose report shall be submitted to each member of the Board, and kept on file at the offices of the Corporation as required by law.

7. Bond. At the direction of the Board, any officer or employee of the Corporation shall be bonded. The Corporation shall pay the expense of procuring any such bond.

ARTICLE X

Corporate Records and Reports

1. Maintenance of Corporate Records. The Corporation shall keep at its principal office:

- (a) A copy of the Corporation's Articles of Incorporation and these Bylaws as amended to date;
- (b) A record of its directors, indicating their names and addresses and telephone numbers, dates of election to the board, and if applicable, dates of election to office;
- (c) A record of its committees and committee members, including the specific task for which each committee was formed and members' names, addresses and telephone numbers;
- (d) Minutes of all meetings of directors, and of committees of the board, indicating the time and place of such meetings, whether regular or special, how called, the notice given, the names of those present and the proceedings thereof;
- (e) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses.
- (f) All records of the corporation will be maintained for a minimum of five years at the principal site/office.

2. Directors' Inspection Rights. Every director shall have the absolute right at any reasonable time to inspect and copy all books, record and documents of every kind and to inspect the physical properties of the corporation and shall have such other rights to inspect the books, records and properties of this Corporation as may be required under the Articles of Incorporation, other provisions, of these Bylaws, and provisions of law.

Any inspection under the provisions of this Article may be made in person or by attorney and the right to inspections shall include the right to copy and make extracts.

3. Periodic Report. The board shall cause any annual or periodic report required under law to be prepared and delivered to an office of this state or other government agency and to be so prepared and delivered within the time limits set by law.

ARTICLE XI

Rules of Order

Except where there may be a conflict with the Articles of Incorporation or Bylaws of New Haven Global Academy, Inc. the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of New Haven. Additionally, all members of the Board of Directors are expected to read and be familiar with Open Meetings and Local Governments in North Carolina (Lawrence, D. M., 2008) and conduct themselves in a manner appropriate to the New Haven mission and the expectations of students, employees, and community members by demonstrating the highest caliber of individual excellence and positive leadership.

ARTICLE XII

Indemnification

New Haven Global Academy, Inc. shall indemnify its Directors, Officers, and employees to the fullest extent of the law of the state of North Carolina. No Director, past or present, shall be personally liable for the debts, liabilities or obligations of the Corporation

ARTICLE XIII

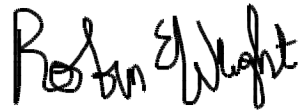
Amendments

These bylaws may be amended at a regular or special meeting of the Board of Directors by a simple majority vote of all Directors then in office; provided that notice of the proposed

amendment, together with a copy thereof, is delivered via registered mail or electronic mail to each Director at least fifteen (15) days prior to the meeting at which the amendment is to be considered.

CERTIFICATION OF SECRETARY

I, the undersigned secretary of New Haven Global Academy, Inc., do hereby certify that the foregoing is a true copy of the Bylaws of said corporation as written and approved by the Board of Directors of said corporation on July 13, 2020

A handwritten signature in black ink, appearing to read "Robert Wright". The signature is written in a cursive style with some loops and flourishes.

Secretary

CONFLICT OF INTEREST POLICY OF NEW HAVEN GLOBAL ACADEMY

I, the undersigned natural person, acting as the Board of Director of New Haven Global Academy, do adopt the following Conflict of Interest Policy ("Policy"):

ARTICLE 1. PURPOSE

The purpose of the Policy is to protect the Organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This Policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

ARTICLE 2. DEFINITIONS

2.1 Interested Person. Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2.2 Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement;
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement; or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with this the Organization is negotiating a transaction or arrangement.

Compensation includes direct or indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article 3, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

ARTICLE 3. PROCEDURES

3.1 Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

3.2 Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meetings while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3.3 Procedures for Addressing the Conflict of Interest.

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

3.4 Violations of the Conflict of Interest Policy.

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee

determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE 4. RECORDS OF PROCEEDINGS

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transactions or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE 5. COMPENSATION

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE 6. ANNUAL STATEMENTS

Each director, principal officer, and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the Policy;
- b. Has read and understands the Policy;
- c. Has agreed to comply with the Policy; and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its

tax-exempt purposes.

ARTICLE 7. PERIODIC REVIEWS

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on the competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit, or an excess benefit transaction.

ARTICLE 8. USE OF OUTSIDE EXPERTS

When conducting the periodic reviews as provided for in Article 7, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Signed this¹⁴____ day of July 2020, by the BOARD OF DIRECTORS:

Randy St. Clair

Randy St. Clair
Board Member

Appendix K: Articles of Incorporation of Municipal Charter

New Haven Global Academy



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: New Haven Global Academy.

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: Greenville Community Services, LLC.

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 601 W. Rosemary Street, Unit 1001
City: Chapel Hill State: NC Zip Code: 27516 County: Orange

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>Robert P. Greer, III</u>	<u>601 W. Rosemary Street, Unit 1001, Chapel Hill, NC 27516</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:

Principal Office Telephone Number: 252-917-7665

Number and Street: 901 Staton Road

City: Greenville State: NC Zip Code: 27834 County: Pitt

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

10. (Optional): Listing of Officers (See instructions for why this is important)

Name	Address	Title
Randy St. Clair	4815 Country Club Dr. N. Wilson, NC 27896	Board member

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 April, 2020.

Greenville Community Services, LLC

Incorporator Business Entity Name

Robert P. Greer, III Digitally signed by Robert P. Greer, III
Date: 2020.04.10 10:25:29 -04'00'

Signature of Incorporator

Robert P. Greer, III (Member)

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.

7. Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

8. Said corporation is organized exclusively for charitable and educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code). The corporation will participate in or facilitate the creation, operation, and/or management of educational institutions within the meaning of Sections 501(c)(3) and 170(c)(2) of the Code (or the corresponding provisions of any future United States Internal Revenue Code).

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code (or the corresponding provisions of any future United States Internal Revenue Code).

Appendix L: Insurance Quotes

New Haven Global Academy



INSURANCE PEOPLE

Below are the estimated annual premiums: **New Haven Global Academy**

Property Premium Estimate **\$30,750**

Building	\$3,000,000
Contents	\$500,000
Deductible	\$1,000
Form	Special
Equipment Breakdown Included	

General Liability Premium Estimate **\$1,483**

Rating Basis:	Students	265
	Faculty	23

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 **\$4,277**

	\$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		\$181
Hired & Non Owned Autos Only		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$5,517
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$916,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$45,009
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

03/25/2020

Appendix M: Revenue Assurances

New Haven Global Academy



GREENVILLE COMMUNITY SERVICES, LLC

New Haven Global Academy - Facility and Funding Summary

Greenville Community Services ("GCS") will provide a facility for New Haven Global Academy ("New Haven") located at 901 Staton Road in Greenville, NC. Of the total 54,000+ square feet that will be available to the school over time, more than 30,000 has previously been occupied by another charter school and is therefore renovated and ready for immediate occupancy. An additional 24,000 square feet, including an industrial kitchen, will be renovated as needed for the school. In addition to the space that is being made available to New Haven, the building has three other tenants – Greenville Aquatics Center, Oak Grove Christian Church, and a Head Start program. The Head Start program will occupy 17 classrooms providing services for approximately 250 children.

In addition, GCS is advancing up to \$1 million to New Haven, interest free, for the purposes of both start-up costs (e.g. application writing, board training) and leasehold improvements. New Haven can access up to \$100,000 for start-up costs and leasehold improvements prior to opening and then another \$900,000 for additional leasehold improvements after Year 1. Expenditures for these purposes, as requested by New Haven, will be amortized over five years and added to base rent.

GCS has structured the lease with lower payments in the early years to help provide the school financial flexibility. Further, to provide some budget protection in the case of unexpected expenses, the lease provides New Haven the ability to defer up to \$50,000 in rent during each of the first three school years. Any deferred rent would be added to the purchase option price as discussed below.

The rent schedule breaks down into two components - base rent and the amortized start-up and leasehold improvement costs:

Base rent for first five years shall be as follows:

July 1, 2022 – June 30, 2023	\$125,000
July 1, 2023 – June 30, 2024	\$200,000
July 1, 2024 – June 30, 2025	\$225,000
July 1, 2025 – June 30, 2026	\$250,000
July 1, 2026 – June 30, 2027	\$300,000

The base rent cost per square foot ranges from \$4.17 in year one (assuming the use of the renovated 30,000 square feet) to \$5.56 in year five (assuming the use of entire 50,000+ square feet). For comparison purposes, according to Loopnet, a major data

provider for the commercial real estate industry and operator of the largest online marketplace detailing commercial property for sale and for lease in the United States, the average asking price for leased office and retail space in Greenville as of June 29th, 2020 is \$12.62 and \$16.21, respectively. Currently, there are no educational specific or "flex" property listings available.

Assuming New Haven requests \$100,000 and \$750,000, respectively, in the planning year and after the first year of operation, for combined start-up and leasehold improvement costs (as described previously), the annual rent would be \$145,000 in Year 1 and \$470,000 in Year 5, equating to a lease cost ranging from \$4.83 per square foot to \$8.70 per square foot, again below market averages in Greenville, NC for similar property.

As an additional metric, using the school's enrollment and financial projections, the total lease costs (including both the base rent and the assumed \$850,000 advance as noted above) as a percentage of the school revenue would range from approximately 5% in Year 1 to approximately 9% in Year 5, below the typical lease costs for a start-up school as a percentage of revenue.

The lease also includes a purchase option provision that is exercisable at any time by New Haven. The price as of 6/30/2020 for the entire 54,000 square feet is \$2,650,000. The price increases each year based on GCS' borrowing rate and any unamortized start-up and leasehold improvement costs. For forecast purposes, assuming the school exercises its option after five years when funding becomes more generally available for charter schools and a 5.5% interest rate, New Haven would be able to purchase the building with a monthly mortgage payment roughly half of the corresponding rent that it would be paying at the time. Therefore, GCS expects New Haven to seek funding and exercise its option as soon as economically possible, reducing its facility costs to a very low 5% or so of its total revenue.

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:	740 Pitt County Schools	What percentage of
LEA #2:		What percentage of
LEA #3:		What percentage of

Grade	Year 1			Year 2		
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
	740			740		
Kindergarten	66			66		
Grade 1	46			46		
Grade 2	46			46		
Grade 3	46			46		
Grade 4	46			46		
Grade 5	46			46		
Grade 6	46			46		
Grade 7				46		
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
LEA Totals:	342	0	0	408	0	0

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.



Year 3			Year 4			
LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
740			740			740
66			66			66
66			66			66
66			66			66
46			66			66
46			46			66
46			46			46
46			46			46
46			46			46
46			46			46
46			46			46
474	0	0	494	0	0	514

ose years as set forth and approved in the projected enrollment tables. However, in

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:		740 Pitt County Schools	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$5,842.97	342	
Local Funds	\$1,923.01	342	
State EC Funds	\$4,509.25	44	
Federal EC Funds	\$1,514.35	44	
			Total:

LEA #2:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds		0	
Local Funds		0	
State EC Funds		0	
Federal EC Funds		0	
			Total:

LEA #3:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds			
Local Funds			
State EC Funds			
Federal EC Funds			
			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
\$1,998,295.74
\$657,669.42
\$196,625.85
\$66,033.23
\$2,918,624.24

Approximate funding for Year 1
\$0.00

Approximate funding for Year 1
\$0.00

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	\$ 1,998,296	\$ 2,383,932	\$ 2,769,568	\$ 2,886,427
Local Per Pupil Funds	\$ 657,669	\$ 784,588	\$ 911,507	\$ 949,967
State EC Funds	\$ 196,626	\$ 234,571	\$ 272,517	\$ 284,015
Federal EC Funds	-	\$ 66,033	\$ 91,520	\$ 95,381
Other Funds*	\$ 258,583	\$ 404,823	\$ 526,850	\$ 602,328
Working Capital*	\$ -	\$ -		
TOTAL REVENUE:	\$ 3,111,174	\$ 3,873,947	\$ 4,571,961	\$ 4,818,119

*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	
\$	3,003,287
\$	988,427
\$	295,514
\$	99,243
\$	681,806
\$	5,068,276

*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	\$ 115,000	\$ 115,000	1	\$ 117,300	\$ 117,300	1	\$ 117,300	\$ 117,300	1	\$ 117,300	\$ 117,300	1	\$ 117,300	\$ 117,300
Assistant Administrator	1	\$ 65,000	\$ 65,000	1	\$ 66,300	\$ 66,300	1	\$ 66,300	\$ 66,300	1	\$ 66,300	\$ 66,300	1	\$ 66,300	\$ 66,300
Finance Officer		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Clerical	2	\$ 33,000	\$ 66,000	2	\$ 33,660	\$ 67,320	2	\$ 67,320	\$ 134,640	2	\$ 67,320	\$ 134,640	2	\$ 67,320	\$ 134,640
Food Service Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Custodians		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Transportation Staff	3	\$ 13,000	\$ 39,000	4	\$ 13,000	\$ 52,000	4	\$ 13,000	\$ 52,000	4	\$ 13,000	\$ 52,000	4	\$ 13,000	\$ 52,000
Technology	0	\$ -	\$ -	0	\$ -	\$ -	1	\$ 45,900	\$ 45,900	1	\$ 45,900	\$ 45,900	1	\$ 45,900	\$ 45,900
Physical Plant	1	\$ 29,000	\$ 29,000	1	\$ 29,580	\$ 29,580	1.5	\$ 29,580	\$ 44,370	1.5	\$ 29,580	\$ 44,370	1.5	\$ 29,580	\$ 44,370
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Admin and Support:	8		\$ 314,000	9		\$ 332,500	10.5		\$ 460,510	10.5		\$ 460,510	10.5		\$ 460,510
Instructional Personnel															
Core Content Teacher(s)	15	\$ 48,000	\$ 720,000	17	\$ 49,000	\$ 833,000	21	\$ 49,900	\$ 1,047,900	22	\$ 51,397	\$ 1,130,734	23	\$ 51,397	\$ 1,182,131
Electives/Specialty Teacher(s)	3	\$ 48,000	\$ 144,000	3	\$ 49,000	\$ 147,000	4	\$ 49,900	\$ 199,600	4	\$ 51,397	\$ 205,588	4	\$ 51,397	\$ 205,588
Exceptional Children Teacher(s)	2	\$ 48,000	\$ 96,000	2	\$ 49,000	\$ 98,000	2	\$ 49,900	\$ 99,800	2	\$ 51,397	\$ 102,794	2	\$ 51,397	\$ 102,794
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants	5	\$ 33,400	\$ 167,000	5	\$ 33,650	\$ 168,250	5	\$ 33,650	\$ 168,250	5	\$ 33,650	\$ 168,250	5	\$ 33,650	\$ 168,250
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel:	25		\$ 1,127,000	27		\$ 1,246,250	32		\$ 1,515,550	33		\$ 1,607,366	34		\$ 1,658,763
Total Admin, Support and Instructional Personnel:	33		\$ 1,441,000	36		\$ 1,578,750	42.5		\$ 1,976,060	43.5		\$ 2,067,876.00	44.5		\$ 2,119,273

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	6	\$ 6,145	\$ 36,870	7	\$ 6,698	\$ 46,886	8	\$ 7,300	\$ 58,400	8	\$ 7,957	\$ 63,656	10	\$ 8,673	\$ 86,730
Retirement Plan--NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other	6	\$ 1,834	\$ 11,004	7	\$ 1,941	\$ 13,587	8	\$ 2,412	\$ 19,296	8	\$ 2,412	\$ 19,296	10	\$ 2,256	\$ 22,560
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare	9	\$ 553	\$ 4,977	11	\$ 516	\$ 5,676	13.5	\$ 590	\$ 7,965	13.5	\$ 590	\$ 7,965	14	\$ 584	\$ 8,176
Social Security	9	\$ 2,363	\$ 21,267	11	\$ 2,208	\$ 24,288	13.5	\$ 2,522	\$ 34,047	13.5	\$ 2,522	\$ 34,047	14	\$ 2,498	\$ 34,972
Unemployment Compensation Tax	9	\$ 381	\$ 3,429	11	\$ 356	\$ 3,916	13.5	\$ 407	\$ 5,495	13.5	\$ 407	\$ 5,495	14	\$ 403	\$ 5,642
Workman's Compensation Tax	9	\$ 381	\$ 3,429	11	\$ 356	\$ 3,916	13.5	\$ 407	\$ 5,495	13.5	\$ 407	\$ 5,495	14	\$ 403	\$ 5,642
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Admin and Support Benefits:		\$ 80,976	\$ 80,976		\$ 98,269	\$ 98,269		\$ 130,697	\$ 130,697		\$ 135,953	\$ 135,953		\$ 163,722	\$ 163,722
Instructional Personnel Benefits															
Health Insurance	25	\$ 6,145	\$ 153,625	27	\$ 6,698	\$ 180,846	31	\$ 7,300	\$ 226,300	34	\$ 7,975	\$ 271,150	37	\$ 8,673	\$ 320,901
Retirement Plan--NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other	25	\$ 1,707	\$ 42,675	27	\$ 1,745	\$ 47,115	31	\$ 1,773	\$ 54,963	34	\$ 1,778	\$ 60,452	37	\$ 1,783	\$ 65,971
Social Security	25	\$ 2,646	\$ 66,150	27	\$ 2,705	\$ 73,035	31	\$ 2,748	\$ 85,188	34	\$ 2,756	\$ 93,704	37	\$ 2,764	\$ 102,268
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare	25	\$ 619	\$ 15,475	27	\$ 633	\$ 17,091	31	\$ 643	\$ 19,933	34	\$ 645	\$ 21,930	37	\$ 464	\$ 17,168
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Unemployment Tax	25	\$ 427	\$ 10,675	27	\$ 436	\$ 11,772	31	\$ 443	\$ 13,733	34	\$ 445	\$ 15,130	37	\$ 446	\$ 16,502
Workman's Compensation Tax	25	\$ 427	\$ 10,675	27	\$ 436	\$ 11,772	31	\$ 443	\$ 13,733	34	\$ 445	\$ 15,130	37	\$ 446	\$ 16,502
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel Benefits:		\$ 299,275	\$ 299,275		\$ 341,631	\$ 341,631		\$ 413,850	\$ 413,850		\$ 477,496	\$ 477,496		\$ 539,312	\$ 539,312
Total Personnel Benefits:		\$ 380,251	\$ 380,251		\$ 439,900	\$ 439,900		\$ 544,547	\$ 544,547		\$ 613,449	\$ 613,449		\$ 703,034	\$ 703,034
Total Admin & Support Personnel (Salary & Benefits):	8	\$ 394,976	\$ 394,976	9	\$ 430,769	\$ 430,769	10.5	\$ 591,207	\$ 591,207	10.5	\$ 596,463.00	\$ 596,463.00	10.5	\$ 624,232	\$ 624,232
Total Instructional Personnel (Salary & Benefits):	25	\$ 1,426,275	\$ 1,426,275	27	\$ 1,587,881	\$ 1,587,881	32	\$ 1,929,400	\$ 1,929,400	33	\$ 2,084,862	\$ 2,084,862	34	\$ 2,198,075	\$ 2,198,075
TOTAL PERSONNEL:	33	\$ 1,821,251	\$ 1,821,251	36	\$ 2,018,650	\$ 2,018,650	42.5	\$ 2,520,607	\$ 2,520,607	43.5	\$ 2,681,325	\$ 2,681,325	44.5	\$ 2,822,307	\$ 2,822,307

*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	\$ 5,700.00	\$ 6,650.00	\$ 9,025.00
Paper	\$ 4,600.00	\$ 4,600.00	\$ 4,600.00
Computers & Software	\$ 5,200.00	\$ 3,900.00	\$ 4,575.00
Communications & Telephone	\$ -	\$ 1,000.00	\$ 1,000.00
Copier leases	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Other			
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees			
Consultation Fees	\$ 40,000.00	\$ 25,000.00	\$ 10,000.00
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	\$ 5,000.00	\$ 5,217.00	\$ 6,087.00
Student Accounting			
Financial	\$ 43,125.00	\$ 45,000.00	\$ 52,500.00
audit services	\$ -	\$ 18,000.00	\$ 18,000.00
Liability Insurance	\$ 9,011.00	\$ 9,033.00	\$ 9,122.00
Guidance Services	\$ 14,400.00	\$ 14,400.00	\$ 14,400.00
Facilities			
Facility Lease/Mortgage	\$ 145,000.00	\$ 370,000.00	\$ 395,000.00
Maintenance	\$ 6,075.00	\$ 6,379.00	\$ 6,697.00
Custodial Supplies	\$ 14,175.00	\$ 14,884.00	\$ 15,629.00
Custodial Contract	\$ 36,000.00	\$ 38,000.00	\$ 40,000.00
Insurance (pg19)	\$ 18,900.00	\$ 19,845.00	\$ 20,837.00
Enterprise Supplies & Materials	\$ 53,820.00	\$ 56,160.00	\$ 65,520.00
Repairs and Maintnace	\$ 64,125.00	\$ 67,331.00	\$ 70,698.00
Technology Support services	\$ 4,157.00	\$ 4,086.00	\$ 4,520.00
Utilities			
Electric	\$ 95,175.00	\$ 99,934.00	\$ 104,930.00
Gas			
Water/Sewer	\$ 17,875.00	\$ 18,200.00	\$ 18,605.00
Trash	\$ 3,375.00	\$ 3,544.00	\$ 3,721.00
Bank Fees	\$ 600.00	\$ 660.00	\$ 726.00
telephone	\$ 2,750.00	\$ 2,888.00	\$ 3,032.00
security monitor	\$ 2,320.00	\$ 2,320.00	\$ 2,552.00
Transportation			
Buses	\$ 15,000.00	\$ 200,000.00	\$ 200,000.00
Gas	\$ 27,000.00	\$ 36,000.00	\$ 36,000.00
Oil/Tires & Maintenance	\$ 6,000.00	\$ 8,000.00	\$ 8,000.00
Sanitation	\$ 7,500.00	\$ 10,000.00	\$ 10,000.00
Reserves	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00

Other			
Marketing	\$ 11,988.00	\$ 12,400.00	\$ 14,050.00
Child nutrition	\$ 258,583.00	\$ 404,823.00	\$ 526,850.00
Travel	\$ 1,120.00	\$ 1,160.00	\$ 1,250.00
Cafeteria Supplies & Materials	\$ 19,331.00	\$ 20,172.00	\$ 23,534.00
Pupil Activities (Field Trips, Clubs, etc.)	\$ 7,935.00	\$ 8,280.00	\$ 9,660.00
Playground			
Total Administrative & Support Operations:	\$ 970,840.00	\$ 1,562,866.00	\$ 1,736,120.00

OPERATIONS BUDGET:			
Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Software	\$ 12,600.00	\$ 14,700.00	\$ 16,800.00
Instructional Computers	\$ 8,970.00	\$ 9,360.00	\$ 10,920.00
*** Insert rows and edit text as needed. ***			
Instructional Contract			
Staff Development	\$ 12,000.00	\$ 5,000.00	\$ 5,000.00
Other			
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials	\$ 34,500.00	\$ 36,000.00	\$ 42,000.00
Curriculum/Texts	\$ 39,675.00	\$ 10,000.00	\$ 10,000.00
Copy Paper	\$ 4,000.00	\$ 4,000.00	\$ 6,500.00
Testing Supplies	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00
Instructional Equipment	\$ 6,210.00	\$ 6,480.00	\$ 7,560.00
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	\$ 124,455.00	\$ 92,040.00	\$ 105,280.00
TOTAL OPERATIONS:	\$ 1,095,295.00	\$ 1,654,906.00	\$ 1,841,400.00

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4		Year 5	
\$	9,025.00	\$	9,500.00
\$	5,000.00	\$	5,000.00
\$	4,838.00	\$	5,100.00
\$	1,000.00	\$	1,000.00
\$	5,000.00	\$	5,000.00
\$	5,000.00	\$	5,000.00
\$	6,957.00	\$	7,826.00
\$	60,000.00	\$	67,500.00
\$	18,000.00	\$	18,000.00
\$	9,210.00	\$	9,299.00
\$	14,400.00	\$	14,400.00
\$	420,000.00	\$	470,000.00
\$	7,032.00	\$	4,384.00
\$	16,410.00	\$	17,229.00
\$	45,000.00	\$	48,000.00
\$	21,879.00	\$	22,973.00
\$	74,880.00	\$	84,240.00
\$	74,233.00	\$	77,944.00
\$	4,912.00	\$	5,304.00
\$	110,177.00	\$	115,686.00
\$	19,535.00	\$	20,512.00
\$	3,907.00	\$	4,102.00
\$	799.00	\$	787.00
\$	3,183.00	\$	3,343.00
\$	2,552.00	\$	2,552.00
\$	-	\$	-
\$	42,000.00	\$	42,000.00
\$	15,000.00	\$	15,000.00
\$	10,000.00	\$	10,000.00
\$	20,000.00	\$	20,000.00

\$ 15,700.00	\$ 17,350.00
\$ 604,328.00	\$ 681,806.00
\$ 1,285.00	\$ 1,320.00
\$ 26,896.00	\$ 30,258.00
\$ 11,040.00	\$ 12,420.00
\$ 100,000.00	
\$ 1,789,178.00	\$ 1,854,835.00

Year 4		Year 5	
\$	18,900.00		
\$	12,480.00	\$	14,040.00
\$	5,000.00	\$	5,000.00
\$	24,000.00	\$	24,000.00
\$	10,000.00	\$	10,000.00
\$	6,500.00	\$	6,500.00
\$	6,500.00	\$	6,500.00
\$	8,640.00	\$	9,720.00
\$	92,020.00	\$	75,760.00
\$	1,881,198.00	\$	1,930,595.00

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4
Total Personnel	J	\$ 1,821,251.00	\$ 2,018,650.00	\$ 2,520,607.00	\$ 2,681,325.00
Total Operations	M	\$ 1,095,295.00	\$ 1,654,906.00	\$ 1,841,400.00	\$ 1,881,198.00
Total Expenditures	N = J + M	\$ 2,916,546.00	\$ 3,673,556.00	\$ 4,362,007.00	\$ 4,562,523.00
Total Revenue	Z	\$ 3,111,174.01	\$ 3,873,947.26	\$ 4,571,960.79	\$ 4,818,118.57
Surplus / (Deficit)	= Z - N	\$ 194,628.01	\$ 200,391.26	\$ 209,953.79	\$ 255,595.57



Year 5	
\$	2,822,307.00
\$	1,930,595.00
\$	4,752,902.00
\$	5,068,276.35
\$	315,374.35

Appendix O the School Leader's Resume

New Haven Global Academy has not secured a Principal yet, so New Haven doesn't have a Principal resume to submit.

Schools Within 5 Miles of New Haven Global Academy

Pitt County School Name	American Indian/Alaskan Native	Asian	Black	Hawaiian and Other Pacific Islander	Hispanic or Latino	Two or More Races	White	F/RL	Report Card Grade
Wellcome Middle School	0%	0%	53%	9%	36%	2%	9%	99%	C
Wahl Coates Elementary	0%	1%	73%	1%	7%	7%	11%	99%	D
CM Eppes Middle School	0%	1%	70%	1%	6%	6%	16%	74%	D
Belvoir Elementary School	0%	0%	37%	1%	53%	3%	6%	98%	D
Eastern Elementary School	1%	1%	45%	1%	10%	7%	35%	57%	C
Elmhurst Elementary School	0%	1%	52%	0%	5%	9%	33%	58%	C
South Greenville Elementary School	0%	0%	93%	1%	3%	2%	1%	99%	F
Winterville Charter Academy	1%	3%	50%	0%	10%	1%	36%	45%	C
Averages	0%	1%	59%	2%	16%	5%	18%	79%	C

Board Member Name	Board Title	County of Residence	Current Occupation	Past or Present Professional Licenses Held	Any disciplinary action taken against any of these professional licenses?
Christine Morant	Chair	Beaufort County	CPA	Certified Public Accountant, Management, and Small Business Accounting Trainer	No
Milton Fields	Vice Chair	Pitt County	Business Owner and Realtor	BESI Certification Green Certification from the Natl. Assoc. of R	No
Donnie Phillips	Treasurer	Pitt County	Pastor		
Theresa Carr		Pitt County	Retired Administrative Assistant		
Randy St. Clair	Director	Wilson County	Principal	North Carolina Principal Licensure	No
Robin Wright	Director	Wake County	Educational Consultant	Director of Special Education, North Carolina Principal Lic	No

<u>Area of Proposed Coverage</u>	<u>Proposed Amount of Coverage</u>	<u>Cost (Quote)</u>
Comprehensive General Liability	\$1,000,000.00/occurrence	\$1,483
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	\$4,277
Property Insurance		\$30,750
Automobile Liability	\$1,000,000.00/occurrence	\$181
Crime Coverage - Minimum/Maximum Amount	\$250,000.00 \$250,000.00	\$332
Worker's Compensation	\$500,000.00	\$5,517
Other Coverage		\$2,469
Total Cost		\$45,009

Memorandum of Understanding
Regarding School Lease Agreement Between
Greenville Community Services, LLC, as Landlord, and
New Haven Global Academy, as Tenant

This Memorandum of Understanding, by and between Greenville Community Services, LLC, a North Carolina limited liability company, and New Haven Global Academy, a North Carolina non-profit corporation, will serve to document the agreement of such parties on the principal terms of a School Lease Agreement (the “Lease Agreement”) to be executed by the parties. The parties agree to more fully memorialize these agreements in the Lease Agreement no later than June 30, 2021, or such other date as may be mutually agreed to by the parties. Until such Lease Agreement is executed and delivered on behalf of the parties, the terms of this Memorandum of Understanding shall be binding on the parties.

Principal Terms of Lease Agreement:

Landlord: Greenville Community Services, LLC

Tenant: New Haven Global Academy

Leased Premises: Approximately 54,000 square feet, consisting of the 100, 300, and 400 Wings of the building located at 901 Staton Road in Greenville, NC (the “Building”) – Recorded in Pitt County, North Carolina property records as Parcel 28877, NC PIN 4689966832, Map Book 80-5, Deed 00343100728.

Initial Term: 35 years from Rent Commencement Date (defined below)

Rent Commencement Date: July 1, 2022. The landlord and tenant also agree that a portion of the premises will be made available to the tenant at an earlier date, at the tenant’s request, at a mutually agreeable monthly lease rate for purposes of the school’s preparation to open.

Use: General school use, and related administrative and ancillary purposes

Base Rent:

Base rent shall be as follows:

July 1, 2022 – June 30, 2023	\$125,000
July 1, 2023 – June 30, 2024	\$200,000
July 1, 2024 – June 30, 2025	\$225,000
July 1, 2025 – June 30, 2026	\$250,000
July 1, 2026 – June 30, 2027	\$300,000
July 1, 2027 – June 30, 2028	\$400,000
July 1, 2028 – June 30, 2029	\$450,000

Each subsequent year, rent will increase by a rate equivalent to the U.S. Government's official Consumer Price Index ("CPI").

Additional rent:

Expenditures made by Landlord for leasehold improvements, as requested by Tenant, related to the school and its premises will be amortized over a five year period and added to the base rent.

Rent Deferral Option:

During each of the three annual periods starting July 1, 2022, 2023, and 2024, the Tenant may elect to defer up to \$50,000 in rent (\$150,000 total). Deferred rent will accrue interest at CPI plus 200 basis points (2.0%) and will be added to the Purchase Price under the existing Option Agreement. If the Tenant does not exercise the purchase option prior to June 30, 2028, any deferred rent and accumulated interest will become immediately due.

Purchase Option:

The Tenant will have the option, exercisable at any time, to purchase the building, including any leasehold improvements. The base purchase price (the "Purchase Price") for the Property will be \$2,650,000 (Two million, six hundred fifty thousand dollars and zero cents). The base purchase price applies at June 30, 2020.

The purchase price at any following month-end will be calculated according to the following formula:

- 1) Base purchase price, increased annually by the Prime Rate (as listed in the Wall Street Journal as of July 1 of each year) plus 300 basis points (3%).
- 2) Expenditures made by Greenville Community Services, LLC for leasehold improvements, less any amounts previously amortized under the accompanying rent schedule.

Should a purchase be closed on a month end other than June, the Borrowing Rate from the prior July 1 date will be prorated over the number of interim months.

The parties agree that this Memorandum of Understanding shall be binding upon their respective successors and assigns, and that either party may assign its rights and obligations hereunder to one or more affiliates without the other party's prior written consent. This Memorandum of Understanding may be amended only by an instrument in writing signed by both parties. This Memorandum of Understanding shall be superseded by the Lease Agreement upon the complete execution of the Lease Agreement. THIS MEMORANDUM OF UNDERSTANDING SHALL BE GOVERNED BY AND CONSTRUED IN ACCORDANCE WITH THE LAWS OF THE STATE OF NORTH CAROLINA. THIS MEMORANDUM OF UNDERSTANDING WAS PREPARED BY BOTH PARTIES HERETO AND NOT BY ONE PARTY TO THE EXCLUSION OF THE OTHER PARTY.

[signatures contained on next page]

Signature Page

The foregoing application is submitted on behalf of **New Haven Global 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: Christine S. Morant

Board Position: Chairwoman

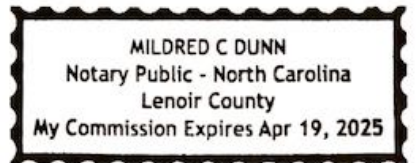
Signature: Christine S. Morant

Date: July 21, 2020

Sworn to and subscribed before me this 21st day of July, 2020.

Notary Public: Mildred C. Dunn Official Seal:

My commission expires: 4/19, 2025.





❖ 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:

David Fuance

○ Name of the Selected Financial Service Provider:
Prestige School Solutions

○ Date of Review:
July 21, 2020

○ Signature of Board Members Present (Add Signature Lines as Needed):

Christine Morant

Milton Fields

Donnie Phillips

Dr. Robin Wright

Theresa Carr

Randy St. Clair

- ❖ 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:

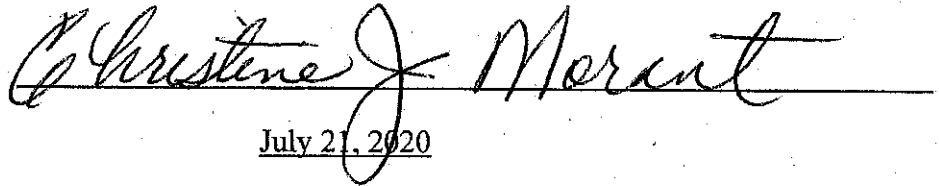
- Signature of Board Members Present (Add Signature Lines as Needed):

- _____
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Certification

I, Christine J. Morant, 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 New Haven Global Academy Charter School is true and correct in every respect.

Signature



Date

July 21, 2020

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 Stella

- Date of Review:

July 16, 2020

- Signature of Board Members Present (Add Signature Lines as Needed):

Christine Morant

Milton Fields

Donnie Phillips

Dr. Robin Wright

Theresa Carr

Randy St. Clair

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- ❖ 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:

Mary Grace Keller

Date of Review:

July 16, 2020

- Signature of Board Members Present (Add Signature Lines as Needed):

Christine Morant

Milton Fields

Donnie Phillips

Dr. Robin Wright

Theresa Carr

Randy St. Clair

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

Staffing Chart_NHGA.xlsx

Position	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Principal/School Leader	1	1	1	1	1	1
Assistant Principal	0	1	1	1	1	1
Technology	0	0	0	1	1	1
Clerical Staff	0	2	2	2	2	2
Core Classroom Teachers	0	15	17	21	22	23
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)	0	5	5	6	6	6
Transportation Staff	0	3	4	4	4	4
Teaching Aides or Assistants	0	5	5	5	5	5
Custodian	0	1	1	1.5	1.5	1.5