NORTH CAROLINA CHARTER APPLICATIONS

NC Public Charters

Organization Information

Organization Name *
Old Main STREAM Academy

Email *
brendadialdeese@gmail.com

Telephone *
910-734-5025

Fax
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Address *
200 South Odom Street

Unit/Suite
Lindsay Building

Zip Code *
28372

City *
Pembroke

State *
North Carolina

Application Type *
Acceleration

Proposal Type *
Standard

Operator Type *
Independent

Primary Contact Name
Brenda Deese

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 *
2021

Enrollment Projections

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year at capacity
Kindergarten	40	60	60	60	60	60
1st Grade	40	40	60	60	60	60
2nd Grade	40	40	40	60	60	60
3rd Grade	40	40	40	40	60	60
4th Grade	40	40	40	40	40	40
5th Grade		40	40	40	40	40
6th Grade			40	40	40	40
7th Grade				40	40	40
8th Grade					40	40

Team Members Roaster

Name	Title	Position	Email Address

Board Members Roaster

Name	Street Address	Zip Code	Email	Expertise
Brenda Dial Deese	PO Box 1084 Pembroke	28372	brendadialdeese@gmail.com	Education/Student Support Services/School Counseling/Grants
Denise Hunt	1678 Red Hill Road Maxton	28364	dhlumbee@gmail.com	Education/New Teacher Support Program /Instructional Coach
John Lowery	326 Sandlin Drive Lumberton	28358	johnlowery1@outlook.com	Commerce/Business/Finance
Tiffany Locklear	7606 NC Hwy 710N Red Springs	28377	tml009@icloud.com	Education /Administration/Curriculum/Mathematics
Rose Marie Lowry-Townsend	PO Box 3639 Pembroke	28372	rlowrytownsend@bellsouth.net	Education/ Administration/Human Resouces

1. Application Contact Information

Q1. Organization Type

◯ Municipality

⦿ Nonprofit Corporation

Q2. Name of the nonprofit organization

Old Main STREAM Academy, Inc

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

Brenda Dial Deese

OMSA Board Member

Initial Registered Agent

OMSA Board of Directors Vice Chair

Lead Writer

Q5. Primary Contact's
Mailing AddressCity, State, Zip

Brenda Dial Deese

P.O. Box 1084

Pembroke, NC 28372

Q6. Primary Contact's Primary Telephone Number

(910) 734-5025

Q7. Primary Contact's Alternate Telephone Number

(910) 521-9037

Q8. Geographic County in which charter school will reside

Robeson County

Q9. LEA/District Name

Public Schools of Robeson County

Q10. Projected School Opening Month

August 2021

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.

The projected enrollment is based on the location of Old Main STREAM Academy (OMSA) charter school, community demographics, and the data collected from the community. OMSA has much support for opening, achieving projected enrollment, and achieving success in establishing the school. OMSA Board of Directors organized four virtual informational/focus sessions via WebEx for interested community members and stakeholders. Flyers to participate in the sessions were also provided in businesses that attract community members, including Locklear Farms, Pembroke Post Office, Curt's Hardware, and emails/drop-off of flyers. Information concerning OMSA Board of Director members were invited to a Pembroke Town Hall meeting to provide an overview of the charter school. OMSA information and important dates were shared on FB and LinkedIn. Information/focus sessions were well attended. Interested community members included parents that are currently electing to practice school choice for their children by attending private schools or charter schools in different counties or across the state line in South Carolina. Based on parents and participant discussions concerning enrolling their children in OMSA, the Board of Directors were made aware of approximately 425-475 students opting to exit the local school district for school choice opportunities. Many schools outside of Robeson County actively recruit students and have arranged bus transportation to pick up and drop-off from surrounding counties and traveling to South Carolina. Parents/community members have coordinated car pool schedules, for students that don't have access to bus transportation. Further, 475 is a very conservative number, and the actual number is most likely much higher, when considering students from the southern edge of the county, closer to the beach, which is about fifty miles from Pembroke. **During the first year of operation, OMSA projects that the enrollment to be 200 students which is less than half of the number of students leaving Robeson County for school choice.** According to surveys and informational meetings, parents are eager to participate in the enrollment process and support the opening of OMSA. Fundamentally, returning students from outside the county or state, means that state and federal dollars leaving out of the county and state, would return to Robeson County. Undoubtedly, OMSAs growth for the next five years is very conservative when considering the number of students exiting the district for education, and will barely exceed the current number of students leaving in Year 5. During the process of speaking and making contact with Robeson County residents, OMSA identified three types of parent/caretaker groups attentive to OMSA opening and growth. Parents currently exercising other educational options (that do not include local schools), parents who have children beginning their educational career and actively weighing options for school choice, and parents with children in local schools. OMSA has received much support and encouragement from multiple community stakeholders to pursue school choice. Stakeholders include community members, (local and out of the area), surrounding agencies, businesses, partnerships, organizations, Southeastern (SeA) Charter School Academy and Communities In Schools (CIS) Charter School. SeA and CIS Boards of Directors have offered support and recognize that together, as collaborators, we can serve effectively as investors in the educational well-being of people. We will purposefully strengthen college and workforce preparedness in our students; these are contributions to the economic structure of Robeson County. By all accounts, educational value and proficiency must increase for healthy growth to occur in the economy. According to the University of North Carolina of Pembroke Economic Bulletin (2018) Robeson County's economic suffering continues. Per capita personal income (PCPI) in Robeson County in 2016 was documented at $27,717. People in poverty remain very high, about 30.8%, which is more than double the national level. In 2020, NORTH CAROLINA DEVELOPMENT TIER DESIGNATIONS assigned Robeson County as Tier I. The NC Commerce uses four factors to calculate county ratings- average unemployment rates, median household income, percentage growth in population, and adjusted property tax base per capita. A designation of 1 indicates most economic distress. Robeson County is designated as the state's second-poorest county. Top factors in blogs and articles state that when people with families consider deciding where to live, 'Schools' are positioned in the top 5 reasons as a pro or con to move into the community. In an article by Dr. Terry Stoops published on June 6, 2019, it was noted that only four in ten students in Robeson County are proficient in reading and math, and local businesses justifiably worry that schools will

not supply high school graduates with satisfactory skills and knowledge to be successful in the workplace. Currently, the largest demographic of poverty in Robeson County are ages 25-34. These households are populated with school-age children. Community members are actively searching for school choice to provide opportunities, exposure, instruction for preparedness, and a sound education for their children. Local school district enrollment is declining; the overall population for the county is in decline, but arguably, people recognize the need for quality education/life and are moving out of the county to seek quality work opportunities and school experiences for preparedness. The reasons for decline in the local school district are much more extensive than insisting that natural disasters are a primary cause. OMSA collaborated with stakeholders and community members to garner support for a charter school to be located in the Pembroke community. OMSA Board of Directors presented the OMSA growth plan projections based on community discussions, surveys for interest, and in virtual informational sessions. The growth plan was met with resonating support. It is also notable that OMSA and the mission is in sync with the educational well-being and economic development for prosperity. The 2017-2022 Comprehensive Economic Development Strategy (CEDS), developed by The Southeastern Economic Development Commission (SEDC) for the purpose of economic prosperity, notes that our overall quality of life is connected to the quality of environment in which we live and work. Protection and wise use of our natural environment—air, land, and water resources—are essential to support the economic growth and development of the region now and for future generations. The meaning is explicit in the OMSA mission, the need, and the OMSA educational model. The OMSA educational model, mission statement, and proposed location renders great interest in the community and stakeholders for Old Main STREAM Academy.

Q13. Projected Enrollment Demographics

Q14. Certification of Originality

2. Acceleration Section

Per State Board of Education policy CHTR-013, the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high- quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:

Q15. Demonstrate a clear and compelling need for the accelerated planning year.

An exceptional clear and compelling need for the accelerated planning year is well documented by local, state, and societal phenomenon, beliefs, and accountability data for students in Robeson County. Compelling needs for an accelerated planning year include:

1) the urgency for innovating across the school program;

2) to establish a pipeline for college and career readiness for the purpose to improve community economic growth;

3) urgency for educational accountability-students are leaving the county to pursue school choice; many are crossing the state line, into South Carolina

4) the need to establish a foundation for continuous learning;

5) location and support for OMSA is available, evident, and ready;

6) innovating demonstrates greater autonomy in exchange for increased accountability;

OMSA commits momentum and energy in strategizing gains and improvement of academic performance and closing achievement gaps. Currently, the focus is in planning, opening, and active implementation during the first year and the following years. This stamina is critical to the efforts for instituting OMSA and effective outcomes. The local school district continues to struggle with academic performance and closing achievement gaps. OMSA proposes an innovative curriculum model that is relevant, rigorous, and reformative for students. The OMSA educational model has generated much support and enthusiasm in the community and in the broader educational/community context. Partnerships, community survey completion rates/voice, strong participation in WebEx information sessions, and financial support from the community represent the need and readiness for an accelerated school choice. OMSA is ready to respond. Our education system in the district needs recalibration and OMSA will engage in educational accountability and contribute to positive outcomes with evidence-based information and data. The NC School Report Card validates this fact with the statement on the 2018-2019 Report Card: "*Public Schools of Robeson County have been designated as an NC Low Performing District*." As required by North Carolina statute, a Low-Performing District, has greater than 50% of schools designated as low-performing schools. As an assigned designated low-performing school, a school has received a School Performance Grade of 'D' or 'F' and a growth status of 'Met' or 'Not Met'." The academic performance and achievement gaps are not acceptable to many citizens in the Robeson communities, and parents are taking action in exercising the school choice option by finding educational opportunity in charter or private schools in the county, outside the county, and across state lines. OMSA Board of Directors are products of the local schools and live in the community. These individuals understand the strengths and challenges in the county and school system. Stakeholders and

the community have demonstrated confidence and support in the OMSA Board of Directors pursuing the charter status. A collaboration has served to develop the OMSA educational model that taps into synergistic movement for accountability, resources, and strengths of the students and community.

The OMSA educational model uses the North Carolina STEM School Progress Rubric that 'points toward a vision in which North Carolina schools provide bountiful learning environments that enrich each of their students' lives, giving the students knowledge, experiences, and skills that propel them to becoming independent and thriving young people.' Importantly, the development for the STEM implementation acknowledgements includes the work for the rubric was completed by The Friday Institutes for Educational Innovation in partnership with The North Carolina Science, Mathematics, and Technology Center and the North Carolina Department of Public Instruction. The OMSA educational model is designed to confront existing challenges and foster the many substantial strengths. The OMSA educational model expands STEM to STREAM (Science, Technology, Reading, Engineering, Art, Mathematics) adding the R to confirm the need to increase reading/language arts/literacy (developing the reading brain) and the A for arts cultural and visual enrichment, through traditional and contemporary forms of color, in both balance and perspective displays. The local community people are gifted in aesthetics. The OMSA educational model also infuses Place-Based Education(PBE) purposefully in the model. Place-Based Education promotes learning that is rooted in what is local—the unique history, environment, culture, economy, literature, and art of a particular place and space. It is the relevancy in learning that is essential for OMSA students. The Standard Course of Study and College (SCOS) and Career and College Readiness (CCR) Standards impose complementary courses and establish quality norms and requirements, representing the uniform set of learning goals and will align with STREAM goals and objectives with expectation and accountability.

Compelling needs for acceleration include that OMSA received endorsement from UNC-Pembroke Administration, Departments and other agencies. Our UNCP higher educational institute partners are ready to provide assistance such as core content support, school counseling resources from the three broad domains: academic, career and social/emotional development, and physical education. OMSA also secured mentoring from the two charter schools in the county, with an alliance established for collaboration in school operations. There is persuasive urgency in the opening of OMSA because it is needed and supported by residents and stakeholders of Robeson County. Strengthening educational outcomes is a priority with OMSA endorsers. OMSA and our stakeholders understand the value in autonomy in OMSA decision making concerning finance, personnel, scheduling, curriculum and instruction; OMSA will also collaborate with our newly formed charter school alliance (OMSA, Southeastern Academy, and CIS) for sound decision making practices and partnering. This coalition will produce stellar results that will influence education outcomes for all students.

One of the most blaring evidences is the data (2018-2019) regarding Robeson County graduates that document students are not graduating college or career ready. OMSA purposefully made STREAM a part of the school name, and the school mission reflects student expectation, accountability, and rigor. STREAM course disciplines are the heart of the instructional program. However, OMSA will provide placed-based education (PBE) because it helps students learn to take care of the world by understanding where they live and take action in their own backyards and communities. It is corroborated through research that PBE instruction and approaches improve environmental, social, and economic vitality. Relevancy, relativeness, responsiveness and cultural sensitivity are prerequisites for intrinsic reciprocity between self and learning in schools with diverse students. OMSAs educational model is committed to establishing and maturing this personal relationship. OMSA

projects 95% of the enrolled students to be students that can identify as underrepresented. CCR standards are integral in the OMSA educational model as set goals for what students should know and be able to do while learning academic content. A strong educational foundation has major long-term implications. CCR rigor and achievement consolidates opportunities to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance well-being. OMSA is motivated to increase student skill sets to become college and career ready. Inclusion of CCR in the OMSA educational model is purposeful, students will view citizenship as a mindset for contributing in boosting and leveraging our community through lower crime rates, quality schools, cost of living, and job opportunities. OMSA Board of Directors and stakeholders recognize the compelling need to use CCR as a catalyst in strengthening partnerships between the community colleges, universities and to be involved in regionally based programs. An accelerated planning year will intensify and reinforce these efforts.

Policy Watch reported on Robeson County's well-being (May, 2020). The report documented that Robeson County is in decline at 2.9% in population, 54.8% live below poverty, there is a 5.8% unemployment rate, and 15% do not have health insurance. Contrary to reports that natural disasters have caused impoverished people to take flight from Robeson County, it is becoming more apparent that responsible citizens are simply leaving to pursue quality education for their children. Poverty, on the other hand, is remaining and repositioning. It is compelling in this situation to have action. Action in this situation is improving well-being and establishing a foundation for continuous learning with young people. These statistics are compelling/convincing reasons and needs for OSMA to have an accelerated planning year. Reasons for becoming a continuous learner include increased knowledge and skill sets, career advancement, improved health, leadership, preparation for the unexpected, and life satisfaction. OMSA engages the learner to become an intrinsic learner through the OMSA educational model pedagogies and instructional strategies. The OMSA educational model offers students the necessary tools to become problem-solvers. The OMSA mission embodies the words: Innovative. Persistent. Self-Determined. *Leaders* - OMSA is postured as the innovating helpmate in the partnership of stakeholders, sister charter schools, and the community to network for a better Robeson County.

OMSA has supportive stakeholders and there is a clear and compelling need to respond in an expedient and pragmatic manner for continued momentum. The location for OMSA is at the Lindsay Hall - a building and former school belonging to the Baptist Children's Home in Pembroke NC. UNC Pembroke has occupied the facility for the last decade. A Board member with the Baptist Children's Home and UNC Pembroke Administration worked closely with OMSA Board Members to secure the location as the home for OMSA during the last year. The terms and lease are generous for OMSA students and parents in the community and works well with the OMSA business plan. This work and ongoing efforts were accomplished because of the interest, the obvious need for school choice, and the urgency in working for a safe site for OMSA. There is motivation by the Baptist Children's Home to continue in this lease, because the original intent of the building was to support underrepresented students. There is a clear and compelling need to acknowledge occupancy of the building and move forward with plans, so that these stakeholders can plan for the next years as well. UNC-Pembroke and the Baptist Children's Home extended an offer and means to OMSA for keeping the building on the table for negotiation through the last year. UNC Pembroke continued to occupy the building during this last year; their lease was extended through the 2020-2021 academic year. UNCP and the Baptist Children's Home are motivated to work with OMSA because they share similar belief and ownership for community well-being and school-choice. OMSA has received support through professional organizations and individuals that recognize the need for value in autonomy over decisions concerning finance, personnel, scheduling, curriculum and instruction at OMSA. OMSA is grateful for the support.

Comments :

See Survey Results

Q16. **Demonstrate an exceptional need for the charter school in the proposed location.**

Old Main STREAM Academy will be recognized as an exceptional charter school in a rural location. The location is center to multiple rural communities. The location of Old Main STREAM Academy charter school in the small town of Pembroke is surrounded by hundreds of diverse and underrepresented people in rural communities. The location is the "heart" of these communities; the people identify socially, locally, and economically with the school model and location - the location is reliable and trusted. Further, an exceptional need for the charter school in the proposed Pembroke location is recognized in the Executive Summary for The Supreme Court of North Carolina's (the Court's) decision in Leandro v. the State of North Carolina (1997) when it unanimously affirmed that the state has a constitutional responsibility to provide every student with an equal opportunity for a sound basic education. It states, "the court record is replete with evidence that the Leandro right continues to be denied to hundreds of thousands of North Carolina children [and that the actions the state has taken so far are] wholly inadequate to demonstrate substantial compliance with the constitutional mandate of Leandro" as Judge W. David Lee ruled in March 2018. Robeson County and the Pembroke location is the heart of a large diverse population, and continues to demonstrate that this is home and inclusive of underserved student populations - with labels assigned by others such as economically disadvantaged students, majority minority, and exceptional children. The location of OMSA is significant from the perspective of economically disadvantaged students. The physical space, the Lindsay Building, is an endeared location to the surrounding communities. The space was originally formed by the Burnt Swamp Baptist Association in 1942 as the Pembroke Indian Orphanage. The home was the first of its kind established for Indian children in North Carolina. Many of the local people have connections to the space through family, friends, or extended family. The Lindsay Hall is an updated facility and is currently occupied by UNC Pembroke. UNCP Administration is working with OMSA so that the doors will be wide open in August 2021, pending NC SBE approval. Community collaboration and leadership for the OMSA location is to be commended. UNCP Administration is fully aware that the community desires OMSA to be a school of choice for the community. Another exceptional need that resonates with the rural community are the members serving as the OMSA Board of Directors. Old Main STREAM Academy is managed and operated by people that are local to the community. There is trust and confidence in 'doing what is right' and making certain that educational well-being and economic development collaboration will be priority in these communities. Additionally, local community members will value opportunities to serve and discuss issues. Through collective and individual buy-in, OMSA leadership will be accountable to the community. The autonomy that OMSA demonstrates in decisions concerning transparency, finance, personnel, scheduling, curriculum and instruction will engage parental and community involvement as it relates to answerability and accountability. Location is pivotal in the decision-making and community involvement equation for this to occur. Old Main STREAM Academy can give voice to parents, needs, and break down existing barriers for the rural diverse underrepresented student population.

Reading Rockets state that the three most common reasons that are given for starting a charter school are to 1) realize an educational vision, 2) gain autonomy, and 3) serve a special population. Old Main STREAM Academy champions these three reasons and location is critical to achieve this. The OMSA educational model is designed for rural education that is rigorous and relevant; it is a school of choice that gives families more options in public education. Old Main STREAM Academy is located across the campus from UNC Pembroke and this allows the school to take full advantage of the partnering initiatives offered through and with UNC Pembroke. Collaborations include teaching and support services (counseling department), facility usage, professional development, mentoring, instructional support/collaboration and opportunities for service projects. This is possible because of the location of OMSA.

Q17. Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award?

⦿ Yes

◯ NO

Comments :

OMSA Board of Directors participated in RTO during the previous year, and established strong educational policies and practices.

Q18. Is a facility identified by the applicant that is feasible for opening on an accelerated schedule?

⦿ Yes

◯ No

Q19. Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule

The Lindsay Hall was inspected as recently as September 30, 2019 by Dwight Sheppard, Fire Inspector for the Town of Pembroke. The inspection yielded the bulleted information below. The purpose of the inspection was to ascertain that the building meets the current educational requirements for a Charter School under the 2018 North Carolina Fire Code.

- The building does have a working fire alarm and evacuation system. This system does have a manual pull station located adjacent to each exit door and a control panel and annunciator panel in place. The alarm system has a current inspection verifying the operation of the unit.
- The building is equipped throughout with working exit signs that are properly located.
- The building does not have a sprinkler system, however the hallways are all rated means of egress with a width of 96".
- The building does have adequate fire extinguishers throughout that are under current inspection tags.
- A fire safety plan will need to be submitted for approval that meets the requirements of section 404.2.2 of the North Carolina Fire Code.
- There are two sets of fire rated doors that will need magnetic hold open devices installed and connected to the alarm system. This has been addressed with the Odom Home staff and an estimate will be provided.

The letter and a replicated blueprint of Lindsay Hall are available as evidences. The Town of Pembroke provided the services of the Fire Inspector, at no cost to OMSA. OMSA will follow through on the recommendations made by the Fire Inspector.

Q20. Attach Appendix A1 Acceleration Evidences to demonstrate that you have a facility secured for opening on an accelerated schedule.

☑ Upload Required   **File Type:** pdf, image, excel, word, text   **Max File Size:** 10   **Total Files Count:** 5

Evidence :

📄 PDF	📄 PDF	🖼️
Copy of LIndsay Hall Lease (2)June2020....	**Charter School Letter (1)Inspection.pdf**	**IMG_0581 (1).JPG**

🖼️
FullSizeRender.jpeg

Q21. Please write a brief statement about your unique mission and educational program.

Our mission is to engage students in STREAM disciplines that will prepare future leaders who are innovative, persistent, and self-determined.

Old Main STREAM Academy proposes to operate as an autonomous, transparent, effective educational system that prioritizes students and their education. Old Main STREAM (OMSA) intentionally brands itself as a safe place for learning that uses innovative and transformative course disciplines and instructional strategies to prepare students for life and encourages intrinsic inquisitiveness to become a lifelong learner. The OMSA educational model is designed for a student population that is rural, underrepresented, and defined in educational jargon as disadvantaged. The OMSA program is comprised of knowledge systems, including both personal histories and professional expertise, of its Board Members, products of Robeson County, evidence-based research proven curriculum, practices, and standards. The educational program and model was developed by individuals with similar attributes of the proposed student population, The North Carolina STEM Progress Rubric (2019), and the eight critical needs identified *in Sound Basic Education for All: An Action Plan for All: Executive Summary (2019).* The OMSA mission and vision is strategic, creative, and will use fundamental integrity in all works pertaining to OMSA.

Evidence :

PDF	PDF	🖼️
Leandro-NC-Executive-Summary.pdf	**STEM-School-Progress-Rubric-Rev1-.pdf**	**FullSizeRender (1).jpeg**

🖼️	🖼️
image.png	**image.png**

Q22. **List the local, state, and national nonprofit partnerships committed to assisting the school.**

Partnerships include local and state commitments to Old Main STREAM Academy:

- Commission of Indian Affairs
- NC New Teacher Support Program, Instructional Support Coach, Former School Transformation Coach

- UNC Pembroke Department of Counseling
- UNC Pembroke Department of English
- UNC Pembroke Department of Biology
- UNC Pembroke Kinesiology
- UNC Pembroke School of Education
- Town of Pembroke (Resolution)
- Pembroke Chamber
- UNC Pembroke Administration (Impact Statement)
- UNC Chapel Hill, Dr. Malinda Maynor Lowery, Director of the American South and Author
- UNC Pembroke Instructional Support Coach: New Teacher Support Program
- Thomas Entrepreneurship Hub
- Lumbee Regional Development Association

Evidences can be found here and in Q. 27 evidences.

Comments :
Please find letters of support, including local and state for evidences.

Evidence :

PDF	PDF	PDF
LetterofSupportCommunity.pdf	LetterofSupportCommunity (3).pdf	Pembroke Chamber of Commerce .pdf
PDF	PDF	PDF
Department of Counseling_Letter of Su...	LetOldMainSTREAMAcademy051520.pdf	letter_of_support_cisandefur_2020.pdf
W	PDF	PDF
OLDMAINSA_Kinesiology_Letter_Suppo...	OMS Academy support-Lowery.pdf	SchofEDLetterofSupport_OldMainSTRE...
PDF		
CommissionofIndiansOld_Main_Street_...		

Q23. Please describe the potential for Economic and Educational development of the region.

The Town of Pembroke, Lumbee Regional Development Association (LRDA),the UNC Pembroke Entrepreneurship Incubator and UNC Pembroke work tirelessly to develop and sustain economics in the community. Representatives from each of the organizations or businesses participated in the virtual Focus Information Sessions and or met with members of the OMSA Board.

The Town of Pembroke provided a Town of Pembroke Resolution in Support of the Establishment of Old Main STREAM Academy.

Lumbee Regional Development Association provided a letter of support

UNC Pembroke Entrepreneurship Incubator- provided a support letter and discussed working with students to "instill and nurture the entrepreneurial mindset"

UNC Pembroke Interim Provost and Academic Vice Chancellor provided an Impact Statement to serve in a collaborative partnership.

Quality educational opportunities, economic growth and sustainment represent a mutual relationship; one dynamic affects the other. Research findings support this statement, as documented in a NEA Brief, "residents of the United States recognize the value of publicly provided K–12 education and are quick to express outrage when they feel it is not being offered at an acceptable level of excellence. This outrage is generated in large part by concerns that have economic roots." The decision in Leandro v. the State of North Carolina (1997), and the strong wording highlighted the long-term impact from lack of student achievement and Robeson County's need for improved education and correlation to a quality workforce. *Sound Basic Education for All: Executive Summary* (2019) discussed student achievement and the workforce in NC. Research from NC entities found that, "these studies involved extensive analyses of **relevant data about student achievement, the education workforce, school effectiveness,** state funding for education, and other areas related to the state's education system; site visits to North Carolina schools and districts; interviews and focus groups with policymakers, school and district administrators, teachers, parents, community members, and students; a statewide survey of school principals; reviews of relevant research and best practices employed in other states; reviews of prior studies of efforts to improve outcomes in the state; a cost function analysis to estimate the minimum cost necessary to achieve education outcomes; and professional judgment panels to collect data on educators' perceptions." Critical needs documented in the *Sound Basic Education for All* served as influencing building blocks in the OMSA educational model.

It is a significant event regulated to the notes in educational history, that the Robeson County school board, a plaintiff, was one of the five low-wealth counties that recognized the need to improve schools, in this litigation. Twenty-five years later it is documented that, "the Court foresaw that the world for which students must be prepared would continue to change, as the Leandro decision's definition of a sound basic education included that it would "enable the student to function in a complex and rapidly changing society … **and compete on an equal basis with others in further formal education or gainful employment in contemporary society.**" Woefully, that has not happened in Robeson County.

Robeson County communities and members are in the trenches as evidenced by statistics presented below and when considering the academic, college and career readiness trends in the local school district. Leaders, including those in economic development, higher education, community members, and charter school mentors recognize our combined strengths to reverse these statistics and trends. Old Main STREAM Academy can impact the economic development and growth through a quality K-8 program. Excellent educational programs attract economic development and residents. Quality of schools, growth capabilities, and community impact are priority factors when businesses and people decide to invest in a community or relocate. The potential in offering an excellent educational model without the burden of merger conflicts, with transparency,

and the expectation that stakeholders, partnerships and an OMSA collaboration can bring enormous benefits and catapult educational growth and economic opportunity to all Robeson County residents. Our potential for success is a win-win; it is attractive and full of hope for growth and positive impact.

130,529 – Population of Robeson County, a decrease of 2.9% over the past decade

15 – Percentage of Robeson County residents who do not have health insurance.

54.8 – Percentage of Robeson County residents who are considered low-income

5.8 – Robeson County's unemployment rate, in percent, for March 2020

(Policy Watch- 5/2020)

Evidence :

🖼️ Screenshot 2020-05-28 12.49.14.png	🖼️ Screenshot 2020-05-28 12.48.22.png	📄 HPSCAN_20200716201441857.pdf
📄 HPSCAN_20200716203025106.pdf	📄 STREAM Academy.pdf	📄 Brenda LOI.pdf

Q24. Describe the presence or absence of any mentoring by a successful organization that has experience in creating public schools.

Southeastern Academy Charter (SeA), a K-8 charter school, with an enrollment at approximately 220 students, is in Robeson County, outside of the city limits of Lumberton, approximately 25 miles from Pembroke. Southeastern Academy's school branding states that it is "*A Diverse Family of Learners that Seek to Challenge the Whole Child Through Innovation*." OMSA Board of Directors contacted the School Principal and a Board of Director member concerning mentoring. Mentoring was approved in Spring 2020 by the SeA full board. OMSA is excited to have the leading-edge advising and collaboration. SeA earned an 'A' on their school report card in 2018-2019. SeA K-8 students and grade levels are in childhood developmental alignment with OMSA. SeA enrolls 33.9 economically disadvantaged students. Data demonstrates that the students are on track for College and Career Readiness. The mission for the charter school states, Southeastern Academy Charter School will maintain high expectations and promote excellence, especially in the fields of math and science for all students. The school, within its rural community, will foster a caring and creative learning environment." SeA has a wait list for student enrollment.

Communities In Schools (CIS) is a 6-8 charter school. It is connected to the greater Communities In Schools, the largest dropout prevention organization in the United States. A virtual meeting was hosted by OMSA Board of Directors in March 2020 and Ms. Dencie Lambdin, Executive Director of CIS and Mr. Billy Haggans, Principal of CIS participated. OMSA members and CIS members believed there was much potential and opportunity in establishing a formal CIS mentoring relationship. CIS is distinguished as the first charter school in Robeson County and can provide valuable guidance and direction. CIS is similar to

OMSA in projected demographics, with a large population of underrepresented and a majority minority student population. CIS reported a 'C" on their school report card in 2018-2019. The mission of Communities In Schools is to surround students with a community of support, empowering them to stay in school and achieve in life. CIS has a wait list for student enrollment.

OMSA and the sister charter schools are talking; we are an alliance for each other in mentoring, leadership, and collaboration. Professional development opportunities, community projects, advisement in operations, and transformative learning are initiatives and priorities that will influence growth. SeA, CIS, and OMSA believe that together, as an alliance, we will serve as a think tank for action to establish education policy for our schools, students, and communities. It is significant that both schools have a wait list for enrollment, indicating that Robeson County communities recognize the need for quality and effective governance.

Evidence :

🖼️	🖼️	📄 PDF
Screenshot 2020-05-28 14.28.10.png	**Screenshot 2020-05-28 18.29.27.png**	**Scan_2020-04-03-043020544 (1).pdf**

📄 PDF
OLD MAIN CHARTER LETTER.pdf

Q25. **Describe any o**bstacles to educational reform efforts that leave chartering as an available option.

The local school district merged from six local school districts during the mid to late 1980s (See Senate Bill 621). In those days, as documented in the attached evidence, *Growing Up Southern*, Robeson County was 60% minority. It was believed by many Robeson County residents, that one large school district, now recognized as Public Schools of Robeson County, would bring more equity and educational opportunity to the thousands of students in a poor county. However, decision-making in the educational system is a political process; the 'norm' of operation and decision-making evolved quickly into a complex diabolized struggle, involving history, leadership, and people in Robeson County. The political process was known for the interactions between the more powerful social groups and policy that impacted education, educational resources, and support. The complexities of the history, the groups, and the politics continue to impact education. Newcomers, such as those educational experts from NC Department of Public Instruction have attempted to provide extensive support to the local school system. External change agents have failed our students. Chartering is a viable option to use autonomy, transparency, and effective governance in the educational process and to establish educational policy.

During the application process, OMSA Board of Director members reached out to the Public Schools of Robeson County Superintendent to request a meeting and engage in dialogue concerning pursuing the charter status for Old Main STREAM Academy. Please see evidences.

We received an email on July 23, 2020 from Dr. Wooten, stating that she would be willing to meet with the OMSA Board of Directors.

Evidence :

PDF	PDF	PDF
HPSCAN_20200716194552936.pdf	SL1987-605.pdf	Growing Up Southern.pdf

Q26. **Describe your commitment to work with a successful charter school board as a guiding mentor.**

OMSA Board of Directors are committed to working with successful charter school boards as guiding mentors. OMSA members reached out to Southeastern Academy (SeA) and Communities In School (CIS) to serve as guiding mentors. Both charter schools demonstrate success. Key people in each of the charter schools went before their school boards to bring our request forward and to serve as guiding mentors. OMSA believes that each charter school entity will offer guidance and assist in navigating operations and emerging issues. Further, we believe that our alliance we provide a strengthening perspective to educational instruction and policy in our district.

Q27. **How long has the board of directors existed?**

The initial founding board was formed in 2018 as a grassroots effort. The OMSA founding board was organized by concerned Robeson County Citizens in direct response to issues related to quality education and governance in the local district. Some members of the founding board have extensive professional educational experience in the public education and higher education systems. The board is aware and recognizes the divisive internal barriers within the local system. The small OMSA group is strongly connected to Robeson County and profoundly understands the unique histories and complexities that comprise the educational challenges, strengths and current outcomes of our communities. The OMSA Board of Directors are invested in the communities of Robeson County. Professionally and as community members, the OMSA Board Members are stewards of work ethic, expertise, and growth practices that are acknowledged or documented in respective communities and professional fields.

Q28. **Describe whether the proposed board has previously operated or currently operates a successful public charter school.**

The proposed board does not operate any charter school.

8. General-Mission Purposes, and Goals

8.1. Mission and Vision

Q29. The mission statement of the proposed charter school is as follows (35 words or less)

Our mission is to engage students in STREAM disciplines that will prepare future leaders who are innovative, persistent, and self-determined.

Q30. What is the vision of the proposed school? What will the school look like when it is achieving the mission?

Our mission is to engage students in STREAM disciplines that will prepare future leaders who are innovative, persistent, and self-determined.

The vision at Old Main STREAM Academy (OMSA) is to provide authentic and novel learning experiences for students that do not have accessibility to attend high-achieving and/or successful schools. OMSA students will engage in school experiences from diverse educational perspectives; students will observe, learn and do from multiple world views and curriculums, contextualizing diverse pedagogies, and global studies integrated in meaningful ways.

OMSA will provide access to quality learning environments and skill sets to a majority minority and historically underrepresented students. Growing informed skill sets and providing quality educational opportunities are meaningful in a county that is approximately 74% minority. The OMSA location is in Pembroke, near the local university; the small town is considered the hub of rural communities. It is projected that the student population at OMSA will be approximately 95% underrepresented and minority. Robeson County rural communities struggle with extensive disparities in education, economics, health, and comprehensive well-being. However, Robeson County is noted as one of North Carolina's most beautiful counties, with captivating natural resources and ample cultural diversity. An extraordinary strength that is plentiful in Robeson County is its rich history for strong, proud, peoples with intense sensory perceptions. However, research (US Department of Education) suggests that many students, such as marginalized community students, are not prepared for the demands of today's economy and the economy of the future. This is demonstrated at large in Robeson County through illiteracy rates, health disparities, limited economic prosperity, and lack of job opportunities. Moreover, there are significant gaps in achievement between student population groups and high-poverty/low-poverty gaps. These findings are an overwhelming reality in Robeson County.

According to the United States education's agenda, STEM is a centerpiece for skills, knowledge, and success. Future leaders, neighbors, and workers need the ability to understand and solve some of the complex challenges of today and tomorrow, and to meet the demands of the dynamic and evolving workforce.

OMSA believes that pairing the existing strengths of the local communities, such as those strong sensory perceptions, with OMSAs educational model pedagogies, academic proficiencies and outcomes will increase. OMSA uses the rigorous Science, Technology, Mathematics, and Science (STEM) core curriculum as defined in North Carolina Science STEM School Progress Rubric developed by the Friday Institute for Educational Innovation (2019). OMSA grounds the OMSA mission and vision with

philosophical precepts from the National Research Council (2011), stating that early exposure to STEM supports children's overall academic growth, develops early critical thinking and reasoning skills, and enhances later interest in STEM study and careers. The OMSA educational model design comprises the strong course structure of Science, Technology, Engineering, and Mathematics Education (STEM) **and includes the course disciplines Reading and Arts.**

The OSMA educational model is intentional in including the 'R' and 'A' in STREAM. The 'R' is added into STEM, to influence reading skills, literacy, and attitudes in reading. Research from the *Administration and Supervision of Reading Program* state that proficiency in reading and literacy is highly correlated with school achievement emotional and social well-being, fewer grade retentions, and reduced incidences of juvenile delinquency and that these outcomes are all factors associated with later adult productivity. The Arts in the OMSA educational model, impose the functional development for motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. The Arts also serve as an instructional tool in color, layout, perspective, balance, interpretation and digital technologies.The Friday Institute provides a well-founded rationale for including Arts and Humanities in educational models, stating that "these practices aim to understand and celebrate individual and collective human experience(s), to which traditional science and STEM practices can be applied and vice-versa." Critical thinking learned in the Humanities encourages thoughtfulness, it is essential in the adaption to diverse cultures, solving problems independently writing and communicating with confidence (Judith Hertog, 2017). The OMSA educational model uses Humanities, in the form of Place-Based education(PBE) as an effective instruction for sustainability and sense making. Place-based education (PBE) connects learning and communities with the primary goals of increasing student engagement, boosting academic outcomes, impacting communities and promoting understanding of the world around us. In underserved populations and majority minority populations, place-based instruction demonstrates connections to rigorous content and worldview- PBE brings the organic philosophy of lived experiences to the classroom. These are highly valued attributes in the community. PBE essential action domains include **increase student and teacher engagement**, **increase academic outcomes- college and career readiness**, and **impact community well-being**. The OMSA educational model integrates the North Carolina Standard Course of Study (SCOS) courses to supplement and complement STREAM and PBE pedagogies. SCOS defines the appropriate content standards for each grade or proficiency level and provides guidance in expectations and accountability for state mandates and testing. OMSA also uses College and Career Readiness standards (CCR) in the OMSA educational model. CCR establishes clear, consistent and high learning goals for each grade level and focuses on preparing students for success in college and career. Succinctly, the final outcome vision of OMSA is that, OMSA youth in an increasingly complex world, will be prepared with knowledge and skills to solve problems, make sense of information, and know how to gather and evaluate evidence to make decisions.

The OMSA educational model connects and applies STREAM, PBE, SCOS and CCR pedagogies and practices to intentionally innovate the classroom into inquiry-based, problem solving, discovery zones where children engage with content to find solutions to problems. When viewing the OMSA educational model and the classrooms, STREAM is the core focus for course disciplines. PBE, SCOS, and CCR pedagogies, approaches, instructional practices, and standards extend as framing curriculum structures. Framing curriculum structures position a set of concepts, perspectives, and learning practices for the purpose to organize, identify, supplement, complement, perceive, perform, and communicate STREAM course goals and objectives mastery. The OMSA educational model diagram uses the simple boxes or connectivity movements/overarching principles as embedded delivery systems. The OMSA educational model connectivity movements serve as the system for accomplishing the mission and vision. Successful outcomes of the OMSA educational model and mission will demonstrate the following as it achieves the mission:

1: increase mastery of STREAM literacy for all students as demonstrated in student work and state mandates (measurable learning goals), to include testing.

2: Increase demonstrations of 'active learning' or tangible evidences of students engaging in student learning processes

3: Instructor modeling of OMSA instructional strategies and content to increase student activity of learning models/deep learning/ and mechanisms in applications or measured through immersion of mind and practices rooted in meaning, engagement, inquiry, exploration, and personalized learning/living.

Evidence :

🖼️	📄 PDF
Screenshot 2020-05-29 19.35.56.png	STEM-School-Progress-Rubric-Rev1-.pdf

Q31. **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).**

There are about 23,000 students enrolled in the local school system; it is one of the largest school systems in the state. According to information from the district, the county continues to be predominantly tri-racial- 38.0 percent American Indian, 32.8 percent White, and 25.1 percent Black. The remaining 4.1 percent represents Asian, Native Hawaiian, and some other race or those reporting 2 or more races. **Approximately 475 -500 students (not including those attending the local charter schools in the county) from Robeson County exercise school choice by exiting the county and state to pursue education.** There are fifteen municipalities, the largest being the City of Lumberton, which serves as the County seat. The other municipalities include Fairmont, Lumber Bridge, Marietta, Maxton, McDonald, Orrum, Parkton, Pembroke, Proctorville, Raynham, Red Springs, Rennert, Rowland, and St. Pauls. The Pembroke municipality anchors surrounding communities, approximately fifteen, or more. The communities can be described as masses of lands occupied by local people with tight community relations.

The OMSA target population includes the surrounding communities, extending within a 25 miles radius from the center of Pembroke. According to Map Quest, the population in and around Pembroke is about 89% American Indian, other populations include African American, White, Asian, and Hispanic. OMSA will target the surrounding communities because of proximity; however, any student/ parent is welcome to participate in open enrollment, to include the stated target distance and beyond. Most probably, OMSA will reflect the student populations in the local communities' six elementary schools. In a Robeson County IDEA- Part B (611) document, approved by the NC Department of Public Instruction Exceptional Children Division, it is recorded that there are 3,698 students identified with disabilities on the child count (December 1, 2018). In August 2018, a fact sheet published by the Migration Policy Institute, identified school districts with EL populations of 2,000 or more. The Public Schools of Robeson County population size ranks as 19th out of 100 counties and did not enroll 2,000 or more EL students. _Economic Snapshot_, May 2020 documents that 54.8% of residents in Robeson County are considered low-income (less than $50,200 for a family of four). Based on the survey results and participation in the Community Eligibility Provision 2018-2019, offers the following statement on the local district website, "The Public Schools of Robeson County with Board of Education approval has decided to participate in the Community Eligibility Provision (CEP) for a second year, part of the Healthy Hunger

Free Kids Act of 2010. The overall purpose of the CEP is to improve access to nutritional meals for students by providing meals "at no cost" to all students". Generally, Robeson County is designated as Tier 1 by North Carolina Department of Commerce. Tier 1 indicates the status of a most economically distressed county.

Q32. **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 of surrounding schools in the Public Schools of Robeson County can be viewed in evidences. Residential populations have slightly decreased, while the student population in the local school district can be described as a more substantial decrease or exiting. However, it can not, should not, be attributed to the natural disasters as previously determined. Robeson County is a large county, approximately 951 miles. It can be documented that families and students in distress, tend to move from one community to another and continue to be counted in the PSRC student population. Supporting facts and evidence provide findings concerning the decreased enrollment is due to school flight. On November 5, 2019, in SBE Updates, the number of Robeson County schools for reform of low-performing school models increased to five (5). The five Robeson County Schools were the only qualifying schools cited from the southeast region. (Robeson County schools are highlighted in the attached evidence). One of the more troubling trends, is the number of students exiting the county to pursue school choice, which includes crossing the state line, into South Carolina. **Ballotpedia** states, Robeson County underperformed when compared to North Carolina as a whole in terms of education achievement. **The Public School Review** published on March 27, 2020, documented that the Public Schools of Robeson County have an average math proficiency score of 25% (versus North Carolina public school average of 47%), and reading proficiency score of 25% (versus 46% North Carolina statewide average). Robeson County's average school ranking is in the bottom 50% of public schools in North Carolina. Cumulatively, it appears that poverty and its impacts, take flight from one community and into another in Robeson County, only to reposition poverty pockets. The American Psychological Association calls this residential mobility. Additionally, with the documented increase in lag of performance and achievement gaps, it seems reasonable that the decrease in population trend, can be attributed to those parents interested in pursuing excellent educational opportunities and are moving or withdrawing their children from the local schools.

Old Main STREAM Educational Model
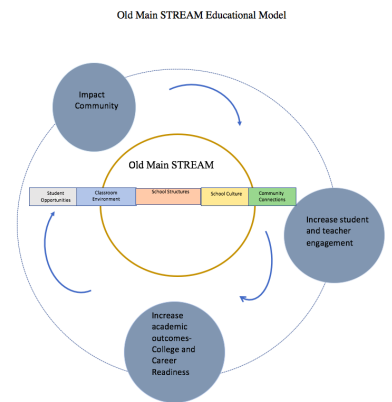
The OMSA Educational Model is designed with three commanding action domains, presented in the OMSA model infographic and vision, 1-**increase student-teacher engagement;** 2- **increase academic outcomes for college and career readiness**; 3- **impact community well-being.** The five Connectivity Movements for delivery to accomplish this include -student opportunity -classroom environment -school structures -**school culture** - and community connections. The course disciplines, centered as the core of the model and school program are Science, Technology, Reading, Engineering, Arts, and Mathematics (STREAM),

which challenges students' thinking and requires expectations and experiences that are academically, intellectually, and personally challenging. The NC Standard Course of Study courses complement STREAM and prepare students for state and federal evaluations. Place-Based Education is relative and relevant to students in that it differs from conventional text and classroom-based education in that it understands students' local community and makes sense of STREAM goals and objectives. The College and Career Readiness Standards establishes norms and foundation for growth and success for students. An example of a course discipline in Grade 3 is provided as evidence. The OMSA educational model is designed for underrepresented student populations and establishing expectations for catapulting strengths.

Evidence :

PDF	PDF
STREAMGrade3Sample.pdf	ISD November Presentation for SBE_11…

Q33. **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).**

OMSA Enrollment Projections

School Year	Grade Levels	PSRC Enrollment	OMS Enrollment	OMS % Range from Interest-PSRC and Other
2021-2022	K,1,2,3,4	9,106	200	1%-2%
2022-2023	K,1,2,3,4,5	10,922	260	1.5%-2.4%
2023-2024	K,1,2,3,4,5,6	12,653	320	1.6%-2.5%
2024-2025	K,1,2,3,4,5,6,7	14,275	380	1.8%-2.7%
2025-2026	K,1,2,3,4,5,6,7,8	15,714	440	2.0%-2.8%

*Enrollment Percentages data based on information from Community Interest Surveys, Webex Focus, and PSRC enrollment.

The OMSA Projected Enrollment Table demonstrates possible range in percentage from PSRC and currently exiting students that may choose to attend OMSA. OMSA anticipates that students exiting Robeson County for school choice will apply to OMSA. This statement is based on Interest Surveys, WebEx Community Focus Meetings, and informal discussions. Projections include students with disabilities and EL students, based on PSRC enrollment. It is estimated that OMSA will enroll 23 students with disabilities (6%,) and 9 EL students (2%).

Q34. **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?**

It is significant that Old Main STREAM Academy Charter School will open its doors with established educational plans to include evidence-based curriculum and local lived experiences for learning success, and quality leadership. It is also critical that there are stakeholders and partnerships in position to advocate, support, and encourage Old Main STREAM Academy to achieve its mission, vision, and goals. These networks demonstrate community investment and trust. These factors are critical identifiers

that OMSA values. OMSA will listen and respond to the community, stakeholders, and partnerships; these are collaboration efforts for sustainment to accomplish successful outcomes. Community, stakeholders, and partnerships represent hope that local community members, in the role of Board of Director members, will provide solutions to strengthen education and community well-being.

Old Main STREAM Academy educational plan is unique. The foundation is established for student-centered priorities and an underrepresented targeted population; classroom sizes are conducive for essential instructional strategies that lead to successful learning. The educational plan acknowledges three action domains that are meaningful for elevation of student-centered priorities- increase student-teacher engagement, increase academic outcomes, and impact community well-being. Connectivity Movements (as seen below) in the OMSA Educational Model identify healthy requisites for successful learning and the tools to maintain the robustness. OMSA mission, vision, and priorities are transparent. *Our mission is to engage students in STREAM disciplines that will prepare future leaders who are innovative, persistent, and self-determined.*

Student Opportunities	Classroom Environment	School Structures	School Culture	Community Connections
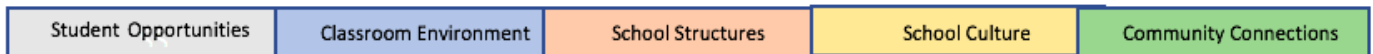
Historically, Robeson County Schools' documentation and data sets demonstrate the persistent struggle with low performance and statewide intervention. Communities and the broader large county residential members are aware of how this stigmatizes community members and the continual costs in the context of depressed economic growth and recovery, increasing poverty, and general community well-being. OMSA focuses on closing achievement gaps and increasing academic proficiency in underrepresented populations' (target population) by using student and community strengths as a critical design of the educational model. This is realized in the community. While many community members have connections to the local school district, the historical complexities of the large district convolute solutions to resolve disparities. There is genuine intent for the local district to improve, but it is going to take time, because of the many complexities. OMSA Board of Directors, Advisory Council, and constituents understand this and press toward OMSA acceleration. The general thought is that if our charter schools in the community demonstrate success as independent charter schools, then improved success is possible for all Robeson County Schools. We are all residents and citizens of Robeson County.

Q35. 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
- Commission of Indian Affairs
- UNC Pembroke Department of Counseling
- UNC Pembroke Department of English
- UNC Pembroke Department of Biology
- UNC Pembroke Kinesiology
- UNC Pembroke School of Education
- UNC Chapel Hill, Dr. Malinda Maynor Lowery, Director of the American South and Author
- UNC Pembroke Instructional Support Coach: New Teacher Support Program
- Thomas Entrepreneurship Hub
- Lumbee Regional Development Association
- Arvis Boughman, Author
- Impact Statement from the University of NC - Pembroke

- Town of Pembroke Council Members - Resolution
- Pembroke Chamber

- Community members (survey and community interest meetings)
- OMSA Advisory Council Members

All of the above departments, administrations, and organizations spoke with OMSA Board Members during the last three months to offer support and encouragement in seeking SBE approval for the charter status and OMSA initiatives. The departments, individuals, community members, and councils represent partnerships, stakeholders, and investors. The listed departments and entities are offering educational support, instruction, and resources for an effective, quality school. The above entities provided evidences to OMSA to acknowledge and secure support processes. Partnerships and services include project or community based learning experiences (PBE), social/emotional support and professional development in counseling services, professional development opportunities for academics/STREAM/SCOS/CCR subject content, teacher support to grow expertise, financial literacy and entrepreneurship training, local community partnering and resources, education/training opportunities for local sustainability, economic growth, and local history (or experiential opportunities).

These relationships are valued. These individuals and people are willing to serve and provide opportunities for deep learning experiences in core disciplines and student/faculty well-being. The Impact Statement from the University of NC Pembroke demonstrates the depth of commitment that UNC Pembroke administration supports OMSA. The resolution from the Pembroke Town Council indicates that they believe in the mission, vision, and goals of OMSA.

Moreover, OMSA has the unwavering support of a strong OMSA Advisory Council. These individuals offer expertise, services, and support at no cost. Services include legal, public relations, and finance advice in operations and for proactive advocacy. The Advisory Council believes that school choice should have the investment of local community leadership. All our Advisory Council members have voiced their commitment and attended community focus meetings. OMSA Board of Directors are well-pleased and confident in the abilities for the board attorney, board auditor, and financial management certifications. These individuals offer expertise, guidance, and support. Collectively, when considering all these facets, OMSA has support and gained the trust of community members that these affiliated OMSA individuals will work to increase parental satisfaction and involvement, demonstrate that achievement gaps can close, increase economic well-being opportunities, and offer an education program that is rigorous and tailored to the needs of incoming students. All Advisory Council members along with our board attorney participated in a planning virtual online session.

Community members completed 263 surveys. The survey consisted of 5 questions. Five virtual community information sessions were also well-attended. Flyers were posted on FaceBook and distributed in local businesses with dates and time available. Old Main STREAM Academy has 655 followers and 645 'Likes'

OMSA Board of Director members used a powerpoint for the community sessions for talking points.

Dates of Community Information Sessions

May 12, 2020

May 26, 2020

June 9, 2020

June 23, 2020

June 29, 2020- In-person (Pembroke Town Hall)

The first survey question noted that there were four dominant communities that participated in the survey. Those communities included Pembroke, Maxton, Rowland, Fairmont, and Lumberton. -These communities do surround or connect to Pembroke township, but these communities use zip codes with another town.

The second survey question asked if the participant favored a charter school in the community. **96.9 participants said yes.**

The third survey question asked if the participant would be interested in sending their child/grandchild to Old Main STREAM Academy. **95% participants said yes**

The fourth survey question asked the participant if the child would need transportation. **Participant responses: 20% said yes, 42.7% said no, and 37.3% said maybe**

The fifth survey question provided the OMSA chart with the 5 year growth plan, and asked the participant if the small class size could support classroom management and healthy, steady growth in the school. **98.8% participants said yes.**

The sixth survey question described the proposed curriculum, STREAM, SCOS, CCR, and PBE. The question was asked if the parent/grandparent supported these disciplines and practices to make the educational plan more relevant and responsive. **99.2% participants said yes**

The last question asked for any suggestion or ideas that might be offered. The support and responses were extremely encouraging and are included in evidences.

Q36. 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 :

📄 PDF	🔗	📄 PDF
Old Main STREAM Academy - Communi...		**OldMainSTREAM2020(2).pdf**
📄 PDF	📄 PDF	
OMSA (flyer).pdf	**OMSA2(flyer) .pdf**	

8.2. Purposes of the Proposed Charter School

Q37. 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.

The OMSA mission and vision is embodied within the OMSA Educational Model. The process was influenced by the *North Carolina School Progress Rubric* (Friday Institute for Educational Innovation, 2019) and *Sound Basic Education for All: An Action Plan for North Carolina: Executive Summary (2019).* The Connectivity Movements presented in the OMSA Educational model and the Critical Needs identified in *Sound Basic Education Report* are integrated as delivery practices and strategies in daily operations and influence the OMSA philosophy for instruction. The Six Legislative Purposes of a Charter School are synthesized in the OMSA Educational Model. 1.Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site. The OMSA Educational Model Connectivity Movement, **School Structures** provide Key Elements in the model. Elements include 1. Professional Learning Focus, 2. Professional Learning Format Structure, and 3. Strategic Staffing to support developing and growing teacher expertise. OMSA will recruit, hire, and train the OMSA teachers with high quality STREAM instructional skills and/or an understanding of the positive relationship between STREAM subjects, all other subjects, and (PBE,SCOS, CRR) curriculums/standards. OMSA will provide time, support, and resources for professional learning with STREAM and related content area/ pedagogies for teachers to grow their own content knowledge. OMSA will collaborate with teachers to assure personalized professional learning and professional learning based on teachers' self-identified professional learning needs. OMSA will use surveys, evaluations, and classroom walk-throughs to collect data for professional learning opportunities. Teachers will experience and participate in peer observations, lesson study, critical friends feedback, coaching, modeling, action research, and mentoring. Teachers and the School Improvement Plan will discuss specific opportunities, actions, and responsibilities of the OMSA learning program.
2. Hold schools accountable for meeting measurable student achievement results. The OMSA Educational Model Connectivity Movement, **Classroom Environment** is the foundation for meeting measurable student achievement results. All teachers will provide varied learning opportunities for their subject-area and subject-area is intentionally integrated with another subject area, such as the arts, literature physical education, history, and other STREAM subjects, to require students to organize knowledge across disciplines. PBE/SCOS/CRR instruction and standards will be implemented in authentic, relevant, and student-centered personalized lessons with STREAM content/disciplines. OMSA aligns with The Leandro decision in the need to provide a qualified and well-prepared teacher in every classroom and the logic that a high-quality early childhood education is the foundation for learning. These Key Elements for delivery will assure OMSA accountability in 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. OMSA Educational Model, Connectivity Movement, **Community Connection** is the Key Element for communication with parents and students. OMSA will use communication strategies, such as websites, newsletters, STREAM/PBE Schools network, social media platforms and meetings. OMSA will diligently work jointly with the OMSA Advisory Council to advocate for and communicate with students and parents to disseminate valuable information, such as educational opportunities that are available in the local school district. 4. Improving student learning. The OMSA Educational Model, Connectivity Movement **Student Opportunities**, focuses on improving student learning. OMSA students will have multiple opportunities to improve learning. Students will take the lead in solving problems and answering questions. Students will engage in creating and executing investigations, experiments, design processes, and computational thinking. Students will

learn in teams with defined individual and team expectations. Teachers will support the students through success and the challenges of teamwork. Teachers will provide students with regular opportunities to identify, evaluate and use digital tools and resources appropriate for learning objectives, including opportunities to create; think critically; solve problems; explore relevant issues; communicate ideas; and collaborate. 5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students. The Connectivity Movement, **School Culture** provides the need and attention to serve underrepresented students. The projected population at OMSA for underrepresented students is 95%. OMSA recognizes and is prepared for underrepresented students demonstrating behaviors and skills that can be classified as at-risk and gifted. The OMSA school culture and climate will reflect a general culture of inquiry, creativity, place-based instruction, and belonging that intentionally includes every single student. OMSA will mindfully develop pipelines with schools, higher educational institutes, and businesses to increase long-term participation by OMSA students defined as historically underrepresented students. OMSA will collaborate with pipeline entities to provide OMSA students mentors, participation in conferences/exposure, and project based activities. 6. Encourage the use of different and innovative teaching methods. The OMSA Education Model Connectivity Movements, **Student Opportunities**, **School Structures**, and **Classroom Environment** encourage different and innovative teaching methods. Teachers will use varied learning approaches as well as multiple and varied assessments to monitor student learning, to include projects, portfolios, performance-based assessments, state accountability mandates, traditional quizzes and tests. Students will have opportunities to create; think critically; solve problems; explore relevant issues; communicate ideas; and collaborate. Teachers will collaborate in PLCs for the specific purpose of designing learning outcomes and instruction.

OMSA agrees with *The Leandro* decision that there is a critical need to appoint a qualified and well-prepared principal to serve at OMSA. This position will lead the efforts in implementing and instituting the OMSA Educational Model. The school principal is the leader for the OMSA Educational Model, the mission and the vision.

8.3. Goals for the Proposed Charter School

Q38. 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.

Goal 1- OMSA School Operations- The OMSA Board will maintain a focus on high standards of learning, social development and emotional support for all OMSA students, with continual improvement. **The school principal will present data to the OMSA Board four times annually. The school principal will provide the following evidences:**

·   Monitor student achievement through the examination of multiple sources and varied assessments of data regularly throughout the school year. Data

sets and summaries will be presented. Achievement progress, challenges, and gaps will be identified and discussed for action.

·   Engage in regular dialogue with administration concerning areas of strength and opportunities for improvement.

·   Identify and report on student learning experiences with the OMSA Educational Model and integration of STREAM, Place-based instruction, SCOS, and CCR standards.

·   Continually support best practices in the social, emotional, and physical needs through school culture and climate at OMSA.

· Time, support, and resources for professional learning and development for teachers to continue to grow within content area knowledge and expertise

to support the developmental needs of historically underrepresented/minority students. A professional development budget is included in the school budget.

Goal 2- <u>OMSA Academic Goals</u> – OMSA students will participate, engage, problem-solve, critically think, and collaborate in learning experiences and technologies to demonstrate increasing academic outcomes to achieve college and career readiness at OMSA. Products and outcomes representing **each grade level** to indicate high student and teacher engagement will be presented to the OMSA Board, community members, and/or stakeholders **four times annually**:

· Multiple and varied assessments to demonstrate student learning, to include projects, digital tools, service-learning events, portfolios, and state or

national assessments as products and outcomes will be presented.

· Student participation in relevant, scholarly, or thoughtful service projects, or subject-area integrated with another subject-area and/or place-based

education requiring organization of knowledge will be presented.

· Projects demonstrating student learning experiences with connections to current work or place-based challenges in STREAM related fields (learning

about STEM, addressing current real-world or local problems) using specific methods and/or tools of STEM will be presented.

Goal 3- <u>OMSA Finances</u>-OMSA will preserve our strong financial standing while maintaining programs, services, and facilities at maximum efficiency. OMSA finance services will provide expense reports to the Finance Chair of the Board of Directors **monthly**.

· OMSA will meet 95% of budget expectations.

· Budget reports will be reviewed, discussed, and approved by the Board of Directors.

· A financial audit will be reported by an independent audit firm yearly.

· Financial reports and audit findings will be communicated monthly during Board meetings and to stakeholders.

Goal 4- <u>OMSA Governance</u> -OMSA Board of Directors will commit to participating in 2 to 3 yearly professional developments and/or training, to be modeled for other members of the school community including administration, staff, and parent community at OMSA as a governing best practice.

· The Board Chair will share professional opportunities and training in regular Board meetings.

· Participation and topic documentation will be maintained, location will be posted on school website for parents, community, and stakeholders to view.

Q39. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The ability of OMSA to carry out its mission and vision depend on the strength of its basic organizational foundation, the governing board. The OMSA board carries the mission of the school into the community and brings the views of the community into the school. The health of OMSA and its financial base is primary in working to attain the OMSA mission statement (*Creating Effective Governing Boards*, *Charter Friends National Network*). Effective leadership is the most important determinant of success of any enterprise. OMSA has carefully positioned proven leadership in leadership roles, and it will continue to do so. Success also hinges on the daily leadership capabilities of the administrator and the "big picture" direction of the governing board. The priorities of OMSA are encapsulated in the OMSA mission statement, vision, and the OMSA Educational Model. The OMSA governing board worked diligently in determining the OMSA mission and vision, goals and strategies to achieve improved student learning. The OMSA Board carried the planning stages for a substantial time period. OMSA Board is committed in continuing to carry the mission and vision to fruition. OMSA Board members will participate in scheduled stakeholder and partnership meetings, grow community connections, and foster an excellent reputation for OMSA. The OMSA Board will monitor the implementation and subsequent progress and/or challenges in achieving the OMSA mission and vision. Reports and OMSA goal outcomes will be shared during board meetings, meet and greets, and in differing venues throughout the community, video snippets on the OMSA website, STREAM/PBE networks, educational platforms and business/partnership engagements. Other tools to review and identify success in attaining the mission statement include attendance reports (20 day ADM, PMR), Financial Reports and Audits, Climate Surveys, NC Accountability Reports, Principal Reports, Compliance Reports Federal Programming Audits, and Grant Awards. Other indicators of the school's success will include strong parent and community involvement, high number of student applications, and a wait list.

9. Educational Plan

9.1. Instructional Program

Q40. **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**

Communities throughout Robeson County are home to diverse demographics and ethnic populations. Niche Marketing identified Robeson County as one of the most diverse areas in the 2020 year, defining the demographic composition with factors to include levels of variance in race, age, and income. The Public Schools of Robeson County Strategic Plan (2018-2023) declares that there are many challenges in the school system. Most of North Carolina's "low-performing schools" serve high concentrations of students living in poverty. OMSA will draw from this population, as well as the more than 475 plus students that choose to go out of Robeson County into other counties and across the nearby state line, South Carolina to pursue education and school choice. Contextually, when reviewing academic proficiency outcomes and economics, the design of OMSA, purpose, structure, and location are extremely critical to the well-being of the community. Research supports that for students and caretakers holding traumatic intergenerational living experiences, family/community/school interaction are key elements in school linkage and positive educational outcomes. This fact must be acknowledged in any successful local educational model in communities that have lived in eras of underrepresented opportunities and chronic intergenerational experiences. The OMSA educational model is designed to support students in cognitive, social, and emotional connectionist systems. OMSA will employ the well-known, systems dynamic STEM model to advance and operate as a STREAM and Place-Based education in a rural diverse community. The North Carolina STEM School Progress Rubric is documented as not being overly prescriptive and invites schools to explain conception and processes. OMSA blends NC STEM Overarching Principles with innovation and pedagogies to develop an OMSA model that is 'the right fit' for the student populations that are diverse and underrepresented minorities. The facilitating core and framework of the OMSA educational model, including overarching principles and the majority of key elements should be attributed to the Friday Institute for Educational Innovation (2019).
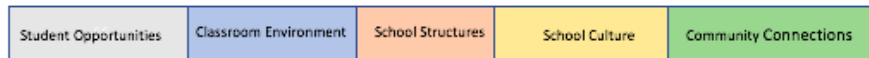
Diagram 1: ↑Connectivity Movements

The OMSA educational model uses the North Carolina STEM School Progress Rubric Principles but extends it as a horizontal extension of connectivity movements, as seen in Diagram 1. Diagram 2 is the OMSA educational model. Connectivity movements in the OMSA educational model provides space for relationships, and communication within the learning process, externally in the environment and real world. Connectivity movements broaden and interconnect high quality STEM education by integrating additional pedagogies reflected in the OMSA educational model. Connectivity movements are the energy/and motion among the pedagogies in the OMSA model. Each connectivity movement has three to five key elements (as termed in the progress rubric) and are endorsed by the OMSA educational model across the pedagogies as progressive delivery practices in day-to-day operations. The key elements describe particular characteristics that are embedded in the OMSA educational model. STREAM disciplines (Science, Technology, Reading Engineering, Arts, Mathematics) serve as the core of the educational model; these pathways establish a strong foundation for learning and are the course disciplines consistently applied across grade-levels with modification for student developmental levels. North Carolina Standard Course of Study (NCSCOS) and College and Career Readiness (CCR) Standards are internal and fully integrated in the STREAM pathways of study to develop

literacy and provide defined standards for the K-8 experience. Place-Based Education (PBE) and approaches are personalized learning experiences to frame STREAM disciplines as relative for relevance. PBE is characterized by student-driven, project-based explorations of local environmental issues, social questions, cultural heritage, or civic leadership. PBE can be viewed in Diagram 2 as three active domains: i**ncrease student and teacher engagement**, **increase academic outcomes- college and career readiness**, and **impact community well-being.** Students learn and build skills in PBE activities through interactions with local community members and investigations of their natural surroundings. Students apply their practical knowledge and learn to help solve "real" problems, catalyze change, document history, and celebrate local identity.

Diagram 2: Old Main STREAM Educational Model
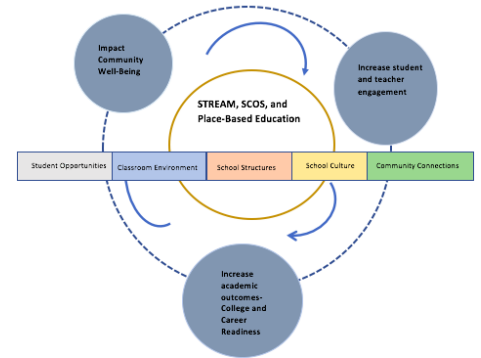
The acronym, STREAM in the OMSA educational model represents course disciplines integrated with NCSCOS, CCR Standards and PBE practices and opportunities. Significantly, connectivity movements and key elements will facilitate instructional methods, best delivery practices, and assessment strategies in the OMSA educational model. The OMSA educational model will use the connectivity movements and key elements to collect and examine data in applied learning, collaboration, communication, informal, formal pathways, and student assessment.

The OMSA school mission is to engage students in STREAM disciplines that will prepare future leaders who are innovative, persistent, and self-determined. OMSA emphasizes student opportunities in the classroom, using a synthesis of pedagogies and approaches to meet the targeted needs of the student population. The student population in the communities are identified as significantly minority living in a range of socio- economic strata, but a majority of people live in lower income households. OMSA educational model meets the individual and collective student needs through multiple student opportunities. Actions and strategies for student opportunities include the OMSA physical school environment, culture, and classrooms generating a sense of place and belonging, student accountability, and ownership of learning; connectivity movement across disciplines harnesses skill and knowledge through practice. The OMSA educational model believes that students are central and foundational in educational and instructional practices. Student opportunities include students taking the lead in solving a problem or answering a question. Students will learn with clearly defined individual and team expectations. Students will engage, execute, and investigate in course disciplines. Key Elements in the Connectivity Movement for Student Opportunities in the OMSA educational model are documented in Diagram 3.

The student population living in the surrounding communities historically have not met proficiency in standard assessments, as reported by NCDPI Testing & Accountability Reports; students did not meet state expectations for student progress, with a notable lag in reading. The OMSA educational model provides expectation, inclusion, and relevance in the classroom environment. STEM is the course-structure of the OMSA educational model with the added disciplines of R and A, Reading and the Arts. The OMSA Educational Model transforms STEM pedagogy to STREAM pedagogy for teaching and learning, anchoring content in the areas of science, technology, reading, engineering, arts, and mathematics. Daily instruction and practices are a social science strategy to establish a workforce that includes female students, students of color and students from low socioeconomic backgrounds.

Reading is identified as a persistent and persistent challenge for students in the Robeson County school district and the community; the reading proficiency score is established at 25% (versus 46% North Carolina statewide average). OMSA will use the Science of Reading model to guide instructional practices and develop a reading brain. Studies demonstrate that learning to read early in life, profoundly influences literacy, language development and foundations for all other learning. The OMSA Educational Model places priority on reading and literacy during the early grade in OMSA instruction. Arts and humanities celebrates and encourages the power of high quality education. Arts are a conduit to celebrate individual and collective human experiences, which is a precept of traditional science.

The OMSA educational model will assure engaged student opportunities to increase student performance, proficiency and classroom environments that require students to organize knowledge across disciplines, using varied learning approaches, and varied assessments such as performance-based assessments, projects, portfolios, and traditional quizzes and tests. A chronic issue documented in Robeson County is inadequate preparation for college and career roles- the real world. Professional Learning Communities (PLCs) will influence informal testing, formal testing will follow accountability mandates and a testing calendar will identify testing dates for state assessments. Key elements in the Connectivity Movement for the Classroom Environment are documented in Diagram 4. Robeson County is assigned a Tier I designation, indicating that it is one of the most distressed counties in the state. Contributing factors that stymies progress and are the cause of stagnancy include both the unemployment rate and low median household income. OMSA recognizes the urgency in establishing standards and instructional practices that eradicate lack of progress and stagnancy in academic disciplines. The OMSA instructional plan positions college and career readiness standards in STREAM disciplines and coursework and student opportunities. This approach influences and establishes a bar for learning goals. Studies in math, science, language arts coursework with an emphasis on researching, analyzing, and writing, and career-related classes have been shown to improve student achievement. College and career readiness standards will vertically align to reinforce the vitality in PBE practices and STREAM course pathways. Mindfully, OMSA aspires for longterm outcomes. The OMSA educational model prepares students to enjoy privileges of long-term economic security and to skillfully respond to the transformation in both the nature and number of current and projected jobs in Robeson County and beyond. North Carolina Standard Course of Study (SCOS) complements STREAM coursework. SCOS is a uniform set of learning goals for every public school in North Carolina. The NCSCOS are state content standards for subject areas, English, Language Arts, Reading, Mathematics, Science, Social Studies, Healthful Living. Subjects and standards in SCOS will serve as checkpoints, coursework,

Diagram 4: Connectivity Movement

Classroom Environment	
Key Elements	
Instruction Integrating Content	
Varied Learning Approaches	
Multiple Assessment Types	
Teacher Collaboration	
Professional Learning Communities	

goals and objectives to complement STREAM disciplines for rigor and delivery for successful achievement on state mandated tests. OMSA will provide support and resources for the OMSA educational model in the school structure. Time, support, finances, and resources for professional learning for teachers in instructional strategies to grow their own content knowledge, in the accelerating fields of science technology, reading, engineering, arts, mathematics (NCSOS and CCR standards) and PBE is a priority at OMSA. **Instructional strategies include:** inquiry-based and problem based instructional practices, connecting instructional content to real-world problems, design-based thinking, and hands-on learning. OMSA teachers will use multiple indicators for measures in progress. In addition to assessments cited above, **OMSA will employ assessments and practices,** including a universal screening, early reading or literacy assessments (Fountas & Pinnell), pre-assessments at the start of school, knowledge-and performance based assessments, formative assessments, in addition to projects, writing portfolios, community service projects, and state and federal summative assessments. Teachers will collaborate consistently for analysis

in student work, and discuss deep learning strategies when using analysis of multiple data results to inform instruction, and co-create various measures of student success. Diagram 5 documents Connectivity Movement in School Structures and Key Elements that are found in the OMSA educational model.

Diagram 5: Connectivity Movement
School Structures
Key Elements
Professional Learning Focus
Professional Learning Format and Structure
Strategic Staffing for STREAM
STREAM Disciplines, PBE Pedagogy
Integration of NCSCOS and College and Career Readiness Standards in STREAM and PBE Disciplines

An essential aspect of school culture at OMSA refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. OMSA believes that a positive school climate and school culture promote students' ability to learn and accomplish the mission of the school. Deep learning, sense of belonging, and well-being of students and teachers are OMSA priorities. School leadership will craft our OMSA educational model for specific sustainability in STREAM course disciplines and PBE instruction. The OMSA educational model will document realistic and creative strategies, near-term outcomes, and launch the ultimate OMSA vision. Input and buy-in is gained from the Board of Directors, advisory council, teachers, parents, stakeholders, and community college/university professionals. School Culture will have multiple and varied sources of data from tracking/measuring the strategies and outcomes. Diagram 6 Connectivity Movement documents Key Elements for School Culture in the OMSA educational model. Last, Community Connections as a Connectivity Movement and Key Elements are paramount in the OMSA educational model. OMSA will partner with our charter school sisters Southeastern Academy (SeA) and Communities in Schools (CIS) in Robeson County for support and teaming efforts concerning strengths and challenges. OMSA will also establish direct relationships with other STEM/STREAM focused schools across North Carolina for school visits, working meetings, and shared professional development. PBE relationships will develop within the community, and the local university, for collaboration

Diagram 6: Connectivity Movement
School Culture
Key Elements
Old Main STREAM Academy Educational Model
Data-Informed Continuous Improvement
Vibrant STREAM/PBE Culture
Serving Underrepresented Students

concerning environmental issues, project-based explorations, and civic leadership. Parent engagement, partnerships, and involvement as a Connectivity Movement Community Connections is critical for shared expectations. OMSA will use opportunities and think tank sessions to discuss best practices for STREAM, PBE multidisciplinary learning, and to develop, align, and analyze these social and intellectual settings. OMSA will appoint a Board of Director member and/or an Advisory Board member to participate with representatives from local and regional STEM/STREAM/PBE industry and/or environmental organizations to collaborate, advise, and listen to feedback on the OMSA educational model. The Connectivity Movement, Community Connection and Key Elements are documented in Diagram 7. In the OMSA educational model, both structural connectivity (the physical arrangements)

Diagram 7: Connectivity Movement
Community Connections
Key Elements
STREAM-PBE Schools Network
OMSA Board of Directors Advisory Council
Parent Engagement-Partnership
Communication Strategy

and functional connectivity (the movement of energy/influence among critical elements, processes, and action) are defined in Place-Based as anchored connectivity. Relationships are established among STREAM disciplines, PBE engagement and the thickly embedded SCOS and CCR for multidisciplinary learning. This interconnected and holistic design operates as the right fit, the best-fit OMSA educational model to support OMSA students in cognitive, social, and emotional connectionist systems. Relationships, interactions and best practices among Connectivity Movements and Key Elements are presented in Diagram 8.

Diagram 8: Overarching Principles as Connectivity Movements-Key Elements in OMSA Educational Model
Right Fit

Student Opportunities	Classroom Environment	School Structures	School Culture	Community Connections
Key Elements	**Key Elements**	**Key Elements**	**Key Elements**	**Key Elements**
Students Designing (take the lead in solving a problem or answering a question	Instruction Integrating Content	Professional Learning Focus	Old STREAM Academy Educational Model	STREAM-PBE Schools Network
Students Working in Teams	Varied Learning Approaches	Professional Learning Format and Structure	Data Informed and Continuous Improvement	OMSA Board of Directors and Advisory Council
Students Using Digital Technology	Multiple Assessment Types	Strategic Staffing for STREAM	Vibrant STREAM/PBE Culture	Parent Engagement Partnership
Opportunities with STREAM and PBE Stakeholders/Organizations	Teacher Collaboration	STREAM Disciplines, PBE Pedagogy	Serving Underrepresented Students	Community Strategy
	Professional Learning Communities	Integration of NCSOS and CCR Standards in STREAM and PBE Disciplines		

Q41. 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.

The learning environment at Old Main STREAM Academy will provide students with consistent opportunities to create, think critically, solve problems, explore relevant issues, communicate ideas and have ample access to the appropriate resources for STREAM learning objectives. Teaching and learning goals for that day/week and assessment strategies will drive and measure learning. The OMSA mission statement defines the purpose of the school, school climate, and instructional values. STREAM classes develop skills and establish the foundation that many careers need; skills like communication, problem solving, critical thinking, creativity, and data analysis. STREAM classes seamlessly embed NCSCOS courses and CCR standards in the instructional design. The PBE education approach connects the OMSA educational systems to leverage the power of place through organic lived experiences and personalized experiences. The basic learning environment structure in OMSA is to purposefully create a positive and stimulating learning climate for both elementary and middle school students. The student population at Old Main STREAM Academy will comprise underrepresented and a projected 95% majority minority students. OMSA will mindfully endorse cultural sensitivity and responsiveness as locus in the educational model and throughout the instructional design through practices and modeling. OMSA will ensure equity, excellence, and inclusion. Research (Chavous, American Council on Education) demonstrates that students' contextual experiences influence their academic identity—that is, how students think about themselves as learners and members of their school, and how they develop affective connections and engage within their disciplinary contexts.

Diagram 2: Old Main STREAM Educational Model
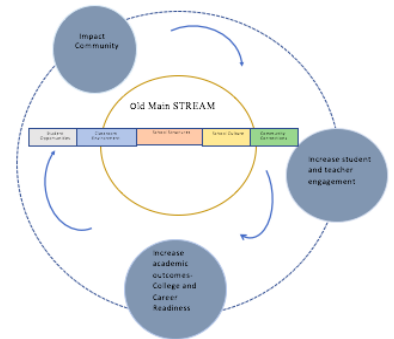
The OMSA instructional design is the STREAM educational model, demonstrated in Diagram 2; the model has an established system for the implementation of curriculum, practices, activities and processes, as found in Diagrams 3-7. Connectivity Movements are overarching principles that occur throughout the school day, everyday, and influence the quality of OMSAs effect on students, teaching practices, and relationships. Key Elements are root actions. Key Elements reflect the nourishing practices, tasks, strategies and processes for each Connectivity Movement.

Diagram 3: Connectivity Movement

Student Opportunities
Key Elements
Students Designing-take the lead in solving a problem or answering a question
Students Working in Teams
Learning Connected to the Real World
Students Using Digital Technology
Opportunities with STREAM and PBE – Agencies/Organization

Diagram 4: Connectivity Movement

Classroom Environment
Key Elements
Instruction Integrating Content
Varied Learning Approaches
Multiple Assessment Types
Teacher Collaboration
Professional Learning Communities

Diagram 5: Connectivity Movement

School Structures
Key Elements
Professional Learning Focus
Professional Learning Format and Structure
Strategic Staffing for STREAM
STREAM Disciplines, PBE Pedagogy
Integration of NCSCOS and College and Career Readiness
Standards in STREAM and PBE Disciplines

Diagram 6: Connectivity Movement

School Culture
Key Elements
Old Main STREAM Academy Educational Model
Data-Informed Continuous Improvement
Vibrant STREAM/PBE Culture
Serving Underrepresented Students

Diagram 7: Connectivity Movement

Community Connections
Key Elements
STREAM-PBE Schools Network
OMSA Board of Directors Advisory Council
Parent Engagement-Partnership
Communication Strategy

Day-to-Day practices, behaviors, and attitudes that are actualized by OMSA students, administration, and stakeholders are documented in Connectivity Movements and Key Elements for delivery, can be viewed in Diagrams 3, 4, 5, 6, and 7. The interaction and reciprocity between the STREAM educational model and the Connectivity Movements support student development in academic identity; that is an authentic, multifaceted, and investigative conceptual identity. Each student begins to construct and express a positive academic identity beginning on day one at OMSA and growth continues throughout the school career. OMSA will provide appropriate developmental learning environments to stimulate motivation. Learning opportunities will be sustained through engagement, individual growth experiences, and shared community collaborations. OMSA is mindfully attentive and prepared to provide an exceptional education experience in the elementary grade spans. Research indicates a high-quality early foundation for learning that develop children's personal, social, cognitive, and language skills is critical for later success in school and can significantly improve life outcomes for children from low-income families (Sound Basic Education Report).

All grade levels, at the opening of OMSA, will have two (2) teams. The elementary span, K-2 classrooms, will include 20 students, the teacher and an assistant. Grade 3 will also have 20 students, the teacher and a .5 teacher assistant. The staffing chart includes additional specialized core teachers, which decreases the student ratio to 1:17, this is a consistent ratio in all grade levels. Daily schedules for grade level spans (see attachments) are developed and are ready for implementation in the day-to-day operation at OMSA. Learning environments in all grade levels reflect combinations of styles that best fit the goals and objectives for content, to include independent, small group, whole classroom, and blended.

A snapshot for the K-2 schedule is provided here.

Students will experience Connectivity Movements and Key Elements in subject content segueing throughout the instructional day, within instructional strategies, and as the morning learning moves into afternoon learning. An example here offers a view of an OMSA grade level course subject/content. The example demonstrates the innovative OMSA educational model with the STREAM, SCOS, and PBE curriculums and CCR standards integrating to meet student learning goals through key ideas and evidence. In K-3, literacy skills, foundational reading skills and reading comprehension skills are provided ample time in the schedule to develop the reading

brain and proficient readers. The science of reading, the skills and practices are embedded in the morning schedule, using approximately 220 instructional minutes to develop the reading brain through academics, various activities, learning tasks, and instructional approaches. The standard instructional time for reading is 180 minutes.

Each OMSA curriculum plan (see example) provides a specific grade level with a selected STREAM course discipline to provide detailed practical explanations of the OMSA educational model.

Grades 4 and 5 are considered elementary/preadolescent with two content based teachers and access to a limited departmental style. This style will present opportunities to become acclimated to middle school practices, including differing teacher expectations and more subject-specific content-based courses and assignments. As the school continues to grow, middle school students, 6th- 8th grade, will engage in content specific learning environments. Changing classes will be a transitional practice in the OMSA model. The class sizes in Grades 6-8 will remain at 20 in the homeroom and with a 1 to 17 ratio, with 4 to 6 knowledge content specific teachers. All classrooms will have a sense of belonging, and connectedness; classroom spaces may serve as a learning lab, depending on goals and objects for lessons. As students move into middle school, preparedness in the practices and expectations of Connecting Movements and Key Elements will be evident. A classroom may use individual desks (for instructor-led and autonomous learning) and/or moving together for collaborative learning and work products to practice teamwork.

The OMSA learning environment will be diligently responsive to the developmental needs of early adolescence and middle school students. The social and emotional domain, individual identity, academic identity, and cultural identity is developing and preteens and/or young teens present complex changes. Characteristics include growing independence, more complicated friendships, inconsistent behaviors, and peer pressure. During adolescence, students of color become more aware and sensitive to the trauma, disparities, and barriers that exist in the local community and beyond, in the larger world. Resiliency, coping mechanisms, strong self-identity, and recognizing that students can influence change and engage in positive cultural engagement are essential in balancing a well rounded academic, individual, and cultural identity. OMSA's mission, connectivity movements, and key elements provide purpose and a means for expression

and outlets for all students. Cumulatively, the OMSA educational model readies skill sets within students to become *future leaders who are innovative, persistent, and self-determined.* Creativity and emotional intelligence (the way a person responds and interacts with others) are cited as two skills needed in the global market; 'hard' skills cited include cloud computing, analytical reasoning, block-chain (digital ledger that is used to record transactions across many computers) and scientific computing (LinkedIn). The curriculum and instructional design that the OMSA educational model uses, is an effective preparation for agility to adjust and have success with complex projects in diversified settings that are needed in work and personal living. Diagram 5, Connectivity Movement and Elements in Student Structures angles the OMSA educational model to focus on increasing the content knowledge base and design of instruction through intentional support of teachers and faculty. School Structures provide teachers/faculty time, support, and resources to participate in professional learning and development. Teachers develop and use curricula that encourage students to see, question, and interpret ideas from diverse

perspectives. OMSA teachers will integrate curriculum relationships through interdisciplinary learning experiences, allowing students to connect knowledge, skills, and methods of inquiry from several subject areas. This plan of action causes a synthesis of STREAM, NCSCOS, CCR, and PBE in the educational model and classroom setting. Teachers and faculty provide students opportunities to engage in the OMSA educational model through instructional strategies that include 1) inquiry-based or problem-based or instructional practices that require students to integrate content and design and conduct investigations and experiments and analyze results; 2) connecting instructional content to real-world problems and career pathways; 3) teaching students design-based thinking- a solution-based approach to exploring and solving problems; and 4) providing opportunities for hands-on learning-gathering data, to engage with the natural environment. Diagram 6, Connectivity Movement and Key Elements describe School Culture or the personality of OMSA. School culture is the school life, the underlying norms and values that shape patterns of behavior, attitudes and expectations between faculty/staff/students/parents/community/stakeholders. These factors influence student learning. OMSA school culture can be recognized through the interaction, collaborative relationships, and outcomes in Diagrams 3, 4, 5, and 6. OMSA school culture will emulate school leadership in subtle and conspicuous endorsement of the OMSA mission and vision. OMSA school culture will evolve as faculty, administrators, students, and stakeholders consistently honor, encourage, and incentivize the innovative design in the OMSA educational model. Diagram 7 Connectivity Movement Community Connections and Key Elements in the OMSA educational model, will use connections to discuss successes and challenges with the Board of Directors, Advisory Counsel, Parent Engagement-Partnerships, stakeholders, and networking. The OMSA Advisory Council will offer a voice for stakeholders and the community in serving underrepresented and minority students. OMSA will cultivate direct relationships with other STEM-focused schools across NC and our sister mentor charter schools. OMSA will establish communication tools to communicate internally and externally about STREAM education activities, STREAM, integrated pedagogies, and the OMSA educational model.

Comments :

Q42. 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

NC Accountability Model

The NC Accountability Model measures school accountability, student growth, and student achievement. District and School Report Cards/Profiles provide overviews of the quality of school districts and individual schools based on education standards, student performance, and accountability growth data sets. Additional reporting based on the NC Accountability Model includes: growth is reported separately for each school, criteria provides an assigned -exceeds, meets, or does not meet expected growth; a separate achievement score for math and reading is reported for schools serving grades K-8. The North Carolina Accountability Model was intended to support every student in meeting college and career ready expectations. NCDPI states that developing accountability measures that accurately reflect student performance and the degree to which schools and teachers have had an impact on achievement has been an ongoing challenge. The way accountability measures are shared with the public is another important part of the state's accountability plan. North Carolina's school report cards are a primary method for providing information about school and district level data with parents, educators, and state leaders. There are requisites from the North Carolina General Assembly to identify low-performing schools, low-performing districts, and recurring low-performing schools based on legislative requirements. This process serves as a comprehensive effort to strengthen recurring low-performing public schools who have shown difficulties in continuous student achievement outcomes. Low-performing schools are identified annually as those that receive a School Performance Grade of D or F and do not exceed growth. Low-performing districts are districts where the majority of schools received a School Performance Grade and have been identified as low performing. The identification of these schools and districts require plans for improvement.

How the NC Accountability Model Impacts the OMSA Educational Model

The NC Accountability Model and reported outcomes for local student growth, student achievement, district accountability, and transparency are goodness of fit principles in the OMSA Model. The *NC STEM School Progress Rubric* and the finding(s) documented in the Leandro 1997 decision that "unanimously affirmed that the state has a constitutional responsibility to provide every student — including those who are at risk, or from rural or underserved communities — with an equal opportunity for a "sound, basic education" greatly influenced the OMSA STREAM Model. The Sound Basic Education Summary (2019) documents that, "the overall goal of the Leandro Action Plan is to guide North Carolina in implementing systemic approaches to increasing the capacity of its Pre-K–12 public education system to ensure every child receives a sound basic education" and identifies the proportion of economically disadvantaged students, by local education agency, 2018–19. The target population or 95% of underrepresented student population that the OMSA Educational Model will serve is described in the *NC STEM School Progress Rubric* appropriately when compared to Robeson County demographics in the following statement "in North Carolina and nationally, groups of students underrepresented in stages and workforce

pipeline include female students, students of color, and students from low socio-economic backgrounds" (p.28).

NC Accountability Model Data Sets for Robeson County and Outcomes

Exhibit 2. Proportion of economically disadvantaged students, by local education agency, 2018–19
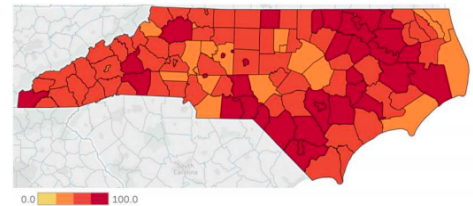
Source: North Carolina Department of Public Instruction (2019)

NC Accountability Model data sets for Robeson County during the last school year (2018-2019), documented that twenty-two (22) of Public Schools of Robeson County's thirty-nine (39) schools scored a D or F on their annual grade card, placing the district below the 50% performance mark for a ranking of low-performing. Historically, Public Schools of Robeson County have struggled with low performance and statewide intervention. During the last five years and currently, a large number

of community parents (and by reports, the number is increasing) are going out of the local school district for educational and school choice. On March 6, 2018, Dr. Eric Hall, ISD Superintendent provided an 'Innovative School District Update to the Joint Legislative Education Oversight Committee. The presentation noted the urgency in Accountability, citing that fifty-seven schools in the state received a letter grade 'F' and did not meet growth from the previous school year. One of the schools in the PSRC district was the first 'ISD Launch'. The North Carolina Accountability Model and reform efforts was the impetus for an **urgent need with accountability** (which speaks to acceleration). Criteria used for the recommendation provided three outstanding points regarding North Carolina Accountability: 1) comparison of most recent year's school performance data (school performance scores/grades, grade level proficiency; 2) most recent three-year trend data (school performance/scores/grades, grade-level proficiency) and 3) overall school district performance (low-performing district, number of low performing schools, percentage of low performing schools). On June 6, 2019 the editors of *Business North Carolina* (https://www.robesonian.com/opinion/123897/robeson-county-school-system-in-need-of-states-attention) and *The Robesonian* (https://www.robesonian.com/opinion/123836/school-systems-dysfunctionality-surfaces-again-states-needs-to-step-in) asked the state to assist the Public Schools of Robeson County (Dr. Terry Stoops (https://www.johnlocke.org/person/dr-terry-stoops/)). During the State Board of Education meeting on November 7, 2019, updates were received concerning the ISD launch in the Robeson school district. ISD Dashboard Indicators included Academic Growth & Achievement, Learning Conditions & Student Behavior, School-Community Engagement, and School Culture. During the November Update, 2019 Qualifying Schools were presented, and the Public Schools of Robeson County **identified with five additional schools**, Townsend Middle, Lumberton Junior, Orrum Middle, Fairmont Middle, and Rex Rennert Elementary. The Public Schools of Robeson County, community stakeholders, and community members frustratingly recognize the ongoing existing struggles and challenges.

Good News from Robeson County Concerning Education

The good news is that there are schools in the Robeson County district that demonstrate student achievement using the NC Accountability Model criteria. East Robeson Elementary, Southeastern Academy, (which is a charter school and an OMSA mentor), and the Early College at Robeson Community College each earned an A, and Tanglewood Elementary scored a B. Essentially, OMSA can be a part of the solution to increase student achievement, identify as an innovative educational model with STREAM core disciplines, close achievement gaps, and gain community confidence to bring local students back to our community.

Evidences of Success in OMSA Curriculums/Educational Frameworks Instructional Strategies

The report from the President's Council of Advisors on Science and Technology (PCAST, 2010) emphasized the potential for specialized STEM [STREAM] schools to serve as unique national resources which may have a direct impact on students while also closing the gap in STEM [STREAM] learning opportunities for historically underrepresented student populations. OMSA will enroll approximately 95% of underrepresented students**.** Science, mathematics, engineering, and technology, arts, and reading are cultural achievements that reflect people's humanity, power the economy, and constitute fundamental aspects of our lives as citizens, workers, consumers, and parents (National Research Council, 2009). Successful K-12 STEM Education state that districts should devote adequate instructional time and resources to science in grades K-5. A quality science program in the elementary grades is an important foundation that can stimulate students' interest in taking more science courses in middle school and high school and pursue STEM [STREAM] disciplines and careers. *Strategies that Contribute to Student Success* state that, students of color in STEM [STREAM] fields benefit from strategies that enhance the accountability and success of

leadership, offer a culturally supportive school environment, provide easily accessible academic and student supports, offer sustained mentorship, and create authentic learning experiences that mirror the world of work. Studies from Vanderbilt University (McGee) found that minority students were most likely to go into STEM [STREAM] fields because of social justice issues. "They are very passionate about STEM [STREAM] itself, but they see being intersectional with being able to do good in the world, either in their communities or in the larger global community. Learner characteristics of low-income students (Olszewski, 2017) recognize how essential the role of individuals (teachers, climate, mentors) who take a special interest in them is central to ongoing learning success in STEM [STREAM] disciplines. Beck & McKeown, (2007) noted that challenging content with attention to ideas and creative opportunities is essential to combat discrepant performance. Results across all these studies suggest that low-income students can exhibit higher level thinking in several forms (i.e., scientific reasoning or literary interpretation or historical analysis) when provided with a curriculum, such as STREAM that contains higher level thinking processes. Burris and Welner (2005) noted that a key principle in STREAM is "integration"- subjects are not taught separately but form part of an integrated curriculum. Burris and Welner (2005, p. 595) concluded that when "all students— those at the bottom as well as those at the top of the [achievement] gap—have access to first-class learning opportunities, all students' achievement can rise." Research suggests that effective instruction acknowledges students' gender differences and reaffirms their cultural, ethnic, and linguistic heritages. Many effective instructional approaches build on students' backgrounds to further the development of their abilities. Critically important is recognizing that the use of effective instructional practices, such as differentiated instruction, hands-on learning, inquiry-based/problem based, and connecting instructional content to local region will improve achievement for all children. Chickering and Gamson (1987) documented the following as strategies for learning: student-faculty contact, cooperation among students, active learning, prompt feedback, time on task, high expectations, and respect for diverse talents and ways of learning. These practices are identified as instruction integrated content, students taking the lead in solving problems, and varied learning approaches in the OMSA model, and can be shaped to varying degrees through teaching practices and school climate conditions that foster engagement.

The OMSA Educational Model is designed and crafted with NC Accountability model criteria **(opportunity for student growth and student achievement) and the dashboard indicators- academic growth & achievement, learning conditions & student behavior, school-community engagement, and school culture**. OMSA uses STREAM disciplines,- Science, Technology, Engineering, Mathematics *plus* Reading- for investment in literacy (study after study has revealed that the greatest predictor of high school graduation is the ability of a student to read by the third grade). The OMSA educational model has a **strong focus on early literacy, the process of learning to developing the reading brain** and using the science of reading as a model. Specifically, OMSA will use the application that high quality reading instruction teaches the skills and acquisition of language. Arts, also *plus* to the STEM model, encompasses creative thinking, depth of learning, and social emotional growth. Research states that encouraging and offering an Arts program in education improve social skills such as sharing and cooperation, show reduced shyness and anxiety (internalized display of emotions) and reduced aggressive behavior. Research shows that students' contextual experiences influence their academic identity—that is, how students think about themselves as learners and how they develop affective connections and engage within their disciplinary contexts. Maintaining a strong, positive academic identity is an important developmental task for all students and is critical for sustained engagement and persistence.
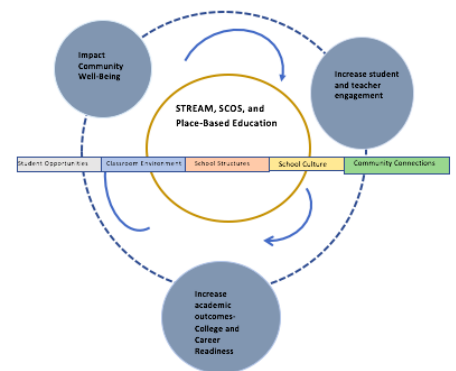
Research also provides reasons as to why Place-Based Education Instruction is an essential pedagogy in the OMSA educational model. Students must see themselves in the experience. There must be relevance, relative, and lived experiences in learning. There must be familiarity and responsiveness. There must be inclusion. These experiences help students learn to take care of

the world by understanding where they live and taking action in their own backyards and communities. OMSA curriculum integrates SCOS and CCR to cultivate student achievement, student growth, school accountability, college and career preparedness. In this context, school, education, and learning (Education, Well-being, Connections) becomes locus and internal to the student. PBE instruction and activities critically affects STREAM/SCOS/CCR into meaningful relational experiences and the educational model becomes a personalized model that promotes student achievement, student growth, and accountability- the goal of the NC Accountability Model.

Undeniably, there is much research and many studies that reiterate the benefits of a strong Science, Technology, Reading, Engineering, Arts, and Mathematics educational program for diverse learners. It was noted that increasing the offering of these disciplines early in the formative education experience was a strong strategy for success. Research also noted that increasing numbers of qualified underrepresented students in these disciplines would have a positive impact on the economy. Generally, the research to support STREAM, PBE, SCOS, and CCR as an educational model is strongly substantiated through research linking across disciplines.

Qualitative Voices - OMSA Educational Model and OMSA Board of Directors and Advisory Council

The studies presented in this narrative provide evidences of national work/studies regarding how and why curriculum and practices are successful with underrepresented student populations, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps. However, there are also other evidences, local evidences, that demonstrate how and why the OMSA educational model plan will drive academic improvement for all students and close achievement gaps. The OMSA Board of Directors and Advisory Council members are lifelong members of the target population and qualitatively reflect the lived experiences of the research evidences presented. Accountability measures, assessments, and evaluations are standard and enduring in board members' (and Advisory Council members') school careers and work practices. However, what should be considered is the **action research,** occurring daily- now; meaning how it displays in the present. This action moves with a rhythm from past learned lessons of living these constructs that include navigating the existing barriers, identifying as an underrepresented populations member, experiencing poverty, carrying traumas, and attending the 'termed', educationally disadvantaged schools. This is an inside experience, that the communities and target population recognize as reciprocity. OMSA board and advisory members learned to identify personal academic strengths, coping mechanisms, and internal motivation to continue and move forward. Each member carries a former statistic in existing informed data representative of our individual K-8 school career (indeed, beyond in the comprehensive school career) and reaching proficiency targets- North Carolina Testing and Accountability. Individuals serving in the role of OMSA Board of Directors persevered in formal education and university institutions as underrepresented members. These cumulative lived experiences closed achievement gaps, matured resiliency, grappled with limited resources, achieved higher education degrees

and credentials and have sustained professional careers. The OMSA Educational Model is the face of underrepresented students and its community's potential. *Our mission is to engage students in STREAM disciplines that will prepare future leaders who are innovative, persistent, and self-determined.*

Research to Define Success in the OMSA Educational Model

Success for OMSA can be defined using research evidences. OMSA will use the NC Accountability Model standard measures, evaluations, and assessments as described throughout the application to measure achievement. OMSA success will be defined with constructs to include **academic success,** interpreted as consistently high or measurable improvements in individual grades, grade point average, or increases in course pass rates over a specific period of time, and other academically defined demonstrations of success. **STREAM pathway success** will be demonstrated and defined with marked increases of persistence, retention, proficiency, project-based work, and entry into high school pathways in STEM (The National Academies of Sciences, Engineering, Medicine, 2019). Promising strategies (5 Promising Strategies That Contribute to STEM [STREAM] Student Success) will prepare OMSA students for college and career readiness success include: • Dynamic layers of learning opportunities, mission-driven leadership; • responsiveness to student needs; • school climate and culture that support a sense of belonging for students; • student-centered academic and social supports; • effective mentorship and sponsorship; • PBE experiences; and • OMSA mutually beneficial public- and private-sector partnerships- Advisory Council and stakeholders.

Success is accomplished through intentionality. Intentionality is a critical component in the OMSA design and implementation of programs, policies, and practices that effectively improve the academic success and career preparation of students of color (The National Academies).

The National Academies of Sciences, Engineering, and Medicine, (2019), establish specific strategies for underrepresented students to thrive in learning and success. OMSA will use these strategies to check and balance the Connectivity Movements. These strategies include leadership, culturally supportive school environment, easily accessible academic resources and student supports, sustained mentorship, and authentic learning experiences that mirror the world of work through partnerships with stakeholders and other organizations.

The OMSA Educational Model purposefully included findings of these studies and research to create an informed, rich, authentic educational model to support underrepresented students.

Diagram 8: Overarching Principles as Connectivity Movements-Key Elements in OMSA Educational Model
Right Fit

Student Opportunities	Classroom Environment	School Structures	School Culture	Community Connections
Key Elements	**Key Elements**	**Key Elements**	**Key Elements**	**Key Elements**
Students Designing (take the lead in solving a problem or answering a question	Instruction Integrating Content	Professional Learning Focus	Old STREAM Academy Educational Model	STREAM-PBE Schools Network
Students Working in Teams	Varied Learning Approaches	Professional Learning Format and Structure	Data Informed and Continuous Improvement	OMSA Board of Directors and Advisory Council
Students Using Digital Technology	Multiple Assessment Types	Strategic Staffing for STREAM	Vibrant STREAM/PBE Culture	Parent Engagement Partnership
Opportunities with STREAM and PBE Stakeholders/Organizations	Teacher Collaboration	STREAM Disciplines, PBE Pedagogy	Serving Underrepresented Students	Community Strategy
	Professional Learning Communities	Integration of NCSOS and CCR Standards in STREAM and PBE Disciplines		

Evidence :

PDF	PDF	PDF
Diverse_Learners_through_STEM.pdf	EJ930655.pdf	Benefits of PBE.pdf

PDF
Wilson (2010) PBE

Q43. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve

The primary instructional strategies at OMSA represent blended practices to gain knowledge, investigate systematically, and respond to complex questions, problems, or challenges. The OMSA foundation comprises learning opportunities, varied learning approaches, expectations, and engagement; and it is initiated day one and remains consistent throughout the year. The primary instructional strategies are used to best achieve mastery of learning goals and objectives of the educational frameworks (STREAM, PBE, SCOS, CRR). Educational frameworks, instructional strategies, practices, and content strands are vertically-aligned. That is, **curriculum frameworks and primary strategies are consistently applied across grade levels with modifications for the developmental level of the students at each grade level**. Primary instructional strategies focus on building neural connections and wiring the brain for reading as a foundation for instruction. Instructional strategies include 1)-inquiry-based and problem-based instructional practices, requiring students to integrate subject content, lived experiences and scaffolding. Scaffolding uses existing knowledge to make sense of and apply to new knowledge. Inquiry-based and problem based instructional practices are student-centered. Inquiry –based practices promote the development of critical thinking skills, problem-solving abilities, and communication skills. Students are encouraged to explore the material, ask questions, and share ideas, conduct experiments, and analyze results. 2)- connecting instructional content to real-world problems provides opportunities for students to share their knowledge about a topic they care about in teamwork or

classroom settings. The instructional experience validates significant *issues that students experience and the learned knowledge it brings to the existing problem*. Aligning content goals through student lived experiences make teaching and learning relevant and meaningful. Students will also begin to organize STREAM content/core areas to career pathways. 3)-teaching students design-based thinking is a solution-based approach to solving problems; design-based thinking is problem solving in differentiated approaches of instruction. Solutions- based approached and differentiated strategies provide students with multiple options for taking in information and opportunities to use the preferred learning style to make connection or discovery. Students learn their preferred method of practical and creative problem-solving. There is a design to thinking processes. It includes, understanding the problem (differentiated instructional strategies); define the problem; ideate or generate ideas; prototype or find best possible solution and; test the completed product. It is a decision-making model for design thinking. 4) hands-on learning presents learning opportunities for students to learn by doing. Students engage with the subject matter to solve a problem or create something. Manipulative(are used to create physical evidence for thinking and reasoning, solve problems, and make sense of ideas. Students will handle instruments to gather data, engage with natural environment, and manipulate physical objects. Hands-on learning is learning through experience, it is also called experiential learning.

The instructional strategies used in Old Main STREAM Academy are endorsed by the Friday Institute for Educational Innovation and STEM School Progress Rubric. The OMSA Educational Model, Connectivity Model, School Structures identifies the four instructional strategies (above) in the Professional Learning Section that are conducive 'doing' approaches in the OMSA core disciplines and are long established practices in place-based instruction. Moreover, research supports that underrepresented students benefit tremendously from 'active learning.' It was found that teaching techniques or instructional strategies in courses can significantly narrow gaps in course performance between students who are overrepresented and underrepresented in STEM. The meta-analysis study published in *Proceedings of the National Academy of Science*s, reports that switching from passive techniques, such as traditional lectures, to inquiry-based "active learning" methods has a disproportionate benefit for underrepresented students, a term that encompasses low-income students and Latinx, African American, Native American, and Native Hawaiian and Pacific Islander students.

Diagram 5: Connectivity Movement

School Structures
Key Elements
Professional Learning Focus
Professional Learning Format and Structure
Strategic Staffing for STREAM
STREAM Disciplines, PBE Pedagogy
Integration of NCSCOS and College and Career Readiness Standards in STREAM and PBE Disciplines

Q44. **Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion**

The proposed instructional plan is to prepare students for graduation requirements and ensure quality student readiness for transition from grade to grade, to the next grade span, to program completion. OMSA's philosophy is that, opportunities for collaboration concerning instruction and student readiness for transitioning from grade to grade and to the next grade span, recurrently motivate OMSA school administration and teachers with a renewed sense of commitment to the task of educating the whole child. OMSA will be action-oriented in instituting the OMSA educational model, the action domains, the connectivity movements for effective learning and the key elements/delivery strategies to assure that all students' academic and socio-emotional needs are recognized and met. OMSA policies will encourage standards and mastery for subject content and appropriate developmental milestones alignment in standards and mastery. Professional development in these areas will be provided for school staff and faculty for increased expertise. Prominent areas include 1) *language and literacy development*, 2) *cognition and general knowledge* (including reading, mathematics and early scientific development, scaffolding), 3) *approaches toward learning*, 4) *physical well-being and motor development*, and 5) *social and emotional development*. OMSA recognizes that to level the playing field in learning, students must have consistent and daily opportunities in Reading and Literacy. Students who do not learn to read will have difficulty mastering academic content and success in school. Further, it is noted that underrepresented students and minority students often demonstrate lags in reading proficiency. It is documented that in Robeson County there is a 25% reading proficiency as compared to 46% statewide. The reading deficit supports OMSA's charge to place priority on Reading in K-3 to develop the reading brain.

 The following practices will occur daily in the Reading and Literacy Block to develop skilled reading.

- Explicit and systematic decoding instruction
- Acquisition of language/vocabulary
- The most effective format for phonics instruction – phonological and phonemic awareness
- Word identification, Spelling, World Knowledge, and Comprehension
- Fluent text reading
- Written Expression (or composition) and Oral Language (speaking and listening)
- The role of comprehension and the ways in which students build a body of knowledge

Middle school developmental milestones and ranges will be acknowledged, validated, and met as OMSA student population grade level expands. Middle school transitions are sensitive to 1) dealing with peer pressure; 2) increased high stakes testing; 3) coping with a range of social and physical changes; and 4) growing into adulthood; 5) regulation and coping mechanisms. STREAM disciplines and SCOS will focus on heightened levels of developmental phenomenon, critical knowledge and skills that students need to be successful at the next grade level. The OMSA readiness and transition policy will contain NC Accountability and Testing mandates and OMSA student performance indicators. Data collected to assess student performance include universal screenings, pre-assessments at the start of school, knowledge-and performance based assessments, formative assessments, summative assessments, projects, writing portfolios, and as they enter middle grades opportunities for community engagement. OMSA will use running records for young readers and writing portfolios. A running record, or a formative assessment, assesses reading quickly and frequently. Student writing portfolios will include collections of selective samples to demonstrate individual student work accompanied by clear criteria to reflect student performance and mastery level, to support evidence of student effort, progress and achievement. Student portfolios provide work samples of the OMSA educational model and may be shared through student-led conferences and other venues. The Dynamic Indicators of Basic Early Literacy Skills® (DIBELS) is the selected universal screener. DIBELS are a set of procedures and measures for assessing the acquisition of early literacy skills (DIBELS). The procedures are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. DIBELS are research-based

measures, linked to one another and predictive of later reading proficiency. Fountas & Pinnell Literacy also offer assessments, classroom resources, and interventions for students that are being reviewed. These assessments will be used as accountability measures to guide and inform instruction in the OMSA educational model.

The OMSA Educational Model Connectivity Movement, School Structures, is in the center of the model, and represents the nucleus or heart. Essentially, the nucleus acknowledges the magnitude OMSA places on quality teachers in our school program. Key Elements in Schools Structures consist of Professional Learning Focus, Professional Learning Format and Structure, Strategic Staffing for STREAM, STREAM Disciplines and Place-based Instruction, Integration of NCSCOS and College and Career Readiness Standards in STREAM and PBE Disciplines. Professional development

for OMSA teachers and faculty will focus on the implementation of these Key Elements in these delivery modes. Instructional strategies and approaches are also a priority. OMSA teachers and faculty will learn and be responsive to emotional and social developmental milestones and major determinants associated with psychosocial experiences in the lifespan to include intergenerational trauma. There are many facets in the OMSA educational model and school program. Professional

Diagram 5: Connectivity Movement
School Structures
Key Elements
Professional Learning Focus
Professional Learning Format and Structure
Strategic Staffing for STREAM
STREAM Disciplines, PBE Pedagogy
Integration of NCSCOS and College and Career Readiness Standards in STREAM and PBE Disciplines
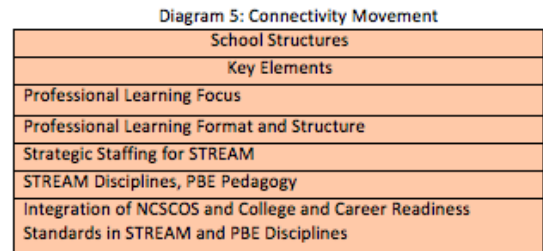
development sessions and series will be established to maximize mastery of all essential skills. For students who fail to master the standards during the regular school year, OMSA will also offer remediation and summer programming.

Q45. Describe in a brief narrative below on how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

Each school day will operate for approximately 6.75 hours (6 hours and 45 minutes) or 405 minutes, a total of 1,215 hours of instruction during the school year. These instructional minutes do not reflect planned and potential after school activities or school labs to include intensified tutoring support for students identified as struggling or at-risk or students working with AIG projects in community and place based projects. The proposed calendar provides seven professional development days for OMSA faculty before the students arrive on campus, and four additional days during the school year for professional development opportunities. OMSA will have planned times external to the professional development days and during the regular school week for Professional Learning Communities (PLCs) for lesson planning, grade-level and course building alignments, and student concerns/strategies. OMSA faculty will have opportunities to become leaders in educational excellence for underrepresented students and the OMSA Educational Model through developed and intuitive approaches and professional development in content course specific, developmental, cultural relative responsiveness. Other opportunities may include professional development and learning in MTSS, Exceptional Children, English Learners, and other topics that support educational excellence.

The OMSA mission, **to engage students in STREAM disciplines that will prepare future leaders who are innovative, persistent, and self-determined**, is the foundation of OMSA. The calendar supports instructional time to achieve this pursuit. The OMSA operational day is a STREAM disciplined day, providing multiple relevant (PBE) learning opportunities, varied learning approaches, infusing SCOS curriculum and college career readiness standards. The OMSA Educational model prioritizes specific Connectivity Movements or overarching principles with essential elements and strategies to achieve the OMSA Educational plan.

The OMSA Academic Calendar identifies the end of grading period and the release of report cards. Parents and students are informed of school happenings such as early release and professional development days for teachers, so that caretakers can be established.

A Board Meeting Calendar is available and in the same format as the Academic Calendar. The Board Meeting Calendar advises parents and community members of monthly dates and time for meetings. The Board Meeting Calendar also informs the parents and public of critical councils and organizations – to include the Advisory Council, Community & Partnerships, and Parent-Teacher Organization. The calendar abides by the Open Meetings Law in the interest of transparency. Parents are encouraged to be involved and serve in the pursuit of educational excellence.

The Academic Calendar and the Board Meeting Calendar will be available to parents in handbooks and on the OMSA website.

Calendars can be viewed in evidences.

Evidence :

PDF	PDF
OMSAAcademicCalendar2021-22.pdf	**OMSABoardMtgCalendar.pdf**

Q46. **Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.**

The OMSA school day starts at 7:45 am and ends at 3:00 pm for all grades. There are 405 instructional minutes for each instructional day for every grade level. 405 minutes divided by 60 (minutes in a hour) = 6.75 hours of instruction per day, 6.75 (6 hours and 45 minutes a day) X 180 days of school = 1, 215 hours of instruction in the school year. The ratio for teacher to students is 1 to 17 and this is a consistent ratio through the first five years, for all grade levels. Curriculum lessons during the day may integrate content or use a core discipline focus. Classrooms display varied learning approaches, differentiated approaches, and/or identified OMSA educational model instructional strategies. Lesson hallmarks include key ideas/evidence, core discipline subject (STREAM/integrations of ideas), place-based instruction aspects, SCOS content standards, and College-Career Readiness standards-- a sample to include a grade level and content area can be viewed in this narrative. Curriculum planning is essential and thoughtful for student success. Instruction throughout the day expresses authentic, relevant, and student-centered/personalized lessons using OMSA instructional strategies and varied learning approaches. Significantly, timeframes for subject areas are established in daily schedules, and the grade level spans K-2, 3-5, and 6-8 are included here for review. OMSA Educational Model Connectivity Movements and Key Elements located in Student Opportunities and Classroom Environment define and describe student engagement and opportunities in the classroom environment.

Diagram 2: Connectivity Movement

Student Opportunities
Key Elements
Students Designing-take the lead in solving a problem or answering a question
Students Working in Teams
Learning Connected to the Real World
Students Using Digital Technology
Opportunities with STREAM and PBE – Agencies/Organization

Diagram 3: Connectivity Movement

Classroom Environment
Key Elements
Instruction Integrating Content
Varied Learning Approaches
Multiple Assessment Types
Teacher Collaboration
Professional Learning Communities

During the school week, teachers will have the opportunity to meet as collaborators in Professional Learning Communities (PLCs). OMSA PLCs are groups of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students. Professional Learning Communities collaborations will occur in grade level planning, subject content planning, instruction integration, varied learning approaches/instructional approaches and student developmental/milestones/social-emotional responsiveness and skills. OMSA has 11 days or approximately 88 hours of set-aside professional development planned for OMSA throughout the year. These hours do not include the weekly PLCs, conferences, web professional development offered by OCS, or the individualized professional development for specific core content. OMSA will continue high intensity of professional development during the first years of establishment and beyond, as new personnel and students enter into OMSA.

OMSA recognizes that effective professional development is key to teachers learning and refining the pedagogies/curriculums/technologies/essential instructional strategies required to teach these skills. *Sound Basic Education for All: An Action Plan for North Carolina: Executive Summary (2019)* states that further efforts are required to increase the number of well-prepared teachers of color, who have been shown to have a positive impact on students of color. The plan calls for an increase in the pipeline of diverse, well-prepared teachers. OMSA has developed multiple advantages regarding this recommendation. OMSA will provide teachers and faculty time, support, and resources to grow content knowledge and support systems. OMSA has created a pool of diverse teachers and resolute partnerships with UNC Pembroke to provide training and professional development.

The combined initiatives of the OMSA model, to include ample instructional time, student-centered/personalized instruction, instructional strategies or varied learning approaches, professional development expertise in all facets of instruction and responsiveness to developmental needs will yield data- informed outcomes and opportunities for qualitative analyses. There will be ongoing sets of student and teacher-faculty data collections and outcomes to review for study and discuss to support OMSA student success and closing achievement gaps. The OMSA Educational Model was designed to specifically focus on improving student success, partnering with existing resources, fortifying stakeholder support and impacting community wellness.

Evidence :

PDF	PDF
OMSClassroomSchedule (2).pdf	**Grade4ScienceCurriculum.pdf**

Q47. **Describe a typical day for a teacher and a student in the school's first year of operation**

A typical day begins with the arrival of teachers and faculty readying for students at 7:45 am. A student's experience arriving at school sets the tone for the entire school day. OMSA students initiate nurturing support through strong teacher-student connection practices and positive arrivals. Students will enter the school and will be greeted with a sense of belonging and kindness. Energy, optimism, the expectation of personal responsibility and the validation of self-worth in every student are natural skill sets and attributes to use in creating a positive OMSA climate and purposefulness at the start of the day.

The classroom structure is comprised two certified teachers in K-2 with 20 students and one full-time assistant in each class. OMSA believes that this classroom arrangement will provide our students with opportunities for interactions with adults and more individualized attention. OMSA has established 2 additional classroom teachers in science and math, which will position the teacher- student ratio to 1: 17. This ratio is further reduced when considering the full-time teacher assistants in K-2. The school day will result in increased learning, leading to building a solid foundation for learning and better student outcomes. The teacher-student ratio allows for individual student support in remediation or acceleration and encouragement throughout the day in content core areas. Students will start the day with tactile tasks- place-based activities and differentiation boxes tasks for independent work and to develop strengths or improve areas that represent challenges. Students will quickly become acclimated to the routine and engage in self-time to immerse in the learning process. The morning message transitions into group time and reading and literacy blocks for mathematics. The science of reading at OMSA is guided by state standards. Throughout the day students will use sensory and motor system strategies for emotion regulation in core STREAM subject areas and integration with SCOS. The daily routines and transitions are firmly established to provide OMSA young students with a sense of safety and security and an optimal learning environment. The core areas are presented in scaffold associations and inquiry based tasks.

Teachers in third grade will have 20 students and .5 time assistant. The teacher's day will align with a K-2 schedule, but students will work with more independence. Teachers in grade 4 will have 20 students per class. Grade 3 and 4 will establish expectations for student to be more independent learners. Again, the ratio is 1 to 17 in grades 3 and 4 when including specialized classroom teachers. Developmentally, students start to develop the ability to understand different points of view and teachers will be cognizant as to how to use these skills effectively in instruction and the classroom environment. As students enter the classroom, calming tasks will begin the day to include patterns, and conventions of the English conventional system needed to read and activities to increase students' specific knowledge of words and expand vocabulary. STREAM thinking activities are also used to establish practices for problem-solving, creativity, inquiry skills, and critical analysis. These practices initiate readiness for the more formal deep learning program and core disciplines routine to begin and continue for the remainder of the day.

OMSA faculty positions include a full-time media specialist to begin the first year to collaborate with faculty and nurture the reading brain development. OMSA also included part time positions for the first year to increase as full-time faculty by the second year. These positions include specialized instruction for Art and Music, and the school counselor. The school counselor

will emphasize College and Career Readiness standards implementation and career development. Again, all these positions will increase to full-time, estimated to begin with the second year. The EC/Special Education Provider position is part time in the first year, based on number projections. This can be revised, if the number of students requiring services are higher than projected. There are also multiple contracted positions, including a school social worker, school psychologist, speech, EL, hearing, AIG, and specialized PBE. Each of these faculty positions will follow a daily/weekly schedule to be established before the start of the school year.

Physical Education will occur as a mainstay in all grades. OMSA is convinced of the benefits of physical education and the stance is firm that this component in the day's schedule is critical for students that confront daily stressors in life. Physical Education provides opportunities for self-growth and developing reasoning, resiliency, and decision-making skills. Proven benefits include:

1. Improved physical fitness and health- physical activity, the structure and discipline is needed to combat health disparities and provide motor skill development, and release anxiety, stress.

2. Strengthen interpersonal skills and peer relationships- to build confidence, team collaboration, and decision-making; promote self-growth.

3. Improve student performance in academics- stimulates the mind, improves academics and attention spans, encourages the process of goal-setting.

Daily schedules for all grade spans value STREAM, SCOS, Place-based approaches/instruction and opportunities to integrate subject content. College and Career Readiness Standards are demonstrated in the curriculum plans. The OMSA Model Connectivity Movements and Key Elements found in Classroom Environment, School Structures, and School Culture/Climate are daily priorities for optimal operations at OMSA. These OMSA Connectivity Movements and Key Elements represent the OMSA commitment to invest in students and build relationships for effective outcomes.

Diagram 4: Connectivity Movement

Classroom Environment
Key Elements
Instruction Integrating Content
Varied Learning Approaches
Multiple Assessment Types
Teacher Collaboration
Professional Learning Communities

Diagram 5: Connectivity Movement

School Structures
Key Elements
Professional Learning Focus
Professional Learning Format and Structure
Strategic Staffing for STREAM
STREAM Disciplines, PBE Pedagogy
Integration of NCSCOS and College and Career Readiness Standards in STREAM and PBE Disciplines

Diagram 6: Connectivity Movement

School Culture
Key Elements
Old Main STREAM Academy Educational Model
Data-Informed Continuous Improvement
Vibrant STREAM/PBE Culture
Serving Underrepresented Students

Q48. Will this proposed school include a high school?

○ Yes

◉ No

Q49. High School Greaduation and Post Secondary ReadinessDescribe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered

Not Applicable- OMSA does not offer high school curriculum.

Q50. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

Not Applicable- OMSA will not offer a high school curriculum.

Q51. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements

Not applicable- OMSA will not offer a high school curriculum.

Q52. AttachmentsAttach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve).
One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

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

Comments :

A sample curriculum outline for each grade, K-8, that includes Key Ideas/Evidences, STREAM (SCOS subjects are included as content curriculum for some grade level, to demonstrate use), Place-based Practices, and College-Career Readiness Standard offered as evidences.

Evidence :

CurriculumPlanOMSA-2020APPENDIXB....

Q53. 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.

Not applicable

Q54. 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

Comments :
OMSA developed an Instructional Programming Policy - Structure and Length of School Day Policy. It can be reviewed here.

Evidence :

INSTRUCTIONAL PROGRAMMING- STRU...

OMSAYearlyAcademicCalendar.pdf

Q55. 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.

◉
○

Comments :
OMSA daily and week schedule for each grade band K-2, 3-5, and 6-8

Evidence :

OMSAClassroomSchedule2020APPENDI...

9.2. Special Populations and "At-Risk" Students

Q56. 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

OMSA students will have multiple opportunities to engage and learn. Teachers will use instructional strategies endorsed for STREAM content areas, varied learning strategies, and differentiated instructional practices with students. OMSA student performance indicators and data collected will include universal screenings, pre-assessments at the start of school, knowledge- and performance based assessments, formative assessments, in addition to projects, portfolios, and state summative

assessments during the school year. OMSA recognizes that the early years of reading are critical. OMSA will use scientifically based instruction to impart a substantive understanding of reading (Science of Reading). OMSA will provide multiple and varied opportunities for children to learn essential basic reading skills while also developing their understanding of the world of literacy. Universal screening at OMSA is the systematic assessment of all students on academic and/or social-emotional indicators to purposely identify students who are at-risk, and may require support that varies in terms of level, intensity, and duration. Dibels, 8th edition is a battery of short fluency measures, used for universal screening, benchmark assessment, and monitoring in Kindergarten-4 grade levels initially and expanding to other grades thereafter. Dibels Universal screening is typically conducted three times per school year and consists of brief assessments that measure critical skills. Fountas & Pinnell also offers a Benchmark Assessment Systems to determine students' independent and instructional reading levels. Multi Tier System of Supports (MTSS) or Integrated Academic & Behavior Systems will begin at the onset of the school year, to identify students that need additional support and put those support mechanisms in place. OMSA students, K-4 and beyond as the school expands, will participate in universal screening to ensure effective and efficient supports for all students. The universal screening tool selection is salient regarding informed data, instruction, and support for OMSA students.

The school principal and a selected OMSA team will define supplemental and intensive intervention systems for academic areas of need using the following prompts:

OMSA programs and practices

What does the data say?

When are intervention(s) provided?

Who provides the intervention?

How are teachers and staff trained and coached in the intervention delivery?

How is progress monitored?

Once these questions are answered, direction is established, and implementation and monitoring begins. Since all OMSA students are involved in the OMSA educational model and data is collected through student performance indicators, all students are a part of the process. The process is a part of developing the Key Elements (personalized lessons and student centered) in the OMSA Educational Model, Connectivity Movement Classroom Environment. Personalized lessons are linked to the first Key Element, Instruction Integrating Content.

Diagram 4: Connectivity Movement

Classroom Environment
Key Elements
Instruction Integrating Content
Varied Learning Approaches
Multiple Assessment Types
Teacher Collaboration
Professional Learning Communities

MTSS Process for Student Monitoring

The OMSA Educational Model represents core instruction or Tier I in the MTSS process. If data sets indicate that students need additional support, Tier II is initiated. The Tier II team generally includes the teacher, the intervention expert and parents engaging in problem-solving strategies regarding instruction, curriculum, and the school/home environments. Tier II consists of supplemental instruction in addition to core instruction for students. Tier II supplemental instruction requires reteaching and review of core instruction or student development. Tier II occurs outside of the time dedicated to core instruction, in groups of 5–8 students, and focuses primarily on providing increased opportunities to practice and learn

approximately 30 minutes, 3–5 days/week, with progress monitoring biweekly or monthly. The process usually lasts for 8–15 weeks; instructional decisions then will be made concerning progress. When adequate progress is not recorded, Tier III is initiated. Tier III is comprised of the Intervention expert, content specialist, and exceptional children's teacher. Instruction in Tier III is more intense and focuses on remediation of skills, it is more strategically structured, and may include remediation intervention programs for individual-level needs. Tier III lasts longer in duration of time (both in overall length of intervention and regularly scheduled minutes of instructional time), usually 20 or more weeks and occurs in smaller groups, usually about 45–120 minutes, 5 days/week, with progress monitoring twice/week or weekly. There is more intensive guided practice, more intensive practice of core and remediation content and considerably more time spent on reviewing concepts and allowing practices. Tier III is provided without cutting or conflicting with instructional time in the regular classroom.

All OMSA students have access to all layers of instructional supports for focus in developing strengths and closing gaps in challenging academic core content.

Q57. 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.

Five of the founding board members have professional career experience in working with special populations.

Dr. Tiffany Locklear served as a school administrator, and was the school's testing coordinator; she participated in testing trainings and made certain that test administrators provided specific testing accommodations for special populations during benchmarks, check-ins, end-of-grade testing, etc. She served in schools to include K-4, and K-8. She was a classroom teacher and used instructional strategies that reflected student population needs (to include underrepresented populations and majority minority). She attended MTSS trainings and meetings for students. Classroom accommodations were implemented based on individual student needs. Currently, Dr. Locklear works at the local university. She teaches Education Foundations and 3-6 Mathematics (undergraduate). She also teaches Math and Science courses in the Graduate Program. Dr. Locklear supervises interns during student teaching and serves as a mentor for Indigenous administrators. She also provides leadership services for Lumbee Filmmaking **STEM:** Capturing Lumbee Stories through Video with Project 3C. Dr. Locklear serves on the State Advisory Council for Indian Education (SACIE) with the NC Department of Public Instruction.

Dr. Brenda Dial Deese served in the position as Director for Student Services in the local school system. She is credentialed as a Licensed Clinical Mental Health Counselor Supervisor (LCMHC) and a National Certified Counselor (NCC). She advocated for all students in a district that is recognized as one of the most diverse counties in the nation; and the county was distinguished for attendance issues, high dropout rates, and a high population of students with 504s. She supervised school social workers, school counselors, and homebound teachers. Designed programs for these populations that positively impacted those statistics. She has experience with RLIS federal funds. She provided MTSS professional development for all school administrators and support service employees. Prior to this position, Dr. Deese was a school counselor in schools that served special populations. She served as the testing coordinator for schools with grade spans 3-8. She served in schools to include K-8, 6-8, K-6, and K-4. Dr. Deese served in the position as Student Support Counselor in TRIO and as Disabilities Coordinator at UNC-Pembroke. TRIO provides support for first generation and low income students. Currently, Dr. Deese is an adjunct

instructor in the College of Health Sciences and supervises intern school counselors. She serves as co-chair on for the committee Native Research, Assessment, and Evaluation (NRAE) Committee with the national organization, National Indian Education Association. She is also an independent external evaluator for programs.

Dr. Rose Marie Lowry-Townsend is the Director of the NC Lumbee Boys & Girls Clubs. She provides innovative program planning to seven clubs, with approximately 500 students, with a range of needs and special populations. She supervises the clubs and the employees in three counties. Dr. Townsend has served as an Assistant Superintendent in Human Resources, working with compliance regulations and equity issues in a diverse large school district. Dr. Lowry-Townsend served in the position as Superintendent for the Cherokee Central Schools. She was also a principal at one of the largest middle schools in Robeson County. She served in schools to include K-6, and 6-8,In every professional capacity, Dr. Lowry-Townsend served students identified as low socioeconomics, underrepresented students, exceptional children, at-risk for dropping out and students living with extended family, not biological parents.

Dr. Denise Hunt currently serves as the Lead Instructional Coach for North Carolina New Teacher Support Program at UNC-Pembroke. Dr. Hunt provides instructional support for novice teachers. She is also an adjunct instructor at UNC Pembroke. She teaches Introduction to Education and Introduction to Curriculum Design and Best Practices courses. Dr. Hunt also worked at UNC –Charlotte as a New Teacher Support Program Instructional Coach. Dr. Hunt has worked in roles to include Quality Partnership, Clinical Teacher, Curriculum Coordinator, Classroom Teacher, and served as a teacher mentor and National Board Teacher Liaison for low socio-economic schools. She served schools to include high school.

Mr. John Lowery- currently an advisory board member for the Career and Technical Education Board for career pathways; classroom teacher to high school students at the local high school, including students with disabilities; served as a liaison and mentor for underrepresented students in college and university tours for at-risk American Indian students; served as a tribal council member to the Lumbee Tribe, consulted with tribal governments.

All members serving on the OMSA Board of Directors have lived and attended local community public schools and pursued education in more diverse large institutions. All members serving on the OMSA Board of Directors have professionally worked in communities with high populations of underrepresented people, majority minority people, and within thresholds of poverty.

The pre-opening plan for special plans will be extrapolated from the OMSA Educational Model, within the Connectivity Movements. Every Connectivity Movement and Key Element involves accountability strategies and mechanisms for special populations students. All teachers and faculty will receive extensive professional development for the OMSA Educational Model and how to serve and accommodate special populations. However, some Connectivity Movements can be afforded emphasis as it relates to special populations. **School Culture** in this context, will focus on the OMSA school, classroom and operational climate. OMSA will cultivate a sense of belonging and safety among all students that will resonate throughout the school and into the community. OMSA Connectivity Movements, **Student Opportunities** and **Classroom Environment**, demonstrate key inclusive strategies for special populations. Teachers and faculty will work and collaborate with parents and experts to effectively teach all students. Teachers and faculty will have opportunities as pre-opening preparations, to review relevant student records (cumulative, IEP, 504), design classrooms for most effective accommodations, consult and collaborate in professional development and PLCs for varied instructional approaches, and develop management plans.

Diagram 8: Overarching Principles as Connectivity Movements-Key Elements in OMSA
Educational Model Right Fit

Student Opportunities	Classroom Environment	School Structures	School Culture	Community Connections
Key Elements	**Key Elements**	**Key Elements**	**Key Elements**	**Key Elements**
Students Designing (take the lead in solving a problem or answering a question	Instruction Integrating Content	Professional Learning Focus	Old STREAM Academy Educational Model	STREAM-PBE Schools Network
Students Working in Teams	Varied Learning Approaches	Professional Learning Format and Structure	Data Informed and Continuous Improvement	OMSA Board of Directors and Advisory Council
Students Using Digital Technology	Multiple Assessment Types	Strategic Staffing for STREAM	Vibrant STREAM/PBE Culture	Parent Engagement Partnership
Opportunities with STREAM and PBE Stakeholders/Organizations	Teacher Collaboration	STREAM Disciplines, PBE Pedagogy	Serving Underrepresented Students	Community Strategy
	Professional Learning Communities	Integration of NCSOS and CCR Standards in STREAM and PBE Disciplines		

Q58. 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.

OMSA will use WIDA resources and tools to support the needs of OMSA multilingual learners and OMSA instructors. OMSA recognizes and respects that under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Acts, English Learners (EL) can participate meaningfully and equally in educational programs and services.

The NCDPI ESL/Title III Google site serves as a central hub for English learner (EL) educators, at OMSA. This site contains links to policy, program and procedural guidance to help ensure charter schools stay informed of federal law and state policy regarding the education of English learners. OMSA will use the central hub as a key resource.

OMSA will implement the following process to support and serve EL students.

A. OMSA will administer the Home Language Survey, if a language other than English is the native language for students; OMS will use W-APT and WIDA Screener as English language proficiency screening tools to determine if the student is an English Learner (EL). If the student is available, the W-APT and WIDA screener can be given 90 days before school begins and as new students enter throughout the year. Parents will be notified that their child will be administered the screener 30 days before school begins of 1st day or 14 days after enrollment. There is also an annual ACCESS test of English language proficiency for students arrive during the year.

B. OMSA will employ the SCOS Listening and Speaking Standards and include the rigor and higher thinking components as a complementary learning model to the OMSA educational model. OMSA will also integrate WIDA standards for ELs. Instructional strategies will include preparing learners to activate prior knowledge, scaffolding meaning making with complex texts, working in cooperative groups to have extended interactions with peers of varying English proficiency levels, providing EL students with background knowledge about a topic, activity, or subject to be discussed in class, or activate their existing knowledge of a topic and implement PBE instruction (to increase student interest and allows more focus on instructional goals). OMSA values linguistic differences- the school community can learn about the EL's home cultures and languages and view cultural and linguistic differences as resources rather than obstacles.

C. Each EL student will have a student profile and use WIDA standards and matrices to document the progress of the EL student. Monitoring and reporting OMSA ELLs' progress toward English language proficiency is anchored in the WIDA English Language Development Standards.

When the student demonstrates a Level 5 (Bridging) or Level 6 (Reaching) proficiency that indicates that the English language learner will use a range of grade-appropriate language for a variety of academic purposes and audiences.

D. The OMSA Test Coordinator will be responsible for appropriate administration and works with Professional Learning Communities and the designated support team to make appropriate decisions concerning assessment accommodations.

E. OMS will monitor the progress of all EL students so that data is available to ensure achievement in English language proficiency and acquire content knowledge within a reasonable period. ELs will participate in required State-Mandated Tests in the North Carolina Testing Program and ACCESS for ELs.

F. If an EL student meets the Comprehensive Objective Composite (COC) set by the state, reflecting an overall composite score of 4.8 or above or at least a 4.0 on reading and writing domains, the student will be considered a Monitored Former English Learners (MFELs) for four years after they exit EL status and be a part of the EL subgroup.

G. OMSA will target candidate(s) for the specialized EL position(s). OMSA have established contacts with bilingual teachers and instructors that are interested in providing services for EL students. OMSA will be proactive and engage in widespread and continuous recruitment for qualified EL teachers to effectively implement the OMSA EL program and provide professional development and collaborate with teachers and faculty when appropriate.

Q59. 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.

Purposeful communication, planning, and listening will occur among and between OMSA teachers, parents, and partnerships to ensure an effective continuation of gifted K-8 services for students. Special Populations and "At-Risk Students" fit in the OMSA Model, Connectivity Movements to include, Student Opportunities, Classroom Environment, and School Culture. Key Elements internal to the Connectivity Movements are significant in the policy, procedures, and instructional approaches for gifted students. A pool of students who possibly qualify for services will be identified. OMSA will receive referrals from teachers, parents, peers, or others, including self-nomination for gifted educational services. OMSA will administer both non-traditional and traditional standardized measures that are based on current theory and research, essentially to be inclusive of all students' strengths. Research and knowledge concerning underrepresented populations, marginalized populations and majority minority will have influence in the policy as it relates to 'giftedness' at OMSA. Research (Stambaugh) suggests that combination of assessments approaches to include the following:

o Portfolios Research

o Creativity Tests

o Nonverbal measures in addition to verbal – Use subtest scores instead of the full battery

o Understand discrepant scores as a need for further testing

o Match the identification instruments to the child's strengths

o Use local norms

o Ensure that the assessment matches the service options (or vice versa – preferred)

In addition to the traditional measures:

- Intelligence Tests
- Achievement Tests
- Grades
- Teacher Recommendations

Research documents that gifted learners from underrepresented populations are often overlooked in gifted programming; OMSA will ensure all OMSA students' potential is identified and nurtured.

OMSA will develop policies and procedures for a variety of acceleration opportunities in the school to include:

o Compacted content, subject and/ or grade acceleration

o Identifying abilities that include traditional/cultural strengths

o Partnerships to advance learning opportunities and skill building

OMSA will use talent development strategies to include

·   Differentiated teaching and varied learning approaches

·   Multidimensional and developmental concepts or paradigms to expand inherent general intellectual abilities, specific academic aptitudes, visual and performing arts talents, leadership, and creative and productive thinking

·   Use materials that are more familiar to them and from their own environments

·   Discuss and determine applications in the context for social notions of intelligence

·   Identify functional performances/strengths that more correspond to the demands of student' everyday life

OMSA will intentionally cultivate and develop the potential of young (K-3) students through differentiated curriculum and instruction. OMSA will foster the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership. OMSA will ensure on-going and meaningful participation in the planning and implementation of the OMSA gifted program. Evaluation of the program processes, strategies, and implementation will occur at regular intervals to make certain all services are effective in meeting the needs of OMSA gifted learners. A Professional Learning Community (PLC) for the Gifted will collect both formal and informal data, and meet at least twice a year to review and evaluate the program progress, beliefs, and student participation. The PLC for the Gifted will also meet at least once a year to focus on the successes and challenges of the program. OMSA will collaborate with the School of Education at UNCP in an advisee role to employ an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. OMSA will provide opportunities for specialists, all subject teachers and faculty to plan, implement, and improve procedures, approaches, and program through professional development learning. Updates and data reviews of the Gifted Program will be presented to the OMSA Board of Directors and stakeholders.

9.3. Exceptional Children

Q60. Identification and RecordsExplain 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.
OMSA will comply with the following procedure for students entering the school that have been previously found to be eligible for special education services.

1.OMSA will have a chart/record/software on site listing Exceptional Children Students divided by placement (regular, resource, separate, 504) and the date each student's record is received. If the student enrolls and has a 504 or IEP plan, and documentation is not provided upon enrollment, the OMSA designee will request the 504 plan/IEP from the previous school

and all supporting documentation.

2. OMSA will honor the existing 504/ or IEP plan until the team can meet. The team consists of the Exceptional Children's Teacher, Content-Specific Teachers (or school faculty based on the student's disabilities), and Parent(s).

3.Once the 504 or special education services/IEP plan and supporting documentation are received, a team meeting will be scheduled within 30 days. The purpose of the meeting is to determine if the student is eligible and to review appropriate accommodations for the student in the OMSA classroom environments. The team will discuss appropriate presentation, learning supports, and instructional approaches for the student.

4. The team shall review all documentation, including student progress, teacher reports and any other documentation concerning the effectiveness of the plan and the use of accommodations. The team may consider whether the student might be served in other ways. If the plan is found to be appropriate, the plan can be implemented or if needed, modified as necessary, or plans may be established to reassess the student.

Q61. **Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.**

Under the Child Find obligation, OMSA will exhaust all prospects to identify and locate qualified students with a disability attending OMSA. OMSA will establish appropriate procedures to notify students and their parents/guardians of OMSA's obligations under Section 504 and IDEA. Referrals of students for consideration can be made by any number of persons, including school staff, teachers, and parents. The Multi-Tiered System of Support is (MTSS) is acknowledged as a procedural process that promotes school improvement through engaging, research-based academic and behavioral practices. MTSS employs a systems approach using data driven problem-solving mechanisms. MTSS professional development trains teachers in instruction and tired support services to avoid misidentification of special education students. OMSA will also be mindful of disproportionate representation of underrepresented and majority minority students in the program. OMSA will establish standards to incorporate necessary knowledge and skills that must be present for educating culturally and linguistically diverse students with disabilities. These standards will define knowledge and skills that special educators, teachers, and faculty must know to develop learning environments and student opportunities that value differences and to communicate effectively with OMSA parents. MTSS, cultural competency and proficiency professional development will be provided for teachers in instruction, faculty, and tired support services to avoid misidentification of special education students. These tenets and procedures are vital to the OMSA Educational Model, Connectivity Movements and Key Elements, Student Opportunities, Classroom Environment, and School Culture. All OMSA students will experience a sense of belonging and experience the fundamental intrinsic motivation to learn.

Documentation or a diagnoses (such as from a doctor/mental health professional), will warrant the necessity to determine if an evaluation of a student should occur. If a parent requests evaluation/eligibility determination, the team should ask the parent to provide that information for the team's consideration. If the documentation is provided before or at the initial meeting, the team may have enough information to-

o determine if an evaluation is appropriate

o conduct an evaluation using existing information, including information provided by the parent to develop an appropriate 504 plan.

If the parent does not provide the information, the lack of documentation can be considered when determining if there is reasonable basis to suspect a 504 disability, and if so, what additional evaluation information may be necessary to determine a disability and subsequently an appropriate accommodation plan. If parents refuse to provide copies or access to updated medical information, this can be weighed and be balanced against existing school information when the team reconvenes.

OMSA can offer to send a request to the health provider to obtain documentation, wherein a written parental release form is required. Once a referral is made parental consent/permission is required prior to conducting the initial evaluation/assessment procedures. If a parent declines consent, the process ends. When considering misidentification of special education students in the 504 process, it is always necessary to remember that it is the goal for the student to have a reasonable opportunity to participate and learn. Therein, to be eligible for a 504 plan, a student must be diagnosed with a disability AND the disability must result in substantial limitations in a major life activity. OMSA will diligently follow the law, making certain that accommodations are those needed to provide students with disabilities the same level of access for success in student opportunities and the classroom environment as non-disabled students.

Related services, documented in the IEP, include transportation, developmental, corrective and other supportive services, such as speech-language pathology and audiology services, rehabilitation counseling, orientation and mobility services will be coordinated by the EC teacher.

A tracking system will be in place for teachers to monitor individual student progress. OMSA will maintain all confidentiality requirements for student records. Confidential records shall be kept in a locked file cabinet in a room accessible only to appropriate school personnel. Documentation, such as records for signatures, will be required to remove any record from the records room. Only those staff members directly assigned to teach the students will have access to the student files.

Q62. **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 schoolsb. Record Confidentiality (on site)c. Record Compliance (on site)**

Student education records are official and confidential documents protected by one of the strongest privacy protection laws, the Family Educational Rights and Privacy Act (FERPA). FERPA, also known as the Buckley Amendment, defines education records as all records that schools or education agencies maintain about students. OMSA is legally and ethically obliged to

safeguard the confidentiality of any private information accessed while performing official duties. Private information regarding students and staff will always be transmitted securely.

Requesting Records from previous schools- When any student transfers from one school system to another school system, or from one school to OMSA, OMSA will request the school records from the school from which the student is transferring. If the student's parent or guardian provides the student's record (or withdrawal form) to OMSA from which the student is transferring, OMSA, within 30 days of the student's enrollment, will request written verification from the school record by contacting the school named on the withdrawal form or from information provided by the parent. If the student transfers from within the school district or the county where OMSA is located, the file should be transferred as part of his/her student record as a confidential file. If the student transfers from out of state, contact will be made, and followed up by an official mailed request for records.

Record Confidentiality-OMSA will store confidential records in a specific color (such as blue) in a secure location where the administration and pertinent personnel have access always. Labeling on the cabinet will indicate who has access to the information. The school principal, EC teacher, and administrative assistant will have direct access and will monitor who is retrieving files. Each file will include a sign-out document to record the following

o   printed and signed name

o   the date, and the reason for file review

Record Compliance-OMSA will maintain a compliance item checklist to align with the NC DPI *Special Education Record Review Protocol* for each student through S*tudent Report – Alignment* for the OMSA EC(NCDPI) evaluations.

Strategic Plan- The EC teacher will be responsible for monitoring compliance with all federal and state laws, policies, and timelines to ensure that all files include quarterly progress notes from the EC teacher and related services staff.

IEP team meetings will be held at least annually. Parents will be notified of meeting date, location, and time. OMSA will comply with the Family Educational Rights Act (FERPA) and state policies related to reading, inspecting, and copying student educational records. OMSA collects, analyzes, and utilizes valid and reliable data, including data profiles to make informed decisions. School employees will receive training as related to the confidentiality of student records consistently, at least yearly. If areas of non-compliance are noted, OMSA will take necessary steps to remediate non-compliance areas and implement best practices.

Q63. Exceptional Children's ProgrammingExplain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

OMSA will adhere to the Individual with Disabilities Act (IDEA) that children with mild, moderate, and severe disabilities should be with other students in general education to the "maximum extent that is appropriate." Special classes, separate schools or removal from the general education should only happen when the student's learning or attention issue, such as the identified disability under IDEA is so severe that supplementary aids and services can't provide an appropriate education. Consequently, most students with disabilities spend 80% or more of the school day in general education settings, with students or peers that do not require special education services. The least restrictive environment (LRE), necessitates that to the maximum extent appropriate, children with disabilities shall be educated with children who are not disabled. As such, special classes, separate

schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. OMSA will follow federal government mandates for inclusion in the least restrictive environment. OMSA will use a progress monitoring plan and written plan developed by the IEP team that specifies the following:

· Identifying and operationally defining the behavioral or functional knowledge, action/skill or ability to be measured

· Identification and description of the data collection method/tools

· Description of how often, time of day and where student progress will be assessed

· Identification of team members responsible for data collection, fidelity checks, data interpretation and writing progress reports

OMSA sanctions the idea that students with disabilities are always general education students, and as such, students with disabilities will have opportunity to engage in differentiated core, supplemental and intensive supports. Students with disabilities may engage in *specially designed instruction* for effective integrated systems in academic, functional, behavioral, and social emotional skills for students. *Inclusion*, a teaching approach for this population focuses on including students with special education in the general education classes with support. The OMSA Educational Model, Connectivity Movements and Key Elements in Student Opportunities, Classroom Environment and School Culture support the inclusion and differentiation of instruction, resources for students with disabilities in the least restrictive environment to support student success. The IEP team and parent will determine the LRE based on the individual student. OMSA will contract with Occupational Therapists, Physical Therapists, Speech Therapists, and psychologists in Robeson County and surrounding areas who can provide testing, reporting, and therapeutic services.

Q64. **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?**

OMSA will ensure that children with disabilities have a quality of variety of educational programs and services available. Practices may include, but are not limited to-

o General education classroom with support, where the student spends the entire day in a general education class. The student supports and services may include a tutor or aide, assistive technology, related
services, accommodations, modifications or any combination of these.

o Partial mainstream/inclusion classroom where the child spends part of the day in a general education class. He/she receives individual or small-group instruction in a special education class, or is pulled out of class for some services

o Special education class with specialized instruction for kids with similar learning needs. Services may include supplemental aids and services in the LRE section, technical assistance in the LRE section, present level of academic achievement and functional performance, accommodations and modifications ensure all school programs, activities, and environments are accessible.

The IEP will serve as a blueprint to guide OMSA and the Support Services team to provide educational opportunities and services for student learning and success. Accommodation strategies will assist to identify and remove barriers in learning, to select different instructional approaches or strategies. The environment where a child learns may need change or

modification- such as separate room for testing, or scheduling may need to provide extended time a child completes a task. Modifications aren't the same as accommodations. Modification changes *how* the child learns. Modification of curriculum and expectations are typically used when a child has trouble keeping up in school.

Significantly, all OMSA students will have opportunities to participate in learning environments that use varied learning approaches, work in student teams, and cultivate a school culture and climate that embraces belonging as it empowers learning. These consistent and standard practices will organically provide inclusion and learning opportunities for students with disabilities. OMSA is a school where students engage in STREAM disciplines that prepare future leaders who are innovative, persistent, and self-determined.

Q65. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

OMSA will ensure that FAPE is available to any individual child with a disability who needs special education and related services. OMSA will use state, local, federal and other sources of support that are available to OMSA to meet the requirements in supporting students with disabilities. OMSA is obligated to make FAPE available to any eligible child attending OMSA. The eligible child will have an IEP that documents details of services. OMSA will provide FAPE or special education and related services that are provided at public expense, under public supervision, and direction, and without charge. Students with disabilities will have his/her unique academic and functional needs met and have access to the general curriculum.

OMSA will use support mechanisms such as supplemental and intensive interventions in general classrooms, or specially designed instruction which requires adapting the subject content, including methodology, or delivery of instruction. OMSA will maintain and sustain IEP development for appropriate implementation and monitoring to ensure opportunities for learning and problem solving for improvement. OMSA will implement practices that support addressing gaps for grade-level standards.

All related OMSA FAPE services are provided in conformity with an individualized education program (IEP) that meets the requirements of NC 1503-4 and NC 1503-5.1.

Q66. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.

Section 616 of IDEA states that the primary focus of federal and state monitoring activities shall be on improving education results and functional outcomes for all children with disabilities and ensuring that states meet the program requirements The *Student's Individual Education Program* (IEP) team consists of an OMSA EC provider, parent of child with a disability, regular education teacher(s) of the child, special education teacher of the child, and other persons knowledgeable about the child. The team, including parent participation will develop the most current IEP.

The IEP will contain:

· statements of the student's present levels of academic achievement and functional performance.

· statements of measurable annual goals that address the needs identified. A relationship will exist between the IEP and classroom activities.

·   a description of how student should progress toward meeting annual goals will be measured.

·   how the student will participate in the statewide assessment program(s) with or without accommodations.

·   how the students will participate in OMSA educational model and specify with or without accommodations, and if accommodations are needed, how to implement accommodations.

·   the most recent actions/strategies and contains a description of all actions proposed or refused.

·   a written notice reflecting the date and method in which the notice was provided to the parent prior to implementation.

·   a statement of the parent's procedural safeguards and sources for the parent to contact to obtain assistance in understanding the regulations

At OMSA, training/professional development will occur for appropriate special education personnel, including the OMSA EC Provider on written notice requirements. The IEP must be reviewed at least annually, and goals and objectives are modified as the student continues to demonstrate mastery. Stated objectives attainment are measured by daily performance as determined by the teacher and frequent objective measures of the student's ability to perform the skills needed to attain the goal. The IEP team will conduct self-assessment reviews to assess progress towards implementation of critical components concerning the special education. Analysis of data may occur with individual student assessment data, comparison of student rate of growth to IEP goals, and comparison of student rate of growth to grade level standards. Common formative assessments, outcome assessments, universal screenings or sets of data sources will be analyzed to note progress toward grade level standards at a rate sufficient for transition to the next grade, and to identify if students in special education instruction is being delivered with fidelity, using curriculum and practices consistently and as intended. Systematic data review, analysis, and problem-solving will determine if specially designed instruction needs to be modified, goal adjustments, progress, and if the IEP is being implemented as written. OMSA will communicate successes and challenges to stakeholders, OMSA will gain support and cooperate with regional and district teams with implementation of strengthening strategies. The Exceptional Children Division of the NCDPI supervises and conducts the general supervision process in furtherance of the state's obligations under IDEA and Article 9.

Q67. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

OMSA will collaborate with our mentors, school personnel with expertise, and UNCP for guidance to leverage the most effective related services to students. OMSA will gather information concerning related services using unique, alternative methods, and then meet with parents to discuss best strategies and a plan on a case by-case basis. OMSA, mentors, partnerships, and individuals with expertise in related areas will provide specialized professional development for special education personnel, including the OMSA EC Provider/teacher. The IEP must be reviewed at least annually, and goals and objectives are modified as the student continues to demonstrate mastery. Stated objectives attainment are measured by daily performance as determined by the teacher and frequent objective measures of the student's ability to perform the skills needed to attain the goal. The IEP team will conduct self-assessment reviews to assess progress towards implementation of critical components concerning the special education. Analysis of data may occur with individual student assessment data, comparison of student rate of growth to IEP goals, and comparison of student rate of growth to grade level standards. Common formative assessments, outcome assessments, universal screenings or sets of data sources will be analyzed to note

progress toward grade level standards at a rate sufficient for transition to the next grade, and to identify if students in special education instruction is being delivered with fidelity, using curriculum and practices consistently and as intended. Systematic data review, analysis, and team problem-solving will determine if specially designed instruction needs to be amended to include goal adjustments, progress measures revised, and if the IEP is being implemented as written. OMSA will communicate successes and challenges to stakeholders, OMSA will gain support and cooperate with mentoring schools, regional and district teams to implement improved strategies. The Exceptional Children Division of the NCDPI supervises and conducts the general supervision process in furtherance of the state's obligations under IDEA and Article 9.

9.4. Student Performance Standards

Q68. Describe the student performance standards for the school as a whole.

OMSA's goal is to earn a B or better on the NC Report Card. OMSA's overarching goal is to narrow the achievement gap for underrepresented and majority minority students that attend OMSA. OMSA will demonstrate that its students are increasing in academic achievement as measured by NC End-of Grade Tests and other assessment tools using the following practices:

GOAL 1: By the end of the third year of operation, and for each year thereafter, 65 to 80% will make growth sufficient to maintain or achieve proficiency in **READING.**

GOAL 2: By the third year of operation, and for each year thereafter, 65 to 80% of students will make growth sufficient to maintain or achieve proficiency in **core academic content.**

GOAL 3: By the third year of operation, and for each year thereafter, OMSA will have between 60 and 79 % of all students meeting their growth targets.

GOAL 4: By the third year of operation, and for each year thereafter, OMSA will have 70 to 80% of students to engage in **college career readiness STREAM disciplines** through participating in the **OMSA Educational Model.**

GOAL 5: OMSA will demonstrate positive behaviors related to **academic identity:** engaging in Connectivity Movements and Key Elements to include Student Opportunities, Classroom Environment, School Structure, School Culture/Climate and Community Connections.

Target: Each year the school will have fewer reportable incidents than the average for public schools in Robeson County with similar grade configurations.

Q69. 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.

OMSA will use a balanced assessment system, which includes universal screening, early reading or literacy assessments, pre-assessments at the start of school, knowledge-and performance based assessments, formative assessments, interim assessments/benchmark throughout the year, summative assessments, projects, and portfolios.

K-3 will give priority to developing the reading brain by prioritizing reading and literacy skills. Teachers will collect data through screening, diagnostic, outcome assessments and progress monitoring. OMSA will use community or place based projects outcomes as an assessment tool. OMSA will also be accountable to state and federal laws and The North Carolina Department

of Public Instruction's Accountability Services Division for statewide and federal assessments that are administered to students enrolled in OMSA.

MTSS will be used as a systems approach to promote school improvement through academic and behavioral practices. MTSS will help identify struggling student and use a four step problem-solving approach to include:

1) defining the goals and objectives to be attained,

2) identify possible reasons why the desired goals are not being attained,

3) developing a plan for implementing evidence-based strategies to attain goals

4) evaluating the effectiveness of the plan. (NC MTSS Critical Components)

Career and College readiness standards are embedded measures in the Curriculum Plans and provides readiness proficiencies for comparison to student performance in core contents. This key element of the OMSA Educational Model establishes fidelity checks for immediate assessment and appraisal of academic skills and preparedness. Daily academic content standards also evaluate college and career readiness through informal assessment, including observation, written work, and effort in daily work. Other indicators that OMSA will monitor for each student include attendance, student participation in projects, and progress in content or other related areas. Data sets will be use to influence and inform teachers in PLCs to gauge depth of instruction, determine individual student's current level of performance, and consider essential instructional strategies engagement/responsiveness. These sets of data will be used for instructional planning to improve student learning success in the daily operations.

Q70. 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.

OMSA will support and sustain the **mission** of the North Carolina State Board of Education *to use its constitutional authority to guard and maintain* **the right of a sound, basic education for every child** *in the North Carolina Public Schools.* The mission is especially meaningful, when it is fully understood that Robeson County was one of the 'highest need communities' that participated in the Leandro landmark case. The words, *'the right of a sound basic education for every child'* in the North mission statement is an outcome expectation affirmed in the case.

The OMSA Educational Model is designed for a sound basic education in a community that is home to underrepresented and minority students, including students with special needs.

OMSA will mandate a set of competencies by grade level, for each curriculum area. OMSA will establish 'promotion gate' policies to include attendance, student proficiency on statewide mandates, and proficiency on student performance standards. Promotion gates will establish the performance threshold that a student is expected to meet prior to grade promotion. Standards for student performance and promotion at OMSA are based on the mastery of competencies, and developmental levels/needs of students with disabilities. The Multi-Tiered Systems of Support will be instrumental in support for remediation. OMSA will maintain that no student may be assigned to a grade level based solely on age or other factors that constitute social promotion, except as provided by applicable federal and state law. OMSA will follow NC State Board-adopted standards concerning promotion of students with disabilities. The IDEA specifically does not address standards for retention or promotion of students with disabilities. Rather, the establishment of standards for promotion and retention for all students,

including students with disabilities, will be a OMSA decision. Generally, the IDEA would not require that the IEP team make decisions regarding promotion or retention of a child with a disability. However, the IDEA does not prevent OMSA from assigning this decision-making responsibility to the IEP team. Specific policies and standards will become more comprehensive and detailed with the efforts of OMSA school community and stakeholders. To promote student learning, OMSA and parents/caregivers will form partnerships that involve parents and sharing educational goals; OMSA will foster shared responsibility among students, parents and staff; and encourage ongoing two-way communication between parents and the school. Promotion criteria will be included on the OMSA website, handbooks and communicated during PTO assemblies.

1994
Lawsuit filed against State of NC by parents, children, and school districts in Hoke, Halifax, Robeson, Vance, and Cumberland Counties and the **plantiffs argued** that the wealth of a child's family and the child's community should not determine the quality of that child's education

1997
NC Supreme Court declared that all students are entitled to receive a "sound basic education"

2002
The Lower Court found that the State of NC violated the students' right to a sound basic education and ordered the State to provide:
1. "a competent, certified, well-trained teacher"
2. "a well-trained competent principal"
3. "the resources necessary to support the effective instructional program"

2004
NC Supreme Court upheld the lower court ruling and retained jurisdiction

2017
Plaintiffs requested that Judge Lee appoint an independent consultant to recommend ways for NC to comply with the Leandro Elements

2018
Judge Lee appointed WestEd to study and recommend a plan to remedy the constitutional violation

Governor Roy Cooper established the **Commission on Access to Sound Basic Education**

2019
WestEd released their 287-page report that compiles findings from 13 reserach studies and outlines eight critical needs

2020
Judge Lee signed a consent order that outlines how all parties agree to the facts of the case and the need to take systemic action, plus an agreement to develop a plan of action within 60 days

Q71. 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.

OMSA use Promotion Gate Policies as a tool for exit standards and graduating all students. Promotion gates are the performance threshold that a student is expected to meet prior to grade promotion. Student Performance Standards, Goals 1-4 (see below) will influence Promotion Gate Policies and Exit Standards. Students should enter into the next grade level, only after they are proficient in their knowledge and application of the current level of curriculum. Each student placement decision will consider the best interests of the child.

 OMSA will use a combination of state and local assessments. Exit standards are based, **in part, upon proficiency in reading**. Each grade level exit standards is based on multiple criteria for assessing the student's readiness using some or all of the Student Performance Indicators listed.

Student Performance Indicators

· standardized tests – NC Testing and Accountability Standards

· college and career readiness standards,

· grades

· formative assessments

· universal screenings

· knowledge-and performance based assessments,

· summative assessments,

- projects,

- writing portfolios,

- running records

- writing portfolios

- standards of assessing development growth [social and emotional]

The OMSA Principal will ensure that the standards are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Principals have the authority to promote and to retain students based upon the standards set by the OMSA Board and the North Carolina State Board of Education.

Students At- Risk of Dropping Out

Students that struggle or are at risk of dropping out will be supported through established processes, practices, and customized learning/behavioral plans. OMSA is aware that attendance issues are the most prevalent reason students report for dropping out. Regular attendance, school engagement, and parental involvement will be priorities and used as preventative strategies for dropout prevention. MTSS process will be used as support for struggling students. An at-risk student's academic, vocational, or physical strengths will be identified to use as supplements in daily classroom instruction or activities. The at-risk student's learning style will be identified and connected to varied learning instruction/approaches. Community resources/projects (PBE) will be used for school connection, learning objectives alignment, and support. OMSA will dialogue and partner with family for increased connection and collaboration.

Student Performance Standards

GOAL 1: By the end of the third year of operation, and for each year thereafter, 65 to 80% will make growth sufficient to maintain or achieve proficiency in **READING.**

GOAL 2: By the third year of operation, and for each year thereafter, 65 to 80% of students will make growth sufficient to maintain or achieve proficiency in **core academic content.**

GOAL 3: By the third year of operation, and for each year thereafter, OMSA will have between 60 and 79 % of all students meeting their growth targets.

GOAL 4: By the third year of operation, and for each year thereafter, OMSA will have 70 to 80% of students to engage in **college career readiness STREAM disciplines** through

participating in the **OMSA Educational Model.**

9.5. School Culture and Discipline

Q72. 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

OMSA culture can be realized through the daily application of the OMSA educational model--the connectivity movements and key elements are action and delivery movements. It is a model to bring about academic and personal growth. Growth is motivated through practices of active learning by doing, achieved through immersing in the OMSA Educational Model Connectivity Movements and Key Elements delivery systems. Each key element is critical and implemented consistently to build school community, student strengths, and stakeholder investment. The OMSA Educational Model embodies a positive academic environment. The OMSA Educational Model reinforces intellectual and social-emotional development in each student by providing daily opportunities to grow a stellar academic identity, using multifaceted STREAM disciplines and positioning local community strengths and challenges as primary sources for learning. OMSA matures student strengths through experiencing academic and personal developmental milestones; the Connectivity Movements, Student Opportunities, Classroom Environment, and School Culture impact student expectations and create the OMSA learning culture. The activities and structure during the operational school day strengthen challenges and insists on problem-solving. Students engage in learning experiences that are rigorous, meaningful, and relevant, aligning with the OMSA school mission. There is a sense of belonging, and a space for discussions/dialogue. Internal inquisitiveness is linked to intrinsic motivation; these attributes are encouraged and supported through personalized learning, accountability and ownership of our OMSA reputation .

Diagram 8: Overarching Principles as Connectivity Movements-Key Elements in OMSA Educational Model
Right Fit

Student Opportunities	Classroom Environment	School Structures	School Culture	Community Connections
Key Elements	**Key Elements**	**Key Elements**	**Key Elements**	**Key Elements**
Students Designing (take the lead in solving a problem or answering a question	Instruction Integrating Content	Professional Learning Focus	Old STREAM Academy Educational Model	STREAM-PBE Schools Network
Students Working in Teams	Varied Learning Approaches	Professional Learning Format and Structure	Data Informed and Continuous Improvement	OMSA Board of Directors and Advisory Council
Students Using Digital Technology	Multiple Assessment Types	Strategic Staffing for STREAM	Vibrant STREAM/PBE Culture	Parent Engagement Partnership
Opportunities with STREAM and PBE Stakeholders/Organizations	Teacher Collaboration	STREAM Disciplines, PBE Pedagogy	Serving Underrepresented Students	Community Strategy
	Professional Learning Communities	Integration of NCSOS and CCR Standards in STREAM and PBE Disciplines		

Diagram 2: OMSA Educational Model
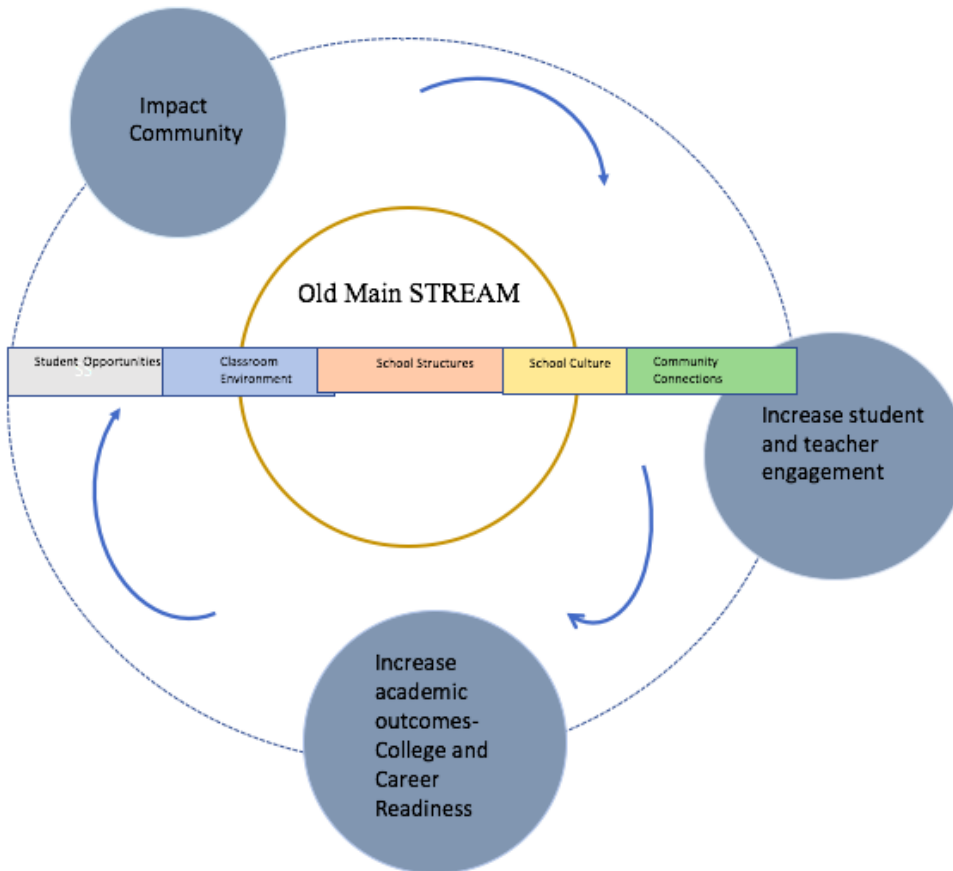
Q73. **Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.**

OMSA Board of Directors sponsored Community Focus Meetings, informal meetings, and participated in Town Hall meetings to discuss the mission and vision for OMSA. The OMSA Educational Model was presented in these sessions. There is a https://sites.google.com/view/omsacademy/home (https://sites.google.com/view/omsacademy/home?fbclid=IwAR2TSmJtNAq-

8JD9dLV5YzRYzk2AQMwnIm78l4_UON2939IbXDDfFdHNd_E) on the FaceBook page to visit and better understand the mission and goals of OMSA. OMSA Board of Directors have been involved in multiple Community Focus meetings, dialogues, and discussions; a well-established support base has been gained to bring this opportunity and vision to the community. The OMSA Advisory Council advocates and partners in communicating the mission and vision of the school community culture and climate that OMSA endeavors to foster. Significantly, the community, the town, local businesses and the university are invested in OMSA to support successful learning and cultivate a culture and climate that OMSA intends. There is investment in the school to produce smart, self-disciplined students that **are *prepared to become future leaders who are innovative, persistent, and self-determined.*** OMSA culture and climate creates pathways to embrace building school community, student strengths, and a positive school environment. OMSA fosters intellectual and social development; each unique student's academic identity is provided multiple opportunities to grow and be proactive through a 'right-fit' educational model with people that care.

OMSA recognizes how essential it is for new students to experience belonging, and know that OMSA is a safe space. Students entering in mid-year will have a buddy assigned to assist in acclimating to the daily routine, schedule, and expectations of the OMSA educational model and learning environment. OMSA administration and faculty will learn the student's name and build rapport. When the new student participates in the range of the OMSA Educational Model Connectivity Movements, inclusive of Student Opportunities, Class Environment, Schools Structures, School Culture, and Community Connections, the actions internal to the practices will express the school's philosophy and the school community's belief that every student will learn.

Student Opportunities	Classroom Environment	School Structures	School Culture	Community Connections
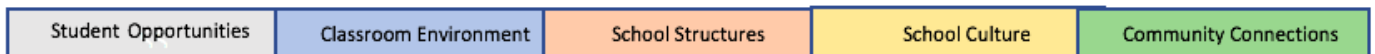
Q74. **Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:a. Practices the school will use to promote effective discipline.b. 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.**

A.OMSA will develop each student's academic identity, to connect with intrinsic values and practices that positively influence sense of self; OMSA will appreciate and celebrate personal growth, cultural identity and personality, and expect each student to share the mission and practices of the OMSA community and educational model with honor and integrity. The PBIS model and MTSS behavior components will support effective practices regarding discipline.

B.Offenses that my result in-school discipline or suspension of students include-violence, hate violence or speech, sexual harassment, selling or using drugs, alcohol or tobacco, bullying, using profanity at a staff or faculty member, disrupting class repeatedly, skipping class without permission. Expulsion offenses include possessing a gun or other deadly weapon on school

grounds or at a school activity, making a bomb threat using a deadly weapon to commit a crime off school grounds, selling illegal drugs.

OMSA has a **School Safety Policy** approved by the OMSA Board, available in evidences.

C.When a decision needs to be made about a special education student, a manifest determination meeting will be conducted. The IEP team will determine whether the student's offense is a result of his disability. If the answer is yes, then the student will not be disciplined, but steps such as developing a behavioral intervention plan, revising the behavioral plan, or working with the parent for external counseling services to help the student reduce behavioral problems. If the answer is no, then the student will be disciplined using the discipline protocol of any other student. The more severe the disciplinary action is the more formal due process requirements are. The school principal must have a conference with the student to explain the violations, what evidence supports the allegations, and the consequence. The student has an opportunity to give explanation as due process. The parent will be notified of the reason and duration of suspension, and the right to appeal. Long-term suspension hearings shall be conducted in accordance with state law. Every student will be provided with procedural due process. If the student or parent disagrees with the suspension, a request to meet with the school principal to resolve the grievance can be made. If the grievance is not resolved, a written appeal may be made to the Board of Directors at the next regular board meeting. A time and place for the scheduled hearing will be determined and the parents notified expediently. The overall process of any situation must ensure that due process is provided in any situation. If the offense leading to the long-term suspension occurs before the final quarter of the school year, the exclusion shall be no longer than the remainder of the school year in which the offense was committed. If the offense leading to the long-term suspension occurs during the final quarter of the school year, the exclusion may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year.

D. **A Grievance For Families Policy** is available in evidences. The purpose of the Grievance Policy is to provide such due process to an OMSA students and their parents/guardians to address adverse actions taken against him/her per rules and regulations of the OMSA.

All policies are available to all OMSA staff, students, parents, guardians, volunteers, and the general public on the Old Main STREAM Academy website.

Evidence :

PDF	PDF
SAFETY POLICY.pdf	**STUDENT PARENT GRIEVANCE POLICY (...**

9.6. Certify

Q75. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

◯ Yes

◉ No

Comments :

Work from the previous Old Main STREAM Academy application was used in this section.

Q76. **Explanation (optional):**

Previous application was used, as well as feedback by the CSAB Board.

10. Governance and Capacity

10.1. School Governing Body

Q77. 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.

    Old Main STREAM Academy, Inc.

Q78. Mailing Address

    P.O. Box 1084

    Pembroke, NC 28372

Q79. Street Address

    200 S. Odom Street

Q80. City/State/Zip

    Pembroke, North Carolina 28372

Q81. Phone (xxx-xxx-xxxx)

    (910) 734-5025

Q82. Fax: (xxx-xxx-xxxx)

    Not Applicable

Q83. Name of Registered Agent and Address

    The Old Main STREAM Academy Board of Directors

    PO Box 1084

    Pembroke, NC 28372

Q84. 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

Q85. If applicable, attach Appendix F Federal Documentation of Tax-Exempt Status

Q86. Federal Tax ID:

    83-146252

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.

Q87. Using the attached resource as a template, please complete the table depicting 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 :

OMSAInitial Members of the Nonprofit ...
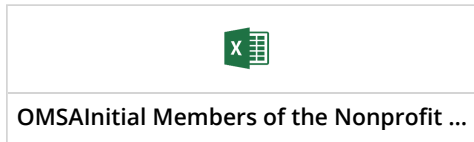
Q88. Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator

The name of this Corporation shall be Old Main STREAM Academy, hereinafter called OMSA, Inc. OMSA, Inc. is a nonprofit corporation and shall be operated exclusively for educational and charitable purposes in a manner consistent with Chapter 55 A of the General Statues of North Carolina. By law, charter school boards are held accountable by the authorizer, the state, the federal government, and the public to ensure that the school is operating in accordance with its original purpose and doing so in a responsible manner. All business and affairs shall be managed by a volunteer Board of Directors, or by such committees as the Board of Directors may establish to accomplish the goals of OMSA and its programs Legally, accountability stops with the board, and, therefore, ensuring board competency is not just the right thing to do, it is a legal responsibility. The Governing Board/Board of Directors mandates specific responsibilities to OMSA. The OMSA Governing Board will ensure that the OMSA Educational Model that reflect academic framework programs are successful and that the school's operational programs comply with all terms of its charter. The OMSA Board will ensure that OMSA is compliant with all statutory and regulatory requirements, and OMSA is financially solvent and stable. OMSA must hire competent professional staff to carry out the operational plan. During every Board of Directors meeting, OMSA will discuss financial stability, academic standing and any essential compliance situations to ensure that OMSA is maintaining or making adequate progress towards program and fiscal compliance. The OMSA Board of Directors will hire the lead administrator/principal. OMSA Board of Directors developed a job description that reflects OMSA mission, OMSA goals, and student performance standards, to recruit and employ the right fit leader with expertise in sustainability and expansion. The school principal will meet educational requirements- a Masters Degree in Educational Leadership or equivalent Professional Educators Certificate in Educational Leadership. The OMSA Board of Directors, or three members from the OMSA Board of Directors will evaluate the effectiveness of the school leader. An approved timeline by the full board will guide the process.

Please see the OMSA School Principal Job Description in evidences.

Evidence :

OMSASchoolPrincipalJobDescription.pdf
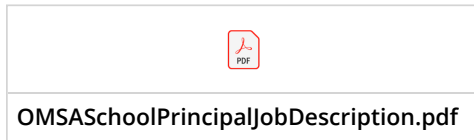
Q89. **Describe the size, current and desired composition, powers, and duties of the governing board**

The governing board consists of five members. Professional expertise represented on the Board includes finance, commerce and workforce administrative skill sets, educational (former superintendent, human resources, school administration, curriculum and teaching, student services/advocacy, counseling, supervision, grant writing, cultural responsiveness and diversity, and new teacher support). OMSA Board of Directors will continue to seek diversity in the areas of expertise and professional skills that will strengthen the school, the academic program, and the intentionality of providing school choice and a sound, basic, education to underrepresented students. OMSA Board of Directors established an Advisory Council to offer expertise, advice, and for engagement in serving for the well-being of OMSA. Council representatives include expertise in law, marketing, finance/accounting, service learning, and sports science. Responsibilities of the governing board are to follow and adhere to public charter school law, charter agreement, and all open meeting laws.

"The governing board acts as guardians of the "public trust." This structure makes the school's management accountable to a diverse group of people who have the general interest of the charter school at heart, are not directly involved in the operational activities of the school, and, because the roles and functions are voluntary, can effectively provide financial oversight since no personal financial gain is involved" (Creating Effective Governing Boards, Annie E. Casey Grant). OMSA is composed of individuals from diverse professional and personal backgrounds who support the OMSA mission, believe in it, and seek to promote it. Advocating for the educational philosophy is an important function of the board and involves promoting the mission and goals of the charter school within the community and with the wider educational reform arena (Creating Effective Governing Boards). Maintaining financial well-being and raising funds is a measure of the governing board's effectiveness. OMSA must fulfill its mission and reach set goals, and resources are needed to do this. Effective governance includes designing strategic, fiscal, management plans and an outline of organizational responsibilities. The OMSA governing board has an established mission and vision of the school and it has been communicated throughout the community and with stakeholders. The OMSA governing board individuals will serve on the following sub-committees:

·   Budget and Finance-review the budget and finance projections monthly- share information with the board,

·   Governance- ensure that the OMSA Board of Directors, as well as individual board members and new board members, have skills and competencies necessary to perform at the highest level, and support the Board in fulfilling its role (overseeing and evaluating compliance with legal entities and guidelines) and maintaining the comprehensive health of OMSA

· <u>Building and Facilities</u>- to oversee OMSA's physical assets: land, buildings, and equipment. General improvements identifiers and recommendations for OMSA rules, regulations and for specific grounds. Recommends policies and procedures for the construction/or purchase of facility for permanent school facility.

· <u>Strategic Planning</u>- Maintains the focus of the OMSA mission, vision and strategic direction and process with the OMSA Educational Model. Reviews and sustains development of the twelve month plan and the three to five year strategic plan with measurable goals and time targets.

· <u>Academics/Instruction</u>-determine which educational programs and services are the most consistent with the OMSA mission, and to monitor effectiveness; is the educational model and strategies positively impacting student achievement; raise strategic academic issues for board discussion

Monthly, the financial health of OMSA will be discussed:

-the number of students enrolled/withdrawn, currently attending, and attendance rates for each grade level

-the cost of major projects of the school

-current financial budget surplus or deficit

 The governing board will analyze and evaluate academic achievement/ progress, analyze and evaluate reports, provide clear direction and support to the school principal, request amendments to the charter and speak as one voice after a decision is made. Yearly, the governing board will evaluate the goals as reflected in the approved charter application, its progress toward charter agreement renewal, the performance of the school principal and the performance of the board. The governing board will follow the NC Open Meetings Law with meetings and committee meeting open to the public and provide appropriate notice in advance of the meeting date, time and location. The governing board will follow closed session procedures as stated in the NC Open Meetings Law. The governing board members will follow a clearly outline agenda, follow Roberts Rules of Order, listen to detailed committee reports, and always use 'a student first mindset.'

Please see the following:

OMSA Procedures for Meeting Policy

NC Open Law Commitment - OMSA NC Open Meetings Law Public Policy

Governing Board Committee Policy

<u>Edward Kenneth Brooks- Selected OMSA Board Attorney</u> **Current-** President, Kwann Consulting, LLC, Managing Attorney, The Law Office of Edward Brooks, PLLC, Pembroke, North Carolina

Evidence :

PDF	PDF	PDF
Procedures for Board Meetings.pdf	**NCOpenMeetingsLaw.pdf**	**COMMITTEE POLICY.docx.pdf**

PDF	
EdBrooksResume.pdf	

Q90. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.

The governing board strongly believes in growing charter school knowledge for establishing best practices, commitment to accountability and following the open meeting law. All five of the founding members have professional experience in school leadership, administration and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement. Five of the founding members have **specific** professional experience in school leadership, administration, and governance; curriculum, instruction, and assessment performance management; and parent/community engagement in public school settings, large central office school districts, university settings, and tribally operated schools. There is professional experience within the group with finances and school law. One governing board member has substantial professional experience in workforce solutions with the NC Department of Commerce- a platform for college and career readiness. Founding members attended the Charter School Leadership Institute, participated in sessions for the Ready to Open (RTO) process and the 2019 NC Association for Charter School conference. The founding members have established OMSA Policies for compliance requirements in RTO. All founding members currently live in Robeson County, are neighbors with community members and potential students that will be representative of the OMSA student population. All founding members are deeply committed to the school choice process and recognize the community's desire for OMSA to become an established school choice opportunity. The founding members hold extensive knowledge of the surrounding demographics, cultural identifiers, strengths and challenges. The founding committee have established active networks with community leaders, local legislators, and other key figures in the community and beyond to build ongoing relationships to support OMSA and improve economic well-being. The founding members have demonstrated commitment to persevere through the charter process, use personal time and resources to undertake the challenges, and have implemented recommendations/ feedback from the CSAB.

Dr. Rose Marie Lowry-Townsend- **Current**: Director for Lumbee Boys & Girls Clubs-3 County Region (600 members). Former: Superintendent of Cherokee Central Schools, Assistant Superintendent for Human Resources, School Principal, and Classroom Teacher (Elementary and Middle School)

Dr. Brenda Dial Deese- **Current**: Founder and Owner of *Cinnamon Wit*- External Evaluator, Grant Writer, Adjunct Instructor and VISTA. Former: Director for Student Services, MTSS District Coordinator, TRIO Counselor- Support Services, School Counselor, Testing Coordinator, and Classroom Teacher (Elementary Education)

Dr. Tiffany Locklear- **Current**: Assistant Professor in the School of Education (UNCP), Project Director for Lumbee Filmmaking STEM: Capturing Lumbee Stories through Video. Former: Assistant Principal, Testing Coordinator, International Intern (Mathematics), Belize and Classroom Teacher

Dr. Frances Denise Hunt-**Current:** Lead Instructional Coach and New Teacher Support Coach, (UNCP) National Board Teacher Liaison Former: Instructional Coach (Pitt County), Adult High School Instructor, Teacher Recruiter (Teacher Quality Partnership), Department Chair for English Department, and Classroom Teacher (English)

Mr. John Lowery-**Current**: Regional Operations Director, North Carolina Department of Commerce, Division of Workforce Solutions, Sandhills Prosperity Zone. Former: Tribal Relations Manager, United States Department of Agriculture, Office of the Secretary, Office of Tribal Relations, Washington, D.C., Legislative Fellow, National Congress of American Indians, Washington, D.C., Classroom Teacher- Social Studies and American Indian Studies

Q91. **Explain how this governance structure and composition will help ensure that a. The school will be an educational and operational success; b. The board will evaluate the success of the school and school leader; and c. There will be active and effective representation of key stakeholders, including parents.**

a-The OMSA Board of Directors will ethically and sensibly follow public charter school law and the charter agreement. OMSA governance includes designing strategic, fiscal, and management plans, outlining organizational responsibilities. OMSA Board of Directors established the mission, vision and OMSA Educational Model with the mindset of keeping students first. The founding board deliberately discussed and constructed a design that was 'a right fit' for underrepresented students and a majority minority. OMSA is attentive through the governance structure and composition; the OMSA learning environment is designed to enrich each student life and give students knowledge, experiences, and skills for a high-quality developed in the core STREAM school. The founding members are invested in the educational and operational success. The founding board believe that communication is the conduit to inspire excellent performance and foster strong employee morale. The OMSA school principal will be prepared to monthly to update board members on all matters concerning OMSA, including bringing other staff to meetings as needed. OMSA will use daily guiding practices to strengthen relationships between educational leadership and student learning. These relationships are critical to the success of OMSA and are embedded in standards for the school principal.

b- There is a purpose for the school principal evaluation, and NC DPI provides guidance. The OMSA School Board School principals must be able to create schools that are organizations, create systems, and build relationships. The evaluation process and self-evaluation encourages the school leader to reflect upon and improve effectiveness. The Board will evaluate the success of the school and the school principal as the school leader with the principal evaluation instrument. The NC Educator Evaluator System (NCEES)School provides policies and standards for educators and the principal process.

§ Standard 1: Strategic Leadership

§ Standard 2: Instructional Leadership

§ Standard 3: Cultural Leadership

§ Standard 4: Human Resource Leadership

§ Standard 5: Managerial Leadership

§ Standard 6: External Development Leadership

§ Standard 7: Micro-political Leadership

Principal Responsibilities in the Evaluation Process

• Understand the School Executive: Principal Evaluation Process.

• Prepare for the Pre-Evaluation Conference, including a self-evaluation, identification of performance goals, and identifying change initiatives underway at the school;

• Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals.

• Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.

• Participate in the Final Evaluation Conference

c-OMSA will maintain relationships and parent involvement as an integral part of the OMSA Educational Model (Community Connections). OMSA will host School and Community Council Meetings, Parent and Teacher Organization Meetings, Advisory Body Council Meetings and participate in STREAM-PBE Schools Networks (locally, state, and nationally). These councils and organization are established to encourage and support key stakeholders, advocate for OMSA within the communities, and speak knowledgeably with parents concerning OMSA as a charter school and school choice in the community. A calendar has been established and meetings will be scheduled. Communication and visibility with OMSA partnerships and supporters will strengthen and expand through collaborations and continued work with OMSA.

Q92. **Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?**

The initial founding board was established in 2018 as a grassroots effort catapulted by concerned Robeson County Citizens. The quality of education made available to community students and their skill sets to compete or achieve success in university settings and work settings is a concern. This group was particularly concerned with the lack of consistent reading curriculum established in grade levels or spans in the schools (and it continues into 2020). The small group decided to pursue a charter school and to offer school choice and quality opportunities with a well-developed curriculum model aligned to developmental readiness.

The current governing board provided the necessary balance of educational background, local experience, parental/caregiver support, business acumen, and connections in the community to open and operate a highly successful heterogeneously populated charter school. Interested candidates to fill vacancies on the OMSA Board will attend an informational meeting (s) conducted by the founding board members. Board seats have staggered terms such that 1/3 of the positions expire each year, allowing for the new composition of the board to thoughtfully evolve in parallel elected by a majority vote of the current Board of Directors members or by bylaws. Vacancies occurring due to events outside of the natural term expiration will be filled as quickly as possible with qualified Robeson County candidates and or other candidates as identified and approved pursuant to the bylaws, and any replacement member will continue the term of the previous board member as to preserve imposed staggered term limits. Article VI in the OMSA Bylaws provides details concerning roles, responsibilities, elected officers and vacancies.

The OMSA Board established the following policy for review

OMSA Residency Policy

Evidence :

📄 PDF

BOARD MEMBER RESIDENCY POLICY.pdf
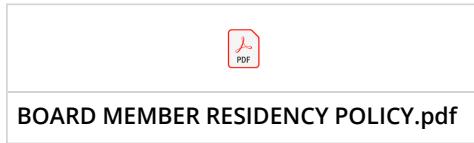
Q93. Describe the group's ties to and/or knowledge of the target community.

All the founding members' formative and developmental years are in Robeson County, in surrounding communities in proximity, or in the town of Pembroke. All the founding members attended local schools and graduated from one of the high schools located in Robeson County. The founding members have strong historical kinships, extended family, and investments in Robeson County. The group is committed to existing or developing partnerships to strengthen the quality of education and the economic well-being of the county. Individual group members reached out to agencies, organizations, and businesses for support of this charter initiative; and through local connections and relationships, garnered approval, encouragement, and resources. All founding members have connections in the community/county through teaching experiences in the local Robeson County schools. All the founding members live multiple life roles in Robeson County, to include professional careers, faith-based membership, social, family, neighbors, civic duties, and community members. Founding members are deeply connected to the people, the land, and sustain a shared sense of knowing systems in Robeson County. Founding members believe it is right to give back to the community, through time, application of skill sets and resources to our community through the opportunity for school choice. The group believes that a sound, excellent education will increase the well-being of people and develop a stronger economy.

Q94. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

The board shall meet no fewer than ten times per year, and conventionally will meet once per month. This includes an annual meeting, a school readiness meeting in early August, and the mandatory training during the school year. The thirty (30) hours of training is annually reviewed by North Carolina School Board Association to fulfill the requirements of high-quality training programs to board members to effectively fulfill their responsibilities as leaders. The board will schedule additional meetings as needed. The attached OMSA Calendar, notes that the OMSA Board of Directors will meet the first Tuesday of every month at 5:30 pm. Other boards that will meet to support OMSA educational excellence include the Advisory Council, Parent-Teacher Organization and Community & Partnerships. Subcommittees, as named below, are comprised of the Board of Director individuals will meet as planned and needed in between the regularly scheduled monthly meetings to achieve goals and carry out the mission and vision.

·   Budget and Finance

·   Governance

·   Building and Facilities

·   Strategic Planning

· Academics/Instruction

Evidence :

PDF

OMSABoardMtgCalendar.pdf
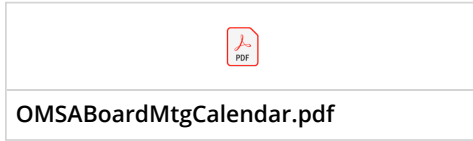
Q95. **What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.**

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

OMSA developed a Governing Board –Evaluation Tools Policy.

Evidence :

PDF

GOVERNING BOARD-EVALUATION TOO...
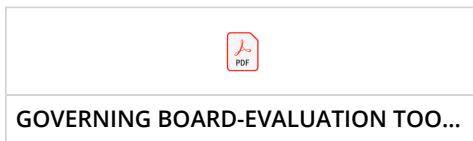
Q96. **Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts**

OMSA Board of Directors (BOD) will accept only the highest standards of ethical and moral conduct from its members and the school staff. Due to the important role of the Board, all Directors members will become well-informed and understand the significance of the OMSA Conflict Policy, OMSA By-Laws, and NC Open Meeting Commitment. The Board of Director members will undergo the same background check procedures as employees of the school, and will conduct themselves in accordance

with the North Carolina School Boards Association (NCSBA) standards. A Director may be removed with or without cause only by a simple two-thirds majority vote of the Board of Directors at any meeting. BOD (members) will be considered for dismissal for any one of the following breaches of integrity-

- violation of confidentiality
- undermining the directives of the Board
- being indicted or convicted of a felony
- failing to oversee and abide terms and conditions stated in the bylaws
- acts that would constitute a general breach of integrity in the views of the members as determined by the OMSA BOD

Matters that come before the Board of Directors which places a Board of Director in a perceived conflict of interest between the Corporation or a Board member, of his/her family, and/or business, the Director with the conflict shall be prohibited from participating in the discussion and recuse his/herself from voting on the particular matter in the event the Board upon review of the potential conflict of interest deems that a conflict in the fact has or will occur.

The Board of Directors shall comply with the voting and disclosure provisions of North Carolina General Statute, Director Conflict of Interest Section of the Non-Profit Corporation Law§ NCGS 55A-8-31, Article XII of the By-Laws details specific and comprehensive measures that the OMSA Board adopted to proactively avoid actual conflicts, including the requirement that all Board of Directors sign an annual statement that he/she:

1-received a copy of the conflict of interest policy

2-read and understand the policy,

3-agrees to comply with the policy,

4-understand that the Corporation is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplishes one or more of its tax-exempt purpose.

OMSA By-Laws also include due process by which a perceived conflict may be investigated fully in order to decide is a legitimate conflict exists, and empowers the Board to act in a decisive manner to correct the conflict should one exist.

The OMSA Conflict of Interest Policy includes the following procedures:

- Duty to Disclose
- Determining Whether a Conflict of Interest Exists
- Procedures for Addressing the Conflict of Interest
- Violations of the Conflicts of Interest Policy
- Records of Proceedings
- Compensation
- Annual Statements
- Periodic Reviews
- Use of Outside Experts

When appropriate, the decisions of the Board will be guided by independent counsel. The integrity, best interests of the school and the advancement of OMSA will guide all decisions.

OMSA Conflict of Interest Policy can be found in evidences.

Evidence :

CONFLICT OF INTEREST POLICY.pdf

Q97. **Explain the decision-making processes the board will use to develop school policies.**

Guided by the school's mission, the OMSA Board and relevant subcommittees will set policies regarding finances, enrollment, program evaluation, and other operational aspects. The Board's policies will serve two purposes: 1) to provide direction to the school staff in implementing the OMSA's mission and goals in the most effective way and 2) to meet legal requirements and obligations of the charter contract. The Board may also adopt policies throughout the year to address situations and crises. To adopt proven practices and avoid adopting unsound or illegal polices, the Board and/or legal council may research policies established at other charter schools in the county and state. OMSA will be guided by existing research and established best practices; the Board will consult with the OMSA Board Attorney for advice to avoid legal entanglements and practice best policies. Both the Board and school leadership will adopt the "School Improvement Life Cycle" as published by AdvancEd/SACS, to guide all decision-making processes and particularly those that involve school policy. The cycle begins and ends with the gathering data/information and thoughtful analysis of relevant school data. The Board will implement the policies in furtherance of the OMSA mission, and will evaluate the impact and relative effectiveness of the policies, thus renewing the cycle of continuous improvement. The OMSA Advisory Council will provide external review and review concerning the school's programs and decision-making processes.

School Boards- Responsibilities Duties Decision-Making and Legal Basis for Local School Board Powers, supports the OMSA idea, that the process for policymaking is to support our unifying vision and mission, solicit and balance the participation and input of members of the community, and advocate on behalf of the educational needs of children.

The OMSA decision making process for policymaking is as follows:

1- OMSA is to make policy for the sound operation of OMSA

2- The subcommittee reviews data, studies it, and if it is determined to move forward, generate options and resolutions

3- The subcommittee makes recommendations to the full Board

4- Policy(ies) is drafted

5- Drafts are shared for input from Advisory Council/stakeholders

6- The full Board discusses the recommendation and the existing draft policy

7- Policy is presented for additional discussion and a vote from the Board

Final policies will be available to stakeholders and community via the web. Policies will be reviewed annually during training/or retreat.

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Q98. **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.**

OMSA is extremely fortunate to have **guiding mentor alliances** and **councils** that choose to partner for educational excellence and success. Southeastern Academy Charter School, K-8, and Communities in Schools (6-8), two successful charter schools with experience will serve as our mentors. The will fill the role to guide and provide advice to OMSA. OMSA, Southeastern Academy (SeA) Charter School and Communities in Schools (CIS) formed an alliance to participate in professional developments for growth, opportunity, and excellence in curriculum. The three charter schools will work collaboratively for alignment, resources, professional growth, and consistent procedures in daily operations. SeA Charter School offers the same grade level compositions/structure, so OMSA can consult with this charter school with developmental targets, best practices and approaches, and positive discipline. Communities in Schools Charter, is similar to OMSA with demographics, community resources, and middle school milestones. OMSA will partner with CIS in community outreach, engagement opportunities, and initiatives for our preadolescent and adolescent students. OMSA governing board met with both SeA and CIS leadership for preliminary planning.

OMSA will practice in shared decision-making structures and site based management councils for effective governance. The Advisory Council consists of professional expertise and is privileged with the caliber of knowledge and skill sets the members offer for OMSA well-being. Resumes are included as evidence. The Advisory Council members have committed to serve OMSA with their expertise as needed. The Council offers specialized expertise for the purpose in strengthening the governing board process for policymaking and educational excellence. The Council supports OMSA's unifying vision and mission, and is a critical facet of soliciting and balancing participation and input of members of the community, and advocating on behalf of the educational needs of children. The Advisory Council will meet regularly with the governing board and communicate with the school leader. The Advisory Council has participated in Community Focus Meetings.

Advisory Council Members:

Sandy Jacobs- **Current-** Associate Director for Service Learning, Office for Community and Civic Engagement University of North Carolina Pembroke

Meredith Godwin**-Current-** Staff Accountant, S. Preston Douglas & Associates, LLP

Kiel Locklear-**Current**- President & Co-Owner- Air Production & Service

Lydia Locklear- **Current-** Tribal Justice Clerk, Catawba Indian Nation

The Stakeholders & Partnerships will provide insight and voice for growth and economic well-being; the council will discuss approaches and investments to support OMSA's financial well-being. This council will assist in developing partnerships to build capacity for the school, review the School Improvement Plan (SIP), and collaborate with the governing board in advocacy for

OMSA. The SIP evaluates the school's programs and is critical to the academic health of OMSA. The principal and the Board Chair will serve as adhoc members with the Stakeholders & Partnerships. Stakeholders & Partnerships will meet regularly with the governing board.

The Parent Teacher Organization is comprised of families, students, *teachers*, administrators, business and community leaders devoted to the educational excellence and success of OMSA. The Parent-Teacher Organization (PTO) will evolve to meet different needs as the school grows and become more established. Initially, the PTO will assist in establishing and maintaining a positive school culture, broaden the base of volunteers, and increase school-to-home and home-to-home school communication. As OMSA becomes established, the PTO will transition toward increasing vibrancy to the school programs through development of social and community service opportunities for the school and students. PTO members will review the School Improvement Plan and provide participation. The Principal as well as a Governing Board Member will serve on the PTO executive committee to ensure continuity of the school's mission and purpose.

The OMSA Organizational Chart demonstrates the strength and value of the mentor alliances, councils, stakeholders, and OMSA personnel. The OMSA mentor alliances and councils will function as a collection of individuals to bring unique knowledge, direction/advice and skills to augment the knowledge and skills of the governing board for an effective OMSA operation. These mentor alliances and councils serve to make recommendations and/or provide key information to the governing board of directors. The school principal will coordinate with appropriate members of the mentor alliances, and councils to establish meeting dates and times. The meetings will be published on the Board of Directors Calendar, the Student Handbook and on the OMSA website.
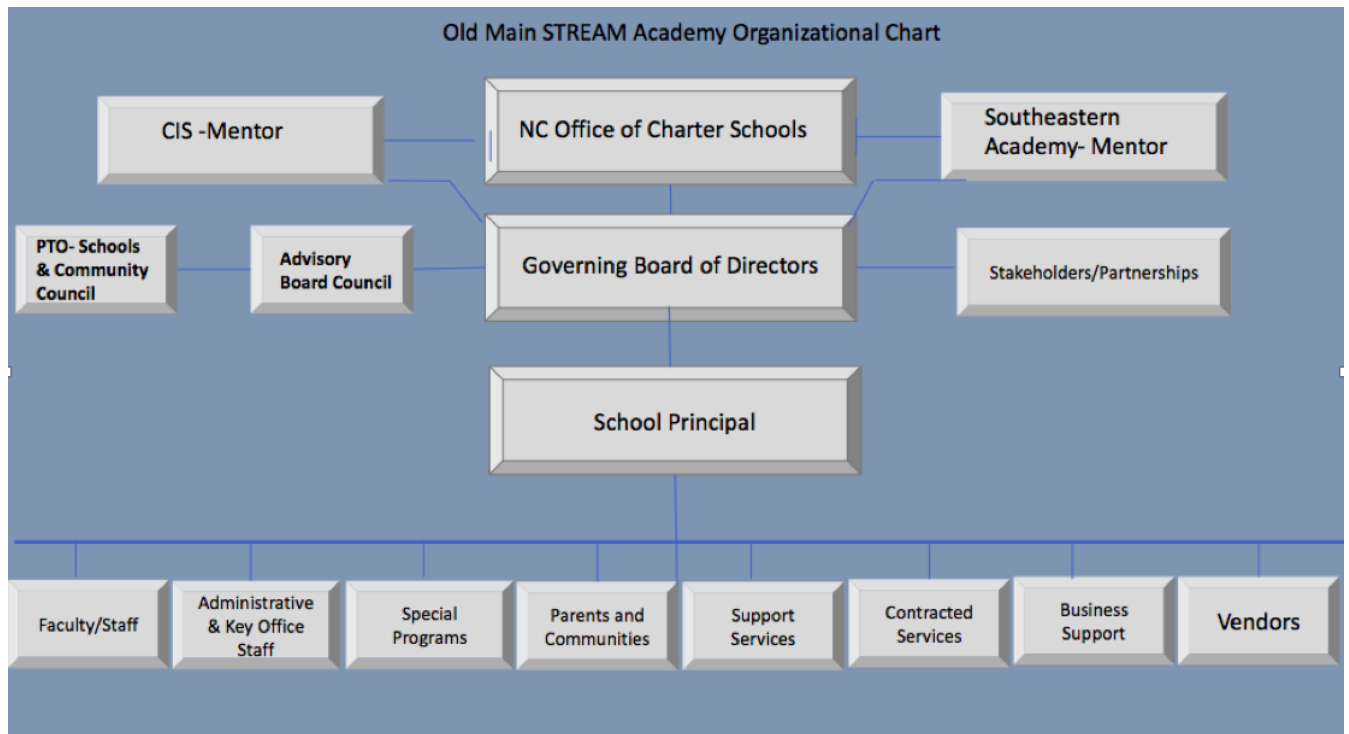
Evidence :

PDF	PDF	PDF
Resume, pdf.pdf	**Resume- DHA.pdf**	**KLL Resume 2.pdf**

PDF
Meredith Ashley Godwin- Resume (2).pdf

Q99. **Discuss the school's grievance process for parents and staff members**

OMSA developed policy for grievance **for students**. The OMSA Grievance Policy for Families can be found here in evidences. OMSA shall strive to provide for an open relationship with all students and their parents/guardians. However, should disagreements arise, all students and their parents/guardians must be provided an avenue to protect one's right to due process under the applicable laws of the State of North Carolina, federal employment law, and those policies adopted by the OMSA Board of Directors, pursuant to Department of Public Instruction. It is expected that any student and their parents/guardians with an issue should try to resolve the issue by using open communication with the teacher. This means that if a student and their parents/guardians disagrees with any policy or procedure within the classroom, the first level of grievance is their student's teacher. If the student and their parents/guardians are not satisfied with the teacher's response, they should then set a meeting with the principal. At that meeting, the teacher, student, principal and parent must be present and the issue at hand will be fully discussed. If the students and their parents/guardians wishes to pursue the matter further, they may then meet with the school principal. Similarly, if a student and their parents/guardians disagree or have an issue with a policy or procedure at the school, the student and their parents/guardians should set a meeting with the school principal. If students and their parents/guardians believes that their issue is still a concern after meeting with the principal and the issue meets the definition of a grievance set forth below, the students and their parents/guardians may initiate the grievance procedures as described. Many issues that a student and their parents/guardians have with the classroom, teacher or school will not rise to the level of a grievance and appropriate resolution will be found with the teacher and/or principal.

Definition of a grievance: a grievance is defined as a formal written complaint by a student and their parents/guardians stating that a specific action has violated a School policy, board policy, or law/regulation. A complaint under Title IX is not a grievance and this policy does not apply to such complaints. **Time Limits:** A grievance will only be heard if the complaint has been filed within fifteen days of the meeting with the principal. The fifteen-day deadline may be extended at the discretion of the school principal. **Step 1:** If the parties are not satisfied with the decision of the school principal, and the grievance meets the definition set forth above, the parent/student must submit a letter in writing stating the school policy, board policy or law/regulation that was violated including details of the actions and the place, date and time of the violation. The student and their parents/guardians should make all efforts to include any details about the event that may be helpful in the decision-making process. The written letter should be submitted to the OMSA principal and to the Chair of the Board of Directors. If the school principal is implicated in the grievance, the grievance should only be submitted to the Chair or the Vice Chair of the Board of Directors. **Step 2**: The Board will review the facts and notify the parties in writing (email accepted) if further action is necessary. If the Board considers the matter should be heard, the parties will be called to meet with the Board. After the hearing, any decision of the Board will be communicated to the school principal and student and their parents/guardians who filed the grievance within five days. It shall be the responsibility of the OMSA School Principal to administer this policy for OMSA students and their parents/guardians.

OMSA developed policy concerning grievance for **staff members**. It can be found here in evidences. It is expected that any employee with an issue should try to resolve the issue by using open communication with their supervisor. If an employee feels that their issue is still a concern after speaking to their supervisor and that the issue has risen to the level of a grievance, then the employee may initiate the grievance procedures as described below. The goal of filing a formal grievance would be to use the process to come to an equitable solution. **Definition of a grievance**: A grievance is defined as a formal written complaint by an employee stating that a specific action has violated an Old Main STREAM Academy policy, board policy, or law/regulation. Complaints that do not demonstrate an alleged violation of an Old Main STREAM Academy policy, board policy or law/regulation do not warrant a grievance issue and are not subject to these procedures. In addition, a grievance does not include the non-renewal or termination of employment. A grievance does not include a complaint of sexual harassment, discrimination or retaliation, which shall be handled pursuant to the Discrimination, Harassment and Sexual Harassment policy in the Employee Handbook and consistent with state or federal laws.

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

Please see the OMSA Policies for Grievances

Evidence :

PDF	PDF
EMPLOYEE GRIEVANCE POLICY.pdf	**STUDENT PARENT GRIEVANCE POLICY (...**

Q100. 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 :

PDF
OrganizationChartOMS.pdf

Q101. 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 :

PDF

Evidence :

PDF	PDF	PDF
AppendixHRMLT.pdf	**20200720_Charter School Board Memb...**	**TML Board Member InformationH.pdf**
PDF	PDF	
Hunt_CV_2020 (2)H.pdf	**APPENDIXH**	

Q102. 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

Comments :

The Charter School Board Member Background Check Form are all in one PDF for Board of Director members.

Resources :

Evidence :

PDF	PDF	PDF
BkgChk.pdf	20200702_Townsend- R- National Crim...	20200702_Deese- B - National Crime Se...
PDF	PDF	PDF
20200702_Locklear-T- National Crime S...	20200702_Hunt-F- National Crime Sear...	20200702_Lowery-J- National Crime Se...

Q103. **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

Comments :

Section IV in the OMSA By-Laws includes a Conflict of Interest Policy for board members.

Evidence :

PDF	PDF
Old Main Stream By Laws.pdf	NCOpenMeetingsLaw.pdf

Q104. **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 :

PDF	PDF
Articles of Incoporate.pdf	AppK.pdf

10.3. Staffing Plans, Hiring, and Management

Q105. **Projected StaffComplete 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.**

OMSA projects staffing as outlined in evidences below. However, if it is determined that contracted services require more of a presence in the day-to-day operations at OMSA, adjustments will be made as needed.

Resources :

Evidence :

Staffing Chart Template.pdf
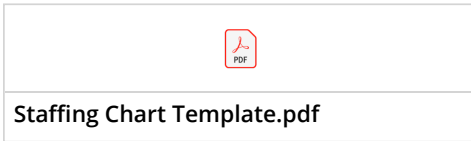
Q106. **Staffing Plans, Hiring, and Management.Explain the board's strategy for recruiting and retaining high-performing teachers.**

OMSA Board of Directors conducted multiple Community Focus Meetings, met with community leadership, and participated in a Pembroke Town Hall meeting. Community leaders, new teachers, and retired educational personnel, including classroom teachers, speciality teachers, support personnel- school counselors, school social workers, nurses, and retired principals have offered support for securing high-performing personnel.

OMSA Board of Directors commits to attracting and recruiting high-performing teachers that display and model leadership characteristics valued by the community and professional educators in the region. OMSA will recruit teachers with specific characteristics including core discipline and curriculum knowledge skill sets, listening skills, ability to cultivate caring relationships with students, strong work ethic, cultural sensitivity to diversity, and community-building skills. The OMSA compensation package includes a $40,000-45,000 competitive salary for teachers, $2,000 will be available to all full-time employees to invest in medical, life insurance, or 401K, OMSA will also investigate the benefits and investment with the 403(b) plan; $1,000 will be available to part-time employees. A 3% yearly raise will support accomplished performance evaluations. OMSA will prioritize educator recruitment and build talent pipelines/partnerships at the local and state level. OMSA will position the school leader to make key hiring decisions. OMSA will deliver transparent messaging concerning the mission and rigor in disciplines. Selection of teachers will include created systems for screening and selecting of applicants based on vacancies and needed competencies for effective student outcomes. OMSA will hire teachers based on competency profiles, and include gathering information from various sources. OMSA will leverage partnerships that ensure new talent is prepared for service and build a mentoring program to support teachers. OMSA will set clear expectations about outcomes and evaluation with individual teachers. OMSA believes that teachers should have autonomy, and will tailor professional development to the OMSA educational model and individual teacher needs, so that professional development aligns directly to teacher evaluations. All professional development will align with the mission statement and strengthen the OMSA educational model. OMSA will implement monetary and non-monetary retention incentives. OMSA will conduct exit surveys to determine reasons for separation. Data will be used to make informed decisions concerning attraction and retention of quality teachers.

Q107. **If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader**

The timeline for the hiring will be based on the outcome of our request for acceleration and pending SBE approval. The school principal recruitment process will begin in December 2020 with the school selection occurring no later than April 2021 following the general OMSA guidelines for recruiting and selecting high performing leaders. The leader will reflect principal standards established as competency skill sets, but with the knowledge that multiple skill sets are critical for successful

negotiation in the first years for OMSA. It is highly expected that the selected individual will have experience in leadership training. The position opening will be posted on the OMSA website. The school principal will be posted in the First Americans Education Leadership (FAEL) program and UNC Pembroke School Administration hallways/bulletins, both located in the School of Education for students seeking a Master of School Administration degree or add-on certification. Two of the OMSA founding members work in the UNCP School of Education. Additionally, OMSA will use word of mouth and connectors in the community to recruit a highly qualified and competent school principal. Old Main STREAM Academy will employ a school principal that is adept at creating systems for change and building relationships. The school principal will use professional knowledge, local knowledge, and relationships to implement the OMSA educational model for OMSA students. The school principal will lead with the axiom, **_caring with a purpose_**.

The job description is based on the NC Principal Evaluation Process, OMSA mission, and OMSA Educational Model. The standards and details can be found in the job description, posted in e.

OMSA engages students in STREAM disciplines that will prepare future leaders who are innovative, persistent, and self-determined.

General Statement: Old Main STREAM Academy Charter School will employ a school principal that is adept at creating systems for change and building relationships. The school principal will use professional knowledge and be appreciative of and demonstrate understanding of local knowledge systems, employees, and community members. The OMSA Educational Model will be implemented with fidelity. The school principal will create and develop the expectation that through the efforts and strength of hard work, disciplined focus, and fun experiences, the mission and the purpose of Old Main STREAM Academy will emerge as cornerstones of lifelong learning for every student.

Standard 1: Strategic Leadership

Standard 2: Instructional Leadership

Standard 3: Cultural Leadership – Place-Based Instruction and Underrepresented Students

Standard 4: Human Resource Leadership

Standard 5: Managerial Leadership

Standard 6: External Development Leadership

Standard 7: Micro-political Leadership

Q108. **Attach in Appendix O the School Leader's ResumeIf 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 :

The OMSA School Leader has not been selected. OMSA Board of Director members have been approached by several well-qualified school leaders with the appropriate credentials and certifications. A detailed job description can be found here. OMSA Board of Director members believe it is prudent to receive SBE approval before moving forward.

Evidence :

📄 PDF

OMSASchoolPrincipalJobDescription.pdf
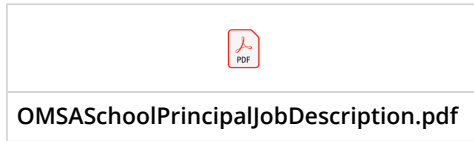
Q109. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

OMSA is a not-for-profit, at-will, private employer. The employees will be employed by OMSA under the purview of the Board of Directors. OMSA school employees are employed by and contracted with OMSA Board of Directors, and are not considered state employees. OMSA is not intended to create and shall not be interpreted to create employer-employee, contractor-subcontractor, or principal-agent relationships between or among any party or parties to OMSA. It is the responsibility of the board to know the financial health of OMSA, including the number of students attending, student attrition each month, the current financial budget surplus or deficit and the cost of major projects but not micromanage the daily operations of the school. Some of the primary duties of the OMSA Board of Directors include:

- Set the vision and goals for OMSA
- Adopt policies that give the OMSA school principal direction to set priorities and achieve its goals including areas such as student assignment and student discipline
- Hire and evaluate the school principal
- Adopt and oversee the annual budget
- Advocate on behalf of OMSA Educational Model (STREAM, SCOS, CCR, and PBE)
- Work on behalf of the well-being of OMSA through directing and governing

The school principal will recommend for hire all subordinate staff. The school principal will be prepared to update board members on all matters of the school. OMSA will provide a competitive compensation plan to attract and retain integral, loyal, and committed employees/leaders. OMSA Board of Directors will promote a healthy, productive, work environment that rewards creativity in STREAM core disciplines, SCOS complementary subjects and Career-College Readiness Standards, and Place-Based relevant integration with STREAM disciplines. The school principal will be accountable and responsible for the daily operations and, as documented in the North Carolina School Executive Standards.

 The school principal will update the OMSA Board of Directors concerning the accomplishments and the challenges, without expecting micromanaging from the Board . The standards below align advantageously to the OMSA Educational Model, so that monthly updates will provide a copious and visible understanding of the well-being of OMSA.

Standard 1: <u>Strategic Leadership-</u> OMSA will prepare students for an unseen but not altogether unpredictable future, the school principal creates a climate of inquiry that challenges the OMSA community to continually building on its mission, core values and beliefs.

Standard 2: Instructional Leadership- set high standards for the professional practice of 21st century instruction and assessment that result in an accountable school environment. The school principal must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures.

Standard 3: Cultural Leadership – Place-Based Instruction and Underrepresented Students- will understand and act on the understanding of the important role a school's culture plays in contributing to the exemplary performance of the school. Cultural leadership implies understanding the school, the students, and the people in it each day, how to connect with their traditions in order to move them forward to support the school's efforts to achieve individual and collective goals.

Standard 4: Human Resource Leadership- OMSA is a professional learning community. The OMSA school principal must engage and empower accomplished teachers in a distributive manner, including support of teachers in day-to-day decisions such as discipline, communication with parents/guardians, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluations of teachers. Teachers and other professional staff will collaborate with the school leaders to plan their career paths and support district succession planning.

Standard 5: Managerial Leadership- The OMSA school principal will ensure that the school has processes and systems in place for budgeting, staffing, problem-solving, communicating expectations, and scheduling that result in organizing the work routines in the building.

Standard 6: External Development Leadership- The OMSA principal will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but, in fact, build community.

Standard 7: Micropolitical Leadership- The OMSA principal will build systems and relationships that utilize the staff's diversity, encourage constructive ideological conflict and leverage staff expertise, power and influence to realize the school's vision for success. The OMSA school principal will have an awareness of staff's professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision-making.

Q110. Outline the school's proposed salary range and employment benefits for all levels of employment.
The OMSA benefits package includes $2,000, to be available to all full-time employees to invest in medical, life insurance, or 401K and/or 403(b); $1,000 will be available to part-time employees. Employees are offered mandated benefits to include workers' compensation, unemployment insurance, and social security insurance. The OMSA benefits package will be offered following their first 60 days of employment. There will be 3% raises yearly. The school principal will cap the top salary at $75,000, certified personnel (teachers, school counselor and social worker) will range 40,000-45,000 and the clerical salary is 28,000, teacher assistants $25,000, and maintenance workers $23,000.

- OMSA School Principal - $60,000- $75,000.00
- Core Discipline Teachers- $40,000-45,000.00
- Media Specialist- $40,000-45,000.00
- School Counselor- $40,000.00-45,000
- Specialized Teachers- Full-time- 40,000-45,000.00
- Specialized Teachers- Part-time- 20,000-45,000.00
- Teacher Assistants- 25,000.00.00
- Clerical/PowerSchool- 28,000.00
- Custodians-$23,000.00

- Contracted Personnel-Prorated based on amount of work

The contracted personnel includes positions such as Speech, School Psychologist Hearing, EL, PBE (specialized in STREAM core content), and a School Social Worker. OMSA started conversations with our sister mentors to join together for hires that will benefit all our schools such as the school social worker.

OMSA will reallocate resources if the student population demonstrates the need to do so.

OMSA Projected Faculty and Staff- Five Year Plan

Position	Year 0 January 2021	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026
Principal/School Leader	1	1	1	1	1	1
Assistant Principal						
Media Specialist		1	1	1	1	1
Finance Officer		.5	.5	1	1	1
Core Classroom Teachers		8	10	12	14	16
Specialized Classroom Teachers (Special Education)		.5	.5	1	1	1
Student Support Positions- School Counselor		.5	1	1	1	1
Specialized School Staff- P.E.Teacher		1	1	1.5	2	2
Specialized Content for Science and Math		2	3	4	5	6
Art		.5	1	1	1	1
Music		.5	1	1	1	1
Teaching Aides or Assistants		6	7	8	11	12
School Operations Support Staff- Secretary/PS		1	1	1	1	1
Custodian		1	1	1	1	1
Contracted – Potential Speech/Hearing/ELL/PBE/School Social Worker						

Q111. Provide the procedures for handling employee grievances and/or termination

OMSA is an equal opportunity employer and will not discriminate against any applicant, contractor, or employee based on age, race, color, religion, sex, national origin, veteran status, disability, genetic information or other legally protected status. This policy extends to all term, conditions, and privileges of employment as well as the use of the school's facilities and participation in all activities sponsored by the school. It is OMSA's policy to ensure that all employees are treated equally based on merit and performance competence regarding all terms of conditions of employment, including recruitment, hiring, compensation, promotions, demotions, assignments, trainings, layoff, and terminations.

OMSA will require criminal history checks under NC General Statutes Chapter 115C-332 (b. Criminal History Checks), as a part of the OMSA employment process. OMSA School Board of Directors will apply the policy uniformly before the applicant is given an unconditional job offer. OMSA will indicate, upon inquiry by any other local school board of education, charter school in the State, as to the reason for an employee's resignation or dismissal, or if an employee's criminal history was relevant to the employee's resignation or dismissal. Staff is hired 'at will' on a year-to-year basis. Extensions of employments offers are recommended on an annual basis by the school principal. All instructional personnel are considered 10-month employees and may choose to be paid over a 10- month or 12- month period. The first 90 days of employment are an introductory period. During this period, the employee may resign without reason and/or notice. And the Board may terminate employment without cause and without notice. Beyond this period, employee resignations will be accepted when submitted in writing, with appropriate notice.

OMSA does have a employee grievance policy:

This policy is in place to respond to a grievance by a staff member (herein referred to as "employee"). It is expected that any employee with an issue should try to resolve the issue by using open communication with their supervisor. If an employee feels that their issue is still a concern after speaking to their supervisor and that the issue has risen to the level of a grievance, then the employee may initiate the grievance procedures as described below. The goal of filing a formal grievance would be to use the process to come to an equitable solution.

The grievance process is as follows:

Step 1: To file a grievance, an employee must submit a letter in writing (email accepted) stating the Old Main STREAM Academy policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The employee should make all efforts to include any details about the event that may be helpful in the decision-making process. The written letter should be submitted to the school principal. If the school principal is implicated in the grievance, the grievance should be submitted to the OMSA Chair of the Board of Directors.

Step 2: In response to the formal grievance, the school principal shall have up to five business days from the time they receive the formal grievance to respond to the grievance in writing. If the employee is satisfied with the decision after they receive the response from the school principal, the issue is considered resolved.

Step 3: If the employee is not satisfied with the response from the school principal, the employee may file an appeal by submitting a letter in writing (email accepted) stating Old Main STREAM Academy policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The employee should make all efforts to include any details about the event that may be helpful in the decision-making process to the OMSA chair of the Board of Directors.This must be done within 5 business days of the initial response from the school principal.

Step 4: Where the grievance is filed directly with the Board Chair as set forth above or after receiving the appeal letter, the appeal shall be considered by the Board Chair. The Board Chair will have five business days to respond to the grievance. If the employee is dissatisfied with the decision, the employee can file a grievance with the full Board of Directors.

Step 5: The employee will present the grievance to the full OMSA Board of Directors at its next regularly scheduled monthly meeting provided such meeting is more than seven days after the filing, or the Chair of the Board of Directors may call a special meeting of the Board to consider the appeal in accordance with Old Main STREAM Academy bylaws. The Board will consider and discuss the grievance at the meeting in accordance with Open Meetings Law. Prior to the meeting, at the Board's sole discretion, the Board may investigate or gather additional information regarding the grievance, including interviews, if needed. The individual filing the grievance or appeal will attend the meeting. At that meeting the Board of Directors will decide on how to handle the grievance. Any decision of the Board will be communicated to the individual who filed the grievance within five school days. The Board's decision concerning the grievance is final.

Q112. Identify any positions that will have dual responsibilities and the funding source for each position
During the first three to five years and possibly beyond, OMSA positions may have dual responsibilities.

Potentially, the following positions may be impacted with dual responsibilities:

- Office Manager/PowerSchool (data manager)
- Custodial and maintenance duties may be shared by the same position
- Part time staff may have dual responsibilities by assisting in the breakfast and lunch service during the school day
- EC Teachers could serve as EC Director
- School Counselor could serve as McKinney Vento Contact and MTSS Contact
- Content Teacher could serve as Testing Coordinator

OMSA staff will be funded through the regular operating budget - state funding, local funding, EC federal funding, and other federal funding.

Q113. **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**

OMSA will recruit and hire or contract with highly-qualified and licensed special education, EL, and AIG teachers. Documentation will exist of attempts and successes in hiring or contracting to provide qualified staffing teachers. OMSA will identify related service providers (such as school psychologist, occupational therapy, physical therapy, speech-language pathology, school social worker) as needed. OMSA will monitor and identify EL and gifted students and staff appropriately. In Year 1, OMSA will hire .5 special needs population teacher and in Year 3, OMSA will employ a full-time special needs population teacher, based on the start-up plan. OMSA will seek teachers certified in EL and AIG with demonstrated experiences. Initially, these teachers may be hired through contracted services. OMSA will staff according to student needs and this may be subject to change based on the needs of students as identified by teachers and the school principal. OMSA will provide appropriate professional development to all faculty for EL, gifted and students with special needs.

Q114. **Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).**

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

Core, EL, EC, Physical Education, Arts, Music, and Elective Teachers

○ Hold a bachelor's degree or equivalent education experience.

Support Personnel- School Counselor, School Psychologist

○ Complete and approved master's degree counselor education program or school psychology program in a regionally accredited college or university and properly licensed.

School Principal

○ Hold a Master's Degree in Administration or equivalent education and experience and administrative experience desired.

Office Manager/Power School:

○ Hold an Associate's degree or equivalent experience or administrative experience as an administrative assistant

Classroom Teacher Assistant

○ Completed two years of study at an institution of higher education; (equivalent of 48 semester

 hours) **or**

○ Obtained an associate's (or higher) degree; **or**

○ Met a rigorous standard of quality and demonstrate, through a formal state or local

academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

10.4. Staff Evaluations and Professional Development

Q115. Identify the positions responsible for maintaining teacher license requirements and professional development.
The OMSA school principal, office manager, and lead teacher in each grade level professional learning community (PLC) are responsible for maintaining teacher licensure requirements information and professional development. The school principal will provide support through assistance with aligning mentors/content, expertise, professional development, and resources. The office manager will assist with updates of records, safekeeping with licenses and documentation to be maintained in the School Activity Report; and the grade level lead teacher will mentor and collaborate with team members for teachers to grow in expertise and as educators.

Q116. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.
The OMSA Educational Model provides procedural parameters in a visual diagram to support and demonstrate expectation in enhancing the likelihood of recruiting highly effective staff. The OMSA education model is designed to improve student learning (Article 14A. § 115C-218. -Purpose of charter schools) and academic achievement of all students enrolled in the school.

The OMSA Educational Model focuses on closing achievement gaps and increase individual student performance growth.

Specifically, the Connectivity Movement, School Structures provide Key Elements to retain and evaluate staff that aligns to the OMSA mission and vision. The Key Elements include:

Professional Learning Focus- a focus on STREAM disciplines and the OMSA mission

Professional Learning Format and Structure- the *structure* and operations that support effective *professional learning*- analyzing students' learning needs, development improvement goals and outcomes to align with performance goals, implement, evaluate, and sustain professional learning/expertise

Strategic Staffing for STREAM Core Disciplines (including specialized Math and Science teachers)- OMSA will hire the specialized workforce it needs to deliver its current and planned mission, vision, and goals

PBE Faculty- emphasis on learner-centered, local to global context, inquiry-based, design thinking, community as classroom, and interdisciplinary approach; Emphasis on intentional culture, collaboration, inclusivity, stewardship, accountability, and innovation.

Integration of NCSCOS and College and Career Readiness Standards- disciplines to complement core disciplines, meeting academic benchmarks and CCR provides common, broad standards to which the specific grade and content area literacy standards relate

Diagram 5: Connectivity Movement

School Structures		
Key Elements		
Professional Learning Focus		
Professional Learning Format and Structure		
Strategic Staffing for STREAM		
STREAM Disciplines, PBE Pedagogy		
Integration of NCSCOS and College and Career Readiness Standards in STREAM and PBE Disciplines		

OMSA's foundation anchors quality instructional faculty and staff. OMSA will maintain, mentor, and retain quality teachers through:

o Implement a tool for staff evaluations, observations, and feedback with shared collaboration

o When hired, the teacher will provide valid teacher license, validated through NC DPI

o Track and record continuing education units

o Develop a Licensure Plan that outlines and meets the required formative and summative evaluations expectations to include the NC Educator Evaluation System (NCEES)

o Implement a purposeful mentor program for new teachers and provide ongoing support for all staff as they learn the comprehensive OMSA Educational Model courses of study for delivery and become confident with OMSA essential instructional strategies.

o Initial professional development will be uniform for all faculty and staff in the workshop model for delivery and STREAM core disciplines, SCOS complementary subjects, CCR Standards, and PBE

o Ongoing training and professional development will become more personalized to the specific needs of each teacher based upon student growth data, leadership feedback

o Professional Learning Communities (PLCs) collaborations, and personal reflections in their personal development plans will have consistent timeframes for use

o Professional development provided by partnerships and vendor-based training will provide teachers the CEUs necessary to qualify teachers for NC licenses and recertification as prescribed by state and federal law

OMSA will implement board-approved licensure plans, Faculty and staff will be evaluated through a variety of measures throughout the academic year. OMSA will use established programs and protocol to document mentorship, participation, and formal observations to measure student academic growth. At the end of the year, staff will have comprehensive evaluation meetings with leadership to review their performance, student growth, and a value-added component that measures their value to their team, salary raises, and benefit packages. Returning faculty and staff will earn 3% monetary increase. Stipends will be paid to teachers who offer their expertise in an extended learning program, and serve as team leaders, coaches, committee chairs, etc.

OMSA Board of Directors goal is to recruit, train, and retain a premier staff of highly qualified instructors dedicated to the mission of OMSA to engage students.

Q117. 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.

Core components of the professional development plan are indicative of the Professional Development Standards(NC DPI). OMSA will support professional development throughout the school year and beyond to increase educator effectiveness. OMSA recognizes that education and learning is a lifelong process for educators and students. Professional Development (PD) is the process of continuing education and supporting career-minded individuals so that they can constantly improve their skills and expertise to become practiced at their jobs. Primarily, quality professional development affects student learning and outcomes.

During the first-year opening, OMSA requires teacher commitment and didactic readiness to consider new approaches in student learning. Teachers and stakeholders will engage in uniform program development, internally, with experts presenting, to pulverize the OMSA Educational Model, the Key Connectivity Movements, and the implementation of STREAM core disciplines, SCOS, CCR, and PBE. During the school year, additional professional development days are on the calendar, to include vendor professional development, NC DPI professional development/conferences, regional and blended professional opportunities. There is expectation that professional development and trainings will be both external and internal. PLCs will meet consistently throughout the year by grade level and subject content.

Individual teacher and staff professional development will be supported externally to strengthen challenges, increase knowledge base, management, and identify best practices. Old Main STREAM Academy will also collaborate with our mentors and alliances, Southeastern Academy Charter School and Communities In Schools to participate in quality, leading edge professional development opportunities.

Other uniformed and individual professional development opportunities include webinars, UNCP professional development/training opportunities, educational conferences, class and teacher observations, and single-session workshops.

Diagram 2: Old Main STREAM Educational Model
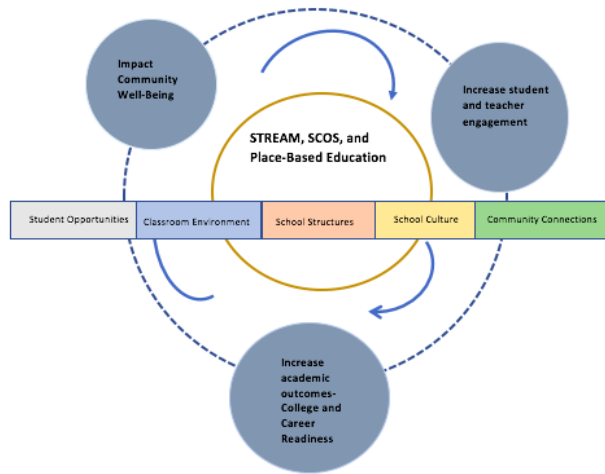
Q118. **Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.**

Pending SBE approval and before OMSA opens, in August 2021, there will be required teacher commitment to participate in professional development. During the 2021-2022 first year, professional development is planned for August 2-10, 2021. Teachers and stakeholders will engage in professional development to effectively present, train, and discuss the OMSA Educational Model.

August 2-10 – OMSA Educational Model (OMSA Mission, STREAM Core Disciplines, Connectivity Movements, Instructional Strategies, MTSS)

PLCs- throughout year (Grade level individual student checks, subject and core alignment, OMSA Educational Model Connectivity Movements)

<u>Professional Teacher Workdays</u>- School Principal decision- core disciplines, check-ins and assessment of progress- OMSA Educational Model and student outcomes, individual or collective professional development

<u>Throughout the Year-</u> Faculty/Staff participation in professional development/training by subject, individual needs, PLC, developmental indicators, instructional strategies and other as needed

OMSA established partnerships with UNC-Pembroke's School of Education (new teacher support), Math and Science Departments, and other significant departments to provide expertise and best practices to OMSA faculty and staff. SeA and CIS our guiding mentors, are interested in collaborating for specialized professional development. Additionally, Board of Director members, STREAM/PBE School Network, and community stakeholders have experience with STREAM core disciplines, PBE, SCOS, and CCR. All partnerships, stakeholders, and founding members are committed to the process of succeeding in OMSA goals and student performance goals.

Diagram 2: Old Main STREAM Educational Model

Diagram 8: Overarching Principles as Connectivity Movements-Key Elements in OMSA Educational Model
Right Fit

Student Opportunities	Classroom Environment	School Structures	School Culture	Community Connections
Key Elements	**Key Elements**	**Key Elements**	**Key Elements**	**Key Elements**
Students Designing (take the lead in solving a problem or answering a question	Instruction Integrating Content	Professional Learning Focus	Old STREAM Academy Educational Model	STREAM-PBE Schools Network
Students Working in Teams	Varied Learning Approaches	Professional Learning Format and Structure	Data Informed and Continuous Improvement	OMSA Board of Directors and Advisory Council
Students Using Digital Technology	Multiple Assessment Types	Strategic Staffing for STREAM	Vibrant STREAM/PBE Culture	Parent Engagement Partnership
Opportunities with STREAM and PBE Stakeholders/Organizations	Teacher Collaboration	STREAM Disciplines, PBE Pedagogy	Serving Underrepresented Students	Community Strategy
	Professional Learning Communities	Integration of NCSOS and CCR Standards in STREAM and PBE Disciplines		

Q119. **Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.**

During the first year, August 2021, OMSA professional development training will be described as a professional commitment. There will be a total of seven days before the first day of the school opening. Teachers will also receive class rosters and prepare classrooms during this timeframe. There will be various professional developments throughout the first years at OMSA, as planned and needed. OMSA's school calendar provides four professional workdays during the academic year, and three ½ days for student early release. Faculty and staff will also be able to use common and individual planning time in the weekly schedule (such as during Music/Arts, Specials) and after school to meet with mentors, parents, PLCs and to participate in professional development webinars. Faculty and staff will participate in PLCs by grade level, content area, and with committees for professional development specific top and professional webinars. Faculty will participate in PTO meetings and timeframes, to support parent and stakeholder involvement; this will be added to the calendar by the school principal.

Faculty and staff will attend conferences and professional development opportunities, the budget has a line item for professional development.

Old Main STREAM Academy Academic Calendar 2021-2022

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.

Q120. Marketing PlanMarketing 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)).

Pending State Board of Education approval, OMSA will target families with children in proximate areas and those families exiting the county to pursue educational choice, ages 5-9 during the first year. The target population includes those families living in a 25- mile radius, adjacent and circular communities to Pembroke, and extended area families that choose to complete the application process. The OMSA location in Pembroke is in the center of surrounding communities to include Union Chapel- Mt. Airy, Hope Well-Evans, Deep Branch,Pembroke, Saddletree, Oxendine/Cherokee, and Prospect. Townships interested in OMSA may include communities located close to Lumberton, Fairmont, Pembroke, Rowland, Maxton, and Red Springs. The communication and multiple marketing strategies and tools, include social media, print, community focus outreach, survey support and endorsement, church events, and radio announcements.

Implementation: Prior March 2020- Grassroots efforts to begin a charter school- community meetings, organization of OMSA Board of Directors, strategy meetings.

March 2020- July 2020 – Participation in Informal Meetings, Conference Calls, Community Focus Meetings/Virtual and Face-to-Face, Town Hall Participation, Outreach and Emails to Stakeholders, OMSA Community Interest Survey, Launched Face Book Page and Google Site for public to view information concerning Board of Directors and Advisory Council- Biweekly Updates, Release of Community Interest Survey- OMSA Board of Director Meetings/and Advisory Council- Submission of Application- Solicitation of financial support application fee, webpage updates etc.- Secured lease for OMSA Charter School location

August 2020- January 2021- Presentations at Community Annual Spot Fry and Community Gatherings (after the pandemic), Virtual Meetings, Presentations at Churches and Stakeholder Meetings, OMSA Website updates, Meet with local business owners and civic organizations for collaboration and fundraising strategies, Monthly Board of Directors Meetings, Advisory Body Council Meetings, Strengthen Relationships With Local Media, Advertise for School Principal

January 2021-June 2021- Marketing opportunities awareness and engagement, Open Enrollment for OMSA, Solicitation for Monetary Contributions, Solicitation for School Media Materials, Solicitation for Technology, Solicitation for Appropriate School Furniture, Fundraising Activities, Weekly Updates on OMSA website concerning application process, enrollment process, lottery process, community sessions, Determine Dates for Open House for Tours of OMSA facility, Evaluate Results

July 2021-August 2021- Community Outreach for Volunteers with School Set-Up, Continue to Solicit Sponsorships, Invite Partnerships and Community for Tours of OMSA School Facility, Business and University Engagement Meetings for Mentoring, Sponsorship and Service Projects Support, Continue Meeting and Information Sessions with Advisory Council and School and Community Council, Open School, Update OMSA Website, Prepare for School Opening/Students

August 2021-January 2022 – OMSA Communication and Marketing Continued, Provide Scheduled Tours, Continued Outreach for Service Projects (Place-Based) and Mentoring, Internal and External Engagement with Robeson County and with STEM/STREAM Schools/Organizations, Parental Collaborations, Invite Partnerships/Stakeholders for Student-Led Conferences, Marketing Announcements for Parent and Community Coffee Hour, Begin Discussions for Outreach and Next Cycle of Enrollment.

Q121. **Describe how parents and other members of the community will be informed about the school.**

The surrounding communities and county are aware that there is an OMSA founding board and there is work to bring school choice to the region. Factually, during the last year, OMSA was provided exposure through media outlets and newspapers that brought a large amount of awareness to OMSA. People continue to reach out and request stay informed of OMSA's progress and status. Parents and community members have participated in information sessions.

Strategies to maintain an informed community include updates on Facebook, OMSA website, Speaking and Recruitment sessions, Flyers, Outreach at Civic Meetings, Churches, Virtual Meetings, Word of Mouth, and other gathering places for the community. Currently the OMSA FB page displays 655 Followers and 645 'Likes'. There is much interest in the community and county concerning OMSA

Q122. **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.**

Activities will be continue in engagement. The OMSA Board of Directors are sought out concerning questions. The Board will continue to post updates, as the timeline demonstrates. However, pending SBE approval, OMSA will increase activities, events, and dialogue.

September 2019-July 2020 – **[OMSA Board of Directors]** OMSA page was created on FaceBook to announce the potential opening and grades. Research states that word of mouth is most effective for recruitment. *A Community Interest Survey* was provided for parents, grandparents, community members, and stakeholders. Recruitment strategies and discussions dialogue through virtual presentations, flyers, and community meetings.

OMSA Board members presented/Q&A one-to-one and small groups concerning school choice and opportunity.

January 2020 – July 2020-**[Tiffany Locklear, Denise Hunt]** Biweekly updates on FB OMSA and a new tab was designed to present OMSA Board of Directors, Advisory Council and School Attorney – Introductions, Credentials, Education and Short Biographies

July 24, 2020- **[OMSA Board of Directors]** OMSA application process and work completed and submitted for the accelerated status, based on need, targeted population, and secure OMSA location/support. Urgent Need for OMSA is established through community networks and discussions.

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

September 2020- **[OMSA Board of Directors]** OMSA website launch – Meetings with CSAB and RTO process participation engagement.

September 2020-July 2021- **[Board of Directors – School Principal]** Work with RTO process, Meetings and Collaborations with Advisory Body Council/School & Community Council- for word of mouth and support- Community Sessions to provide updates concerning OMSA and application. Transparency in Policies and Procedures for OMSA.

September 2020 – August 2021- **[Board of Directors, School Principal, Advisory Council]**

Presentations, Meetings, Meet & Greets, Engagements, Advertising through Website, Print, Church Events, Radio Announcements, Tours of Facility

December 2020- April 2021 –**[OMS Board of Directors]** Begin search for School Principal and Select- Speak with UNCP officials for establishment of OMSA Office, before lease begins, continue in RTO process, begin design of OMSA school organization, physical layout, etc.

January 2021- **[OMSA Board of Directors, Advisory Body Council and School & Community Council]** -Marketing, fund raising efforts, and establish timeline and responsibilities, continue RTO process

February 2021-April 2021- **[OMSA Board of Directors, School Principal – Advisory Body Council (Marketing)]** Open Enrollment for OMS applications- Information regarding application process, enrollment process, lottery process.

March 2021-August 2021 – **[OMSA Board of Directors- School Principal]** Tours of OMSA facility- Continue Developing Partnerships and Collaborations, Complete RTO process and identify outcome of enrollment process.

August 2021-October 2021- **[OMSA Board of Directors and School Principal]** Review enrollment trends and patterns, continue to develop a 25% increase beyond grade level targets, review and implement marketing strategies for resources and finances. Marketing strategies and transparency to build trust implementation.

Q123. **Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.**
Robeson County is designated as a Tier I status or a most distressed county in the 2020 NC Development Tier Designation. The tier rankings provide specific guidelines for calculating annual tier rankings. Tier rankings use four factors: average unemployment rate, median household income, percentage growth in population, and adjusted property tax per

capita. Surrounding counties have the same designated status. The Robesonian reported that about 70% of the children live in poverty. The UNC School of Law state that the poverty among American Indians, the largest population, in Robeson County and residents of the targeted surrounding communities, is double that of Whites.

The Public School Forum of North Carolina (2020) states, in 1994, five school districts in low-wealth counties along with families filed a lawsuit against the state (*Leandro v. State of North Carolina*) arguing that their school districts did not have enough money to provide an equal education for their children, despite the fact that they taxed their residents higher than average. Twenty-five years later, the *Leandro* case remains one of the biggest education policy issues in North Carolina — and those counties — Hoke, Halifax, Robeson, Vance, and Cumberland — which were among the lowest funded in the state, remain toward the bottom of our rankings (https://www.ncforum.org/local-school-finance-study/) in terms of their ability to support public schools on a per pupil basis. However, OMSA Board of Directors recognizes many of the multifaceted dynamics and variables. We believe that OMSA and the OMSA Educational Model can be offered to provide equal opportunity to students in a Tier I County; they will attend a school that will prepare students in college and career readiness. The majority of students (95%) that will attend OMSA will identify as historically underrepresented. The plan to market OMSA and the OMSA Educational Model is simple and straight forward. The mission speaks to the intent of the school. The Advisory Council, School & Community Council, and PTO will advocate and participate in marketing strategies. The Board of Directors, Advisory Council, School & Community Council & PTO members, know our audience, community members, and prospective students. The mantra used by the Board of Directors, stakeholders, and partners, will be that, 'there is an expectation, an opportunity, for all of us to put our best efforts forward and to collectively, make OMSA a success for our children, the students and their future.' OMSA will use multiple resources to provide how transparency and operational outcomes of the school can strengthen the school. This will include invites to student-led conferences, participation in the STREAM/PBE network, and demonstrating PBE expertise with our students. Events and technology will consistently keep community members and stakeholders informed of OMSA happenings. Social media is a critical tool in marketing and we may consider podcasts and snippets of happenings to highlight course disciplines and OMSA students.

Evidence :

File-stamped-Order-dated-1-21-2019.pdf

Q124. **What established community organizations would you target for marketing and recruitment?**
Community organizations that have already demonstrated OMSA support in the application process will also be used for marketing and recruitment. Those organizations include First Bank, NC Commission of Indian Affairs, UNC Pembroke Administration and Departments, local daycares centers in the demographic area, Lumbee Regional Development Association, The Town of Pembroke, Pembroke Day Event, Robeson County Fair, Chamber of Commerces, Business and Professional Women, Kiwanis, Lions Clubs, Junior League, and charter school alliances.

10.6. Parent and Community Involvement

Q125. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

The Public School Forum of North Carolina and WestEd, an independent consultant directed by Judge David Lee stated, that in 1994, five low-wealth school districts (Robeson County school board was a plaintiff in the lawsuit) sued the state of North Carolina, arguing that students in these districts had been denied their right to an adequate education. In 2017, the plaintiffs continued to argue that the State continued to deny this right to students in low-wealth counties.

Robeson County communities are aware of these challenges, as well as the convoluted history of the local school system. **Trust** is paramount in communicating and engaging parents as well as community members. Other studies prior to the Leandro Case, conducted in Robeson County found that parents would like schools to know how to have a working relationship with parents; that students' history, language, culture, and perspective be included into the school curriculum; another finding described the importance of understanding the unique needs of local students and teaching to that uniqueness.

The OMSA education model recognizes the opportunity to positively influence the experiences of communicating with and engaging parents and community members. OMSA Board of Directors recognize opportunities to establish value and confidence in the educational process. OMSA will encourage caretakers, family and community to be involved in OMSA and actively serve as liaisons on the Advisory Council and School & Community Council. The Advisory Council and School & Community Council are organized as bodies to represent parents, community members, and leaders. The OMSA school culture and climate is resolved to engage in the language of belonging.

OMSA information will be available to parents, the at-large community, and the university community through information sessions/community meetings, civic meetings, church speaking opportunities, and Meet & Greet sessions. Information concerning the OMSA educational model and presentations or speaking engagements will be posted on the OMSA website, published in bulletins and media feeds. There will also be opportunity for parental and community engagement and support of students through attending student-led conferences, volunteering, PTOs, curriculum nights, and tours of the OMSA facility. Local businesses and organizations or programs will also have opportunity to partner with OMSA and involve OMSA students service learning projects and mentoring. There will be snippets of video clips available for the public to view. OMSA will use climate surveys, community partnerships, parent information and councils to sensitively and effectively involve parents and community.

Q126. 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.

The OMSA Educational Model includes an **Impact Community Well-Being** as a critical domain (see diagram 2). Key Connectivity Movements embedded in the model include **Community Connections**. This positions shared-decision and sense-making in the OMSA Educational Model as necessary and valued. The Advisory and School & Community Council will operate as leaders and engagers. These influencing councils, in addition to school leadership and the Board of Directors will use available opportunities to advocate for the OMSA mission and goals in the surrounding communities. These leaders will also serve to advocate for building engaging partnerships between the family and school that strengthen student learning. The Advisory Council and School & Community Councils will benefit OMSA and the voices throughout the larger community by

meeting with the Board of Directors, maintaining a pulse on well-being, advising implementation of needed initiatives, assisting with building resources, and working as effective decision making collaborators for the well-being of OMSA. OMSA will host activities to build engaging partnerships between the family and OMSA found below. OMSA leadership and parents are encouraged to participate in STREAM-PBE Schools Network to learn innovate ways to sustain student learning.

Community Well-Being and Community Connections

· Coffee Hour

· Behind-the-scenes sneak peek of OMSA videos/snapshots- providing prospective parents an idea about what happens behind the scenes

· Short videos of different areas (classrooms, teacher planning, etc.)

· Parent Involvement- such as surveys for web designs, themes for upcoming events

· Asking and collaborating with parents to be involved in videos with reviews that endorse and confirm the mission and goals of OMSA

· Highlight the OMSA brand and culture

· Bite-sized advice for educational success

· Holiday and festivities posts

Diagram 2: Old Main STREAM Educational Model
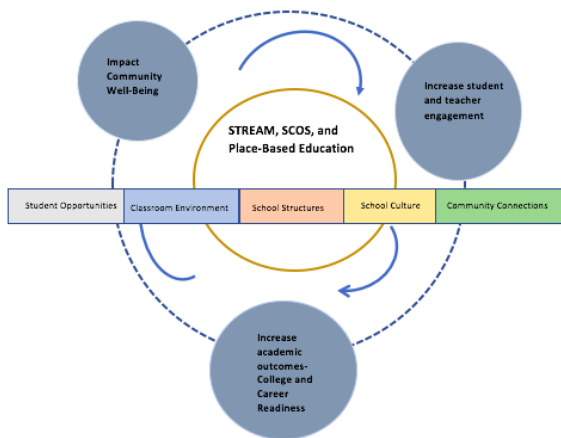
Diagram 7: Connectivity Movement

Community Connections
Key Elements
STREAM-PBE Schools Network
OMSA Board of Directors Advisory Council
Parent Engagement-Partnership
Communication Strategy

Q127. **If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.**

The OMSA Educational Model includes the principles of Place-Based Instruction (PBE) to endorse and involve community participation and well-being. The OMSA Educational Model affirms the rigor of the STREAM disciplines while acknowledging the significance of relative and relevance offered through PBE instruction. STREAM and PBE inclusion are natural trademarks for engaging partnerships that will sustain OMSA and stimulate interest in the school. STREAM nurtures a growth mind-set and encourages the pure joy of discovery through learning. OMSA embraces parents, community, and stakeholders and advocates parent/community participation to delight in watching learning unfold. PBE thinks globally, teaches locally. It acclaims local literacies. Parents will align to the mission of *engaging students in STREAM disciplines that will prepare future leaders who are innovative, persistent, and self-determined.*

Parents and the community will be invited to participate in programs (i.e. coffee hour, video and snapshot segments, design ideas, bite-sized advice, STREAM-PBE Schools Networks) to achieve the following:

· **Prioritize aligning OMSA mission and goals in the school, home, and community**

· **To focus on structuring, measuring and monitoring results to achieve effective outcomes for OMSA**

· **Promote OMSA branding for growth and well-being**

10.7. Admissions Policy

Q128. **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.**

Pending SBE approval the following will occur:

a. Open Enrollment

OMSA will follow the admission requirements stated in N.C.G.S., 115C-218.45. In the first year, open enrollment will (tentatively) begin February 25tth and close on April 12, 2021. In subsequent years, dates will be communicated through the school website and school information. There will be at least a 30- day open enrollment period yearly.

b. Policy and Procedures Detailing Open Enrollment Lottery Plan

OMSA applications will primarily be collected through an enrollment system that provides predetermined dates, time windows, and location. Transparency will be evident and sustained via website, flyers, and posters.

- Applications submitted within the open enrollment period are processed in the lottery, if a lottery is needed.

- At the close of open enrollment, OMSA will determine if a lottery is needed at any grade level.

- A lottery will be completed if there are more applications (received within open enrollment) than seats available in any grade level.

- If needed, a lottery will be held two to four weeks after the open enrollment period closes.

- OMSA will verify preferences and number of seats available prior to the lottery.

Enrollment preferences are provided to the following:

- Children of full-time staff members- may not exceed 15% of the school enrollment

- Children of current board members- may not exceed 15% of the school enrollment

- Siblings of currently enrolled students who were admitted to the charter school in the previous year

- Multiple birth siblings

- Siblings of students who completed last grade offered at OMSA

Parents will receive lottery letters approximately one week prior to the public lottery; information will be posted on the website, open to the public.

Student Waiting Lists and Re-enrollment

-Names will be drawn on the identified date/time/location of the lottery. Applicants that are selected will receive a seat space at OMSA.

- An applicant (s) whose name is drawn after all open seats are filled, will be placed on the waitlist.

- As seats become available, OMSA offers the open position to the next child on the waitlist.

- Contact efforts will be made to the parent to inform them of OMSA availability.

- OMSA will place students on the waitlist before moving to the list of applicants who applied after the close of open enrollment.

- Applications received after the close of open enrollment are ordered on the waitlist according to the date/time received.

- If a student leaves OMSA and wishes to re-enroll at the school, a new application must be completed and submitted. The student will be placed on the waiting list, OMSA will contact the parent when a seat becomes available. OMSA may choose to use an intent to return form to accurately determine the number of available seats each enrollment period

d. Purpose of any pre-admission activities- There are no required events, but optional activities such as attending student-led conferences, Parent-Teacher (PTO) Nights, Meet and Greets, Director of Board Meetings and visiting the school to learn more about the OMSA Educational Model are encouraged.

e. Student Withdrawals and Transfers

- Parents may withdraw or transfer students at any time and records will be forwarded, in a timely manner.

Comments :
Best Practices- Old Main STREAM Academy

Open Enrollment

§ Openness and transparency will be evident

§ The open enrollment discussion for process can begin once OMSA is approved by SBE

§ Lottery application will be limited in content and widely accessible

§ Applications will be time-stamped and checked for completeness and recorded formally

§ Waitlist will consist of received applications, include time-stamps, and recorded in alignment with policies and procedures of OMSA

§ OMSA will provide a summary of the enrollment and lottery process (website, handbook, handouts)

Lottery

Lottery Procedures for Siblings (G.S. 115C-218.45(g)):

§ If multiple birth siblings apply for admission to OMSA and a lottery is needed, OMSA shall enter one surname (and initial or name, if needed) into the lottery to represent all of the multiple birth siblings applying at the same time. If that surname (and initial or name) of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.

OMSA lottery process will use the following standards:

§ Open to the public, fair, and consistent

§ Staff members/board members have practiced the process

§ Continues until ALL names are pulled

§ Denote the number of openings per grade level

§ Enrollment procedures are provided to families (given they are chosen in the process)

§ Identify a method of selection

§ Identify how students will be identified (and maintain consciousness of FERPA)

§ Clearly separate duties

OMSA Post-Lottery Process will use the following practices:

§ Open and transparent

§ Ensure results are available to parents

§ Transparency if any inaccuracies/gaffes

§ Develop policy to confirm 7 -10 days for offer of enrollment

§ Include extenuating circumstances

§ Develop policy to address non-responsive families

(Planning Year Session Practices)

Q129. **Weighted LotteryDoes 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

Comments :

Q130. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application**

○ Yes

◉ No

Q131. **Explanation (optional):**

This section includes narrative from last year's application, and information concerning the RTO process and policies.

11. Operations

Q132. **I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application**

○ Yes

◉ No

Comments :
Some of the narrative was from the previous application.

Q133. **Explanation (optional):**

11.1. Transportation Plan

Q134. **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**

OMSA will provide transportation as described by Law§ 115C-218.40. Generally, OMSA will provide transportation as a plan of cluster stops and families will choose the most convenient site. OMSA determined through the survey that many students will either be transported by a family member or will carpool with other students to OMSA. OMSA may choose to organize a carpool application on the school website, if parents determine this is an effective transportation tool.

a- Transportation will be offered to any student who lives outside the one and one-half miles of the school. OMSA will contract for the first forty-five (45) days with a provider that is a district-certified and licensed school bus company to provide transportation. During the 45 days interval, OMSA will purchase three buses, to transport OMSA students. The location of OMSA is in the geographic center of Robeson County, but, the County demonstrates a large area, 951 square miles, including 1.8 miles of water. OMSA established strategic designated location points. 1) Northeast (old Cancer Center), 2) Southwest (Harpers Ferry), and 3) Northwest (Hwy 710, Island Gove). After the 45 days, three drivers (teacher assistants) will be paid hourly wages to provide round trip transportation every morning and afternoon. OMSA drivers will have the responsibility of maintaining cleanliness, safety, and reporting any mechanical or procedural issues to the school principal. Safety will be stressed at the school and with parents/caregivers. Riding the bus will be presented as a privilege. Student passengers are expected to conduct themselves according to bus discipline policies to maintain their riding privileges.

b-   During the enrollment period, students with special transportation needs will be identified. If necessary, OMSA will contract with a provider that is a district-certified and licensed school bus company to provide transportation.

c-   Contracted providers will furnish proof that it meets or exceed all applicable district, state, and federal rules and regulations governing student transportation. OMSA will provide transportation pursuant to the McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11431, et. seq.) homeless youth. Parents and guardians of homeless children will be informed

of all transportation services, including transportation to and from the school of origin.

OMSA will seek funding sources, grants and additional support for transportation, if there is a need.

11.2. School Lunch Plan

Q135. **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; andc. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.**

a. It is already established that the local district's students qualify for free lunches through the Healthy Hunger Free Kids act of 2010. The overall purpose of the Community Eligibility Provision is to improve access to nutritional meals, serving breakfast and lunch for students, at no cost, to all students. It is a four-year reimbursement option for eligible LEAs and schools. CEP is a service option for schools in low-income areas and OMSA will explore this option as part of the school lunch plan.

b. OMSA may request that the local district will partner with the school to provide a school lunch program. PSRC does partner with one charter school to provide a lunch program. However, if a partnership does not materialize, families may choose to provide packed meals for their child or purchase reasonably priced lunches from local restaurants or catering services, offering balanced meals. OMSA may use a catered meal provider.

If a student does not bring packed meals, or forgets lunch items, OMSA will provide available foods from Campbell Soup, a local community partner in an established food pantry located at OMSA.

An existing lunchroom is available on the OMSA campus site. We have tentatively spoken with Mr. Barefoot, the contact for NC Children Baptist Homes concerning its use. OMSA has been contacted by an interested manager to provide low-costs meals. OMSA will be in discussion regarding this opportunity to determine if it is a worthwhile option.

c.The methodology used to determine eligibility for CEP, is that OMSA will identify 40 percent or more students who are certified eligible for free school meals without a household application. Families choose to participate. Identified students include children directly certified through data-matching because their household receives SNAP, TANF, FDPIR or Medicaid benefits as well as students who are certified for free meals without an application because they are homeless, migrant, or in foster care.

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

Q136. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

David Jones, Agent with 1st Choice Insurance in Pembroke provided an initial evaluation.

Resources :

Evidence :

OMSAInsurance Coverage Template (1)...
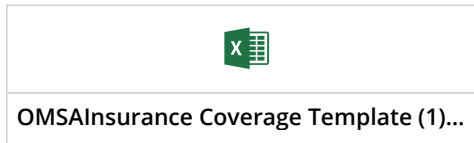
Q137. Attach Appendix L: Insurance Quotes

- 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 :

1stchoice508@gmail.com_OMSA.pdf
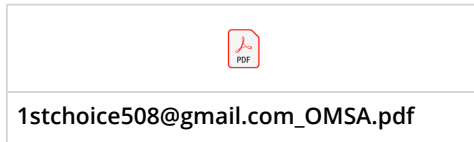
11.4. Health and Safety Requirements

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

Q138.

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

The Board Chair must sign this question.
Signature

Q139. **Start-Up PlanProvide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).**

The Start-Up Plan will begin in earnest, pending SBE approval.

July 2020- [Board of Directors]

Submit Accelerated Application

August 2020-[Board of Directors]

Continue to Develop and Build Partnerships

OMSA Fundraising Strategies

Marketing and Branding OMSA, Begin RTO Process,

Meet with CSAB

September2020- [Board of Directors]

Ready-to-Open Process

Launch Website Publish OMSA Email Publications

Update Facebook

Community Meetings(s) and Partnerships

In-Person Clarification Notification

October 2020 – [Board of Directors]

Timeline Created for RTO requirements,

Establish and finalize all conditions for 501(c)(3) processes- Review and Pursue Grants and Resources

Branding and Marketing Strategies Implementation

NC ACCESS Program

November 2020 –[Board of Directors]

RTO- Engage in Fundraising and Sponsorships for Financial Support-

Leadership and Community Meetings Continue,

Begin developing student application [Advisory Council to Review]

School Furniture

December 2020-[Board of Directors]

RTO Process-

Participate in Organization and Agency Meetings as Representatives of OMSA

January 2021-[OMSA-Board of Directors]

RTO- Continue Development of policies, etc.

Finalize the development of OMSA Application for Enrollment,

Create Enrollment/Withdrawals Forms,

Student Handbook- development

Meet with Advisory Body Council and School & Community Council to implement plans for fund raising, advocacy, and partnerships

February 2021- [Board of Directors]

Open Enrollment

Announce Lottery Process- Post on Website

Advertise for School Principal and Faculty and Staff

Advisory Body Council Meeting

Register for Teacher Fairs

Begin putting School & Community Council together

Inspections of Building

March 2021 [Board of Directors-Advisory Council]

RTO to Continue

Finalize handbooks

Attend Teacher Fairs- -Research options low-cost or used furnishings

Evaluate cost/benefits of purchases vs. lease of goods/equipment

School Principal Hire

April 2021 -[Board of Directors]

RTO Continued-

Lottery Process (if needed)

Order Curriculum and Supplies and Communication Technology

Solicit furniture and books for library

May 2021 – [Board of Directors]

Certificate of Occupancy

Organize PTO and School Community Council for Meeting

Continuing Requesting/Collecting Record from Schools

Collect donated school furniture

Develop Contracts and Review with Legal Counsel [Advisory Council]

[School Principal]

Complete Recommendations for Instructional Staff and Assistants

Create Email Accounts for Hired Staff School Principal

Final Paperwork from Parents Send Acceptance Letters with Deadline for Response

June 2021- [Board of Directors]

HR Packages-Handbook and Benefits

Health and Safety Plan

Crisis Management Plan

[School Principal]

Open OMS facility for Tours

PTO Fundraising and Solicitation of Money [PTO President]

Develop Inventory Control Procedures- School Principal

Order Asset Tags-School

Sign Service agreements with outside provider

Health and Safety Plan

Crisis Management Plan- School

July 2021 –[Board of Directors]

Key Office Staff- Hires

[School Principal]

Key Office Staff Recommendations

PTO Fundraising and Solicitation of Money

Daily Schedules/Classroom Set-Up

August 2021- [School Principal]

PD Orientation

[OMSA Faculty Staff]

Set-Up Classrooms-

OMSA Board of Directors, Councils, PTO, Stakeholders, Parents and Students

Ribbon Cutting-Open House-School

PTO Fundraising and Solicitation of Money

Q140. **Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.**

Finances will be the biggest challenge. However, solutions include applying for NC ACCESS funds and as indicated in the Start-Up Plan, the OMSA Board will begin strategizing fundraising initiatives in August 2020, to have a plan, and begin implementing, pending SBE approval. OMSA received sponsorships from local business and this is a good start, so we will continue. The OMSA Board of Directors will meet with the OMSA Advisory Council, if the accelerated application approval status is provided to develop a timeline for marketing, fundraising, and forming partnerships. The OMSA Board of Directors will work closely with the Advisory Councils and School & Community Council to advocate and eradicate challenges in starting the new year.

11.5. Facility

Q141. **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

The OMSA Board worked with a contact, Samuel Barefoot; he represented the Baptist Children's Home Board and serves as a current board member. A lease with OMSA for the Lindsay Building is included in this application. The Lindsay Hall was constructed in 1996 for the purpose of a public school building for the Baptist Home. The Lindsay building is approximately 8,620 square feet and has been inspected by the Fire Inspector with the Town of Pembroke. The Lindsay Hall meets applicable commercial and life safety codes. Letter evidence can be found below. The Odum Home is owned by Baptist Children's Homes and will be leased to the OMSA Board. Payments will be made for use of the facility. OMSA is fortunate to have the support of the Baptist Children's Home Board for the school choice endeavor. The grounds include a lunch room, a multipurpose room for indoor play, and a nice large area for outside activities. There is a media center, office space and classrooms that are spacious enough to grow with the OMSA five -year plan. OMSA has an area that can be used as pick-up and drop-off zones and adequate parking for employees and visitors.

The OMSA Board members will continue the process of obtaining the Educational Certificate of Occupancy.

Currently, UNCP is renting the Lindsay Hall for the Office of Advancement. UNCP is in the process of building and project that the department and employees will exit the building by June 2021. OMSA will collaborate with university officials to have access to an office space for the OMSA school principal before July 2021.

Evidence :

🖼️	📄 PDF
FullSizeRender (2).jpeg	Charter School Letter (1)Inspection.pdf
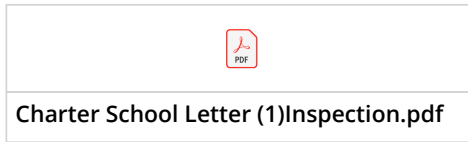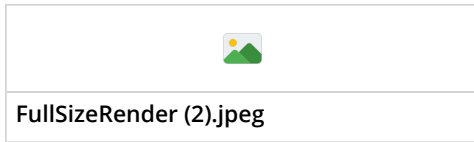
Q142. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

OMSA projects to have 200 students the first in August 2021 and will grow to 440 students, over the five year span. The Lindsay Administration has classrooms. We will use 22 classrooms at capacity. The fire inspector stated that the building could easily accommodate 450 students. The lease states there is 8,620 feet. There are 2 sets of accessible bathrooms for students. When entering in the front of the building, there is an area for the receptionist, and the person (s) have to be admitted or buzzed in to gain entrance. This is a safety feature that is excellent for young students. Lindsay Hall has a media room, a break room and a work room for teachers/staff. There is ample room in the classrooms; 20 desks or 10 tables will be able to easily fit in. Adjacent to OMSA is access to the cafeteria. There is a door and covered area for access.

OMSA Board Members spoke with the contact concerning the rental amount, OMSA was able to use exact numbers in the submitted budget. The lease is for 3 years, but the contact and the Baptist Homes of NC are interested in a long-term investment. OMSA Board of Directors will consider this. A huge advantage is that the location of OMSA is at the UNCP Science and Mathematics Departments (Oxendine). It is a short walk to the School of Education and the Health and PE facilities are close by. However, there has been discussion concerning building a facility, but this would be a long term-plan.

Evidence :

🖼️	
IMG_0581.JPG	

OMSA Number of Students						
Grade Level	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026	At Capacity 2025-2026
K	40	60	60	60	60	60
1	40	40	60	60	60	60
2	40	40	40	60	60	60
3	40	40	40	40	60	60
4	40	40	40	40	40	40
5		40	40	40	40	40
6			40	40	40	40
7				40	40	40
8					40	40
9						
10						
11						
12						
Totals	200	260	320	380	440	440

Q143. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces

The Lindsay Hall operated as a school facility before UNCP rented the building. There is a library center, computer lab, main office workroom/copy room, teacher work rooms, and rooms that can be used as art room and for science experimental studies. There is a multipurpose room and a lunchroom that

is external the Lindsay Hall building, close to Lindsay Hall, with coverings. There is also ample parking and outside space in the back for outdoor play and activities. Parking is available for teachers, personnel and principal. There is also a rounded driveway for drop off and pickup students.

Q144. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location

The first year, the rent for the Lindsay Hall facility is $8,000.00 for 8,620 square feet or approximately $11.14 per square foot per the year. There are only four available spaces in Robeson County, all commercial real estate, with no set-up for an educational facility. All commercial spaces would require extensive construction to become an educational space. Safety was an issue in these spaces. There is a vacant lot, available in Pembroke, for the price of $400,000 dollars on a 1.2 acre lot. The lot has two existing homes currently and are now being rented. This land space aligns to the Lindsay Hall lot, however the $400,000, does not include the necessary finances to construct a building on the property for classrooms, office areas, appropriate bathrooms, a media center and other rooms. Additionally there is no area to allow students to have physical education, inside or outside. When this is factored in, the price, according to a contractor, increases to 1 million or above. This would have to be financed for 30 years . The final cost would be $140.00 per square foot. It also would delay the opening of OMSA because of the necessary construction.

Q145. 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

A local developer converted a church to a commercial building, that is close to the selected OMSA location. The local developer was interested in working with OMSA using the building and the Board of Director members spoke with him on multiple occasions. In fact, the redesigned church was a top contender, for the OMSA location. However, there were areas that did not meet fire safety codes, after the restoration. These areas would have to be reconfigured. The building is 18,050 square feet. Currently, the building is being rented. The sanctuary could be converted to gymnasium/multipurpose area and there is a large area outside the church that may be used for outdoor physical activities/physical education. The existing rooms could become science labs, computer labs, large classrooms. A kitchen is already available as well as a lunchroom area and ample restroom facilities. The design includes adequate storage and space for work/copy rooms.

Q146. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

John Lowry is currently in the position of Regional Operation Director in the NC Department of Commerce. His past work includes management of the Division of Workforce Solutions' (DWS) operations which includes ten counties in the state.

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

12. Financial Plan

Q147. **I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

○ Yes

◉ No

Q148. **Explanation (optional):**

This section included revised narrative from the previous application.

12.1. Charter School Budget

Q149. **If applicable, attach Appendix M: Revenue Assurances.Assurances are needed to confirm the commitment of any additional sources of revenue.**

Not Applicable

Q150. **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 :

FinalBudgetOMSAJuly.xlsx

12.2. Budget Narrative

Q151. **How was the student enrollment number projected?**

The student enrollment number was projected after considering mitigating factors including existing research concerning small schools:

· existing numbers for the grade-level spans in OMSA district are reasonable, especially when considering students exiting the district to pursue school choice

· underrepresented students' lag in proficiency and underperformance in the local district

· the surrounding communities' views and beliefs regarding education and OMSA survey data (see comments from the survey data in evidences for Parent Engagement/Support)

· influences, partnerships, and community support provided to firmly establish a successful foundation for the OMSA mission to achieve status as a high

quality, high performing charter school

· a strong innovative OMSA Educational Model design that target challenging academic areas and is student-centered

· evidence that positive charter school experiences impact student learning is identified strongest at the elementary and middle school levels

Q152. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection
The OMSA project was discussed and supported for several years before and during the application process. Community members strongly support opening the doors to OMSA and offering a school choice opportunity; additionally, board members have regularly been approached and encouraged to continue the process to gain the charter status.

1-Prior to the OMSA survey, a grassroots initiative to begin a charter school in the community was discussed

2- district evidence for community students -low performing test results, high drop-out rates, high rates of discipline incidents, disproportionate numbers of students identified with disabilities in the county

3- the need for transparency in the educational process as noted by the community

4- the high number of students exiting the county to pursue school choice, including going across state lines

3- OMSA survey data that indicated the parents are looking for school choice

4- outreach and support from community members and partnerships

5- statistical data concerning social-emotional well-being, poverty, and education demonstrate that Robeson County requires an educational model that increases academic expectations, but it must be relevant/meaningful to the student population to create sustainable futures.

The OMSA Educational Model is an innovative solution designed for underrepresented populations. The anticipated student growth is appropriate to establish the foundation and framework of the OMSA mission.

Q153. Provide the break-even point of student enrollment

School Year	OMSA Break-Even Enrollment
2021-22	200
2022-23	260
2023-24	320
2024-25	380
2025-26	440

OMSA will need the projected number of students to maintain each year's projected fund balance.

Q154. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated

It is necessary to judiciously recognize that financial management involves anticipating the pattern of release funds from, and commitment of funds to, and those specialized line items in the budget as identifying points to determine a surplus or deficiency of liquid funds. It may be expected or required that the Board of Directors take action to employ the surplus or cover the deficit.

However, to avoid unanticipated revenues, OMSA Board of Directors will receive financial updates from the finance officer monthly during Board Meetings to maintain clear and apparent knowledge of the financial well-being of OMSA. Additionally, the Budget and Finance Committee, comprised of Board of Directors members will maintain an acute awareness of OMSA finances and will set a determined an enrollment deficit that signals action is warranted. Once this dollar amount is reached, the school principal will inform the budget and finance committee. The committee will recommend to the Board that budget amendments must be made from surplus line items. The small student numbers, especially in the beginning years of OMSA designs the firm establishment of precedence for rigor, relevance, and college and career readiness; also, it requires lower allocations for budgeted line items. State funds, local funds, and federal/ State EC funds have been reviewed and are allocated based on student needs. OMSA does realize that funds for the EC Provider and resources will not be immediately released during the first year. The personnel budget is economically balanced, with the operations budget projected with student needs as a priority. OMSA will operate with finance reviews to make certain that finances and expenditures are relevant, necessary, and balanced.

Each of the regular education students represents $7,862.17. The surplus of $78,260.04 for the first year would only allow for the loss of eleven students. The total budget would need to be reevaluated. For every ten students not enrolling, OMSA would cut a teaching position to part-time. Since there is the possibility that enrollment numbers will not be multiples of 10, OMSA may use one or two options to include developing combination classes and/or increasing class sizes. Other line items to be reevaluated to reduce costs include instructional materials, curriculum texts, and classroom technology. It is possible that the buses that OMSA will purchase may not cost $60,000. OMSA may use older buses because the pick-up points would warrant short driving distances.

Another consideration, regarding line items to be reevaluated is that if there is a need to purchase three buses. According to the survey data, 43% said transportation would not be needed and 37% said maybe.

Q155. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

Not Applicable to OMSA. OMSA does not have any guarantees of funds that will be available for 2021-2022. Once the application for fast-track is approved pending SBE approval, OMSA Board of Directors, the Advisory Council, and the School & Community Council will begin fundraising initiatives and planning for partnerships.

Q156. Provide the student to teacher ratio that the budget is built on

The final ratio is 1 to 17.

OMSA will employ additional core teachers for support in core disciplines. The strategy will also serve for strengthening instructional content and goals with smaller class sizes.

Full time teacher assistants will serve in grades K-2, to further assist with small group reinforcement and enhance the learning environment. A part time teacher assistant will serve in grade 3.

This ratio will continue for the 5 years that the current budget is built on, for K-8.

Q157. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully

Rose Marie Lowry-Townsend administered the personnel budget for a large school district, with approximately 2400 employees.

Brenda Dial Deese managed the Rural Low Income School District budget for approximately (24,000 students), and the First Americans' Teacher Education (UNCP) - which was a substantial budget

Tiffany Locklear administered a budget for Title 1 and tutoring in a K-8 school

John Lowery- Managed a fundraising budget, budgeted for convention, and managed an account for a federal committee for USDA

Q158. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated

All students deserve the right to attend high-quality schools and engage in learning that prepare them for success. Budget adjustments would need to be made using available surplus funds, if the need dictates. The needs of the students must be a priority. OMSA will also become advocates for increased prevalence rate caps to be aligned with the true prevalence rate. OMSA Board of Director members recognizes there is an overrepresentation of underrepresented students identified as students with disabilities. OMSA believes that there are factors, to include delayed standard language development and cultural norms that impact identification. Standardized tests may not always provide an authentic representation of underrepresented students' abilities. The NC Public School Forum notes that there are struggles across the state, especially in rural areas concerning high needs students and budget constraints.

North Carolina has a constitutional obligation to ensure all children have access to a sound basic education that includes competent and well-trained teachers and principals, as well as equitable access to sufficient resources. West Ed Leandro Report and Recommendations demonstrated that our state continues to fall short to meet that constitutional obligation. Robeson County does fall in this jurisdiction; however, the OMSA Board members engaged in extensive research, data, historical educational happenings in Robeson County and involved community engagement to design an educational

model to assist in equity and cultural responsiveness for student learning to improve student outcomes. OMSA is committed to meeting all students needs. If necessary, OMSA will use finances in the contracted service line, and rethink those services. OMSA will also use surplus funds if necessary.

Evidence :

PDF

WestEd-Summary.pdf

Q159. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

The budget provides for a part-time finance officer in Year One and Two and a full-time finance officer beginning in Year Three. Finances have been allocated for an external auditor for each budget year. The OMSA Board of Directors established policies and procedures for outsourcing any and all management agreements. A Third- Party Contract Agreement Policy was approved by the OMSA Board and is available in evidences. Prior to OMSA entering into any agreement or contract, OMSA staff shall follow due diligence in selecting third party vendors. Third parties must comply with all applicable state procurement, OMSA policies, practice standards, and agreements as well as any binding legislation at the state and federal levels. This policy supports law in certain areas but shall not replace any potential changes in current or future compliance components levied against third party vendors through statue, law, or contract. A procedure will be in place to safeguard activities, including a monthly agenda item regarding financial management of contract services. Any contract or agreement for services totaling $1500.00 or more must be presented to the Board of Directors by the school principal for review and approval.

Please see OMSA Third Party Contract Policy in evidences.

Evidence :

PDF

THIRD PARTY CONTRACT POLICY.pdf

Q160. 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

An assessment will be conducted of student cumulative records to determine if

- the expenditure/service is allowable under the appropriate revenue source
- expenditure is appropriate and consistent with the vision, approved charter, school policies, and procedures, and any related laws or applicable regulations and determine if the price is competitive and prudent

OMSA has budgeted for contracting transportation. During the first 45 days of school, OMSA will contract with a transportation vendor to pick-up students at designated stops as described in the Transportation Plan. During the 45 days, OMSA will purchase three buses and implement the transportation plan.

Other services that will be contracted for are, if needed, include hearing, speech, EC transportation, legal representation, school social worker and school psychologist.

Q161. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs
Finances have been budgeted to provide curriculum, instruction, professional development, supplies, hardware and software for content areas - science, technology, reading, engineering, the arts, math, English/language arts and social studies and the Place Based Education active domains. The budget supports monthly rent for a structure and transportation for OMSA students living 1.5 miles from outside the school location. Time and effort have been invested in locating the most effective structure that best fits the budget. The budget was developed prudentially and supports only the principle tenets of the school and the mission. Fundraising initiatives are being discussed and planned. During the first year, the total Personnel budget demonstrates 60% of the total revenue, reflecting the need for high quality personnel and instruction; 40% of the total revenue reflect operations, to ensure a conducive environment for safety and learning.

Q162. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

OMSA's goal is to increase the percentage of monies going into the fund balance each year. Start-up expenses for the first year will only allow approximately 4.5% of the total budget as surplus balance. The goal is to have 3 months operating monies available as surplus. This can be achieved during the third year of operation. To achieve this OMS will set aside a portion of the school's local government appropriation, that will be at least $553.37 per child This contribution is based on a formula set by the NC General Assembly in a law for school funding in Robeson County. This tax base cannot be reduced per pupil. This means that as the school's membership increases, the amount of money in the general fund balance will increase.   OMSA established an Advisory Council, School & Community Council and Parent- Teacher Organization for shared decision making, shared sense-making, accountability and equity to maintain accountability for finances and financial well-being. OMSA's financial well-being shall be a priority for robust sustainability, to drive policy, and to achieve the OMSA mission.

Q163. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases
OMSA Board of Directors has determined that there is not a need to finance the construction of facilities during the start-up phase in the initial years.

Financing a new OMSA structure is a solid long-term goal and land for a OMSA facility has been discussed. However, the priority, initially is opening OMSA and fashioning an effective student-community base. OMSA's facility needs will be met through facility leasing as a sound performance based school and student-community is established. OMSA shall define a budget as a realistic estimate of the operating revenue and expenditures to be incurred in the prudent operation of the school during a specific period of time. The budget includes a line item for rent of the school building and the lease agreement is included in the application. The lease agreement includes rent of the facility contents of the building, facility maintenance, trash services, and OMSA's budget does include the buying of furniture and computers and other necessary materials and supplies. In preparation to manage contracts and leases, OMSA developed a Third-Party Contracts/Agreement Policy to address any possible lease agreement such as copiers.

Prior to entering into any agreement or contract, OMSA staff shall follow due diligence in selecting third party vendors. Third parties must comply with all applicable state procurement. OMSA will follow policies, practice standards, and agreements as well as any binding legislation at the state and federal levels. Third party vendors shall provide OMSA a point of contact for contract terms and service offering implementation. An OMSA point of contact will work with the third-party vendors to ensure the vendor follows all state and federal laws as well as the OMSA policy. The School Principal shall maintain a list of all subcontracted providers and the services performed by each. OMSA Board of Directors may request on-demand and maintain copies of all agreements with service providers as appropriate.

Evidence :

PDF
THIRD PARTY CONTRACT POLICY.pdf
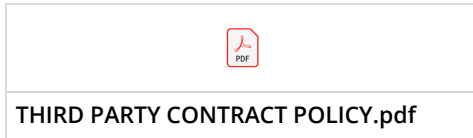
Q164. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.

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

12.3. Financial Compliance

Q165. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

OMSA will follow NC Gen. Stat. 115C-218.95 generally accepted standards of fiscal management. When OMSA receives public funds, the school must comply with applicable statutes, regulations, and approved applications. OMSA will be considered a public entity and must be accountable for use of such funds and all of the corresponding responsibilities that come with acceptance of public funds. OMSA will use the funds in accordance with those statutes, regulations, and applications. OMSA Board of Directors will work collaboratively and closely with the finance officer, auditor, and school leadership. OMSA developed policies that comply with accounting principles to include preparation of monthly financial statements. The monthly financial statement will be reviewed and approved by the OMSA Board of Directors. Reports will be filed and available for public review. NC Charter School Data reports will be completed as required. All purchases will be approved by the school principal and finance officer before actual purchase. Upon receipt of items the invoice will be checked and signed by the receiver indicating that all items received were in good donation before being paid by Finance. All purchases over $5,000.00 (per item) must be approved by the OMSA Board of Directors. Any/all items purchased must be recorded and an inventory maintained. Any items purchased with a $100.00 value or more must be tagged with an OMSA identifier and inventory maintained by the Principal and Finance Officer. Items costing over $2000.00 must undergo the competitive bidding with three bids being received before deciding on the vendor. Job description and duties for each staff position will be developed and

listed as job openings to be posted. Each new hire will be required to sign that they will comply with job description upon being hired. OMSA's policy reiterates charter school's procedures for fiscal responsibilities: OMSA Access to Funds Policy establishes rules, operating parameters, and approving official(s) giving effective internal controls on all funds received, i.e. online systems, bank accounts etc. on behalf of OMSA. The school principal shall serve as the approving official in following rules and regulations to gain access to funding systems as required. The OMSA Board of Directors shall require monthly reporting of cash flows from all funds as a tool of exercising oversight and responsibility for cash usages. Auditing of fund access shall be part of the annual audit performed in accordance with the Department of Public Instruction and Office of Charter Schools guidelines.

Please see OMSA Purchasing Policy, Access to Funds Policy, and Record Retention Policies.

Evidence :

PDF	PDF	PDF
PURCHASING POLICY.pdf	**ACCESS TO FUNDS POLICY (1).pdf**	**RECORDS RETENTION POLICY.pdf**

Q166. Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

OMSA does not have any possible related party transactions.

Q167. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number and fax number. If a firm has yet to be identified, please list the firms the board has investigated

Patterson & Associates

Matthew A. Patterson, CPA

4248 Fayetteville Road, NC 28358

(910) 738-1448

13. Other Forms

Q168. 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 :

signatures.pdf

Q169. 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 :

signatures.pdf

14. Third-party Application Preparation

Q170. **Was this application prepared with the assistance of a third-party person or group?**

◯ Yes

◉ No

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.

Q171. *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

Q172. **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 :

[W]

Evidence :

📄 PDF
SignaturePage.pdf

Q173. **Complete**

☑ I have finished the application

* Q174. **Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.**

OMSA is an equal opportunity employer and will not discriminate against any applicant, contractor, or employee on the basis of age, race, color, religion, sex, national origin, veteran status, disability, genetic information or other legally protected status. North Carolina General Statutes § 115C-299 establishes the hiring of teachers. OMSA school principal will recommend the hiring of teachers and staff. The hiring process will include practices to determine if teachers and staff are good candidates for the OMSA school program. The candidate's abilities to be noted include:

·   discuss the school mission and vision, and how it aligns with personal teaching style and philosophy.

·   how does *caring with a purpose* look in a classroom, when teaching, in the halls, during school hours, and in the community

·   discuss the OMSA educational model – and varied teaching strategies

·   what evidences or artifacts (such as a teaching portfolio) are brought for the interview and how effective are they

·   team player, leadership potential, energy, and enthusiasm for students

All teaching candidates will submit sealed transcripts and three letters of recommendations. OMSA requires criminal history checks under NC General Statutes § 115C-332 (https://www.lawserver.com/law/state/north-carolina/nc-laws/north_carolina_laws_115c-332) (b. Criminal History Checks), as a part of the OMSA employment process. The policy will be applied uniformly before the applicant is given an unconditional job offer by OMSA Board of Directors. OMSA will indicate, upon inquiry by any other local school board of education, charter school in the State, as to the reason for an employee's resignation or dismissal, or if an employee's criminal history was relevant to the employee's resignation or dismissal. Staff is hired 'at will' on a year-to-year basis. Extension of employment offers are recommended on an annual basis. All instructional personnel are considered 10-month employees and may choose to be paid over a 10- month or 12- month period. The first 90

days of employment are an introductory period. During this period, the employee may resign without reason and/or notice. And the Board may terminate employment without cause and without notice. Beyond this period, employee resignations will be accepted when submitted in writing, with appropriate notice. It is OMSA policy to ensure that all employees are treated equally on the basis of merit and performance competence with regard to any and all terms of conditions of employment, including recruitment, hiring, compensation, promotions, demotions, assignments, trainings, layoff, and terminations.

Notice of Recommendation for Dismissal- Before recommending to the OMSA Board of Directors the dismissal of a teacher, the school principal will give written notice to the teacher by certified mail or personal delivery the school principal's intent to make such a recommendation and the reasons (such as below developing on teacher evaluations) as to why the school principal believes dismissal is justified. The school principal will meet with the teacher and provide written notice of the findings against the teacher, an explanation of the basis for the findings, and an opportunity to respond if the teacher has not done so under G.S. 115C-325.5(a). The teacher may initiate the Employee Grievance Process as a response if it is believed to be warranted. The Employee Grievance Process will be followed. If the teacher does not initiate the Employee Grievance Process, the school principal may make the recommendation for dismissal to the Board of Directors.

1ST CHOICE INSURANCE

508 E. Third Street, Pembroke, NC 28372   910-521-8301-PH

July 20, 2020

Old Main STREAM Academy
PO Box 2709
Pembroke, NC 28372

To Dr. Rose Marie Lowry-Townsend,

We would like to thank you for giving us the opportunity to do an initial evaluation for insurance related services for Old Main STREAM Academy. Based on our preliminary evaluation of the insurance needs for this risk, we have made the following yearly estimates:

Area of Proposed Coverage	Proposed Amount of Coverage	Cost (Quote)
Comprehensive General Liability	$1,000,000.00/occurrence	$7,500
Officers and Directors/Errors and Omissions	$1,000,000.00/occurrence	$3,500
Property Insurance		
Automobile Liability	$1,000,000.00/occurrence	$5,800
Crime Coverage Minimum/Maximum Amount	$250,000.00 | $250,000.00	$1,500
Worker's Compensation	$500,000	$4,500
Other Coverage		
Total Cost		$22,800

Please make note that these quotes are just estimates and could be subject to change depending on underwriting guidelines, date of issuance, and market trends.

Sincerely,

David E. Jones
Agent

2020 NORTH CAROLINA DEVELOPMENT TIER DESIGNATIONS

Since 2007 North Carolina has used a three-level system for designating development tiers. The designations, which are mandated by state law, determine a variety of state funding opportunities to assist in economic development. This report documents the process for calculating tiers and lists counties which have changed tiers since 2018. A North Carolina tier map and tier calculations are included for reference.

How Tier Rankings Are Calculated

The Development Tier Designation statute ([§143B-437.08](#)) provides specific guidelines for calculating annual tier rankings. This process assigns each county to a designation of Tier One (most distressed), Tier Two, or Tier Three (least distressed). Assuming no ties in rankings, the statute requires **40 Tier One, 40 Tier Two, and 20 Tier Three** counties each year. In the event of a tie for the final position as a Tier One or Tier Two county, both counties will be placed in the lower tier.

Tier Rankings use Four Factors

- *Average unemployment rate* for the most recent twelve months for which data are available (November 2018 – October 2019, NC Dept. of Commerce, LAUS)
- *Median household income* for the most recent twelve months for which data are available (2017, U.S. Census, Small Area Income & Poverty Estimates)
- *Percentage growth in population* for the most recent 36 months for which data are available (July 2015 – July 2018, NC Office of State Budget & Management)
- *Adjusted property tax base per capita* for the most recent taxable year (FY 2019-20, NC Dept. of Public Instruction)

Each county is ranked from 1 to 100 on each variable, making the highest possible *County Rank Sum* 400, and the lowest 4. After calculating the *County Rank Sum*, counties are then ranked from most distressed (1) to least distressed (100) in order to determine their *Economic Distress Rank*. Note that the 2018 Appropriations Act ([S.L. 2018-5](#), Section 15.2.(a)) eliminated several "adjustment factors" that will no longer be used to calculate the final tier ranks, adjustments that previously factored small population sizes and poverty rates into the calculations. In addition, [§143B-437.07.(d)](#) calls for the Department of Commerce to publish the state performance statistic for each of the four factors, alongside the county values. Any county underperforming the state average on any of the four factors may request assistance from the Department to improve their performance on the given factor. A ranked list of each county's performance by indicator, as well as the statewide value, is provided at the end of this document. For comparison, counties may also wish to access the [2019 County Tier Designations](#). For assistance, please contact David Rhoades at drhoades@nccommerce.com.

County Tier Changes in 2020

Seven counties will change tiers in 2020. Counties moving to a **less distressed** tier ranking include Gates, Hoke, and Surry. Counties moving to a **more distressed** tier ranking include Caldwell, Onslow, Pitt, and Wilkes.

Caldwell County

For 2020, Caldwell County is shifting from Tier Two to Tier One. The county's economic distress rank is #40 (it was #43 in 2019). While the county's median household income ranking improved compared to 2019, its property tax base per capita, population growth, and unemployment rate rankings declined.

Gates County

For 2020, Gates County is shifting from Tier One to Tier Two. The county's economic distress rank is #52 (it was #36 in 2019). While the county's unemployment rate ranking declined compared to 2019, its property tax base per capita, population growth, and median household income rankings improved.

Hoke County

For 2020, Hoke County is shifting from Tier One to Tier Two. The county's economic distress rank is #43 (it was #38 in 2019). While the county's population growth and unemployment rate rankings declined compared to 2019, its median household income ranking improved significantly.

Onslow County

For 2020, Onslow County is shifting from Tier Two to Tier One. The county's economic distress rank is #39 (it was #41 in 2019). The county's property tax base per capita, population growth, and unemployment rate rankings declined compared to 2019.

Pitt County

For 2020, Pitt County is shifting from Tier Two to Tier One. The county's economic distress rank is #33 (it was #42 in 2019). The county's population growth, median household income, and unemployment rate rankings declined compared to 2019.

Surry County

For 2020, Surry County is shifting from Tier One to Tier Two. The county's economic distress rank is #45 (it was #34 in 2019). While the county's unemployment rate ranking declined compared to 2019, its property tax base per capita, population growth, and median household income rankings improved.

Wilkes County

For 2020, Wilkes County is shifting from Tier Two to Tier One. The county's economic distress rank is #34 (it was #50 in 2019). The county's property tax base per capita, population growth, median household income, and unemployment rate rankings declined compared to 2019.

2020 County Tier Designations

2020 Tier Designation

- 1
- 2
- 3

Map Created November 2019

Miles
0 15 30   60   90   120
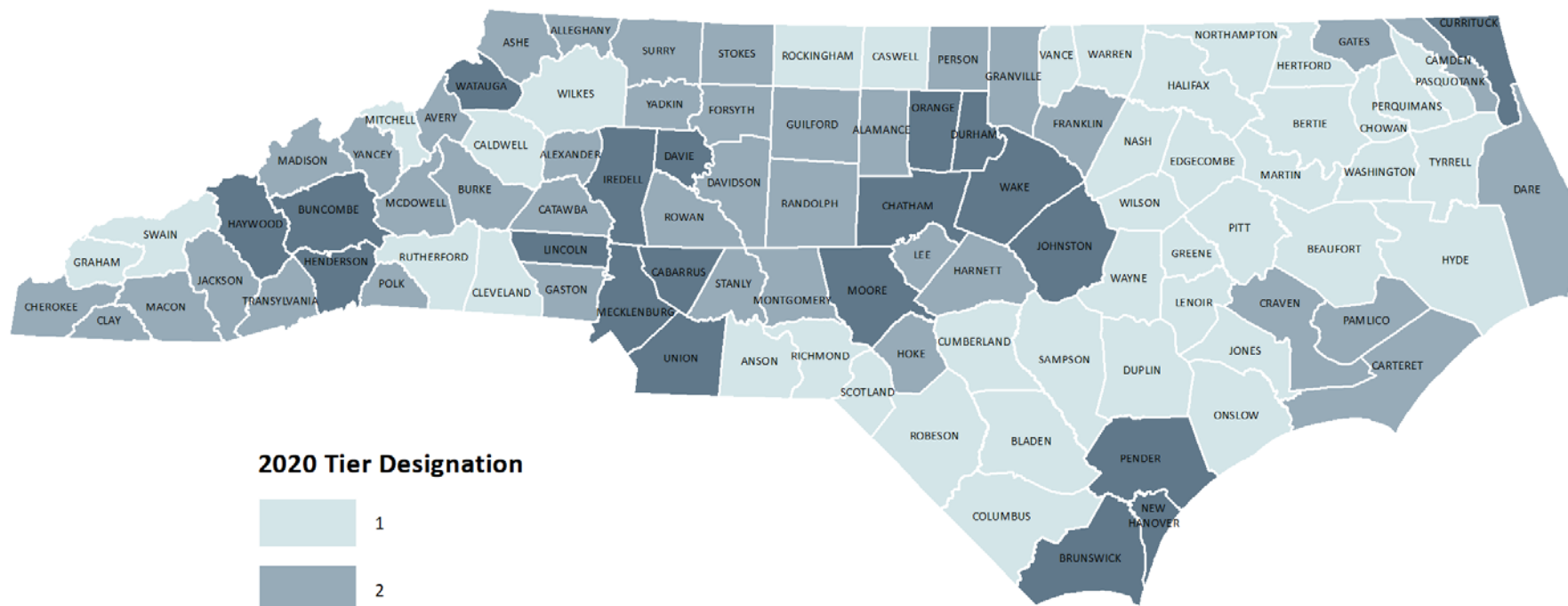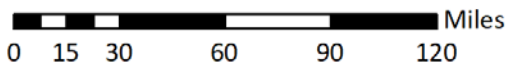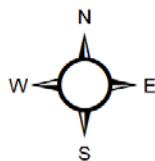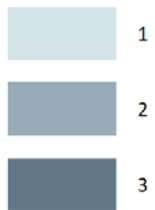
2020 COUNTY DEVELOPMENT TIER RANKINGS (§ 143B-437.08)

NEW TIER	COUNTY	Adjusted Property Tax Base Per Capita FY 2019-2020		Population Growth July 2015-July 2018		Median Household Income 2017		Unemployment 12 Mth Avg Nov 18-Oct 19		County Rank Sum	ECONOMIC DISTRESS RANK (#1 = most distressed)	2020 TIERS
		Value	Rank	% Change	Rank	Income	Rank	Rate	Rank			
	ALAMANCE	$82,428	39	6.44%	95	$47,914	61	3.87%	70	265	75	2
	ALEXANDER	$72,519	19	1.86%	53	$48,577	64	3.45%	96	232	57	2
	ALLEGHANY	$143,860	87	1.65%	49	$38,994	17	4.88%	26	179	44	2
	ANSON	$79,390	34	0.56%	32	$41,266	29	4.50%	39	134	25	1
	ASHE	$142,419	86	2.29%	58	$40,611	24	3.87%	71	239	63	2
	AVERY	$250,649	99	1.47%	47	$40,682	25	3.83%	73	244	65	2
	BEAUFORT	$119,210	69	-0.29%	20	$43,497	40	4.81%	30	159	36	1
	BERTIE	$71,981	16	-2.32%	8	$33,022	1	4.97%	24	49	6	1
	BLADEN	$80,671	35	-0.95%	15	$38,059	14	5.08%	22	86	13	1
	BRUNSWICK	$187,383	93	11.50%	100	$56,227	85	5.17%	18	296	81	3
	BUNCOMBE	$139,753	85	2.86%	63	$50,271	71	3.05%	100	319	87	3
	BURKE	$75,486	24	2.11%	56	$42,179	34	3.81%	74	188	46	2
	CABARRUS	$109,668	59	7.26%	96	$62,167	92	3.65%	86	333	92	3
⬇	CALDWELL	$83,528	40	0.65%	34	$44,798	46	4.24%	47	167	40	1
	CAMDEN	$105,062	56	2.70%	61	$64,086	96	3.96%	63	276	77	2
	CARTERET	$213,343	96	1.37%	44	$53,192	81	4.50%	38	259	70	2
	CASWELL	$73,206	21	0.47%	31	$44,998	48	4.63%	34	134	25	1
	CATAWBA	$107,235	57	1.47%	46	$53,348	83	3.70%	82	268	76	2
	CHATHAM	$143,914	88	7.28%	97	$63,373	95	3.51%	92	372	99	3
	CHEROKEE	$109,880	60	5.58%	87	$38,283	15	4.57%	36	198	49	2
	CHOWAN	$102,850	55	-1.79%	9	$43,182	39	4.84%	27	130	24	1
	CLAY	$147,573	89	6.28%	92	$43,684	41	4.68%	33	255	68	2
	CLEVELAND	$86,298	46	1.42%	45	$39,911	21	4.10%	55	167	40	1
	COLUMBUS	$72,351	18	-1.71%	10	$37,639	11	5.22%	17	56	8	1
	CRAVEN	$91,087	51	0.42%	30	$51,390	75	4.31%	44	200	51	2
	CUMBERLAND	$69,356	10	0.83%	36	$44,065	43	5.25%	16	105	17	1
	CURRITUCK	$246,519	98	6.11%	91	$62,397	93	3.74%	79	361	98	3
	DARE	$389,059	100	3.47%	69	$57,316	88	4.91%	25	282	79	2
	DAVIDSON	$84,427	43	2.24%	57	$47,595	58	3.79%	76	234	58	2
	DAVIE	$108,094	58	3.25%	67	$58,147	89	3.51%	93	307	84	3
	DUPLIN	$72,740	20	0.01%	26	$39,470	19	4.33%	42	107	18	1
	DURHAM	$121,546	73	4.88%	82	$60,045	91	3.56%	89	335	93	3
	EDGECOMBE	$60,048	4	-2.92%	2	$35,130	4	6.14%	4	14	1	1
	FORSYTH	$95,170	53	2.99%	65	$50,803	73	3.86%	72	263	74	2
	FRANKLIN	$76,667	25	6.28%	93	$53,076	79	4.17%	51	248	67	2
	GASTON	$77,507	27	4.30%	77	$50,016	68	3.93%	65	237	60	2
⬆	GATES	$76,923	26	2.33%	59	$50,164	69	4.20%	49	203	52	2
	GRAHAM	$133,543	80	-0.74%	16	$37,748	12	5.61%	11	119	19	1
	GRANVILLE	$71,353	12	4.25%	76	$53,142	80	3.49%	94	262	72	2
	GREENE	$58,913	2	1.00%	41	$40,131	22	3.97%	61	126	21	1
	GUILFORD	$95,094	52	3.46%	68	$52,284	78	4.23%	48	246	66	2
	HALIFAX	$71,960	15	-1.52%	12	$34,027	3	5.93%	9	39	4	1
	HARNETT	$63,515	5	4.87%	81	$51,406	76	4.78%	31	193	48	2
	HAYWOOD	$119,356	70	3.95%	74	$47,872	60	3.47%	95	299	82	3
	HENDERSON	$125,694	75	4.47%	79	$51,314	74	3.39%	99	327	89	3
	HERTFORD	$64,847	7	-1.42%	13	$38,786	16	5.38%	13	49	6	1
⬆	HOKE	$65,318	8	4.43%	78	$50,777	72	5.14%	20	178	43	2
	HYDE	$203,753	94	-2.80%	4	$41,214	28	8.24%	1	127	22	1
	IREDELL	$131,779	78	5.27%	83	$56,559	86	3.67%	85	332	91	3
	JACKSON	$205,846	95	5.36%	85	$46,113	51	4.26%	45	276	77	2

	County	Value 1		% 1		Value 2		% 2		# 1	# 2	Rank
	JOHNSTON	$86,007	45	8.83%	99	$58,647	90	3.76%	78	312	85	3
	JONES	$86,547	47	-0.09%	22	$41,523	31	4.18%	50	150	32	1
	LEE	$89,206	49	3.60%	72	$53,297	82	4.60%	35	238	62	2
	LENOIR	$72,162	17	-2.35%	7	$39,411	18	3.98%	60	102	15	1
	LINCOLN	$113,790	65	4.72%	80	$57,042	87	3.58%	88	320	88	3
	MACON	$217,618	97	3.73%	73	$42,456	36	4.05%	56	262	72	2
	MADISON	$111,025	61	2.86%	62	$41,891	32	3.73%	80	235	59	2
	MARTIN	$83,915	41	-1.19%	14	$37,225	10	5.32%	15	80	10	1
	MCDOWELL	$82,230	38	2.04%	55	$42,853	37	3.91%	68	198	49	2
	MECKLENBURG	$134,056	82	5.29%	84	$65,750	97	3.72%	81	344	95	3
	MITCHELL	$112,837	63	0.24%	28	$40,589	23	4.84%	28	142	31	1
	MONTGOMERY	$117,538	68	-0.01%	25	$43,695	42	4.13%	53	188	46	2
	MOORE	$126,579	76	5.56%	86	$62,781	94	3.96%	62	318	86	3
	NASH	$78,830	33	1.24%	43	$47,597	59	5.01%	23	158	35	1
	NEW HANOVER	$151,659	90	5.77%	88	$53,692	84	3.70%	83	345	96	3
	NORTHAMPTON	$101,793	54	-2.77%	5	$36,190	7	5.38%	14	80	10	1
⬇	ONSLOW	$70,092	11	2.46%	60	$49,634	66	4.82%	29	166	39	1
	ORANGE	$125,482	74	3.49%	70	$69,422	98	3.45%	97	339	94	3
	PAMLICO	$138,544	83	1.89%	54	$48,410	62	4.02%	58	257	69	2
	PASQUOTANK	$84,633	44	0.73%	35	$46,709	54	4.77%	32	165	37	1
	PENDER	$119,710	71	7.82%	98	$52,187	77	4.11%	54	300	83	3
	PERQUIMANS	$133,222	79	-0.36%	18	$45,011	49	5.14%	19	165	37	1
	PERSON	$113,343	64	1.69%	52	$50,269	70	4.36%	41	227	56	2
⬇	PITT	$71,396	13	1.69%	51	$46,229	52	4.38%	40	156	33	1
	POLK	$133,837	81	3.06%	66	$45,587	50	3.94%	64	261	71	2
	RANDOLPH	$77,948	29	0.89%	37	$44,207	44	3.92%	66	176	42	2
	RICHMOND	$74,745	22	-0.36%	17	$36,401	8	5.49%	12	59	9	1
	ROBESON	$51,236	1	-1.55%	11	$33,714	2	5.72%	10	24	2	1
	ROCKINGHAM	$78,509	30	-0.34%	19	$46,247	53	4.57%	37	139	28	1
	ROWAN	$88,642	48	1.55%	48	$47,541	56	4.02%	57	209	53	2
	RUTHERFORD	$90,898	50	1.18%	42	$40,758	26	5.13%	21	139	28	1
	SAMPSON	$71,502	14	0.32%	29	$41,951	33	3.99%	59	135	27	1
	SCOTLAND	$63,551	6	-0.01%	24	$37,947	13	7.00%	2	45	5	1
	STANLY	$77,849	28	3.51%	71	$49,871	67	3.77%	77	243	64	2
	STOKES	$84,426	42	-0.18%	21	$48,748	65	3.69%	84	212	54	2
⬆	SURRY	$78,540	31	0.96%	39	$43,023	38	3.81%	75	183	45	2
	SWAIN	$111,610	62	-2.86%	3	$41,407	30	4.26%	46	141	30	1
	TRANSYLVANIA	$168,659	92	4.12%	75	$47,587	57	3.91%	67	291	80	2
	TYRRELL	$116,824	67	0.22%	27	$35,223	5	6.23%	3	102	15	1
	UNION	$116,002	66	6.03%	89	$77,875	100	3.53%	91	346	97	3
	VANCE	$59,099	3	1.68%	50	$39,847	20	5.95%	7	80	10	1
	WAKE	$139,686	84	6.36%	94	$77,641	99	3.45%	98	375	100	3
	WARREN	$120,986	72	-2.43%	6	$36,831	9	5.93%	8	95	14	1
	WASHINGTON	$75,041	23	-2.99%	1	$36,171	6	6.08%	5	35	3	1
	WATAUGA	$159,996	91	6.11%	90	$48,417	63	3.64%	87	331	90	3
	WAYNE	$66,986	9	-0.03%	23	$44,592	45	4.32%	43	120	20	1
⬇	WILKES	$82,130	37	0.62%	33	$42,453	35	4.14%	52	157	34	1
	WILSON	$82,119	36	0.90%	38	$44,825	47	5.99%	6	127	22	1
	YADKIN	$78,595	32	0.98%	40	$46,885	55	3.55%	90	217	55	2
	YANCEY	$128,920	77	2.92%	64	$41,053	27	3.88%	69	237	60	2
	NORTH CAROLINA	**$109,067**		**3.58%**		**$52,797**		**3.99%**				

2020 COUNTY DEVELOPMENT TIER ECONOMIC INDICATORS

Adjusted Property Tax Base Per Capita — FY 2019-2020

Rank	County	Value	Rank	County	Value
100	Dare	$389,059	50	Rutherford	$90,898
99	Avery	$250,649	49	Lee	$89,206
98	Currituck	$246,519	48	Rowan	$88,642
97	Macon	$217,618	47	Jones	$86,547
96	Carteret	$213,343	46	Cleveland	$86,298
95	Jackson	$205,846	45	Johnston	$86,007
94	Hyde	$203,753	44	Pasquotank	$84,633
93	Brunswick	$187,383	43	Davidson	$84,427
92	Transylvania	$168,659	42	Stokes	$84,426
91	Watauga	$159,996	41	Martin	$83,915
90	New Hanover	$151,659	40	Caldwell	$83,528
89	Clay	$147,573	39	Alamance	$82,428
88	Chatham	$143,914	38	McDowell	$82,230
87	Alleghany	$143,860	37	Wilkes	$82,130
86	Ashe	$142,419	36	Wilson	$82,119
85	Buncombe	$139,753	35	Bladen	$80,671
84	Wake	$139,686	34	Anson	$79,390
83	Pamlico	$138,544	33	Nash	$78,830
82	Mecklenburg	$134,056	32	Yadkin	$78,595
81	Polk	$133,837	31	Surry	$78,540
80	Graham	$133,543	30	Rockingham	$78,509
79	Perquimans	$133,222	29	Randolph	$77,948
78	Iredell	$131,779	28	Stanly	$77,849
77	Yancey	$128,920	27	Gaston	$77,507
76	Moore	$126,579	26	Gates	$76,923
75	Henderson	$125,694	25	Franklin	$76,667
74	Orange	$125,482	24	Burke	$75,486
73	Durham	$121,546	23	Washington	$75,041
72	Warren	$120,986	22	Richmond	$74,745
71	Pender	$119,710	21	Caswell	$73,206
70	Haywood	$119,356	20	Duplin	$72,740
69	Beaufort	$119,210	19	Alexander	$72,519
68	Montgomery	$117,538	18	Columbus	$72,351
67	Tyrrell	$116,824	17	Lenoir	$72,162
66	Union	$116,002	16	Bertie	$71,981
65	Lincoln	$113,790	15	Halifax	$71,960
64	Person	$113,343	14	Sampson	$71,502
63	Mitchell	$112,837	13	Pitt	$71,396
62	Swain	$111,610	12	Granville	$71,353
61	Madison	$111,025	11	Onslow	$70,092
60	Cherokee	$109,880	10	Cumberland	$69,356
59	Cabarrus	$109,668	9	Wayne	$66,986
	North Carolina	**$109,067**	8	Hoke	$65,318
58	Davie	$108,094	7	Hertford	$64,847
57	Catawba	$107,235	6	Scotland	$63,551
56	Camden	$105,062	5	Harnett	$63,515
55	Chowan	$102,850	4	Edgecombe	$60,048
54	Northampton	$101,793	3	Vance	$59,099
53	Forsyth	$95,170	2	Greene	$58,913
52	Guilford	$95,094	1	Robeson	$51,236
51	Craven	$91,087		2019 Tiers State Value	$105,257

Population Growth — July 2015-July 2018

Rank	County	% Chg	Rank	County	% Chg
100	Brunswick	11.50%	50	Vance	1.68%
99	Johnston	8.83%	49	Alleghany	1.65%
98	Pender	7.82%	48	Rowan	1.55%
97	Chatham	7.28%	47	Avery	1.47%
96	Cabarrus	7.26%	46	Catawba	1.47%
95	Alamance	6.44%	45	Cleveland	1.42%
94	Wake	6.36%	44	Carteret	1.37%
93	Franklin	6.28%	43	Nash	1.24%
92	Clay	6.28%	42	Rutherford	1.18%
91	Currituck	6.11%	41	Greene	1.00%
90	Watauga	6.11%	40	Yadkin	0.98%
89	Union	6.03%	39	Surry	0.96%
88	New Hanover	5.77%	38	Wilson	0.90%
87	Cherokee	5.58%	37	Randolph	0.89%
86	Moore	5.56%	36	Cumberland	0.83%
85	Jackson	5.36%	35	Pasquotank	0.73%
84	Mecklenburg	5.29%	34	Caldwell	0.65%
83	Iredell	5.27%	33	Wilkes	0.62%
82	Durham	4.88%	32	Anson	0.56%
81	Harnett	4.87%	31	Caswell	0.47%
80	Lincoln	4.72%	30	Craven	0.42%
79	Henderson	4.47%	29	Sampson	0.32%
78	Hoke	4.43%	28	Mitchell	0.24%
77	Gaston	4.30%	27	Tyrrell	0.22%
76	Granville	4.25%	26	Duplin	0.01%
75	Transylvania	4.12%	25	Montgomery	-0.01%
74	Haywood	3.95%	24	Scotland	-0.01%
73	Macon	3.73%	23	Wayne	-0.03%
72	Lee	3.60%	22	Jones	-0.09%
	North Carolina	**3.58%**	21	Stokes	-0.18%
71	Stanly	3.51%	20	Beaufort	-0.29%
70	Orange	3.49%	19	Rockingham	-0.34%
69	Dare	3.47%	18	Perquimans	-0.36%
68	Guilford	3.46%	17	Richmond	-0.36%
67	Davie	3.25%	16	Graham	-0.74%
66	Polk	3.06%	15	Bladen	-0.95%
65	Forsyth	2.99%	14	Martin	-1.19%
64	Yancey	2.92%	13	Hertford	-1.42%
63	Buncombe	2.86%	12	Halifax	-1.52%
62	Madison	2.86%	11	Robeson	-1.55%
61	Camden	2.70%	10	Columbus	-1.71%
60	Onslow	2.46%	9	Chowan	-1.79%
59	Gates	2.33%	8	Bertie	-2.32%
58	Ashe	2.29%	7	Lenoir	-2.35%
57	Davidson	2.24%	6	Warren	-2.43%
56	Burke	2.11%	5	Northampton	-2.77%
55	McDowell	2.04%	4	Hyde	-2.80%
54	Pamlico	1.89%	3	Swain	-2.86%
53	Alexander	1.86%	2	Edgecombe	-2.92%
52	Person	1.69%	1	Washington	-2.99%
51	Pitt	1.69%		2019 Tiers State Value	3.46%

Median Household Income — 2017

Rank	County	Income	Rank	County	Income
100	Union	$77,875	50	Polk	$45,587
99	Wake	$77,641	49	Perquimans	$45,011
98	Orange	$69,422	48	Caswell	$44,998
97	Mecklenburg	$65,750	47	Wilson	$44,825
96	Camden	$64,086	46	Caldwell	$44,798
95	Chatham	$63,373	45	Wayne	$44,592
94	Moore	$62,781	44	Randolph	$44,207
93	Currituck	$62,397	43	Cumberland	$44,065
92	Cabarrus	$62,167	42	Montgomery	$43,695
91	Durham	$60,045	41	Clay	$43,684
90	Johnston	$58,647	40	Beaufort	$43,497
89	Davie	$58,147	39	Chowan	$43,182
88	Dare	$57,316	38	Surry	$43,023
87	Lincoln	$57,042	37	McDowell	$42,853
86	Iredell	$56,559	36	Macon	$42,456
85	Brunswick	$56,227	35	Wilkes	$42,453
84	New Hanover	$53,692	34	Burke	$42,179
83	Catawba	$53,348	33	Sampson	$41,951
82	Lee	$53,297	32	Madison	$41,891
81	Carteret	$53,192	31	Jones	$41,523
80	Granville	$53,142	30	Swain	$41,407
79	Franklin	$53,076	29	Anson	$41,266
	North Carolina	**$52,797**	28	Hyde	$41,214
78	Guilford	$52,284	27	Yancey	$41,053
77	Pender	$52,187	26	Rutherford	$40,758
76	Harnett	$51,406	25	Avery	$40,682
75	Craven	$51,390	24	Ashe	$40,611
74	Henderson	$51,314	23	Mitchell	$40,589
73	Forsyth	$50,803	22	Greene	$40,131
72	Hoke	$50,777	21	Cleveland	$39,911
71	Buncombe	$50,271	20	Vance	$39,847
70	Person	$50,269	19	Duplin	$39,470
69	Gates	$50,164	18	Lenoir	$39,411
68	Gaston	$50,016	17	Alleghany	$38,994
67	Stanly	$49,871	16	Hertford	$38,786
66	Onslow	$49,634	15	Cherokee	$38,283
65	Stokes	$48,748	14	Bladen	$38,059
64	Alexander	$48,577	13	Scotland	$37,947
63	Watauga	$48,417	12	Graham	$37,748
62	Pamlico	$48,410	11	Columbus	$37,639
61	Alamance	$47,914	10	Martin	$37,225
60	Haywood	$47,872	9	Warren	$36,831
59	Nash	$47,597	8	Richmond	$36,401
58	Davidson	$47,595	7	Northampton	$36,190
57	Transylvania	$47,587	6	Washington	$36,171
56	Rowan	$47,541	5	Tyrrell	$35,223
55	Yadkin	$46,885	4	Edgecombe	$35,130
54	Pasquotank	$46,709	3	Halifax	$34,027
53	Rockingham	$46,247	2	Robeson	$33,714
52	Pitt	$46,229	1	Bertie	$33,022
51	Jackson	$46,113		2019 Tiers State Value	$50,595

Unemployment Rate, 12 Mth Avg — Nov 18-Oct 19

Rank	County	Rate	Rank	County	Rate
100	Buncombe	3.05%	50	Jones	4.18%
99	Henderson	3.39%	49	Gates	4.20%
98	Wake	3.45%	48	Guilford	4.23%
97	Orange	3.45%	47	Caldwell	4.24%
96	Alexander	3.45%	46	Swain	4.26%
95	Haywood	3.47%	45	Jackson	4.26%
94	Granville	3.49%	44	Craven	4.31%
93	Davie	3.51%	43	Wayne	4.32%
92	Chatham	3.51%	42	Duplin	4.33%
91	Union	3.53%	41	Person	4.36%
90	Yadkin	3.55%	40	Pitt	4.38%
89	Durham	3.56%	39	Anson	4.50%
88	Lincoln	3.58%	38	Carteret	4.50%
87	Watauga	3.64%	37	Rockingham	4.57%
86	Cabarrus	3.65%	36	Cherokee	4.57%
85	Iredell	3.67%	35	Lee	4.60%
84	Stokes	3.69%	34	Caswell	4.63%
83	New Hanover	3.70%	33	Clay	4.68%
82	Catawba	3.70%	32	Pasquotank	4.77%
81	Mecklenburg	3.72%	31	Harnett	4.78%
80	Madison	3.73%	30	Beaufort	4.81%
79	Currituck	3.74%	29	Onslow	4.82%
78	Johnston	3.76%	28	Mitchell	4.84%
77	Stanly	3.77%	27	Chowan	4.84%
76	Davidson	3.79%	26	Alleghany	4.88%
75	Surry	3.81%	25	Dare	4.91%
74	Burke	3.81%	24	Bertie	4.97%
73	Avery	3.83%	23	Nash	5.01%
72	Forsyth	3.86%	22	Bladen	5.08%
71	Ashe	3.87%	21	Rutherford	5.13%
70	Alamance	3.87%	20	Hoke	5.14%
69	Yancey	3.88%	19	Perquimans	5.14%
68	McDowell	3.91%	18	Brunswick	5.17%
67	Transylvania	3.91%	17	Columbus	5.22%
66	Randolph	3.92%	16	Cumberland	5.25%
65	Gaston	3.93%	15	Martin	5.32%
64	Polk	3.94%	14	Northampton	5.38%
63	Camden	3.96%	13	Hertford	5.38%
62	Moore	3.96%	12	Richmond	5.49%
61	Greene	3.97%	11	Graham	5.61%
60	Lenoir	3.98%	10	Robeson	5.72%
59	Sampson	3.99%	9	Halifax	5.93%
	North Carolina	**3.99%**	8	Warren	5.93%
58	Pamlico	4.02%	7	Vance	5.95%
57	Rowan	4.02%	6	Wilson	5.99%
56	Macon	4.05%	5	Washington	6.08%
55	Cleveland	4.10%	4	Edgecombe	6.14%
54	Pender	4.11%	3	Tyrrell	6.23%
53	Montgomery	4.13%	2	Scotland	7.00%
52	Wilkes	4.14%	1	Hyde	8.24%
51	Franklin	4.17%		2019 Tiers State Value	4.04%

Note: 2019 Tiers State Values are provided as required by G.S. 143B-437.07(d). Both adjusted property tax base per capita and median household income are presented in nominal terms.

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: Old Main Stream Academy

2. Full name: John L Lowery

Home Address: 326 Sandlin Drive, Lumberton, NC 28358
Business Name and Address:
Telephone No.: 910-736-5095
E-mail address: johnlowery1@outlook.com

3. Brief educational and employment history.
   I have a Bachelors in Political Science and a Masters in Teaching from UNC-Pembroke. I also have a Masters in Public Administration from UNC-Chapel Hill. I currently work in workforce development for the North Carolina Department of Commerce. I previously worked for the US Department of Agriculture and I also spent five years as an educator with the Public Schools of Robeson County.

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 asked by a prior board director if I was interested in this opportunity. I let him know that I was a big supporter of school opportunities for our youth and I believed the students of Robeson County needed addiional options for a better 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 help create the foundation for the charter school by working on the application process, strengthen community support, and creating a safe and reliable place for our faculty, staff, adn students to have a positive education experience.

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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.

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.

> During my time in education, I held various positions including teacher assistant in a 1st grade class, a high school social studies teacher, and a youth development specialist within the Public Schools of Robeson County. These roles allowed me to understand the unique needs of our diverse community. I also have two school-aged children of my own whose education is at the forefront of my priorities.

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

> As mentioned in the previous response, I have held three very different roles in the public school system that provide me with specific knowledge about a variety of instructional techniques and the absolute necessiate of reading to be first and foremost ingrained in every subject. I also recognize the need for integrated subjects to prevent current gaps in curriculum. In my current role, I conduct interviews and am responsible for making hiring decisions, thus feel that I bring the experience of making sound hiring recommendations for the process as well as the personnel.

School Mission and Program

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

> The OMSA's mission is focused on providing students with curriculum designed to strengthen them in the STREAM fields of study and prepare them for the future workforce.

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

> I understand that the educational programming will focus on Science, Technology, Reading, Engineering, Arts, and Mathematics. This programming incorporates STEM and includes the critical learning parts of the Arts and Reading.

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

> Setting high and measuremable goals for student success and providing them with opportunities to shape them into lifelong learners. A successful school tailors to student's social, emotional, and academic needs.

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

> By collecting and reviewing the data of our measureable goals. Also, conducting annual surveys from students, teachers, staff, and parents.

Governance

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

> The board will be charged with the hiring of a prinicpal and subsequent staff and also managing the financies of the school.

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

> Our board will use data to measure our goals to determine the success of the school at the end of the year. This data will include student grades, overall class grades, discipline data, test assessment, and surveys of staff, teachers, and parents.

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

> Our board will continue to be driven by data from student performance and annual surveys from all shareholders. We will review assement numbers, benchmarks, discipline data, teacher observations, and overall student growth.

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

> The charter school board wil lneed to hire a highly qualified principal who is committed to staffing the school with accomplished teachers who are dedicated to the school's mission, student success and community involvement. The board will need to ensure data and collaboration are at the forefront of all decision making.

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?

> Board members who may be acting unethically should be spoken with individually, with approriate evidence of his or her misconduct. OMSA board business should be conducted in a transparent manner and members should participate in ethics training to ensure unethical behaviors are deterred. Any board member (s) acting unethically should be removed promptly if misconduct continues.

*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, John L Lowery _____, 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 _____ Charter School is true and correct in every respect.

Signature _John L Lowery_

Date 7/20/2020

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.

ACCESS TO FUNDS POLICY

1. Overview

Old Main STREAM Academy (OMSA) will have access to funding from multiple sources – local, state, federal and private gifting. The Board of Directors shall grant to appropriate personnel the right to pursue all funding sources deemed appropriate for implementing and achieving OMSA's mission. The Board of Directors, on a case-by-case basis shall review grant awards and/or private gifting at regular scheduled monthly meetings. Approval of fund(s) acceptance will be a formally adopted board resolution.

2. Purpose

The purpose of this policy is to establish rules, operating parameters, and approving official(s) giving effective internal controls on all funds received, i.e. online systems, bank accounts and etc. on behalf of OMSA.

3. Scope

This policy applies to all Old Main STREAM Academy funds received from all funding sources.

4. Policy

A. GENERAL

It shall be policy that the OMSA accesses funds while exercising effective cash management procedures. Pertinent personnel as authorized to access funding sources shall comply with adopted board procedures and ethical practices. It is expected that such procedures will comply with online systems, i.e. Cash Management System (CMS), etc.

B. APPROVING OFFICIAL & RESPONSIBILITIES

The school principal shall serve as the approving official in following rules and regulations to gain access to funding systems as required through various funding sources. The Board of Directors may authorize a Petty Cash fund to facilitate the day-to-day operation of the OMSA. At no time shall the Petty Cash fund exceed $500.00. Each expenditure shall be recorded and reported with the required monthly reports to the Board of Directors.

C. REPORTING GUIDELINES

The OMSA Board of Directors shall require monthly reporting of cash flows from ALL funds as a tool of exercising oversight and responsibility for cash usages.

Auditing of fund access shall be part of the annual audit performed in accordance with Department of Public Instruction guidelines.

5. Enforcement

It shall be the responsibility of the OMSA principal to administer this policy.

6. Distribution

This policy is available to all Old Main STREAM Academy staff and the general public on the Old Main STREAM website.

7. Policy Version History

Version	Date	Description	Approved By
1.0	11/19/2018	Initial Policy Adopted	OMSA Board
1.0	06/17/2019	Reviewed/Reaffirmed	OMSA Board
1.0	03/25/2020	Reviewed/Reaffirmed	OMSA Board

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

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: Old Main STREAM Academy

2. Full name: Brenda Dial Deese

Home Address: P.O. Box 1084
                     Pembroke, NC 28372
Business Name and Address: Cinnamon Wit
                     Pembroke, NC 28372

Telephone No.: (910) 734-5025
E-mail address: brendadialdeese@gmail.com

3. Brief educational and employment history.

    Currently, I have participated in the VISTA program, working in social justice issues. I also work part time at UNCP in the School of Health Sciences, teaching in Counselor Education I also have a consulting business, Cinnamon Wit. I work as an external evaluator for grant funded programs. I also work with research in an Intertribal Preventative Substance Abuse Program. In the past, I worked as a Student Services Director for the Public Schools of Robeson County. Other work experiences include as a school counselor, testing coordinator, and classroom teacher.

    I attended UNCP receiving a bachelor degree in Elementary Education, I attended Campbell University in School Counseling and returned to UNCP for add on licensures in Supervision and Administration. I completed a doctorate in Counselor Education, Curriculum and Instruction with a minor in Psychology.

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

    No: x☐   Yes:: ☐

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

It was a grassroots effort among community members. I have provided time and resources to the design of the OMSA Educational Model. I hope to see the vision to fruition.

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

The school board member is accountable to the public. He/she is held accountable by the authorize, the state, the federal government to ensure that the school is operating in accordance with its original purpose. There are multiple responsibilities, including, legal and fiduciary.

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 experience working at the school district level, including managing budgets, analyzing weaknesses in student populations, and designing programs to support students that are identified as underrepresented, educationally disadvantaged and impacted by poverty. I have experience evaluating programs. I have worked with leaders in multiple capacities and served on various Boards.

8. Describe the specific knowledge and experience that you would bring to the board.
I have experience working with marginalized populations and currently serve on a national subcommittee NIEA Native Research, Assessment and Evaluation (NRAE); we are developing standards and practices to identify AIG Native students. I also have experience with budgets for programming, grant writing, supervision, student services, and leadership. I supervised more than 100 student services personnel in the Student Services Department.

School Mission and Program

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

The school's mission is to engage students in STREAM disciplines that will prepare future leaders who are innovative, persistent, and self-determined. To provide educational excellence, opportunities, and engagement to grow leadership skill sets.

2. What is your understanding of the school's proposed educational program? To use the OMSA Educational Model, Science, Technology, Reading, Engineering, Arts, and Mathematics as core disciplines, complemented by Standard Course of Study, and College-Career Readiness standards. Place-Based Instruction will be used for relevancy and cultural responsiveness

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

Successful characteristics include buy-in from the community, parents, and stakeholders. Success is also defined by performance standards and students demonstrating progressive growth

4. How will you know that the school is succeeding (or not) in its mission?
Success is when the school embodies the school mission and achieves or exceeds the student performance standards. It is also when community members and stakeholders want their children to attend OMSA, and engage in the OMSA Educational Model, because it represents educational excellence. When OMSA achieves financial security, and is established as a community asset, success is achieved.

Governance

1. Describe the role that the board will play in the school's operation.
   The Board will set policies regarding finances, enrollment, program evaluation, and other operational aspects. The Board listens to testing results, growth, and challenges in the school. The Board will receive monthly information concerning budget and finance, governance, building and facilities, strategic planning, and academics/instruction. The Board evaluates the school principal. The Board will receive training annually to stay informed in governing best practices.

2. How will you know if the school is successful at the end of the first year of operation?
   The students met or exceeded student performance goals and OMSA finances demonstrates financial stability and growth. The stakeholders, Councils, PTO and partnerships demonstrate support and advocate for OMSA.

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

OMSA meets the projected student enrollment and continues to grow, student performance demonstrates growth and exceeds proficiency. OMSA demonstrates financial stability, and there is support and advocacy from stakeholders, councils, organizations, and the OMSA Educational Model is replicated in other schools.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   The Board will use evaluative measures and analyze outcomes for consideration and collaboration. The Board will use informed data for decision making and policy. The Board should monitor and evaluate the mission as it applies to the operational day and school leader's decisions 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?
   Dialogue and communication are essential in this situation. The Board members must be given the evidence that supports unethical behavior or actions that are not in the best interest of OMSA. Board members should be given the opportunity to explain their position and actions, but ethical principles and standards must be followed and practiced.

*Please include the following with your Information Form
- a ***one page*** resume
- a national criminal background check

*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, Brenda Dial Deese, 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 Old Main Academy Charter School is true and correct in every respect.

Brenda Dial Deese

_____ 06/22/2020
         Signature   Date

Brenda Dial Deese

P.O. Box 1084   Home Tel: (910) 521.9037
Pembroke, NC 28372   Cell: (910) 734.5025
brendadialdeese@gmail.com

Academic Background

Doctor of Philosophy (Ph.D.) in Curriculum, Instruction, and Counselor Education
Course Concentration—Psychology and Development of Worldview
Dissertation- Ordinary People: Untucking Oral Teachings, Traditions, and Stories of Southeastern Indians
North Carolina State University   May 2002

Interdisciplinary Studies in Adult and Community College Education,
Educational Leadership and Higher Education   December 1995
North Carolina State University

Certification in Educational Administration and Supervision
Professional Specialization: Kindergarten -12th grades   June 1989
Pembroke State University

Master of Education (M.Ed.) in Guidance and Counseling
Professional Specialization: Kindergarten – 12th grades School Counseling   July 1984
Campbell University

Bachelor of Science (B.S.) in Elementary Education
Professional Specialization: Kindergarten – 6th grades   May 1983
Pembroke State University

Licenses, Certifications, and Professional Service

National Certified Counselor (NCC)   Certificate - 67969
North Carolina Licensed Professional Counselor (NCLPC) License -   3607
North Carolina Licensed Professional Counselor Supervisor License -S3607

Collaborative Institutional Training Initiative (CITI Program) – NIH Funded Research

University of Washington – Indigenous Wellness Research Institute
Ethics Training for Health in Indigenous Communities
Trained to determine culturally relevant research ethics for American Indians and Alaskan Natives

Professional Profile

Educational Consultant ~ Adjunct Professor   Current

- Lead Writer and Vice Chair- Old Main STREAM Academy Charter School
- AmeriCorps VISTA-Grant Writer- Boys & Girls Clubs- Indian Country
- Founder~ *OBED* Indigenous Leadership Styles (OILS) Assessment (Current and Ongoing)
- National Indian Education Association Subcommittee on Native Research, Assessment and Evaluation
- Creator and Owner – Cinnamon Wit, LLC Website http://cinnamonwit.com (Current and Ongoing)

Appendix H

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: Old Main STREAM Academy

2. Full name: Rose Marie Lowry-Townsend

Home Address: PO Box 3639 Pembroke NC 28372

Business Name and Address: Lumbee Tribe of NC PO Box 2709 Pembroke NC 28372

Telephone No.: (910) 316-2493
E-mail address: rlowrytownsend@bellsouth.net

3. Brief educational and employment history.

LUMBEE TRIBE OF NORTH CAROLINA, PEMBROKE, NC
Director, Youth Services (2015-Present)

CUMBERLAND COUNTY SCHOOLS, Fayetteville, NC
Mentor, Assistant Principal (2013-2014)

LUMBEE TRIBE OF NORTH CAROLINA, Pembroke, NC
Tribal Administrator (2010-2011)

TOMORROW'S CONSULTANTS, Pembroke, NC
Consultant (2009-2010)

CHEROKEE CENTRAL SCHOOLS, Cherokee, North Carolina
Superintendent (2006 – 2009)

ROBESON COUNTY SCHOOLS, Lumberton, North Carolina
Assistant Superintendent of Human Resources (2004 – 2006)
Principal (1996-2004)

NCAE, Raleigh, North Carolina
Vice President / President Elect (1990-1991), (1992-1993), (1994-1995)
President (1991-1992), (1993-1994), (1995,1996)

ROBESON COUNTY SCHOOLS, Lumberton, North Carolina
Director of Federal Project (1980-1984)
Principal (1984 – 1990)
Teacher (1975 – 1980)

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: X ☐

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
   I was not recruited to serve on the Board, I was one of the founding board members of the school. I also was a writer in the school's charter application. I wish to serve on this board to help ensure the vision of the proposed school meets the needs of students who have an interest in the areas of science, technology, reading, engineering, the arts, and math.

6. What is your understanding of the appropriate role of a public charter school board member?
   - To provide the strategic vision of the school

- To hire the leaders of the school and hold them accountable for the academic success of the school
- To provide financial oversight for 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.

I have not served on a charter school's board, but I have served on various other Boards of non-profits at the State and National levels.

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

I have a career in education that spans over 30 years. I began my career as a classroom teacher, I worked at the Central Office as an Assistant Superintendent of Personnel, a grant writer and Superintendent. I spent 6 years as an officer with the largest professional educators' organization in North Carolina. This position gave me opportunities to work on policies and procedures that influenced education and educators across North Carolina.

School Mission and Program

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

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

The education focus of this school will be in the areas of science, technology, reading, engineering, art, and math. The school will help students with interests in these areas succeed through self-identity and cultural connectedness.

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

A successful school is one that sets high standards, provides opportunities for success holds stakeholders accountable.

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

Monthly reports will be required from the principal at each board meeting. Opportunities will be give for staff, student, and parental input.

Governance

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

Development of policies and provide financial oversight.

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

Data: this will include successes of students, staff, parents, and community stakeholders.

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

Collection of data: this will include success of students, staff, parents, and community stakeholders over the five-year period.

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

Communication with all stakeholders Evaluation of programming and staff.

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?

I would express my concern to the board and ask that an ethics committee with the board evaluate the situation.

*Please include the following with your Information Form

- a ***one page*** resume
- a national criminal background check

*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, Rose Marie Lowry Townsend , 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 Old Main Academy Charter School is true and correct in every respect.

Rose Marie Lowry Townsend   06/22/2020
       Signature   Date

DR. ROSE MARIE LOWRY-TOWNSEND

P.O. BOX 3639
Pembroke, North Carolina 28372

rlowrytownsend@bellsouth.net

(910) 521-0045 [H]
(910) 316-2493 [C]

Demonstrated record of achievement and responsibility recognized over 30+ years of administrative, management, and executive leadership serving as academic and educational officer in global institutions. A dynamic and confident personality blended with a strong work ethic and collaborative management style. Focused on advancing the mission of the institution through shared governance, a deep respect for scholarship, and strong capacity to cultivate financial support.

CORE COMPETENCY AREAS

Educational Program Development
Operational Services
District Education Activities
Fiscal Management / Accountability
Strong Communication Skills
Human Resource Management and Compliance Issues

Schedule Implementation / Inspections
Regulations / Policies / Trainer
Strategic Planning / Change Management
State & Federal Compliance /Crisis Management

Curriculum Development/ Complaint Resolution/ Communication Issues
Client Advocate / Promoter / Mentor
Accreditation / Accountability for Policies and Procedures Development and Compliance/ Recruitment

FORMAL EDUCATION & CERTIFICATIONS

APPALACHIAN STATE UNIVERSITY, Boone, N.C. ξ *(1976)*
UNC-GREENSBORO, Greensboro, N.C. ξ *MED (Grades 4-9) / Curriculum Specialist (1979)*
PEMBROKE STATE UNIVERSITY, Pembroke, N.C. ξ *Administration (1980)*
EAST CAROLINA UNIVERSTIY, Greenville, N.C. ξ *Educational Specialist in Administration – Level II Certification (1982)*
CAMPBELL UNIVERSTIY, Buies Creek, N.C. ξ *Doctorate in Education Administration (1994)*

PROFESSIONAL EXPERIENCE

LUMBEE TRIBE OF NORTH CAROLINA, PEMBROKE, NC
Director, Youth Services (2015-Present)

CUMBERLAND COUNTY SCHOOLS, Fayetteville, NC
Mentor, Assistant Principal (2013-2014)

LUMBEE TRIBE OF NORTH CAROLINA, Pembroke, NC
Tribal Administrator (2010-2011)

TOMORROW'S CONSULTANTS, Pembroke, NC
Consultant (2009-2010)

CHEROKEE CENTRAL SCHOOLS, Cherokee, North Carolina
Superintendent (2006 – 2009)

ROBESON COUNTY SCHOOLS, Lumberton, North Carolina
Assistant Superintendent of Human Resources (2004 – 2006)
Principal (1996-2004)

NCAE, Raleigh, North Carolina
Vice President / President Elect (1990-1991), (1992-1993), (1994-1995)
President (1991-1992), (1993-1994), (1995,1996)

ROBESON COUNTY SCHOOLS, Lumberton, North Carolina
Director of Federal Project (1980-1984)
Principal (1984 – 1990)
Teacher (1975 – 1980)

APPENDIX K
Articles of Incorporation

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: **Old Main STREAM Academy, Inc.** .

2. ☑ (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: **Brenda Dial Deese**

4. The street address and county of the initial registered agent's office of the corporation is:

   Number and Street: **57 Chief Drive**

   City: **Pembroke** State: __NC__ Zip Code: **28372** County: **Robeson**

   The mailing address *if different from the street address* of the initial registered agent's office is:

   Number and Street or PO Box: **Same**

   City: _____ State: __NC__ Zip Code: _____ County: _____

5. The name and address of each incorporator is as follows:

Name	Address
Brenda Dial Deese	**57 Chief Drive, Pembroke, NC 28372**

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: **910-734-5025**

Number and Street: **120 Youth Drive**

City: **Pembroke** State: **NC** Zip Code: **28372** County: **Robeson**

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: **2709**

City: **Pembroke** State: **NC** Zip Code: **28372** County: **Robeson**

10. **(Optional):** Listing of Officers (See instructions for why this is important)

Name	Address	Title
Rose Marie Lowry-Townsend	P. O, Box 3639 Pembroke, NC 28372	Board of Directors, Chair
Lemark Harris	2493 Whistling Rufus Road Pembroke, NC 288372	Board of Directors, Treasurer

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 **7** day of **September** ,20**18**.

Brenda Dial Deese

Incorporator Business Entity Name

Signature of Incorporator

Brenda Dial Deese

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.

BUSINESS REGISTRATION DIVISION   P. O. BOX 29622   RALEIGH, NC 27626-0622
(Revised August, 2017)   *Form N-01*

Purpose of Corporation

This corporation is organized for the following purpose(s) (*check as applicable*):

☐ religious,

☐ charitable,

☑ educational,

☐ testing for public safety,

☐ scientific,

☐ literary,

☐ fostering national or international amateur sports competition, and/or

☐ prevention of cruelty to children or animals,

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).

Prohibited Activities

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.

APPENDIX K

ARTICLES OF
INCORPORATION OF
OLD MAIN STREAM
ACADEMY, INC.

The undersigned, being of the age of eighteen years or older, does make and acknowledge these Articles of Incorporation for the purpose of forming a corporation under and by virtue of the North Carolina Nonprofit Corporation Act, as provided in Chapter 55A of the General Statutes of North Carolina.

ARTICLE I

The name of the corporation is Old Main STREAM Academy, Inc. (the **"Corporation").**

ARTICLE II

The Corporation is a "charitable or religious corporation" as defined in N.C. Gen. Stat. § 55A-1-40(4).

ARTICLE III

The street address and county of the Corporation's registered office is 57 CHIEF DR, PEMBROKE, ROBESON COUNTY, NORTH CAROLINA, 28372. The name of the Corporation's registered agent at that address is Dr. Brenda Dial Deese.

The street address and county of the Corporation's principal office is 57 CHIEF DR, PEMBROKE, ROBESON COUNTY, NORTH CAROLINA, 28372.

ARTICLE V

The name of the incorporator is Dr. Brenda Dial Deese, and her address 57 Chief Dr, Pembroke, North Carolina, 28372.

ARTICLE VI

The Corporation shall have no members.

ARTICLE VII

The purposes for which the Corporation is organized are:

I.   To operate a public charter school in the State of North Carolina pursuant to N.C. Gen. Stat.§ llSC-218 *et seq.;*

II.   To operate exclusively for charitable, educational, religious, and scientific purposes within the meaning of Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future United States Internal Revenue laws (the **"Code"); and**

III.   To engage in any lawful activity for which corporations may be organized under Chapter 55A of the General Statutes of North Carolina, provided the Corporation shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under Section 50l(c)(3) of the Code or the corresponding provision of any future United States Internal Revenue Code.

ARTICLE VIII

The Board of Directors of the Corporation shall consist of those persons as may be elected to the Board of Directors from time to time in accordance with the provisions of the bylaws of the Corporation. Subject to those provisions, the Board of Directors alone shall have the authority to adopt and amend the bylaws, approve budgets, and govern arid conduct the affairs of the Corporation.

ARTICLE IX
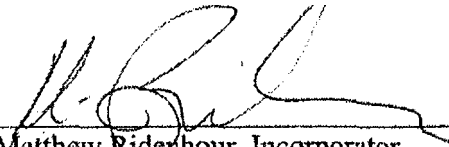
If the Corporation is granted a charter to operate a public charter school by the State Board of Education and the Corporation is subsequently dissolved or the charter is terminated or not renewed, then all net assets of the Corporation purchased for the school with public funds shall be deemed the property of and distributed to the local school administrative unit in which the school is located in accordance with N.C. Gen. Stat. § 1 lSC-218.lO0(b) or the corresponding provision of any future North Carolina charter school law. To the extent the Corporation possesses assets other than those subject to distribution pursuant to N.C. Gen. Stat. § 115C- 218.100(b), upon termination, dissolution, or winding up of the affairs of the Corporation, the Directors shall, after paying or making provision for payment of all liabilities of the Corporation, distribute all such remaining assets among one or more organizations which are organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of the Code and to which contributions are deductible under Section 170(c)(2) of the Code, or to federal, state, and local governments to be used exclusively for public purposes.

of its officers or directors or any private person, except that the Corporation shall be authorized to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its exempt purposes. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except to the extent permitted by Section S0l(h) of the Code), and the Corporation shall not participate in or intervene in any political campaign on behalf of any candidate for public office, including the publication or distribution of statements. Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on by: (i) a corporation exempt from federal income tax under Section 501(c)(3) of the Code; or (ii) a corporation to which contributions are deductible under Section 170(c)(2) of the Code.

ARTICLE XI

To the maximum extent permitted by applicable law, no person who is serving or who has served as a Director of the Corporation shall be personally liable for any action for monetary damages for breach of his or her duty as a Director, whether such action is brought by or in the right of the Corporation or otherwise. Neither the amendment or repeal of this paragraph, nor the adoption of any provision of these Articles of Incorporation inconsistent with this paragraph, shall eliminate M reduce the protection afforded by this paragraph to a Director of the Corporation with respect to any matter which occurred, or any cause of action, suit, or claim which, but for this paragraph would have accrued or risen, prior to such amendment, repeal, or adoption.

These Articles of Incorporation are hereby signed by the incorporator on the 7th day of August, 2018.

Matthew Ridenhour, Incorporator

The *Benefits* of
Place-based Education:

A REPORT FROM THE PLACE-BASED EDUCATION EVALUATION COLLABORATIVE

It reminds us that learning is way more than words on a page. It's water moving around our boots. It's mud and cold. It's all these sensory dimensions in the real world we're part of. If it's rivers kids are learning about, then standing in one and turning over stones to find stoneflies teaches in new ways that connect them. They gain new respect for the river. They have opportunities to see themselves as a part of something that has a long history and a long future. They become more hopeful. Through the experience they learn to become stewards.

—Michael Quinn,
Seventh and eighth grade science teacher,
Hartford Middle School,
White River Junction, Vermont

Place-based education

immerses students in local heritage, culture, landscapes, opportunities, and experiences as a foundation for the study of language arts, mathematics, social studies, science, and other subjects.

Place-based education encourages teachers and students to use the schoolyard, community, public lands, and other special places as resources, turning communities into classrooms.

Project-focused and inherently tailored by local people to local realities, place-based education is equally relevant in small towns and big cities, equally effective for kindergarteners and high school students.

The Place-based Education Evaluation Collaborative is undertaking a rigorous and ongoing evaluation process to gauge the effectiveness and outcomes of the place-based education model. Since forming in 2001, the Collaborative has instituted individual and cross-program evaluations of **six place-based education programs** representing nearly **100 schools** (rural, suburban, and urban) covering twelve states; The body of evidence reflects over **800 adult interviews** or focus group participants; over **200 student interviews**; over **750 educator surveys**; over **2,000 student surveys**; extensive document review; and dozens of on-site observations.

The findings are clear: place-based education fosters students' connection to place and creates vibrant partnerships between schools and communities. It boosts student achievement and improves environmental, social, and economic vitality.

In short, place-based education helps students learn to take care of the world by understanding where they live and taking action in their own backyards and communities.

Place-based education:

ENERGIZES TEACHERS

A second-grade teacher at the Bernice A. Ray School in Hanover, New Hampshire, participated in a year-long professional development program to learn to use place-based education. Her project focused on integrating the 32-acre forest outside her classroom window into her classroom curriculum. She also gained confidence in her own leadership skills. Inspired and energized by her experience, she arranged for a summer workshop on place-based education for her fellow teachers. One result: The second-grade curriculum at the Ray School has been redesigned around using the local forest to teach science, math and even language arts. Students learn from the forest, and gain a deep understanding of and appreciation for their local landscape. The teacher described the extended impact of this place-based education experience: "[It] gave me the peers on a professional level outside my school to recharge and to update my knowledge and content. It was that link that gave me the push to get the science committee to commit to the outdoor-focused curriculum."

I've never worked so hard before in my life, but it has been so worth it. What these students are learning and doing is real. This is real education. I've always wanted to teach this way, but never took the time.

—Teacher,
Sustainable Schools Project

Because of CO-SEED I'll never again be the same teacher. And I say that because it's an absolutely life-confirming positive search. It's transformed my whole vision about how I teach my kids. It gave me the tools, it gave me the vision, it gave me the opportunity. The results are just phenomenal. Between writing and reading, the kids are hooked, and I will never teach the same again.

—Teacher,
Gilford Elementary School,
New Hampshire,
CO-SEED

TRANSFORMS SCHOOL CULTURE

[Our daughter] feels like she's in a special place…There's a real sense of 'we have a mission, we have a purpose, we enjoy ourselves. And what we do really means something, not just to ourselves, but to the world around us.' There's huge pride [in the students] and in parents as well.

—Second grade parent

The days of sitting in the classroom are done… When [the weather] gets nice, now teachers don't say 'Can I go outside?' They say to me 'I'm going outside.'

—Principal,
Dennis C. Haley Elementary,
Boston, Massachusetts,
CO-SEED

Three years of a formal place-based education program have helped to make the Dennis C. Haley Elementary School, a public school on a busy highway in Roslindale, Massachusetts, a different place. The schoolyard and a local nature center have become outdoor extensions of Haley's classrooms. Children grow gardens, explore a mini-wetland, categorize and analyze insects, track weather stations and write detailed reports on their findings. Students, said one Haley teacher, are "more motivated, asking better, more critical questions" and "see[ing] themselves as scientists, observers, and they see that as an important, important thing." Parent involvement at Haley has increased. Students and teachers report a new enthusiasm for teaching and learning science. Haley has gone from being under-enrolled to being a "top choice," model environmental school—with all available slots filled by students whose families indicated Haley as their top or second choice school in Boston. Collaboration among teachers has increased. New teachers embrace the place-based education ideals, because those ideas have become an integral part of the school's culture.

"I think the [place-based education] mentality is really part of our identity," said one Haley teacher. "It's who we are."

HELPS STUDENTS LEARN

Ten studies from across the United States connect place-based education with academic achievement. (See www.PEECworks.org for a complete breakdown.) One study compared first graders who had one and two years of work with a teacher who employed a strong, place-based education model. First-graders with more exposure to strong place-based education out-performed their peers on all measures analyzed. Educators at sites using place-based education models consistently report that their students have become increasingly engaged and enthusiastic about learning. "My kids were so excited about the things that they saw that I know they will look more and pay closer attention to our environment," said a teacher who participated in a place-based education program in Missouri. "Actually visiting the ecosystems helped them really understand the concepts that I was trying to get across."

The Beebe School in Malden, Massachusetts, is an Environmental and Health Science magnet school which uses local resources to integrate those sciences into the curriculum. Beebe has used the place-based education model since 1999.

Since 2000, Beebe students have outpaced their peers in the school district on MCAS tests in math and science, suggesting a correlation between place based-education and academic performance.

One thing we know is that kids' writing is much more interesting, complex, and detailed if they've had rich experience…The current first grade has about a third of the kids who didn't have Kindergarten here and in general it is breathtaking the difference in the academic achievement. Our Kindergarten has the strongest place-based education in the school, especially with language development.

—Principal,
Young Achievers School,
Boston, Massachusetts,
CO-SEED

I wanted to prove forestry could be taught without sacrificing math. Now my kids believe you can't learn about the forest without math.

—Teacher,
Forest for Every Classroom program

CONNECTS SCHOOLS AND COMMUNITIES

This is democracy at work! You students brought your recommendations to your elected officials and they listened to you and responded. Congratulations! What's next?

—Mayor,
Burlington, Vermont

Lawrence Barnes Elementary School students went into their urban Burlington, Vermont neighborhood and made a detailed assessment of it. They noticed that the neighborhood lacked "school zone" safety signs alerting drivers to the school on this busy thoroughfare. So the fourth and fifth graders went to see the city's Director of Public Works. They were told the process would take a long time. The students pressed, asking why the process could not be sped up for such an important safety issue. The process was expedited and the signs were installed with the mayor on-hand to congratulate the young activists. The students also presented their larger findings to the City Council and Neighborhood Action Committee. Students from this low-income, urban neighborhood have been referred to as "the future of city government."
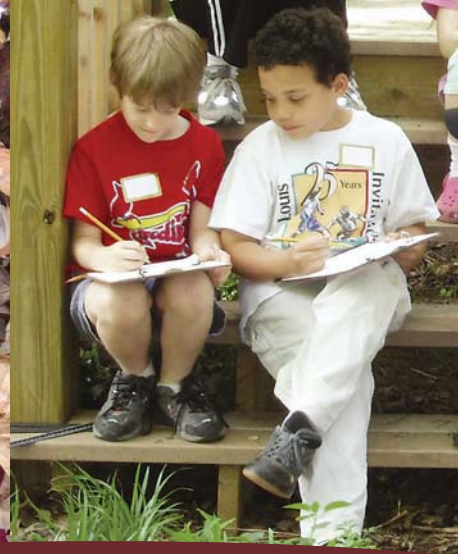
Recent research finds that place-based education:

ENCOURAGES STUDENTS TO BECOME ENVIRONMENTAL STEWARDS

A group of special-education students from Greenville, Maine has organized a field research team to study the 100-Mile Wilderness, a segment of the Appalachian Trail. These students are producing signage and brochures for trail users, and will be hiking the 100-Mile Wilderness in sections over the course of a year. They were inspired to become AT stewards after their teacher attended a Trail to Every Classroom Summer Institute, a week-long course intended to encourage teachers to use the AT as a resource both in and out of their classrooms.

At the New City School in St. Louis, Missouri, field studies are part of the curriculum, and students are encouraged to put their knowledge to work outside the classroom. A band of fourth-through-sixth graders has been putting that knowledge and passion to work as "River Kids." The after-school group has conducted a detailed river conservation study, participated in stream clean-ups and re-vegetation projects, and continues to act as effective public advocates for river conservation.

I know our students are walking away from the seventh grade experience having a deep appreciation for their own environment and the intrinsic value of the public lands for all. They understand our responsibility to be stewards of our land, and not just users of it.

—Teacher,
Forest for Every Classroom program

Increased Stewardship Behavior

(from PEEC surveys, $\Delta R^2 = .07$, $p < .01$, $df = 1409$)
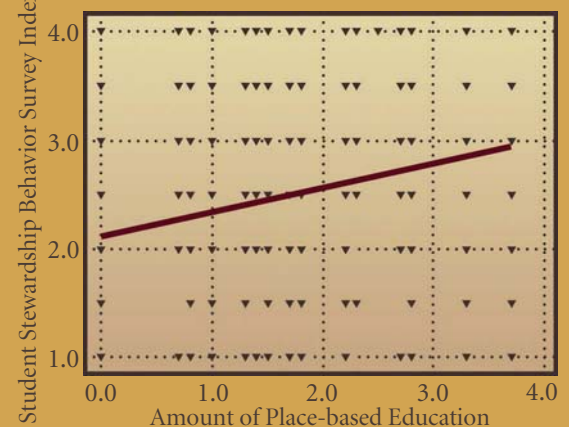
INVITES STUDENTS TO BECOME ACTIVE CITIZENS

Going into high school a lot of kids always say 'I want to get out of here. I want to go to the big city.' But after studying your town and finding out about people, buildings, and the community and how it actually is, I think it's a good place to be.

—Eleventh grade student,
Community Mapping Project

The Forest for Every Classroom program has built strong connections between schools and their communities, fostering opportunities for service-learning and stewardship. Teachers from the program work with their students to map the locations of vernal pools, collaborate with their local conservation commissions on inventories of natural sites, and conduct studies of invasive species in the White River in Vermont. Students are now actively involved in training others to carry on that work.

What is PEEC?

The Place-based Education Evaluation Collaborative (PEEC) is a group of five programs and one foundation that work together to:

1. Improve their programs through individual and cross-program evaluation;

2. Identify, develop, and disseminate evaluation techniques, tools, and approaches that can be applied to other place-based education providers; and

3. Contribute to the research base underlying the field of place-based education and school change.

For more research information and copies of evaluation reports, see www.PEECworks.org.

For more program information, see www.PromiseOfPlace.org.

PEEC Partners:

Community-based School Environmental Education Project (CO-SEED) of Antioch New England Institute

A Forest for Every Classroom (Shelburne Farms, Marsh-Billings-Rockefeller National Historical Park, Green Mountain National Forest, National Wildlife Federation, NPS Conservation Study Institute)

Litzsinger Road Ecology Center (Missouri Botanical Garden)

Sustainable Schools Project (Shelburne Farms)

A Trail to Every Classroom (National Park Service, Appalachian Trail Conservancy)

New Hampshire Charitable Foundation

Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, _Rose Marie Lowry-Townsend_ certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature _Dr. Marie Lowry Townsend_ Date _7/9/2020_

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

1) **Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
2) **Background check must include any additional aliases that have been used by the individual.**
3) **Background check must include a completed county level check for any county returned in the Social Security Trace.**
4) **Background check must include a completed nationwide check.**

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

Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, _Brenda Dial Deese_, certify that I ***have not*** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _07-09-2020_

I, _____, certify that I ***have*** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

1) **Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
2) **Background check must include any additional aliases that have been used by the individual.**
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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.

Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, _Tiffany Michelle Locklear_, certify that I **_have not_** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature _Tiffany Michelle Locklear_   Date _07/23/2020_

I, _____, certify that I **_have_** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____   Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

1) **Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
2) **Background check must include any additional aliases that have been used by the individual.**
3) **Background check must include a completed county level check for any county returned in the Social Security Trace.**
4) **Background check must include a completed nationwide check.**

Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, ___John Lowery___, certify that I ***have not*** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature _____   Date ___2/23/20___

I, ___John Lowery___, certify that I ***have*** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____   Date ___2/23/20___

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

1) **Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
2) **Background check must include any additional aliases that have been used by the individual.**
3) **Background check must include a completed county level check for any county returned in the Social Security Trace.**
4) **Background check must include a completed nationwide check.**

Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, _Frances Denise Hunt_ , certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature _Frances Denise Hunt_   Date _7-20-20_

I, _____ , certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____   Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
2) Background check must include any additional aliases that have been used by the individual.
3) Background check must include a completed county level check for any county returned in the Social Security Trace.
4) Background check must include a completed nationwide check.

BOARD MEMBER RESIDENCY POLICY

1. Overview

The Board Member Residency stipulates guidelines for residential occupancy to serve as a Board of Director member.

2. Purpose

The Board Member residency policy provides physical boundaries for residential location for eligibility to serve on the Board of Directors as a Board Member.

3. Scope

The policy is applicable to all serving Board Members; and provides guidelines for potential new board members.

4. Policy

An Old Main STREAM Academy (OMSA) Board Member must remain a resident of Robeson County, which is the physical location of OMSA to be eligible to continue to serve as a Board of Directors Member. If a Board Member's residence changes to a location outside of the county the Board Member must resign and the eligibility to serve ends.

5. Enforcement

It shall be the responsibility of OMSA Chair of the Board of Directors and Board of Directors Members to administer this policy.

6. Distribution

This policy is available to all Old Main STREAM Academy staff and the general public on the Old Main STREAM Academy website.

7. Policy Version History

Version	Date	Description	Approved By
1.0	11/19/2018	Initial Policy Adopted	OMSA Board
1.0	06/17/2019	Reviewed/Affirmed	OMSA Board
1.0	03/25/2020	Reviewed/Affirmed	OMSA Board
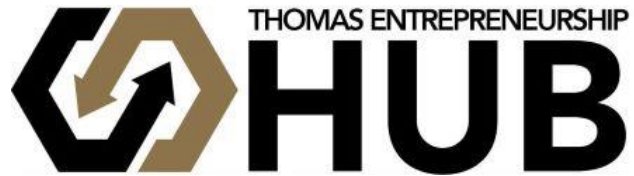
June 4, 2020

North Carolina Dept of Public Instruction
Charter School Advisory Board
6301 Mail Service Center
Raleigh, NC 27699-6301

Dear Charter School Advisory Board:

This provides my strongest support for approval and development of the Old Main STREAM Academy. Old Main STREAM Academy will provide an educational choice to families, one with rigorous, innovative academics, and core values that develop intelligent, hard-working, and well-rounded students.

I am the Executive Director of the Thomas Entrepreneurship Hub in Pembroke, North Carolina. We are focused on developing a vibrant startup ecosystem by actively engaging with entrepreneurs starting businesses now, and working with the schools to instill and nurture an 'entrepreneurial mindset' among their students. We believe a strong a strong education, particularly in the STREAM areas, will directly impact the success of future entrepreneurs. This is particularly important in Pembroke and Robeson County which are historically underdeveloped and distressed, and trying to recover from the present pandemic.

I believe the Old Main STREAM Academy will significantly enhance the educational resources in Robeson County. Their high standards combined with an arts integrated approach will help students become contributing, connected, future leaders. Old Main STREAM Academy leaders have decades of experience in school leadership, and are dedicated to creating a strong, vibrant charter school. We believe this will directly lead to higher economic vitality, business creation, and quality of life.

I strongly support approval of the Old Main STREAM Academy. Please call if you have any questions at 910 775 4065 or Thomas.Hall@uncp.edu

Regards,

Thomas Hall
Executive Director

Robeson County

Robeson County has a population of 130,529, a decrease of 2.9% over the past decade.

We all thrive when we ...

Expand Access to Health Services

- 15% of people do not have health insurance.
- Life expectancy for white newborns is 74.6 years; life expectancy for Black newborns is 72.1 years.
- There is one mental health provider for every 529 residents.

Provide Affordable Housing for All

- Rent is unaffordable for 49.8% of renters.
- 24.4% of people spend more than half of their income on rent.
- The median hourly wage is only 73.5% of what's needed for 1 adult and 2 children to make ends meet (LIS*).

Address Structural Barriers to Equality

- 54.8% of residents are considered low-income (less than $50,200 for a family of four).**
- The richest 5% of households make an average of 32 times more than the poorest 20% of households.

... make the investments needed to promote shared prosperity for everyone in every county in N.C.

The Budget & Tax Center's Economic Snapshots provide a look at how well counties in North Carolina are faring across key indicators of economic well-being and opportunity.

Contact Leila Pedersen at leila@ncjustice.org or 919-861-1451 for media inquiries or other questions.

Poverty and Economic Hardship

		County	State	Year
Percentage of people living in poverty		24.5%	14.1%	2014-2018
	Black	35.1%	23.5%	
	White	17.1%	10.6%	
	Latinx	41.9%	28.5%	
	Asian	25.9%	11.9%	
	American Indian	27.9%	25.1%	
Child poverty rate		35.6%	20.2%	

Jobs and Ability to Afford the Basics

	County	State	Year
Jobless worker : Job openings	2,595 : 1,652	182,598 : 283,392	Feb. 2020
Unemployment rate	4.7%	3.3%	2019
Change in number of people employed since December 2007	5,497 fewer	611,291 more	2007, 2019
Living Income Standard* wage (1 adult, 2 kids)	$18.73	$22.94	2019
Hourly median wage	$13.77	$17.19	2019
Change in median wage since 2009 recovery began	grew 46 cents	grew 38 cents	2009, 2019
Median Household Income	$35,407	$53,922	2018

Access to Affordable Housing

	County	State	Year
Percentage of people paying more than 30% of income toward rent	49.8%	52.9%	2014-2018
Percentage of people paying more than 50% of income toward rent	24.4%	23.9%	2014-2018
Fair market rent for a two-bedroom unit	$679	$881	2019
Number of hours needed to work to afford a two-bedroom unit at fair market rate	72 hours a week	94 hours a week	2019

Healthy Lives and Communities

		County	State	Year
Percentage of residents without health insurance		15%	11.1%	2014-2018
Life expectancy		73.2 years	77.6 years	2016-2018
	Black	72.1 years	75.2 years	
	White	74.6 years	78.4 years	
Mental health provider : residents		1 : 529	1 : 409	2019
Percentage of residents receiving SNAP		27.8%	12.1%	2019

Educational Attainment

		County	State	Year
Graduation rate		84%	86.5%	2018-2019
	Black	7.2%	83.7%	
	White	82.4%	89.6%	
	Latinx	83.3%	81.1%	
	Asian	83.3%	94.5%	
	American Indian	82.6%	81.2%	
Percentage of adults with Bachelor's degrees		12.3%	29.5%	2014-2018
Bachelor's degree, men		9.7%	26.4%	
Bachelor's degree, women		14.6%	32.7%	
Median salary, men with at least a Bachelor's		$44,746	$61,426	
Median salary, women with at least a Bachelor's		$35,645	$41,197	

* The Living Income Standard is a measure of what a family needs in order to cover the basic expenses. See more at NCJustice.org/LIS.
** A family of four is considered low-income if they make below 200% of the federal poverty line, or $50,200 in 2018.
*** Insufficient data

Note: This County Snapshot provides a pre-COVID-19 economic picture of counties throughout North Carolina.

For data sources or other counties, visit NCJustice.org/snapshots

Town of Pembroke

Brenda Dial Deese
October 3, 2019
Old Main STREAM Academy
200 S Odom St.
Pembroke, NC 28372

Dear Mrs. Deese:

On September 30, 2019, a fire inspection was performed at the Odom Home Campus, Lindsay Hall, The building was constructed in 1996 as a public school building that was used by the Baptist Children's Home. This building met the requirements of the North Carolina Fire Code that were in effect at the time of construction. This building is currently occupied by The University of North Carolina at Pembroke as a temporary office facility. This office staff will relocate to a permanent building on campus early in 2020. The purpose of the inspection was to ascertain that the building meets the current educational requirements for a Charter School under the 2018 North Carolina Fire Code.

The following points were addressed:

- The building does have a working fire alarm and evacuation system. This system does have a manual pull station located adjacent to each exit door and a control panel and annunciator panel in place. The alarm system has a current inspection verifying the operation of the unit.

- The building is equipped throughout with working exit signs that are properly located.

- The building does not have a sprinkler system, however the hallways are all rated means of egress with a width of 96".

- The building does have adequate fire extinguishers throughout that are under current inspection tags.

- A fire safety plan will need to be submitted for approval that meets the requirements of section 404.2.2 of the North Carolina Fire Code.

- There are two sets of fire rated doors that will need magnetic hold open devices installed and connected to the alarm system. This has been addressed with the Odom Home staff and an estimate will be provided.

- There are not any emergency lights located in the building. I met with the Staff at the Odom Home and they will provide emergency lights in each hallway the meet the requirements of section 1008 of the North Carolina Fire Code.

I will not know the exact number of students that can be present until each room use is specified. Based on a rough observation we could have an occupancy level of around 450 + students. Once the exceptions have been met, the building will comply with the North Carolina Fire Code and a Certificate of Occupancy will be issued.

Regards,
Dwight Sheppard
Fire Inspector
Town of Pembroke, NC
((10) 813-9729

North Carolina
Department of Administration
Commission of Indian Affairs

Machelle Sanders
Secretary

Gregory A. Richardson
Executive Director

April 3, 2020

Tiffany M. Locklear, Assistant Professor
School of Education
University of North Carolina at Pembroke
P.O. Box 1510
Pembroke, North Carolina 28372

RE: Letter of Support for Old Mainstream Academy

Dear Mrs. Locklear:

I am writing to express support for Old Mainstream Academy on behalf of the NC Commission of Indian Affairs. The Commission has been established to advocate for American Indian communities and Indian education throughout the state of North Carolina. Therefore, I believe that Old Mainstream Academy will be an asset for Robeson County community. I also believe that Old Mainstream Academy will provide an excellent educational choice for students, a choice which will offer and demonstrate preparedness, persistence, self-determination, commitment, and vision for students. High standards and teaching with an effective curriculum, will prepare students for success in college and in their career.

The State Advisory Council on Indian Education's (SACIE) Report for 2019 demonstrate that American Indian students are underperforming academically and recommends that educational attainment must be improved. The academic performance of American Indian students to that of White students in the areas of Reading, Math, Math I, English II, and Biology are significantly low. The initiative of Old Mainstream fulfills several of the recommendations cited in the SACIE Report and can potentially become an educational model for other American Indian communities and schools.

We are confident that Old Mainstream Academy leadership has thoughtfully and methodically developed plans, designed to address the educational needs of students in Robeson County. Therefore, I am confident that this charter school concept will be a good model for the community. Further, this initiative will bring forth engagement opportunities for our commission, to include service projects and mentorships that can be mutually beneficial for the charter school and the community.

Again, we support the establishment of Old Mainstream Academy and believe that it is needed and will enhance education for Robeson County and the Pembroke Community.

Sincerely,

Gregory A Richardson
Executive Director
NC Commission of Indian Affairs

Governing Board Committee Policy

1.   Overview

Old Main STREAM Academy (OMSA) will establish five committees to provide for an approach to compartmentalize the mission of the OMSA. These four committees will consist of those directors whose skill sets, experience, and educational backgrounds proof beneficial to the purpose of each committee.

2.   Purpose

The purpose of this policy is to establish those committees by name and definition to clearly define the expectations for each Board of Director Member named to the committee. Upon review, the public should understand the basic purpose of any committee established by the OMSA Board of Directors.

3.   Scope

This policy applies to all Old Main STREAM Academy Board of Directors and staff as identified in adopted resolutions, policies, and procedures authorizing access to OMSA funds.

4.   Policy

OMSA Board of Directors will comprise of four committees. Each Board member will be asked to serve on at least two committees in which they feel they have expertise and interest. The Board of Directors may at any time decide to add a committee that will enhance the operation and effectiveness of Old Main STREAM Academy.

Curriculum/Academic Instruction Committee
Assist in the identification of goals and evaluation of progress towards the established mission and vision of Old Main STREAM Academy.

Budget and Finance Committee
Works in conjunction with the school principal and finance officer to develop an annual budget that will be presented to the Board of Directors. This committee will also monitor the implementation of the annual budget with the finance officer, and the auditing firm. Any additional funding sources will also be reviewed and approved by this committee.

Building and Facilities Committee
Recommends policies and procedures for the construction of facility purchase for a permanent school facility.

Board and Governance Committee

Insure that board members participate in training that ensures knowledge of the school mission, vision, bylaws, state and federal laws, and their fiduciary responsibilities.

Strategic Planning

Maintains the focus of the OMSA mission, vision and strategic direction and process with the OMSA Educational Model. Reviews and sustains development of the twelve month plan and the three to five year strategic plan with measurable goals and time targets.

5.   Enforcement

The Chairperson of the OMSA Board of Directors shall apply standards of which each director shall adhere to comply with this policy.

6.   Distribution

This policy is to be distributed to all OMSA directors, staff, and general public, upon request.

7.   Policy Version History

Version	Date	Description	Approved By
1.0	11/19/2018	Initial Policy Adopted	OMSA Board
1.0	06/17/2019	Reviewed/Affirmed	OMSA Board
1.0	3/25/2020	Reviewed/Affirmed	OMSA Board

CONFLICT OF INTEREST POLICY

1. Overview

 Old Main STREAM Academy (OMSA) adopted the following policy that governs conflict of interest for all relevant board of director members and employees. Old Main STREAM Academy Board of Director Members and employees must perform their duties beyond reproach. The general public must be confident that OMSA will operate without bias and interference due to conflict of interests.

2. Purpose

The purpose of this policy is to set the guidelines and criteria for defining conflict of interest and what to expect should a conflict of interest exist or become apparent.

3. Scope

This policy applies to all Old Main STREAM Academy Board of Directors, staff, contractors, volunteers, external agencies, and all other entities associated with, or doing business, with OMSA.

4. Policy

Directors shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests included in N.C.G.S. Section 55A-8-31.

A person shall not be disqualified from serving as a member of the charter school's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with the conflict of interest policy and applicable law.

Notwithstanding any other provisions in this policy, no voting member of the governing board shall be an employee of a for-profit company that provides substantial services to the charter school for a fee.

Definitions for the purposes of this policy:

1. Interested Person
Any director, principal officer, or member of a committee of the Board of Directors who
has a direct or indirect financial interest, as defined below, is an interested person.

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 school has a transaction or arrangement,

b. A compensation arrangement with the school or with any entity or individual with which the School has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the school is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board of Directors decides that a conflict of interest exists.

5. Procedures

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 Board of Directors or members of a committee with governing board delegated powers considering the proposed transaction or arrangement.

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, s/he shall leave the Board of Directors or committee meeting 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.

Procedures for Addressing the Conflict of Interest
a. An interested person may make a presentation at the Board of Directors or committee meeting, but after the presentation, s/he 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 Board of Directors 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 Board of Directors or committee shall determine whether the School 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 Board of Directors or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School'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.

Violations of the Conflicts of Interest Policy
   a. If the Board of Directors 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 Board of Directors or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Records of Proceedings
The minutes of the Board of Directors 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 transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Compensation
   a. A voting member of the Board of Directors who receives compensation, directly or indirectly, from the School 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 School for services is precluded from voting on matters pertaining to that member's compensation.
   c. No voting member of the Board of Directors or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Annual Statements
Each director, principal officer and member of a committee with Board of Directors delegated powers shall annually sign a statement, which affirms such person:
   a. Has received a copy of the conflicts of interest policy,
   b. Has read and understands the policy,
   c. Has agreed to comply with the policy, and

d. Understands OMS 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.

Periodic Reviews

To ensure the School 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 competent survey information, and the result of arm's length bargaining,

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the school'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 in an excess benefit transaction.

Use of Outside Experts

When conducting the periodic reviews as provided for in this policy, the School may, but need not use outside advisors. If outside experts are used, the Board of Directors has a continued responsibility for ensuring periodic reviews are conducted.

5. Enforcement

The OMSA Board of Directors shall designate a member of the staff to administer this policy and it shall apply to all employees, except the Board of Directors. The chairperson of the OMSA Board of Directors will be responsible for enforcement of this policy for the Board of Directors.

6. Distribution

This policy is available to all Old Main STREAM Academy staff and the general public on the Old Main STREAM website.

7. Policy Version History

Version	Date	Description	Approved By
1.0	10/24/2018	Initial Policy Adopted	OMSA Board
1.0	06/17/2019	Reviewed/Affirmed	OMSA Board
1.0	03/25/2020	Reviewed/Affirmed	OMSA Board

STATE OF NORTH CAROLINA   LEASE AGREEMENT

COUNTY OF ROBESON

THIS LEASE AGREEMENT ("Lease"), made and entered into as of the last date set forth in the notary acknowledgements below, by and between BAPTIST CHILDREN'S HOMES OF NORTH CAROLINA, INCORPORATED, a North Carolina non-profit corporation, hereinafter referred to as LESSOR; and the Old Main STREAM Academy, Inc, hereinafter referred to as LESSEE:

WITNESSETH:

THAT WHEREAS, Old Main STREAM Academy, Inc. has requested the approval and execution from Brenda Dial Deese, Director, of this instrument for the purposes herein specified; and

WHEREAS, the execution of this Lease has been approved by the Old Main STREAM Academy, Inc during its regular meeting; on the _____, held on the _____.

WHEREAS, the execution of this Lease for and on behalf of Old Main STREAM Academy, Inc. is authorized by NCGS 115C-218.105(b) which reads:

Funds allocated by the State Board of Education may be used to enter into operational and financing leases for real property or mobile classroom units for use as school facilities for charter schools and may be used for payments on loans made to charter schools for facilities, equipment, or operations. However, State funds shall not be used to obtain any other interest in real property or mobile classroom units. The school also may own land and buildings it obtains through non-State sources. No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions. Every contract or lease into which a charter school enters shall include the previous sentence.

WHEREAS, the parties hereto have mutually agreed to the terms of this Lease as hereinafter set out;

NOW, THEREFORE, in consideration of the premises as described herein and the promises and covenants contained in the terms and conditions hereinafter set forth, Lessor does hereby rent, lease and demise unto Lessee for and during the term and under the terms and conditions hereinafter set forth, those premises or office space, with all rights, privileges and appurtenances thereto belonging, lying and being in the City of Pembroke, County of Robeson, North Carolina, and more particularly described as follows:

Being approximately 8,620 square feet of office space located at 200 A North Odum Street and known as Lindsay Administration Building, Pembroke, Robeson County, North Carolina (the "Premises").

THE TERMS AND CONDITIONS OF THIS LEASE ARE AS FOLLOWS:

1. To Have and to Hold the Premises for a term of three (3) years, commencing on the 1st day of August 2021 (the "Commencement Date") or as soon thereafter as possession of the Premises is ceded to the Lessee, and terminating on the 31st day of July, 2024 (the "Initial Term.)

   The Lessee shall have the option of renewing this Lease agreement for three (3) additional one (1) year periods upon first giving to Lessor sixty (60) days written notice of the intent to so renew prior to the renewal period. The terms and conditions of the Lease will remain the same.

1. During the Initial Term, Lessee shall pay to Lessor as rental for the Premises the following sum:

   INITIAL TERM RENTAL SCHEDULE

	ANNUAL	MONTHLY
Year 1	$96,000	$8,000
Year 2	$108,000	$9,000
Year 3	$120,000	$10,000

   Said rental to be payable within fifteen (15) days from receipt of invoice in triplicate. If possession of the Premises is not ceded to Lessee upon the Commencement Date, then the first payment of rental shall be made within fifteen (15) days after occupancy by Lessee and upon receipt of invoice from Lessor, and shall be for a pro rata part of the first month's rent.

   The Lessee agrees to pay the aforesaid rental to Lessor at the address specified, or, to such other address as the Lessor may designate by a notice in writing at least fifteen (15) days prior to the due date.

   RENEWAL OPTION: The Lessee shall have the option to renew this Lease for three (3) additional one (1) year terms (each individually, a "Renewal Term"; collectively, the "Renewal Terms") and shall provide Lessor no less than sixty days (60) written notice of the intent to so renew prior to the expiration of (i) the Initial Term and if applicable, (ii) the first or second Renewal Term. The Initial Term and Renewal Terms are collectively referred to herein as the "Term". The annual rental during the Renewal Terms shall be paid according to the following rental schedule:

   RENEWAL TERM RENTAL SCHEDULE

	ANNUAL	MONTHLY
FIRST RENEWAL TERM	$132,000	$11,000
SECOND RENEWAL TERM	$135,600	$11,300
THIRD RENEWAL TERM	$139,200	$11,600

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With the exception of annual rental, the remaining terms and conditions of this Lease shall remain the same during the Renewal Terms.

2. The Lessor shall furnish to Lessee, during the Term at Lessor's sole cost and to the satisfaction of Lessee the following:

   A. Heating facilities, air conditioning facilities, adequate electrical facilities, adequate lighting fixtures and sockets, hot and cold-water facilities and adequate toilet facilities.

   B. Maintenance of lawns, landscaping, sidewalks, paved areas and disposal of trash.

   C. Lessor to provide required fire extinguishers and servicing, pest control, and outside trash disposal.

   D. Elevator service, if applicable.

   E. Parking

   F. Premises are generally accessible to persons with disabilities. This shall include access into the Premises from parking areas (where applicable), access into the Premises via any common areas of the building and access to a restroom suitable for use by disabled persons.

   G. Any fire or safety inspection fees will be paid by Lessor.

   H. Any storm water fees will be paid by Lessor.

4. During the Term, Lessor shall keep the Premises in good repair and tenantable condition, to the end that all facilities are kept in an operative condition. Maintenance shall include, but is not limited to, furnishing and replacing electrical light fixture ballasts, air conditioning and ventilating equipment filter pads, if applicable, and broken glass. In case Lessor shall, after notice in writing from Lessee in regard to a specified condition, fail, refuse, or neglect to correct said condition, or in the event of an emergency constituting a hazard to the health or safety of Lessee's employees, property, or invitees, it shall then be lawful for Lessee, in addition to any other remedy Lessee may have, to make such repair at its own cost and to deduct the amount thereof from the rent that may then be or thereafter become due hereunder. The Lessor reserves the right to enter and inspect the Premises, at reasonable times, and to make necessary repairs to the Premises.

5. It is understood and agreed that Lessor shall at the Commencement Date or at such other date as specified herein, have the Premises in condition satisfactory to Lessee, including repairs, painting, partitioning, remodeling, plumbing and electrical wiring suitable for the purposes for which the Premises will be used by Lessee.

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6. The Lessee shall have the right during the Term, with the Lessor's prior consent, to make altercations, attach fixtures and erect additions, structures or signs in or upon the

Premises. Such fixtures, additions, structures or signs so placed in or upon or attached to the Premises under this Lease or any prior Lease of which this Lease is an extension or renewal shall be and remain the property of Lessee and may be removed therefrom by Lessee prior to the termination of the Lease or any renewal or extension thereof, or within a reasonable time thereafter.

7. If the Premises be destroyed by fire or other casualty, without fault of Lessee, this Lease shall immediately terminate and the rent shall be apportioned to the time of the damage. In case of partial destruction or damage by fire or other casualty with fault of Lessee, so as to render the Premises untenable in whole or in part, there shall be an apportionment of the rent until the damage has been repaired. During such period of repair, Lessee shall have the right to obtain similar office space at the expense of Lessee or Lessee may terminate the Lease by giving fifteen (15) days written notice to Lessor.

8. Lessor shall be liable to Lessee for any loss or damages suffered by Lessee which are a direct result of failure of Lessor to perform an act required by this Lease, and provided that Lessor could reasonably have complied with said requirement.

9. Upon termination of this Lease, Lessee will peaceably surrender the Premises in as good order and condition as when received, reasonable use and wear and damage by fire, war, riots, insurrection, public calamity, by the elements, by act of God, or by circumstances over which Lessee had no control or for which Lessor is responsible pursuant to this Lease, excepted. The Lessee shall have no duty to remove any improvement or fixture placed by it on the Premises or to restore any portion of the Premises altered by it. In the event Lessee elects to remove his improvements or fixtures and such removal causes damages or injury to the Premises, Lessee will repair only to the extent of any such damage or injury.

10. All notices herein provided to be given, or which may be given, by either party to the other, shall be deemed to have been fully given when made in writing and deposited in the United States mail, certified and postage prepaid and addressed as follows:

to Lessor:	Baptist Children's Homes of North Carolina Post Office Box 338 Thomasville, North Carolina 27361
to Lessee:	Old Main STREAM Academy, Inc. 1123 First Avenue Pembroke, NC 28372-1510
w/ copy to:	Odum Home Kathy Locklear, Manager PO Box 967 Pembroke, NC 28372

Nothing herein contained shall preclude the giving of such notice by personal service. The address to which notices shall be mailed as aforesaid to either party may be changed by written notice.

11. The Lessee shall not assign this Lease or sublet all or any portion of the Premises without the written consent of the Lessor, which shall not be unreasonably withheld.

12. The Lessor agrees that Lessee, upon keeping and performing the covenants and agreements herein contained, shall at all times during the Term peaceably and quietly have, hold, and enjoy the Premises free from the adverse claims of any person.

13. The failure of either party to insist in any instance upon strict performance of any of the terms and conditions herein set forth shall not be construed as a waiver of the same in any other instance. No modification of any provision hereof and no cancellation or surrender hereof shall be valid unless in writing and signed and agreed to by both parties.

14. Any holding over after the expiration of the Term, shall be construed to be a tenancy from month to month, and shall otherwise be on the terms and conditions herein specified, so far as applicable; however, either party shall give not less than sixty (60) days written notice to terminate the tenancy.

15. The parties to this Lease agree and understand that the continuation of this Lease for the Term, is dependent upon and subject to the appropriation, allocation or availability of funds for this purpose to the agency of Lessee responsible for payment of said rental. The parties to this Lease also agree that in the event the agency of Lessee or that body responsible for the appropriation of said funds, in its sole discretion, determines in view of its total local office operations that available funding for the payment of the rents is insufficient to continue the operation of its local office on the Premise, it may choose to terminate this Lease by giving Lessor written notice of said termination, and this Lease shall terminate immediately without any further liability to Lessee.

16. This Lease shall be binding upon and inure to the benefit of Lessor, its successors and assigns.

17. Lessee is required to satisfy all insurance requirements from Lessor. A certificate of insurance with all required liabilities and coverages must be secured.

18. The **Lessee is** an immune sovereign and is not ordinarily subject to suit. However, Lessee has enacted the North Carolina Tort Claims Act, pursuant to which Lessee may be liable for the torts of its officers and employees, within the terms of the Act. Accordingly, Lessee will be primarily liable for any claims within the coverage of the Act.

19. Throughout the term of the Lease, Lessee shall not knowingly cause, permit or allow any chemical substances, asbestos or asbestos-containing materials, formaldehyde, polychlorinated biphenyls, and no toxic, carcinogenic, radioactive, dangerous or hazardous material, substance, waste, contaminant, or pollutant regulated now or hereafter by any governmental entity or agency (collectively, "Hazardous Materials")to be placed, stored, dumped, dispensed, released, discharged, used, sold, transported, or located on, within or around any portion of the leased premises or the Building by itself or its servants, agents, employees, contractors, subcontractors, licensees, assignees or subtenants; provided, however, minor quantities of Hazardous Materials may be used or stored in the leased premises for cleaning purposes only or in connection with the use of office equipment and the normal operation of Lessee's office only, so long as such quantities and the use thereof are permitted by or are exempt from applicable governmental regulation. Lessee agrees to give Lessor prompt written notice of any discovery, discharge, release or threatened discharge or threatened release of any Hazardous Materials on or about the leased premises or the Building. The terms and provisions in this Paragraph 20 shall survive the termination or earlier expiration of the Lease.

20. With respect to Lessee's use and occupancy of the Premises, Lessee agrees to comply with all applicable laws, ordinances, rules and regulations of any governmental entity or agency having jurisdiction over the Premises. Notwithstanding anything to the contrary contained herein, in no event shall Lessee, its employees, agents, contractors, assignees or sublessees change the use of the Premises from the initial use of the Premises by the Lessee of the Commencement Date, which for the purpose of this Lease is general office use only. So long as Lessee's use of the Premises does not change from the initial use and so long as Lessee does not permit the Premises to be used in any manner whosoever (excepting the initial use) that would necessitate the undertaking of any modifications or any other actions relating to the Premises in order to comply with the Americans With Disabilities Act or any other federal, state or local statute, law or ordinance, Lessor shall ensure that throughout Lessee's tenancy, the Premises shall comply with local and State building codes, specifically including OSHA, provisions for the disabled, and applicable sections of the State Building Code, Volumes I through V and the American with Disabilities Act of 1990(42 United States Code, Section 12101 et seq.) as required by law. Non-compliance (except for non-compliance caused or permitted by Lessee) shall be grounds for lease termination at the discretion of Lessee provided Lessor was provided with prior, written notice of such non-compliance and a reasonable grace period to cure such non-compliance prior to lease termination.

IN TESTIMONY WHEREOF, this Lease has been executed by the parties hereto, in duplicate originals, as of the last date set forth in the notary acknowledgments below.

LESSOR

BAPTIST CHILDREN'S HOMES OF
NORTH CAROLINA, INCORPORATED,
a North Carolina non-profit corporation

_____
Samuel V. Barefoot, Senior Vice President

STATE OF NORTH CAROLINA

COUNTY OF_____

    I,_____ a Notary Public for_____ County,

North Carolina do hereby certify that Samuel V. Barefoot, Senior Vice President of

BAPTIST CHILDREN'S HOMES OF NORTH CAROLINA, INCORPORATED, a North

Carolina non-profit corporation, personally came before me this day and acknowledged that he is

Senior Vice President, and that as Senior Vice President, being authorized to do so,

voluntarily executed the foregoing instrument on behalf of the said corporation.

    IN WITNESS WHEREOF, I have hereunto set my hand and Notarial Seal, this the

_____ day of_____, 2020.

Notary Public _____
Printed Name:

_____

My Commission Expires:_____

LESSEE:

APPROVED AS TO FORM:

By: _____

STATE OF NORTH CAROLINA

COUNTY OF _____

IN WITNESS WHEREOF, I have hereunto set my hand and Notary Seal, this is the _____
day of _____, 2020.

_____
Notary Public
Printed Name: _____

My Commission Expires:

_____

APPENDIX B
Old Main STREAM Academy
Curriculum Plans

Old Main STREAM Academy - Kindergarten English Language Arts

Topic	Strand 1 Reading Standards for Informational Text	Strand 2 Speaking and Listening Strand	Strand 3 Reading Literature	Strand 4 Writing
Key Ideas/Evidence	With prompting and support, ask and answer questions about words in a text.	Confirm understanding of a text read aloud or information presented orally- ask and answer questions about key details and request clarification if something is not understood	With guidance and support, identify details in stories. With guidance and support identify key details in familiar stories. With guidance and support identify characters and settings in familiar story	Select a familiar book and use drawing or writing to state an opinion, share information, and use digital tools to produce a group writing
STREAM Integrations of Ideas/Analysis	With prompting and support, describe how the words and illustrations work together to tell a story. Retail familiar stories, including key details	Speak audibly and express thoughts, feelings, and ideas clearly. Interpret words and phrases as they are used in a text and analyze how specific word choices shape the meaning or tone.	Describe how the words and illustrations work together. Compare and contrast the adventures and characters in familiar stories. Read closely to determine what the text says explicitly and make logical references	Participate in shared research and writing projects. Identify objects or images or other representations of the text. Determine central ideas or themes of a text and analyze; summarize key supporting details.
Place-based Instruction	The scaffolded reading experience (SRE) is a helpful framework for planning that prompts teachers to plan for reading supports before, during and after reading with learning activities to check their understanding- relating the reading to students' lives	Describe how the text read aloud pronunciations and meanings may differ from community dialect. Use examples. Engaging students and community people as resources.	Determine how social and events affect people and practices of the time. Building connections in reading.	Teachers must help their students develop critical reading skills for writing, such as noticing the roles of texts in their schools, communities, and homes. For example, students might explore the role of different media in their lives and cultures. Students must also learn to look closely at how texts are constructed—from variations in structure within a genre to word choice.
College and Career Readiness Standard	Read from a wide range of high-quality, increasingly challenging literary and informational texts. Students must be able to comprehend texts of steadily increasing complexity. Actively engage in group/and individual reading activities with purpose and understanding. Students should offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real/and/or imagined experiences			

Old Main STREAM Academy 1st Grade English Language Arts

	Strand 1	**Strand 2**	**Strand 3**	**Strand 4**
Topic	**Reading Standards for Literature**	**Speaking and Listening Strand**	**Language Strand**	**Writing**
Key Ideas/Evidence	Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. Describe characters, settings, major events in a story, using key details.	Follow agreed upon rules for discussions. Build on others' talk in conversations by responding to the comments of others. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. Sort words in categories to gain a sense of the concepts the categories represent.	Write opinion pieces in which students introduce the topic or name the book they are writing about. Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide closure. Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened.
STREAM Integrations of Ideas/Analysis	Use illustrations and details in a story to describe its characters, setting, or events. Identify the reasons an author gives to support ideas in a text. Read and understand informational texts appropriately complex for grade 1 for sustained periods of time. Read closely to determine what the text says explicitly and to make logical references.	Demonstrate emerging understanding of work relationships. Demonstrate an understanding of present tense verbs. Use works acquired through conversations, being read to, and during shared reading activities. Retell stories, including key details, and demonstrate understanding.	Classify text as nonfiction or fiction. Use technology tools (web-based resources, e-books, online communication tools) to organize data and information and present data and information. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	Use a variety of digital tools and resources to produce, publish writing, including collaboration with peers. Participate in shared research and writing projects. Engage in logical reasoning to answer complex questions and develop solutions for challenges. Student practice and notice writing details in various forms. Students recognize and create a focus.
Place-based Instruction	Pre-reading- remind students of things they already know that will help understand and enjoy the selection. First Strawberries – Illustrations and details. What causes strawberries to grow. Anna Vojtech, Joseph Bruchac	Children will Voice Blog- Use a relevant topic to prompt speaking. Listen to classmates and give each other encouraging comments	Use words and pronunciations of local words/meanings— compare to standard English	Focus on an experience Gather oral information/storytelling from experiences/culture to write and speak about. Explain similar/differences SCOS story?
College and Career Readiness Standard	Texts of low complexity tend to have simple, well-marked, and conventional structures, whereas texts of high complexity tend to have complex, implicit, and unconventional structures. Simple literary texts tend to relate events in chronological order, while complex texts make more frequent use of flashbacks, flash-forwards, multiple points of view and other manipulations. Identify figurative, ironic, ambiguous or other unfamiliar language. Find implicit or hidden purposes of the stories.			

Old Main STREAM Academy- 2nd Grade   Mathematics

	Strand 1	Strand 2	Strand 3	Strand 4
Topic	**Operations and Algebraic Thinking**	**Number and Operations in Base Ten**	**Measurement and Data**	**Geometry/Engineering**
Key Ideas/Evidence	Represent and solve problems involving addition and subtraction Add and subtract within 20 Work with equal groups of objects to gain foundations for multiplication	Understand place value Use place value understanding properties of operations to add and subtract	Measure and estimate lengths in standard units Relate addition and subtraction to length Work with time and money Represent and interpret data	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them
STREAM Integrations of Ideas/Analysis	Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together and comparing with unknowns. Apply technology, engineering or mathematics content to answer complex questions, investigate global issues and develop solutions. Make sense of problems and persevere in solving them.	Understand that the three digits of a three digit number represent amounts of hundreds, tens, and ones. 100 can be thought of as a bundle of ten tens. Apply technology, engineering or mathematics content to answer complex questions, investigate global issues and develop solutions. Compose and decompose numbers using various groupings of hundreds, tens, and ones.	Measure the length of an object by selecting and using appropriate tools- rulers, yardsticks, meter sticks, and measuring tapes. Measure to determine how much longer one object is than another. Apply technology, engineering or mathematics content to answer complex questions, investigate global issues and develop solutions.	Identify triangles, quadrilaterals, pentagons, hexagons and cubes. Compare sizes directly and visually. Work with equal shares of identical wholes that are not the same shape. Apply technology, engineering or mathematics content to answer complex questions, investigate global issues and develop solutions. Reason shapes and their attributes. Recognize and draw triangles, quadrilaterals, pentagons, and hexagons, having specified attributes, recognize, and describe attributes of rectangular prisms and cubes.
Place-based Instruction	Use word problems from storytelling from the region to understand relationships between numbers.	Represent numbers visually using regional items, i.e. pecans, berries, pinecones, etc. Articulate numbers in their oral forms, such as standard 72 or base-ten 7 tens and 2 ones	Long Leaf Pines- Measure the distance between a marker and a tree. Discuss uses, locally, regionally, globally. Estimate the number of trees in an area, and their uses.	Plant or revisit the school garden. Design the garden, and practice functions to include calculations of shapes, comparisons, and measurements. Collect data in charts, graphs, and reports.
College and Career Readiness Standard	Students take an active stance in solving mathematical problems. Students engaging in practices will discover ideas and take an active stance in and try something, and use the procedural and conceptual tools to carry through. Students will make sense of problems and persevere in solving them. In elementary mathematics, it must be remembered that math is a mathematically oriented communication, and it involves understanding a vocabulary—quantitative, logical relational, spatial, and reasoning.			

Old Main STREAM Academy- 3rd Grade Mathematics

	Strand 1	**Strand 2**	**Strand 3**	**Strand 4**
Topic	**Operations and Algebraic Thinking**	**Number and Operations - Fractions**	**Measurement and Data**	**Geometry/Engineering**
Key Ideas/Evidence	Represent, interpret, and solve one-step problems involving multiplication and division. Solve multiplication word problems with factors up and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem	Interpret unit fractions with denominators of 2,3,4,6, and 8 as quantities formed when a whole is partitioned into equal parts; Explain that a unit fraction is one of those parts Represent and identify unit fractions using area and length models.	Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour. Represent and interpret scaled picture and bar graphs: Collect data by asking a question that yields data in up to four categories.	Reason with shapes and their attributes. Reason with two-dimensional shape and their attribute. Investigate, describe, and reason about composing triangles and quadrilaterals including rhombuses, rectangles, squares, parallelograms, and trapezoids.
STREAM Integrations of Ideas/Analysis	Illustrate and explain strategies including arrays, repeated addition or subtraction and decomposing a factor. Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group. Represent and solve problems involving multiplication and division.	Multiply or divide to solve word problems involving multiplicative comparisons using models and equations with a symbol for the unknown number. Build fractions from unit fractions by applying and extending previous understandings of questions on whole numbers.	Add, subtract, multiply, and divide to solve one-step word problems involving whole-number measurements of length, mass, and capacity that are given in metric units. Solve problems involving area and perimeter	Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines. Recognize symmetry in a two-dimensional figure, and identify and draw lines of symmetry. Understand the critical role engineering plays in society and is influenced by cultures and societies. Roman aqueducts, Greek temples, and the Egyptian pyramids – lines and shapes.
Place-based Instruction	Local problem-solving. Write an equation to describe a situation. Apply proportional reasoning to plan a school event or analyze a problem in the community. (Addition).	Emphasize experiential learning, modelling and collaborative activity through the local town to include construction, planting, and/or ceremony.	Use time in the context of seasons and collecting data. Emphasize and work with seasonal activities in word problems, measurements, area, and perimeter.	Use local people and work as a platform to explain/provide examples/models to extend and expand technological advances (integrate descriptive text to include mathematical equations, scientific laws, and creative artistry).
College and Career Readiness Standard	Mathematically proficient students can apply the mathematics they know to solve problems that emerge in everyday life, society, and the workplace. Students will learn concepts in a more organized way both during the school year and across grades. These standards encourage students to solve-real-word problems. The knowledge and skills that OMS students will be prepared for in college, career, and life are woven throughout the mathematics standards.			

	Strand 1	Strand 2	Strand 3	Strand 4
Topic	Forces and Motion	Matter: Properties and Change	Energy: Conservation and Transfer	Earth History
Key Ideas/Evidence	Explain how magnets interact with all things made of iron and with other magnets to produce motion without touching them.	Compare the physical properties of samples of matter (strength, hardness, flexibility, ability to conduct heat, ability to conduct electricity, ability to be attracted by magnets, reactions to fire and water).	Energy takes various forms that may be grouped based on interaction with matter. Basic forms of energy (light, sound, heat, electrical and magnetic) as the ability to cause motion or create change.	Understand the use of fossils and changes in the surface of the earth as evidence of the history of Earth and its changing life forms.
STREAM Integrations of Ideas/Analysis	Recognize how various forces affect the motion of an object. Determine how electrically charged objects push or pull on other electrically charged objects and produce motion.	Classify rocks as metamorphic, sedimentary or igneous based on their composition, how they are formed and the processes that create them.	Recognize that light travels in a straight line until it strikes an object or travels from one medium to another.	Compare fossils to one another and to living organisms. Discuss and give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.
Place-based Practices	Simple Machines used in the region – past and present, to include wedges, levers, wheels, pulleys, and inclined planes. Discuss the regional Gravity Hill and uses. Bring models to discuss.	Study and create models of the internal structure of the Earth and describe the formation and composition of Earth's external features.	Discuss, describe and model fundamentals principles of engineering. Natural resources and uses in region- Hunting, fishing, farming,	Present ideas of the Earth's early environments in the region and in other parts of the world, based on artifacts and oral stories of the region.
College and Career Readiness Standard	College and Career Readiness standards include interpretation of data, scientific investigations and evaluations of models. Techniques including comparison, inference, early environmental study, and evidence examples will be used. New information will be used to make a prediction based on a model, determine whether presented information or new information supports or contradicts a complex hypothesis or conclusion. Investigation procedures will be used. Findings will be communicated from investigations and defense of conclusions to peers and others.			

	Strand 1	**Strand 2**	**Strand 3**	**Strand 4**
Topic	**Evolution and Genetics**	**Matter: Properties and Change**	**Earth Systems, Structures and Processes**	**Structures and Functions of Living Organisms**
Key Ideas/Evidence	Understand why organisms differ from or are similar to their parents based on the characteristics of the organism. Explain why organisms differ from or are similar to their parents based on the characteristics of the organism.	Understand the interactions of matter and energy and the changes that occur. Compare the weight of its parts before and after an interaction.	Understand weather patterns and phenomena, making connections to the weather in a particular place and time.	Understand how structures and systems of organisms (to include the human body) perform functions necessary for life. Compare the characteristics of several common ecosystems, such as estuaries, salt marshes, oceans, lakes, ponds, forests, and grasslands.
STREAM Integrations of Ideas/Analysis	Give examples of likenesses that are inherited and some that are not. The building blocks of inheritance.	Compare physical properties of the states of matter (including volume, shape, and the movement and spacing of particles). Use the process of filtration, sifting, magnetic attraction, evaporation, chromatography, and floatation to separate mixtures.	Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation and temperature) and patterns. Explain how human activity (including conservation efforts and pollution) has affected the land and the oceans of Earth.	Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystems. Understand the interdependence of plants and animals with their ecosystem. Classify the organisms within an ecosystem according to the function they serve: producers, consumers, or decomposers (biotic factors).
Place-based Instruction	Origins of local people. Examine organisms that may be similar to or differ from previous generations. Observe and interpret 'fossil footprint' evidence. Construct hypotheses for events that took place in the past.	Examining Regional/Local Properties of Matters How It Looks How It Feels How It Smells How It Sounds What It Does Classification and Properties	Examine climate change in the region occupied by local people and projected changes in temperature and precipitation. Understand changes in the context of ecological and cultural factors.	Examine and observe the Lumbee River flowing through a watershed by extensive forest wetlands. Identify key issues including climate change, historical climate change, and environmental degradation.
College and Career Readiness Standard	Finding solutions to questions improve as students gain experience conducting investigations and working in small groups. Students will compare and combine data from two or more complex data sets and learn to analyze presented information when given new complex information.			

	Strand 1	Strand 2	Strand 3	Strand 4
Topic	**Reading: Literature**	**Writing**	**Speaking and Listening**	**Language**
Key Ideas/Evidence	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
STREAM Integrations of Ideas/Analysis	Locate and interpret minor or subtly stated details in challenging passages and complex passages. Identify and infer central idea(s) in complex passages or paragraphs.	Delete redundant and wordy materials in terms of the paragraph or essay as a whole. Revise expressions that deviate subtle ways from the style and tone of the essay.	Determine whether an essay or oral speech has met a specified goal, identify the purpose, discuss the focus.	Conventions of Standard English Grammar, Usage, and Punctuation- Recognize and correct sentence structures, maintain consistent and logical verb tense and pronoun person
Place-based Instruction	Students will read a variety of novels and literary genres by local authors to reference writing styles and examine explicit content. Learn how to look for and identify deeper meanings.	Use skills to research and write on a topic or experience using writing skills- engage actively with source texts, learning to research for evidence and acquiring writing strategies.	Present and speak on topics of interest regionally, that is researched…. Discuss the purpose and focus of the project. Present claims and finding, sequencing ideas logically.	Why We Speak – Language & Life – Regional/Community Dialects and Standard English Oral Presentations
College and Career Readiness Standard	Students will participate in clear cause-effect relationships in complex passages. They will be able to analyze how one or more sentences in passages and the functions of subtle or complex work. They will draw logical conclusions using information from multiple portions of informational texts. Students will explain how an author develops a point of view of the narrator or speaker in the text.			

Old Main STREAM Academy – 7th Grade English Language Arts

Topic	Strand 1 Reading: Literature	Strand 2 Reading: Informational Text	Strand 3 Writing	Strand 4 Language
Key Ideas/Evidence	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Determine two or more central ideas in a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.	Write with some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Determine and/or clarify the meaning of unknown and multiple-meaning word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
STREAM Integrations of Ideas/Analysis	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Analyze how particular elements of a story of drama interact.	Analyze the structure an author uses to organize a text, including how major sections contribute to the whole and to the development of the ideas. Assess how point of view, perspective, or purpose shapes the content and style of a text.	Organize information and ideas around a topic to plan and prepare to write. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Demonstrate understanding of figurative language and nuances in word meanings. Interpret figures of speech in context based on grade 7 reading and content.
Place-based Instruction	Using a book by a local author, cite several pieces of textual evidence to support an analysis of what the text says as explicit as well as inferences. Discuss, compare, and contrast to American literature.	Using the book by a local author, determine two or more central ideas in a text; summarize the key supporting details. What messages, explicit/implicit does it convey?	Write, using key ideas and evidence, on a topic that impacts local/regional people in one of the following: Environmental Political Social Injustice Historical Educational	Demonstrate understanding of figurative language and nuances in word meanings in local/regional-style speech patterns and communication and standard English.
College and Career Readiness Standard	The CCR standards in multiple content areas sets a foundation for even greater student success and growth. Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot). Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.			

Old Main STREAM Academy – 8th Grade English Language Arts

Topic	Strand 1 Reading: Literature	Strand 2 Reading: Informational Text	Strand 3 Speaking and Listening	Strand 4 Language
Key Ideas/Evidence	Analyze how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor. Assess how point of view, perspective, or purpose shapes the content and style of the text.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Follow rules for collegial discussions and decision-making, track progress toward specific goals, and deadlines, and define individual roles as needed. Integrate and evaluate information presented in diverse media and formats, including visual and oral.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and conventions when writing, speaking, reading, or listening.
STREAM Integrations of Ideas/Analysis	Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Read and understand complex literary and informational texts independently and proficiently connecting prior knowledge and experiences to text.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Place-based Instruction	Discuss a local, foundational US document, and seminal works of American literature considering textual evidence and position.	Connecting prior and historical knowledge to local/regional experiences and analysis of American literature.	Present information in Strand 1 and 2 in digital diverse formats for collegial discussion	Identify specific words for reading and speaking in Strand 1 and Strand 2. Determine word meanings, nuances of words and the ability to use formal English/local dialects in writing and speaking. Understanding different contexts with same topic
College and Career Readiness Standard	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Assess how point of view or purpose shapes the content and style of text. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structured event sequences.			

Old Main STREAM Academy Curriculum

STREAM-Disciplines-SCOS Subjects
Place based Instruction
College and Career Readiness

21st Century Skills

Ethics

Responsibility

Language Arts/ Reading/ Writing

Entrepreneurial Skills

Social Studies

Professionalism

Problem Solving   Music

Critical Thinking

Math   STREAM/SCOS Disciplines   **Technology**

Career College Readiness

Adaptability

CTE

Collaboration/teamwork

Healthful
Living

Visual Arts/Cultural Arts

Engineering

Arts

Languages

Global Awareness

Technology use

Oral/written communications

Lumbee River

Placed-Based Instruction

One University Drive
P.O. Box 1510
Pembroke, NC 28372

UNIVERSITY *of* NORTH CAROLINA
PEMBROKE

Department of Counseling
910.775.4414(P)
910.521.6354(P)

Dr. Shenika Jones
Assistant Professor
shenika.jones@uncp.edu

April 24, 2020

To Whom It May Concern:

I am writing to express my support for Old Main STREAM Academy. I am the Professional School Counseling Program Director at The University of North Carolina at Pembroke, and I believe that Old Main STREAM Academy will be an asset to the Robeson County community. Old Main STREAM Academy will provide an educational choice to families, one with rigorous, innovative academics, and core values that develop persistence and determination. High standards combined with an arts integrated approach to teaching a STREAM curriculum will prepare students for success in college and career, and create contributing, connected future leaders.

I am confident that Old Main STREAM Academy leaders are thoughtfully and methodically developing a school plan. With decades of excellence in school leadership, alongside the inclusion of STREAM education, the North Carolina Standards Course of Study, and place-based instruction, I am confident this will be a good match and will work well to provide an exceptional educational choice to students in the area. Further, this initiative will introduce engagement and partnering opportunities that are mutually beneficial. We believe the growth and academic outcomes from this educational choice opportunity and collaboration will provide positive leverage to our county.

I support the approval of Old Main STREAM Academy to serve students in the area. I value the mission and approach of Old Main STREAM Academy and I would be pleased to see a school of choice in the community.

Sincerely,

Shenika Jones

Shenika Jones
Professional School Counseling Program Director
Department of Counseling
The University of North Carolina at Pembroke

Engaging Diverse Learners Through the Provision of STEM Education Opportunities

Introduction

Science, technology, engineering, and mathematics (STEM) are viewed as fundamental elements in the preparation of our next generation. This is evidenced by President Obama's goal of "moving our nation from the middle to the top of the pack in math and science education" and his focus on (a) hiring additional STEM teachers; (b) enhancing STEM literacy so students can think critically in key subjects; (c) improving the quality of instruction to help U.S. students perform competitively with those in other nations; and (d) expanding STEM education and career opportunities for women, minorities, and other underrepresented groups (The White House, 2010).

To begin laying this foundation for students as they compete in the 21st century economy, educators and decision makers must continue to increase their understanding of various STEM education opportunities. They must also realize the need to establish support systems for diverse learners as they relate to STEM education, while at the same time recognize the economic impact of not moving in this direction. However, before this journey can begin, a deeper understanding of STEM and a workable definition must be established. The components of STEM are discussed below following descriptions of the procedure by which resources were selected for this paper and the limitations of this paper.

Procedure

To identify literature for studies and other resources on STEM education, staff at the Southeast Comprehensive Center (SECC) conducted searches of EBSCO's Academic Search Elite database, the Education Resources Information Center (ERIC), and several online search engines (i.e., Bing, Google, Google Scholar, and Yahoo). They used combinations of terms that included science, technology, engineering, mathematics, effective STEM initiatives, innovative STEM programs, STEM education, STEM education and diverse learners, STEM and minority populations, STEM opportunities for underserved populations, STEM and gender, and STEM and student achievement. The literature searches focused on research completed within the last 10 years.

In addition to the literature searches, SECC staff contacted the states served by SEDL's Southeast and Texas Comprehensive Centers—Alabama, Georgia, Louisiana, Mississippi, South Carolina, and Texas—to obtain information on their STEM programs and initiatives. Refer to the State Highlights section of this paper for information that was obtained on state-specific STEM education efforts.

Summary

Due to state and federal education priorities, funding requirements, and other factors, a number of states are exploring ways to improve access to STEM education opportunities for diverse learners and others.

Key Points

Findings from the literature suggest that decision makers should consider

- Increasing children's early exposure to math and science learning opportunities (in and out of school), which may help to attract more individuals to STEM careers
- Modifying teacher preparation programs to provide deep content knowledge and requisite pedagogical skills to help increase the number of high quality teachers in math and science
- Utilizing professional learning communities to enhance teacher instructional practice and improve student learning achievement in math and science
- Employing strategies to increase exposure and access to STEM education opportunities for groups that are underrepresented in STEM fields and careers

Limitations

It is important to note that a limited number of the resources summarized in this report were from peer-reviewed journals. Since the information on this topic was provided to illustrate strategies and approaches for increasing access to STEM education for diverse students, empirical support regarding the efficacy of any specific strategies or programs was included if it was available.

SECC staff provided the above limitations to assist clients and other stakeholders in making informed decisions with respect to the information presented. SECC does not endorse any strategies or programs featured in this paper.

What is STEM?

The term STEM was coined at the National Science Foundation (NSF) as a way to encompass a new "meta-discipline" that combined science, technology, engineering, and mathematics subject areas. This new discipline was meant to transform traditional classrooms from teacher-centered instruction into inquiry-based, problem solving, discovery zones where children engage with content to find solutions to problems (Fioriello, 2010). It is a way of looking at and solving a problem in a holistic way, seeing how the components of STEM interact with each other. Put simply, it is the intersection of science, technology, engineering, and mathematics. It is problem based. It is student-centered. It is the applied convergence of these disciplines used to solve a problem.

As competition in the global marketplace grows for a highly skilled, highly educated workforce that has the ability to work independently and creatively, the STEM approach seeks to meet the challenge. By giving students the opportunity to solve real-world problems in context, students grasp a deeper understanding of the content and how to apply their knowledge in a meaningful way.

In addition to viewing STEM as a meta-discipline, several key factors are important in this discussion—early exposure of children to STEM education; strategies for engaging populations that are underrepresented in STEM fields; specialized training, preparation, and support for teachers of STEM subjects; STEM afterschool and summer opportunities for students; the economic impact of STEM in the U.S.; and recommendations for improving STEM education.

Early Exposure to STEM Education

A key theme running through much of the recent science education literature has been the increasing reluctance of young people in many parts of the world to participate in STEM education (Boe et al., 2011). Several recommendations have been presented on how to best attract students into this widely growing field through various STEM education opportunities. Research suggests the need to expose children to appropriate STEM opportunities early in their education (Bagiati et al., 2010; Boe et al., 2011).

Early exposure to STEM supports children's overall academic growth, develops early critical thinking and reasoning skills, and enhances later interest in STEM study and careers (National Research Council, 2011). More than three-quarters (77%) of female and underrepresented minority chemists and chemical engineers polled say significant numbers of women and underrepresented minorities are missing from the U.S. STEM workforce today because they were not identified, encouraged, or nurtured to pursue STEM studies early on (Bayer, 2010). To help address this issue, the Sesame Street television show has focused season 42 on STEM education—encouraging children to think about science, technology, engineering, and math. Despite this recent initiative, efforts to increase children's awareness of STEM have been limited.

Purdue University conducted a study involving the review of Internet open resources containing engineering educational material intended for young children in preschool through grade 3 as part of the landscape of such resources available for use with prekindergarten through grade 12 (Bagiati et al., 2010). In their review of over 600 online documents, the researchers found that fewer than 4% of the resources had been developed specifically for PK–3 students. They also found that to introduce engineering in the early years one must recognize the need to ensure teacher understanding of the subject content and to prepare teachers

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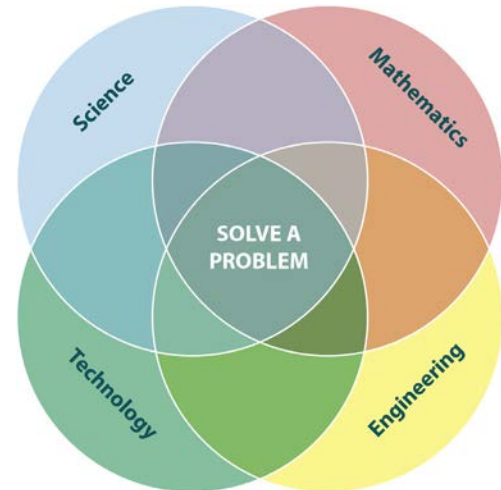
to incorporate it into their practice. There are several obstacles to accomplishing these goals. First, some elementary teachers face constraints in teaching STEM that include insufficient content knowledge, lack of confidence, lack of materials and facilities, and lack of support from their schools (President's Council of Advisors on Science and Technology [PCAST], 2011). Second, most elementary teachers are generalists and are not trained specifically in STEM fields; hence, the subjects can be a source of anxiety and lead to avoidance of approaching the topics. The U.S. must address these issues if it hopes to engage students at a young age in STEM education, especially since the literature indicates that a crucial part of fostering this engagement is teacher preparation and training in STEM.

Teacher Preparation, Training, and Support

The most important factor in ensuring excellence is great STEM teachers with both deep content knowledge in STEM subjects and mastery of the pedagogical skills required to teach these subjects well (PCAST, 2011). Seventy-five percent of chemists surveyed said a lack of high quality science and math classes in lower-income school districts is the top reason why minorities and women are underrepresented in STEM fields (Bayer, 2010). Also, minority students are less likely to have highly qualified math and science teachers. In 2004, the National Science Foundation (2011) found that only 39% of African American and 42% of Hispanic fifth-graders were taught math by a teacher with a master's or advanced degree in the subject. That compares to more than half for Caucasian students. Eighth-grade students from low-income families were less likely to have science teachers with regular or advanced teacher certificates, a degree in science, and more than 3 years of experience in teaching science (NSF, 2011).

Teacher preparation programs must also be considered in developing a new generation of STEM educators. To aid teachers as they meet the challenge of teaching in the field of STEM, the U.S. must begin to rework its teacher preparation programs and how they address professional development.

The research suggests STEM teacher preparation programs need to provide the following:

1. More math or reading courses required for entry or exit into a student's chosen content area;
2. A required capstone project (for example a portfolio of work done in classrooms with students or a research paper);
3. Careful oversight of student-teaching experiences;
4. A focus on providing candidates with practical coursework to learn specific practices;
5. More opportunities for candidates to learn about local district curriculums; and
6. Focused student-teaching experiences that address the congruence between the context of student teaching in terms of grade level and subject area and later teaching assignments.

(Wilson, 2011)

Another support option to enhance teacher preparation is the utilization of professional learning communities (PLCs). STEM teaching is more effective and student achievement increases when teachers join forces to develop strong PLCs in their schools (Fulton & Britton, 2011). This finding is supported by a 2-year NSF funded study, *STEM Teachers in Professional Learning Communities: A Knowledge Synthesis*, conducted by the National Commission on Teaching and America's Future and WestEd, based on an analysis of nearly 200 STEM education research articles and reports.

Findings from the NSF knowledge synthesis on STEM teaching in PLCs are summarized below.

STEM PLCs had the following effects on teacher knowledge, beliefs/attitudes, and focus:

- Engaged teachers in discussion about content knowledge or knowledge about how to teach it (pedagogical content knowledge) and/or enhanced their understanding of content knowledge and pedagogical strategies;
- Advanced teachers' preparedness to teach content or attitudes toward teaching methods; and
- Increased teacher focus on students' mathematics or science thinking.

STEM PLCs had the following effects on teacher instructional practice:

- Teaching practices became more "reform oriented";
- Teachers' attention to students' reasoning and understanding increased; and
- Teachers engaged students in more diverse modes of problem solving.

STEM PLCs had the following effects on students' science and math achievement:

- Math PLCs led to enhanced student learning or achievement in math; however, there were no studies examining student outcomes in science.

- The expert panel reported increased science and math achievement outcomes for students based on unpublished results from PLCs that the panel had led or independently examined.

Universal support for PLCs exists across STEM education professional organizations. Forty organizations in STEM education, professional development, or education policy had position statements and/or policy recommendations for PLCs that were universally positive (Fulton & Britton, 2011). Online tools are increasingly being used to support STEM PLCs; however, research is limited but promising on how these tools are extending the reach and resources of these learning communities. Finally, all professional development for STEM educators does not have to take place in a formal setting. Though rarely acknowledged at policy levels, there is a vastly growing network of other education outlets for educator training: museums, zoos, aquariums, nature centers, national parks, and increasingly the Internet, podcasts, and other social networking media (Dierking, 2010). If taken advantage of, all these resources would strengthen teachers' STEM capacity and the programs that they are creating.

STEM Afterschool and Summer Opportunities

To help prepare youth for careers in STEM fields, decision makers and educators are encouraged to consider STEM learning opportunities beyond the school day. Afterschool programs are currently serving more than 1.3 million middle school students, with many programs providing engaging STEM content (Afterschool Alliance, 2010). The literature indicates that students can benefit greatly from experiences held after school and during the summer.

The Afterschool Alliance (2011) found in a recent evaluation report of STEM programs across the U.S. that attending high quality STEM afterschool programs for middle school youth yields STEM-specific benefits that can be organized under three broad categories (a) improved attitudes toward STEM fields and careers, (b) increased STEM knowledge and skills, and (c) higher likelihood of graduating and pursuing a STEM career.

Below is a list of these three types of outcomes, followed by specific findings that were common across a number of the evaluations:

1. Improved attitudes toward STEM fields and careers
   a) Increased enrollment and interest in STEM-related courses in school
   b) Continued participation in STEM programs
   c) Increased self-confidence in tackling science classes and projects
   d) Shift in attitude about careers in STEM

2. Increased STEM knowledge and skills
   a) Increased test scores as compared to nonparticipants
   b) Gains in knowledge about STEM careers
   c) Gains in computer and technology skills
   d) Increased general knowledge of science
   e) Gains in 21st century skills, including communication, teamwork, and analytical thinking

3. Higher likelihood of graduation and pursuing a STEM career
   a) High rate of high school graduation among participants
   b) Pursuit of college and intention of majoring in STEM fields
   (Afterschool Alliance, 2011)

If America is to succeed in an innovation-powered global economy, boosting math and science skills will be critical (Atkinson, Hugo, & Lundgren, 2007). In *Rising Above the Gathering Storm*, the U.S. system of public education was charged with laying the foundation for developing a workforce that is literate in mathematics and science. STEM opportunities for all students become a powerful requirement as a component of this charge. Nevertheless, all populations are not equally supported when it comes to STEM education. Racial/ethnic groups, women, and persons with disabilities are underrepresented in STEM fields, not by choice, but sometimes due to a lack of appropriate supports.

Diverse Learners and STEM

Women, persons with disabilities, and three racial/ethnic groups—African Americans, Hispanics, and Native Americans—are considered underrepresented in science and engineering because they constitute smaller percentages of science and engineering degree recipients and of employed scientists and engineers than they do in the American population (U.S. Commission on Civil

Rights, 2010). Addressing this underrepresentation in STEM fields has been an initiative of the U.S. Congress for the past 30 years, but the challenge still remains unresolved. Diverse learners are capable of becoming talented professionals in STEM, but they need opportunities to develop (Roberts, 2010). Alvarez, Edwards, and Harris (2010) suggest exploring programs that allow underrepresented students to overcome issues linked to educational underachievement, including socioeconomic status, cultural trends, and lack of awareness of STEM opportunities and career fields.

One of the first barriers that should be addressed is access. Diverse learners initially need to have exposure to various STEM opportunities. For example, the Alliance for Students with Disabilities in Science, Technology, Engineering, and Mathematics (AccessSTEM) (http://www.washington.edu/doit/Stem/) serves to increase the number of people with disabilities in STEM careers by encouraging students with disabilities to pursue STEM fields and then supporting those who show an interest and aptitude in STEM. The National Girls Collaborative Project (http://www.ngcproject.org) is working to bring together organizations that are committed to informing and encouraging girls to pursue careers in STEM.

Another barrier to participation in STEM education opportunities is a lack of connection with diverse learners. In a recent study, 12 recommendations (http://www.eric.ed.gov/PDFS/EJ930655.pdf) were made to strengthen math and science programs for diverse learners (Kaser, 2010). Two of the recommendations focused on hiring leadership and staff members that have an understanding of the various cultures and backgrounds of the students that they are serving. Many of the opportunities needed for diverse learners to become successful in the area of STEM require connections through their cultural beliefs and practices. STEM experiences need to relate to the actual lives of the students, their ages, and their interests. In addition to connecting to students' culture, diverse learners are also in need of high quality curriculums, classroom practices that foster equity, and connections to real-world experiences (Kaser, 2010; PCAST, 2011). These robust STEM learning opportunities are only possible when all stakeholders become involved in the improvement of STEM education for all. With continued support and encouragement, diverse learners will break the access barrier to STEM opportunities.

Over the past 10 years, there has been an upsurge in the number of STEM focus schools and programs. While STEM schools historically have tended to target the top math and science students in a state or district, the new wave appears to have a broader reach, with many of the schools aimed especially at serving groups underrepresented in the STEM fields, such as African Americans, Hispanics, women, and students from low-income environments (Education Week, 2011). In addition, STEM Out-of-School-Time (OST) programs demonstrate a number of positive outcomes for girls (and in some instances, boys) related to academic achievement and school functioning, youth development, and workforce development (Chun & Harris, 2011). The next section highlights additional strategies for girls that may help to increase their interest and engagement in STEM education and careers.

STEM Strategies for Girls

Several strategies from evaluations of STEM programs emerged as particularly successful for STEM programming for girls:

- Establish measurable goals specific to the STEM objectives. It is important to articulate goals that are clear, achievable, aligned with STEM programming, and have specific progress indicators. In particular, program goals should: (a) translate into measurable objectives related to STEM; (b) use outcome-based guidelines to obtain baseline data in order to establish targets; and (c) be tied to a long-term evaluation plan.
- Appoint a leader to oversee STEM programming. Having someone to champion STEM education from within the program can be a major determining factor in whether it is valued or neglected, especially when programs include a variety of non-STEM components.
- Customize STEM experiences for a specific demographic of the target population. OST programs may be better able to engage girls when they try to relate STEM activities to the girls' lives in terms of their age, interest in particular STEM subjects, preferred mode of learning (e.g., discussion or hands-on learning), and ability level. Tailoring this experience can be especially helpful in engaging girls who otherwise might not be inclined to engage with STEM subject matter.
- Build personal connections with girls to help sustain their engagement. Once girls join a STEM OST program, the goal then becomes to maintain their interest over time, which can be facilitated through staff's efforts to build strong relationships with the girls.
- Make STEM activities accessible to all, to prevent against a self-selecting process. OST programs should have an inclusive approach to ensure that girls feel welcomed and comfortable with the materials. Both boys and girls may see STEM activities as overly technical and intimidating, but girls often do not receive the same encouragement that boys do to get involved (or may need some extra encouragement). As part of this inclusive approach, programs can increase outreach efforts through such means as partnering with schools to disseminate information and gauge interest from schoolwide populations instead of just self-referred youth.

(Chun & Harris, 2011)

In addition to the issues and challenges related to STEM education discussed above, the economic impact of STEM is gaining increasing attention as the U.S. strives to remain competitive in a global marketplace.

Economic Impact of STEM

"A number of economic analyses suggest that if the United States is to maintain its historic preeminence in the fields of science, technology, engineering, and mathematics (STEM)—and gain the social, economic, and national security benefits that come with such preeminence—then it must produce approximately 1 million more STEM professionals over the next decade than are projected to graduate at current rates. To meet this goal, the United States will need to increase the number of students who receive undergraduate STEM degrees by about 34% annually over current rates."

(President's Council of Advisors on Science and Technology, February 7, 2012, p. 1)

In understanding how the production of STEM educated-students affects the American economy, it is important to consider the needs of current and future employers. Too often, the complaint from industry is that traditional students arrive at the workplace lacking the ability to apply knowledge in a real-world environment. As the world becomes more science and technology driven, the only way for the U.S. to compete is to rise to the challenge. The literature suggests that science and technology jobs will feed the nation's economy, and those jobs can only be filled by people who have a strong foundation in math and science. While STEM fields are not for all, those with the talent and inclination must be given the environment in which to thrive (Atkinson, 2010).

Currently, STEM workers in the U.S. consist of about 70% Non-Hispanic Caucasians, which is in line with their share in the overall workforce (Beede & Khan, 2011). This statistic more importantly points to the disparity in STEM education opportunities. The author finds that regardless of race or ethnicity, higher education graduation rates correlate with increased presence in the STEM fields.

As the data illustrates in Figure 1. Projected Demand for STEM Jobs for SECC and TXCC States by 2018, the number of STEM jobs is expected to increase in the states served by the Southeast and Texas Comprehensive Centers. From 2008 to 2018, this increase will range from 8% (in Louisiana) to 22% (in Texas), with a strong majority of STEM jobs requiring postgraduate education and training (Georgetown University Center on Education and the Workforce, n.d.a–f).

Figure 1.
Projected Demand for STEM Jobs for SECC and TXCC States by 2018
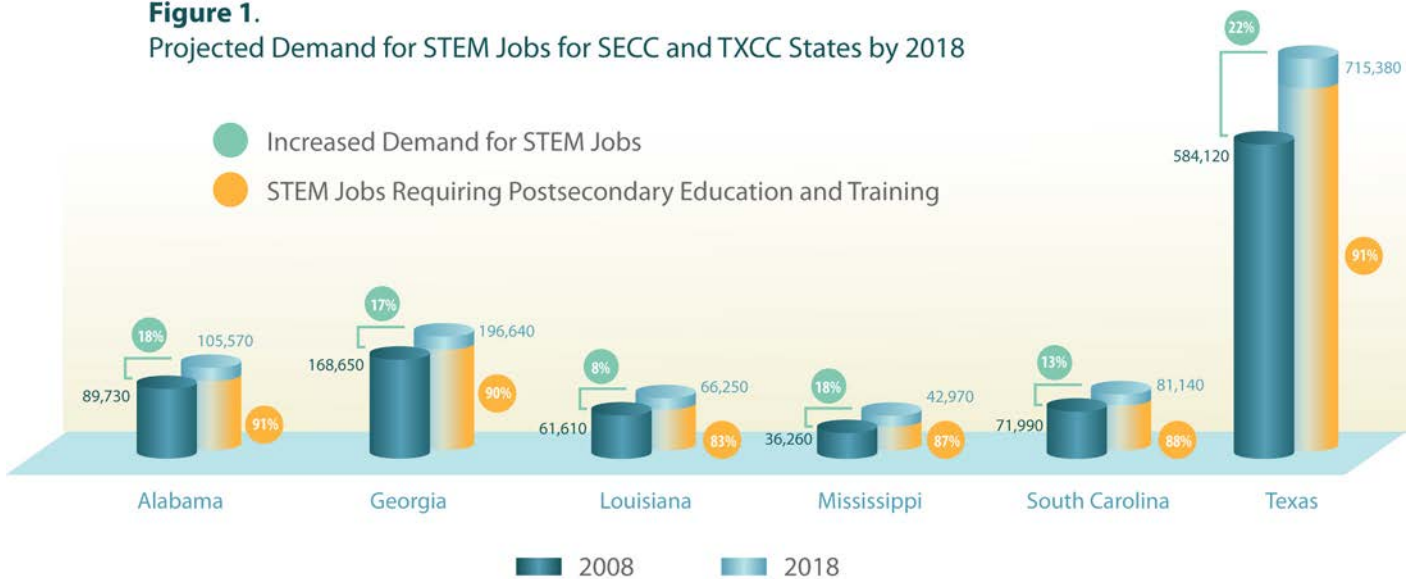
Source: STEM State-Level Analysis, State Pages. (n.d.a–f). Georgetown University Center on Education and the Workforce.

In addition to increases in the number of STEM jobs that will be needed nationwide in coming years, Carnevale, Smith, and Melton (2011, p. 24) indicate that the top three industries for jobs in 2018 will be professional and business services (37%), manufacturing (19%), and government and public education services (13%). It is apparent from the foregoing discussion that the need for increasing the number of individuals in STEM fields and careers is crucial to a thriving U.S. economy.

Despite multiple challenges associated with improving access to and participation in STEM education opportunities, the literature suggests that there are a number of things that can be done to help the U.S. achieve these goals.

Recommendations For Improving STEM Education

According to the National Research Council (2011), policymakers and education leaders at all levels can take the following actions to bring STEM K–12 education closer to fulfilling the goals that the country expects:

- Policymakers at the national, state, and local levels should elevate science to the same level of importance as reading and mathematics.
- Districts should devote adequate instructional time and resources to science in grades K–5.
- Districts should ensure that their STEM curricula are focused on the most important topics in each discipline, are rigorous, and are articulated as a sequence of topics and performances.
- Districts need to enhance the capacity of K–12 teachers to teach STEM. National and state policymakers should invest in a coherent, focused, and sustained set of supports for STEM teachers to help them teach in effective ways.
- Districts should provide instructional leaders with professional development that helps them to create the school conditions that appear to support student achievement (e.g., professional learning communities, Response to Intervention, extended learning opportunities, differentiation, etc.).
- States and national organizations should develop effective systems of assessment that are aligned with the next generation of science standards and that emphasize science practices.
- Federal agencies should support research that disentangles the effects of school practice from student selection, recognizes the importance of contextual variables, and allows for longitudinal assessments of student outcomes.

Conclusion

STEM is a meta-discipline—a convergence of science, technology, engineering, and math—that offers a student-centered, inquiry-based method of addressing and solving problems. A curriculum that is dedicated to a STEM approach can provide many opportunities for students. It can deepen the understanding of concepts by presenting them in a real-world context. It can engage a student who is good with hands-on tasks, but struggles with math. It can bring the excitement of science, engineering, and technology to the math whiz, while connecting students from around the globe. Most importantly, it can provide an avenue to higher education and ultimately to the jobs needed to shape the future of this country and fuel its economy.

States across the nation are taking steps to meet the challenges associated with improving STEM education. A few in the regions served by SEDL are establishing STEM academies, labs, and centers; offering STEM pre-service teacher preparation programs; providing professional learning opportunities for teachers; and offering courses and programs in aerospace, rocketry, and robotics. Details on these and other initiatives in the states of Georgia, South Carolina, and Texas are provided in the State Highlights section of this paper.

Resources

Note. Open hyperlinks using Adobe Reader. If a hyperlink does not open after it is clicked, copy and paste the entire hyperlink into the Internet browser window to access the resource.

AccessSTEM: The Alliance for Students with Disabilities in Science, Technology, Engineering, and Mathematics
http://www.washington.edu/doit/Stem/index.html

Funded by the National Science Foundation, the University of Washington's AccessSTEM Knowledge Base helps K–12 teachers, postsecondary educators, and employers make classroom and employment opportunities in STEM accessible to individuals with disabilities.

K–12 Resources for Science, Technology, Engineering, and Mathematics Education
http://www.nsfresources.org/home.cfm

Resources and findings generated through educational research and development projects funded in part by NSF can help inform states and school systems that are developing strategies for improving K–12 STEM education.

PBS Teachers STEM Education Resource Center
http://www.pbs.org/teachers/stem/

PBS offers visitors to this site the opportunity to explore new ideas and new worlds related to STEM learning through television and online content.

Siemens STEM Academy
http://www.siemensstemacademy.com/

The Siemens Foundation, in partnership with Discovery Education, produced a national STEM education program for teachers. Designed to support educators in increasing student achievement, the National Teacher Academy is an online shared repository of STEM best teaching practices, which brings together science educators from around the country and provides an ongoing webinar series featuring leading scientists and experts in their field.

STEM Education Coalition
http://www.stemedcoalition.org/

The STEM Education Coalition works to support STEM programs for teachers and students at the U.S. Department of Education, the National Science Foundation, and other agencies that offer STEM related programs.

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State Highlights

Below are summaries of STEM education initiatives for the states of Georgia, South Carolina, and Texas as well as contact information for individuals in the state departments of education that may provide additional information.

Georgia

Juan-Carlos Aguilar, program manager, science, Georgia Department of Education, provided the information below. He may be reached at jaguilar@doe.k12.ga.us or 404- 657-9072.

Georgia K–12 STEM Initiatives

STEM Vision

The Georgia Department of Education (GaDOE) is dedicated to preparing students for 21st century workplace careers by providing high quality educational opportunities in STEM fields. STEM represents the fields of science, technology, engineering, and mathematics. STEM education encourages a curriculum that is driven by problem solving, discovery, exploratory learning, and student-centered development of ideas and solutions.

STEM Initiative Goals

Empower students to become innovators and technologically proficient problem solvers:

- Ensure that all students have access to the appropriate technology conducive to enhancing their learning experiences both in and outside the traditional classroom
- Increase student 21st century skills and technological literacy by providing students with opportunities to use the technical tools of the STEM industry
- Guide community understanding of the importance of STEM education and build capacity to sustain a viable STEM educational program to prepare students for work and life in the 21st century
- Increase Georgia's capacity to provide high quality K–12 STEM professional learning opportunities
- Nurture partnerships that allow schools and the business sector to join efforts to improve students' STEM career opportunities
- Increase the number of students pursuing careers in STEM-related fields and/or postsecondary STEM related education and training

STEM Projects

Georgia STEM Institute

The GaDOE hosted the first Georgia STEM Institute on July 6–15, 2011. The purpose of the institute was to have teachers use the institute's experiences to develop classroom instruction that integrates core content knowledge and CTAE applications.

- Participating schools sent teams of CTAE and core content teachers to Atlanta for a 10-day immersion experience in STEM.
- Teachers attending the institute interacted with members of different STEM industries and visited STEM sites.

Georgia Alliance of STEM Teachers

The GaDOE has formed the Georgia Alliance of STEM Teachers. Teachers that join this group receive direct information about STEM projects in Georgia and share some of their own projects with other teachers via listservs, webinar sessions, Skype videoconferences, school visits, Twitter, e-mail, etc. Participants in this group share

- a desire to incorporate STEM initiatives into the classroom;
- experiences with project-based learning and STEM programs;
- interest in learning and trying STEM experiences with students; and
- a desire to fully implement STEM initiatives by establishing collaborations with and/or mentoring other teachers.

Georgia STEM Festivals

The Georgia STEM Festivals are hosted by high schools across the state. The festivals propose to foster public understanding of STEM and the relevance of STEM fields to everyday life. They also serve to inspire and motivate students to consider a STEM career by creating an awareness of STEM possibilities for parents and students. STEM competitions, experiments, investigations, and design challenges available during the festival plant seeds of possibility in the minds of students who may otherwise have never considered a STEM career. Universities and colleges of Georgia join the festival by displaying their STEM programs.

The STEM Festivals for 2011 were held at Gwinnett School of Mathematics, Science, and Technology, Ware County High School, and Houston County High School. A fourth festival was held in Savannah in conjunction with the Savannah Chatham County School's Student Success Expo on February 5, 2012. Attendance at the three inaugural festivals exceeded 2,400 parents, students, and teachers. Over 90 STEM exhibitors conducted interactive activities related to STEM education and careers.

STEM Georgia Web Page

The GaDOE has created a STEM Georgia Web page (http://stemgeorgia.org/) that includes links to teacher resource materials, STEM schools in Georgia, and integrated project lesson plans.

Georgia Department of Education STEM School Designation

Schools in Georgia may apply for official GaDOE STEM School Designation via an application process where specific criteria indicative of STEM schools are met.

STEM Classroom Feedback Rubric

A rubric for providing feedback to STEM teachers in order to move instruction toward exemplary status has been developed and is being tested on different sites.

21st Century STEM Labs

The goals of the 21st Century STEM Labs Grant are to

- Increase community understanding of STEM education to prepare students for work and life in the 21st century
- Develop model technology enabled STEM labs emphasizing, interdisciplinary, hands-on, inquiry-based (guided discovery) learning
- Increase Georgia's capacity to provide high quality K–12 STEM professional learning opportunities
- Increase student engagement and interest in STEM studies
- Increase student 21st century skills and technology literacy by providing use of the technical tools of the STEM industry
- Increase the number of students pursuing careers in STEM-related fields and/or postsecondary STEM-related education/training

This project is funded by a Title II, Part D, American Recovery and Reinvestment Act of 2009 grant (refer to Table 1., Local Education Agency Grant Awards for Middle and High Schools, below for the figures).

Table 1. Local Education Agency Grant Awards for Middle and High Schools (Grant Award for Each LEA = $691,109, Total Grant Award = $8,984,417)			
LEA	**High School**	**Middle School**	**Concentration**
Carrollton City	Carrollton High	Carrollton Jr. High	Engineering and Robotics
Chattooga County	Chattooga High	Summerville Middle	Forensics and Robotics
Decatur County	Bainbridge High	Bainbridge Middle	Agriculture
DeKalb County	Avondale High	Avondale Middle	Engineering
DeKalb County	Cedar Grove High	Cedar Grove Middle	Biotech/Health Science
DeKalb County	DeKalb School of Arts	Chamblee Middle	Robotics and Graphics
DeKalb County	Dunwoody High	Peachtree Middle	Robotics and Biotech
Jenkins County	Jenkins County High	Jenkins County Middle	Agriculture

Table 2. Local Education Agency Grant Awards for Middle and High Schools (continued)			
LEA	**High School**	**Middle School**	**Concentration**
Laurens County	East Laurens High	East Laurens Middle	Engineering
Madison County	Madison County High	Madison County Middle	Agriculture
Social Circle City	Social Circle High	Social Circle Middle	Biotech/Health Science
Telfair County	Telfair County High	Telfair County Middle	Agriculture and Engineering
Walker County	Ridgeland High	Rossville Middle	Engineering and Broadcasting

Source: Georgia Department of Education.

Senate Resolution 68

Senate Resolution 68 mandated the formation of the Science and Technology Strategic Initiative Joint Study Commission. One of the purposes of the commission is to develop specific recommendations with regard to the scope and content of a strategic plan for science and technology in Georgia. The commission identified seven specific targets:

1. Increase performance on K–12 science and math test indicators (CRCT, EOCT, SAT, ACT)
2. Increase the number of secondary students enrolled in STEM pathways and/or matriculating to STEM postsecondary options
3. Increase the number of STEM certified teachers
4. Expand STEM business/education partnerships statewide
5. Develop communication channels to educate Georgia citizens of the importance of STEM education so they recognize the role of STEM education to a vibrant economy and high quality lifestyle
6. Integrate advanced technology into classroom instruction statewide and provide access to content for all Georgia students
7. Increase the number of STEM graduates from postsecondary institutions in Georgia (University System of Georgia [USG], Technical College System of Georgia [TCSG], and private institutions)

Race to the Top
Center for Education Integrating Science, Mathematics, and Computing (CEISMC)

The GaDOE in partnership with CEISMC is developing STEM-related courses in robotics, problem-based inquiry science, statistics, and online learning. These online courses will include teacher preparation in areas such as genetics/ biotechnology, climate science, instructional technology, and nanochemistry. Through funds received from the Race to the Top grant, CEISMC will expand the Georgia Intern-Fellowships for Teachers (GIFT) program, which places STEM teachers in mentored, challenging STEM summer internships in industry and university research laboratories to deepen their knowledge of content application. Additionally, CEISMC is working on developing a technology tool kit that will provide teachers with professional learning opportunities to better incorporate technology into their daily lessons.

UTeach

The GaDOE has partnered with UTeach to increase the pipeline of effective teachers in high-need schools and hard-to-staff subject areas. Georgia has committed to the creation of three UTeach sites statewide.

South Carolina

John Holton, education associate, South Carolina Department of Education, provided the information below. He may be reached at jholton@ed.sc.gov or 803-734-8311.

Activities Supporting STEM in South Carolina

There is a widely held agreement that for South Carolina to have a role in the global economy it must have a "reliable Science, Technology, Engineering, and Mathematics (STEM) talent pipeline producing qualified STEM-competent workers." (http://www.citadel.edu/stemcollaborative/)

Creating such a pipeline requires the cooperative effort from a variety of different stakeholders. The Lowcountry STEM Collaborative has been working since late 2010 to bring together individuals and groups from schools, higher education, and businesses and industries in the Lowcountry of South Carolina.

At a meeting in November 2011, the group of stakeholders formed themselves into six working groups to develop a strategic plan. The working groups (asset mapping, communications and marketing, governance and leadership, K–20 programs, resource development, and volunteers) held a working meeting and developed a strategic plan, which was completed by February. The strategic plan will ensure that there is a robust structure for the organization so that it can continue to effectively develop robust collaborations among the stakeholders.

The principle goal of the organization is to "impact to advance STEM literacy in the tri-county region." While the focus of the work begins in the Lowcountry, the goal is to work with similar organizations across the state.

There is clearly much important work to be done if South Carolina is to have a secure future in the global marketplace. Organizations such as the Lowcountry STEM Collaborative help this happen by advocating for strong STEM education. Strong STEM education requires that more of the best and brightest students, especially those from traditionally underrepresented groups, elect to study in STEM disciplines. It also requires that the content and pedagogical knowledge of South Carolina teachers be steadily improved and that highly skilled STEM educators are recruited and retained in South Carolina schools. Resources must be available to support learning the STEM subjects.

South Carolina already has lots of very smart people, community oriented businesses and industries, and school teachers and administrators who already understand the importance of STEM education to develop and maintain a "reliable pipeline," but it will take organizations like the Lowcountry STEM Collaborative to bring these people, businesses, industries, and educators together into effective cooperation to make the vision into a day-to-day reality.

The information in this section was drawn from the Lowcountry STEM Collaborative Web site (http://www.citadel.edu/stemcollaborative/) from an update on the LSC activities by Carolyn Kelley, STEM Center director at The Citadel, and from participation in the November 2011 meeting.

Texas

Stacy Avery, program manager, department of state initiatives, Texas Education Agency, provided the following information. She may be reached at stacy.avery@tea.state.tx.us or 512-936-6060.

Texas Science, Technology, Engineering, and Mathematics (T-STEM) Initiative
Introduction

In these times of rapid economic and technological change, a widespread command of the science, technology, engineering, and mathematics disciplines is essential to personal, state, and national prosperity. In Texas, economic growth has been steady; however, the number of Texas students who graduate with degrees in math and science is low and has been flat for years. These numbers are significantly lower among minority and economically disadvantaged students. As a result, employers in Texas are forced to look outside the state for much of their science-, technology-, engineering-, and math-skilled workforce. To continue its economic growth and increase the prosperity of its citizens, Texas must revitalize the educational pipeline by dramatically upgrading math and science instruction, especially in underserved communities, and by aligning high school, postsecondary education, and economic development activities.

The $120 million Texas Science, Technology, Engineering, and Mathematics (T-STEM) Initiative is designed to improve instruction and academic performance in science- and math-related subjects in Texas secondary schools. T-STEM promotes education strategies that challenge students to innovate and invent; coursework requires students to demonstrate their understanding of these disciplines in an environment that models real-world contexts for postsecondary learning and work. Students participating in a T-STEM education graduate from high school prepared to pursue postsecondary coursework and careers in STEM.

Among the original goals of the T-STEM Initiative is the establishment of 35 T-STEM Academies in high-need areas throughout the state. Annually, each T-STEM Academy is tasked with graduating 100 students from diverse backgrounds, all prepared either for postsecondary study or careers in STEM fields.

STEM Projects

T-STEM Academies

T-STEM Academies are rigorous secondary schools focusing on improving instruction and academic performance in science- and mathematics-related subjects and increasing the number of students who study and enter STEM careers. The cornerstone of T-STEM Academy learning is student engagement and exposure to innovation and design in STEM-focused instruction and learning that models real-world contexts. The T-STEM Academies use the T-STEM Design Blueprint, Rubric, and Glossary as a guidepost to build and sustain STEM schools that address the seven benchmarks (a) mission driven leadership; (b) school culture and design; (c) student outreach, recruitment, and retention; (d) teacher selection, development and retention; (e) curriculum, instruction, and assessment; (f) strategic alliances; and (g) academy advancement and sustainability.

Additionally, T-STEM Academies serve as demonstration schools and learning labs that develop innovative methods to improve science and mathematics instruction and serve students in grades 6–12 or 9–12.

In the 2011-2012 school year there are

- Fifty-nine Designated T-STEM Academies

    ◊ Thirty-six campuses serving students in grades 6–12

    ◊ Twenty-three campuses serving students in grades 9–12
- Serving over 20,000 students
- Focusing on underrepresented populations in higher education and economically disadvantaged students

T-STEM Centers

The T-STEM Centers develop partnerships with universities, regional service centers, local education agencies, businesses, and nonprofit organizations to create and deliver high quality, innovative, and relevant STEM-focused professional development. The seven T-STEM Centers are listed below.

- University of Texas Medical Branch-Galveston
- Education Service Center, Region 1
- Education Service Center, Region 12
- University of Texas, Tyler
- Texas Tech University
- University of Texas, Dallas
- Texas A&M University

T-STEM Robotics

The T-STEM Robotics Program provides hands-on experience in solving real-world challenges and exposing students to physics, mechanics, electronics, programming, business, financial management, teamwork, and leadership. This program serves as a model for all Texas high schools to increase students' interest in STEM areas, particularly among low-income and minority students.

T-STEM Aerospace/Rocketry Program

The T-STEM Aerospace/Rocketry program provides professional development and support to teachers to implement upper level courses in high schools. The program enables students to participate in a hands-on, project based engineering and technology program and competitions. Eighty percent of students participating in aerospace/rocketry programs continue on to study engineering in college, with many starting careers at major space-related organizations such as NASA and the United Space Alliance.

T-STEM Teacher Pre-Service Preparation Program (UTeach)

With over a decade of proven results, UTeach offers degree programs that allow students to graduate in 4 years, completing a math, science, or computer science degree and all the requirements for secondary teacher certification.

The T-STEM Pre-Service Teacher Preparation Program funds the replication of a successful teacher preparation program, UTeach, which is based at the University of Texas at Austin. The five replication sites are listed below.

- University of Texas, Tyler
- University of Texas, Dallas
- University of Texas, Arlington
- University of North Texas
- University of Houston

Briefing Papers are prepared to provide information to the departments of education of the states served by SEDL's comprehensive centers. They address topics on education issues related to the requirements and implementation of the Elementary and Secondary Education Act (ESEA).

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Louisiana State Liaison: Robyn Madison-Harris, EdD (rmharris@sedl.org)
Mississippi State Liaison: Debra Meibaum, MAT (dmeibaum@sedl.org)
South Carolina State Liaison: Beth Howard-Brown, EdD (bhoward@sedl.org)

Edward Kenneth Brooks

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Education

JURIS DOCTORATE | MAY 2003 | NORTH CAROLINA CENTRAL UNIVERSITY SCHOOL OF LAW

· North Carolina licensed
· United States District Courts of North Carolina (Eastern, Middle and Western Districts)
· United States Court of Appeals (4th Circuit)
· *Pro Hac Vice* Eastern District of Pennsylvania

BACHELOR OF ARTS | MAY 1996 | UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

· Major: Industrial Labor Relations

JUNE 1992 | PURNELL SWETT HIGH SCHOOL

MAY 1991 | UNITED STATES CONGRESSIONAL PAGE SCHOOL

· Washington, DC

A program run by the United States House of Representatives, under the office of the Clerk of the House, in which voluntary appointed high school juniors applicants acted as non-partisan federal employees in the House of Representatives, providing supplemental administrative support to House operations in a variety of capacities in Washington, D.C. at the United States Capitol. Pages were used as a messaging service for the four main House Office Buildings (Rayburn, Longworth, Cannon, and Ford) as well as inside the Capitol. Other Page responsibilities included: taking statements from members of congress after speeches (for the Congressional Record), printing and delivering vote reports to various offices, tending members' personal needs while on the floor of the House, managing phones in the cloakrooms, and ringing the bells for votes. Pages were nominated by representatives based upon a highly competitive application process. Congressional Pages had served within the U.S. House of Representatives for almost 180 years.

Skills & Abilities

MANAGEMENT

· President, Kwaan Consulting, LLC, Kake Alaska (2017 – Present)
· Managing Attorney, The Law Office of Edward Brooks, PLLC, Pembroke, North Carolina (2013 – Present)
· Partner, Patterson Dilthey, LLP, Raleigh, North Carolina (April 2012 – April 2013)
· Human Resources Manager, TLC Home Health Care, Inc., Pembroke, North Carolina (February 1998 – July 2000)
· Executive Management Trainee, UNIFI, Inc., Greensboro, North Carolina (May 1996 – February 1998)

COMMUNICATION

· United States Senate Committee of Indian Affairs, (2013) Prepared Lumbee Tribal Chairman to provide testimony on the Federal Recognition Reform process
· Lumbee Tribe of North Carolina, (2013, 2014, 2015) Prepared and delivered presentation analyzing and explaining the Constitution of the Lumbee Tribe of North Carolina as part of the orientation of New Tribal Council members
· Represented client before the United States Department of Housing and Urban Development, Office of Inspector General, and the Federal Bureau of Investigation (2005 – Present)
· National Energy Utility Affordability Council, (2014) Presented alternative energy economic development initiatives at the NEUAC Conference held in Kansas City, KS
· United States Small Business Administration, (2014) Successfully negotiated the appeal of a denied 8(a) Business Development application on behalf of the Lumbee creating the first Tribally owned 8(a) in North Carolina
· North Carolina Housing Finance Agency, (2014) Drafted legal opinions for NCHFA and participating banks in the approval and closing process of a Low Income Housing Tax Credit project on behalf of the Lumbee Tribe of North Carolina

- United States Department of Housing and Urban Development, Negotiated Rulemaking Committee, (2010, 2013-2015) Provided legal support for tribal representative's negotiated new regulations to be codified at 24 CFR Part 1000 related to the administration of the Indian Housing Block Grant Funds provided under the Native American Housing And Self-Determination Act of 2006.
- United States Department of Housing and Urban Development, Annual Auditing Report Responses, (2013, 2014 and 2015) Provided legal support for tribal representatives responding to annual monitoring reports from visits of the Office of Native American Programs to determine compliance with NAHASDA statutes and regulations implementing the same.

LEADERSHIP

- Hyde Park Baptist Church, Deacon (2013 – Present)
- Hyde Park Baptist Church, Trustee (2016 – Present)
- University of North Carolina at Pembroke Braves Club, Board of Directors (2013 – Present)
- University of North Carolina at Pembroke Foundation, Board of Directors (2016 – Present)
- University of North Carolina at Pembroke, Board of Trustees, Speaker of NC House Appointee (July 1, 2019 – Present)
- HealthKeeperz, Inc., Board of Directors, Secretary (2009 – Present)
- C12 Member, Fayetteville Region (2015)
- Kwaan Consulting, LLC, Board of Directors, President (2017 – Present)

Experience

PRESIDENT | KWAAN CONSULTING, LLC | MAY 2017 – PRESENT

- Managing the day to day operations of the corporate entity, adherence to federal law related to the Small Business Administration 8(a) Program, and market the services of the corporation to bring more work into the corporation. Kwaan Consulting is an Alaskan Native Corporation (ANC) owned Small Disadvantage Business (SDB) with majority ownership by Kake Tribal Corporation (KTC). Kwaan Consulting is recognized by the Small Business Administration as an ANC company via their 8A program.

MANAGING ATTORNEY | LAW OFFICE OF EDWARD BROOKS, PLLC | APRIL 2013 – PRESENT

- Managing the day to day operations of the corporate entity, provide general counsel to corporate clients, provide corporate filing representation to upstart companies, provide legal counsel to the Lumbee Tribe of North Carolina including: providing legal advice related to employment issues, contract drafting and review, adherence to federal law related to provision of low income housing, negotiated with various contractors regarding services rendered prior to and after contract award by the Tribe, and has represented the Tribe during multiple inquiries by various federal agencies. Brooks has prepared witnesses who represented the Lumbee Tribe before the United States Senate Indian Affairs Committee. He has assisted the Lumbee Tribe apply for and comply with the United States Small Business Administration 8(a) program requirements., and market the services of the corporation to bring more work into the firm

PARTNER | PATTERSON DILTHEY, LLP | JULY 2003 – APRIL 2014

- Provide litigation support for pre-trial motion practice, argue motions and tried cases in North Carolina Superior Court, North Carolina Court of Appeals, United States Court of Appeals, Federal Courts of North Carolina and Pennsylvania

MANAGER | TLC HOME HEALTH AGENCY | FEBRUARY 1998 – JULY 2000

- Provide human resources management services; conducted interviews, facilitated hiring, and oversaw orientation of new hires; oversaw corporate procurement; and facilitated marketing for the corporation

MANAGER | UNIFI, INC. | MAY 1996 – FEBRUARY 1998

- Trained employees for newly implemented Research and Development processes; trained in all aspects of production managing each for a stint to get an overview of corporate activities in an effort to move into executive management

Awards

RISING STAR | SUPER LAWYERS MAGAZINE | 2010, 2011, 2012, 2013, 2014

- Super Lawyers is a rating service of outstanding lawyers from more than 70 practice areas who have attained a high-degree of peer recognition and professional achievement. The selection process includes independent research, peer nominations and peer evaluations. To be eligible for inclusion in Rising Stars, a candidate must be either 40 years old or younger or in practice for 10 years or less. While up to 5 percent of the lawyers in a state are named to Super Lawyers, no more than 2.5 percent are named to Rising Stars.

References upon Request

Twelve Recommendations for Strengthening Mathematics and Science Programs Serving a Diverse Population[1]

By Joyce S. Kaser, Ed.D., University of Pittsburgh

Based on the data gathered and the interviews with administrators[2], the author makes the following suggestions. These twelve recommendations are targeted primarily toward educators wanting to strengthen their own mathematics and science offerings, possibly by establishing a school-within-a school or launching a charter school. The recommendations are listed in the order in which they should occur:

1. Conduct a market study before developing a plan. What is the need and interest in a mathematics and science specialty school in your area? Who is your target audience? What is the purpose of this new program or school? What will students be prepared for when they graduate? What resources exist for establishing and supporting such a program or school, and are these sufficient? Who will staff this program or school? Are these people available? How much community support exists for this new venture? What are the pitfalls, and how can they be overcome?

2. Have a broad-based planning group. Your planning committee for a specialty mathematics and science program should include educators, parents, students, community members, and representatives from business and industry and colleges and universities. Many of these individuals should be experts in fields related to your endeavor, e.g., finance, curriculum, architecture, human resource development, and post-secondary education. Such a group can provide you with the information you need to make wise decisions about your venture.

3. Develop a business plan. Although you are planning an expanded program or even perhaps a new school, you can profit from a business plan. Following a business plan will help keep you focused, as there likely will be requests that could pull you off track. And remember to start small, e.g., adding a class of students a year.

4. Make explicit your desire to have a diverse student body. Define diversity. Does it include racial and ethnic minorities, both males and females, persons with disabilities, and individuals from different geographic regions? Are you also looking for diversity of thought (religion, political perspective, cultural background)? Place your statement of commitment to diversity on all recruiting and marketing information so that it is prominently displayed. Use it as a frame of reference for making decisions about every aspect of your new venture.

5. Make an informed decision regarding open versus standard enrollment. Which admissions procedure will most likely produce the desired student body? Review the literature on open versus standard enrollment. Talk to schools that rely on open admissions. What is their track record in admissions and graduation rates? What does your community have to say about this issue?

6. Hire a principal who can deal effectively with a diverse student body and community. Not all principals are good candidates for heading up a mathematics and science specialty school. Your principal must be an outstanding role model for students, staff, and the community. Effective principals need to be comfortable in interacting with students, parents, and community members of different racial/ethnic groups and socio-economic levels. They need to be flexible, able to switch gears quickly if a plan is not working. They need to be able to detect the pulse of their student body and detect problems before they develop. They need to understand and be committed to mathematics and science but not to the exclusion of other subjects and extracurricular activities. The goal of such a specialty school is to provide students with an outstanding education with an emphasis on mathematics and science. It is not to produce scientists or mathematicians. With good preparation, students are well prepared to make

the choices that are best for them. High school is a time of exploration as well as preparation.

7. Hire a diverse staff committed to your vision and mission. The success of your venture depends heavily on your staff. Do they reflect the diversity of your student body? Are they strong content specialists able to inspire students? Are they able to work with students of different ability levels and learning styles? Are they sensitive to cultural differences among students? Are they open to new ideas and new instructional approaches? Do they value other subject areas — not just mathematics and science? Are they committed to holding students to high standards while providing them with the support necessary for them to achieve? Can they appreciate the role of extracurricular activities in students' lives? Are they collegial, willing to work with one another to develop a strong program?

8. Develop support programs and services that address the diversity within your school. Effectively meeting the needs of a diverse student body cannot be left to chance. Action needs to be deliberate on your part. There needs to be a number of programs and services that help students enroll and satisfactorily complete their program of study. Most likely these programs and services will help all students, but they will be designed specifically for students who may not be well prepared for a challenging mathematics and science curriculum.

9. Sponsor pre-programs at lower grade levels to interest students in mathematics and science careers. As this report indicates, some of these programs and services may need to start in elementary and middle school if students are to develop a strong base in mathematics and science and an interest in attending a specialty school by the time they reach high school. Sponsoring summer, Saturday, or after-school programs should guarantee a specialty school a steady supply of well-qualified applicants.

10. Develop a systematic approach to planning and implementing support programs for students. Rarely do schools systematically assess the nature of students' learning difficulties, which may be related to a myriad of factors, and then design interventions specifically designed to address the

difficulty. Usually support programs are fragmented and uncoordinated. Would a particular student profit best from peer tutoring, teacher tutoring, participation in AVID, or other programs or services? How does a teacher or counselor know? Schools can contribute to students' success by having procedures in place to diagnose the nature of learning difficulties and then having a coordinated set of programs and services in place that can remedy these problems.

11. Develop your curriculum based on the requirements of post-secondary institutions, the expectations of the business and industrial community, and the interests of the students. Obviously, you want your students to be well prepared for college admission. You also want students not headed for four-year institutions to be well prepared for community college or the on-the-job training they may receive from employers in your area. At the same time, you want your courses to appeal to the interests of the students. Forensics, game theory, fractals and chaos, evolution, robotics, research projects, and a variety of courses related to marine science are likely to attract students based on their interests and their geography. Students may also be interested in taking Advanced Placement courses, courses for college credit, and/or courses leading to an International Baccalaureate Degree.

12. Gather data on the effectiveness of your programs and services, and make sure that the data are disaggregated on the basis of the diversity represented in your student body. What is the effect of participating in AVID? Do students get better grades? Do students who participate in a summer program prior to starting your program do better than those who do not? What students are using the various tutoring programs, and how are they benefiting? Are racial and ethnic minority students participating in extra-curricular activities? If so, which ones? What is the graduation rate for each group? What are the two- and four-year college completion rates for your students? What careers do your students eventually go into? Having such data will allow you to assess the entire range of programs that you offer and make adjustments accordingly. They also provide you with data on the overall effectiveness of your school.

Footnotes

[1] From Kaser, J. S. Mathematics and Science Specialty High Schools Serving a Diverse Student Body: What's Different? System-Wide Change for All Learners and Educators (SCALE), pp. 14-16, Learning Research and Development Center Institute for Learning, University of Pittsburgh, March 2006. Dr. Kaser's work was supported as part of a grant from the SCALE National Science Foundation (EHR 0227016). All opinions, findings, or conclusions are those of the author and do not necessarily reflect the views of the supporting agency. The complete report is available at: scalemsp.wceruw.org/files/research/Products/msstudy02.22.06.pdf

[2] Research was done at the following schools:
Academy of Math, Science and Engineering (AMES), Salt Lake City UT
Center for Advanced Studies at Wheeler HS, Marietta, GA
The Charter School of Wilmington, DE
Granada Hills Charter HS/CSUN Math, Science and Technology Magnet, Granada Hills, CA
Illinois Mathematics and Science Academy (IMSA), Aurora, IL
Manhasset HS, Manhasset, NY
Mathematics and Science Academy at Ocean Lakes HS, Virginia Beach, VA
North Carolina School of Science and Mathematics (NCSSM), Durham, NC

GRIEVANCE POLICY FOR STAFF

1. Overview

Old Main STREAM Academy (OMSA) adopted the following policy to provide for an open relationship with all staff. However, should disagreements emerge during employment with OMSA, the employee must be provided an avenue to protect one's right under the employment laws of the State of North Carolina, federal employment law, and those policies adopted by the OMSA Board of Directors.

2. Purpose

The purpose of this policy is to provide due process to OMSA employees and address adverse actions taken against him/her per the rules and regulations adopted by the OMSA Board of Directors.

3. Scope

This policy applies to all OMSA staff.

4. Policy

This policy is in place to respond to a grievance by a staff member (herein referred to as "employee"). It is expected that any employee with an issue should try to resolve the issue by using open communication with their supervisor. If an employee feels that their issue is still a concern after speaking to their supervisor and that the issue has risen to the level of a grievance, then the employee may initiate the grievance procedures as described below. The goal of filing a formal grievance would be to use the process to come to an equitable solution.

1. **Definition of a grievance**: A grievance is defined as a formal written complaint by an employee stating that a specific action has violated an Old Main STREAM Academy policy, board policy, or law/regulation. Complaints that do not demonstrate an alleged violation of an Old Main STREAM Academy policy, board policy or law/regulation do not warrant a grievance issue and are not subject to these procedures. In addition, a grievance does not include the non-renewal or termination of employment. A grievance does not include a complaint of sexual harassment, discrimination or retaliation, which shall be handled pursuant to the Discrimination, Harassment and Sexual Harassment policy in the Employee Handbook and consistent with state or federal laws.

2. **Time Limits**: A grievance will only be heard if the complaint has been filed within fifteen days of the act that is being reported. The fifteen-day deadline may be extended at the discretion of the school principal.

The grievance process is as follows:

Step 1:   To file a grievance, an employee must submit a letter in writing (email accepted) stating

the Old Main STREAM Academy policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The employee should make all efforts to include any details about the event that may be helpful in the decision-making process. The written letter should be submitted to the school principal.   If the school principal is implicated in the grievance, the grievance should be submitted to the OMSA Chair of the Board of Directors.

Step 2: In response to the formal grievance, the school principal shall have up to five business days from the time they receive the formal grievance to respond to the grievance in writing.   If the employee is satisfied with the decision after they receive the response from the school principal, the issue is considered resolved.

Step 3: If the employee is not satisfied with the response from the school principal, the employee may file an appeal by submitting a letter in writing (email accepted) stating Old Main STREAM Academy policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The employee should make all efforts to include any details about the event that may be helpful in the decision-making process to the OMSA chair of the Board of Directors. This must be done within 5 business days of the initial response from the school principal.

Step 4: Where the grievance is filed directly with the Board Chair as set forth above or after receiving the appeal letter, the appeal shall be considered by the Board Chair. The Board Chair will have five business days to respond to the grievance. If the employee is dissatisfied with the decision, the employee can file a grievance with the full Board of Directors.

Step 5:   The employee will be present the grievance to the full OMSA Board of Directors at its next regularly scheduled monthly meeting provided such meeting is more than seven days after the filing, or the Chair of the Board of Directors may call a special meeting of the Board to consider the appeal in accordance with Old Main STREAM Academy bylaws. The Board will consider and discuss the grievance at the meeting in accordance with Open Meetings Law. Prior to the meeting, at the Board's sole discretion, the Board may investigate or gather additional information regarding the grievance, including interviews, if needed. The individual filing the grievance or appeal will attend the meeting. At that meeting the Board of Directors will decide on how to handle the grievance. Any decision of the Board will be communicated to the individual who filed

the grievance within five school days. The Board's decision concerning the grievance is final.

5. Enforcement

It shall be the responsibility of the OMSA School Principal to administer this policy for an OMSA employee, as it applies to his/her employment concerns.

6. Distribution

It shall be the responsibility of the OMSA School Principal to administer this policy for an OMSA employee, as it applies to his/her employment concerns.

 It is available on the Old Main STREAM website.

7. Policy Version History

Version	Date	Description	Approved By
1.0	11/19/2018	Initial Policy Adopted	OMSA Board
1.0	06/17/2019	Reviewed/Affirmed	OMSA Board
1.0	03/25/2020	Reviewed/Affirme	OMSA Board

STATE OF NORTH CAROLINA

COUNTY OF WAKE

IN THE GENERAL COURT OF JUSTICE
SUPERIOR COURT DIVISION
95-CVS-1158

2020 JAN 2 6 A 11:19

HOKE COUNTY BOARD OF EDUCATION;
HALIFAX COUNTY BOARD OF EDUCATION;
ROBESON COUNTY BOARD OF EDUCATION;
CUMBERLAND COUNTY BOARD OF
EDUCATION; VANCE COUNTY BOARD OF
EDUCATION; RANDY L. HASTY, individually
and as Guardian Ad Litem of RANDELL B.
HASTY; STEVEN R. SUNKEL, individually and
as Guardian Ad Litem of ANDREW J. SUNKEL;
LIONEL WHIDBEE, individually and as Guardian
Ad Litem of JEREMY L. WHIDBEE; TYRONE T.
WILLIAMS, individually and as Guardian Ad
Litem of TREVELYN L. WILLIAMS; D.E.
LOCKLEAR, JR., individually and as Guardian Ad
Litem of JASON E. LOCKLEAR; ANGUS B.
THOMPSON II, individually and as Guardian Ad
Litem of VANDALIAH J. THOMPSON; MARY
ELIZABETH LOWERY, individually and as
Guardian Ad Litem of LANNIE RAE LOWERY,
JENNIE G. PEARSON, individually and as
Guardian Ad Litem of SHARESE D. PEARSON;
BENITA B. TIPTON, individually and as Guardian
Ad Litem of WHITNEY B. TIPTON; DANA
HOLTON JENKINS, individually and as Guardian
Ad Litem of RACHEL M. JENKINS; LEON R.
ROBINSON, individually and as Guardian Ad
Litem of JUSTIN A. ROBINSON,

                    Plaintiffs,

   and

CHARLOTTE-MECKLENBURG BOARD OF
EDUCATION,

                    Plaintiff-Intervenor,

   and

RAFAEL PENN; CLIFTON JONES, individually
and as Guardian Ad Litem of CLIFTON
MATTHEW JONES; DONNA JENKINS
DAWSON, individually and as Guardian Ad Litem
of NEISHA SHEMAY DAWSON and TYLER
ANTHONY HOUGH-JENKINS, DENISE

1

HOLLIS JORDAN, individually and as guardian ad litem of SHAUNDRA DOROTHEA JORDAN and BURRELL JORDAN, V; TERRY DARNELL BELK, individually and as guardian ad litem of KIMBERLY SHANALLE SMITH; SUSAN JANNETTE STRONG, individually as guardian ad litem of TRACEY ANNETTE STRONG and ASHLEY CATHERINE STRONG; CHARLOTTE BRANCH OF THE NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE,

                   Plaintiff-Intervenors,

   v.

STATE OF NORTH CAROLINA and the STATE BOARD OF EDUCATION,

                   Defendants,

   and

CHARLOTTE-MECKLENBURG BOARD OF EDUCATION,

                   Realigned Defendant.

CONSENT ORDER REGARDING NEED FOR REMEDIAL, SYSTEMIC ACTIONS FOR THE ACHIEVEMENT OF *LEANDRO* COMPLIANCE

At issue in this long-running matter is one of the most important rights enumerated in our State Constitution: the fundamental right of every child in North Carolina to have the opportunity to receive a sound basic education in a public school. As this Court has found, this constitutional right has been denied to many North Carolina children.

The State of North Carolina, North Carolina State Board of Education, and other actors have taken significant steps over time in an effort to improve student achievement and students' opportunity to access a sound basic education. Many of these efforts have made a positive impact on the lives of public school students and improved public schooling in the State.

However, historic and current data before the Court show that considerable, systemic work is necessary to deliver fully the *Leandro* right to all children in the State. In short, North Carolina's PreK-12 public education system leaves too many students behind — especially students of color and economically disadvantaged students. As a result, thousands of students are not being prepared for full participation in the global, interconnected economy and the society in which they will live, work, and engage as citizens. The costs to those students, individually, and to the State are considerable and if left unattended will result in a North Carolina that does not meet its vast potential.

The educational obstacles facing the State's at-risk students are real, steep, and require urgency. The Court is encouraged that the parties to this case — Defendants State of North Carolina ("State") and the State Board of Education ("State Board") (collectively, the "State Defendants"), as well as the Plaintiffs and Plaintiff-Intervenors (collectively, "Plaintiffs") — are in agreement that the time has come to take decisive and concrete action (*i.e.*, immediate, short term actions and the implementation of a mid-term and long-term remedial action plan) to bring North Carolina into constitutional compliance so that all students have access to the opportunity to a obtain a sound basic education.

The Court is also encouraged by Governor Cooper's creation of the Governor's Commission on Access to Sound Basic Education and the Commission's work thus far and is hopeful that the parties, with the help of the Governor, can obtain the support necessary from the General Assembly and other public institutions to implement and sustain the necessary changes to the State's educational system and deliver the constitutional guarantee of *Leandro* to every child in the State.

At this critical moment and in years ahead, the Parties and the Court shall proceed with benefit of the detailed findings, research, and recommendations of the Court's independent non-party consultant, WestEd. These findings are collected in WestEd's comprehensive report entitled, *"Sound Basic Education for All: An Action Plan for North Carolina"* and its underlying studies (collectively, the "WestEd Report"). The WestEd Report confirms what this Court has previously made clear: that the State Defendants have not yet ensured the provision of education that meets the required constitutional standard to all school children in North Carolina. *See* March 18, 2018 Order ("The court record is replete with evidence that the *Leandro* right continues to be denied to hundreds of thousands of North Carolina children [and that the actions the State has taken so far are] wholly inadequate to demonstrate substantial compliance with the constitutional mandate of *Leandro* measured by applicable educational standards.").

The WestEd Report offers detailed findings about the current state of *Leandro* compliance in North Carolina, as well as important, comprehensive short- and long-term recommendations for a path forward to achieve constitutional compliance. These findings and recommendations are rooted in an unprecedented body of research and analysis, which will inform decision-making and this Court's approach to this case.

Our Supreme Court recognized that a sound basic education is one that, among other things, "enable[s] the student to function in a complex and rapidly changing society . . . and compete on an equal basis with others in further formal education or gainful employment in contemporary society." North Carolina continuously changes and a *Leandro*-conforming educational system must take this into account. North Carolina continues to grow. Our student body is larger, more diverse, and more economically disadvantaged today than it was 25 years ago. Advances in science and technology have re-set expectations for the skills and competencies our students must have in order to be ready for the future. The Parties agree that brain science and research show that new approaches are required for the provision of early learning and pre-K education with broader access for young children's participation. Our education system must adjust to and keep pace with the major ongoing technological, social, and economic changes in our society.

3

To prepare its schoolchildren to compete in the future, the Parties have agreed that North Carolina must do more to meet these changes and challenges. As the original *Leandro* decision affirmed, "[a]n education that does not serve the purpose of preparing students to participate and compete in the society in which they live and work is devoid of substance and is constitutionally inadequate" *Leandro v. State*, 346 N.C. 336, 345, 488 S.E.2d 249, 254 (1997).

In his final order issued on March 17, 2015 before retiring, The Honorable Howard Manning concluded that "a definite plan of action is still necessary to meet the requirements and duties of the state of North Carolina with regard to its children having equal opportunity to obtain a sound basic education." *See* 3/17/2015 Order ("in way too many school districts across the state, thousands of children in the public schools have failed to obtain and are not now obtaining a sound basic education as defined by and required by the *Leandro* decision."). That remains true today. As outlined in greater detail below and in accordance with the Court's prior rulings, the Court orders the Defendants, in consultation with each other and the Plaintiffs, to work expeditiously and without delay to create and fully implement a definite plan of action to achieve *Leandro* compliance.

Based upon WestEd's findings, research, and recommendations and the evidence of record in this case, the Court and the Parties conclude that a definite plan of action for the provision of the constitutional *Leandro* rights must ensure a system of education that at its base includes seven components as described below. The Parties stipulate that the following components are required to implement the *Leandro* tenants as set forth in prior holdings of the Supreme Court and this Court's prior orders. The Parties further stipulate that these components are necessary to address critical needs in public education and to ensure that the State is providing the opportunity for a sound basic education to *each* North Carolina child, and further holds itself accountable for doing so:

1. A system of teacher development and recruitment that ensures each classroom is staffed with a high-quality teacher who is supported with early and ongoing professional learning and provided competitive pay;

2. A system of principal development and recruitment that ensures each school is led by a high-quality principal who is supported with early and ongoing professional learning and provided competitive pay;

3. A finance system that provides adequate, equitable, and predictable funding to school districts and, importantly, adequate resources to address the needs of all North Carolina schools and students, especially at-risk-students as defined by the *Leandro* decisions;

4. An assessment and accountability system that reliably assesses multiple measures of student performance against the *Leandro* standard and provides accountability consistent with the *Leandro* standard;

5. An assistance and turnaround function that provides necessary support to low-performing schools and districts;

6. A system of early education that provides access to high-quality pre-kindergarten and other early childhood learning opportunities to ensure that all students at-risk of educational failure, regardless of where they live in the State, enter kindergarten on track for school success; and

7. An alignment of high school to postsecondary and career expectations, as well as the provision of early postsecondary and workforce learning opportunities, to ensure student readiness to all students in the State.

It is the State's duty to implement the fiscal, programmatic, and strategic steps necessary to ensure these seven components are in place and, ultimately, to achieve the outcomes for students required by the Constitution.

The Parties agree that the constitutional rights at issue implicate the mission and require the work of the State's numerous institutions and agencies, which all share in the responsibility for ensuring that every child receives the opportunity for a sound basic education. As a constitutional actor, however, the State Board of Education must play a significant role in delivering the *Leandro* right to all students. N.C. Const. art. IX, § 5 ("The State Board of Education shall supervise and administer the free public school system and the educational funds provided for its support, except the funds mentioned in Section 7 of this Article, and shall make all needed rules and regulations in relation thereto, subject to laws enacted by the General Assembly.")

This Court will issue a subsequent order or orders regarding the definite plan of action and its critical components, including the identification of specific concrete, definitive actions (preliminary short-term actions and mid-term and long-term action plans) that will be taken to implement the above seven components and to correct the constitutional deficiencies, so that the State may finally meet its constitutional obligations to North Carolina's children.

At the outset, the Court reviews its previous rulings, the *Leandro* tenets and recent procedural history.

The Court's Rulings and *Leandro's* Tenets

Leandro v. State, 346 N.C. 336, 488 S.E.2d 249 (1997) (Leandro I)

More than twenty-five (25) years ago, in May of 1994, Plaintiffs initiated this action and alleged that certain guaranteed educational rights conferred by the North Carolina Constitution were being denied to North Carolina's school-aged children. The Court denied the State Defendants' motion to dismiss and a unanimous Supreme Court affirmed these constitutional obligations. *Leandro I*, 346 N.C. 336, 488 S.E.2d 249 (1997).

Leandro I contained three principal holdings: (1) the State Constitution does not require equal funding of public school systems, and consequently the challenged system of funding was not unconstitutional, *id.* at 349, 488 S.E.2d at 256; (2) the State Constitution does not require students in every school system to receive the same educational opportunities, *id.* at 350, 488

S.E.2d at 256; but (3) the State Constitution does require that each student in all school systems have the "opportunity to receive a sound basic education in our public schools," *id.* at 347, 488 S.E.2d at 255. The Supreme Court defined a sound basic education as:

> one that will provide the student with at least: (1) sufficient ability to read, write, and speak the English language and a sufficient knowledge of fundamental mathematics and physical science to enable the student to function in a complex and rapidly changing society; (2) sufficient fundamental knowledge of geography, history, and basic economic and political systems to enable the student to make informed choices with regard to issues that affect the student personally or affect the student's community, state, and nation; (3) sufficient academic and vocational skills to enable the student to successfully engage in post-secondary education or vocational training; and (4) sufficient academic or vocational skills to enable the student to compete on an equal basis with others in further formal education or gainful employment in contemporary society.

346 N.C. at 347, 488 S.E.2d at 255 (internal citations omitted).

The Supreme Court also held that the Constitution requires the State to ensure that each and every child, regardless of age, need, or district, has access to a sound basic education in a public school. 346 N.C. at 345, 488 S.E.2d at 254 (holding that "an education that does not serve the purpose of preparing students to participate and compete in the society in which they live and work is devoid of substance and is constitutionally inadequate").

The Supreme Court indicated that there were at least three potentially relevant, but not dispositive, factors that may be weighed by a trial court in determining whether the opportunity offered students was constitutionally sufficient. These were: (1) educational goals and standards established by the General Assembly, *id.* at 355, 488 S.E.2d at 259, which were presumably sufficient to provide students an opportunity to obtain a sound basic education; (2) student performance on standardized achievement tests, *id.* at 355, 488 S.E.2d at 260; and (3) the level of State educational expenditures to support the public school system, *id.* at 355, 488 S.E.2d at 260. The Court recognized "that the value of standardized tests [was] the subject of much debate. Therefore, they may not be treated as absolutely authoritative" on the issue of the opportunity for a sound basic education. *Id.* at 355, 488 S.E.2d at 260. Stated differently, test scores are only one of several factors to be weighed in determining whether the State is meeting its constitutional obligations to North Carolina children.

Finally, the Supreme Court held that educational standards established by the State were presumptively sufficient to provide students the opportunity for a sound basic education and expressly imposed on plaintiffs the burden to prove their claims by "[a] clear showing," *id.* at 357, 488 S.E.2d at 261, for only such a showing "will justify a judicial intrusion into an area so clearly the province . . . of the legislative and executive branches." *Id.* The Supreme Court remanded the case for a determination as to whether the State was, in fact, denying this fundamental constitutional right to the children:

If on remand of this case to the trial court, that court makes findings and conclusions from competent evidence to the effect that [the State Defendants] are denying children of the state a sound basic education, a denial of a fundamental right will have been established. It will then become incumbent upon [the State] to establish that their actions denying this fundamental right are "necessary to promote a compelling governmental interest." If [the State Defendants] are unable to do so, it will then be the duty of the court to enter a judgment granting declaratory relief and such other relief as needed to correct the wrong while minimizing the encroachment upon the other branches of government.

346 N.C. at 357, 488 S.E.2d at 261 (internal citations omitted).

The Supreme Court recognized that, while making such determinations, "the courts of the state must grant every reasonable deference to the legislative and executive branches when considering whether they have established and are administering a system that provides the children of the various school districts of the state a sound basic education." *Id.*

Liability Judgment and *Hoke County Bd. of Educ. v. State*, 358 N.C. 605, 599 S.E.2d 365 (2004) (*Leandro II*)

The trial proceedings continued for over a year, involved more than 40 witnesses, and included hundreds of exhibits. The trial court issued four memoranda of decision collectively totaling over 400 pages of findings of fact and conclusions of law.

On April 4, 2002, the trial court found that the Plaintiffs had met their burden of demonstrating constitutional non-compliance and entered a liability judgment against the State (incorporating the previous memoranda of decision) (collectively, the "Liability Judgment") finding continuing constitutional violations. With some modifications, the Liability Judgment was unanimously affirmed by the Supreme Court in *Leandro II*.

The Court found, and the Supreme Court unanimously affirmed, that the State was constitutionally obligated to provide each and every child the opportunity to attend a public school with access to the following:

First, that every classroom be staffed with a competent, certified, well-trained teacher who is teaching the standard course of study by implementing effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in that classroom.

Second, that every school be led by a well-trained competent Principal with the leadership skills and the ability to hire and retain competent, certified and well-trained teachers who can implement an effective and cost-effective instructional program that meets the needs of at-risk children so that they can have the opportunity to obtain a sound basic education by achieving grade level or above ·academic performance.

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Third, that every school be provided, in the most cost effective manner, the resources necessary to support the effective instructional program within that school so that the educational needs of all children, including at-risk children, to have the equal opportunity to obtain a sound basic education, can be met.

Liability Judgment, pp. 109-10; *Leandro II*, 358 N.C. at 636, 599 S.E.2d at 389.

The trial court also found, and the Supreme Court unanimously affirmed, that the State had not provided, and was not providing, competent certified teachers, well-trained competent principals, and the resources necessary to afford all children, including those at-risk, an equal opportunity to obtain a sound basic education, and that State Defendants were responsible for these constitutional violations. *See* Liability Judgment, p. 110, *Leandro II*, 358 N.C. at 647-48, 599 S.E.2d at 396.

Further, the Court found, and the Supreme Court unanimously affirmed, that at-risk children[1] require more resources, time, and focused attention in order to receive a sound basic education. *Leandro II*, 358 N.C. 641, 599 S.E.2d at 392. Specifically,

(a) "At-risk children need adequately targeted remediation services." Liability Judgment at p. 50.

(b) "Enabling at-risk children to perform well in school requires more time and more resources." Memorandum of Decision, Sect. Two, p. 10.

(c) "From this review, it became crystal clear to the Court that there are two distinct groups attending the public schools in North Carolina – those children at risk of academic failure that are not obtaining a sound basic education and those children who are not at risk of academic failure and who are obtaining a sound basic education. The major factors which can be used to identify ... those children at-risk and those not at-risk, are (1) socio-economic status (2) level of parental education and (3) free and reduced price lunch participation, all of which are inextricably intertwined with each other." Memorandum of Decision, Sect. Three, p. 64.

(d) "[A]n 'at-risk' student is generally described as one who holds or demonstrates one or more of the following characteristics: (1) member of low-income family; (2) participate in free or reduced-cost lunch programs; (3) have parents with a low-level education; (4) show limited proficiency in English; (5) are a member of a racial or ethnic minority group; (6) live in a home headed by a single parent or guardian." *Leandro II*, 358 N.C. at 389, 599 S.E.2d at 635, n. 16.

Regarding early childhood education, the Supreme Court affirmed the trial court's findings that the "State was providing inadequate resources" to "'at-risk' prospective enrollees" ("pre-k" children), "that the State's failings were contributing to the 'at-risk' prospective enrollees'

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[1] Children who are "at-risk" of academic failure are discussed at length in this Court's Memorandum of Decision, Sect. Two of October 26, 2000.

subsequent failure to avail themselves of the opportunity to obtain a sound basic education," and that "State efforts towards providing remedial aid to 'at-risk' prospective enrollees were inadequate." *Id.* at 641-42, 599 S.E.2d at 392-33. While the Supreme Court did not uphold the trial court's specific remedy of pre-K at that time, the Court affirmed the findings that (i) "there was an inordinate number of 'at-risk' children who were entering the Hoke County school district" each year, (ii) "such 'at-risk' children were starting behind their non 'at-risk' counterparts," and (iii) "such 'at-risk' children were likely to stay behind, or fall further behind, their non 'at-risk' counterparts as they continued their education." *Id.* at 641, 599 S.E.2d at 392.

In addition, the trial court found, and the Supreme Court unanimously affirmed, that "the State of North Carolina is ultimately responsible for providing each child with access to a sound basic education and that this responsibility cannot be abdicated by transferring responsibility to local boards of education." Liability Judgment, p. 110; *Leandro II*, 358 N.C. at 635, 599 S.E.2d at 389. It is ultimately the State's responsibility to ensure that each child has the opportunity to a *Leandro*-conforming education.[2] The Supreme Court has held that the State may not shift responsibility for constitutional violations onto the local districts. *Id.*

The Supreme Court remanded the case for the trial court to oversee the implementation of a remedial framework to correct and address the constitutional deficiencies. From 2004-2015, more than 20 hearings were held on this issue, the nature and scope of which are set out in the previous orders of this Court, all of which are in the record.

In 2013, the Supreme Court confirmed that the Liability Judgment and the mandates of *Leandro I* and *Leandro II* remain "in full force and effect." On November 8, 2013, the Supreme Court dismissed an appeal by the State concerning legislative enactments about pre-kindergarten programming on mootness grounds. In the dismissal order, the Supreme Court held, "Our mandates in *Leandro* and *Hoke County* [*Leandro II*] remain in full force and effect." *Hoke County Bd. of Ed. v. State*, 367 N.C. 156, 160, 749 S.E.2d 451, 455 (2013).

Recent Procedural History and Appointment of the Court's Non-party, Independent Consultant WestEd

In July 2017, the State Board filed a Motion for Relief pursuant to Rule 60 and Rule 12, requesting that the Court relinquish jurisdiction in this case. The State Board asserted that programs implemented in the State, changes in factual circumstances, and changes in state and federal law had resulted in an education system wholly different than the one that was the subject of the original action such that these circumstances support relief under Rule 60. The Court denied the State Board's motion on March 7, 2018.

In its March 2018 Order, the Court reiterated the "evidence before this Court upon the SBE [State Board] Motion is wholly inadequate to demonstrate that [enactments by the State Defendants] translate into substantial compliance with the constitutional mandate of *Leandro* measured by applicable educational standards." *See* Order, p. 5, ¶ 12.

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[2] *See also Silver v. Halifax Cty. Bd. of Comm'rs*, 371 N.C. 855, 821 S.E.2d 755 (2018) (affirming that the constitutional responsibility of providing the opportunity to a sound basic education resides with the State – specifically the legislative and executive branches – rather than with a local governmental unit).

In January 2018, the State and the Plaintiffs filed a joint motion for case management and scheduling order in which the parties proposed to nominate, for this Court's consideration and appointment, an independent, non-party consultant to assess the current status of *Leandro* compliance in North Carolina for the Court and to make detailed, comprehensive, written recommendations for specific actions necessary to achieve sustained compliance with the constitutional mandates articulated in the *Leandro* case.

On February 1, 2018, the Court issued a *Case Management and Scheduling Order* setting forth, among other things, the parameters for the consultant's work and a detailed timeline for completion of such work should the Court choose to appoint the nominated non-party as the Court's consultant. In the *Case Management and Scheduling Order*, this Court took judicial notice of Executive Order No. 10 dated July 21, 2017, superseded and replaced by Executive Order No. 27 dated November 15, 2017, which created the Governor's Commission on Access to Sound Basic Education ("Commission").

Thereafter, on March 13, 2018, this Court issued an Order appointing WestEd to serve as the Court's independent, non-party consultant pursuant to the terms of the *Case Management Order* issued on February 1, 2018. Prior to the appointment, the Court thoroughly reviewed WestEd's extensive qualifications, experience, expertise, and background information (including the resumes of the WestEd team members to lead this project) regarding educational research and innovation, as well as WestEd's submission regarding their proposed scope of work.

The Court charged WestEd with submitting final recommendations to the Parties, the Commission, and the Court within twelve months from the date of appointment[3]. WestEd's recommendations were to "consist of the consultant's conclusions as to detailed and comprehensive actions that the State should take to achieve sustained compliance" with constitutional mandates to provide every child with an equal opportunity to a sound basic education in North Carolina.

All Parties agree that WestEd is, and was, qualified to serve in this capacity.

WestEd's Process and a *Sound Basic Education for All: An Action Plan for North Carolina*

WestEd is a non-profit, non-partisan, educational research, development, and service organization with more than 650 employees in 17 offices across the nation and more than 50 years of experience. WestEd's work centers around providing research, recommendations and sustained professional services to improve public education systems, student achievement, educator effectiveness, and educational leadership. WestEd has extensive experience in working with numerous states and state education agencies ("SEA") in multiple areas, including: developing and evaluating assessments and standards, development of educator evaluation systems, providing quality professional development to a wide range of education professionals, developing strong school turnaround leaders to close the achievement gap, and researching and advising on school finance policy. In addition, WestEd leads the U.S. Department of Education's National Center on

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[3] This deadline was subsequently extended for, among other reasons, the devastation wrought by Hurricanes Matthew and Florence, which delayed WestEd's data collection and visits to certain districts.

School Turnaround whose work addresses a number of factors relevant in this case, including: developing SEA staff capacity and SEA organizational structures, building school and district capacity by providing leadership training to ensure leaders have the skills to produce positive outcomes for all students, and creating policies and practices to ensure a pipeline of turnaround leaders.

In support of its work, WestEd also engaged the Friday Institute for Educational Innovation at North Carolina State University and the Learning Policy Institute (LPI), a national education policy and research organization with extensive experience in North Carolina.

Under WestEd's leadership, these three organizations also collaborated to conduct 13 studies[4] to better identify, define, and understand key issues and challenges related to North Carolina's education system and to offer a framework of change for the State. The researchers developed and carried out a comprehensive research agenda to investigate the current state and major needs of North Carolina public education, including in the following overarching areas: (1) access to effective educators, (2) access to effective school leaders, (3) adequate and equitable school funding and other resources, and (4) adequate accountability and assessment systems.

After more than a year of extensive research, evaluation, and analysis, WestEd's work on behalf of the Court culminated in its submission of its draft report to the Court on June 18, 2019, and a final report on October 4, 2019 ("WestEd Report").

A detailed description of WestEd's work and analysis is set out in the WestEd Report. Among other things, WestEd:

- Analyzed educational data at the North Carolina Education Research Data Center at Duke University, which includes data on students, teachers, schools and districts in the state.

- Analyzed data from Education Policy Initiative at the University of North Carolina.

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[4] The study report titles are: (1) *Best Practices to Recruit and Retain Well-Prepared Teachers in All Classrooms* (Darling-Hammon et al., 2019); (2) *Developing and Supporting North Carolina's Teachers* (Minnici, Beatson, Berg-Jacobson, & Ennis, 2019); (3) *Educator Supply, Demand, and Quality in North Carolina: Current Status and Recommendations* (Darling-Hammond et al., 2019); (4) *How Teaching and Learning Conditions Affect Teacher Retention and School Performance in North Carolina* (Berry, Bastian, Darling-Hammond, & Kini, 2019); (5) *Retaining and Extending the Reach of Excellent Educators: Current Practices, Educator Perceptions, and Future Directions* (Smith & Hassel, 2019); (6) *Attracting, Preparing, Supporting, and Retaining Education Leaders in North Carolina* (Koehler, Peterson & Agnew, 2019); (7) *A Study of Cost Adequacy, Distribution, and Alignment of Funding for North Carolina's K-12 Public Education System* (Willis et al., 2019); (8) *Addressing Leandro: Supporting Student Learning by Mitigating Student Hunger* (Bowden & Davis, 2019); (9) *High-Quality Early Childhood Education in North Carolina: A Fundamental Step to Ensure a Sound Basic Education* (Agnew, Brooks, Browning, & Westervelt, 2019); (10) *Leandro Action Plan: Ensuring a Sound Basic Education for All North Carolina Students Success Factors Study* (Townsend, Mullennix, Tyrone, & Samberg, 2019); (11) *Providing an Equal Opportunity for a Sound Basic Education in North Carolina's High-Poverty Schools: Assessing Needs and Opportunities* (Oakes et al., 2019); (12) *North Carolina's Statewide Accountability System: How to Effectively Measure Progress Toward Meeting the Leandro Tenets* (Cardichon, Darling-Hammond, Espinoza, & Kostyo, 2019); and (13) *North Carolina's Statewide Assessment System: How Does the Statewide Assessment System Support Progress Toward Meeting the Leandro Tenets?* (Brunetti, Hemberg, Brandt, & McNeilly, 2019).

- Analyzed demographic, economic, social and other North Carolina data from the American Community Survey of the United States Census Bureau.

- Analyzed data regarding North Carolina principals obtained from surveys administered to all principals statewide in the fall of 2018.

- Analyzed data from the North Carolina Teacher Working Conditions Survey.

- Analyzed data on teacher effectiveness and experience from the National Center for Education Statistics.

- Analyzed the State's Every Student Succeeds (ESSA) Consolidated Plan.

- Conducted site visits across North Carolina.

- Conducted interviews and focus groups with teachers, principals, superintendents, other district and state professionals across North Carolina.

- Conducted interviews and focus groups with public-sector leaders, as well as interviews with and local school board members.

- Conducted interviews with several State Board of Education members and North Carolina Department of Public Instruction staff.

- Facilitated in-person professional judgment panels to collect data on the effective allocation of resources to meet student needs in North Carolina.

- Conducted a cost-function analysis using data housed at Duke University's NCERDC, National Center for Education Statistics, U.S. Bureau of Labor Statistics, U.S. Department of Housing and Urban Development, and the U.S. Census Bureau.

- Analyzed data from a variety of other sources, including: an independent operational assessment of NCDPI commissioned by the General Assembly; the North Carolina Plan to Ensure Equitable Access to Excellent Educators; Outcomes for Beginning Teachers in a University-Based Support Program in Low-Performing Schools; Race-to-the-Top Professional Development Evaluation Report; valuation reports on teacher and leader preparation programs and educational innovations; presentations made to the North Carolina Governor's Commission on Access to a Sound Basic Education; manuals and reports published by NCDPI; multi-year data from the NCDPI on district allotments, expenditures, student demographics, and school characteristics; and North Carolina education legislation.

Findings of Fact and Conclusions of Law: The Current State of *Leandro* Compliance

Based on a thorough review and consideration of WestEd's Report, of the evidence of record in this case, items for which the Court has properly taken judicial notice, and the consent of all Parties, this Court hereby makes the following findings of fact and conclusions of law regarding the current status of *Leandro* compliance and the challenges and barriers to the State Defendants achieving constitutional compliance.

A.   North Carolina Has Substantial Assets To Draw Upon To Develop A Successful PreK-12 Education System That Meets The *Leandro* Tenets.

The State Defendants recognize there is a moral and constitutional imperative for North Carolina to fulfill the promise of its Constitution and provide a *Leandro*-compliant PreK-12 public education system that provides *every* child with the opportunity for a sound basic education.

Throughout the State's history, North Carolina leaders have recognized that a strong public education system serves both the economic and the social progress of the State. WestEd presented research studies supporting the wisdom of a commitment to and investment in public education. For each high school graduate, society gains a number of economic benefits, including higher tax revenue and lower government spending on health, crime, and welfare costs. For example, one cost analysis estimated that each new high school graduate yielded a public benefit of $209,000 in higher government revenues and lower spending, compared with an investment of $82,000 to help each student achieve graduation. According to this analysis, the net economic benefit is 2.5 times greater than the cost. [WestEd Report, p. 12 (citing Belfield & Levin, 2007)].

North Carolina has tremendous assets to draw upon in undertaking the systemic work of educating its school children, including a strong state economy, a deep and long-standing commitment to public education to support the social and economic welfare of its citizens, and an engaged business community that sees the value and economic benefits of the public education system. The State Defendants can leverage many of these assets and build on North Carolina's strong history of leadership for education to transform the public education system to ensure access to a sound basic education for all students. [WestEd Report, pp. 167-68].

Historically, the State and the State Board of Education have shown leadership in public education and made wise investments in strategies and initiatives. For example, during the 1980s and 1990s, North Carolina moved its education system forward in many ways. Advancements included establishing a new system of curriculum standards and assessments, strengthening the teaching profession, increasing funding for education, and implementing other initiatives that led to substantial increases in students' achievement. [WestEd Report, pp. 11-12].

During the 1990s, North Carolina posted the largest student achievement gains of any state in mathematics, and it realized substantial progress in reading, becoming the first southern state to score above the national average in fourth grade reading and math, although it had entered the decade near the bottom of the state rankings. [WestEd Report, pp. 12-13]. Of all states during the 1990s, it was also the most successful in narrowing the minority-White achievement gap. [*Id.* (citing National Education Goals Panel, 1999)]. As a result, North Carolina became widely recognized nationally as a leading state for educational innovation and effectiveness. [*Id.*]

In the early 2000s, North Carolina continued its efforts to improve educational outcomes after the *Leandro* rulings. [WestEd Report, pp. 14-15]. For example, the State launched a statewide expansion of its Pre-K program (More at Four) and reduced class sizes in grades K through 3. The State developed 125 Cooperative Innovative High Schools and numerous early college highs schools, which were designed to make college possible for young adults who otherwise have few opportunities to continue with higher education. During this time, the State expanded the services of the North Carolina Teacher Academy and increased North Carolina Teaching Fellows from 400 to 500 students annually. The State also revised standards for reading and math to better align with college and career readiness on multiple occasions and implemented new statewide systems of teacher and principal evaluations to align with improving student outcomes in the classroom. [WestEd Report, p. 17]. Further, during that time, the Department of Public Instruction developed its Division of District and School Transformation and provided significant support and assistance in 135 school and six districts, including support in the State Board's intervention in Halifax County Schools within the context of this case. [WestEd Report, p. 16].

During this time, North Carolina implemented statewide efforts in an attempt to support the public education system. Those efforts included deployment of the "Home Base" and PowerSchool technology platforms; creation of the North Carolina Virtual Public School ("NCVPS"); implementation of the Read to Achieve program; implementation of the Race to the Top grant programs; and the Whole Child framework; and supporting the North Carolina Teacher Working Conditions Survey.

More recently, the State Board approved a new Strategic Plan setting forth the agency's mission "to use its constitutional authority to guard and maintain the right to a sound, basic education for every child in North Carolina Public Schools." The Strategic Plan describes three overarching goals that the State Board has determined will be its focus for the period August 8, 2019 through September 30, 2025. Those goals are: (1) eliminating opportunity gaps by 2025; (2) improving school and district performance by 2025; and (3) increasing educator preparedness to meet the needs of every student. For each of those goals, the State Board has developed strategies and initiatives to achieve success.

Although education improvement efforts have continued, resources committed to education decreased during the Great Recession and some valuable programs were discontinued. As a result, the challenges of providing every student with a sound basic education increased. Cutbacks that began during the recession after 2008, along with much deeper legislative cuts over the last few years, have eliminated or greatly reduced many of the programs that were put in place and have begun to undermine the quality and equity gains that were previously made. Declines in achievement have occurred since 2013 in mathematics and reading on the National Assessment of Educational Progress (NAEP), and achievement gaps have widened. [WestEd Report, pp. 12-14, 22-29].

As the WestEd Report discusses, other promising initiatives, along with many other statewide, regional, district, community, and school efforts, were put in place. Many of these efforts, however, were neither sustained nor scaled up to make a sustained impact. Accordingly, these efforts were insufficient to adequately address the *Leandro* requirements. [WestEd Report,

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p. 17]. The Defendants have not yet met their constitutional duty to provide all North Carolina students with the opportunity to obtain a sound basic education.

B.   Despite Numerous Initiatives, Many Children Are Not Receiving A *Leandro*-Conforming Education; Systemic Changes And Investments Are Required To Deliver the Constitutional Right To All Children.

As the WestEd Report and the record in this case demonstrate, the State Defendants have implemented numerous ambitious programs and initiatives over the last 20 years, but the *Leandro* mandate remains unmet. Many of these programs, however, have not endured or have not been expanded statewide as needs dictated. The Court finds and concludes that North Carolina faces greater challenges than ever in meeting its constitutional obligations, many children across North Carolina are still not receiving the constitutionally-required opportunity for a sound basic education, and systemic changes and investments are required for the State Defendants to deliver each of the *Leandro* tenets.

1.   The State Defendants Face Greater Challenges Than Ever.

WestEd found, and the Parties do not dispute, that many children across North Carolina, especially at-risk and economically-disadvantaged students, are not now receiving a *Leandro*-conforming education.

The State faces greater challenges than ever in meeting its constitutional obligation to provide every student with the opportunity to obtain a sound basic education. [WestEd Report, p. 17].

In the last two decades, North Carolina's public school student population has grown by about 25% overall, and the number of children with higher needs, who require additional supports to meet high standards, has increased by 88% in the last 15 years. [WestEd Report, p. 20].

North Carolina has 807 high-poverty district schools and 36 high-poverty charter schools; this represents one third of all the State's districts and slightly more than 20% of the State's charter schools.[5] [WestEd Report, p. 246]. More than 400,000 students—over a quarter of the students in North Carolina—attend a high-poverty school. [*Id.* at 245]. This is significant because, among other things:

- HPSs serve a disproportionate number of students with other academic risk factors, including students who have parents with low education levels, who have limited proficiency in English, who are members of a racial or ethnic minority group, and who have families headed by a single parent. [WestEd Report, pp. 96-97, 246].

- There is a strong negative relationship between at-risk students attending HPSs and the attainment of a sound basic education. [WestEd Report, p. 97, 247-48]. This is in large

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[5] High-poverty schools ("HPS") are schools in which 75% or more of the students are eligible for federally subsidized free or reduced-cost school meals because of their families' low income.

part due to less access to qualified teachers, qualified principals, and sufficient educational resources. [WestEd Report, pp. 98-100; 248-52].

- Students of color comprise 77% of students attending district HPSs and 93% of those attending charter HPSs – far greater percentages than their 52% representation statewide. White students – 49% of the student population statewide – comprise only 23% of students in district HPSs and 7% in charter HPSs. The communities in which HPSs and low-poverty schools ("LPSs") are located display racial patterns with nearly all LPSs in majority-White communities and with HPSs in majority-minority communities at twice the rate one would expect given residential patterns. [WestEd Report, p. 246].

- Students' opportunity for a sound basic education is limited in high-poverty schools by a lack of supports and services to help mitigate barriers to learning associated with adverse out-of-school conditions in communities of concentrated poverty. [WestEd Report, pp. 252-54].

The number of economically-disadvantaged students (those eligible for free or reduced-price lunch programs) in public schools has grown from 470,316 in 2000–01 to 885,934 in 2015–16, an 88% increase over 15 years. [WestEd Report, p. 20]. In fact, more than 475,000 children in North Carolina, or 21% of all the state's children, are in families below the federal poverty level (*i.e.*, $24,600 for a family of four). About one third of those families are at the deep poverty level, with family incomes of less than half of the poverty level. Child poverty is most concentrated in the counties in the northeast, north central, and Sandhills regions of the state. [WestEd Report, p. 96]. However, even in higher wealth counties, low-wealth students are concentrated in high poverty schools, and recommendations to address the challenges these students face must focus on high poverty schools, not only high poverty school districts. [WestEd Report pp. 103-106]. In 2016-17, approximately 60% of North Carolina's public school students were eligible for free or reduced-price lunch. [WestEd Report, p. 96].

The proportion of economically-disadvantaged students is especially high in many of the economically-distressed rural districts. [WestEd Report, p. 20]. Over half of the high poverty schools in the state are in rural communities; the next highest concentration, nearly a third, are in urban communities. [WestEd Report p. 96]

Large achievement gaps between subgroups of students continue unabated, with, on average, the achievement of black, Hispanic, and Native American students lagging far behind that of white and Asian students and the achievement of economically-disadvantaged students lagging far behind that of their more advantaged peers. [WestEd Report, pp. 21-31].

The proficiency gap between black and white students was 29.9% in 2013, the first year the current standards were implemented, and was at 30.2% in 2018. The proficiency gap between Hispanic and white students has also increased (rather than decreased) during this period, from 22.8% in 2013 to 24.6% in 2018. [WestEd Report, p. 23].

Presently, only 32% of EDS students meet college-and-career-readiness benchmarks on North Carolina's end-of-course tests, compared to 61% of non-EDS students. Similarly, only 39%

of EDS students meet the UNC system's minimal standard on the ACT college-readiness exam, compared to 69% of non-EDS students. [WestEd Report, pp. 27-28].

In addition, the number of students who are English learners more than doubled over 15 years, increasing from 44,165 (3% of all students) in 2000 to 102,090 (7% of all students) in 2015 [WestEd Report, p. 20 (National Center for Education Statistics, 2017)]. The increased diversity of the student population and the increased number of English learners drive the need to invest further in developing an educator workforce that is racially and ethnically diverse and employs culturally responsive teaching approaches in order to successfully educate all of the state's students. [WestEd Report, pp. 20, 64, 141, 203].

State funding for education has not kept pace with the growth and needs of the preK-12 student body. The State does not currently provide adequate resources to ensure that all students have the opportunity to obtain a sound basic education, as well as to meet higher standards and become college-and-career ready. [WestEd Report, p. 21]. There is inadequate funding to meet student needs, especially among economically-disadvantaged students and students in high-poverty schools. [WestEd Report, p. 41].

As of fiscal year (FY) 2016, the most recent year for which national rankings are available, North Carolina's per-pupil spending was the sixth lowest in the nation [WestEd Report, p. 21 (U.S. Census Bureau, 2018)]. When adjusted to 2018 dollars, per-pupil spending in North Carolina has *declined* by about 6% since 2009–10. [WestEd Report, p. 21].

The result confirmed by WestEd for each *Leandro* tenet (discussed below)– across multiple data sets and after extensive research and analysis – is that the State of North Carolina and the State Board of Education are not providing and administering a *Leandro*-compliant PreK-12 public education system.[6]

In sum, the State and the State Board of Education have yet to achieve the promise of our Constitution and provide all with the opportunity for a sound basic education. For the State and State Board of Education to make necessary progress in the provision of the *Leandro* right, the Parties agree that three significant areas require immediate attention:

(1) the initiatives and infrastructure for PreK-12 education supplied by the Defendants must be bolstered in order to address the expanding educational needs of a growing, increasingly diverse North Carolina student body;

(2) important additional state-level investments in education are needed to assure students' constitutional rights; and

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[6] Herein, the Court has not articulated every finding or conclusion that could be made based upon the data and reporting provided by WestEd. As a general matter, the Court takes full notice of the WestEd Report, including its satellite studies and accepts the data presented as true and correct. The Parties have consented to the entry of this Order and stipulate to the findings and conclusions expressly set forth herein. With regard to matters addressed in the WestEd Report not expressly set forth herein, the Parties have reserved the right to challenge those as needed, in future proceedings and/or in connection with the submission of subsequent filings that will follow in this matter.

(3) the implementation of a comprehensive, definite plan – supported by coordinated governance systems – that addresses the critical needs that must be met in order to serve every North Carolina student and, in particular, economically-disadvantaged and minority students.

2.   **Systemic, Synchronous Action And Investments Are Necessary to Successfully Deliver the *Leandro* Tenets**

Systemic, sustained approaches deployed by the State and the State Board of Education to increase the capacity of North Carolina's Pre-K–12 public education system are necessary to ensure every child receives the opportunity for a sound basic education. Across numerous areas, the present (sometimes piecemeal) approaches utilized by the State are insufficient to address the critical needs of all students and growing challenges across North Carolina. The WestEd Report and the record evidence in this case illuminate North Carolina's systemic deficiencies and identify critical needs across a number of interrelated areas. These are addressed below in turn.

Teacher Quality and Supply

North Carolina can never succeed in providing the opportunity for a sound basic education to all children without vastly improved systems and approaches for recruiting, preparing, supporting, developing, and retaining teachers. A framework for placing and retaining highly-effective teachers where they are most needed to foster the academic growth of at-risk students must be created and sustained. The current teacher shortages and high turnover — particularly in high-poverty schools and districts — are a function of uneven preparation and mentoring, inadequate compensation, and poor working conditions. [WestEd Report, p. 62].

North Carolina has invested in building a strong core of teacher-leaders, piloted models to leverage teacher leadership, and launched innovative programs for preparing teachers and principals. [WestEd Report p. 168]. However, North Carolina has gone from having a highly-qualified teacher force as recently as a decade ago to having one that is uneven in terms of the number of candidates, the quality of teacher preparation (particularly in high-poverty schools and districts), the extent to which teachers have met standards before they enter teaching, and teachers' growth and development once they enter the classroom. [WestEd Report, p. 53].

Social and economic changes are impacting the education workforce, leading both to fewer young people choosing teaching as a profession and to fewer of those who do enter teaching remaining in the profession past the first few years. For example, enrollment in traditional teacher education programs declined by more than 50% between 2008–09 and 2015–16. Likewise, the number of teacher credentials issued between 2011 and 2016 declined by 30%. [WestEd Report, pp. 17-18].

The North Carolina teacher supply is shrinking, and teacher shortages are widespread. [WestEd Report, p. 53].

The total number of teachers employed in North Carolina has decreased by 5% from 2009 to 2018, even as student enrollments have increased. [WestEd Report, pp. 18, 53]. The annual teacher attrition rate in North Carolina is 8.1%, which is higher than the national average. [WestEd Report, p. 47].

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Salaries and working conditions influence both retention and school effectiveness of teachers. Even after years of increases in teacher salaries, North Carolina lags behind numerous other states in average pay and is not paying salaries at a competitive level. [WestEd Report, pp. 56-57].

Multivariate statistical analyses of the predictors of teacher retention show that the size of the teacher salary supplement (*i.e.*, additional funds provided by some local education agencies to account for variances such as geographic location, market conditions, and school demographics) is a significant predictor of retention. Low-wealth districts have limited, if any, means to offer significant salary supplements to retain effective teachers. [WestEd Report, p. 58].

The proportion of teachers in North Carolina who are not fully licensed has doubled since 2011, from 4% to 8%, and in high-poverty schools, as many as 20% of teachers are unlicensed. [WestEd Report, pp. 54, 98]. WestEd found that attrition, vacancies, and the hiring of unqualified teachers are significantly higher in high-poverty communities. [WestEd Report, p. 54].

Enrollment in traditional teacher education programs declined by more than 50% between 2008-09 and 2015-16. [WestEd Report, pp. 17-18].

The source of teacher supply has dramatically shifted in recent years, with 25% of candidates now entering through alternative routes (*i.e.*, lateral entry) without pre-service preparation. Presently, only about 35% of the state's teachers are entering through North Carolina colleges and universities—a share that was as high as 60% in 2001 and 50% in 2010. Changes in the sources of teacher supply are important because researchers have found that teachers prepared at North Carolina schools of education are generally significantly more effective than those prepared out of state and they stay in North Carolina schools at much higher rates than their peers who enter teaching through other pathways. [WestEd Report, p. 54].

Professional development programs enhance the professional skills of educators, including the New Teacher Support Program for teachers during their first three years in the profession; the many programs for experienced teachers provided by the North Carolina Center for the Advancement of Teaching, the Distinguished Leadership Practice, and the Future-Ready Leadership programs for current and future principals provided by North Carolina Principals and Assistant Principals' Association ("NCPAPA"); and other statewide, regional, and district programs. However, existing professional development programs operate on a small scale.[7] The New Teacher Support Program, for example, supports fewer than 10% of beginning teachers, a much smaller proportion than the statewide mentoring program that reached all beginning teachers in the 1990s. [WestEd Report, pp. 15, 66]. Likewise, the effective Teaching Fellows program, which recruits and prepares talented individuals to teach in content areas and in geographic parts

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[7] NCPAPA, not the NCDPI, has developed and delivers many of these professional learning opportunities. Since Race to the Top (RttT), North Carolina has not taken a leadership role in providing professional development to school administrators as the NCPAPA has. Researchers suggest that North Carolina would be wise to study its current priorities and better allocate resources, information, and models to give principals more access to high-quality professional development. [WestEd sub-report, *Attracting, preparing, supporting and retaining educational leaders in North Carolina* (Koehler, P., & Peterson, M. (2019)), pp. 15-16].

of the state in which there are shortages of qualified teachers, is operational again, but not as large as it once was. [WestEd Report, p. 56].

Access to effective, diverse, and experienced teachers is critical for students' academic success and well-being, especially for economically-disadvantaged students and students of color. [WestEd Report, pp. 59-60]

Recruiting and retaining qualified teachers in high-poverty schools is a significant challenge, with some of the rural districts losing more than 20% of their teachers in a single year.

Exhibit 5. Teacher turnover in K–12 traditional public schools, by district (2016–17)

5%   16%

10%   25%+
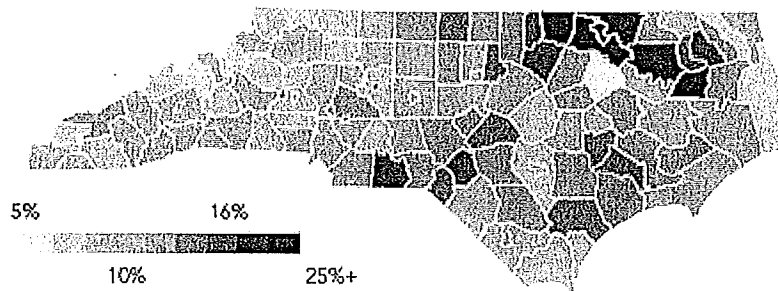
13.5% State Average Teacher Turnover in 2016–17

Source: North Carolina Department of Public Instruction (2018c)

[WestEd Report, pp. 17-18, Exh. 5].

Teachers of color are an important resource, as recent research — much of it conducted in North Carolina — has found a positive impact of having a same-race teacher on the long-term education achievement and attainment of students of color, particularly for African American students [WestEd Report, p. 59 (e.g., Dee, 2004; Gershenson, Hart, Lindsay, & Papageorge, 2017)]. North Carolina's current teacher workforce, however, has only about 20% teachers of color, although more than half of the state's students are students of color. [WestEd Report, p. 59]. Between 2011 and 2016, teacher education enrollments in minority-serving institutions, including historically black colleges and universities, declined by more than 60%. [WestEd Report, pp. 51-52].

There is an inequitable distribution of qualified teachers in North Carolina public schools. High-poverty schools have far more beginning teachers and far more lateral-entry teachers. [WestEd Report, pp. 18-19 (Exhibits 6-7)]. Teachers who are insufficiently prepared are more likely to leave teaching, and more of these teachers are hired into high-poverty schools, which most need a stable, experienced workforce. [WestEd Report, pp. 17-18]. This inequitable distribution negatively impacts students in high-poverty schools. [WestEd Report, p. 18]. High-poverty schools have nearly double the one-year teacher turnover rates of low-poverty schools [WestEd Report, p. 99]. The proportion of teachers in North Carolina who are not fully licensed has doubled since 2011, from 4% to 8%, and in high-poverty schools, as many as 20% of teachers are unlicensed. [WestEd Report, p. 47].

Access to, and the quality of, professional learning opportunities vary across schools and districts, and state-level efforts to support teacher growth and development are inadequate and inequitable. The once-extensive infrastructure and funding for professional learning in North Carolina has been greatly reduced. There has been a significant decrease in funding and support for professional learning for teachers over the last decade. This has resulted in a reduced capacity to provide adequate professional development for teachers in recent years, especially in low-wealth districts. Low-wealth districts especially have few resources to find substitute teachers so that teachers can attend any professional development sessions that are provided, and they have limited money to pay for teachers' time outside of school hours or for travel to conferences. [WestEd Report, p. 60].

The North Carolina educator workforce is highly committed and working diligently every day to meet the needs of at-risk children, even contributing their own resources whenever they can to fill needs. [WestEd Report, p. 168] Unfortunately, their effort and commitment is not enough to address the issue. In order to improve the quality of the teaching workforce, North Carolina must implement wide-scale infrastructure for professional learning at the State, district, and school levels. [WestEd Report, pp. 68-69].

Principal Quality and Supply

School leadership is the second most important factor influencing student learning, after teacher effectiveness. [WestEd Report, p. 70 (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004)]. Since effective principals are critical for recruiting and retaining excellent teachers and ensuring they have supportive working conditions and opportunities for professional growth, the importance of the principal to students' success goes well beyond what is found in the statistical analyses. [WestEd Report, p. 70].

In 2018–19, North Carolina had 2,389 state-funded principal positions, 1,987 assistant principal positions, and 226 charter school principals, for a total of 4,602 school administrators [WestEd Report, p. 70 (North Carolina Department of Public Instruction, 2019a)].

While North Carolina has developed effective programs to recruit and retain effective principals, these programs are far too limited in scale. Consequently, many districts, especially low-wealth districts, lack meaningful resources to recruit and retain qualified and well-trained principals. [WestEd Report, pp. 72, 78].

There has been a significant reduction in the numbers of candidates entering principal preparation programs over the past decade; many schools are led by inexperienced principals with fewer than three years of experience; and the current principal compensation structure may be a disincentive to becoming a principal, particularly for becoming a principal in a low-performing school. In addition, changes to the context within which schools operate (e.g., advances in technology, changes in the conditions and characteristics of children, and higher levels of accountability for student achievement) have increased demands on what principals need to know and be able to do. [WestEd Report, p. 72].

While North Carolina has adopted appropriate standards for principals (North Carolina Standards for School Executives) and evaluation procedures that reflect those standards, models

of high-quality pre-service training in the Northeast Leadership Academy ("NELA") and Transforming Principal Preparation ("TPP") programs, these programs need to be scaled to reach aspiring principals in *all* regions and schools of the State, especially those in high-poverty areas. [WestEd Report, pp. 78-80].

In North Carolina, principals of high-poverty schools, on average, do not have the longevity in their schools necessary to make sustainable changes. A survey of the state's principals conducted by WestEd showed that 64% of respondents who are principals in high-poverty schools have been the principal in their current school for three or fewer years and only 5% have been in place for 11 or more years. Data from 2016 and 2017 show that about 30% of principals in the highest-poverty schools left their school each year, as compared with about 17% in other schools, resulting in many high-need schools having a new principal each year. [WestEd Report, pp. 70-71]

For principals to become more effective and grow in their profession, they need ongoing professional learning opportunities. Even the most effective administrator preparation programs cannot prepare principals for all the necessary knowledge typically obtained over time at different schools throughout their careers. [WestEd Report, p. 79 (Matlach, 2015)]. Ensuring that principals have access to job-embedded, ongoing, and customized professional development and coaching can increase their competence and improve retention. [WestEd Report, p. 79 (Goldring & Taie, 2014)].

The need for effective leaders is especially important in persistently low-performing schools and high-poverty schools. Compared with other schools, these schools tend to have less-prepared and less-experienced teachers, much higher teacher turnover rates, students with additional needs, and fewer resources while also being faced with pressure to show increased student growth and proficiency each year. Research indicates that only with strong, talented leadership are these schools able to make the fundamental shifts in practice needed to increase positive outcomes for all students. [WestEd Report, p. 70 (Grissom, 2011)].

Resources and School Funding

North Carolina does not presently provide adequate resources and funding to ensure that all students, especially those at-risk, have the opportunity to receive a sound basic education. [WestEd Report, p. 41]. There is inadequate funding to meet student needs, especially among economically-disadvantaged students and students in high-poverty schools. [WestEd Report, pp. 35-49].

Educating today's students to meet high standards and to be successful in this century requires new investments in, among other things, infrastructure, instructional tools, technology, and the educator workforce. [WestEd Report, p. 20].

In the last two decades, North Carolina's public school student population has grown by approximately 25% overall, and the number of children with higher needs, who require additional supports to meet high standards, has increased significantly. [WestEd Report, p. 20].

The number of economically-disadvantaged students (those eligible for free or reduced-price lunch programs) in public schools has grown from 470,316 in 2000–01 to 885,934 in 2015–

16, an 88% increase over 15 years. [WestEd Report, p. 20]. The increase of economically-disadvantaged students by more than 400,000 is the result of the overall growth in the student population, combined with the significant increase in the proportion of students who are economically disadvantaged, from 39% in 2000–01 to 57% in 2015–16. [WestEd Report, p. 20 (National Center for Education Statistics, 2018)].

The proportion of economically disadvantaged students is especially high in many of the economically-distressed rural districts, followed by urban districts. The high per-pupil costs associated with serving high concentrations of economically disadvantaged students affects a substantial proportion of North Carolina schools; approximately 31% of schools in the State are serving student populations in which more than 90% of students are economically disadvantaged. [WestEd Report, p. 36].

State funding for education has not kept pace with this growth, and the State does not currently provide adequate resources to ensure that all students have the opportunity to obtain a sound basic education. As of fiscal year (FY) 2017, the most recent year for which national rankings are available, North Carolina's per-pupil spending was the sixth lowest in the nation (U.S. Census Bureau, 2019). When adjusted to 2018 dollars, per-pupil spending in North Carolina has declined about 6% since 2009–10. [WestEd Report, pp. 21, 35].

Compared with the nationwide average and with neighboring states, North Carolina's public education system receives a significantly higher proportion of its funding from state-level appropriations. [WestEd Report, p. 34 (Ex. 22)]. Consequently, the State plays the most critical role in determining the level and distribution of funding for K–12 education, and the State must implement the funding structures that attend to adequacy, equity, and alignment.

Exhibit 22 (WestEd Report): Public Education Funding by Source, FY 2016

	Federal	State	Local
North Carolina	12%	62%	26%
South Carolina	10%	48%	43%
Tennessee	12%	46%	42%
Georgia	10%	46%	45%
U.S. Average	8%	47%	45%

[WestEd Report, p. 34].

In North Carolina, the need – and opportunity – to address inequity is particularly significant because the State has an above-average proportion of high-need students. As of fiscal year (FY) 2017, the most recent year for which national data are available, 53.1% of North Carolina's enrolled K–12 students were eligible for free lunch, which is a federal definition for the most economically-disadvantaged student population. Compared with other states with reportable data, North Carolina has the ninth-highest proportion of this student population in the country. [WestEd Study, *A Study of Cost Adequacy, Distribution, and Alignment of Funding for North Carolina K-12 Public Education System*" (Willis, J., Krausen, K., Berg-Jacobson, A., Taylor, L., Caparas, R., Lewis, R., & Jaquet, K. (2019) ("WestEd Cost Study")), p. 5]. Moreover, these students are frequently, though not always, concentrated in communities with less ability to

provide local supplemental funding. [WestEd Cost Study (citing Public School Forum of North Carolina, 2018)]. Even in better resourced and urban districts these students are also concentrated in high poverty schools, and face the same challenges.

Higher levels of funding are required to meet the needs of at-risk student populations, including English learners, economically-disadvantaged students, and exceptional children. Many school districts, including many rural districts, lack the funding necessary to meet the educational needs of historically underserved student populations and economically-disadvantaged students. [WestEd Report, pp. 35-49].

Lack of spending flexibility at the district level is an obstacle to aligning funding with student needs. Restrictions on the allowable uses of allotments, including new restrictions around the Classroom Teacher allotment, hamper districts' ability to align funding to student needs. When funds are restricted to a particular use and cannot be transferred, it restricts district leaders' ability to make decisions about how to allocate resources to make the greatest impact on student outcomes given their local circumstances. [WestEd Report, pp. 40, 187].

For example, recent legislated restrictions on the transfer of funds from the Classroom Teacher allotment presented a particularly significant challenge, reducing districts' funding flexibility, creating inequities, and reducing some districts' overall funding. Prior to the 2012–13 school year, districts could transfer Classroom Teacher allotment funds to another area at the statewide average teacher salary level. Now, districts can only transfer these funds at a starting teacher salary level, rather than the average salary level. [WestEd Report, p. 40].

Over the past two decades the number of students enrolled in charter schools in North Carolina has increased, similar to the rate of growth in charter enrollment nationally. [WestEd Cost Study, p. 8 (citing National Center for Education Statistics, 2018)]. When a student exits a traditional public school district to enroll in a charter school, the per-pupil funding follows the student, which district financial officers identify as an administrative burden that obstructs districts' budget forecasting and planning processes. The proportion of North Carolina public school students attending charter schools has risen from 0.3% in FY 1998 to 6.6% in FY 2018.[8] [WestEd Cost Study, p. 8].

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[8] Data indicate that the growth of charter school enrollment impacts where and how the State's public schools serve high-need students. WestEd found that in 2016–17, 807 (33%) of the state's traditional public schools and 36 (21%) of the state's charter schools qualified as high-poverty schools, with 389,204 (26%) of traditional public school students and 15,301 (17%) of charter school students attending these schools. Using the same data, WestEd also found that only 162 (7%) of traditional public schools in North Carolina were low-poverty schools — defined as having less than 25% of their students being economically disadvantaged — with 10% (147,901) of the state's traditional public school students attending these schools. Thus, a much higher percentage of charter schools, 46% (77 schools), qualify as low poverty, with 55% (51,073) of charter school students attending these schools. [WestEd Report, p. 96]. Recent data from the Department of Public Instruction indicate that high-need students (i.e., students receiving free and reduced price lunch, English language learners, and students with disabilities) are less-concentrated in North Carolina charter schools than in traditional public schools:

Charter schools are exempt from the state's allotment system requirements and are afforded a great deal of financial and educational flexibility. For example, each charter school receives a single allotment of flexible funds, is not required to use statewide salary schedules to determine staff compensation, and is not subject to the class size maximums for grades K–3 [WestEd Cost Study, p. 8].

<u>**Assessment and Accountability System**</u>

North Carolina continues to revise its core curriculum standards and assessments several times. The State updated the mathematics standards prior to the 2005–06 school year and the English language arts standards prior to 2007–08 and then updated both again for 2013–14. Each of these updates aimed to make the standards more rigorous, to reflect what is required to prepare students for success in the increasingly technological and complex society, and to make North Carolina's standards more comparable with those of other states and countries whose students perform well on national and international assessments. As a result, the bar for meeting proficiency has been raised in ways that are necessary and appropriate, but that also increase the challenges for schools in preparing students to achieve proficiency. [WestEd Report, p. 17].

While the State has adopted more rigorous standards, there has not been adequate State investment in, and leadership for, implementing the standards and providing the professional learning, instructional materials, and other supports needed to change practice in schools and classrooms. [WestEd Report, p. 17].

Charter School Student Demographics
2017-2018 School Year

Race/Ethnicity	Charter School		Traditional Public School		All Students	
	Students	Percent	Students	Percent	Students	Percent
Total White	55,401	54.9%	686,652	47.9%	742,053	48.4%
Total Black	26,349	26.1%	361,746	25.2%	388,095	25.3%
Total Hispanic	10,040	9.9%	256,848	17.9%	266,888	17.4%
Other	9,196	9.1%	128,000	8.9%	137,196	8.9%
Male	50,443	50.0%	736,972	51.4%	787,415	51.3%
Female	50,543	50.0%	696,274	48.6%	746,817	48.7%
Total Enrollment	100,986	100.0%	1,433,246	100.0%	1,534,232	100.0%

Special Categories	Charter		LEA		Charter + LEA	
	Students	Percent	Students	Percent	Students	Percent
FRPL	28,199	33.2%	841,089	59.4%	869,288	57.3%
ELL	3,607	3.6%	112,575	7.9%	116,182	7.6%
SWD	10,154	10.3%	173,102	12.2%	183,256	12.0%

*FRPL: Free and Reduced-Price Lunch
*ELL: English Language Learners
*SWD: Students with Disabilities

Charter Schools Annual Report to the North Carolina General Assembly, at 4 (February 15, 2019), https://legislative.ncpublicschools.gov/legislative-reports/charterschoolsannualreport2019.pdf/view; *see also* WestEd Report, p. 96.

The student achievement goals in North Carolina's approved plan under the federal Every Student Succeeds Act provide further reason for concern. As shown in Exhibit 21 to WestEd's report, this plan sets goals for the year 2027 in reading and math for grade 3–8 students and for high school students on the state's EOG and EOC tests. Even if these goals are met, which would require an ambitious average annual increase of 2% to 3% in the number of students proficient in each area, more than one third of grade 3–8 students and more than one fourth of high school students would remain below proficient in reading, and more than one fourth of students from grade 3 through high school would remain below proficient in mathematics. That is, even if the ESSA plan's goals for 2027 are all met, North Carolina would continue to leave far too many students behind and would still be far from achieving success for every student. [WestEd Report, pp. 30-31].

The State's accountability system presently does not address all measures necessary to measure Defendants' progress toward providing all students with access to a sound basic education, even though North Carolina currently collects data that could be used for that purpose. [WestEd Report, pp. 119-23]. The State has developed high-quality data systems to track the progress of students; measure the effectiveness of teachers, schools, and districts; assess staffing and working conditions within schools; analyze the impact of programs and legislation; and identify needs that must be addressed. The data systems must be better updated and utilized to track indicators pertaining to the extent to which the state is meeting its requirement to provide every student with the opportunity to obtain a sound basic education. [WestEd Report, p. 16].

As presently configured, North Carolina's data system does not produce consolidated reports that would inform the evaluation and continuous improvement of educational programs. Revisions to the accountability systems are necessary to provide more robust information to educators, parents, policymakers, and others about the educational effectiveness of each school and about the learning and progress of individual children and of subgroups of children. [WestEd Report, p. 32]. Similarly, data presently available is not fully utilized to inform instructions in districts and in classrooms. NCDPI should provide stronger guidance and resources to LEAs on the use of data from the NC Check-Ins, end-of-year assessments, and the Education Value-Added Assessment System (EVAAS) to inform student and school improvement and close educational opportunity and achievement gaps. [WestEd Report, p. 111].

Low-Performing and High-Poverty Schools

High-poverty schools are those in which at least 75% of the students are economically disadvantaged. North Carolina has 807 high-poverty traditional public schools (33% of public schools) and 36 high-poverty charter schools (21% of charter schools), located in urban, rural, and suburban communities and in every region in the state. These schools serve higher proportions than other schools of students with additional risk factors, including students of color, students who have disabilities, and English learners. [WestEd Report, p. 128].

In 2016–17, 807 (33%) of the state's traditional public schools and 36 (21%) of the state's charter schools qualified as high-poverty schools, with 389,204 (26%) of traditional public school students and 15,301 (17%) of charter school students attending these schools. [WestEd Report, p. 96].

In contrast, only 162 (7%) of traditional public schools in North Carolina were low-poverty schools — defined as having less than 25% of their students being economically disadvantaged — with 10% (147,901) of the state's traditional public school students attending these schools. A much higher percentage of charter schools, 46% (77 schools), qualify as low poverty, with 55% (51,073) of charter school students attending these schools. [WestEd Report, p. 96].

The highest poverty rates are among African American, Hispanic, and American Indian families, and larger percentages of students of color attend high-poverty schools. Across all traditional public schools, enrollment is 52% students of color; in high-poverty schools, enrollment is 77% students of color. In charter schools overall, enrollment is 44% students of color; in high-poverty charter schools, enrollment is 93% students of color. A total of 567 (70%) of the state's high-poverty traditional public schools enroll 75% or more students of color; 694 (86%) enroll at least 50% students of color. [WestEd Report, p. 97].

Data shows that students attending HPSs in North Carolina are far less likely to receive a sound basic education. These schools serve disproportionate numbers of students with other academic risk factors, including students who have parents with low education levels, who have limited proficiency in English, who are members of a racial or ethnic minority group, and who have families headed by a single parent. [WestEd Report, p. 97].

Students in high-poverty schools have significantly less access to career and technical education courses, participation in online virtual learning, and participation in sports, music, theater, academic competitions, community service, business internships, and other activities. [WestEd Report, pp. 100-01].

North Carolina's high-poverty schools have fewer fully licensed teachers, fewer teachers with advanced degrees, and fewer teachers with National Board of Professional Teaching Standards certification. High-poverty schools have more lateral-entry teachers and more early-career teachers (teachers without certification and with fewer than three years of experience, respectively), who have been shown, on average, to be less effective in improving student achievement than teachers with more preparation and experience. These schools also have much higher rates of teacher and principal turnover than other schools, and the constant influx of new teachers contributes to the challenges of improving these schools. In addition, the principals in high-poverty schools tend to be less-experienced school leaders, and the principal turnover rate is higher than that of other schools. [WestEd Report, p. 130].

Policies related to charter schools and opportunity scholarships contribute to the effects of cumulative disadvantage in high-poverty schools because these policies attract more-advantaged students and fewer students with disabilities to charter schools than those left behind. [WestEd Report, p. 254 (North Carolina Department of Public Instruction, 2018)]. Students enrolling in charters take with them the average cost per student in the district where the charter is located, but the loss of a student to a charter does not diminish districts' and schools' fixed costs, such as costs related to buildings and transportation. In effect, charter schools can reduce the amount of funds available to HPSs through a loss of per-pupil allocations and district expenses for their operations.

Early Childhood Learning and PreK

Judge Manning noted in his October 25, 2000 Order that ". . . the most common sense and practical approach to the problem of providing at-risk children with an equal opportunity to obtain a sound basic education is for them to begin their opportunity to receive that education earlier than age (5) five so that those children can reach the end of third grade able to read, do math, or achieve academic performance at or above grade level ..." *Hoke Cty. Bd. Educ. v. State*, No. 95 CVS 1158 (Oct. 25, 2000). Too many children in North Carolina are not reaching the end of third grade able to read or do math at grade level and there are vast differences in outcomes between racial and socioeconomic groups. A robust early learning continuum from birth through third grade supports the academic, social-emotional, and physical development essential to the State's obligation to provide a sound basic education.

Recent efforts by the State Defendants are encouraging. In 2017, the North Carolina General Assembly affirmed the importance of this early learning continuum by establishing a B-3 Interagency Council that "... shall have as its charge establishing a vision and accountability for a birth through grade three system of early education ...." [Session Law 2017-57, N.C. Gen. Statute § 116C-64.25]. In August 2018, Governor Cooper, through Executive Order 49, directed the Department of Health and Human Services and the Early Childhood Advisory Council to develop an Early Childhood Action Plan. The plan, released in February 2019, provides goals, measures, and strategies to improve outcomes for children from birth through third grade.[9] In March 2019, the State Board endorsed the Early Childhood Action Plan.

The Early Childhood Action Plan includes many components, including goals that by 2025, all North Carolina young children from birth to age eight will be:

1. Healthy: Children are healthy at birth and thrive in environments that support their optimal health and well-being.

2. Safe and Nurtured: Children grow confident, resilient, and independent in safe, stable, and nurturing families, schools, and communities.

3. Learning and Ready to Succeed: Children experience the conditions they need to build strong brain architecture and skills that support their success in school and life.

NC Early Childhood Action Plan, p.10.

Moreover, a high-quality early foundation for learning is critical for later success in school and beyond and can significantly improve life outcomes for children from low-income families. [WestEd Report, p. 87]. Early childhood programs, including Head Start, Smart Start, NC Pre-K, childcare programs and subsidies for low-income families, and services for preschool children who have disabilities, support families in preparing young at-risk children to be ready to begin formal schooling successfully when they enter kindergarten. [WestEd Report, p. 15].

All the record evidence supports the conclusion that high-quality preschool can improve child health in three ways:

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[9] North Carolina Early Childhood Action Plan, available at https://files.nc.gov/ncdhhs/ECAP-Report-FINAL-WEB-f.pdf.

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1.   High-quality preschool can directly improve children's physical and mental health through the establishment of such positive habits as eating heart-healthy foods, having balanced diets, and exercising through active play.

2.   High-quality preschool has positive effects on parents, including on their mental health, their parenting skills, and their health knowledge.

3.   High-quality preschool can significantly improve children's socio-emotional skills and cognitive skills in the short term, particularly for low-income and dual-language children, which can lead to improved health as adults.

[WestEd Report, pp. 236-37 (summarizing studies and data)].

Not only does high-quality preschool improve child health, it results in long-term financial benefits. [WestEd Report, p. 237]. The research studies that follow children through adolescence demonstrate that preschool participation can positively impact grade retention and special education placement, which not only benefit children, but also can produce cost savings for schools. [*Id.* at 237]. In addition, skill development at an early age is critical. [*Id.*, citing Heckman, Pinto, & Savelyev, 2013]. Children who enter school without the skills learned in early education settings get tracked into lower-quality classes and skills and may receive fewer learning resources, contributing to their falling further behind. [*Id.*, citing Belfield, 2019].

Further, preschool participation generates cost savings for society as a whole due to increased graduation rates and educational attainment. [WestEd Report, p. 237 (Meloy, Gardner, & Darling-Hammond, 2019)]. Economic studies conducted over the past 12 years find that the economic benefits of investing in early childhood education are at least double the economic costs. [*Id.*, citing Barnett & Masse, 2007; Karoly, 2016]. Results from these studies have shown specifically that providing early childhood education for disadvantaged students has even higher economic returns than doing so for the general population. [WestEd Report, p. 237].

High-quality pre-kindergarten programs have a sustainable positive impact on learning and can close the learning gaps among young children from economically advantaged and disadvantaged backgrounds.

The NC Early Action Plan echoes elements of Judge Manning's October 2000 Order and seeks to address many of the challenges WestEd identified in its research regarding early learning and PreK. By adopting the Early Childhood Action Plan, the State and the State Board of Education have acknowledged and admitted the centrality of services for children from birth through age eight for the provision of the *Leandro* mandate and the opportunity for a sound basic education as children progress through the state's public education system.

Indeed, the State Defendants have explicitly recognized that:

The first years of a child's life are a critical period. During this time, children undergo tremendous brain growth that impacts multiple areas of cognitive, physical, social, emotional, and behavioral development. This brain growth and development is significantly impacted by the interplay between children's relationships with the people and environments around them. Early positive relationships with caring adults allow children to feel safe to explore and interact

with their surrounding world and can have a lasting impact – positive or negative – on later outcomes in school and life. Early experiences in a child's life can impact brain structure and development down to the cellular level. As a child's brain architecture is being built in those early years, positive experience support healthy growth and development, while Adverse Childhood Experiences (ACES), such as experiences of abuse and neglect, can have a detrimental long-term impact.

NC Early Action Plan, p. 4 (citations omitted). Further, the State Defendants recognize the value of early childhood interventions to improve outcomes. See id. (noting that investments in early childhood programs and interventions "produce long-lasting impacts," result in a $2 to $4 return for every $1 invested, and improve academic scores).

However, access to early childhood education remains out of reach for many low-income families in North Carolina. There is a shortage of available Pre-K slots across North Carolina, and only about half of eligible children are served. [WestEd Report, p. 89].

Two statewide early childhood education programs, NC Pre-K and Smart Start, provide high-quality programs that have been shown to have a strong positive impact on participating children's readiness for and future success in school. [WestEd Report, p. 87].

NC Pre-K is the state's pre-kindergarten program that serves 4-year-olds, primarily from low-income families. This state-supported part-day program currently enrolls just over 29,500 children during the traditional school year in a mixed-delivery system of public schools, private centers, and Head Start centers. The NC Pre-K program has consistently had high standards, a strong record of quality, and extensive evidence of effectiveness. It has been found to have produced both short- and long-term benefits through grade 8. [WestEd Report, p. 88].

There is a shortage, however, of available Pre-K slots across North Carolina, and only about half of eligible children are served. Approximately 25 out of North Carolina's 100 counties are reaching the target participation rate of 75% or more of eligible children in their county. The limited participation is most severe for children from low-income families and for students of color. This pattern in lack of participation holds in both urban and rural areas; however, rural counties have the most inconsistency regarding percentage of eligible children served by NC Pre-K compared with urban or suburban counties. [WestEd Report, p. 89].

Access to the high-quality early childhood education programs in the state varies dramatically, with lower-wealth counties lacking an adequate supply of high-quality early childhood programs. Based on estimates of the total number of children eligible for NC Pre-K, the unmet need is almost 33,000 children per year across North Carolina. [WestEd Report, p. 89].

There are funding barriers to the expansion of high-quality early childhood education that need to be addressed. [WestEd Report, p. 89-90]. The overriding, systemic barrier to expanding NC Pre-K is that revenues and other resources available to NC Pre-K providers are too often inadequate to cover the costs of expansion. [WestEd Report, pp. 89-90].

Lower-resourced counties need greater support to expand early childhood services, beyond just funding. Despite state attempts to expand financial support for NC Pre-K in the 2017–2019 budget, 44 out of 100 counties declined the NC Pre-K expansion funding. Specifically, 17 counties declined expansion funds in both 2017 and 2018 that are also not meeting the target of 75% of

eligible children enrolled in the county. [WestEd Report, pp. 89-90]. A number of barriers slowed or prevented expansion of early childhood services in lower wealth counties, including: (i) obtaining the necessary number of qualified teachers to fill teaching slots, (ii) having access to eligible/high-quality private programs to meet the need, (iii) having the ability to meet local funding match requirements, and (iv) providing transportation to enable families and program staff to get to centers. [WestEd Report, p. 89-90]

The State only covers about 60% of the cost for an NC Pre-K slot, leaving individual counties to cover the remaining 40%. The State's current NC Pre-K contribution is $5,200 per child. The North Carolina Pre-Kindergarten Cost Study conducted by North Carolina State University found that the average cost per child for those already in the program is approximately $9,100. [WestEd Report, p. 89].

Smart Start is a network of 75 nonprofit agencies that offer a "one-stop shop" of coordination for early education services for families with children from birth to age 5 – including parenting classes, child care program consulting, and case management or referral services for families – as well as ensuring early childhood programs are high-quality, child-focused, and family friendly. Research studies have found that children who participated in Smart Start–supported programs entered elementary school with better math and language skills, as well as fewer with behavioral problems compared with their peers. Both Smart Start and NC Pre-K programs have been found to significantly reduce the likelihood of special education placement in third grade. [WestEd Report, p. 88].

As of 2017–18, the Smart Start program supports 1,974 centers serving approximately 79,292 children and their families. The program was designed to meet 25% of the defined need for children aged 0-5. In 2018–19, Smart Start local partnerships spent $147 million to meet approximately just 5% of the defined need in early childhood learning. Smart Start is a significant funding source for NC Pre-K. Income-eligible families receive a child care subsidy, an average payment of about $6,200 a year. [WestEd Report, p. 88].

In 2011, the state legislature imposed a 20% budget cut on Smart Start, bringing the annual funding levels to less than $150 million, which is the lowest amount of funding for the program since the 1998 fiscal year. [WestEd Report, p. 89].

In addition, the volume and quality of the early childhood educator pipeline in North Carolina is insufficient. As of 2015, 64% of lead child care teachers in North Carolina did not have an associate's or bachelor's degree in early childhood education. In fact, 38% of lead child care teachers did not have an associate's or bachelor's degree at all. [WestEd Report, p. 90].

Most early childhood education services in North Carolina have limited education requirements for teachers; however, NC Pre-K has been shown to have the most stringent policies related to teacher qualification. [WestEd Report, p. 90]. Turnover in the early childhood workforce is quite high. [WestEd Report, p. 91].

Elementary school environments are often not equipped to support the developmental transition of young children into K–12 environments, including through appropriate and proportional staffing of school support staff such as nurses, social workers, and counselors. Better alignment is needed between the early childhood programs and the schools that children from these programs will attend. [WestEd Report, p. 91].

Alignment and Preparation for Post-Secondary Opportunities

Systemic efforts at all levels of the education system are necessary to create the conditions for all of North Carolina's students to achieve a sound basic education, which includes preparation for some level of post-secondary success. Likewise, the State's goal and obligation to provide all students with a sound basic education that prepares them for future success necessitates a systemic approach to education improvement.

The recent call to action issued by the MYFUTURENC COMMISSION (2019) further highlights the ways that the State's talent supply is not keeping pace with current changes in the job market. For example, the State has experienced significant declines in blue collar work and an increased need for employees to fill skilled-service jobs. However, the State is not producing sufficient talent with the technical skills and education to fill these skilled roles. Further, educational opportunities are not equitably distributed across the State, as far fewer students from more economically-disadvantaged backgrounds are earning postsecondary credentials than are their more economically-advantaged peers. [WestEd Report, p. 12 (myFutureNC Commission, 2019)]. The commission's ambitious goal, to enable two million 25- through 44-year-olds to obtain a high-quality postsecondary credential or degree by 2030, will not be possible without systemic efforts at all levels of the public education system. Likewise, the State's goal and obligation to provide all students with a sound basic education that prepares them for future success also necessitates a systemic approach to education improvement. [WestEd Report, p. 12].

The State established 125 Early College High Schools and other Cooperative Innovative High Schools that provide small schools on college campuses that enable students to complete high school and earn college credits, with no tuition or other costs. [WestEd Report, p. 16].

The Career and College Promise legislation enables high school students throughout North Carolina to attend college courses and obtain both high school and college credits, with the state providing funding for college tuition. [WestEd Report, p. 16].

This program is widely used: In 2016–17, 61% of high school students earned college credit prior to their high school graduation, with 86% earning a grade of C or higher. [WestEd Report, p. 101 (Coltrane & Eads, 2018)]. However, barriers exist that prevent some students participating in and benefiting from the program. Many economically-disadvantaged students cannot afford the cost of college textbooks, lab fees, and other college fees, and they also struggle to find transportation to and from the college. In addition, high school schedules are often not aligned with schedules at the local community college. Misaligned schedules present barriers for students who must work after school and for those who depend on school busing for transportation and on food lunch programs for meals. [WestEd Report, p. 101].

Career and technical education (CTE) programs provide many high school students with professional skills and credentials that lead to opportunities in the workplace. [WestEd Report, p. 16]. Unfortunately, many students across North Carolina, especially those at-risk, are not prepared for postsecondary success. [WestEd Report, pp. 21-30].

It is hereby **ORDERED, ADJUDGED,** and **DECREED** as follows:

A.   The findings and conclusions set forth herein are hereby entered by this Court and incorporated into the record of this case;

B.   The time has come for the State Defendants to work expeditiously and without delay to take all necessary actions to create and fully implement the following:

1.   A system of teacher development and recruitment that ensures each classroom is staffed with a high-quality teacher who is supported with early and ongoing professional learning and provided competitive pay;

2.   A system of principal development and recruitment that ensures each school is led by a high-quality principal who is supported with early and ongoing professional learning and provided competitive pay;

3.   A finance system that provides adequate, equitable, and predictable funding to school districts and, importantly, adequate resources to address the needs of all North Carolina schools and students, especially at-risk students as defined by the *Leandro* decisions;

4.   An assessment and accountability system that reliably assesses multiple measures of student performance against the *Leandro* standard and provides accountability consistent with the *Leandro* standard;

5.   An assistance and turnaround function that provides necessary support to low-performing schools and districts;

6.   A system of early education that provides access to high-quality prekindergarten and other early childhood learning opportunities to ensure that all students at-risk of educational failure, regardless of where they live in the State, enter kindergarten on track for school success; and

7.   An alignment of high school to postsecondary and career expectations, as well as the provision of early postsecondary and workforce learning opportunities, to ensure student readiness to all students in the State.

C.   To keep the Court fully informed as to the remedial progress, the Parties are hereby ordered to submit a status report to the Court (a joint report if all Parties agree, and individual reports if the Parties do not) no later than 60 days from the date of this Order setting out the following:

1.   Specific actions that the State Defendants must implement in 2020 to begin to address the issues identified by WestEd and described herein and the seven components set forth above;

2.   A date by which the State Defendants, in consultation with each other and the Plaintiffs, will submit to the Court additional, mid-range actions that should be implemented, including specific actions that must be taken, a timeframe for implementation, and an estimate of resources in addition to current funding, if any, necessary to complete those actions.

3.   A date by which the State Defendants, in consultation with each other and the Plaintiffs, will submit to the Court a comprehensive remedial plan ("the Plan") to provide all public school children the opportunity for a sound basic education, including specific long-term actions that must be taken, a timeframe for implementation, an estimate of resources in addition to current funding, if any, necessary to complete those actions, and a proposal for monitoring implementation and assessing the outcomes of the plan.

D.   The State Defendants shall identify the State actors and institutions responsible for implementing specific actions and components of the proposed Plan.

E.   The Parties may consult with WestEd and each other in the development of the short and longer-term remedial measures, as may be needed.

F.   This Order may not be modified except by further Order of this Court.

G.   The Court retains jurisdiction over this matter and the Parties.

This the 21st day of January, 2020

_____
The Honorable W. David Lee
North Carolina Superior Court Judge

34

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 rea...
please indicate any plans to increase the grade levels offered by the school over time and be sure these fig...

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the sch...

LEA #1:	780 Robeson County Schools		What percentage of
LEA #2:			What percentage of
LEA #3:			What percentage of

Grade	Year 1			Year 2		
	LEA #1 780	LEA #2	LEA #3	LEA #1 780	LEA #2	LEA #3
Kindergarten	40			60		
Grade 1	40			40		
Grade 2	40			40		
Grade 3	40			40		
Grade 4	40			40		
Grade 5				40		
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
LEA Totals:	200	0	0	260	0	0

For the first two years the State will fund the school up to the maximum projected enrollment for each of th...
subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).

asonably expects to enroll. In addition,
ures match those on the initial cover page.

ool at any particular level.

students from the LEA selected above will qualify for EC funding? **6%**

students from the LEA selected above will qualify for EC funding?

students from the LEA selected above will qualify for EC funding?

	Year 3			Year 4			
LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	
780			780			780	
60			60			60	
60			60			60	
40			60			60	
40			40			60	
40			40			40	
40			40			40	
40			40			40	
			40			40	
						40	
320	0	0	380	0	0	440	

ose years as set forth and approved in the projected enrollment tables. However, in

Year 5	
LEA #2	LEA #3
0	0

Budget: Revenue Projections from each LEA Year 1

State Funds: *Charter schools receive an equivalent amount per student as the local education agenc*
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 stude*
> *In year 2 and Beyond:* *Base State allotments are determined by the LEA in w*

Local Funds: *Charter schools receive a per pupil share of the local current expense of the LE*

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 SOUF

LEA #1:		780 Robeson County Schools
Revenue	**Approximate Per Pupil Funding**	**Projected LEA ADM**
State Funds	$6,618.51	200
Local Funds	$1,243.66	200
State EC Funds	$3,807.39	12
Federal EC Funds	$1,514.35	12
		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.

… (school-aged 5 through 21). Funds

… their population of students.

	Approximate funding for Year 1
	$1,323,702.00
	$248,732.00
	$45,688.68
	$18,172.20
	$1,636,294.88

	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	$ 1,323,702	$ 1,720,813	$ 2,117,923	$ 2,515,034
Local Per Pupil Funds	$ 248,732	$ 323,352	$ 397,971	$ 472,591
State EC Funds	$ 45,689	$ 59,395	$ 73,102	$ 86,808
Federal EC Funds	-	$ 18,172	$ 29,076	$ 34,527
Other Funds*				
Working Capital*				
TOTAL REVENUE:	$ 1,618,123	$ 2,121,732	$ 2,618,072	$ 3,108,960

*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 opera provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of th figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix

federal funding in year

	Year 5	
$	2,912,144	
$	547,210	
$	100,515	
$	39,979	
$	3,599,849	

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ating budget, please
hese 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	$ 60,000	$ 60,000	1	$ 61,800	$ 61,800	1	$ 63,654	$ 63,654	1	$ 65,564	$ 65,564	1	$ 67,531	$ 67,531
Assistant Administrator			$ -			$ -			$ -			$ -			$ -
Finance Officer	0.5	$ 45,000	$ 22,500	0.5	$ 46,350	$ 23,175	1	$ 47,741	$ 47,741	1	$ 49,173	$ 49,173	1	$ 50,648	$ 50,648
Clerical			$ -			$ -			$ -			$ -			$ -
Food Service Staff			$ -			$ -			$ -			$ -			$ -
Custodians	1	$ 23,000	$ 23,000	1	$ 23,690	$ 23,690	1	$ 24,401	$ 24,401	1	$ 25,133	$ 25,133	1	$ 25,887	$ 25,887
Transportation Staff			$ -			$ -			$ -			$ -			$ -
Secretary/Poweer School	1	$ 28,000	$ 28,000	1	$ 28,840	$ 28,840	1	$ 29,705	$ 29,705	1	$ 30,596	$ 30,596	1	$ 31,514	$ 31,514
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Total Admin and Support:	3.5		$ 133,500	3.5		$ 137,505	4		$ 165,500	4		$ 170,465	4		$ 175,579
Instructional Personnel															
Core Content Teacher(s)	8	$ 40,000	$ 320,000	10	$ 41,200	$ 412,000	12	$ 42,436	$ 509,232	14	$ 43,709	$ 611,927	16	$ 45,020	$ 720,326
Electives/Specialty Teacher(s)	1	$ 40,000	$ 40,000	2	$ 41,200	$ 82,400	2	$ 42,436	$ 84,872	2	$ 43,709	$ 87,418	2	$ 45,020	$ 90,040
Exceptional Children Teacher(s)	0.5	$ 40,000	$ 20,000	0.5	$ 41,200	$ 20,600	1	$ 42,436	$ 42,436	1	$ 43,709	$ 43,709	1	$ 45,020	$ 45,020
Instructional Support	1	$ 40,000	$ 40,000	1	$ 41,200	$ 41,200	1	$ 42,435	$ 42,435	1	$ 43,709	$ 43,709	1	$ 45,020	$ 45,020
Teacher Assistants	6	$ 25,000	$ 150,000	7	$ 25,750	$ 180,250	8	$ 26,522	$ 212,179	11	$ 27,318	$ 300,500	12	$ 28,138	$ 337,653
Media Specialist	1	$ 40,000	$ 40,000	1	$ 41,200	$ 41,200	1	$ 42	$ 42	1	$ 43,709	$ 43,709	1	$ 45,020	$ 45,020
Physical Education Teacher(s)	1	$ 40,000	$ 40,000	1	$ 41,200	$ 41,200	1.5	$ 42,436	$ 63,654	2	$ 43,709	$ 87,418	2	$ 45,020	$ 90,040
Math/Science Teachers	2	$ 40,000	$ 80,000	3	$ 41,200	$ 123,600	4	$ 42,436	$ 169,744	5	$ 43,709	$ 218,545	6	$ 45,020	$ 270,120
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Total Instructional Personnel:	20.5		$ 730,000	25.5		$ 942,450	30.5		$ 1,124,595	37		$ 1,436,935	41		$ 1,643,238
Total Admin, Support and Instructional Personnel:	24		$ 863,500	29		$ 1,079,955	34.5		$ 1,290,095	41		$ 1,607,400.41	45		$ 1,818,818

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	0		$ -	0		$ -	0		$ -	0		$ -	0		$ -
Retirement Plan--NC State	0		$ -	0		$ -	0		$ -	0		$ -	0		$ -
Retirement Plan--Other	0		$ -	0		$ -	0		$ -	0		$ -	0		$ -
Life Insurance	0		$ -	0		$ -	0		$ -	0		$ -	0		$ -
Disability	0		$ -	0		$ -	0		$ -	0		$ -	0		$ -
Medicare	3.5	$ 553	$ 1,936	3.5	$ 570	$ 1,994	4	$ 600	$ 2,400	4	$ 618	$ 2,472	4	$ 636	$ 2,546
Social Security	3.5	$ 2,365	$ 8,277	3.5	$ 2,436	$ 8,525	4	$ 2,565	$ 10,260	4	$ 2,643	$ 10,570	4	$ 2,723	$ 10,890
Benefit Package (ro be used by employeefor benefits of choice)	3	$ 2,000	$ 6,000	3	$ 2,000	$ 6,000	4	$ 2,000	$ 8,000	4	$ 2,000	$ 8,000	4	$ 2,000	$ 8,000
Benefit package for part-time finance officer	1	$ 1,000	$ 1,000	1	$ 1,000	$ 1,000			$ -			$ -			$ -
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*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
Total Admin and Support Benefits:			$ 17,213			$ 17,519			$ 20,660			$ 21,042			$ 21,436
Instructional Personnel Benefits															
Health Insurance	0		$ -	0		$ -	0		$ -	0		$ -	0		$ -
Retirement Plan--NC State	0		$ -	0		$ -	0		$ -	0		$ -	0		$ -
Retirement Plan--Other	0		$ -	0		$ -	0		$ -	0		$ -	0		$ -
Social Security	21.5	$ 497	$ 10,690	25.5	$ 536	$ 13,670	30.5	$ 535	$ 16,310	37	$ 563	$ 20,840	41	$ 581	$ 23,830
Disability	0		$ -	0		$ -	0		$ -	0		$ -	0		$ -
Medicare	21.5	$ 2,105	$ 45,260	25.5	$ 2,291	$ 58,430	30.5	$ 2,286	$ 69,720	37	$ 2,408	$ 89,096	41	$ 2,485	$ 101,900
Life Insurance	0		$ -	0	$ 4	$ -	0		$ -	0		$ -	0		$ -
Benefit Package (to be used by employee for benefits of choice)	21	$ 2,000	$ 42,000	25	$ 2,000	$ 50,000	30	$ 2,000	$ 60,000	37	$ 2,000	$ 74,000	41	$ 2,000	$ 82,000
Benefit Package/ part-time employee)	1	$ 1,000	$ 1,000	1	$ 1,000	$ 1,000	1	$ 1,000	$ 1,000			$ -			$ -
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*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
Total Instructional Personnel Benefits:			$ 98,950			123,100			147,030			183,936			207,730
Total Personnel Benefits:			$ 116,163			$ 140,619			$ 167,690			$ 204,978			$ 229,166
Total Admin & Support Personnel (Salary & Benefits):	3.5		$ 150,713	3.5		$ 155,024	4		$ 186,160	4		$ 191,507.14	4		$ 197,015
Total Instructional Personnel (Salary & Benefits):	20.5		$ 828,950	25.5		$ 1,065,550	30.5		$ 1,271,624	37		$ 1,620,871	41		$ 1,850,968
TOTAL PERSONNEL:	24		$ 979,663	29		$ 1,220,574	34.5		$ 1,457,785	41		$ 1,812,378	45		$ 2,047,983

*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	$ 8,000.00	$ 7,500.00	$ 7,500.00
Paper	$ 2,500.00	$ 2,000.00	$ 2,000.00
Computers & Software	$ 5,500.00	$ 3,000.00	$ 3,000.00
Communications & Telephone	$ 4,000.00	$ 3,500.00	$ 3,000.00
Copier leases	$ 3,600.00	$ 4,000.00	$ 4,500.00
Furniture	$ 8,000.00	$ 4,000.00	$ 2,000.00
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	$ 2,400.00	$ 2,400.00	$ 2,600.00
Student Accounting	$ 8,000.00	$ 10,000.00	$ 11,000.00
Financial			
Audit	$ 2,000.00	$ 2,500.00	$ 3,000.00
*** Insert rows and edit text as needed. ***			
Facilities			
Facility Lease/Mortgage	$ 96,000.00	$ 108,000.00	$ 120,000.00
Maintenance (covered in lease agreement)			
Custodial Supplies	$ 7,000.00	$ 8,000.00	$ 8,500.00
Custodial Contract			
Insurance (pg19)	$ 22,800.00	$ 22,800.00	$ 22,800.00
*** Insert rows and edit text as needed. ***			
Utilities			
Electric	$ 8,000.00	$ 9,000.00	$ 9,500.00
Gas			
Water/Sewer	$ 1,200.00	$ 1,300.00	$ 1,300.00
Trash			
Other			
*** Insert rows and edit text as needed. ***			
Transportation			
Buses	$ 60,000.00	$ 100,000.00	$ 100,000.00
Gas	$ 5,000.00	$ 6,000.00	$ 6,500.00
Oil/Tires & Maintenance	$ 20,000.00	$ 25,000.00	$ 22,000.00
Special Needs Transportation	$ 10,000.00	$ 10,000.00	$ 10,000.00
Student Transportation	$6,000		

Other						
Marketing	$	3,000.00	$	3,300.00	$	3,500.00
Child nutrition						
Travel						
Other						
*** Insert rows and edit text as needed. ***						
Total Administrative & Support Operations:	$	**283,000.00**	$	**332,300.00**	$	**342,700.00**

OPERATIONS BUDGET: Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Software	$ 8,000.00	$ 10,000.00	$ 20,000.00
Student Ipads $ Chrome Books	$ 65,000.00	$ 50,000.00	$ 25,000.00
*** Insert rows and edit text as needed. ***			
Instructional Contract			
Staff Development	$ 20,000.00	$ 15,000.00	$ 20,000.00
ELL, Speech & Hearing Support,	$ 8,000.00	$ 9,000.00	$ 10,000.00
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials	$ 100,000.00	$ 140,000.00	$ 150,000.00
Curriculum/Texts	$ 70,000.00	$ 85,000.00	$ 95,000.00
Copy Paper	$ 5,000.00	$ 6,000.00	$ 6,500.00
Testing Supplies	$ 5,000.00	$ 4,000.00	$ 4,000.00
Other			
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	$ 281,000.00	$ 319,000.00	$ 330,500.00
TOTAL OPERATIONS:	$ 564,000.00	$ 651,300.00	$ 673,200.00

Applicants may amend this table and the position titles to fit their Education and Operations Plans.

	Year 4	Year 5
	$ 7,500.00	$ 7,500.00
	$ 2,000.00	$ 2,000.00
	$ 3,500.00	$ 4,000.00
	$ 3,000.00	$ 3,000.00
	$ 5,000.00	$ 5,500.00
	$ 2,000.00	$ 2,000.00
	$ 2,600.00	$ 2,600.00
	$ 12,000.00	$ 14,000.00
	$ 3,000.00	$ 3,000.00
	$ 120,000.00	$ 120,000.00
	$ 9,000.00	$ 9,500.00
	$ 22,800.00	$ 22,800.00
	$ 9,750.00	$ 10,000.00
	$ 1,400.00	$ 1,400.00
	$ 100,000.00	
	$ 7,000.00	$ 8,000.00
	$ 20,000.00	$ 18,000.00
	$ 10,000.00	$ 10,000.00

$ 3,500.00	$ 3,500.00
$ 344,050.00	**$ 246,800.00**

	Year 4		Year 5
$	30,000.00	$	30,000.00
$	30,000.00	$	30,000.00
$	25,000.00	$	30,000.00
$	11,000.00	$	12,000.00
$	165,000.00	$	175,000.00
$	107,000.00	$	120,000.00
$	6,800.00	$	7,000.00
$	45,000.00	$	5,000.00
$	419,800.00	$	409,000.00
$	763,850.00	$	655,800.00

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4
Total Personnel	J	$ 979,662.64	$ 1,220,574.09	$ 1,457,784.62	$ 1,812,378.01
Total Operations	M	$ 564,000.00	$ 651,300.00	$ 673,200.00	$ 763,850.00
Total Expenditures	N = J + M	$ 1,543,662.64	$ 1,871,874.09	$ 2,130,984.62	$ 2,576,228.01
Total Revenue	Z	$ 1,618,122.68	$ 2,121,731.68	$ 2,618,071.81	$ 3,108,960.27
Surplus / (Deficit)	= Z - N	$ 74,460.04	$ 249,857.60	$ 487,087.19	$ 532,732.26

Year 5
$ 2,047,983.32
$ 655,800.00
$ 2,703,783.32
$ 3,599,848.74
$ 896,065.42

Lindsay Hall
UNC Pembro

Advancement
University & Community Relatio
Sponsored Research & Program
Graduate Studies

GOVERNING BOARD-EVALUATION TOOLS

1. Overview

Old Main STREAM Board of Directors will use a Board Self Assessment tool to assess performance, identify priorities, and measure progress for the Board going forward.

2. Purpose

Performance assessment and priority-setting is the foundation of optimal performance over time. Informed discussion and commitment to address priorities will re-energize and result in maximum board effectiveness.

3. Scope

The Self-Assessment Tool is used for the Board of Directors as well as a model for all Old Main STREAM Academy personnel and staff that assessment and evaluation is necessary for growth.

4. Policy

This tool is to be used to increase effectiveness among OMSA Board of Directors as individual leaders, for effectiveness in the sub-committee role and overall growth in OMSA. The assessment will include the following:

- To identify areas of Board performance that are the strongest, those that need improvement, and to unpack the strengths and challenges in our roles
- To identify priority areas for the Board to focus on over the next one or two years
- To encourage diverse views and leadership styles to emerge based on leadership assessment and governance tools; to use those identified strengths for Old Main STREAM's positive growth.

5. Enforcement

It shall be the responsibility of OMSA Chair of the Board of Directors and Board of Directors Members to administer this policy.

6. Distribution

This policy is available to all Old Main STREAM Academy staff and the general public on the Old Main STREAM Academy website.

7. Policy Version History

Version	Date	Description	Approved By
1.0	10/24/2018	Initial Policy Adopted	OMSA Board
1.0	06/17/2019	Reviewed/Affirmed	OMSA Board
1.0	03/25/2020	Reviewed/Affirmed	OMSA Board

Old Main STREAM Academy- 4th Grade Science

	Strand 1	Strand 2	Strand 3	Strand 4
Topic	**Forces and Motion**	**Matter: Properties and Change**	**Energy: Conservation and Transfer**	**Earth History**
Key Ideas/Evidence	Explain how magnets interact with all things made of iron and with other magnets to produce motion without touching them.	Compare the physical properties of samples of matter (strength, hardness, flexibility, ability to conduct heat, ability to conduct electricity, ability to be attracted by magnets, reactions to fire and water).	Energy takes various forms that may be grouped based on interaction with matter. Basic forms of energy (light, sound, heat, electrical and magnetic) as the ability to cause motion or create change.	Understand the use of fossils and changes in the surface of the earth as evidence of the history of Earth and its changing life forms.
STREAM Integrations of Ideas/Analysis	Recognize how various forces affect the motion of an object. Determine how electrically charged objects push or pull on other electrically charged objects and produce motion.	Classify rocks as metamorphic, sedimentary or igneous based on their composition, how they are formed and the processes that create them.	Recognize that light travels in a straight line until it strikes an object or travels from one medium to another.	Compare fossils to one another and to living organisms. Discuss and give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.
Place-based Practices	Simple Machines used in the region – past and present, to include wedges, levers, wheels, pulleys, and inclined planes. Discuss the regional Gravity Hill and uses. Bring models to discuss.	Study and create models of the internal structure of the Earth and describe the formation and composition of Earth's external features.	Discuss, describe and model fundamentals principles of engineering. Natural resources and uses in region- Hunting, fishing, farming, and local residents with careers in the Science field.	Present ideas of the Earth's early environments in the region and in other parts of the world, based on artifacts and oral stories of the region.
College and Career Readiness Standard	College and Career Readiness standards include interpretation of data, scientific investigations and evaluations of models. Techniques including comparison, inference, early environmental study, and evidence examples will be used. New information will be used to make a prediction based on a model, determine whether presented information or new information supports or contradicts a complex hypothesis or conclusion. Investigation procedures will be used. Findings will be communicated from investigations and defense of conclusions to peers and others.			

ly inequitable for counties with large numbers of poor people. Compare, for example, Wake County (site of the state's capitol) with Robeson County, which is notorious in the state for its poverty. In 1970, Wake County had a 23 percent non-white population; only 11 percent of its people existed below the federal poverty level. Robeson County in 1970 had a 60 percent non-white population, with 32 percent living in poverty. Since it had only a third of Wake's population, Robeson can receive only a third of Wake's permanency planning allocation, even though state records reveal that in June, 1980, there were 133 children in foster care in Robeson, a mere 39 children less than there were in Wake County that month. Out of poverty come the children of the foster care system, yet permanency planning will benefit Robeson County relatively little this year.

The rest of the funds appropriated for permanency planning (over $40,000) will be used to set up the state tracking system to strengthen the state adoption exchange, and to hire state-level permanency planning staff and supervisors. Stikeleather plans a head count of children helped by the new system in four to six months, and says, "I think the program will show results."

At a Coalition meeting held in August, 1980, the members rejoiced over their "pot of money" and questioned Sylvia Stikeleather extensively about the fine points of the system. They intend to continue their watch-dogging efforts. Stikeleather assured the Coalition that the Department of Human Resources views permanency planning as a continuing program which, almost assuredly, will not require much advocacy effort for funds in the next few years.

One Coalition member drew hearty laughter from the group when he reported that Governor Hunt is now saying publicly that permanency planning is one of the greatest accomplishments of his administration!

In one model permanency planning county (Montgomery County, Alabama), a volunteer-staffed CIP project reduced the average length of time children spent in foster care from over three years to only five months. Of 357 children served by CIP during a seven-month period in 1978, 106 were returned to their parents and relatives, 23 were freed for adoption by terminating parental rights and 54 remained in foster care.

CIP projects are underway in three of North Carolina's 100 counties, and two other counties will begin the project in September, 1980. So far, these citizen-monitoring programs in North Carolina have come about through individual county initiative; one county recruited volunteers and then freed a staff person from social services to coordinate them. In another county, a coordinator will be hired partly with funds raised by the local Junior League, and Junior League volunteers are involved in the review process.

The Coalition and the Governor's Advocacy Council are nudging the CIP movement along: they are working with the state's Social Services Commission to legalize citizen involvement in what traditionally has been a confidential process; it seems almost certain that soon citizens can be "deputized" into the process, thus allowing them into courts. Also, the Council has begun steering federal grants to counties interested in beginning projects.

Members of the Coalition, the Council, and now the CIP volunteers, have several things in common: they share a concern for children caught in the limbo of foster care, and they are devoting time and energy to that cause. They represent or are individually recognized as powers in the state ("an interesting alignment of interests," one observer labeled them). They are not challenging the bureaucratic system which structurally exhibits a distrust of the poor. Instead they are applying their efforts within it. And they are, by and

She said that Steven, who had never smoked before, was chain smoking along with the others, using his odd-job money to buy cartons of cigarettes. "I'm not finding him any more jobs," she said. "He just wastes his money."

Being trapped in the Home with five kids had temporarily caused Mrs. Bullock to lose all her initial feelings of caring: "Ben's threatening to run away, to ride motorcycles with some friends. Well, he may have a good time or he may end up dead, but what can I do?"

"Call their social workers. You have to get some help."

"They're so busy," she said. "They have many more children in worse situations than these."

"Call the director then. Demand that they provide more recreational activities, find a van, or pay for a movie, something."

"They don't have any more money in the budget for the Home. We're at the limit now."

"Couldn't they even afford a group membership at the Y?"

"I already asked. They can't afford it."

"Well, this can't go on. It's bad for you and it's bad for the kids. They'd be better off almost anywhere at this point."

"I don't know about that," she said wearily.

We are given so little information about the children in the Home. A descriptive sentence or two, summations of alcoholism or beatings or years in foster care. How can we be sure that a temporary stay at the Home is less damaging for some kids than whatever they have experienced elsewhere? Like most people involved in the foster care system, we have become so swamped with daily trouble that we can't see clearly anymore.

Old Main STREAM Academy- Charter Status Update
1 message

Brenda Dial Deese, PhD, LCMHCS, NCC <brendadialdeese@gmail.com>   Tue, Jun 30, 2020 at 11:08 AM
To: Shanita Wooten <shanita.wooten@robeson.k12.nc.us>
Bcc: Tiffany Locklear <tml009@icloud.com>

Good Morning Dr. Wooten-

I trust that you and your family are doing well in these unprecedented times. It seems as if life events are requiring us to pause, consider, reconsider, and determine our individual and collective direction. Of course, this can only be accomplished in a pensive engaged manner. Hopefully, we can use these dynamics to increase respect, empowerment, and relations for a greater tomorrow.

The purpose of this email is to provide an update on the charter school. Old Main STREAM Academy will submit an application for a charter status approval in July. The OMSA Board of Directors cordially invite you, cabinet members, PSRC board members, and/or colleagues to meet with us and discuss how we can build a relationship and partner in educational strategy and well-being. We emphatically trust your selections of people that should be involved with this initiative. OMSA Board of Directors would be pleased to dialogue and discuss pertinent matters in a socially-distancing meeting or virtually. Please let us know your preference and any dates and times that are convenient.

We hope to hear from you soon and we look forward to a productive meeting.

Best Regards,

Brenda Dial Deese

--
Brenda Dial Deese, PhD, LCMHCS, NCC

https://www.cinnamonwit.com/

CINNAMON WIT   **Screenshot 2020-04-16 14.41.51.png**
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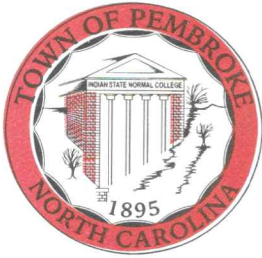
Town of Pembroke

POST OFFICE BOX 866

PEMBROKE, NORTH CAROLINA

28372

C. GREGORY CUMMINGS
MAYOR

AMIRA L. HUNT
CLERK

TYLER W. THOMAS
MANAGER

COUNCIL:
CHANNING JONES
THERESA LOCKLEAR
LARRY McNEILL
RYAN SAMPSON

TOWN OF PEMBROKE RESOLUTION
IN SUPPORT OF THE ESTABLISHMENT OF OLD MAIN STREAM ACADEMY

RESOLUTION NO. 2020-06-01

Whereas, the Town of Pembroke supports educational opportunity for all children in our area;

Whereas, the Town of Pembroke supports efforts from community members to stimulate economic growth in our community;

Whereas, Old Main Stream Academy will provide an educational choice to families within the Pembroke community;

Whereas, Old Main Stream Academy will provide children in our community and greater community access to rigorous and innovative academics, and core values that will develop persistence and determination;

Whereas, the mission of Old Main Stream Academy is to engage students in STREAM (science, technology, reading, engineering, arts, and mathematics) disciplines that will prepare future leaders who are innovative, persistent, and self-determined;

Whereas, the Standard Course of Study will be embedded in the curriculum to prepare students for college and career readiness state assessments;

Whereas, the growth and academic outcomes from this educational choice opportunity and collaboration will provide positive leverage to our community; now, therefore, be it

Resolved that the Town Council for the Town of Pembroke by unanimous vote supports the establishment of Old Main Stream Academy Charter School.

Adopted on the 29th day of June and signed on the 16th day of July, 2020.

Attest:

_____
Amira L. Hunt, Clerk
TOWN OF PEMBROKE

_____
C. Gregory Cummings, Mayor
TOWN OF PEMBROKE

June 2, 2020

To Whom It May Concern

I am writing to express support for Old Main STREAM Academy on behalf of Lumbee Regional Development Association. Our organization provides educational and employment and training services, and advocates for the needs of those less fortunate in our service area. LRDA operates three large Head Start Centers and one Early Start program in Robeson County. I believe that Old Main STREAM Academy will provide an educational choice to families, one with rigorous, innovative academics and core values of "growing Indigenous practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People.

The State Advisory Council on Indian Education (SACIE), 2019 Indian Report State Level Findings demonstrate that American Indian students are underperforming academically and recommend that educational best practices for American Indian students must improve. Thus, the initiative of Old Main STREAM presents opportunities. The initiative of Old Main STREAM fulfills several of the recommendations from SACIE members, and could potentially become an educational model for highly populated American Indian communities and schools.

Again, we support the approval of Old Main STREAM Academy to serve students in the Robeson County. There is much value in the mission and approach of Old Main STREAM Academy and we await opportunity to partner in this initiative

Sincerely,

James Hardin
Executive Director.

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:
   Old Main STREAM Academy

2. Full name:
   Frances Denise Hunt
   Home Address: 1678 Red Hill Road, Maxton, NC 28364
   Business Name and Address:
   Telephone No.: 252-916-2797
   E-mail address: dhlumbee@gmail.com

3. Brief educational and employment history.
   I have a B.A. in English from the University of North Carolina at Pembroke, and a M.A. in English from Western Carolina University. I also received a teaching certificate from East Carolina University. I also have a doctorate in Educational Leadership from the University of North Carolina at Wilmington.

   I was employed as a teacher for 12 years. My teaching experiences spans middle, high school, and collegiate level teaching. For the past seven years, I have served as an instructional coach with the North Carolina New Teacher Support Program. The program is housed at various university schools-UNC-Chapel Hill, UNC-Greensboro, UNC-Charlotte, UNC-Wilmington, NC State, Western Carolina University, Fayetteville State University, Appalachian State University, East Carolina University, and UNC-Pembroke. I am the lead instructional coach for the UNC-Pembroke region.

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

   No: x ☐   Yes: ☐

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

My interest in the school began with its inception when I engaged in conversations with one of the founding members. Naturally, because of my interest, when a slot on the board became available, I was approached by one of the founding members to join.

My interest in the pedagogical concepts presented in the charter school proposal has truly been the impetus for my desire to serve on this board. I feel that the unique curriculum will offer all youth a well-rounded educational experience. This charter school will fill a gap that is keenly felt in our Indigenous community. It would be an honor to help guide the work of this charter school.

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

The board member is tasked with the financial, operational, and academic programs at its institution. The board also must ensure that qualified staff members are hired in order to provide fidelity to the goals of the charter 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.

While I have never served on an educational board, I feel that my vast experience in K-12 and post-secondary settings will be a huge asset in this role. I am keenly aware of the processes required to enact change while providing support to all stakeholders.

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

Currently, I am employed by the University of North Carolina at Pembroke as a lead instructional coach with the North Carolina New Teacher Support Program. I provide support for new teachers who are located throughout UNCP's designated region. I observe new teachers, provide feedback, aid with lesson planning; I show teachers how to use data to drive instruction, and help locate resources. My current role lends itself to the rigors of being on a school board.

School Mission and Program

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

The school's mission and guiding beliefs focus on students becoming leaders who demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the people.

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

The schools' educational program will offer a unique take on the STEM curriculum that has become the cornerstone of impactful learning the last few years. Core curriculums will reflect the STEM model, and they will include Science, Technology, Engineering, and Mathematics. As an additive to the STEM model, STREAM Academy, will purposely incorporate intensive reading programs. The school will also focus intently on nurturing an Arts curriculum for students that will cultivate creativity.

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

A successful school must, first and foremost, have an instructional leader at the helm who understands the importance of a strong school that is steeped in research-based practices. Everyone at the school understands these research-based strategies, and they apply them every day in their classrooms. A successful school must place the needs of all the students in the building at the forefront of any new initiative that is to be carried out. At the end of the day, the governing question for any successful school is, "How will this impact my students who are sitting in my classrooms?"

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

While data is definitely one important piece to determining a school's success or not, the emotional well-being of students should also be considered. If students are happy, then the community is happy. A school is also succeeding in its mission when students are living the curriculum, understanding the curriculum and being confident and successful with the community.

Governance

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

Research suggests that a charter school is as strong and as effective as its governing body-the school board. Therefore, it is imperative that the school board provide guidance over all aspects of its operation-financial, academic, and human resources.

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, the school should have completed satisfaction surveys from parents, as well as performance data to comb through. These two indicators should provide a picture of the overall success of the charter school.

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

At the end of five years, there will be substantial data to mine-student data compiled through numerous years, parent surveys, and comparison data. How are our students measuring up against students in similar situations? More importantly, the community will offer insight into our success. When we have parents vying to place their students in our school, we will definitely know that our charter school is successful.

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

Key to success is transparency. The board will need to Setting goals and maintaining fidelity to those goals will be one of the major undertakings that this board will have to take. The board will also need to make sure that teachers are utilizing research-based strategies in their classrooms. The board will also need to maintain strong partnerships within the community to ensure 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?

The purpose of schools boards is to work for the good of the students. Unfortunately, this is not always the reality. One only has to quickly look to the news to find school board members who have pushed through personal agendas. To deter this type of behavior, the board should voluntarily create a code of ethics for school board members, and it should be required that anyone who serves on this board should adhere to it. By creating this code of ethics, board members will know what is expected of them. To take this further, evaluations should be provided to board members so that there will be a process in place to address unethical behaviors.

*Please include the following with your Information Form ● a <u>one page</u> 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, ___Frances Denise Hunt_____, 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 __Old Main STREAM Academy Charter School is true and correct in every respect.

Signature Frances Denise Hunt
 Date 6/22/20

Appendix Board Member Background Certification Statement and Completed Background Check*

Frances Denise Hunt, Ed.D.
Lead Instructional Coach,
North Carolina New Teacher Support Program,
UNC-Pembroke

dhlumbee@gmail.com
252.916.2797
1678 Red Hill Road
Maxton, NC 28364

EDUCATION

Ed.D.	UNC-Wilmington	2018	Educational Leadership: Curriculum and Instruction
Certificate of Education	East Carolina University	2001	Certificate of Education
M.A.	Western Carolina University	1998	English
B.A.	UNC-Pembroke	1995	English

CERTIFICATIONS AND TRAININGS

- 6-8 Language Arts Certification
- 9-12 English Certification
- National Board Certified Teacher (2004-2014)
- Certified Online Instructor
- Thinking Maps (Train the Trainer Model)
- SIOP (Train the Trainer Model)
- CLASS Training
- EdTPA
- ELA Common Core Training
- Writing Across the Curriculum
- Certified Mentor

EXPERIENCE-LEARNING MANAGEMENT SYSTEMS/WEB-CONFERENCING TOOLS

- Moodle
- Blackboard
- Canvas
- Zoom
- WebEx
- Google Hangout
- Google Meet
- Google Classroom

SPECIAL PROJECTS

- Led a team to develop online learning modules for beginning teachers. I co-developed the framework that was utilized during this process to ensure consistency and fidelity to the project.
- Re-designed a graduate level Curriculum and Instruction course for UNC-Pembroke's School of Education. This re-designed course reflects the needs of Residency Teachers, and it incorporates edTPA constructs so that candidates better understand the edTPA process.
- Co-created and co-organized the first Beginning Teacher Leadership Symposium held on UNC-Pembroke's campus.
- Served as the Educational Consultant for a project entitled, "Unlocking Silent Histories: The Lumbee Chapter."

PROFESSIONAL EXPERIENCE

North Carolina New Teacher Support Program, UNC-Pembroke
    Lead Instructional Coach   August 2013–Present

In my job duties, I:
- Lead the support of the ***University of North Carolina at Pembroke's*** comprehensive teacher induction programs and curriculum.
- Work with on-boarding new coaches and continuing to ensure fidelity to the coaching framework and principles that guide the work of the New Teacher Support Program.
- Provide instructive, collaborative, and facilitative instructional coaching to partnered districts for beginning teachers.
- Improve and increase entry level educator's professional ability to develop the instructional strategies, classroom management skills and community relationships to succeed in their classrooms and grow as a leader in the education profession.
- Work collaboratively with other NC NTSP instructional coaches to provide appropriate, timely, and intentional professional development opportunities for a variety of stakeholder groups.
- Align support with district/school initiatives through an instructive, collaborative and facilitative instructional coaching model.
- Serve as a positive systemic change agent.
- Establish and maintain positive and impactful relationships with districts served.
- Actively recruit and educate potential stakeholders about the mission of the New Teacher Support Program.
- Effectively use data to drive coaching moves.
- Effectively model how to analyze data from classroom assessments, benchmark data, and NC Check-ins so that new teachers understand how to embed the knowledge they gain from these data dives into their instructional routines.
- Brainstorm with new teachers ways to utilize the data to inform their instruction.
- Work in data teams to analyze data from surveys of our core coaching services-instructional coaching, Institute and Professional Development. Use the data garnered from these data dives to improve our core services. I also work with data teams to analyze survey data from our Institute-a two day professional development activity that involves novice teachers from around the state. In these data teams, we search for trends and patterns to inform our work.
- Increase effectiveness with planning, instruction, and assessment.
- Create and deploy professional development that is targeted to strengthen and spur pre-service, new teacher, and veteran teacher effectiveness.
- Serve as a secondary social and emotional support structure for the teachers served.

Robeson Community College, Lumberton NC
    Instructor   August 2012-August 2013

- Taught adult students English I, English II, English III, and English IV.
- Collaborated with stakeholders in the program to make decisions about the curriculum that impacted the entire Adult High School program.
- Monitored student attendance and encouraged students to attend via e-mail or phone call.
- Designed assignments that adhered to the new Common Core ELA standards

East Carolina University, Greenville, NC (Teacher Quality Partnership Grant)
    Instructional Coach   June 2010-Aug. 2012

- Observed and provided feedback to pre-service teachers.
- Provided professional development for clinical teachers and pre-service teachers, as well as university supervisors.
- Provided feedback to pre-service teachers on how to improve their instructional practices.
- Worked to shape curriculum reform for East Carolina University College of Education.
- Created exemplar lesson plans for the English Education Department to use with their pre-service teachers. These lesson plans included both reading and writing components.

C.M. Eppes Middle School, Greenville, NC
    English Teacher   Jan. 2000-June 2010

- Developed lesson plans and taught 6th and 7th grade students English Language Arts
- Served as a clinical teacher, as well as a mentor.
- Provided leadership to the school in all areas.
- Served as Team Lead
- Served as English Department Chair
- Served as the administrator on site for Saturday Academy and Summer Academy programs.
- Created and deployed professional development for the staff at my school, as well as the staff of Pitt County.

University of North Carolina at Pembroke, Pembroke, NC
    Recruitment Ambassador   June 1999-Dec. 1999

- I traveled the eastern United States recruiting students for the University of North Carolina at Pembroke.

Pembroke Middle School, Pembroke, NC
    English Teacher   Aug. 1998-Jun.1999

- Developed lesson plans and taught 7th grade students English Language Arts

UNIVERSITY TEACHING
Adjunct Instructor, 2014-Present (Courses taught online, hybrid, and face-to-face)

- EDN 2100 Introduction to Education-UNC-Pembroke
- EDN 5450 Introduction to Curriculum Design and Best Practices-UNC-Pembroke
- DRE 96 Integrated Reading and Writing I-Robeson Community College
- DRE 97 Integrated Reading and Writing II-Robeson Community College
- DRE 98 Integrated Reading and Writing III-Robeson Community College
- ENG 111 Writing and Inquiry-Fayetteville Technical Community College

- ENG 112 Writing and Research in the Disciplines-Fayetteville Technical College

PROFESSIONAL LEADERSHIP ENDEAVORS/GRANTS/SCHOLARSHIPS
Professional
- Serve as the Lead Coach for New Teacher Support Program at UNC-Pembroke.
- Co-created and co-organized first Beginning Teacher Leadership Symposium on UNC-Pembroke campus.
- Led a team of coaches to create online modules for novice teachers.
- Clinical Teacher-Provided guidance for pre-service teachers in matters such as classroom management, lesson plan development, and the use of data to drive instruction.
- Mentor-Provided help to new teachers in the profession.
- National Board Teacher Liaison-Served as the contact person for those seeking National Board Certification.
- Curriculum Ventures-After participating in a rigorous application process, I was chosen to receive instruction in the latest technology based classroom strategies. After training ws received, I had to provide professional development to the staff at my school, as well as the teachers who work in my district.
- Curriculum Coordinator-I designed EOG preparation curriculum for the middle school in which I taught. This curriculum was adopted by teachers in the school and used to boost EOG scores.
- Saturday Academy Coordinator-- I arranged for teachers, bus drivers, schedules, and curriculum for C.M. Eppes' Saturday Academy program.
- Summer Academy Coordinator- Summer Academy served the population of students who failed the EOG's. As administrator of this program, I hired teachers and bus drivers. My job was to act as principal for this program. I also coordinated the testing for Summer Academy.
- Summer Academy Coordinator- Summer Academy served the population of students who failed the EOG's. As administrator of this program, I hired teachers and bus drivers. My job was to act as principal for this program. I also coordinated the testing for Summer Academy.
- Consultant for the Department of Public Instruction- I helped to create the new standards for teacher candidates for middle school English. I also reviewed the blueprints for teacher education programs around the state.
- Served as team leader/chair in grade level, C.M. Eppes Middle School, 2003 to 2010
- Coordinator of Accelerated Reader Program-I was responsible for ensuring that all classes were correctly using the Accelerated Reader program. I was also charged with procuring books for those classrooms that didn't have access to books.

Grants
- Received Oak Foundation discretionary funds in the amount of $30,000 to support Unlocking Silent Histories: Lumbee Chapter in collaboration with Drs. Tiffany Locklear & Donna DeGennaro. (2019)
- Received PROJECT 3C funds in the amount of $18,200 to implement Unlocking Silent Histories: Lumbee Film Workshops in July, 2019 on UNCP campus in collaboration with Drs. Tiffany Locklear & Donna DeGennaro. (2019)
- Received First Nations Development Institute, Unlocking Silent Histories: Lumbee Chapter grant in the amount of $20,000 for Pembroke Boys & Girls Club in collaboration with Dr. Rose Marie Lowry-Townsend, Dr. Tiffany Locklear, and Dr. Donna DeGennaro. (2016)
- Received grant funding for classroom library in years 2005, 2006, 2007 & 2008

Scholarships
- Chancellor Scholar, University of North Carolina at Pembroke, 1991-1995
- American Indian Graduate Center Scholarship Award, 2014-2016

UNC Pembroke- Honors
- Chancellor's List, University of North Carolina at Pembroke 1991-1995

*Western Carolina University-*Honors

➢ Chancellor's List, Western Carolina University, 1996-1998
UNC Wilmington- Honors
   ➢ Chancellor's List, University of North Carolina at Wilmington 2014-2018

PRESENTATIONS
➢ Hunt, F.D., Brewington, C., Rosenblum. (2019, August). *Effective Management: Rules of the Road*. UNC-Pembroke Clinical Interns. University of North Carolina, Pembroke.
➢ Hunt, F. D. & Locklear, T.M. (2019, July). *Empowering Teachers to Develop a Coaching Mindset*. UNCP Clinical Teacher Academy. University of North Carolina, Pembroke.
➢ Hunt, F.D. & Granger, K. (2019, March). *The Tale of an Instructional Coach, a Regional Director, and a Video-Sharing Platform*. Spring 2019 edTPA Conference. Nashville, Tennessee.
➢ Hunt, F.D., Brewington, C., Graham, J., & Rosenblum, C. (2019, February). *Compliance to Impact: Exploring Everyday Literacy Processes through Coaching Models in the Classroom*. Literacy Conference. East Carolina University.

PROFESSIONAL TRAININGS, CONFERENCES AND WORKSHOPS

- UNC Pembroke Clinical Teacher Academy. July, 2019.
- Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap by Dr. Paul Gorski, Professional Development Workshop, May 2019
- UNCP EdTPA Institute: Intermediate Session, 2019
- ACES Training, 2018
- Mentor Teaching Training, 2018

A needs assessment will be conducted, which will determine
 determine if the funds are available in the budget.
 determine if the expenditure/service is allowable under the appropriate revenue source.
determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies, and procedures, and any related laws or applicable regulations and
determined if the price is competitive and prudent.
During the first 45 days of school, OMSA will contract with a transportation vendor to pick-up students at designated stops as described in the Transportation Plan. During the 45 days, OMSA will purchase three buses and implement the transportation plan.
Other services that will be contracted for are hearing, speech, transportation, legal representation, school social worker, and possible Student Accounting and Finance.

LINDSEY ADMINISTRATION BUILDING

| 106 | 104 | 103 | 102 | LOBBY | 114 | 117 | 119 | 121 | 122 |

107	108	STOR	ELEC	MEN	WOMEN	GRADUATE SCHOOL OFFICE
		BREAKROOM				
		WORKROOM	MEN	WOMEN		

RESTROOMS

ADVANCEMENT   SPONSORED RESEARCH   GRADUATE SCHOOL   YOU ARE HERE

| 138 | 136 | 135 | 133 | 130 | 128 | 126 |

LINDSEY ADMINISTRATION BUILDING

| 106 | 104 | 103 | 102 | LOBBY | 114 | 117 | 119 | 121 | 122 |

| 107 | 108 | STOR | ELEC | MEN | WOMEN | GRADUATE SCHOOL OFFICE |

BREAKROOM

WORKROOM | MEN | WOMEN

RESTROOMS

ADVANCEMENT   SPONSORED RESEARCH   GRADUATE SCHOOL   YOU ARE HERE

| 138 | 136 | 135 | 133 | 130 | 128 | 126 |

INSTRUCTIONAL PROGRAMMING- STRUCTURE/LENGTH OF SCHOOL DAY POLICY

1. Overview

Old Main STREAM Academy will require a minimum of 185 days or 1,025 hours of instruction covering at least nine calendar months.

2. Purpose

Old Main STREAM Academy students will be assigned to a teacher for the purpose of instruction. Instruction are activities that leads toward the mastery of specific educational goals and the mission of OMSA.

3. Scope

This policy applies to the required amount of instructional time for each day, using the definition provided by the State Board of Education--instruction is that time during which students are assigned to a teacher for the primary purpose of instruction.

4. Policy

The school calendar will reflect a minimum of 1,025 hours or 185 days. Specifically, Old Main STREAM Academy's operational day will be for 6 hours and 45 minutes or 405 minutes, with 360 core minutes of instructional time. Some additional activities, may include community based projects or instruction and internships. The structure of the instructional calendar and length of the school day will be approved by the Board of Directors annually.

5. Enforcement

It shall be the responsibility of the Principal and Board of Directors to administer this policy.

6. Distribution

This policy is available to all Old Main STREAM Academy staff and the general public on the Old Main STREAM Academy website.

7. Policy Version History

Version	Date	Description	Approved By
1.0	11/19/2018	Initial Policy Adopted	OMSA Board
1.0	06/17/2019	Reviewed/Affirmed	OMSA Board
1.0	03/25/2020	Reviewed/Affirmed	OMSA Board

NORTH CAROLINA
INNOVATIVE SCHOOL DISTRICT

Partnering with local communities to create innovative conditions for accelerating student growth and achievement

SBE Updates for November 2019

Presenters

- Dr. James C. Ellerbe, ISD Superintendent
- Dr. David Stegall, Deputy Superintendent of Innovation
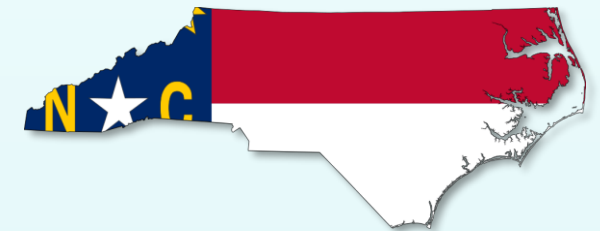
North Carolina State Board of Education

VISION:

Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

MISSION:

The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

GOALS:

Goal I: Eliminate opportunity gaps by 2025

Goal 2: Improve school and district performance by 2025

Goal 3: Increase educator preparedness to meet the needs of every student by 2025

Mission

Improve student achievement by creating innovative conditions in partnership with communities across North Carolina, with a focus on **equity and opportunity** *in low-performing schools*

Southside-Ashpole Elementary School ISD Updates

Public Schools of North Carolina

NC INNOVATIVE SCHOOL DISTRICT

Students & Staff

Student Enrollment:
(214 Students)

Staff Attendance:
(September 26 – October 23: 96%)

Student Attendance:
(September 26 – October 23: 95%)

Projected Staff		
Position	**# of Staff**	**Position(s) Filled**
K-5 Teachers	12	Filled
Case Manager/EC Teacher	1	Filled
EC Teacher	1	Filled
Music Teacher	1	Filled
Physical Education Teacher	1	Filled
Art Teacher	1	Filled
Educational Partners	4	Filled
Innovative Technology Facilitator	1	Filled
School Counselor	1	Filled
Instructional Coach Start Date: October 15, 2019	1	Filled
School Director	1	Filled
Office Manager	1	Filled
School Nurse (grant, contingent)	1	n/a
School Resource Officer (grant, contingent)	1	n/a
Total	**28**	

ISD Dashboard Indicators

- Academic Growth & Achievement

- Learning Conditions & Student Behavior

- School-Community Engagement

- School Culture

Academic Growth & Achievement

THEN

- New Curricula Implementation

- Academic Performance Changes

- Staff Challenges

NOW

- Curriculum Alignment

  - New Instructional Coach started 10/15/19

- Continuous Improvement Team

  - NC STAR plan in progress

- Instructional Walkthroughs

  - Completed 6 school visits and participated in classroom walkthroughs with school director

Learning Conditions & Student Behavior

THEN

- New Student Behavior Policies

- Adjustment to Change

- Classroom-Level Discipline

NOW

- Culture, Climate and Event Team
  - Student Field Trips

- School Safety Team
  - Play Therapy by UNCP
  - Bully Prevention w/ Rowland Chief of Police

- Ongoing Monitoring

- Work Orders
  - PSRC supported - Bus Lot Gravel, Electrical Work for Parent Center and Network Upgrades

School-Community Engagement

THEN

- Engagement Approaches

- Parent Survey

  - Welcoming

  - Comfort with Staff

  - Information on Student Learning

NOW

- Academic Booster Club

  - Character Day Parade

- Public Relations Team

  - Out Teach Program

  - 20 Strong Men presentation

- Parent/Community Advisory

  - Meeting arrangements are in progress

School Culture

THEN

- Cohesiveness of Team
- Lack of PD
- Teacher Leadership
- Top- Down Approach
- Ongoing Tension/Division
- Student Safety & Support

NOW

- Professional Development
  - New Teacher Support w/ UNCP
  - Exceptional Children's Program
  - NWEA MAP Assessments Analysis
  - Social Emotional Learning
- Collaborative Teams & Meetings
- Student Advisory
  - Meetings are held and student feedback given
- New School Director (Principal)
  - Participating in the NCESS Cycle

Events/Activities

Oct. 1	• Parent Tea • Boy & Girl Scouts Meeting
Oct. 2	• **Walk to School Day**
Oct. 8 - 11	• PD - Social and Emotional Learning
Oct. 6 - 12	• Fire Prevention Week
Oct. 14 - 18	• MAP Testing - Grades K-5
Oct. 18	• PD - MAP Testing
Oct.25	• Grading Quarter Ends
Oct. 29	• Read to Achieve – Grade 4
October 30	• Report Cards
Oct. 28 – Nov. 6	• School Net Benchmark #1 • NC Check-in #1 - Grades 3-5
Nov. 13	• Fall Portraits • Forestry Service Presentation

11

Senate Bill 522

Public Schools of North Carolina

NC INNOVATIVE
SCHOOL DISTRICT

Senate Bill 522 Updates

SUMMARY OF SELECTION CRITERIA & PROCESS:

Replaces the eligible schools criteria with the following:

1) Start with all Title I schools governed by local boards of education; exclude the Renewal School System (Rowan Salisbury).

2) Remove the following:

   a. Alternative Schools

   b. Cooperative Innovative High Schools

   c. Schools in their 1st or 2nd year of operation during the previous school year

   d. "Newcomers Schools" – at least 90% of students enrolled for no more than one year as recently arrived ELL

3) Take the lowest performing 5% of the list based on school performance score

The process in 1-3 above generates the Qualifying List. A school that is on the Qualifying List for a second year in a row goes on the Watch List. A school that is on the Qualifying List for a third year in a row goes on the Warning List.

The five lowest performing schools that were on the Warning List the previous year and are still on the Qualifying List (on the Qualifying List four years in a row) SHALL be selected as ISD schools for the NEXT school year.

Senate Bill 522 Updates

- **Support for Qualifying Schools:**

   a. State Superintendent and ISD Superintendent to study and report on options for innovative schools and reform of low-performing school models.

   b. The SBE shall ensure that qualifying schools identified for any ISD list are engaged in strategies for comprehensive support and improvement. The SBE may establish criteria for the selection of independent turnaround school consultants in a pay-for-performance model to provide direct support. The ISD Superintendent shall monitor those schools and assist LEAs in identifying funding, strategies, and partners.

   c. Local boards of education shall identify and engage in strategies for comprehensive support and improvement. Local board members with immediate family member(s) employed at the qualifying school shall recuse themselves.

2019-20 Timeline – Selection of Innovative Schools & Operators

CONSIDERATION	EVALUATION	SELECTION	ENGAGEMENT	PARTNERSHIP

August 2019	September 2019	October 2019	November 2019	December 2019 - January 2020	January 15 - February 15 2020	March – August 2020
Review and assess school performance data with DPI's Accountability Department to identify qualifying schools	Qualifying schools presented to SBE at Sept. board meeting and posted on ISD website

Superintendents of district with qualifying schools are notified by the ISD Superintendent

Applications provided to potential Innovative School Operators (ISOs)

Post notice for Letters of Intent for ISOs | Final prospective list of ISD schools presented to SBE by Oct. 15th

ISD Superintendent notifies LEAs of final Innovative School recommendations

Letters of Intent from qualified ISOs due to ISD by October 18, 2019 | ISD Superintendent issues Qualifying List based on 2018-19 data & notifies local superintendents by November 15

NOTE: No school selection for ISD required | By December 15th, SBE approves recommended Innovative Schools for 2020/2021 school year

Prospective ISOs selected for final review

ISOs presented for approval by the SBE based on 3rd party evaluation, inclusive of feedback from local communities (Approval required by January 15th) | Final resolutions by

Upon approval, ISOs begin engagements w/ISD and local school districts for start-up operations | ISO preparations continue with ISD and local school districts for start-up operations

All MOU's between ISD, ISO, local school district and the SBE in place by April 10, 2020

Staff recruitment and hiring begins for the ISD schools in April 2020 |

ISD Superintendent's Engagement with Local Districts & Stakeholders

- Confer with the superintendents, principals, local school boards, and county commissioners to share findings
- Participate in a public hearings to allow parent/community input

There are requirements for parent notification for Qualifying List schools and parent notification and local public hearings/meetings for Watch and Warning List schools; the ISD Superintendent shall be provided the opportunity to present at the public hearing.

2019 ISD Qualifying List

Public Schools of North Carolina

NC INNOVATIVE
SCHOOL DISTRICT

	Region	No. Qualifying Schools
1	Northeast	10
2	Southeast	5
3	North Central	21
4	Sandhills	6
5	Piedmont Triad	17
6	Southwest	9
7	Northwest	0
8	Western	1
	Total	**69**

Rural	42
Urban	27

North Carolina State Board of Education Districts

Public Schools of North Carolina

NC INNOVATIVE SCHOOL DISTRICT
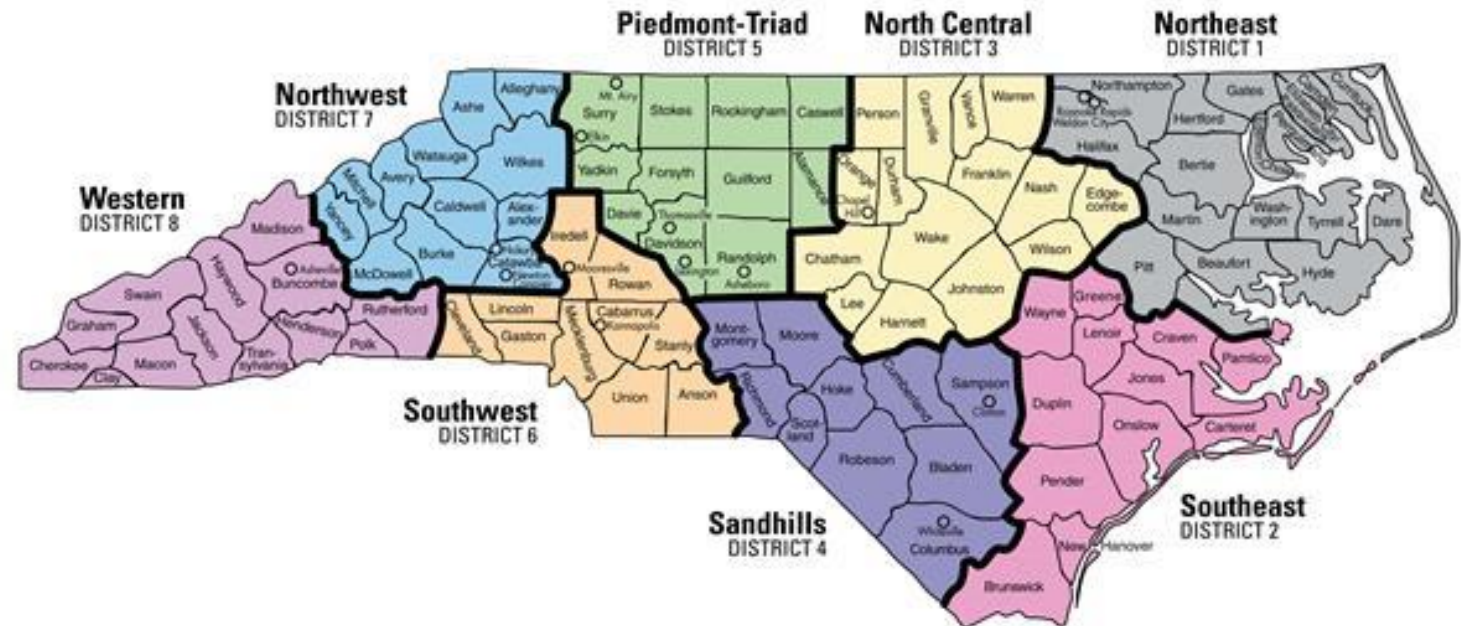
	District	District Code	School	School Code	Grade Span	Region	SPG Score	Rural/ Urban
1	Forsyth County Schools	340	Philo-Hill Magnet Academy	340492	06-08	5	25	Urban
2	Wayne County Public Schools	960	Dillard Middle	960326	06-08	2	30	Rural
3	Nash-Rocky Mount Schools	640	Baskerville Elementary	640306	0K-05	3	30	Rural
4	Edgecombe County Public School	330	Phillips Middle	330332	06-08	3	31	Rural
5	Wake County Schools	920	Bugg Elementary	920352	PK-05	3	31	Urban
6	Wilson County Schools	980	B O Barnes Elementary	980308	0K-05	3	31	Rural
7	Robeson County Schools	780	Townsend Middle	780410	05-08	4	31	Rural
8	Forsyth County Schools	340	Kimberley Park Elementary	340424	PK-05	5	32	Urban
9	Weldon City Schools	422	Weldon Elementary Global Academy	422314	PK-04	1	33	Rural
10	Johnston County Schools	510	Selma Middle School	510390	05-08	3	33	Rural
11	Nash-Rocky Mount Schools	640	J W Parker Middle	640334	06-08	3	33	Rural
12	Forsyth County Schools	340	Ibraham Elementary	340400	PK-05	5	33	Urban
13	Forsyth County Schools	340	Petree Elementary	340490	PK-05	5	33	Urban
14	Guilford County Schools	410	Wiley Accel/Enrichment	410598	PK-05	5	33	Urban
15	Charlotte-Mecklenburg Schools	600	Ranson Middle	600514	06-08	6	33	Urban
16	Pitt County Schools	740	South Greenville Elementary	740390	0K-05	1	34	Rural
17	Nash-Rocky Mount Schools	640	Fairview Elementary	640302	0K-02	3	34	Rural
18	Nash-Rocky Mount Schools	640	D S Johnson Elementary	640326	03-05	3	34	Rural
19	Nash-Rocky Mount Schools	640	Williford Elementary	640396	PK-02	3	34	Rural
20	Cumberland County Schools	260	Teresa C Berrien Elementary	260444	0K-05	4	34	Urban

Public Schools of North Carolina

NC INNOVATIVE SCHOOL DISTRICT

	District	District Code	School	School Code	Grade Span	Region	SPG Score	Rural/ Urban
21	Alamance-Burlington Schools	010	Broadview Middle	010310	06-08	5	34	Rural
22	Forsyth County Schools	340	Ashley Academy	340308	PK-05	5	34	Urban
23	Cleveland County Schools	230	Graham Elementary	230342	PK-04	6	34	Rural
24	Harnett County Schools	430	Wayne Avenue Elem	430380	04-05	3	35	Rural
25	Wilson County Schools	980	Margaret Hearne Elementary	980356	0K-05	3	35	Rural
26	Robeson County Schools	780	Lumberton Junior High	780341	07-08	4	35	Rural
27	Robeson County Schools	780	Orrum Middle	780352	05-08	4	35	Rural
28	Northampton County Schools	660	Conway Middle	660308	05-08	1	36	Rural
29	Pasquotank County Schools	700	Pasquotank Elementary	700318	0K-05	1	36	Rural
30	Robeson County Schools	780	Fairmont Middle	780326	05-08	4	36	Rural
31	Forsyth County Schools	340	Easton Elementary School	340368	PK-05	5	36	Urban
32	Guilford County Schools	410	Ceasar Cone Elementary	410349	PK-05	5	36	Urban
33	Charlotte-Mecklenburg Schools	600	Druid Hills Academy	600374	PK-08	6	36	Urban
34	Charlotte-Mecklenburg Schools	600	Bruns Avenue Elementary	600489	PK-05	6	36	Urban
35	Northampton County Schools	660	Gaston Middle	660325	05-08	1	37	Rural
36	Lenoir County Public Schools	540	Rochelle Middle	540330	06-08	2	37	Rural
37	Wayne County Public Schools	960	Brogden Middle	960312	05-08	2	37	Rural
38	Durham Public Schools	320	C C Spaulding Elementary	320374	PK-05	3	37	Urban
39	Edgecombe County Public School	330	Stocks Elementary	330354	PK-05	3	37	Rural
40	Alamance-Burlington Schools	010	Graham Middle	010350	06-08	5	37	Rural

	District	District Code	School	School Code	Grade Span	Region	SPG Score	Rural/ Urban
41	Anson County Schools	040	Wadesboro Primary	040311	0K-03	6	37	Rural
42	Anson County Schools	040	Wadesboro Elementary	040330	04-05	6	37	Rural
43	Iredell-Statesville Schools	490	N B Mills Elementary	490345	PK-05	6	37	Rural
44	Charlotte-Mecklenburg Schools	600	Allenbrook Elementary	600308	PK-05	6	37	Urban
45	New Hanover County Schools	650	R Freeman Sch of Engineering	650312	PK-05	2	38	Urban
46	Nash-Rocky Mount Schools	640	Rocky Mount Middle	640335	06-08	3	38	Rural
47	Wake County Schools	920	Barwell Road Elementary	920329	PK-05	3	38	Urban
48	Buncombe County Schools	110	Johnston Elementary	110372	0K-04	8	38	Urban
49	Halifax County Schools	420	Scotland Neck Elementary Leadership Acad	420316	PK-05	1	39	Rural
50	Halifax County Schools	420	Everetts Elementary S.T.E.M. Academy	420328	PK-05	1	39	Rural
51	Hertford County Schools	460	Ahoskie Elementary	460308	04-05	1	39	Rural
52	Martin County Schools	580	South Creek Elementary	580316	PK-05	1	39	Rural
53	Pasquotank County Schools	700	P W Moore Elementary	700320	0K-05	1	39	Rural
54	Granville County Schools	390	Northern Granville Middle	390334	06-08	3	39	Rural
55	Johnston County Schools	510	North Johnston Middle	510344	06-08	3	39	Rural
56	Nash-Rocky Mount Schools	640	Spring Hope Elementary	640376	PK-05	3	39	Rural
57	Vance County Schools	910	Vance County Middle School	910316	06-08	3	39	Rural
58	Forsyth County Schools	340	Old Town Elementary	340476	PK-05	5	39	Urban
59	Forsyth County Schools	340	Winston-Salem Preparatory Acad	340568	06-12	5	39	Urban
60	Guilford County Schools	410	Montlieu Academy of Technology	410469	PK-05	5	39	Urban

	District	District Code	School	School Code	Grade Span	Region	SPG Score	Rural/Urban
61	Guilford County Schools	410	Welborn Middle	410592	06-08	5	39	Urban
62	Charlotte-Mecklenburg Schools	600	James Martin Middle	600428	06-08	6	39	Urban
63	Craven County Schools	250	J T Barber Elementary	250348	PK-05	2	40	Rural
64	Durham Public Schools	320	Fayetteville Street Elementary	320344	PK-05	3	40	Urban
65	Vance County Schools	910	E M Rollins Elementary	910360	PK-05	3	40	Rural
66	Robeson County Schools	780	Rex-Rennert Elementary	780392	PK-05	4	40	Rural
67	Guilford County Schools	410	Ferndale Middle	410367	06-08	5	40	Urban
68	Guilford County Schools	410	Gillespie Park Elementary	410385	PK-05	5	40	Urban
69	Guilford County Schools	410	Vandalia Elementary	410583	PK-05	5	40	Urban

Partnership with TeamCFA & AAC

Public Schools of North Carolina

NC INNOVATIVE
SCHOOL DISTRICT

TeamCFA Supports for AAC & SAES

- **TeamCFA Supports for Achievement for All Children (AAC) & Southside-Ashpole Elementary School (SAES):**

    a. Restructuring the organization and will continue to support Achievement for All Children as the Innovative School Operator of SAES with the Core Knowledge Sequence

    b. Continued support for 13 or 14 schools to include SAES in the areas of grants, leadership development, teacher support and academic/cultural excellence

    c. Will organize a meeting with the ISD, AAC & SAES for clarifying the specific types of support to be provided

QUESTIONS & DISCUSSION

For additional Information on the North Carolina Innovative School District, please visit:
www.InnovativeSchoolDistrict.org

Or contact:

Dr. James Ellerbe, ISD Superintendent

james.ellerbe@dpi.nc.gov

919-807-3257

Kiel L Locklear

Education
University of North Carolina at Charlotte
Bachelor of Science in Mechanical Engineering Technology, May 2004

Professional Expertise

10/01/2013 – Current	Air Production & Service, Inc	Pembroke, NC

Co-Owner & President

Air Production & Service (APS) is a dedicated engineering and service group providing facility solutions and maintenance programs to industrial and railroad operations. APS has in-house compressor technicians, installation teams, fabrication and machine shop operations along with in-house engineering to support an array of operations and projects.

APS currently provides services to several Class 1 Lines along with several short line operations and industrial facilities. We have developed 24/7 preventative maintenance support programs and emergency response processes to help our customers achieve their uptime goals and maintain their operational velocities.

By implementing technology as remote monitoring we become partners with our customers as we design and implement total solutions to provide cost savings, and achieve longer life-cycles for capital intensive operational systems.

06/01/2011 – 01/31/2013	CSX Transportation	Jacksonville, FL

Manager, Mechanical Shop Equipment

Facilitates Tool Standardization Advisory Board (TSAB) and progresses all initiatives for customized tooling changes/updates and the execution of new products for both Locomotive and Car standardization. Identifies proper lifting devices and lifting methods for Mechanical shop operations. Assist with development of a computerized (Maximo) system to track maintenance of equipment for Mechanical Operations.

Provide Engineering support, capital planning and implementation of capital projects for Mechanical operations. Work closely with contract forces and outside contractors to perform projects and day to day system operations.

Maintains standards and preventative maintenance programs for infrastructure such as air compressors, cranes, drop tables, jacking systems, wheel truer machines and other critical shop infrastructure. Manage Fall Protection capital plan, and installations. Oversee operation equipment and forecast replacements and maintenance for such equipment as fork lift trucks, railcar movers, and compressed air systems.

06/15/2009 – 06/01/2011   **CSX Transportation**   **Jacksonville, FL**
Manager, Facility Design

Primary job functions and responsibilities include engineering support, capital planning and implementation of capital projects for Mechanical and Facility operations. Work closely with contract forces and outside contractors to perform projects and day to day system operations.

Develop standards and preventative maintenance programs for shop facilities and infrastructure. Manage Fall Protection capital plan, and installations. Oversee operation equipment and forecast replacements and maintenance for such equipment as fork lift trucks, railcar movers, and compressed air systems. Participate in cross functional teams such as the Tool Committee, Energy Savings team and Capital Improvement team.

04/01/2008 – 06/14/2009   **CSX Transportation**   **Jacksonville, FL**
Specialist Facility Design

Responsibilities include estimating project costs, including personnel and material needs, preparing AFEs and labor notification requirements. Manage all aspects of projects; including CSX system personnel and design build contractors. Daily interaction with local managers to provide guidance for operations, personal in emergencies, day-to-day equipment replacement and repair as well as new system design.

Develop designs, project management and procurement for facility, equipment, and machinery. Design and procurement of compressed air systems, car movement systems, jacking systems, machine control and instrumentation, responsible for fabrication, operation, application, installation, and repair of equipment and related systems. Manage monthly Energy Call to reduce system utility spending.

1/23/2006 – 03/31/2008   **CSX Transportation**   **Jacksonville, FL**
Facilities Engineering Management Trainee

Responsibilities within the department included project estimating, AFEs and labor notification preparation as well as project management. Maintaining shop equipment and machinery data base along with railcar mover fleet. Prepare daily and monthly utility reports.

8/2004 - 1/2006   **UNC-Pembroke**   **Pembroke, NC**
Project Manager

Serve as project manager on comprehensive engineering design projects; set project parameters, evaluate compliance with project and engineering standards, and approve final designs and installations. Oversee, review, and approve the work of external engineering design and planning consultants; ensure that engineering designs are consistent with contract specifications and all relevant regulations and engineering standards.

Sound Basic Education for All

An Action Plan for North Carolina

WestEd

In collaboration with Learning Policy Institute and
The William & Ida Friday Institute for Educational Innovation

Executive Summary

WestEd
WestEd.org

LEARNING POLICY INSTITUTE
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THE WILLIAM & IDA
FRIDAY INSTITUTE
FOR EDUCATIONAL INNOVATION

Contents

Background

The Supreme Court of North Carolina's (the Court's) decision in *Leandro v. the State of North Carolina* (1997) unanimously affirmed that the state has a constitutional responsibility to provide every student with an equal opportunity for a sound basic education and that the state was failing to meet that responsibility. Since then, the Court has repeatedly found that "the court record is replete with evidence that the *Leandro* right continues to be denied to hundreds of thousands of North Carolina children [and that the actions the state has taken so far are] wholly inadequate to demonstrate substantial compliance with the constitutional mandate of *Leandro*" as Judge W. David Lee ruled in March 2018.

The challenges of meeting this responsibility have increased since the original decision, and the state needs to significantly increase its commitment and efforts to provide for the education of every student. To do so, the state will need to strategically improve and transform multiple components of the education system, including ensuring an adequate supply of qualified teachers and principals; improving curriculum, instruction, and assessment; funding education adequately; and more effectively addressing the needs of at-risk students and the persistent gaps in achievement among groups of students. A commitment to strengthening the education system in the state is vital to building and maintaining the required capacity at the school, district, regional, and state levels.

About This Action Plan

This Action Plan provides recommendations for actions that will advance the state's efforts to achieve compliance with the *Leandro* decision. It identifies the most critical actions that the state needs to take immediately and carry out over the next six years and beyond to transform the education system and provide the necessary education opportunities for all students.

The development of the plan was in response to the February 1, 2018, order by Judge Lee for the appointment of an independent consultant to develop detailed, comprehensive, written recommendations for specific actions necessary to achieve sustained compliance with the constitutional mandates articulated in the *Leandro* decision. The Defendant State of North Carolina, the Plaintiffs Hoke County Board of Education et al., and the Penn Plaintiff-Intervenors jointly nominated WestEd to serve as the independent consultant, and Judge Lee issued a consent order appointing WestEd to this role on March 7, 2018.

WestEd arranged for two other independent organizations, the Learning Policy Institute and the Friday Institute for Educational Innovation at North Carolina State University, to also contribute to developing the Action Plan. The three organizations collaborated to conduct multiple studies to better understand key issues and challenges related to North Carolina's education system and to inform the recommendations. These studies involved extensive analyses of relevant data about student achievement, the education workforce, school effectiveness, state funding for education, and other areas related to the state's education system; site visits to North Carolina schools and districts; interviews and focus groups with policymakers, school and district administrators, teachers, parents, community members, and students; a statewide survey of school principals; reviews of relevant research and best practices employed in other states; reviews of prior studies of efforts to improve outcomes in the state; a cost

function analysis to estimate the minimum cost necessary to achieve education outcomes; and professional judgment panels to collect data on educators' perceptions. Site visits, interviews, and focus groups were designed to maximize engagement with education stakeholders representing the diversity of the state in terms of geography, school level, and school type as well as the characteristics of the student and educator populations. The findings and recommendations are informed by educators and community members in every region of the state, as shown in Exhibit 1. A series of 12 separate background reports submitted with the Action Plan provide the details and findings of the multiple studies conducted.

Exhibit 1. North Carolina educational stakeholders engaged in the study

The Stakeholders

44 Counties Represented

ALL 8 Regions Visited

1,270 Educators Engaged

SUPERINTENDENTS

TEACHERS

ASST. SUPERINTENDENTS

SCHOOL SUPPORT STAFF

PRINCIPALS

CENTRAL OFFICE STAFF

60⁺ Other Education Stakeholders Engaged

community leaders; elected officials; Department of Public Instruction staff; members of local education associations; parents; state commission members; philanthropists; representatives of higher education; State Board of Education members; and others

Alamance County
Alleghany County
Buncombe County
Burke County
Chatham County
Chowan County
Clay County
Craven County
Cumberland County
Davidson County
Davie County
Durham County
Edgecombe County
Forsyth County
Franklin County
Gaston County
Granville County
Greene County
Guilford County
Halifax County
Haywood County
Henderson County

Hoke County
Hyde County
Johnston County
Lincoln County
Mecklenburg County
Northampton County
Onslow County
Orange County
Pasquotank County
Pitt County
Polk County
Randolph County
Robeson County
Rowan County
Rutherford County
Scotland County
Surry County
Swain County
Union County
Vance County
Wake County
Washington County

The North Carolina Context

Although North Carolina has had a deep and long-standing commitment to public education, the state has struggled with fulfilling this commitment for all of its children. The failure to provide an adequate education to many children led to the *Leandro v. North Carolina* case and the 1997 landmark decision. Judge Howard E. Manning Jr. of the North Carolina Superior Court was assigned to monitor the state's compliance with the *Leandro* decision. For nearly two decades, until his retirement in 2015, he was a strong advocate for every child in North Carolina receiving a sound basic education. His actions included requiring the state to set a high bar for the achievement level that would demonstrate a student had obtained a sound basic education; ordering the state to provide preschool programs for at-risk 4-year-old children; ordering the state to intervene directly in the chronically low-performing Halifax County Schools; and requiring the state to provide guidance and support for the turnaround of low-performing schools.

In recent years, the challenges to providing every North Carolina student with an opportunity for a sound basic education have increased, driven by the major ongoing technological, social, and economic changes in our society. The Court foresaw that the world for which students must be prepared would continue to change, as the *Leandro* decision's definition of a sound basic education included that it would "enable the student to function in a complex and rapidly changing society … and compete on an equal basis with others in further formal education or gainful employment in contemporary society." In response to these changes, North Carolina has significantly revised its core curriculum standards and assessments several times, making the requirements of a sound basic education more rigorous. Social and economic changes are also impacting the education workforce, leading both to fewer young people choosing teaching as a profession and to fewer of those who do enter teaching remaining in the profession past the first few years.

The state has also seen an 88% increase in the number of economically disadvantaged students served by its public schools, resulting from the combination of the overall growth in student population and an increase in the proportion of students who are economically disadvantaged, from 39% in 2000–01 to 57% in 2015–16. Exhibit 2 shows the proportion of economically disadvantaged students by school district for 2018–19. In addition, the number of students who are English learners more than doubled over 15 years. State funding for education has not kept pace with these increased challenges, and the growth in academic achievement shown by the state's students from 1993 through 2005 has not continued. Although the state has seen continued increases in high school graduation rates, these have not led to increased success rates in postsecondary education. Most important, large gaps in all achievement measures continue among racial, ethnic, and economic subgroups of students.

Exhibit 2. Proportion of economically disadvantaged students, by local education agency, 2018–19
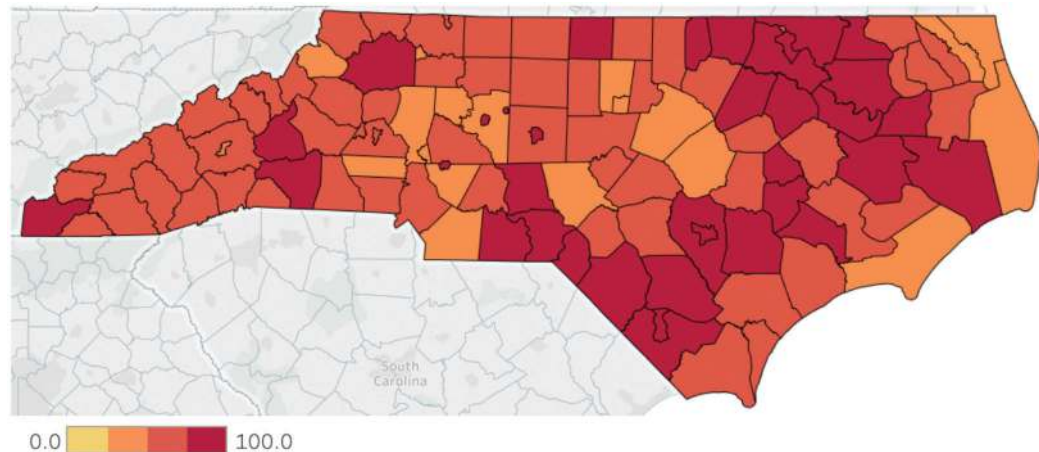
Source: North Carolina Department of Public Instruction (2019)

Eight Critical Need Areas

The overall goal of the *Leandro* Action Plan is to guide North Carolina in implementing systemic approaches to increasing the capacity of its Pre-K–12 public education system to ensure every child receives a sound basic education. The research conducted to inform the development of the Action Plan identified eight critical need areas for action. The Action Plan provides detailed findings and the recommended actions in each of the eight critical need areas shown in Exhibit 3. These eight areas of critical need are briefly summarized in the following sections of this Executive Summary.

Exhibit 3. Eight critical need areas

Monitoring the State's Compliance

Adequate, Equitable, and Aligned Finance and Resource Allocation

Regional/Statewide Supports for School Improvement

A Qualified and Well-Prepared Teacher in Every Classroom

8 CRITICAL NEEDS

State Assessment System and School Accountability System

A Qualified and Well-Prepared Principal in Every School

Support for High-Poverty Schools

High-Quality Early Childhood Education

Adequate, Equitable, and Aligned Finance and Resource Allocation

Adequate, Equitable and Aligned Finance and Resource Allocation

The Action Plan finance and resource allocation analysis focused on three major components of an effective education resource allocation system: *equitable distribution of funding*, *alignment of funding for efficient use*, and *adequacy of funding*. Perhaps most important, in considering the level of funding necessary to achieve the standard of a "sound basic education" as described in the *Leandro* rulings, it is important to consider the findings of this analysis in tandem with the findings from other sections of the report, particularly those that may support districts in more effectively using their existing resources. For example, if the state only invests additional dollars in the K–12 education system without also changing the mechanisms for distributing funding to districts and without providing support and monitoring tools for districts to consider the most effective use of resources, then it is less likely that the desired student outcomes will be achieved.

With findings from three complementary research components — a needs assessment, professional judgment panels, and a cost function analysis — the Action Plan surfaces several key findings. First, the state needs to direct additional resources to underserved student populations, including economically disadvantaged students, English learners, and exceptional children. The current school funding formula does have a designation for these underserved student populations. However, students from low-income backgrounds need higher levels of funding. This resource need continues to grow as the concentration of these students rises, as shown in Exhibit 4.

Exhibit 4. Costs of educating students in poverty

Y-axis: Percent above minimum predicted cost (0% to 40%)
X-axis: Percentage of students receiving a free lunch (0% to 100%)
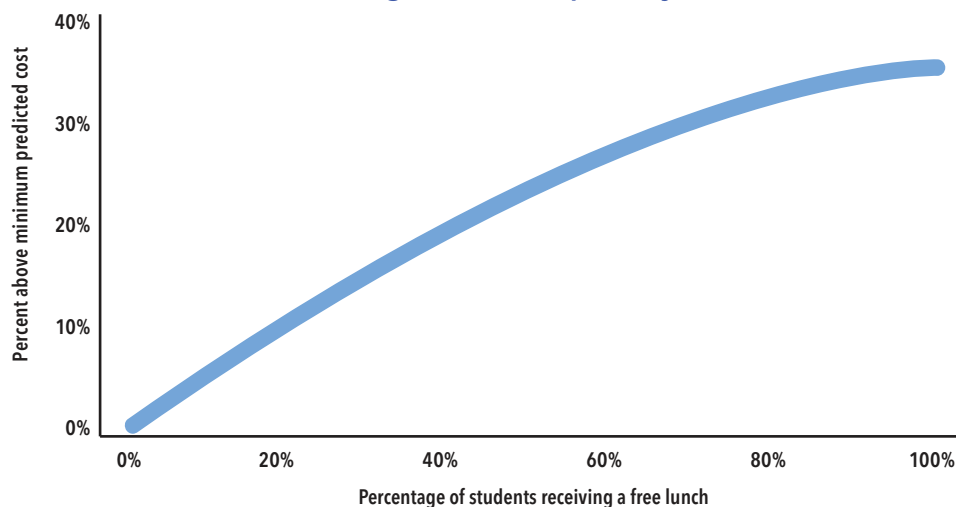
The second key finding addresses the alignment of funding for efficient use. The analysis finds that funding needs are impacted by regional variations in costs and by the scale of district operations. In North Carolina's current resource allocation model, local funding and the Classroom Teacher allotments create additional funding

inequities; restrictions on these allotments also reduce flexibility and funding levels. In addition, constraints on local flexibility hinder districts' ability to align resources with student needs. Finally, frequent changes in funding regulations hamper budget planning, and the state budget timeline and adjustments create instability.

A third key finding is that the current level of state spending is inadequate based on the resources required for students to achieve average annual academic growth and for accelerating underperforming students to proficiency. In order for the state to meet the requirements of *Leandro,* it needs to increase funding in two ways: (1) make short-term investments over the next eight years to reduce the gap between lower-performing students and their higher-performing peers, and (2) in tandem, provide additional ongoing funding (i.e., make permanent increases in the amount of state funding for education beyond short-term investments) to ensure that once students reach desired performance targets, this growth will be maintained. Accordingly, after the short-term investment period — assuming all students are performing at grade level — the state focus would be on maintaining only the ongoing funding. The analysis generated several different scenarios for both short-term investment and increased ongoing funding and presented all of these in the Action Plan. When determining which scenarios most accurately meet the standard of the *Leandro* ruling — reducing gaps for the state's lower-performing students and maintaining such growth so that students achieve at grade level each year — the actions funded by the short-term-investment scenarios referred to as Ongoing A and Short-term C most closely meet the standard. Exhibit 5 shows the estimated total costs and annual costs for these two scenarios over an eight-year period.

Exhibit 5. Additional funding beyond current state spending: Ongoing A and Short-term C implemented over eight-year period

	Sum total ($ in billions)	Sum total per pupil ($)	Total per year ($ in billions)	Average per pupil per year ($)
Current State Spending	$8.29	$5,690		
Ongoing A Scenario	$3.70	$2,540	$0.46	$318
Short-term C Scenario	$3.16	$2,170	$0.39	$271
Ongoing A + Short-term C	**$6.86**	**$4,710**	**$0.86**	**$589**

Note: Includes efficiency adjustment to account for the average 6.3% of funds identified as not contributing directly to the outcomes incorporated into the model. Dollar values adjusted for inflation to 2019 dollars using the Bureau of Labor Statistics cost price index (CPI) calculations over the period July 2017 to July 2019. These figures would need to be further adjusted for inflation over the next eight years.

However, research and experience indicate that increased spending alone will not produce improved student outcomes without attention to how the resources are distributed and used. It is important to pursue the findings and recommendations related to finance and resource allocation in tandem with the other recommendations for improving education included in the Action Plan as a means to ensure resources are used effectively to meet the standard of student outcomes identified in the *Leandro* ruling.

Though this study cannot know how policymakers and practitioners will choose to use these resources, the study's findings and recommendations provide guidance on how to effectively distribute, use, and monitor K–12 funding. Further, complementary sections provide guidance on the use of current and additional resources by articulating a suggested investment sequence that would enable the state to identify, invest, and monitor such existing and additional resources, ensuring dollars are being used wisely.

To address these findings, the Action Plan provides the following recommendations:

1. Increase the cost effectiveness of the North Carolina funding system so that public education investment prioritizes higher-need students and provides appropriate flexibility to address local needs.

2. Modify the school finance system to ensure future stability in funding for public education, including predictable, anticipated funding levels that acknowledge external cost factors.

3. Increase the overall investment in North Carolina's public schools first by identifying and effectively investing in a small number of foundational, high-impact strategies. Continued investment in these foundational areas are most critical to setting up the system for success in the future.

A Qualified and Well-Prepared Teacher in Every Classroom

A Qualified and Well-Prepared Teacher in Every Classroom

The *Leandro* decision affirmed the critical need for the state to provide a qualified and well-prepared teacher in every classroom. The Action Plan documents that the state has failed to meet this constitutional obligation. The state has significant shortages of qualified teachers and high teacher attrition rates, especially in high-poverty schools that largely serve disadvantaged students. In addition, the supply of qualified and well-prepared teachers has been shrinking (see Exhibit 6). Salaries and working conditions negatively impact teacher recruitment and retention, which in turn impact school effectiveness.

Exhibit 6. Teachers credentialed from in-state and out-of-state programs, 2010–11 through 2015–16

	2010–11	2011–12	2012–13	2013–14	2014–15	2015-16
Total	6,881	6,980	7,704	6,760	6,044	4,820
Out-of-state	2,247	2,213	2,754	2,377	2,070	1,506
In-state	4,634	4,767	4,950	4,383	3,974	3,314
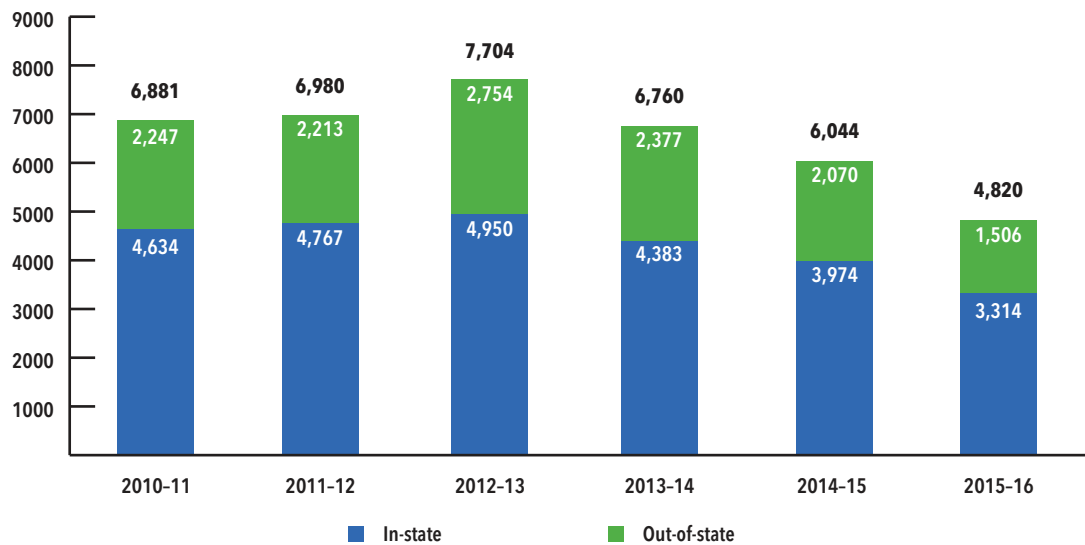
Source: U.S. Department of Education (2017)

Further efforts are required to increase the number of well-prepared teachers of color, who have been shown to have a positive impact on students of color. For current teachers, statewide efforts to support teacher professional growth and development are inadequate and inequitable. Although North Carolina has existing programs that have been shown to be effective, including the Teaching Fellows Program, the New Teacher Support Program, and the Advanced Teaching Roles Program, these types of programs need to be strengthened and expanded to meet the state's needs.

To address these findings, the Action Plan provides the following recommendations:

1. Increase the pipeline of diverse, well-prepared teachers who enter through high-retention pathways and meet the needs of the state's public schools.

2. Expand the North Carolina Teaching Fellows program.

3. Support high-quality teacher residency programs in high-need rural and urban districts through a state-matching grant program that leverages ESSA Title II funding.

4. Provide funding for Grow Your Own and 2+2 programs that help recruit teachers in high-poverty communities.

5. Significantly increase the racial-ethnic diversity of the North Carolina teacher workforce and ensure all teachers employ culturally responsive practices.

6. Provide high-quality comprehensive mentoring and induction support for novice teachers in their first three years of teaching to increase both their effectiveness and their retention.

7. Implement differentiated staffing models that include advanced teaching roles and additional compensation to retain and extend the reach of high-performing teachers.

8. Develop a system to ensure that all North Carolina teachers have the opportunities they need for continued professional learning to improve and update their knowledge and practices.

9. Increase teacher compensation and enable low-wealth districts to offer salaries and other compensation to make them competitive with more advantaged districts.

A Qualified and Well-Prepared Principal in Every School

A Qualified and Well-Prepared Principal in Every School

The *Leandro* decision also affirmed the critical need for the state to provide a qualified and well-prepared principal in every school. The Action Plan documents that the state has made significant progress in doing so, but is still far from fully meeting this constitutional obligation. North Carolina has innovative and effective principal preparation programs that incorporate evidence-based best practices and meet the National Education Leadership Preparation standards, but not all of its preparation programs meet these standards (Exhibit 7 shows the percentage of North Carolina school leaders prepared through each of seven pathways).

Exhibit 7. Percentage of principals and assistant principals prepared through the seven pathways
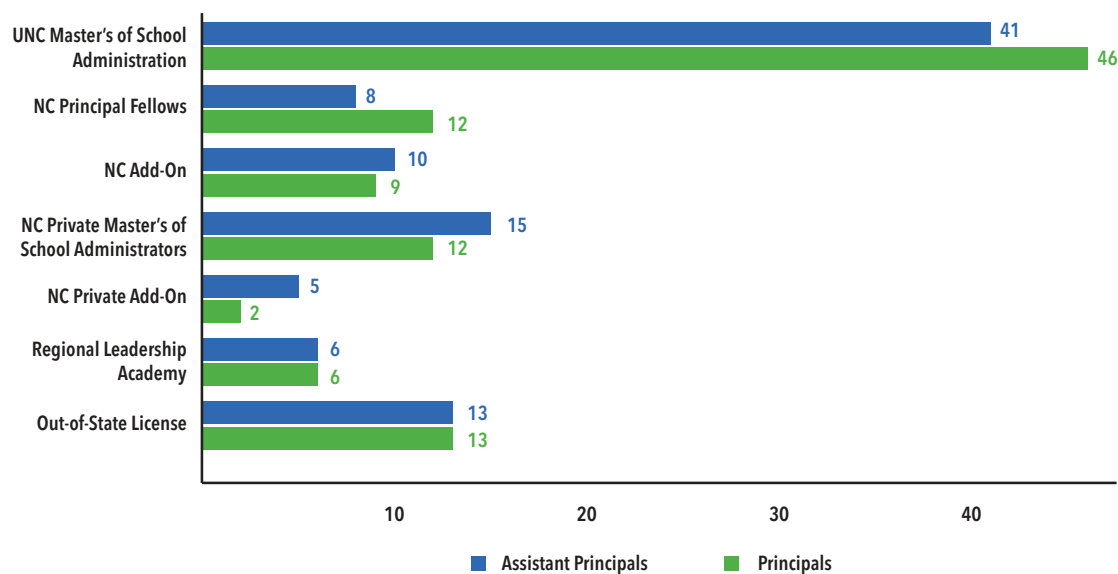
Source: Bastian & Goff (2017)

Note: At the time of the survey, three leadership academies funded by Race to the Top had been operating for several years. Only one continued after the grant funding, so the percentage for the Regional Leadership Academy pathway would be expected to decrease in the following years.

The Principal Fellows scholarship program attracts strong master's of school administration (MSA) candidates who then have higher graduation rates, are more likely to assume and remain in school leadership positions, and have more positive impacts on their schools, as compared with others who enter MSA programs. For acting school leaders, North Carolina has some high-quality professional development programs, but these are not sufficient to meet the statewide needs. Most important, the current compensation system and working conditions (e.g., workload, job complexity, lack of support and resources) create disincentives for principals to remain in the principalship and to work in low-performing schools.

To address these findings, the Action Plan provides the following recommendations:

1. Update the state's principal preparation and principal licensure requirements.

2. Continue to expand access to high-quality principal preparation programs.

3. Expand the professional learning opportunities for current principals and assistant principals.

4. Revise the principal and assistant principal salary structures and improve working conditions to make these positions, especially in high-need schools, more attractive to qualified educators.

High-Quality Early Childhood Education

High-Quality Early Childhood Education

The critical importance of addressing the needs of Pre-K children who are prospective enrollees in North Carolina's public education system was established by the *Leandro* case and was upheld by the Court in 2004. Research indicates a high-quality early foundation for learning that develops children's personal, social, cognitive, and language skills is critical for later success in school and can significantly improve life outcomes for children from low-income families. However, access to early childhood education remains out of reach for many low-income families in North Carolina. Although high-quality early childhood education is available in the state, primarily through the NC Pre-K and Smart Start programs, many communities lack an adequate supply of early childhood programs, especially those in low-wealth counties, as shown in Exhibit 8. Costs to families, a shortage of qualified early childhood teachers, and other factors create barriers that limit access to early childhood education for low-income families. The transition from early childhood education to the K–12 system also poses challenges for children and families.

Exhibit 8. North Carolina counties, by quartile of wealth per average daily membership
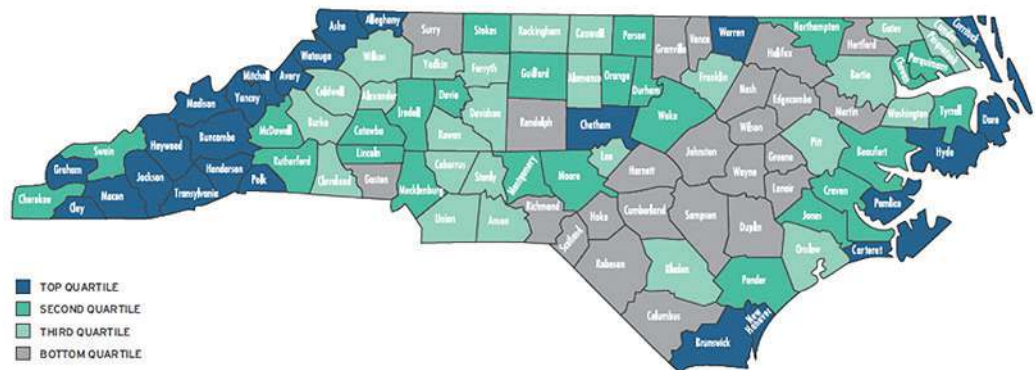
Source: Public School Forum of North Carolina (2018)

To address these findings, the Action Plan provides the following recommendations:

1. Increase the volume and quality of the early childhood educator pipeline.

2. Scale up the Smart Start program to increase quality, access, and support for at-risk children and families.

3. Expand the NC Pre-K program to provide high-quality full-day, full-year services to all at-risk 4-year-old children.

4. Align and improve early-grade K–12 settings to support successful transitions to K–3 and promote early-grade success.

Support for High-Poverty Schools

Support for High-Poverty Schools

The *Leandro* case focused from the start on the state's responsibility to educate its children from low-income families and communities. Currently, more than 400,000 students attend the 843 high-poverty schools in the state, defined by having at least 75% of students eligible for federally subsidized meals due to their families' low-income. More than 25% of the state's K–12 students attend high-poverty schools, and more than 30% of the state's schools meet the high-poverty criteria.

These high-poverty schools serve disproportionate numbers of students with other risks identified by the *Leandro* case, including students who have limited proficiency in English, are members of a racial or an ethnic minority group, have a single parent, and/or live in a household in which the adults have low education levels. Students attending high-poverty schools are far less likely than their peers in other schools to receive a sound basic education, in large part due to having less access to qualified teachers (see Exhibit 9), qualified principals, and sufficient educational resources. Students' equal opportunities in these schools are further limited by a lack of supports and services to help mitigate barriers to learning associated with adverse out-of-school conditions in communities of concentrated poverty.

Exhibit 9. Fewer fully licensed teachers in high-poverty schools, 2017
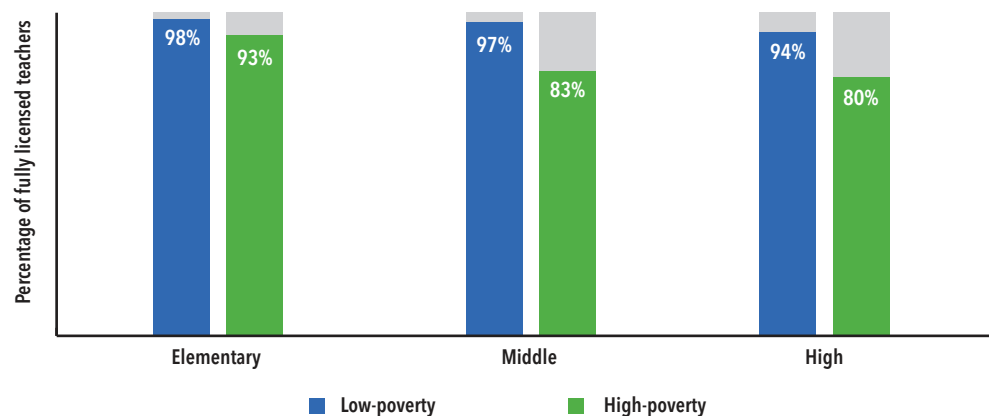
Source: Learning Policy Institute analysis of NCDPI data

To address these findings, the Action Plan provides the following recommendations:

1. Attract, prepare, and retain a highly qualified, diverse, and stable K–12 teacher and leader workforce in high-poverty schools.

2. Provide additional time, resources, and access to the programs and supports that meet the education needs of all students in high-poverty schools, including at-risk students.

3. Revise the school accountability system so that it credits successful efforts in high-poverty schools and supports further success.

4. Provide comprehensive whole-child supports, including professional staff such as nurses, counselors, psychologists, and social workers.

5. Provide resources, opportunities, and supports to address out-of-school barriers to learning that constrain schools' ability to meet the education needs of all students in high-poverty schools.

State Assessment System and School Accountability System

State Assessment System

A high-quality assessment system that provides useful and timely data on student growth and proficiency is an integral component for ensuring a sound basic education for all students. The state's achievement levels do not clearly indicate whether students are ready for college and careers or what is necessary for a sound basic education. North Carolina's summative assessments meet federal requirements and are aligned to the state's academic standards, but lack some elements of rigor and depth that are articulated in the academic standards. In addition, there is a lack of alignment between the state assessment system and the state's theory of action as articulated in its ESSA plan. However, there are opportunities to increase coherence between curriculum, instruction, and assessment in North Carolina. Supporting assessment for learning, including interim assessments, can enable a more balanced and student-centered assessment system.

To address these findings, the Action Plan provides the following assessment recommendations:

1. Establish a more balanced and student-centered assessment system.

2. Clarify alignment between the assessment system and the state's theory of action.

3. Include additional item types that provide a broader understanding of students' knowledge, skills, and abilities.

4. Improve coherence among curriculum, instruction, and assessment.

5. Revise achievement levels to align with the Court's standard of a sound basic education.

School Accountability System

North Carolina's accountability system is primarily based on measures of student performance on summative assessments and does not include, or uses only in limited ways, a number of opportunity-to-learn indicators that can provide information to help ensure that all students have the opportunity for a sound basic education. The accountability system emphasizes students' proficiency status over growth, which results in a strong bias against schools that largely serve economically disadvantaged students and fails to credit these schools with successful efforts that are foundational to their students' receiving a sound basic education (see Exhibit 10). The accountability system does not consider critical factors when determining which schools are identified as being among the lowest-performing schools in need of state-provided interventions and supports.

State Assessment System and School Accountability System

Exhibit 10. Math, reading, and science proficiency in North Carolina in high-poverty vs. low-poverty schools
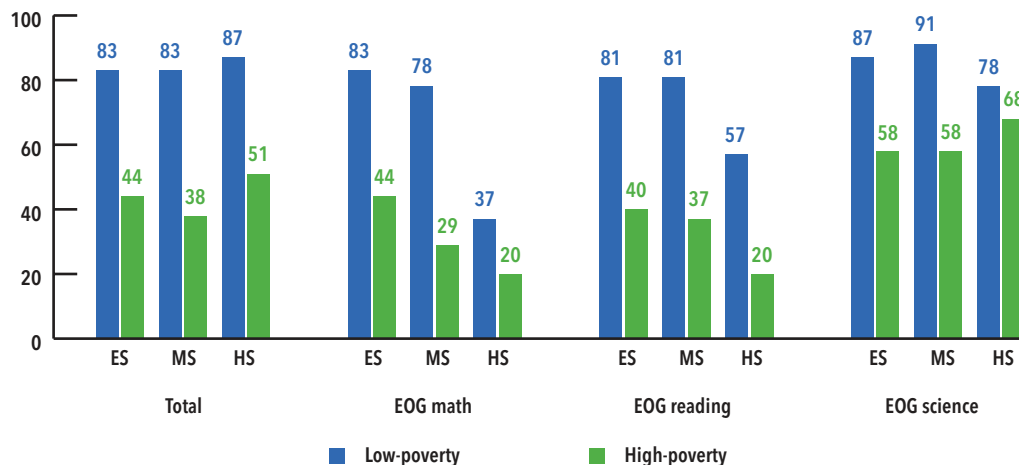
Note: "ES" stands for "elementary school"; "MS" stands for "middle school"; "HS" stands for "high school."

To address these findings, the Action Plan provides the following accountability recommendations:

6. Amend the current accountability system, including the information provided by the North Carolina Dashboard, to include measures of progress — a number of which North Carolina currently uses — toward providing all students with access to a sound basic education.

   – Include in the North Carolina Dashboard state, district, and school performance and growth data (both overall and by student subgroup) that are based on a comprehensive set of measures that would indicate progress toward meeting the *Leandro* tenets and are inclusive of the reporting requirements under ESSA.

   – To measure progress toward meeting the requirements of *Leandro*, structure North Carolina's accountability system to reward growth in school performance on an indicator, in addition to status on select indicators.

   – Use a process for identifying schools for support and improvement that includes a set of decision rules to meet the requirements under ESSA and *Leandro*.

7. Use data from the accountability system at the state, district, and school levels to guide planning and budget decisions and to assess school progress and improvement efforts.

8. Use the data provided in the North Carolina Dashboard to identify the appropriate evidence-based interventions and supports.

Regional and Statewide Supports for School Improvement

Regional/Statewide Supports for School Improvement

In prior decisions, the Court emphasized the critical need for the state to provide an effective system of supports to help low-performing schools recruit and retain effective staff; provide high-quality professional development; use evidence-based instructional practices and curricula; create effective school cultures; provide student supports; use data for continuous improvement; engage families; and foster collaborations. Though there are areas of strength in supporting school improvement efforts, North Carolina needs a more systematic, comprehensive statewide and regional system for school improvement.

Some North Carolina schools have fostered strong achievement growth for at-risk students through the work of teams of talented and dedicated educators. However, small, low-wealth districts have limited capacity to support school improvement, and the state's system of support for improving low-performing schools is insufficient. Exhibit 11 highlights that the schools in need of support — those that receive a grade of D or F — are those that serve large numbers of economically disadvantaged students.

Some evidence-based practices are already in place across the state and valued by North Carolina educators, specifically the Multi-Tiered System of Supports (MTSS) for school improvement, which is already used in every district; the Schoolwide Positive Behavioral Intervention System (SW-PBIS) for providing students with social, emotional, and behavior supports, which is being implemented in some schools; and the NC Check-In formative assessments aligned to curriculum standards, which are quickly gaining widespread use. These provide a foundation for the comprehensive statewide and regional system that is needed.

Exhibit 11. School performance grades, by percentage of students in poverty
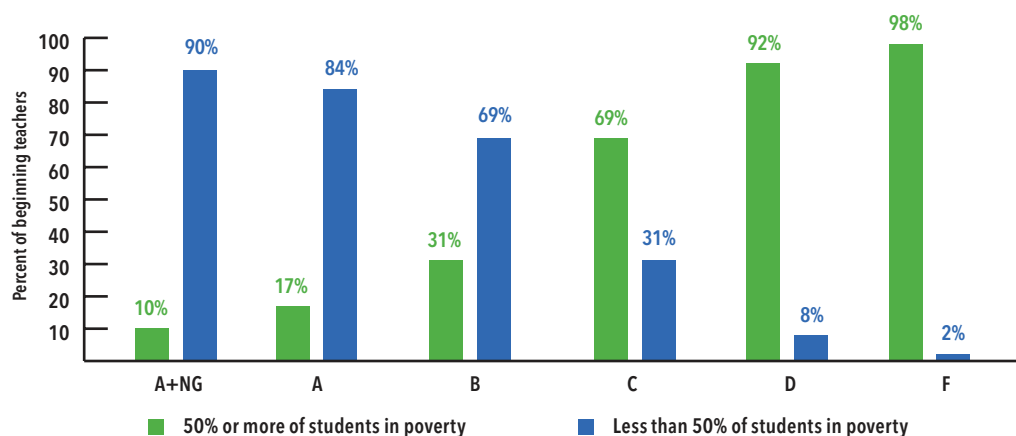
Source: Oakes et al. (2019)

Note: Schools that earn an A designation and do not have significant achievement and/or graduation gaps are designated as an A+NG school.

To address these findings, the Action Plan provides the following recommendations:

1. Rebuild the state's capacity to fully support the improvement of its lowest-performing schools.

2. Provide resources, opportunities, and supports for low-performing and high-poverty schools to address out-of-school barriers to learning, using a community-schools or other evidence-based approach.

3. Provide statewide and/or regional support to help schools and districts select high-quality, standards-aligned, culturally responsive core curriculum resources and to prepare teachers to use those resources effectively.

4. Extend the supports already available to schools to help them further implement the MTSS, SW-PBIS, and NC Check-In approaches.

Monitoring the State's Compliance

Monitoring the State's Compliance

This Action Plan and the research reports that informed it describe many findings documenting that North Carolina is far from meeting its constitutional obligation to provide every child in the state with an opportunity to receive a sound basic education. In fact, the challenges of meeting this obligation have increased since the original *Leandro* ruling in 1997, and the challenges of providing every student with a sound basic education are likely to continue to increase in the coming years.

Bringing the state's education system into compliance with the *Leandro* requirements needs to be an ongoing effort. It will require a deep commitment from the state and all stakeholders, with wise and productive investments; well-planned immediate, near-term, and long-term responses; and ongoing work and continuous improvement over many years. To ensure the state is effective in its efforts to comply with the *Leandro* requirements, the Court will need to continue to monitor the state's proposed actions, its implementation of those actions, and the results.

The Action Plan provides the following recommendations for monitoring the state's compliance:

1. The Court should appoint a panel of education experts to help the Court monitor the state's plans, initiatives, and progress in meeting the *Leandro* requirements.

2. The Court should require annual reports of plans and progress on meeting the *Leandro* requirements from the North Carolina State Board of Education and the North Carolina Department of Public Instruction.

Investment Overview and Sequenced Action Plan

The recommended actions in the *Leandro* Action Plan are comprehensive and wide-ranging, touching on most of the major components and elements of North Carolina's Pre-K through 12th grade education system, as well as on the components of the higher education system that prepare the education workforce. The report proposes a sequence for implementing the major recommended actions in each critical need area. The actions have been sequenced based on North Carolina's current capacity, with a focus on strengthening the state's ability to sustain over time the improvements most critical to its education system. The report suggests sequencing that prioritizes investments in the communities with the greatest needs first, including high-poverty schools.

In the Investment Overview section of the report, the research team provides a cost estimate for meeting the state-determined goals for student proficiency included in the state's plan for meeting the requirements of the Every Student Succeeds Act (i.e., by 2027, 74.1% proficiency in grades 3–8 Math, 73.3% in High School Math, 65.8% in grades 3–8 Reading, and 71.3% in High School Reading for English Language Arts). Separate cost estimates are provided for reaching a 90% student proficiency rate, which is the target articulated by the Court in a Memorandum of Decision, *Hoke County Board. of Education v. State* (Wake Co. Super. Ct., Oct. 12, 2000).

The sequenced Action Plan assumes continued increases in investment by the state over the next four budget cycles. The study's analysis of needed resource investment over the next eight years suggests the following:

> » **K–12 education operating expenditures (short-term):** Invest approximately $395 million per year over the next eight years that would provide intervention support to ensure students achieve at grade level. These investments would be withdrawn from the system after such student achievement levels are reached.

> » **K–12 education operating expenditures (ongoing):** Invest approximately $463 million per year on an ongoing basis that would enable students to maintain grade-level growth.

> » **Early childhood education:** Invest approximately $148 million per year in programs such as NC Pre-K and Smart Start.

> » **State-level infrastructure:** Invest approximately $2 million per year in programs such as teacher and principal development and the state's system of support.

In the Sequenced Action Plan section of the report, the recommended actions across the eight critical needs areas are organized into a roadmap laying out three phases of implementation.

The criteria used for determining the phase in which each action should begin are as follows:

> » **Phase I:** Highest-priority actions that require immediate attention, are fundamental to the success of other actions, build critical capacity to sustain improvement, and provide a significant return on investment. These actions should be initiated by 2020.

» **Phase II:** Prioritized actions that build on or are dependent upon Phase I actions, as well as new actions recommended for initiation.

» **Phase III:** Actions that continue to build on Phase I and II actions, new actions recommended for initiation, and actions to sustain the investments and capacity put in place since 2020 to ensure a sound basic education for all children. These actions should be initiated by 2026.

In summary, the requirements of the *Leandro* decision are as relevant and essential today as they were when they were originally framed more than 20 years ago. Although there have been many efforts on the part of the state and districts to improve students' achievement, the challenges of providing every student with a sound basic education have increased, along with the number of at-risk students. Large achievement gaps between subgroups of students continue unabated, with, on average, the achievement of Black, Hispanic, and Native American students lagging far behind that of White and Asian students and the achievement of economically disadvantaged students lagging far behind that of their more advantaged peers. The Action Plan provides a roadmap for the state that, if combined with a deep and ongoing commitment to ensuring that all of North Carolina's children receive a sound basic education, will enable the state to meet its constitutional obligation.

UNC
PEMBROKE

May 15, 2020

To Whom It May Concern:

I am writing to express my support for Old Main STREAM Academy. I am a resident of Scotland County and am employed by the University of North Carolina, Pembroke, in the district of the Public Schools of Robeson County, and I believe that Old Main STREAM Academy will be an asset to UNCP as well as the Robeson County community. Old Main STREAM Academy will provide an educational choice to families, one with rigorous, innovative academics, and core values that develop persistence and determination. High standards combined with an arts integrated approach to teaching a STREAM curriculum will prepare students for success in college and career, and create contributing, connected future leaders.

Firsthand experience collaborating with Dr. Tiffany Locklear, one of the directors of the school, gives me full confidence that Old Main STREAM Academy's leaders are thoughtfully and methodically developing a strong school plan. With decades of excellence in school leadership, alongside the inclusion of STREAM education, the North Carolina Standards Course of Study, and place-based instruction, this initiative will introduce engagement and partnering opportunities that are mutually beneficial. As director of the Teaching & Learning Center and an NC Campus Compact 2019-2020 Engaged Faculty Scholar, I would look forward to collaborating with the academy on faculty and student partnerships that develop innovations in teaching through hands-on service and experience.

I believe Old Main STREAM Academy will provide an exceptional educational choice to students in the area and foster growth and academic outcomes through choice and collaboration that will provide positive leverage to our county. In sum, I fully support the approval of Old Main STREAM Academy to serve students in this community. I value the mission and approach of Old Main STREAM Academy, and I would be pleased to see a school of choice in the community.

Sincerely,

Scott Hicks, PhD, Director
Professor, Department of English, Theatre, & Foreign Languages
<scott.hicks@uncp.edu>

Arvis Boughman
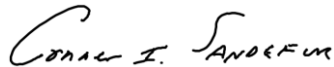1225 Water Wheel Cove Clyde, NC
28721
Iteachspeech2@yahoo.com

06/23/2020

To whom it may concern:

I am writing to express my support for Old Main STREAM Academy. I am a resident of Haywood County and a native of Robeson County, NC.   I believe that Old Main STREAM Academy will be an asset to the Robeson County community. Old Main STREAM Academy will provide an educational choice to families, one with rigorous, innovative academics, and core values that develop persistence and determination. High standards combined with an arts integrated approach to teaching a STREAM curriculum will prepare students for success in college and career, and create contributing, connected future leaders.

The purpose of the STEM (STREAM) Education and Leadership program in North Carolina is to prepare 21st Century K-12 STEM (STREAM) educators and leaders to teach and disseminate new integrated approaches, to discover how STEM teaching and learning benefits students, and for our North Carolina students to become career and college ready. A model school program for NSDPI STEM attributes STEM finds that "a culture of inquiry and creativity exists between and among the STEM (STREAM) school/program students, teachers, and administrators and emphasizes the inclusion of all students in the culture."

In many cases, children who come from socioeconomically disadvantaged situations, are unable to participate in many STEM/STREAM programs because the lack of funds and travel accessibility. Myers and Berkowicz (2015) concluded "the gap created by poverty…remains as a challenge for those children throughout their educational career" (p. 39).   Bybee (2013) explained how the California Linked Learning: Pathways to College and Career Success is an example how technology can help differentiate instruction, level the academic playing field, and "connect core subjects of Math and Science to experiences in professional and technical fields…" (p. 76).

More than 70 percent of children in Robeson County were reported as living below the poverty line in 2016, and it has been estimated that 80% of jobs will be STEAM/STREAM related by the year 2026. By the end of 2020, over 2.4 million STEM jobs were projected to go unfilled. STEM (Science, Technology, Engineering, and Math) or STREAM (Science, Technology, Engineering, Reading, Arts, and Math) curriculum assists students to prepare for the 21st century workforce.

Dr. Alan Greenspan (as cited by Bybee, 2013) found that "21st century workforce skills aligned with scientific inquiry and engineering design" (p. 37), and are important skills for future adult employees. However, traditional education only emphasizes a teacher-centered delivery of instruction. In this mode of instruction, students are merely passive receivers of information. There is a lack of needed emphasis for students to be active problem solvers and critical thinkers. 21st century skills also involve student collaboration, discussion, and project based learning. Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information will important skills for the 21st century workforce to possess.

Another key reason for the establishment of the Old Main STREAM Charter School, is that the Robeson County school system lags behind in most education metrics and fails to meet the educational needs of many of its students. In Robeson County, 12.6 percent of the population possessed a bachelor's degree or higher, less than half of the state average rate of 29 percent (Robesonian 2016). Even with this low educational ranking, many Robeson County citizens have always placed a great value on education. This fact is exemplified by the Robeson County Native American community opening the first Native American college in 1888 which in now known at University of North Carolina at Pembroke.

The Old Main STREAM Charter School will continue the vision of founders of UNCP by providing a high quality, 21st century job ready, and innovative educational opportunities for students in Robeson County and the surrounding areas.

I am confident that Old Main STREAM Academy leaders are thoughtfully and methodically developing a school plan. With decades of excellence in school leadership, alongside the inclusion of STREAM education, the North Carolina Standards Course of Study, and place-based instruction, I am confident this will be a good match and will work well to provide an exceptional educational choice to students in the area. Further, this initiative will introduce engagement and partnering opportunities that are mutually beneficial. We believe the growth and academic outcomes from this educational choice opportunity and collaboration will provide positive leverage for Robeson County.

I support the approval of Old Main STREAM Academy to serve students in the area. I value the mission and approach of Old Main STREAM Academy and I would be pleased to see a school of choice in the community.

Sincerely,

Arvis Boughman

Arvis Boughman

Letter of Support for Old Main STREAM Academy

Carrie Brewington
Instructional Support Coach:
North Carolina New Teacher Support Program
1699 Sykes Pond Road
Fayetteville, NC 28304
Carrie.brewington@uncp.edu

June 5, 2020
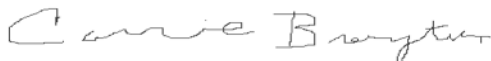
To whom it may concern:

As a former District and School Transformation Coach with the NC Department of Public Instruction (DPI), I have witnessed first-hand the challenges facing public education institutions in rural North Carolina. As turn-around efforts to improve the quality of instruction have remained challenging, I consider Old Main STREAM Academy a viable and meaningful option for the students in Robeson County. My experience has allowed me to observe the multitude of successes of charter schools, however they remain sparse in the rural communities of Eastern North Carolina. This institution will provide families with a choice option that upholds high and rigorous instructional standards that can prepare students to be globally successful citizens. The STREAM educational approach is necessary to develop well-rounded individuals capable of making positive contributions to society.

It is vital that rural communities not be left behind by their urban counterparts. Charter schools and school choice dominate the landscape in these urban communities, and I urge you to consider the need for greater diversity, options, and choices for the families in these rural communities as well. My years with District and School Transformation at DPI have provided me with great exposure to both successful and struggling districts across the state. One consistent variable for turnaround and school improvement/reform initiatives is the dedication and ability for school leadership to establish a meaningful vision with high expectations that includes a diverse and inclusive curriculum. I have every confidence that the leaders of Old Main STREAM Academy will ensure that their student body is engaged in all of the instructional and social-emotional strategies necessary to ensure that every student enrolled is successful.

It would be an asset to the community to have an additional and authentic learning option for the children of Robeson County. Old Main STREAM Academy meets these needs in every way. Please consider this charter application with hope and optimism knowing that the students in the community will have one additional avenue to success.

Sincerely,

Carrie Brewington

ONE UNIVERSITY DRIVE
P.O. BOX 1510
PEMBROKE, NC 28372-1510

UNIVERSITY *of* NORTH CAROLINA
PEMBROKE

DEPARTMENT OF BIOLOGY

(910) 521 - 6245

Conner Iknokwayyo Sandefur
Assistant Professor, Department of Biology
1 University Drive, Pembroke, NC 28372
conner.sandefur@uncp.edu

03/28/2020

To whom it may concern:

I am writing to express my support for Old Main STREAM Academy. I am a resident of Robeson County School District, and I believe that Old Main STREAM Academy will be an asset to the Robeson County community. Old Main STREAM Academy will provide an educational choice to families, one with rigorous, innovative academics, and core values that develop persistence and determination. High standards combined with an arts integrated approach to teaching a STREAM curriculum will prepare students for success in college and career, and create contributing, connected future leaders.

I am confident that Old Main STREAM Academy leaders are thoughtfully and methodically developing a school plan. With decades of excellence in school leadership, alongside the inclusion of STREAM education, the North Carolina Standards Course of Study, and place-based instruction, I am confident this will be a good match and will work well to provide an exceptional educational choice to students in the area. Further, this initiative will introduce engagement and partnering opportunities that are mutually beneficial. We believe the growth and academic outcomes from this educational choice opportunity and collaboration will provide positive leverage to our county.

I support the approval of Old Main STREAM Academy to serve students in the area. I value the mission and approach of Old Main STREAM Academy and I would be pleased to see a school of choice in the community.

Sincerely,

Conner I Sandefur (Chickasaw Nation citizen)

MEREDITH ASHLEY GODWIN

2030 Addison Tram Road, Rowland, NC 28383
(910)-734-3276
mag032@bravemail.uncp.edu

Education

The University of North Carolina at Pembroke   Pembroke, NC
Bachelor of Science in Accounting   Completed May 2020
- o Chancellors List Fall 2016, Spring 2017, Fall 2017, and Spring 2018
- o Coursework in higher level accounting, Income Tax, and Auditing
- o Member of the UNC Pembroke Woman's golf team
- o Graduated Cum Laude honors

Work Experience

S. Preston Douglas & Associates, LLP   Lumberton, NC
Staff Accountant   June 1st- Present
- o Completes audits for municipalities, non-profit businesses, and corporations
- o Reviews and completes tax returns for individuals

Robeson County Finance Department   Lumberton, NC
Clerical Assistant/ Intern   2016-2019
- o Helps maintain bank statements for accuracy when comparing it to bank's ledgers
- o Ensured Water Department bank sheet is balanced and worked with supervisor to fix discrepancies
- o Precisely keyed in daily revenue for various departments

UNCP Education Department   Pembroke, NC
Reading/Writing Tutor for PRAXIS I Exam   2018-present
- o Worked with students trying to get admitted to the education program at UNCP to pass the Reading and Writing portion of the PRAXIS I exam.
- o Maintained high passing rates among students who pursued tutoring

Papa Bills BBQ Catering   Pembroke, NC
Caterer   2013-2017
- o Strategically help setup and serve food for guest at parties, weddings and notable events
- o Served annual NRA and Ducks Limited events

Church and Community Volunteer Activities

Men and Women U.S Open Golf Championship   Pinehurst, NC
Community Volunteer   Summer 2014
- o Selected after reaching a level of the First Tee of Sandhills, a youth development organization teaching the game of golf and inherent values
- o Directed and assisted spectators and ongoing traffic

Harpers Ferry Baptist Church Mixed Choir Member   Pembroke, NC
Professional Organizations
UNC Pembroke Student-Athlete Advisory Committee

Accounting Student Association
- o   Serve as Treasurer

References
Mrs. Carla Kinlaw
Finance Director of Robeson County
Email: carla.kinlaw@co.robeson.nc.us
Phone: (910)-671-3010

Mrs. Kellie Blue
Robeson County Manager
Email: kellie.blue@co.robeson.nc.us
Phone: (910) 671-3022

Dr. Joseph Lakatos
University of North Carolina Accounting and Finance Professor
Email: joseph.lakatos@uncp.edu
Phone: (910)-775-4713

NC Open Meetings Law Commitment

in STREAM Board of Directors commits to:

en Meetings Law § 143-318.9. Public policy.

d meetings and committee meetings must be open to the public and provide appropriate notice in advance of the
 date, time, and location:

ar Meetings: Seven (7) Days

l-Called Meetings: Forty-eight 48 Hours (Includes subcommittee meetings)

ency Meetings: Immediately after notice is given to all board members

_____

etings must be properly noticed physically at Old Main STREAM Academy and/or on Old Main STREAM Academ
.

ttee meetings are subject to Open Meetings Law.

g minutes should be taken and approved at every meeting.

g minutes should be kept in a location available to the public (website).

Version History

n	Date	Description	Approved By
	10/24/2018	Initial Policy Adopted	OMSA Board
	06/17/2019	Reviewed/Affirmed	OMSA Board
	03/25/2020	Reviewed/Affirmed	OMSA Board

Communities In Schools
Robeson County

CIS Academy Charter School
818 West Third Street
Pembroke, NC 28372

April 2, 2020

Old Main STREAM Academy
P. O. Box 1064
Pembroke, NC 28372

CIS Academy Charter School located in Pembroke, NC in Robeson County, acknowledges that its Board of Directors and Executive Director have agreed to serve as a Charter School Mentor to Old Main STREAM Board of Directors and administrative staff. Good luck with your charter proposal.

Very truly yours,

Dencie Lambdin
Executive Director

Old Main STREAM Academy - Community Interest Survey

Mission: Our mission is to engage students in STREAM disciplines that will prepare future leaders who are innovative, persistent, and self-determined.

* Required

What is your zip code? *

Your answer

Charter schools are public schools that have more control over their own budget, staff, and curriculum, and are exempt from many existing public school regulations in exchange for more accountability--Do you favor opening a public charter school, Old Main STREAM Academy in our community neighborhood ? *

◯ Yes

◯ No

Would you be interested in your child/grandchild attending Old Main STREAM Academy? *

◯ Yes

◯ No

Will your child need transportation to attend Old Main STREAM Academy? *

○ Yes

○ No

○ Maybe

Old Main STREAM would like to propose the following grades during the following years (Refer to chart below). Do you believe that the small classes can better support classroom management and healthy, steady growth in the school? *

Grade Level	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026
K	40	60	60	60	60
1st	40	40	60	60	60
2nd	40	40	40	60	60
3rd	40	40	40	40	60
4th	40	40	40	40	40
5th		40	40	40	40
6th			40	40	40
7th				40	40
8th					40
Total Number of Students	200	260	320	380	440

Choose ▾

Rigor and high expectations will ground the foundation for Old Main STREAM Academy. The curriculum will use disciplines to include Science, Technology, Reading, Engineering, Arts, and Mathematics. The Standard Course of Study will be embedded in the curriculum to prepare students for college and career readiness and state assessments. Place-based Instruction will be infused to make learning and core disciplines relevant and relational. As a parent or community member, do you support these disciplines and practices for making curriculum more relevant and responsive in Old Main STREAM Academy? *

◯ Yes

◯ No

Do you have any ideas or suggestions that should be considered as we move forward? *

Your answer

Submit

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Google Forms

APPENDIX J

OLD MAIN STREAM ACADEMY, INC.
BY-LAWS

ARTICLE I - NAME

Section 1. <u>Name</u>. The name of this Corporation shall be "**OLD MAIN STREAM ACADEMY, INC.**" The business of the Corporation will be conducted as **OLD MAIN STREAM ACADEMY, INC.**, hereinafter called "**OMSA, Inc.**"

ARTICLE II - OFFICES

Section 1. <u>Principal Office</u>. The principal office of OMSA, Inc. shall be located in Pembroke, North Carolina at such address as the Board of Directors may designate;

Section 2. <u>Registered Office</u>. The registered office of OMSA, Inc. required by law to be maintained in the State of North Carolina may be, but need not be, identical with the principal office.

Section 3. <u>Other Offices</u>. OMSA, Inc. may have offices at such other places within or without the State of North Carolina, as the Board of Directors may from time to time determine, or as the affairs of OMS, Inc. may require or make desirable.

ARTICLE III - PURPOSES AND GOVERNING INSTRUMENTS

Section 1. <u>Non-Profit Corporation</u>. OMSA, Inc. is a nonprofit corporation and shall be operated exclusively for educational and charitable purposes in a manner consistent with Chapter 55A of the General Statutes of North Carolina: North Carolina Nonprofit Corporation Act (the "Act"), as it exists or may hereafter be amended and within the meaning of Section of 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future Federal tax code.

(a) Notwithstanding any other provision of these Bylaws, no director, officer, employee, member, or representative of OMSA, Inc. shall take any action or carry on any activity by or on behalf of OMSA, Inc. not permitted to be taken or carried on by a corporation exempt under Section 501(c)(3) of the Internal Revenue Code as it now exists or may be amended, or by any OMSA, Inc. contributions to which are deductible under Section 170(c)(2) of such Code and Regulations as it now exists or may be amended. No part of the net earnings of OMSA, Inc. shall inure to the benefit or be distributable to any director, officer, member, or other private person, except that OMSA, Inc. shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation and these Bylaws.

Section 2. <u>Charitable Purposes</u>. The purposes of OMSA, Inc. is to enhance and improve the quality of education for School Age Students by improving educational opportunities.

Section 3. <u>Powers</u>. In furtherance of such purposes, OMSA, Inc. shall have full power and authority, directly or indirectly, alone or in conjunction or cooperation with others, to do any and all lawful acts which may be necessary or convenient to affect the charitable purposes, for which OMS, Inc. is organized, and to aid or assist other corporations or persons whose activities further accomplish, foster, or attain such purposes. The powers of OMSA, Inc. may include, but not be limited to, the acceptance of contributions from the public or private sectors, whether financial or in-kind contributions.

Section 4. <u>Governing Instruments</u>. OMSA, Inc. shall be governed by its Articles of Incorporation and its By-Laws.

ARTICLE IV— BOARD OF DIRECTORS

Section 1. <u>Authority and Responsibility</u>.

(a) The Supreme authority of OMS, Inc. governing the affairs of OMS, Inc. shall be vested in the Board of Directors; and all the powers, duties, and functions of OMSA, Inc. conferred by the Articles of Incorporation, these By-Laws, state statutes, common law, court decisions or otherwise, shall be exercised, performed, or controlled by the Board of Directors.

(b) The governing body of OMSA, Inc. shall be the Board of Directors. The Board of Directors shall have oversight responsibility concerning the management, affairs and property of OMS, Inc.; shall determine its policies or changes therein; and shall actively prosecute its purposes and objectives and oversee the disbursement of its funds. The Board of Directors may adopt, by majority vote, such rules and regulations for the conduct of its business and the business of OMSA, Inc. as shall be deemed advisable, and may, in the execution of the powers granted, delegate certain of its authority and responsibility to an executive committee. Under no circumstances, however, shall any actions be taken which are inconsistent with the Articles of Incorporation and these By-Laws.

(c) The Board of Directors shall not permit any part of the net earnings or capital of OMSA, Inc. to inure to the benefit of any Director, officer, trustee or other private person or individual.

(d) The Board of Directors may, from time to time, appoint, as advisors, persons whose advice, assistance, and support may be deemed helpful in determining policies and formulating programs for carrying out the purposes of OMSA, Inc.

(e) The Board of Directors is authorized to employ such person or persons, including an principal or officer, attorneys, directors, agents and assistants, as in its judgment are necessary or desirable for the administration and management of OMS, Inc., and to pay reasonable compensation for the services performed and expenses incurred by any such person or persons.

Section 2. <u>Number</u>. The number of directors on the Board shall initially be five (5). Each director shall hold office until his/her successor is elected and qualified or upon his/her death, resignation, retirement, removal, or disqualification.

Section 3. <u>Term of Office.</u> The members of the Board of Directors are elected to three (3) year terms with not term limits.

Section 4. <u>General Powers</u>. All general business, property, and affairs of OMS, Inc. shall be directed by the Board of Directors of OMSA, Inc. Two-thirds (2/3) of the members shall constitute a quorum. Power to conduct ministerial functions may be delegated to an Executive Director hired by the Board of Directors.

Section 5. <u>Election</u>. Two members of the Board of Directors shall be elected by majority vote of the Board at the annual meeting of the Board of Directors.

Section 6. <u>Removal</u>. Directors may be removed from office with or without cause by a two-thirds (2/3) vote of the Board of Directors at a duly called and constituted meeting of the Board.

Section 7. <u>Committee</u>. The Board of Directors may, by resolution adopted by a majority of the membership of the Board thereof, authorize and designate such committees from the Board and provide said committees with such powers as the Board deems necessary.

Section 8. <u>Vacancy</u>. A vacancy in the Board of Directors caused by death, resignation, removal, disqualification or otherwise of any member of the Board of Directors shall be filled for the unexpired term in the same manner as the vacating director was appointed as set forth in Article IV Section 3 above.

Section 9. <u>Compensation</u>. No. director shall receive compensation, directly or indirectly, any salary, compensation or emolument for serving as a director. However, if authorized by the concurring vote of a majority of all disinterested directors, notwithstanding any quorum requirement of these By-Laws*, nothing contained herein shall be construed to prevent any director from serving OMSA, Inc. in any other capacity and receiving reasonable compensation for services rendered in furtherance of the purposes and functions of OMSA, Inc.

Section 10. <u>Property Interest of Directors</u>. No director of OMSA, Inc. shall have any right, title or interest in or to any property or assets of OMSA, Inc., either prior to or at the time of any liquidation or dissolution of OMSA, Inc.

Section 11. <u>Conflict of Interest</u>. Directors who, directly or indirectly, have a material financial interest in a transaction with OMSA, Inc. or who are directors, officers or trustees of any entity which is a party to a transaction with OMSA, Inc., shall abstain from voting on such transaction.

ARTICLE V — MEETINGS OF THE BOARD OF DIRECTORS

Section 1. <u>Place of Meetings</u>. Meetings of the Board of Directors may be held at any place within or without the State of North Carolina as set forth in the notice thereof or, if no place is specified, at the principal office of OMSA, Inc.

Section 2. <u>Annual Meeting</u>. The Annual Meeting of the Board of Directors shall be held July each year, on such day and at such time as fixed by the Board of Directors. The Annual Meeting shall be held for the purpose of appointing directors and officers, presenting and reviewing reports of the previous fiscal year and transacting such other business as may come before the meeting. Failure to hold the Annual Meeting during the time designated shall not result in a forfeiture or dissolution of OMSA, Inc. and, in the event to of such failure, the Annual Meeting shall be held within a reasonable time thereafter.

Section 3. <u>Regular Meetings.</u> A regular meeting of the Board of Directors shall be held monthly. In addition, the Board of Directors may, by resolution, fix the time and place, either within or without the State of North Carolina, for the holding of additional meetings.

Section 4. <u>Special Meetings</u>. Special meetings and/or executive sessions of the Board of Directors may be called by or at the request of the Chair or upon written requests from a majority of the directors in office.

Section 5. <u>Notice</u>. Regular meetings of the Board of Directors may be held with five (5) days written notice. Notice of time and place of an annual meeting or of a special meeting shall be given by writing at least five (5) days before the meeting.

Section 6. <u>Quorum</u>. At any duly called annual, special, or regular meeting of the Board of Directors of OMSA, Inc., two-thirds (2/3) of the directors, in office at that time, shall be necessary to constitute a quorum for the transaction of business.

Section 7. <u>Rules</u>. All procedures of the Board of Directors not set forth in these By-Laws shall be governed by the rules set forth in the current edition of <u>Robert's Rules of Order, Newly Revised</u>, unless the Board of Directors by resolution otherwise determines.

Section 8. <u>Open Meetings</u>. All meetings of the Board of Directors, with the exception of executive sessions, shall be open and accessible to the general public. During the course of considering items on the agenda, only directors shall participate in the discussion except by prior arrangement with the Chair, upon request of a director, or during a public participation period adopted.by the Board of Directors.

Section 9. <u>Vote Required for Action</u>. Except as otherwise provided in these By-Laws or by law, the act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 10. <u>Voting</u>. Each voting member of the Board of Directors shall be entitled to one vote on each matter submitted to a vote and must be cast in person. Proxy voting is prohibited. Voting on all matters shall be by voice or by show of hands unless one-half (1/2) of the members present at the meeting shall demand a ballot vote on a particular matter or unless otherwise provided in these By-Laws.

Section 11. <u>Conduct of Meetings</u>. All meetings of the Board of Directors shall be presided over by the Chair except that in the absence of the Chair, the Secretary shall preside.

ARTICLE VI - OFFICERS

Section 1. Board Officers. The officers of OMSA, Inc. shall consist of a Chairperson (the Chair), a Secretary and a Treasurer, and other officers as the Board of Directors may from time to time elect.

   a. The Board may also elect such additional officers, as it deems desirable. All officers shall be elected at the annual meeting of OMSA, Inc.
   b. Officers shall be elected
   c. For a period of three (3) years or until their successors are duly elected and qualified.

Section 2. Vacancies. Vacancies among the officers shall be filled by the Board of Directors to serve the unexpired term.

Section 3. Chairperson (The Chair). The Chair is the principal officer of OMSA, Inc. and, subject to the control of the Board of Directors.

   (a) The Chair shall serve a term limit not exceed six (6) years or two consecutive (3) year terms.

   (b) He or She shall, when present, preside at all meetings and will have signing authority with the Secretary and such other duties as may be prescribed by the Board of Directors from time to time.

Section 4. Secretary. The Secretary shall keep accurate records of acts and proceedings of all meetings of the Board. The Secretary shall give, or cause to be given, all notices required by law and by these By-Laws. The Secretary shall sign such instruments as may require his/her signature and, in general, shall perform all duties incident to the office of Secretary and such other duties as may be assigned from time to time by the Chair and/or by the Board of Directors.

Section 5. Treasurer. The Treasurer shall have the authority to review funds and securities belonging to OMSA, Inc. and shall assist the finance officer, when necessary in presenting reports to the of the Board of Directors.

Section 6. Removal and Resignation. The board of directors may remove an officer at any time, with just cause. Any officer may resign at any time by giving written notice to OMS, Inc. without prejudice to the rights, if any, of OMS, Inc. under any contract to which the officer is a party. Any resignation shall take effect at the date of the receipt of the notice or at any later time specified in the notice, unless otherwise specified in the notice. The acceptance of the resignation shall not be necessary to make it effective.

ARTICLE VII - INDEMNIFICATION

Section 1. Indemnification. Any person, who at any time serves or has served as a director, officer, administrator, employee or agent of OMSA, Inc., shall have a right to be indemnified by OMSA, Inc. to the fullest extent permitted incurred by him or her in connection with any threatened, pending or completed action, suit, or proceeding, whether civil, criminal, administrative or investigative, whether formal or informal, and whether or not brought by or on behalf of OMSA,

Inc.:

(a) arising out of his or her status (1) as such director, officer, administrator, employee or agent of OMSA, Inc.; (2) at the request of OMS, Inc.; (3) as director, officer, partner, trustee, employee or agent of any other Corporation, partnership, joint venture, trust or other enterprise; (4) as a trustee or administrator under an employee benefit plan; or (5) his or her activities in any of the foregoing capacities; and

(b) any liability incurred by him or her, including without limitation, satisfaction of any judgment, money decree, fine (including any excise tax assessed with respect to an employee benefit plan), penalty or settlement, for which he or she may have become liable in connection with any such action, suit or proceeding.

Section 2. <u>Authorization</u>. The Board of Directors of OMSA, Inc. shall take all such action as may be necessary and appropriate to authorize OMSA, Inc. to pay the indemnification required by the by-law, including without limitation, to the extent necessary, making good faith evaluation of the manner in which the claimant for indemnity acted and of the reasonable amount of indemnity due to him or her.

ARTICLE VIII - GENERAL PROVISIONS

Section 1. <u>Waiver of Notice</u>. Whenever any notice is required to be given to any member or director under the provisions of the charter or by-laws of OMSA, Inc., a waiver thereof in writing signed by the persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

Section 2. <u>Fiscal Year</u>. The fiscal year of OMSA, Inc. shall be fixed by resolution of the Board of Directors.

Section 3. <u>Amendments</u>. Except as otherwise provided herein, these by-laws may be amended or repealed and new by-laws may be adopted by the affirmative vote of at least two-third (2/3) of the total members of the Board in good standing.

Section 4. <u>Conflict of Interest</u>. No part of the net earnings of OMSA, Inc. shall inure to the benefit of, or be distributable to its members, officers, or other private persons, except that OMS, Inc. shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof. No substantial part of the activities of OMSA, Inc. shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and OMSA, Inc. shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, OMSA, Inc. 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 Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

(a) Whenever a director or officer has a financial or personal interest in any matter coming before the board of directors, the affected person shall a) fully disclose the nature of the interest and b) withdraw from discussion, lobbying, and voting on the matter. Any transaction or vote involving a potential conflict of interest shall be approved only when a majority of disinterested directors determine that it is in the best interest of OMSA, Inc. to do so. The minutes of meetings at which such votes are taken shall record such disclosure, abstention and rationale for approval.

(b) For purposes of this provision, the term "interest" shall include personal interest, interest as director, officer, member, stockholder, shareholder, partner, manager, trustee or beneficiary of any concern and having an immediate family member who holds such an interest in any concern. The term "concern" shall mean any corporation, association, trust, partnership, limited liability entity, firm, person or other entity other than the organization.

(c) No director or officer of OMSA, Inc. shall be disqualified from holding any office in the organization by reason of any interest in any concern. A director or officer of the organization shall not be disqualified from dealing, either as vendor, purchaser or otherwise, or contracting or entering into any other transaction with the organization or with any entity of which the organization is an affiliate. No transaction of the organization shall be voidable by reason of the fact that any director or officer of the organization has an interest in the concern with which such transaction is entered into, provided:

    1. The interest of such officer or director is fully disclosed to the board of directors.

    2. Such transaction is duly approved by the board of directors not so interested or connected as being in the best interests of the organization.

    3. Payments to the interested officer or director are reasonable and do not exceed fair market value.

    4. No interested officer or director may vote or lobby on the matter or be counted in determining the existence of a quorum at the meeting at which such transaction may be authorized.

    5. The minutes of meetings at which such votes are taken shall record such disclosure, abstention, and rationale for approval.

(d) Whenever a director or officer has a financial or personal interest in any matter coming before the board of directors, the board shall ensure that:

1. The interest of such officer or director is fully disclosed to the board of directors.

2. No interested officer or director may vote or lobby on the matter or be counted in determining the existence of a quorum at the meeting of the board of directors at which such matter is voted upon.

3. Any transaction in which a director or officer has a financial or personal interest shall be duly approved by members of the board of directors not so interested or connected as being in the best interests of the organization.

4. Payments to the interested officer or director shall be reasonable and shall not exceed fair market value.

5. The minutes of meetings at which such votes are taken shall record such disclosure, abstention, and rationale for approval.

Section 5. <u>Dissolution</u>. Upon the dissolution of OMSA, Inc., the Board of Directors shall, after paying or making provision for the payment of all the liabilities of OMSA, Inc., dispose of all of the assets of OMSA, Inc. exclusively for the purposes of OMSA, Inc. in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine.

   (a) Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of OMS, Inc. is then located exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

   (b) In the event that the court shall find that this section is applicable but that there is no qualifying corporation known to it which has a charitable purpose, which, at least generally, includes a purpose similar to OMSA, Inc., then the court shall direct the distribution of its assets lawfully available for distribution to the Treasurer of the State of North Carolina to be added to the general fund.

ARTICLE IX - TAX-EXEMPT STATUS

Section 1. <u>Tax-Exempt Status</u>. The affairs of OMSA, Inc. at all times shall be conducted in such a manner as to assure status as a "publicly supported" organization as defined in Section 509(a)(1), Section 509(a)(2) or Section 509(a)(3) of the Internal Revenue Code, and in such other ways as to qualify for exemption form tax pursuant to Section 501(c)(3) of the Internal Revenue Code.

ARTICLE X – DOCUMENT RETENTION POLICY

Section 1. <u>Purpose</u>. The purpose of this document retention policy is establishing standards for document integrity, retention, and destruction and to promote the proper treatment of OMSA, Inc. records.

Section 2. <u>General Guidelines</u>. Records should not be kept if they are no longer needed for the operation of the business or required by law. Unnecessary records should be eliminated from the files. The cost of maintaining records is an expense, which can grow unreasonably if good housekeeping is not performed. A mass records also makes it more difficult to find pertinent records.

From time to time, OMSA, Inc. may establish retention or destruction policies or schedules for specific categories of records in order to ensure legal compliance, and also to accomplish other objectives, such as preserving intellectual property and cost management.

Section 3. <u>Exception for Litigation Relevant Documents</u>. OMSA, Inc. expects all officers, directors, and employees to comply fully with any published records retention or destruction policies and schedules, provided that all officers, directors, and employees should note the following general exceptions to any stated destruction schedule: If you believe, OMSA, Inc. informs you, that corporate records are relevant to litigation, or potential litigation (i.e. a dispute that could result in litigation), then you must preserve those records until it is determined that the records are no longer needed. That exception supersedes any previously or subsequently established destruction schedule for those records.

Section 4. <u>Minimum Retention Periods for Specific Categories</u>.

    (a) Corporate Documents. Corporate records include OMSA, Inc.'s Articles of Incorporation, By-Laws and IRS Form 1023 and Application for Exemption. Corporate records should be retained permanently. IRS regulations require that the Form 1023 be available for public inspection upon request.

    (b) Tax Records. Tax records include, but may not be limited to, documents concerning payroll, expenses, proof of contributions made by donors, accounting procedures, and other documents concerning the OMSA, Inc.'s revenues. Tax records should be retained for at least seven years from the date of filing the applicable return.

(c) Employment Records/Personnel Records. State and federal statutes require OMSA, Inc. to keep certain recruitment, employment and personnel information. OMSA, Inc. should also keep personnel files that reflect performance reviews and any complaints brought against OMSA, Inc. or individual employees under applicable state and federal statutes. OMSA, Inc. should also keep in the employee's personnel file all final memoranda and correspondence reflecting performance reviews and actions taken by or against personnel. Employment applications should be retained for three years. Retirement and pensions records should be kept permanently. Other employment and personnel records should be retained for seven years.

(d) Board and Board Committee Materials. Meeting minutes should be retained in perpetuity in OMSA, Inc.'s minute book.

(e) OMSA, Inc. should keep a clean copy of all other Board and Board Committee materials for no less than three years.

(f) Press Releases/Public Filings. OMSA, Inc. should retain permanent copies of all press releases and publicly filed documents under the theory that OMSA, Inc. should have its own copy to test the accuracy of any document a member of the public can theoretically produce against OMSA, Inc.

(g) Legal Files. Legal counsel should be consulted to determine the retention period of particular documents, but legal documents should generally be maintained for a period of ten years.

(h) Marketing and Sales Documents. OMSA, Inc. should keep final copies of marketing and sales documents for the same period of time it keeps other corporate files, generally three years. An exception to the three-year policy may be sales invoices, contracts, leases, licenses, and other legal documentation. These documents should be kept for at least three years beyond the life of the agreement.

(i) Development/Intellectual Property and Trade Secrets. Development documents are often subject to intellectual property protection in their final form (e.g., patents and copyrights). The documents detailing the development process are often also of value to OMSA, Inc. and are protected as a trade secret where OMSA, Inc.:

　　1.　Derives independent economic value from the secrecy of the information; and

　　2.　Has taken affirmative steps to keep the information confidential.

　　3.　OMSA, Inc. should keep all documents designated as containing trade secret information for at least the life of the trade secret.

(j) Contracts. Final, execution copies of all contracts entered into by OMS, Inc. should be retained. OMS, Inc. should retain copies of the final contracts for at least three years beyond the life of the agreement, and longer in the case of publicly filed contracts.

(k) Correspondence. Unless correspondence falls under another category listed elsewhere in this policy, correspondence should generally be saved for two years.

(l) Banking and Accounting. Accounts payable ledgers and schedules should be kept for seven years. Bank reconciliations, bank statements, deposit slips and checks (unless for important payments and purchases) should be kept for three years. Any inventories of products, materials, and supplies and any invoices should be kept for seven years.

(m) Insurance. Expired insurance policies, insurance records, accident reports, claims, etc. should be kept permanently.

(n) Audit Records. External audit reports should be kept permanently. Internal audit reports should be kept for three years.

Section 5. Electronic Mail. E-mail that needs to be saved should be either:

(a) Printed in hard copy and kept in the appropriate file; or

(b) Downloaded to a computer file and kept electronically or on disk as a separate file. The retention period depends upon the subject matter of the e-mail, as covered elsewhere in this policy.

ARTICLE XI – TRANSPARENCY AND ACCOUNTABILITY

By making full and accurate information about its mission, activities, finances, and governance publicly available, OMSA, Inc. practices and encourages transparency and accountability to the general public. This policy will specify the procedures whereby the open/closed status of documents and materials can be altered.

Section 1. Financial and IRS Documents. OMSA, Inc. shall provide its Internal Revenue forms 990, 990-T, 1023, and 5227, bylaws, conflict of interest policy, and financial statements to the general public for inspection free of charge.

Section 2. IRS Annual Information Returns (Form 990). OMSA, Inc. shall submit Form 990 to its board of directors prior to the filing of the Form 990. While neither the approval of the Form 990 or a review of the 990 is required under Federal law, OMSA, Inc.'s Form 990 shall be submitted to each member of the board of director's via hard copy or email at least 10 days before the Form 990 is filed with the IRS.

ARTICLE XII – CODE OF ETHICS AND WHISTLEBLOWER POLICY

Section 1. Purpose. OMSA, Inc. requires and encourages directors, officers and employees to

observe and practice high standards of business and personal ethics in the conduct of their duties and responsibilities. The employees and representatives of OMSA, Inc. must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. It is the intent of OMSA, Inc. to adhere to all laws and regulations that apply to OMS, Inc. and the underlying purpose of this policy is to support OMS, Inc.'s goal of legal compliance. The support of all OMSA, Inc. staff is necessary to achieving compliance with various laws and regulations.

Section 2. Reporting Violations. If any director, officer, staff or employee reasonably believes that some policy, practice, or activity of OMSA, Inc. is in violation of law, that person must file a written complaint with the Chair.

Section 3. Acting in Good Faith. Anyone filing a complaint concerning a violation or suspected violation of the Code must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of the Code. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false shall be viewed as a serious disciplinary offense.

Section 4. Retaliation. Said person is protected from retaliation only if she or he brings the alleged unlawful activity, policy, or practice to the attention of OMS, Inc. and provides OMSA, Inc. with a reasonable opportunity to investigate and correct the alleged unlawful activity. The protection described below is only available to individuals that comply with this requirement.

OMSA, Inc. shall not retaliate against any director, officer, staff or employee who in good faith, has made a protest or raised a complaint against some practices of OMSA, Inc. or of another individual or entity with whom OMS, Inc. has a business relationship, on the basis of a reasonable belief that the practice is in violation of law, or a clear mandate of public policy.

OMSA, Inc. shall not retaliate against any director, officer, staff or employee who disclose or threaten to disclose to a supervisor or a public body, any activity, policy, or practice of OMSA, Inc. that the individual reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate of public policy concerning the health, safety, welfare, or protection of the environment.

Section 5. Confidentiality. Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations shall be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Section 6. Handling of Reported Violations. The Chair or Secretary shall notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. The board and its appointed committee shall promptly investigate all reports and appropriate corrective action shall be taken if warranted by the investigation.

ADOPTED OCTOBER 24, 2018 AT THE BOARD OF DIRECTORS' MEETING

Timestamp	What is your	Charter scho	Would you k	Will your chil	Old Main STI	Rigor and hig
2020/03/19	28377	Yes	Yes	No	Yes	Yes
2020/03/19	28372	Yes	Yes	Maybe	Yes	Yes
2020/03/19	28372	Yes	Yes	Maybe	Yes	Yes
2020/03/20	28377	Yes	Yes	No	Yes	Yes
2020/03/23	28358	Yes	Yes	No	Yes	Yes
2020/03/24	28364	Yes	Yes	Yes	Yes	Yes
2020/03/24	28372	Yes	Yes	No	Yes	Yes
2020/03/24	28373	Yes	Yes	No	Yes	Yes
2020/03/24	28364	Yes	Yes	Maybe	Yes	Yes
2020/03/24	28372	No	No	No	Yes	No
2020/03/24	28372	Yes	Yes	Maybe	Yes	Yes
2020/03/24	28386	Yes	Yes	Yes	Yes	Yes
2020/03/24	28360	Yes	Yes	No	Yes	Yes
2020/03/24	28383	Yes	Yes	Yes	Yes	Yes
2020/03/24	28386	Yes	Yes	Yes	Yes	Yes
2020/03/24	28372	Yes	Yes	Maybe	Yes	Yes
2020/03/24	28364	Yes	Yes	No	Yes	Yes
2020/03/24	28364	Yes	Yes	Maybe	Yes	Yes
2020/03/24	28340	Yes	Yes	No	Yes	Yes
2020/03/24	28364	Yes	Yes	Maybe	Yes	Yes
2020/03/24	28372	Yes	Yes	No	Yes	Yes
2020/03/24	28376	Yes	Yes	No	Yes	Yes
2020/03/24	28372	Yes	Yes	Maybe	Yes	Yes
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2020/03/25	28383	Yes	Yes	No	Yes	Yes
2020/03/25	28383	Yes	Yes	No	Yes	Yes
2020/03/25	28377	Yes	Yes	Maybe	Yes	Yes
2020/03/25	28372	Yes	Yes	Maybe	Yes	Yes
2020/03/25	28372	Yes	No	No	Yes	Yes
2020/03/25	28372	Yes	Yes	No	Yes	Yes
2020/03/25	28377	Yes	Yes	Maybe	Yes	Yes
2020/03/25	28372	Yes	Yes	Yes	Yes	Yes
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2020/03/25	28364	Yes	Yes	Maybe	Yes	Yes
2020/03/25	28360	Yes	Yes	No	Yes	Yes
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2020/03/25	28372	Yes	Yes	Maybe	Yes	Yes

Date	ID					
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2020/03/25	28352	Yes	Yes	No	Yes	Yes
2020/03/25	28383	Yes	Yes	Maybe	Yes	Yes
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Date	ID					
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Date	ID					
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2020/05/26	28384	Yes	Yes	Maybe	Yes	Yes
2020/05/26	28372	Yes	Yes	No	Yes	Yes
2020/05/26	28358	Yes	Yes	Maybe	Yes	Yes
2020/05/26	28364	Yes	Yes	Maybe	Yes	Yes
2020/05/26	28372	Yes	Yes	No	Yes	Yes
2020/05/26	28383	Yes	Yes	Maybe	Yes	Yes
2020/05/26	28360	Yes	Yes	Maybe	Yes	Yes
2020/05/27	28358	Yes	Yes	Maybe	Yes	Yes
2020/05/27	28383	Yes	Yes	No	Yes	Yes
2020/05/27	28360	Yes	Yes	No	Yes	Yes
2020/05/27	28383	Yes	Yes	No	Yes	Yes
2020/05/27	28372	Yes	Yes	No	Yes	Yes
2020/05/27	28340	Yes	Yes	No	Yes	Yes
2020/05/27	28358	Yes	Yes	Yes	No	Yes
2020/05/27	28372	Yes	Yes	Yes	Yes	Yes
2020/05/27	28372	Yes	Yes	No	Yes	Yes
2020/05/27	28377	Yes	Yes	Yes	Yes	Yes
2020/05/27	28377	Yes	Yes	Yes	Yes	Yes
2020/05/27	28372	Yes	Yes	Maybe	Yes	Yes
2020/05/27	28358	Yes	Yes	Yes	Yes	Yes
2020/05/27	28360	Yes	Yes	Maybe	Yes	Yes
2020/05/27	28372	Yes	Yes	Maybe	Yes	Yes
2020/05/27	28364	Yes	Yes	No	Yes	Yes
2020/05/27	28372	Yes	Yes	No	Yes	Yes
2020/05/27	28360	Yes	Yes	No	Yes	Yes
2020/05/27	28358	Yes	Yes	Maybe	Yes	Yes
2020/05/27	28358	Yes	Yes	No	Yes	Yes
2020/05/27	28364	Yes	Yes	Yes	Yes	Yes
2020/05/27	28358	Yes	Yes	Yes	Yes	Yes
2020/05/27	28372	Yes	Yes	Maybe	Yes	Yes
2020/05/27	28358	Yes	Yes	Maybe	Yes	Yes
2020/05/27	28360	Yes	Yes	No	Yes	Yes
2020/05/27	28364	Yes	Yes	Maybe	Yes	Yes
2020/05/27	28358	Yes	Yes	Yes	Yes	Yes
2020/05/27	28372	Yes	Yes	Maybe	Yes	Yes
2020/05/27	28360	Yes	Yes	No	Yes	Yes
2020/05/27	28372	No	No	No	No	No
2020/05/27	28364	Yes	Yes	Maybe	Yes	Yes

2020/05/27	28364 Yes	Yes	Yes	Yes	Yes
2020/05/27	28363 Yes	Yes	Maybe	Yes	Yes
2020/05/27	28364 Yes	Yes	No	Yes	Yes
2020/05/27	28372 Yes	Yes	Maybe	Yes	Yes
2020/05/27	28360 Yes	Yes	Maybe	Yes	Yes
2020/05/28	28372 Yes	Yes	Maybe	Yes	Yes
2020/05/28	28358 Yes	Yes	No	Yes	Yes
2020/05/28	28360 Yes	Yes	No	Yes	Yes
2020/05/28	28372 Yes	Yes	No	Yes	Yes
2020/05/28	28360 Yes	Yes	Yes	Yes	Yes
2020/05/28	28360 Yes	Yes	Yes	Yes	Yes
2020/05/28	28372 Yes	Yes	No	Yes	Yes
2020/05/29	28358 Yes	Yes	Yes	Yes	Yes
2020/05/29	28372 Yes	Yes	No	Yes	Yes
2020/06/01	28372 Yes	Yes	Maybe	Yes	Yes
2020/06/01	28360 Yes	Yes	Yes	Yes	Yes
2020/06/04	28360 Yes	Yes	No	Yes	Yes
2020/06/05	28358 Yes	Yes	Yes	Yes	Yes
2020/06/05	28360 Yes	Yes	No	Yes	Yes
2020/06/10	28372 Yes	Yes	No	Yes	Yes
2020/06/10	28372 Yes	Yes	No	Yes	Yes
2020/06/10	28358 Yes	Yes	Maybe	Yes	Yes
2020/06/10	28340 Yes	No	No	Yes	Yes
2020/06/10	28314 Yes	Yes	No	Yes	Yes
2020/06/10	28372 No	Yes	Yes	Yes	Yes
2020/06/10	28372 Yes	Yes	Yes	Yes	Yes
2020/06/15	28377 Yes	Yes	Maybe	Yes	Yes
2020/06/15	28372 Yes	Yes	Yes	Yes	Yes
2020/06/19	28360 Yes	Yes	No	Yes	Yes
2020/06/22	28721 Yes	Yes	No	Yes	Yes
2020/06/23	28372 Yes	Yes	Maybe	Yes	Yes
2020/06/23	28360 Yes	Yes	Maybe	Yes	Yes
2020/06/25	28383 Yes	Yes	No	Yes	Yes
2020/06/25	28348 Yes	Yes	No	Yes	Yes
2020/06/25	28383 Yes	Yes	Yes	No	Yes
2020/06/25	28358 No	Yes	Yes	Yes	Yes
2020/06/25	28358 Yes	Yes	No	Yes	Yes
2020/06/25	28372 Yes	Yes	Maybe	Yes	Yes
2020/06/25	28372 Yes	Yes	Maybe	Yes	Yes
2020/06/25	28372 Yes	Yes	Maybe	Yes	Yes
2020/06/25	28372 No	Yes	No	Yes	Yes
2020/06/25	28272 Yes	Yes	No	Yes	Yes
2020/06/25	28364 Yes	Yes	Maybe	Yes	Yes

2020/07/02	28358	Yes	Yes	No	Yes	Yes
2020/07/13	28372	Yes	Yes	No	Yes	Yes
2020/07/14	28383	Yes	Yes	No	Yes	Yes

Do you have any ideas or suggestions that should be considered as we move forward?

This is greatly needed in our community.

Embedded cultural curriculum.

Embedded cultural curriculum.

N/A

No

No

No

No

No

no

I would love to have my twins attend this charter school and I hope that school will become

None at this time

None

No

Athletics is a big part of kids lives. What opportunities would they have?

No.

No

NA

No

None

Implement K-8

Don‚Äôt give up! God didn‚Äôt make the earth in just 1 day... in time comes beauty!

None

No

An emphasis on service and leadership in the curriculum

No

No

Not at this time

No

No

Not at the present time

Please let‚Äôs move forward.

Art blended integration across curriculum. History with art aligned component, math with ar

How will meals and medical needs be handled?

Before and after school care options.

No

No

Include computer coding and FIRST Robotics

No

Na

No, you all are doing a great job in planning this school. Don't let anyone discourage you!

Consider offering lunch or having a catering service for purchase. Often times charter schools

No
none at this time
Add a Spanish class and home economics class
No
Let‚Äôs get this in our community.

Not at this time
The Journal of American Indian Education is a great resource in place based instructional pra
It is my hope that we keep the original influences to the curriculum.
No
Please keep trying
No
I know that once this Academy starts, there will be a lot interest. Who or how will student e
Develop programs that gets the students attention and encourage them to learn.
Do it!
No
No
I think this is what our community needs. Glad someone has this insight
Continue to complete all necessary paperwork so we will have Old Main Stream Academy ap
Hurry and open. We‚Äôre desperate for an alternative.
No everything looks great
Would like higher grades sooner
No suggestions
I believe all children should be given equal and far fair educational experiences. I also believe
Implement ASAP
No
More advertisement for the school, need more people aware of the opportunity for better ed
An outdoor curriculum
No
NA
Do what is best for the children.
Just think how much science, math, art and writing can be infused in learned about the Lumk
Not at this time
Affordability
If one child gets in... do the other siblings automatically get in when they come of age???
Teachers can and will make the difference in having a successful program.
Dedicated teachers are a must! Technology is the wave of the future and should be incorpor
Looking forward to our people having a say in the way we instruct our youth.
Our children need to succeed and can with awesome innovative teachers who aren't regulate
Not at the moment
Include Southeastern American Indian Studies focused coursework in collaboration with the ,
Just make it happen
No

None at this time
No
Suggest piloting this in an existing school that meets the targeted population and grade leve
I would love to be a teacher at the Academy
None
Shorten the school day. Kids learn very little after lunch. One class after lunch should lead to
No
No
Nope
Mticultural incorparation
The kindergarten children need more play worked into the curriculum. Seven hours is too ling
Location is key!
 No
Not at this time
None at this time
No at this time
Where will this be located?
No
NO
None
Make this academy an option for any child interested,with a capacity limit understood
No
Optimize life skills in balance with entrepreneurship as a basis for education. 70 of all jobs a
no
High expectations must be key.
As long as other children are able to attend and preferential treatment is not given to Pembr
To create a positive school environment, where all feel welcomed to learn.
It is important to have teachers that are well educated and qualified to teach the required sk
I fully support this mission!! We desperately need something like this for our community and
If there was a way for my daughter to participate from Durham online I'd love to hear about
Will there be a lottery system to choose students?
Not at this time
No
None
open
NA
Early aptitude testing for placement in skills based learning, job market is still largely consid
Great idea
This would be very beneficial for the students in our community.
No
No
Open soon as possible!
None at this time

Open forum for community to ask questions
I think the goal set here is great.
No
No
No
Would love to see this come to life and that my twins could attend
none
Not at this time
No
I believe this kind of approach is critical to address the educational disparities experienced by
Native focus must be at the core of this school.
This is exciting work. I don't have kids currently, but would love to send them here if/when I
Before and after school care program to assist with working parent schedules. Can be a self
None
This is vital!!! No suggestions
job shadowing opportunities
I have two grandchildren and I worry about their education here in Robeson County
No
Continue to push forward this is a great idea for the community and much needed.
I wish they would make this k-12.
N/A
Look forward to more information
I‚Äôm older now but this will be good for young families
No
Sounds like what students need
Continue to push forward this is a great idea for the community and much needed.
No
No
I strongly support a charter school in our area!
Not at this moment
This would make a difference in the lives of our children in our community.
No
!!
Everything that I just read is great.
No
Would the lottery process be used?
No
This will be wonderful for our communities
I would be thrilled to see this type school open and be available to students
Awesome Idea for the Community and our Kids
Native based curriculum incorporated with students learning.
No
Include sports if possible. A lot of parents support charter schools but don't submit an applica

No
No
No
Not at this time.
Differentiation of instruction should be a requirement of all classroom teachers. No more of
No
My kids go now to a charter school what about lunch and will you be doing a lottery for your
I wish it could go to 12th grade
None at this time
Please consider ASAP
How will students be chosen to attend? What are the qualifications for instructors?
Also bring back home economics and classes to help teach kids more life skills.
No
No
None
This charter school would be an asset to our community. Our youth deserve to have options f
Robeson County needs another charter school.
No, I highly support the smaller class sizes and a school that would be in favor of the student
Move it from Pembroke
NA
Add 5th grade to year one to support all primary students.
No thanks.
No thanks
Thank you so much for continuing to work on establishing this charter school!
Instructors need to be certified in their respective teaching areas
Keeping science in the curriculum.
No I think this is a great idea. I would for my child to learn about his Lumbee culture.
Develop Community Advisory Committee(s)
We need this ASAP
Not at this time.
The areas in which charter will be located needs to be central location for entire county.
No
This would be nice for our community
It would be great to make it all the way to the 12 th grade
No I don,Äôt.
No
Will there be provisions in place early or later for special education?
Yes, I suggest that alot more local history, to be taught at Old Main Stream Charter School.
None
No I don,Äôt.
No
No
Begin

No

No

Extra curricular activities

Free lunch, technology options for students, cultural support classes, career learning opportu

Small size classrooms.

Behavior

No

Not yet

Not at this time

Emphasis on Robeson County and surrounding counties and communities history and the 8 tr

I think this would be a great idea.

Our Native Americans would really benefit from Charter school and small classroom settings

It would be great to make it all the way to the 12 th grade

No

no

Small classes would be more ideal.

No not right now

High school would be great

I would love to know how my son could enroll

This school would be an asset in our community!

Y‚Äôall should really look into the Ron Clark academy, it is a great school and their are some

N/A

N/A

None at this time

Incorporation of traditional Native cultural practices, violence prevention, sex and drug educa

Community forums so questions can be asked face to face and answered face to face.

Before and after school care program

No

Maybe consider foreign language curriculum

I'm happy that the plan for the Old Main STREAM Academy is moving forward.

Not at this time

Hire me!

No suggestions at this time

Reading, Math and Science should be the main focal points for education.

What would be the hiring requirements? How does the pay differ from public school teacher

No

Reading, Math and Science should be the focal point in any program.

No

I think it‚Äôs a great idea for our community! Especially with the low test scores our county r

I think it‚Äôs a great idea for our community! Especially with the low test scores our county r

No

No

How would students with special needs be included in this plan?

None
This would be an awesome jewel for students in Robeson County
No

possible soon!

t assignment which parallels the math assignment, English / art alignment, etc.

s do not provide lunch which in turn becomes an issue at times.

ctices

ligibility be determined? I would love for my children to have this wonderful opportunity but

proved.

that they should have the same opportunities as any child of ever color. I hope that this scho

lucation.

er River!

ated in the curriculum!

ed by the federal government with its horrific grading demands.

American Indian Studies Department at UNC Pembroke.

ls to have substantial data to support the need of a charter school. There are many schools al

dismissal at 1 or 2

; of a day for a five year old to be sitting. These babies need to be playing, using their imagina

re created by small businesses.

oke residents solely, it is a good idea.

ills that are needed for each grade level.
I I believe my child would benefit from this tremendously!
that and participate. She is in the 6th grade and ready to work quite independently. The curri

ered blue collar.

y Native American children.

do!
runnning program or joined with Boys and girls club.

ation because of the lack of not having sports.

one size fits all. Rigor should be evident in the classroom everyday. Relationships should be

child to attend‚Äî-sports, one to one computer, school clubs, arts, funding will this be done b

or their education.

ts instead of the school boards personal gains. I hope to see this school come to life and succe

unities (produce, livestock, CTE) life skills, sports

ibes of North Carolina and their history in respect to each tribes individual culture. Substance

s.

great things you could take away from them.

ition programs

s? Where does the school receive funding?

eceives every year. Being in control could better discipline students.
eceives every year. Being in control could better discipline students.

with small class sizes, they might not be able to attend. I'm sure you have looked at several

ool will provide that

ready that use this type of curriculum, however, there are not many improvements overall. A

ation, learning social skills through free play.

culum in her public school in Durham is frustrating in its ignorance of Native people and its si

with the family. Creativity and classroom control will help develop and nurture our children.

the parents or fundraising

ed for the children, as a PSRC parent.

abuse knowledge classes (prevention), career cluster knowledge workforce training curriculu

factors, to include academic status, behavioral and social status, etc. I pray this soon Acader

lso, what is the recruitment process for teachers; who would be the educators that teach in t

lencing of measures of achievement that accommodate the variety of cultural contexts that t

. The teachers should love what they do and fully understand how to teach for mastery and n

m, personal finance, soft skills-communication skills classes, etc.

ny is soon established. This will be great for our communities.

his school? Would they be the same from within the county? If so, how will they be trained d

the students come from. I'd love for her to participate in Old Main STREAM Academy if possib

ot just exposure.

lifferently to ensure students are receiving a rigorous instructional environment that truly inte

ıle.

grates core subject areas and the arts as represented in a STEAM Model/Framework that the

ey are not currently doing in their current role?

One University Drive
P.O. Box 1510
Pembroke, NC 28372

UNIVERSITY *of* NORTH CAROLINA
PEMBROKE

Department of
Kinesiology
(910) 521-6220

March 30, 2020

To whom it may concern:

I am writing to express my support for Old Main STREAM Academy. I am the Department Chair for the Department of Kinesiology, and I believe that Old Main STREAM Academy will be an asset to the greater university enterprise. Old Main STREAM Academy will provide an educational choice to families, one with rigorous, innovative academics and core values of "growing Indigenous practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People". High standards combined with an arts integrated approach to teaching a STREAM curriculum will prepare students for success in college and career, and create contributing, connected practitioners.

I am confident that Old Main STREAM Academy leaders are thoughtfully and methodically developing a school plan. With decades of excellence in school leadership alongside the inclusion of STREAM education, the North Carolina Standards Course of Study, I am confident this will be a good match and will work well to provide an exceptional educational choice to students in the district. Further, this initiative will bring forth engagement opportunities for Old Main STREAM students and the University of North Carolina at Pembroke faculty, staff, students, and academic resources that could be mutually beneficial.

I support the approval of Old Main STREAM Academy to serve students in the Robeson County district. I value the mission and approach of Old Main STREAM Academy and I would be pleased to see a school of choice in the community.

Sincerely,

Bryan K. Winters, Ed.D.
Chair
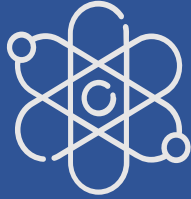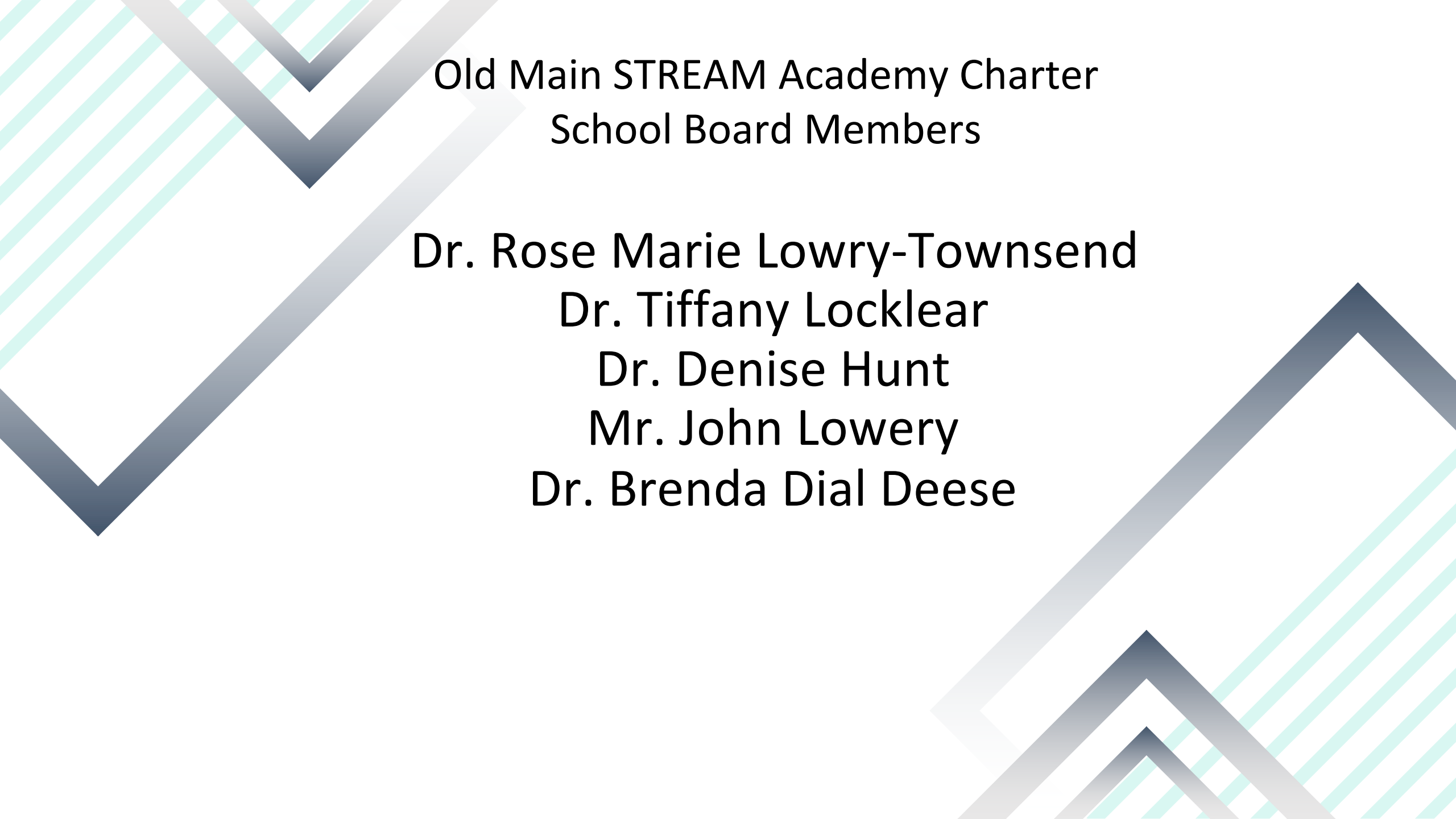
Old Main STREAM Academy Charter School Board Members

Dr. Rose Marie Lowry-Townsend
Dr. Tiffany Locklear
Dr. Denise Hunt
Mr. John Lowery
Dr. Brenda Dial Deese

01

Old Main STREAM Academy

Grassroots Efforts
What Happened?
Red Pedagogy

02

Why Old Main STREAM Academy Charter School?

How is a charter different than public education?
Survey

03

Old Main STREAM Timeline May-December 2021

Moving Forward
Stakeholders
Partnerships

04

Decisions
Strategy Building Discussion

Old Main STREAM Academy

01- Old Main STREAM Academy

Grassroots Efforts
What Happened? Red Pedagogy

Old Main STREAM Academy 2019 Application

- Old Main STREAM submitted an application via fast tract on July 29, 2019
- The proposed curriculum was that of Science, Technology, Reading/River, Engineering, Arts, & Mathematics. Hence, the acronym STREAM
- The proposed school was NOT tribally affiliated with the Lumbee. Instead, it chose to recognize all 34 Indigenous populations identified
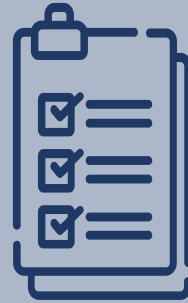
- OMS was open to 'ALL' students, and stated: OMS proposes to provide learning opportunities and a meaningful school environment to address the educational needs of the following populations:
- Students identifying with the principal Indigenous population,
- Students identifying with diverse tribal affiliations
- Students identifying with two or more Indigenous representations or other ethnicity(ies) and
- Others that choose to attend OMS

The process was supposed to demonstrate merit-based applications….

The OMS educational model uses local heritages and life systems as a critical component of the learning design in a rigorous curriculum.   The OMS student growth plan encourages the faculty and staff to develop personal relationships/connections, establish positive support, nurture expectations for students to engage in Science, Technology, Reading, Engineering, Arts and Mathematics; Standard Course of Study, measured with college and career readiness, and infused with Red Pedagogy/or place-based curriculum. OMS students will understand expectations and rigor at the beginning of the school career; the growth plan is a plan for personal development in preparedness, discipline (personal responsibility), leadership and a solid blueprint for educational goal setting and achievement in student learning. The growth plan establishes student community, relevant learning, and opportunities to engage in partnerships, service projects, and locating distinguished mentors through personalized conversations and assignments as the five- year plan unfolds. OMS will offer a comprehensive school career experience that is mutually beneficial to OMS students and the county. It offers realistic preparedness for economic and educational development in the region.

506 Documented

UTE
Penobscot
Coharie
Yankton
Onondaga
Iroquois
Apache
Chippewa
Umatilla
Mashpee
Barefoot
Lumbee
PeeDee
Mohawk
Southern
Choctaw
Yaqui
Cheyenne
Hoopa Valley
KWO
Koyuk
Inupiat
Cherokee
Tuscarora
Sioux
Seneca
Comanche
Skaroreth
Haliwa
Oneida
Croatan
Waccamaw
Meherrin
Navajo

Old Main STREAM Academy

October 18, 2019

Brenda Dial Deese, Board Chair
Old Main STREAM Academy
PO Box 1084
Pembroke, NC 28372

Dear Dr. Dial Deese:

Congratulations!

At its October 8, 2019 meeting, the Charter Schools Advisory Board (CSAB) voted to recommend that the State Board of Education (SBE) grant Old Main STREAM Academy a charter, subject to the completion of a planning year. At its November meeting, the SBE will consider the CSAB recommendations regarding which schools will be granted charters on an accelerated schedule.

The CSAB recommendations will be presented to the SBE for discussion in November and will undergo final action in December. SBE meeting information is available on the following webpage. You can listen to these meetings via online streaming here, or you may personally attend the meetings to observe the proceedings.

Once the SBE has made its decision, the Office of Charter Schools will notify you of your application status in writing via the online application system. If you have questions, please call Dr. Kebbler Williams in the Office of Charter Schools at 919-807-3920.

Sincerely,

Mr. Dave Machado, Director
Office of Charter Schools

DM/DJA/pnp

c: Alex Quigley, Chair, Charter Schools Advisory Board
        Eric Snider, State Board of Education Staff Attorney

Old Main STREAM Academy

02

How will Old Main STREAM Academy Charter School be different than public education?

Charter schools are public schools of choice that are authorized by the State Board of Education and operated by independent non-profit boards of directors. State and local tax dollars are the primary funding sources for charter schools. Charter schools operate with freedom from many of the regulations that govern district schools, but charter schools are held accountable through the State assessment and accountability system.

Old Main STREAM Mission: Our mission is to engage students in STREAM disciplines that will prepare future leaders who are innovative, persistent, and self-determined.

Rigor and high expectations will ground the foundation for Old Main STREAM Academy. The curriculum will use disciplines to include Science, Technology, Reading, Engineering, Arts, and Mathematics. The Standard Course of Study will be embedded in the curriculum to prepare students for college and career readiness and state assessments. Place-based Instruction will be infused to make learning and core disciplines relevant and relational.

Grade Level	Year 1 2021-22	Year 2 2022-23	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-26
K	40	60	60	60	60
1	40	40	60	60	60
2	40	40	40	60	60
3	40	40	40	40	60
4	40	40	40	40	40
5		40	40	40	40
6			40	40	40
7				40	40
8					40
Totals	200	260	320	380	440

Old Main STREAM Academy -Number of Students

Anticipated Racial/Ethnic Demographics	% of Economically Disadvantage	%of Students with Disabilities	% of English Language Learners
97%- Minority	100%	23 students at 6%	9 students at 2%

American Indian 80%, two or more-10%, Black-5%, White-3% based on OMSA located in the hub of Pembroke and the surrounding communities **Old Main STREAM Academy**

Old Main STREAM Academy - Community Interest Survey

Mission: Our mission is to engage students in STREAM disciplines that will prepare future leaders who are innovative, persistent, and self-determined.

* Required

What is your zip code? *

Your answer

Charter schools are public schools that have more control over their own budget, staff, and curriculum, and are exempt from many existing public school regulations in exchange for more accountability--Do you favor opening a public charter school, Old Main STREAM Academy in our community neighborhood ? *

◯ Yes

◯ No

Would you be interested in your child/grandchild attending Old Main STREAM Academy? *

◯ Yes

◯ No

Link :

https://docs.google.com/forms/d/e/1FAIpQLScy47GYkhxgmY7SL61_qqdZ1dlnetpza45nCBbn0_qJM1V8HQ/viewform?fbclid=IwAR1RKb_Jmib_Obg3wSJ1ZcY-kSXBeryFP7rtngPA5O4r6CLWwB1ipOzjU-8

Possible Location: Lindsay Hall – Odum Home

Old Main STREAM Educational Plan 2020

Old Main STREAM Educational Model

Diagram 8: Overarching Principles as Connectivity Movements-Key Elements in OMSA Educational Model Right Fit

Student Opportunities	Classroom Environment	School Structures	School Culture	Community Connections
Key Elements	**Key Elements**	**Key Elements**	**Key Elements**	**Key Elements**
Students Designing (take the lead in solving a problem or answering a question	Instruction Integrating Content	Professional Learning Focus	Old STREAM Academy Educational Model	STREAM-PBE Schools Network
Students Working in Teams	Varied Learning Approaches	Professional Learning Format and Structure	Data Informed and Continuous Improvement	OMSA Board of Directors and Advisory Council
Students Using Digital Technology	Multiple Assessment Types	Strategic Staffing for STREAM	Vibrant STREAM/PBE Culture	Parent Engagement Partnership
Opportunities with STREAM and PBE Stakeholders/Organizations	Teacher Collaboration	STREAM Disciplines, PBE Pedagogy	Serving Underrepresented Students	Community Strategy
	Professional Learning Communities	Integration of NCSOS and CCR Standards in STREAM and PBE Disciplines		

Old Main STREAM Integrated with NC DPI Model

Curriculum Plans for K-8- Developed

STREAM-Disciplines-SCOS Subjects
Place based Instruction
College and Career Readiness

Old Main STREAM Academy - Kindergarten English Language Arts

Topic	Strand 1 Reading Standards for Informational Text	Strand 2 Speaking and Listening Strand	Strand 3 Reading Literature	Strand 4 Writing
Key Ideas/Evidence	With prompting and support, ask and answer questions about words in a text.	Confirm understanding of a text read aloud or information presented orally- ask and answer questions about key details and request clarification if something is not understood	With guidance and support, identify details in stories. With guidance and support identify key details in familiar stories. With guidance and support identify characters and settings in familiar story	Select a familiar book and use drawing or writing to state an opinion, share information, and use digital tools to produce a group writing
STREAM Integrations of Ideas/Analysis	With prompting and support, describe how the words and illustrations work together to tell a story. Retail familiar stories, including key details	Speak audibly and express thoughts, feelings, and ideas clearly. Interpret words and phrases as they are used in a text and analyze how specific word choices shape the meaning or tone.	Describe how the words and illustrations work together. Compare and contrast the adventures and characters in familiar stories. Read closely to determine what the text says explicitly and make logical references	Participate in shared research and writing projects. Identify objects or images or other representations of the text. Determine central ideas or themes of a text and analyze; summarize key supporting details.
Place-based Instruction	The scaffold reading experience (SRE) is a helpful framework for planning that prompts teachers to plan for reading supports before, during and after reading with learning activities to check their understanding- relating the reading to students' lives	Describe how the text read aloud pronunciations and meanings may differ from community dialect. Use examples. Engaging students and community people as resources.	Determine how social and events affect people and practices of the time. Building connections in reading.	Teachers must help their students develop critical reading skills for writing, such as noticing the roles of texts in their schools, communities, and homes. For example, students might explore the role of different media in their lives and cultures. Students must also learn to look closely at how texts are constructed—from variations in structure within a genre to word choice.
College and Career Readiness Standard	Read from a wide range of high-quality, increasingly challenging literary and informational texts. Students must be able to comprehend texts of steadily increasing complexity. Actively engage in group/and individual reading activities with purpose and understanding. Students should offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real/and/or imagined experiences			

03

Old Main STREAM Timeline
May- July 2021

2020 Charter Application Timeline
Adopted ---- by the State Board of Education

May 25, 2020	**2020 Application accessible to new applicant groups (Acceleration/Fast-track schools opening 2021 and Regular Timeline schools opening 2022)** • Application documents posted on Office of Charter Schools (OCS) website. • Applicants may begin requesting access to application submission portal. • All applicants **must** request access to the online submission portal prior **NO LATER THAN, 5:00 p.m. on Friday, June 26th**. To request access, send an email to ocs@dpi.nc.gov stating your name, email address, and proposed school name.
July 24, 2020	*****ALL ONLINE APPLICATIONS ARE DUE***** **Fast-track and Acceleration (2021 school opening) online applications are due by 5:00 PM Eastern Standard Time** • Non-refundable $1,000 application fee and Application Fee Payment Form must have been received by the Office of Charter Schools by this date and time. • NOTE: *Fast-Track/Acceleration applicants are required to request access to the online submission portal by 5:00 pm EST on June 5, 2020* • An application submitted without the non-refundable fee or submitted after 5:00 PM EST will <u>not</u> be considered. **Regular Timeline (2022 school opening) online applications are due at 5:00 PM Eastern Standard Time** • Non-refundable $1,000 application fee and Application Fee Payment Form must have been received by the Office of Charter Schools by this date and time. • *NOTE: Regular timeline applicants may request access to the on-line submission portal beginning June 5th and are required to request access no later than June 26th by 5:00 p.m.* • An application submitted without the non-refundable fee or submitted after 5:00 PM EST will <u>not</u> be considered.

Old Main STREAM Academy

August – October 2020	**CSAB Committee Review / Full CSAB Board Review** • All information from the Initial Application Review (external comments plus the responses from the applicants; and completed evaluation rubrics) submitted to the CSAB committees. • CSAB committee members discuss each application in-depth. • Staff presents the information from the initial review, answers questions. *Fast-track Replication and Acceleration applications will receive a priority review. CSAB will proceed to Regular Timeline applicants in order of the date of receipt and signed check-off of all requirements. Notice will be sent to all applicants of final check-off.*
September - October 2020	**CSAB Committee Review / Full CSAB Board Review Continue Round One Interviews for Fast-track and Acceleration Begin*** *Fast-track Replication and Acceleration applications will receive a priority review. Applicants will be notified of their status at the conclusion of Round One interviews.* • Interview – for each applicant, members of the Board of Directors (BOD) for the proposed school make themselves available to address questions/concerns posed by CSAB. • CSAB conducts in-depth one-hour interviews of each invited applicant BOD before the full CSAB (Round One Interviews). • The full CSAB deliberates following each applicant interview with three recommendation options: 1. CSAB forwards recommendation for approval to SBE 2. CSAB advances application to Round Two interview 3. CSAB denies application • Applicant receives official written notification (*via the online application system*) of the CSAB recommendation. • Fast-track recommendations are forwarded to SBE for final approval. ** Fast-track applications will be prioritized based on statutory deadlines.*

Old Main STREAM Academy

	Decisions by the State Board of Education on whether to grant a charter through the replication process are completed in less than 120 days from the application submission date. The State Board shall provide a decision no later than October 15 of the year immediately preceding the year of the proposed school opening. GS § 115C-218.3.
November 2020	**Full CSAB Board Reviews Continue** **Round One Acceleration Interviews Continue** • CSAB Fast-track Applicant Recommendations forwarded to the SBE for discussion and decision at its October 2020 meeting. • CSAB reviews Regular Timeline Applicants. • Round Two Interviews scheduled based on the number of applications.

December 2020	**CSAB Round One Interviews for Regular Timeline Applicants Begin**
	 • Interview – for each applicant, members of the Board of Directors (BOD) for the proposed school make themselves available to address questions/concerns posed by CSAB.
	
	 • CSAB conducts in-depth one-hour interviews of each invited applicant BOD before the full CSAB (Round One Interviews).
	
	 • The full CSAB deliberates following each applicant interview with three recommendation options:
	    1. CSAB forwards recommendation for approval to SBE
	    2. CSAB advances application to Round Two interview
	    3. CSAB denies application
	
	 • Applicant receives official written notification (*via the online application system*) of the CSAB recommendation.

January 2021	**CSAB Round Two Interviews**
	
	 • The full CSAB deliberates following each applicant interview with two recommendation options:
	    1. CSAB forwards recommendation for approval to SBE
	    2. CSAB denies application

Old Main STREAM Academy

February 2021	• Applicant receives official written notification (*via the online application system*) of the CSAB recommendation. • CSAB recommendations for Acceleration (if applicable) and Regular Timeline applicants are forwarded to SBE for discussion at its February 2021 meeting. *Acceleration applicants and Regular TimeLine applicants may advance through this process.
	• SBE considers CSAB recommendations for each acceleration applicant opening in 2021-22 and may grant approval of the charter contingent upon successful completion of the Planning Year (also known as "Ready to Open" Process). • CSAB Continues Interviews as necessary
March 2021	• SBE votes on Accelerated Timeline applicants. • CSAB makes recommendations to SBE for consideration in the April SBE meeting of all regular applicants
April 2021	• SBE considers all regular applicants forwarded by CSAB • CSAB reconsiders SBE initially denied applications. • CSAB forwards reconsidered recommendations to SBE. • SBE votes for final decisions from reconsiderations from CSAB.
May – June 2021	• SBE votes on all regular applicants • CSAB reconsiders SBE initially denied applications. • CSAB forwards reconsidered recommendations to SBE. • SBE votes for final decisions from reconsiderations from CSAB.

Tentative Application Training Schedule (all Virtual at present)

Wednesday, June 13th

Wednesday, June 20th

Wednesday, June 27th

Old Main STREAM Academy
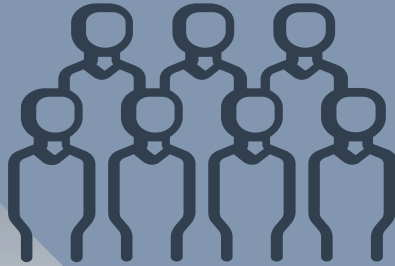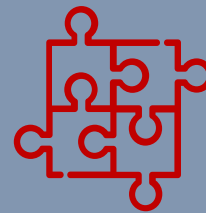
Old Main STREAM Academy

01

Grassroots Efforts
What Happened? Red
Pedagogy

02

How will Old Main STREAM Academy Charter School be different than public education?

03

04

**Old Main STREAM Timeline
May- July 2021**

Decisions- Strategy Building and Decisions

Old Main STREAM Academy

04

Decisions
Strategy Building
Discussion
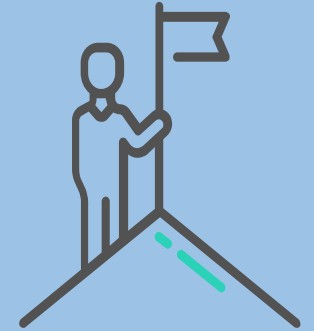
Tell us what you think.....

Contacts

Tiffany Locklear-
tm1009@icloud.com
Denise Hunt-
dhlumbee@gmail.com
Brenda Dial Deese–
brendadialdeese@gmail.com
 (910) 734-5025

Old Main STREAM Academy

Thanks!

Old Main STREAM Academy

Old Main STREAM Academy Demographics
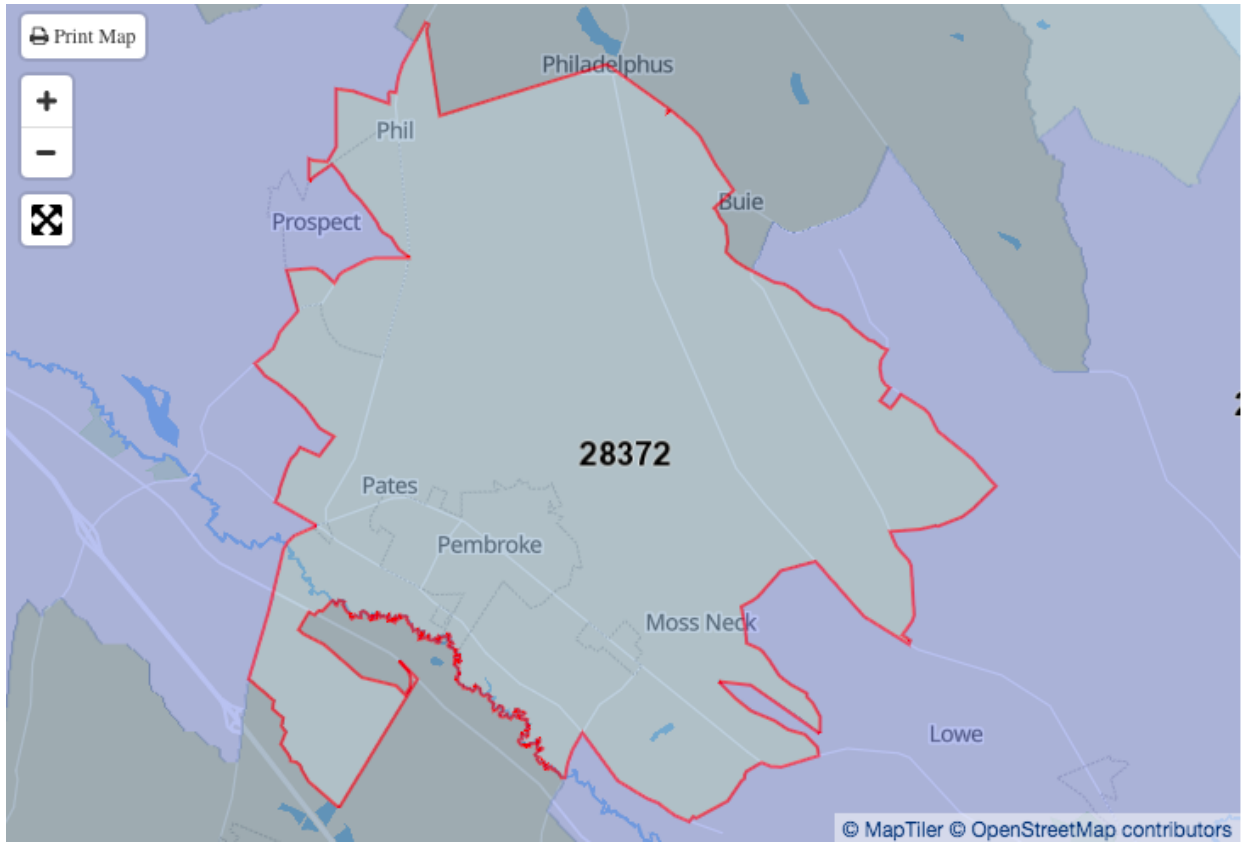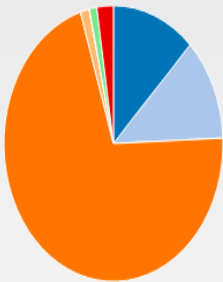
Race

■	White	1,824	12.3%
■	Black Or African American	1,777	12.0%
■	American Indian Or Alaskan Native	10,460	70.8%
■	Asian	193	1.3%
■	Native Hawaiian & Other Pacific Islander	8	0.1%
■	Other Race	160	1.1%
■	Two Or More Races	361	2.4%

Real Estate and Housing

ZIP code 28372 has a small percentage of vacancies. The Census also indicates that there are one or more correctional facilities, nursing homes and universities nearby.

The majority of household are owned or have a mortgage. Homes in ZIP code 28372 were primarily built in the 1970s or the 2000s. Looking at 28372 real estate data, the median home value of $68,400 is low compared to the rest of the country. It is also high compared to nearby ZIP codes. So you are less likely to find inexpensive homes in 28372. Rentals in 28372 are most commonly 3+ bedrooms. The rent for 3+ bedrooms is normally $500-$749/month including utilities. Prices for rental property include ZIP code 28372 apartments, townhouses, and homes that are primary residences.

Housing Type

■	In Occupied Housing Units	13,063	88.4%
■	Correctional Facility For Adults	0	0.0%
■	Juvenile Facilities	15	0.1%
■	Nursing Facilities	76	0.5%
■	Other Institutional	0	0.0%
■	College Student Housing	1,573	10.6%
■	Military Quarters	0	0.0%
■	Other Noninstitutional	56	0.4%
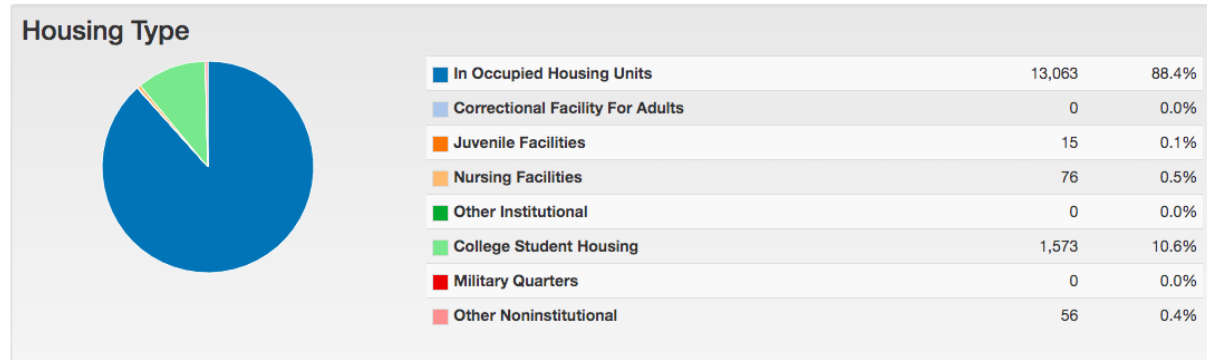
Schools and Education

The percentage of people that did not graduate high school is among the highest in the nation. Despite the lower high school graduation rates, compared to other ZIPs, a much higher percentage of the population has received a college degree.
For more information, see Pembroke, NC public school enrollment.
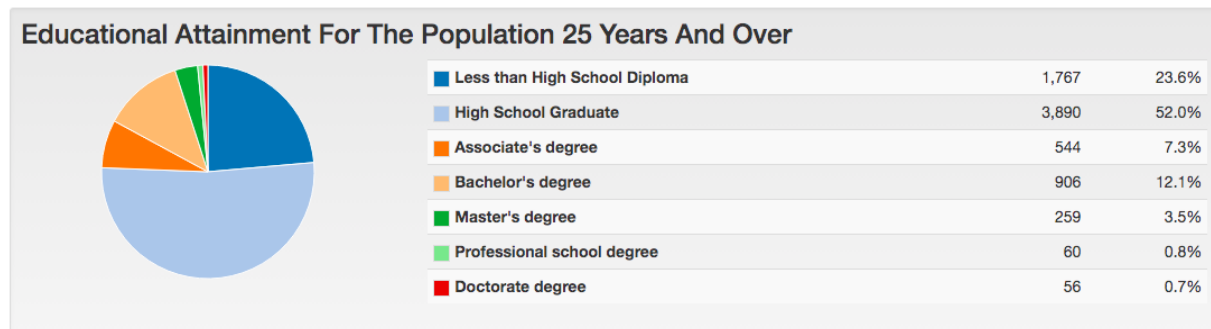
Educational Attainment For The Population 25 Years And Over

■	Less than High School Diploma	1,767	23.6%
■	High School Graduate	3,890	52.0%
■	Associate's degree	544	7.3%
■	Bachelor's degree	906	12.1%
■	Master's degree	259	3.5%
■	Professional school degree	60	0.8%
■	Doctorate degree	56	0.7%

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

DEPARTMENT OF HISTORY

HAMILTON HALL   T 919.962.2115
CAMPUS BOX 3195   F 919.962.1403
CHAPEL HILL, NC 27599-3195

Dr. Malinda Maynor Lowery
Professor of History
UNC-Chapel Hill
CB #3195
Chapel Hill, NC 27599
mmaynor@email.unc.edu

April 27, 2020

To whom it may concern:

I am writing to express my support for Old Main STREAM Academy. I am a resident of Durham, NC, an enrolled member of the Lumbee Tribe, and I believe that Old Main STREAM Academy will be an asset to the Robeson County community. I do not reside in Robeson, but I teach freshmen and sophomores at UNC-Chapel Hill. This curriculum will prepare students from whatever racial or ethnic background exceptionally well for the challenges they will face in a University setting. Old Main STREAM Academy will provide an educational choice to families, one with rigorous, innovative academics, and core values that develop persistence and determination. High standards combined with an arts integrated approach to teaching a STREAM curriculum will prepare students for success in college and career, and create contributing, connected future leaders. The Old Main STREAM Academy's core educational practices will provide precisely what most of my students are missing: contextualized learning that challenges them from an early age to adapt their knowledge to new circumstances and apply that knowledge to real-world problems. If every child in North Carolina had sustained exposure to this curriculum, they would perform much better in my University coursework.

I am confident that Old Main STREAM Academy leaders are thoughtfully and methodically developing a school plan. With decades of excellence in school leadership, alongside the inclusion of STREAM education, the North Carolina Standards Course of Study, and place-based instruction, I am confident this will be a good match and will work well to provide an exceptional educational choice to students in the area. Further, this initiative will introduce engagement and partnering opportunities that are mutually beneficial. We believe the growth and academic outcomes from this educational choice opportunity and collaboration will provide positive leverage to our county.

I support the approval of Old Main STREAM Academy to serve students in the area. I value the mission and approach of Old Main STREAM Academy and I would be pleased to see a school of choice in the community. As a parent and an educator at our state's flagship university, I can say confidently that this is the right school for Robeson County and for the children of the state of North Carolina.

Sincerely,

Malinda Maynor Lowery

UNC

COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

DEPARTMENT OF HISTORY

HAMILTON HALL   T 919.962.2115
CAMPUS BOX 3195   F 919.962.1403
CHAPEL HILL, NC 27599-3195

Old Main STREAM Academy

Old Main STREAM Academy is a proposed charter school in Pembroke, North Carolina.

Mission Statement: Our mission is to engage students in STREAM disciplines that will prepare future leaders who are innovative, persistent, and self-determined.

Curriculum will consist of:

- STREAM (Science, Technology, Reading, Engineering, Arts, & Math)
- North Carolina Standard Course of Study
- College and Career Readiness Standards
- Place-Based Instruction

Give us your feedback!

We are seeking input from our community in a number of ways.

- First, please fill out this online survey to help guide our planning. This is the link: **https://bit.ly/3fKPpVB**
- Next, like and visit our Facebook page. This is the link: **https://bit.ly/2LrexCU**
- Finally, we are hosting several focus groups over the course of the next few months to garner important community feedback. Our next meeting is Tuesday, May 26th at 5:00 p.m. Please head over to our Facebook page to find out specific details about this next event.

Contact us! We'd love to hear from you.

Email: **oldmainsa@gmail.com**

Facebook: **https://bit.ly/2LrexCU**
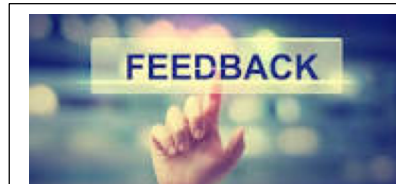
Innovative. Persistent. Self-Determined.

OMSA Projected Enrollment Demographics 2021

Anticipated Racial/Ethnic Demographics (%)	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Language Learners
97% Minority 3% White	100%	23 at 6%	9 students at 2%
American Indians-80%, Two or More-10%, Black-5%, White-3%, Hispanic-2%- based on OMS located in the center (or hub) of Pembroke and the surrounding rural communities.			

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- Finally, we are hosting several focus groups over the course of the next few months to garner important community feedback. We are hosting two events in June. **The dates for these events are June 9th and June 23rd**. Please head over to our Facebook page to find out specific details about this next event.

Contact us! We'd love to hear from you.

Email**: oldmainsa@gmail.com**

Facebook: **https://bit.ly/2LrexCU**

Innovative. Persistent. Self-Determined.

Old Main STREAM Academy Academic Calendar
2021-2022

July 2021

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
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October 2021

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31						

January 2022

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April 2022

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August 2021

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November 2021

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February 2022

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May 2022

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September 2021

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December 2021

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March 2022

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June 2022

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Key

Color	Meaning
Orange	First Day of School
Blue	Professional Teacher Workday
Green	Holiday
Red circle	12:00 P.M. Dismissal
Yellow	End of Grading Period
R	Report Card
Purple	Last Day of School

Old Main STREAM Academy

2021-2022

Board Meetings
Advisory Council
Parent-Teacher
Community & Partnerships

July 2021

S	M	T	W	Th	F	S
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August 2021

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September 2021

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October 2021

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November 2021

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December 2021

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January 2022

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February 2022

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March 2022

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April 2022

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May 2022

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June 2022

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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Key

Color	Description
Blue	Board Meetings- 1st Tuesday 5:30
Gold	Advisory Council [TBD]
Green	Parent-Teacher [TBD]
Pink	Community & Partnerships [TBD]

APPENDIX E- Old Main STREAM Academy Daily and Weekly Schedule

Old Main STREAM ACADEMY
CLASSROOM SCHEDULE- 2021-22 School Year

in STREAM Academy			**Grade: Kindergarten-2nd Grade**	
ure:			**Teacher Signature:**	
onday	**Tuesday**	**Wednesday**	**Thursday**	**Frid**
Children are greeted as ut belongings away. orning jobs. Children h STREAM table e in place-based ting/Morning athematics/Songs up Instruction Groups/ olving uided, Independent s ge Arts/Literacy/Block/ Workshop/Writer's struction Education ngineering -STREAM - Connect Real World to , Engineering, Arts, ed Activities) dies all Group r/Pack-Up	7:45-8:15- Breakfast- Children are greeted as they arrive. Children put belongings away. Children complete morning jobs. Children become engaged with STREAM table manipulatives/engage in place-based assignments. 8:15-8:55-Class meeting/Morning Message/Calendar Mathematics/Songs 8:55-9:25- Whole Group Instruction 9:25-10:05- Reading Groups/STREAM Problem Solving Interactive, Shared, Guided, Independent Reading, Mini-Lessons 10:05-11:00- Language Arts/Literacy/Block/Whole Group Instruction 11:00-11:35- Writer's Workshop/Writer's Portfolio 11:35-12:20- Math Instruction 12:20-12:50- Lunch 12:50-1:20- Physical Education 1:20-1:45- Science/Engineering-Connect Real World to Science, Technology, Engineering, Arts, Mathematics Activities (Place-Based Activities) 1:45-2:15-Specials- Art/Music Curriculum 2:15-3:00- Arts/Music Curriculum//Small Group Remediation/Pack-Up	7:45-8:15- Breakfast- Children are greeted as they arrive. Children put belongings away. Children complete morning jobs. Children become engaged with STREAM table manipulatives/engage in place-based assignments. 8:15-8:55-Class meeting/Morning Message/Calendar Mathematics/Songs 8:55-9:25- Whole Group Instruction 9:25-10:05-Arts//Music/ Technology/STREAM Activity 10:05-11:45- Language Arts/Literacy/Block/Whole Group Instruction/Shared Reading 11:00-11:35- Reading Groups or Writer's Workshop/Writer's Portfolio 11:35-12:20- Math Instruction 12:20-12:50- Lunch 12:50-1:20- Physical Education 1:20-1:45-Science/Engineering - STREAM Hands-On Instruction- Connect Real World to Science, Technology, Engineering, Arts, Activities (Place-Based Activities) 1:45-2:15- Social Studies 2:15-3:00- Health/Small Group Remediation/Seminar/Pack-Up	7:45-8:15- Breakfast- Children are greeted as they arrive. Children put belongings away. Children complete morning jobs. Children become engaged with STREAM table manipulatives/engage in place-based assignments. 8:15-8:55-Class meeting/Morning Message/Calendar Mathematics/Songs 8:55-9:25- Whole Group Instruction 9:25-10:05-Reading Groups/Word Study Interactive, Shared, Guided/Independent, Mini-Lessons Reading 10:05-11:00- Language Arts/Literacy/Block/Whole Group Instruction/Shared Reading 11:00- 11:35-Writer's Workshop/Writer's Portfolio 11:35-12:20- Math Instruction 12:20-12:50- Lunch 12:50-1:20- Physical Education 1:20-1:45- Science/Engineering-Connect Real World to Science, Technology, Engineering, Arts, Mathematics Activities (Place-Based Activities) 1:45-2:15-Specials- Art/Music Curriculum 2:15-3:00- Arts/Music Curriculum//Small Group Remediation/Pack-Up	7:45-8:15- Ch they arrive. Children put Children complete morni become engaged with ST manipulatives/engage in assignments. 8:15-8:55-Class meeting Message/Calendar Math 8:55-9:25- 9:25- Whole C 9:25- 10:05-Reading Gro Interactive, Shared, Guid Lessons Reading 10:05-11:00- Language Arts/Literacy/Block/Whol Instruction/Shared Readi 11:00-11:35-Writer's Wo Portfolio 11:00-12:20- Math Instru 12:20-12:50- Lunch 12:50-1:20- Physical Edu 1:20-1:45-Science/Engin Hands-On Instruction- C Science, Technology, Er Activities (Place-Based A 1:45-2:15- Specials-Arts/ 2:15-3:00- Health/Small Remediation/Seminar/Pa
by Classroom Teacher	Instructional Minutes by Classroom Teacher 405	Instructional Minutes by Classroom Teacher 405	Instructional Minutes by Classroom Teacher 405	Instructional Minutes by 405
nutes 360	Total Instructional Minutes 360	Total Instructional Minutes 360	Total Instructional Minutes 360	Total Instructional Minute

Old Main STREAM ACADEMY
CLASSROOM SCHEDULE- 2021-22 School Year

ain STREAM Academy		Grade: 3-5		
ture:		Teacher Signature:		

Monday	Tuesday	Wednesday	Thursday	Fri
t- Children are greeted as n put belongings away. morning jobs. Writing/Word tivities 's Workshop/ Fountas & meworks/Shared/Guided/ -Based Integration cy/ELA Workshop ation n matics ties /Engineering d to Science, Technology, e-Based Activities) l Education Social Studies/Place-Based eview/Remediation/PLC	7:45-8:15-Breakfast- Children are greeted as they arrive. Writing/Word Study/STREAM Activities- Shared, Guided, Independent 8:15-10:05-Reader's Workshop/ Fountas & Pinnell/Lesson Frameworks/Shared/Guided/ Independent 10:05-10:45-Arts/Music Curriculum (Specials) Place -Based Integration 10:45-11:30- ELA/ Literacy Writer Workshop Writing Portfolios Place-Based Integration 11:30- 12:00-Lunch 12:00-1:00 Mathematics Place- Based Activities 1:00-1:45- Science/Engineering Connect Real World to Science, Technology, Engineering, Arts, (Place-Based Activities) 1:45- 2:15-Physical Education 2:15-2:40- Health/ Social Studies/Place-Based Activities 2:40-3:00-Share/Review/ Remediation/PLC/Pack-Up	7:45-8:15-Breakfast- Children are greeted as they arrive. Writing/Word Study/STREAM Activities- Shared, Guided, Independent 8:15-9:20-Reader's Workshop/ Fountas & Pinnell/Lesson Frameworks/Shared/Guided/ Independent/Place -Based Integration 10:05-10:35-Arts/Music/Media/ DEAR(Specials)/Place -Based Integration 10:35-11:30- ELA/ Literacy Writer Workshop Writing Portfolios Place-Based Integration 11:30- 12:00-Lunch 12:00-1:00 Mathematics Place Based Activities 1:00-1:45- Science/Engineering Connect Real World to Science, Technology, Engineering, Arts, (Place-Based Activities) 1:45- 2:15-Physical Education 2:15-2:40- Health/ Social Studies/Place-Based Activities 2:40-3:00-Share/Review/ Remediation/PLC/Pack-Up	7:45-8:15-Breakfast- Children are greeted as they arrive. Writing/Word Study/STREAM Activities/Place -Based Integration 8:15-10:05-Reader's Workshop/ Fountas & Pinnell/Lesson Frameworks/Shared/Guided/ Independent 10:05-10:45--Literacy/ELA 10:45-11:30-Writer Workshop Writing Portfolios Place-Based Integration 11:30- 12:00-Lunch 12:00-1:00 Mathematics Place- Based Activities 1:00-1:45- Science/Engineering Connect Real World to Science, Technology, Engineering, (Place-Based Activities) 1:45- 2:15-Physical Education 2:15-2:40- Health/ Social Studies/Place-Based Activities 2:40-3:00-Share/Review/ Remediation PLC//Pack-Up	7:45-8:15-Breakfast- Chi they arrive. Writing/Word Activities- Shared, Guide 8:15-9:20-Reader's Work Pinnell/Lesson Framewor Independent/Place -Base 10:05-10:35-Arts/Music/N DEAR(Specials) 10:35-11:30- ELA/ Litera Writer Workshop Writing Portfolios Place-Based Integration 11:30- 12:00-Lunch 12:00-1:00 Mathematics Place Based Activities 1:00-1:45- Science/Engir Connect Real World to S Engineering, Arts, (Place 1:45- 2:15-Physical Educ 2:15-2:40- Health/ Social Activities 2:40-3:00-Share/Review Remediation/PLC/Pack-U
s by Classroom Teacher	Instructional Minutes by Classroom Teacher 405_	Instructional Minutes by Classroom Teacher __405	Instructional Minutes by Classroom Teacher 405__	Instructional Minutes by _405
Minutes _360	Total Instructional Minutes 360	Total Instructional Minutes 360	Total Instructional Minutes 360	Total Instructional Minute

Old Main STREAM ACADEMY
CLASSROOM SCHEDULE- 2021-22 School Year

ain STREAM Academy		Grade:- 6-8	
ture:		Teacher Signature:	

Monday	Tuesday	Wednesday	Thursday	Friday
ck-In- Problem of the ration	7:45-8:15- HR/Check-In- Problem of the Week/Study Preparation	7:45-8:15- HR/Check-In- Problem of the Week/Study Preparation	7:45-8:15- HR/Check-In- Problem of the Week/Study Preparation	7:45-8:15- HR/Check-In- the Week/Study Prepara
ading/Literature Whole d Study/STREAM Activities- Independent ties g/ELA ties	8:15-8:55-ELA Reading/Literature Whole Group Writing/Word Study/STREAM Activities- Shared, Guided,or Independent Place-Based Activities	8:15-8:55-ELA Reading/Literature Whole Group Writing/Word Study/STREAM Activities- Shared, Guided,or Independent Place-Based Activities	8:15-8:55-ELA Reading/Literature Whole Group Writing/Word Study/STREAM Activities- Shared, Guided,or Independent Place-Based Activities	8:15-8:55-ELA Reading/l Whole Group Writing/Wo Study/STREAM Activities Guided,or Independent Place-Based Activities
	9:25-10:25-Reading/ELA Place-Based Activities Writing Portfolio	9:25-10:05-Reading/ELA Place-Based Activities	9:25-10:25-Reading/ELA Place-Based Activities Writing Portfolio	9:25-10:05-Reading/ELA Place-Based Activities
ties g Class/ Writing Portfolios ties	10:25-11:25- Math Place-Based Activities	10:05-11:10- Math Place-Based Activities 11:10-12:00- Writing Class/ Writing Portfolios Place-Based Activities	10:25-11:25- Math Place-Based Activities	10:05-11:10- Math Place-Based Activities 11:10-12:00- Writing Cla Portfolios Place-Based Activities
e/Engineering ties	11:25-12:10-Arts/Music Curriculum		11:25-12:10-Arts/Music Curriculum	
tudies/Health	12:10-1:00- Science/Engineering Place-Based Activities 1:00-1:30- Lunch 1:30-2:00- Social Studies/Health	12:00-1:00- Science/Engineering Place-Based Activities 1:00-1:30- Lunch 1:30-2:00- Social Studies/Health	12:10-1:00- Science/Engineering Place-Based Activities 1:00-1:30- Lunch 1:30-2:00- Social Studies/Health	12:00-1:00- Science/Eng Place-Based Activities 1:00-1:30- Lunch 1:30-2:00- Social Studies
Education ration		2:00-2:30-Physical Education		2:00-2:30-Physical Educ
ment/Seminar/PLC	2:00-2:30-Physical Education Place -Based Integration 2:30-3:00- Intervention/Enrichment/Seminar/ PLC	2:30-3:00- Intervention/Enrichment/Seminar/ PLC	2:00-2:30-Physical Education 2:30-3:00- Intervention/Enrichment/Seminar/ PLC	2:30-3:00- Intervention/Enrichment/ Place -Based Integration
es by Classroom Teacher	Instructional Minutes by Classroom Teacher 405	Instructional Minutes by Classroom Teacher 405	Instructional Minutes by Classroom Teacher 405	Instructional Minutes by Teacher 405
Minutes _360	Total Instructional Minutes _360	Total Instructional Minutes _360	Total Instructional Minutes _360	Total Instructional Minute

Board Member Name	Board Title
Dr. Rose Marie Lowry-Townsend	Board of Director Member
Dr. Tiffany Locklear	Board of Director Member
Dr. Denise Hunt	Board of Director Member
Mr. John Lowery	Board of Director Member
Dr. Brenda Dial Deese	Board of Director Member

County of Residence	Current Occupation
Robeson	Director of the Lumbee Boys & Girls Clubs
Robeson	Professor
Robeson	Lead Instructional Coach
Robeson	Director-DDepartment of Commerce
Robeson	Consultant, Evaluator for Grants, VISTA, Ir

Past or Present Professional Licenses Held

Doctorate in School Administration, Educational Specialist, Master

Doctorate-School of Education, Superintendent, School Adminstra

Doctorate-Educational Leadership, Curriculum and Instruction, NC

Master of Public Administration

Doctorate- Counselor Education & Curriculum and Instruction, Lic

Any disciplinary action taken against any of these professional licenses?

No

No

No

No

No

Area of Proposed Coverage

Comprehensive General Liability

Officers and Directors/Errors and Omissions

Property Insurance

Automobile Liability

Crime Coverage - Minimum/Maximum Amount

Worker's Compensation

Other Coverage

Total Cost

Proposed Amount of Coverage

$1,000,000.00/occurrence

$1,000,000.00/occurrence

$1,000,000.00/occurrence

$250,000.00 | $250,000.00

$500,000.00

Cost (Quote)

$7,500.00
$3,500.00

5,800.00
$1,500.00
$4,500.00

$22,800.00

General Statement: Old Main STREAM Academy will employ a school principal that is adept at creating systems for change and building relationships. The school principal will use Professional Knowledge and be appreciative of and demonstrate understanding of local knowledge systems, employees, and community members. The OMSA Educational Model will be implemented with fidelity. The school principal will create and develop the expectation that through the efforts and strength of hard work, disciplined focus, and fun experiences, the mission and the purpose of OMSA will emerge as cornerstones of lifelong learning for every student.

OMSA will engage students in STREAM disciplines that will prepare future leaders who are innovative, persistent, and self-determined.

The School Principal's duties will align to the Seven Standards of Executive Leadership

Strategic Leadership
- o   Shares a vision of the changing world in the 21st century that schools are preparing children to enter
- o   Develop the framework for continual improvement in the School Improvement Plan
- o   Use a driving force behind major initiatives that help students acquire 21st century skills
- o   Share the OMSA mission with stakeholders and further develop the vision for the school that captures peoples' attention and imagination
- o   Create processes that provide for the periodic review and revision of OMSA vision, mission, purpose, and strategic goals with all stakeholders
- o   Create processes to insure the school's identity (vison, mission, purpose, values, beliefs, and goals) and drive decisions and inform the public about the culture of the school

Instructional Leadership
- o   The school principal persistently focuses attention on learning and teaching by initiating and guiding conversations about instruction and student learning that is oriented towards high expectations and concrete goals- Plans for performance grade and growth targets
- o   Demonstrate knowledge of 21st century curriculum, instruction, and assessments- the OMSA Educational Model by leading/participating in meetings with teachers and parents where these topics are discussed, and holds frequent, formal or informal conversations with students, staff, and parents around these topics
- o   Ensures that there are appropriate and logical alignments between the curriculum, standards and initiatives
- o   Challenges the staff to reflect deeply on and define what knowledge skills, and concepts that are essential to the complete educational development of students; researches and defines ideas for AIG giftedness and developmental delays or lags and interdisciplinary and cross disciplinary curriculum initiatives
- o   Create processes for collecting and using student test data and other formative data from other sources for the improvement of instruction
- o   Systematically and frequently observes in classrooms and engages in conversation with students about their learning

Cultural Leadership – Place-Based Instruction and Underrepresented Students
- o   Systematically develops, implements, and realigns concepts of shared values, beliefs, and the practices for STREAM disciplines in the OMSA vision to establish a school academic identity that emphasizes a sense of community and cooperation to guide the disciplined thought and action of all staff and students
- o   Systematically and fairly acknowledges failures and celebrates accomplishments of the school, staff, and students
- o   Visibly supports the positive, culturally responsiveness and norms of the school community
- o   Promote a sense of well-being among staff, students, parents, and community

- o Build a sense of efficacy and empowerment among staff that results in a "can do" attitude when faced with challenges
- o Empower staff to present, discuss, and recommend creative 21st century concepts for school improvement

Human Resource Leadership
- o Provide structures for the development of effective professional learning communities aligned with the School Improvement Plan, results, and characterized by collective responsibility for instruction
- o Model the importance of continued learning by engaging in activities to develop personal knowledge and skills along with expanded self-awareness.
- o Communicate a positive attitude about the ability of staff to accomplish substantial outcomes to improve their efficacy
- o Create processes for teachers to assume leadership and decision-making roles within the school that foster career development
- o Create and monitors processes for hiring, inducting, and mentoring new teachers and other staff to the school
- o Systematically and personally is involved in the school's professional activities

Managerial Leadership
- o Create processes to provide for a balanced operational budget for school programs and activities
- o Create processes to recruit and retain a high-quality workforce in the school that meets the diverse needs of students
- o Create processes to identify, solve, resolve, dissolve or absolve school-based problems/conflicts in a fair, democratic way
- o Collaboratively develops and enforces clear expectations, structures, rules and procedures for students and staff

External Development Leadership
- o Implement processes that empower parents and other stakeholders to make significant decisions
- o Create systems that engage all community stakeholders in a shared responsibility for student and school success
- o Design protocols and processes that ensure compliance with state and district mandates
- o Create opportunities to advocate for the school in the community with parents
- o Communicate the school's accomplishments to the public through media tools and resources
- o Garner fiscal, intellectual and human resources from the community the 21st century learning agenda of the school
- o Build relationships with individuals and groups to support specific aspects of learning

Micro-political Leadership
- o Create an environment and mechanisms to ensure all internal stakeholder voices are heard/respected
- o Create processes and protocol to buffer and mediate staff interest
- o Design transparent systems to equitably manage human and financial resources
- o Demonstrate sensitivity to personal needs of staff
- o Encourage people to express opinions contrary to those of authority
- o Demonstrate ability to predict what could go wrong from day to day
- o Maintain high visibility and communications throughout school community

OMSA Number of Students						
Grade Level	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026	At Capacity 2025-2026
K	40	60	60	60	60	60
1	40	40	60	60	60	60
2	40	40	40	60	60	60
3	40	40	40	40	60	60
4	40	40	40	40	40	40
5		40	40	40	40	40
6			40	40	40	40
7				40	40	40
8					40	40
9						
10						
11						
12						
Totals	200	260	320	380	440	440

Projected Enrollment for each of the following demographic groups

Anticipated Racial/Ethnic Demographics (%)	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Language Learners
97% Minority 3% White	100%	23 at 6%	9 students at 2%
American Indians-80%, Two or More-10%, Black-5%, White-3%, Hispanic-2%- based on OMSA located in the center (or hub) of Pembroke and the surrounding rural communities.			

APPENDIX D

OMSA Yearly Academic Calendar

Old Main STREAM Academy Academic Calendar
2021-2022

July 2021

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October 2021

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22 R	23
24	25	26	27	28	29	30
31						

January 2022

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14 R	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2022

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

August 2021

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2021

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Key

(orange)	First Day of School
(blue)	Professional Teacher Workday
(green)	Holiday
⭕	12:00 P.M. Dismissal
(yellow)	End of Grading Period
R	Report Card
(purple)	Last Day of School

February 2022

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

May 2022

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27 R	28
29	30	31				

September 2021

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2021

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

March 2022

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18 R	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2022

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Old Main STREAM ACADEMY
CLASSROOM SCHEDULE- 2021-22 School Year

in STREAM Academy			Grade: Kindergarten-2nd Grade	
ture:			Teacher Signature:	
onday	**Tuesday**	**Wednesday**	**Thursday**	**Frid**
Children are greeted as ut belongings away. orning jobs. Children h STREAM table e in place-based	7:45-8:15- Breakfast- Children are greeted as they arrive. Children put belongings away. Children complete morning jobs. Children become engaged with STREAM table manipulatives/engage in place-based assignments.	7:45-8:15- Breakfast- Children are greeted as they arrive. Children put belongings away. Children complete morning jobs. Children become engaged with STREAM table manipulatives/engage in place-based assignments.	7:45-8:15- Breakfast- Children are greeted as they arrive. Children put belongings away. Children complete morning jobs. Children become engaged with STREAM table manipulatives/engage in place-based assignments.	7:45-8:15- Breakfast- Ch they arrive. Children put Children complete morni become engaged with ST manipulatives/engage in assignments.
ting/Morning athematics/Songs up Instruction	8:15-8:55-Class meeting/Morning Message/Calendar Mathematics/Songs 8:55-9:25- Whole Group Instruction 9:25-10:05- Reading	8:15-8:55-Class meeting/Morning Message/Calendar Mathematics/Songs 8:55-9:25- Whole Group Instruction	8:15-8:55-Class meeting/Morning Message/Calendar Mathematics/Songs 8:55-9:25- Whole Group Instruction	8:15-8:55-Class meeting Message/Calendar Math 8:55-9:25- 9:25- Whole C
Groups/ olving uided, Independent s	Groups/STREAM Problem Solving Interactive, Shared, Guided, Independent Reading, Mini-Lessons 10:05-11:00- Language	9:25-10:05-Arts//Music/ Technology/STREAM Activity 10:05-11:45- Language	9:25-10:05-Reading Groups/Word Study Interactive, Shared, Guided/Independent, Mini-Lessons Reading	9:25- 10:05-Reading Gr Interactive, Shared, Guid Lessons Reading 10:05-11:00- Language
ge Arts/Literacy/Block/ Workshop/Writer's struction	Arts/Literacy/Block/Whole Group Instruction 11:00-11:35- Writer's Workshop/Writer's Portfolio 11:35-12:20- Math Instruction 12:20-12:50- Lunch 12:50-1:20- Physical Education	Arts/Literacy/Block/Whole Group Instruction/Shared Reading 11:00-11:35- Reading Groups or Writer's Workshop/Writer's Portfolio 11:35-12:20- Math Instruction	10:05-11:00- Language Arts/Literacy/Block/Whole Group Instruction/Shared Reading 11:00- 11:35-Writer's Workshop/Writer's Portfolio	Arts/Literacy/Block/Whol Instruction/Shared Readi 11:00-11:35-Writer's Wo Portfolio 11:00-12:20- Math Instru
Education ngineering -STREAM - Connect Real World to , Engineering, Arts, d Activities) dies	1:20-1:45- Science/Engineering-Connect Real World to Science, Technology, Engineering, Arts, Mathematics Activities (Place-Based Activities) 1:45-2:15-Specials- Art/Music Curriculum 2:15-3:00- Arts/Music Curriculum//Small Group Remediation/Pack-Up	12:20-12:50- Lunch 12:50-1:20- Physical Education 1:20-1:45-Science/Engineering - STREAM Hands-On Instruction-Connect Real World to Science, Technology, Engineering, Arts, Activities (Place-Based Activities) 1:45-2:15- Social Studies 2:15-3:00- Health/Small Group Remediation/Seminar/Pack-Up	11:35-12:20- Math Instruction 12:20-12:50- Lunch 12:50-1:20- Physical Education 1:20-1:45- Science/Engineering-Connect Real World to Science, Technology, Engineering, Arts, Mathematics Activities (Place-Based Activities) 1:45-2:15-Specials- Art/Music Curriculum 2:15-3:00- Arts/Music Curriculum//Small Group Remediation/Pack-Up	12:20-12:50- Lunch 12:50-1:20- Physical Edu 1:20-1:45-Science/Engin Hands-On Instruction- Co Science, Technology, Er Activities (Place-Based A 1:45-2:15- Specials-Arts/ 2:15-3:00- Health/Small Remediation/Seminar/Pa
all Group r/Pack-Up				
by Classroom Teacher	Instructional Minutes by Classroom Teacher 405	Instructional Minutes by Classroom Teacher 405	Instructional Minutes by Classroom Teacher 405	Instructional Minutes by 405
nutes 360	Total Instructional Minutes 360	Total Instructional Minutes 360	Total Instructional Minutes 360	Total Instructional Minute

Old Main STREAM ACADEMY
CLASSROOM SCHEDULE- 2021-22 School Year

ain STREAM Academy		Grade: 3-5		
ture:		Teacher Signature:		

Monday	Tuesday	Wednesday	Thursday	Fri
t- Children are greeted as n put belongings away. morning jobs. Writing/Word tivities 's Workshop/ Fountas & meworks/Shared/Guided/ -Based Integration cy/ELA Workshop ation n matics ities /Engineering d to Science, Technology, e-Based Activities) l Education Social Studies/Place-Based eview/Remediation/PLC	7:45-8:15-Breakfast- Children are greeted as they arrive. Writing/Word Study/STREAM Activities- Shared, Guided, Independent 8:15-10:05-Reader's Workshop/ Fountas & Pinnell/Lesson Frameworks/Shared/Guided/ Independent 10:05-10:45-Arts/Music Curriculum (Specials) Place -Based Integration 10:45-11:30- ELA/ Literacy Writer Workshop Writing Portfolios Place-Based Integration 11:30- 12:00-Lunch 12:00-1:00 Mathematics Place- Based Activities 1:00-1:45- Science/Engineering Connect Real World to Science, Technology, Engineering, Arts, (Place-Based Activities) 1:45- 2:15-Physical Education 2:15-2:40- Health/ Social Studies/Place-Based Activities 2:40-3:00-Share/Review/ Remediation/PLC/Pack-Up	7:45-8:15-Breakfast- Children are greeted as they arrive. Writing/Word Study/STREAM Activities- Shared, Guided, Independent 8:15-9:20-Reader's Workshop/ Fountas & Pinnell/Lesson Frameworks/Shared/Guided/ Independent/Place -Based Integration 10:05-10:35-Arts/Music/Media/ DEAR(Specials)/Place -Based Integration 10:35-11:30- ELA/ Literacy Writer Workshop Writing Portfolios Place-Based Integration 11:30- 12:00-Lunch 12:00-1:00 Mathematics Place Based Activities 1:00-1:45- Science/Engineering Connect Real World to Science, Technology, Engineering, Arts, (Place-Based Activities) 1:45- 2:15-Physical Education 2:15-2:40- Health/ Social Studies/Place-Based Activities 2:40-3:00-Share/Review/ Remediation/PLC/Pack-Up	7:45-8:15-Breakfast- Children are greeted as they arrive. Writing/Word Study/STREAM Activities/Place -Based Integration 8:15-10:05-Reader's Workshop/ Fountas & Pinnell/Lesson Frameworks/Shared/Guided/ Independent 10:05-10:45--Literacy/ELA 10:45-11:30-Writer Workshop Writing Portfolios Place-Based Integration 11:30- 12:00-Lunch 12:00-1:00 Mathematics Place- Based Activities 1:00-1:45- Science/Engineering Connect Real World to Science, Technology, Engineering, (Place-Based Activities) 1:45- 2:15-Physical Education 2:15-2:40- Health/ Social Studies/Place-Based Activities 2:40-3:00-Share/Review/ Remediation PLC//Pack-Up	7:45-8:15-Breakfast- Chi they arrive. Writing/Word Activities- Shared, Guide 8:15-9:20-Reader's Worl Pinnell/Lesson Framewo Independent/Place -Base 10:05-10:35-Arts/Music/I DEAR(Specials) 10:35-11:30- ELA/ Litera Writer Workshop Writing Portfolios Place-Based Integration 11:30- 12:00-Lunch 12:00-1:00 Mathematics Place Based Activities 1:00-1:45- Science/Engi Connect Real World to S Engineering, Arts, (Place 1:45- 2:15-Physical Educ 2:15-2:40- Health/ Social Activities 2:40-3:00-Share/Review/ Remediation/PLC/Pack-U
s by Classroom Teacher	Instructional Minutes by Classroom Teacher 405_	Instructional Minutes by Classroom Teacher __405	Instructional Minutes by Classroom Teacher 405__	Instructional Minutes by _405
Minutes _360	Total Instructional Minutes 360	Total Instructional Minutes 360	Total Instructional Minutes 360	Total Instructional Minute

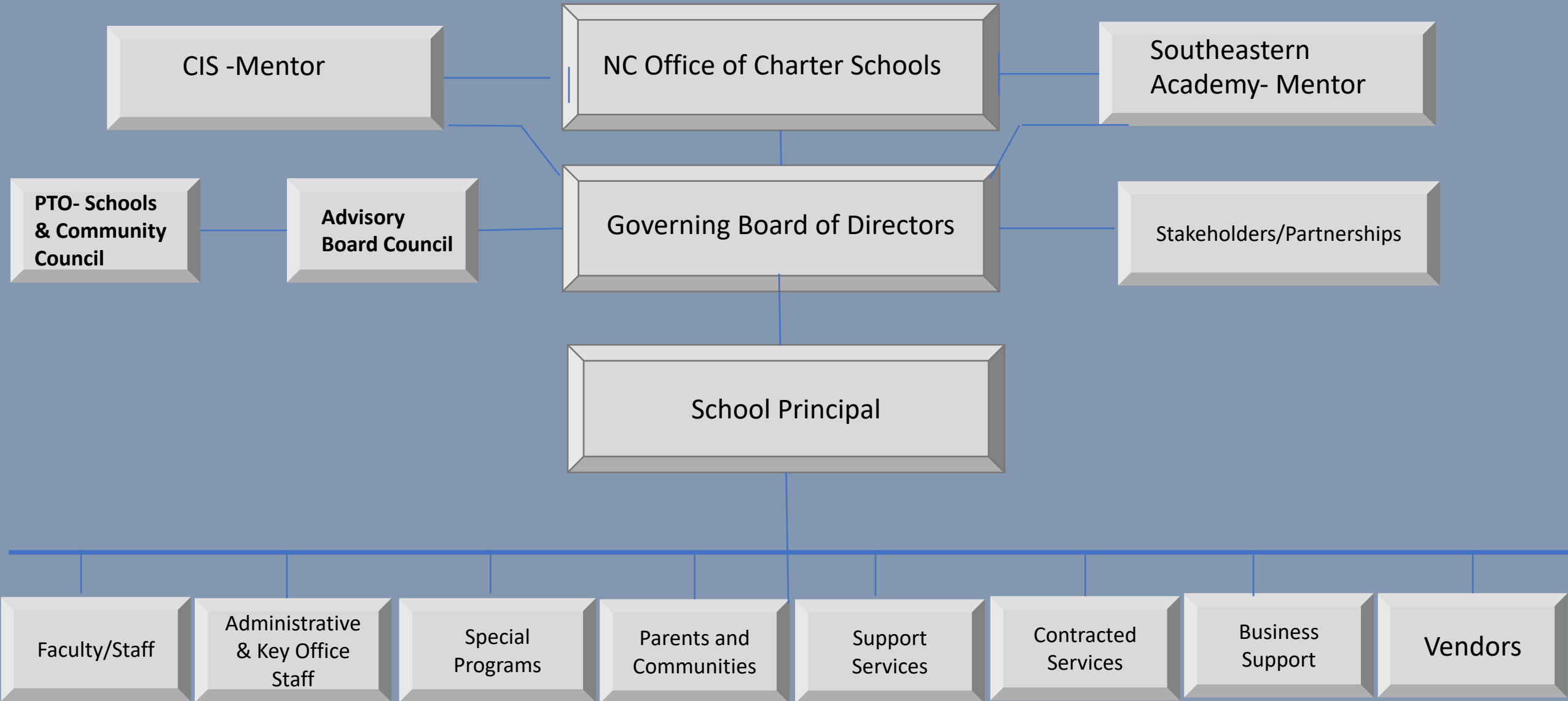# Old Main STREAM ACADEMY
CLASSROOM SCHEDULE- 2021-22 School Year

ain STREAM Academy		Grade:- 6-8		
ture:		Teacher Signature:		

Monday	Tuesday	Wednesday	Thursday	Friday
ck-In- Problem of the ration	7:45-8:15- HR/Check-In- Problem of the Week/Study Preparation	7:45-8:15- HR/Check-In- Problem of the Week/Study Preparation	7:45-8:15- HR/Check-In- Problem of the Week/Study Preparation	7:45-8:15- HR/Check-In- the Week/Study Prepara
ading/Literature Whole d Study/STREAM Activities- Independent ties g/ELA ties	8:15-8:55-ELA Reading/Literature Whole Group Writing/Word Study/STREAM Activities- Shared, Guided,or Independent Place-Based Activities	8:15-8:55-ELA Reading/Literature Whole Group Writing/Word Study/STREAM Activities- Shared, Guided,or Independent Place-Based Activities	8:15-8:55-ELA Reading/Literature Whole Group Writing/Word Study/STREAM Activities- Shared, Guided,or Independent Place-Based Activities	8:15-8:55-ELA Reading/ Whole Group Writing/Wo Study/STREAM Activities Guided,or Independent Place-Based Activities
ties g Class/ Writing Portfolios ties	9:25-10:25-Reading/ELA Place-Based Activities Writing Portfolio

10:25-11:25- Math Place-Based Activities

11:25-12:10-Arts/Music Curriculum | 9:25-10:05-Reading/ELA Place-Based Activities

10:05-11:10- Math Place-Based Activities
11:10-12:00- Writing Class/ Writing Portfolios Place-Based Activities | 9:25-10:25-Reading/ELA Place-Based Activities Writing Portfolio

10:25-11:25- Math Place-Based Activities

11:25-12:10-Arts/Music Curriculum | 9:25-10:05-Reading/ELA Place-Based Activities

10:05-11:10- Math Place-Based Activities
11:10-12:00- Writing Cla Portfolios Place-Based Activities |
| e/Engineering ties

Studies/Health

Education ration

ment/Seminar/PLC | 12:10-1:00- Science/Engineering Place-Based Activities
1:00-1:30- Lunch
1:30-2:00- Social Studies/Health

2:00-2:30-Physical Education Place -Based Integration
2:30-3:00- Intervention/Enrichment/Seminar/ PLC | 12:00-1:00- Science/Engineering Place-Based Activities
1:00-1:30- Lunch
1:30-2:00- Social Studies/Health

2:00-2:30-Physical Education

2:30-3:00- Intervention/Enrichment/Seminar/ PLC | 12:10-1:00- Science/Engineering Place-Based Activities
1:00-1:30- Lunch
1:30-2:00- Social Studies/Health

2:00-2:30-Physical Education

2:30-3:00- Intervention/Enrichment/Seminar/ PLC | 12:00-1:00- Science/Eng Place-Based Activities
1:00-1:30- Lunch
1:30-2:00- Social Studies

2:00-2:30-Physical Educ

2:30-3:00- Intervention/Enrichment/ Place -Based Integration |
| es by Classroom Teacher | Instructional Minutes by Classroom Teacher 405 | Instructional Minutes by Classroom Teacher 405 | Instructional Minutes by Classroom Teacher 405 | Instructional Minutes by Teacher 405 |
| Minutes _360 | Total Instructional Minutes _360 | Total Instructional Minutes _360 | Total Instructional Minutes _360 | Total Instructional Minute |

APPENDIX G

OMSA Organizational Chart

Old Main STREAM Academy Organizational Chart

CIS -Mentor

NC Office of Charter Schools

Southeastern Academy- Mentor

PTO- Schools & Community Council

Advisory Board Council

Governing Board of Directors

Stakeholders/Partnerships

School Principal

Faculty/Staff

Administrative & Key Office Staff

Special Programs

Parents and Communities

Support Services

Contracted Services

Business Support

Vendors

**PEMBROKE CHAMBER
OF COMMERCE**

F O U N D A T I O N

Judy Sampson
Pembroke Chamber of Commerce, Executive Director
202 Main St.
Pembroke, NC 28372
Judypacc@gmail.com

May 27, 2020

To whom it may concern:

I am writing to express support for Old Main STREAM Academy on behalf of the Pembroke Area Chamber of Commerce Foundation. Our organization advocates for American Indian communities and American Indian education. I believe that Old Main STREAM Academy will be an asset to the Robeson County community. Old Main STREAM Academy will provide an educational choice to families, one with rigorous, innovative academics and core values of "growing Indigenous practitioners that demonstrate preparedness, persistence, self-determination, commitment, and vision for the good of the People". High standards and teaching a STREAM curriculum, will prepare students for success in college and career, and create contributing, connected practitioners. We are particularly interested to become supporters of Red Pedagogy as relevant instruction for American Indian students.

The mission of the Foundation is to cultivate organizational leadership while dedicating service and education. Thus, the initiative of Old Main STREAM presents opportunity. The initiative of Old Main STREAM fulfills several of the recommendations from SACIE members, and could potentially become an educational model for highly populated American Indian communities and schools.

The Pembroke Area Chamber of Commerce Foundation is confident that Old Main STREAM Academy leaders are thoughtfully and methodically developing a school plan. With decades of excellence in school leadership alongside STREAM disciplines and the North Carolina Standards Course of Study, I am confident this will be a good match and will work well to provide an exceptional educational choice to American Indian students in the district. Further,

this initiative will bring forth engagement opportunities for the Pembroke Area Chamber of Commerce Foundation. We hope to include service projects and mentorships that could be mutually beneficial to broaden opportunities, as well as resources that come available through our office that will assist Old Main STREAM just as all other public school entities.

Again, we support the approval of Old Main STREAM Academy to serve students in the Robeson County district. There is much value in the mission and approach of Old Main STREAM Academy and we are excited to partner in this initiative.

Sincerely,

Judy Sampson, Executive Director

Procedures for Meetings Policy

1. Overview

Old Main STREAM Academy (OMSA) follows rules to govern and control all actions and procedures of Old Main STREAM Board of Directors, referred to as 'the Board,' and its committees.

2. Purpose

The Board follows rules, procedures, and regulations to operate effectively and efficiently as Board of Directors members.

3. Scope

The policy is applicable to all serving Board Members; these standards provide how they should conduct themselves.

4. Policy

Rule 1- Rules of Order

1. Robert's Rules of Order shall constitute the rules of parliamentary procedure applicable to all meetings

Rule 2- Quorum

1. A quorum for the conduct of business by the Board shall consist of four members of the Board.

2. A quorum for the conduct of business by a committee of the Board shall consist of three members of the committee.

Rule 2-Officers

1. .The members of the Board are elected to three year terms with no term limits.

   In the event a vacancy occurs prior to the end of the term of an officer, the Board shall elect one of its members to fill the office for the unexpired portion of the term.

2. The Chairman shall preside at all meetings of the Board. In the absence of the Chairman, the Secretary shall preside. In the absence of the Chairman and Secretary, the Board shall elect one of its members Chairman pro tempore.

Rule 3- Voting

1. All members of the Board may vote on matters coming before the Board of Directors for consideration.
2. No member may vote by proxy. No vote concerning any matter under consideration by the Board or a committee may be case in absentia by mail, electronically or otherwise.
3. A majority of those present and voting shall be necessary to carry a motion before the Board or committee, except where a two-thirds majority of those present or of the membership is provided for in these Rules.

Rule 4- Meetings of the Board

1. Regular meetings of the Board shall be held on the third Monday of each month at 7:30 a.m. unless canceled or rescheduled by the Board. Meetings may be adjourned from day to day until the business of the Board is completed.
2. As a general practice, the Board will discuss policy issues one month and vote on policy issues the next month. This one-month delay in action rule may be suspended as determined by the Board.
3. Twice a year, the Board shall devote time (or more) during its working sessions to discuss the performance of the school principal and Old Main STREAM Academy's academic and Red Pedagogy comprehensive performance .
4. Special meetings may be set at any regular meeting of the Board or may be called by the Chairman or Secretary upon approval of the Chairman. Upon the request of any three members of the Board, the Chairman shall call a special meeting.

   The Secretary shall give notice of the time, place, and purpose of each special meeting by electronically or phone. In the event of an emergency as determined by the Chairman or Vice-Chairman requiring a meeting in less than three days, notice of the time, place and purpose will be provided electronically or phone.

   Only those matters specified in the notice of a special meeting may be considered at a special meeting.

   The Secretary shall notify the public and the media of regular and special meetings of the Board and its committees in accordance with the Open Meetings Law.

All meetings of the Board and its committees shall be open to the public unless, consistent with State law, a meeting is closed to the public by vote of the Board or committee.

Rule 5- Minutes

1. The Secretary shall record all proceedings of the Board electronically, which shall be kept in an office.
2. The minutes of the Board shall be open to inspections by the public as stated by the Open Meetings and Public Records Laws.

Rule 6- Agenda

1. The agenda for each meeting of the Board shall be determined by the Chairman, and agenda materials will generally be prepared by the Secretary or designee, in consultation with members.

Rule 7- Committees

1. Old Main STREAM Board of Directors shall appoint committees of its members to study specific policy issues as determined by the Board.
2. The Chairman of the Board, the Vice Chairman and the chair of each priority committee - Finance, Curriculum, Facility, and Board Governance shall be members of the Board of Directors

Rule 8- Standard of Conduct

1. Old Main STREAM Academy Board of Directors shall conduct themselves according to the existing State Board of Education Standards of Conduct as outlined in State Board of Education Policy.

5. Enforcement

It shall be the responsibility of the Chairman and members of Old Main STREAM Academy Board of Directors to administer and manage this policy.

6. Distribution

This policy is available to all Old Main STREAM Academy staff and the general public on the Old Main STREAM Academy website.

7. Policy Version History

Version	Date	Description	Approved By
1.0	11/19/2018	Initial Policy Adopted	OMSA Board
1.0	03/25/2020	Reviewed/Affirmed	OMSA Board

PURCHASING POLICY

1. Overview

This policy specified the standards of procuring goods and services to meet the goals of Old Main STREAM Academy.

2. Purpose

The policy shall provide established guidelines to document appropriately the use of funds and ensure transparency for all purchases.

3. Scope

The policy is applicable to all OMSA employees and the Board of Directors.

4. Policy

The Principal will authorize expenditures and may sign related contracts with the approved budget. The Treasure of the Board of Directors must review all expenditures. This will be completed via signing of check vouchers and review of a check register which lists all checks written during a set period and includes check number, payee, date, and amount. The Board of Directors must approve contracts over $5000.00

The Principal must approve all purchases. Purchase requisitions/purchase orders must be signed by the Principal and submitted with the related invoice for payment.

The billing cycle is set on a monthly basis but may vary in time length depending on the type of product or service rendered.

When approving purchases the Principal must:

  a. Determine if the expenditure is budgeted
  b. Determine if funds are currently available for expenditures (i.e. cash flow)
  c. Determine if the expenditure is allowable under the appropriate revenue source
  d. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies, and procedures, and any related laws or applicable regulations and
  e. Determine if the price is competitive and prudent

All purchases over $2,000.00 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods and/or services.

Any individual making an authorized purchase on behalf of the school must provide appropriate documentation of the purchase. However, individuals other than those specified above are not authorized to make purchases without pre-approval, i.e. approved purchase order.

Individuals who use personal funds to make unauthorized purchases will not be reimbursed. However, authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.

The Principal may authorize an individual to use a school credit card to make an authorized purchase on behalf of the school, consistent with the guidelines provided by the Board of Directors. The following guidelines must be adhered to:

1. The credit and debit cards will be kept under locked supervision in the Principal's office, and authorized individuals must sign the credit card and debit card out and return it and provide related documentation of all purchases within twenty-four hours of the purchases, unless otherwise authorized by the Principal.
2. If receipts are not available or are 'missing,' the individual making the charge will be held responsible for payment; and
3. Credit cards will bear the names of both Old Main STREAM Academy and the Principal

The use of a school-provided debit card is not allowed.

5. Enforcement

It shall be the responsibility of OMSA Principal and the Board of Directors Treasure to administer and manage this policy.

6. Distribution

This policy is available to all Old Main STREAM Academy staff and the general public on the Old Main STREAM Academy website.

7. Policy Version History

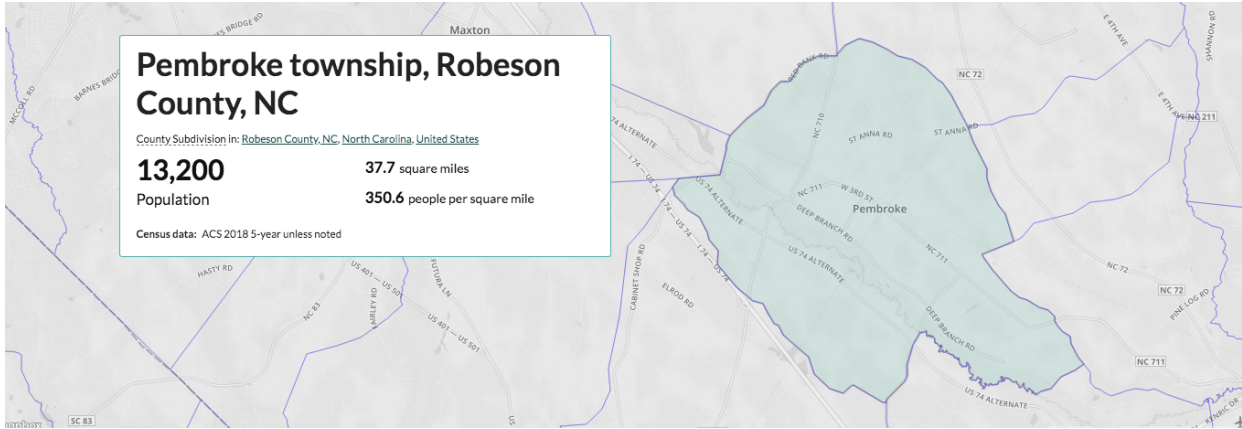| Version	Date	Description	Approved By
1.0	11/19/2018	Initial Policy Adopted	OMSA Board
1.0	06/17/2019	Reviewed/Affirmed	OMSA Board
1.0	03/25/2020	Reviewed/Edited/Affirmed	OMSA Board
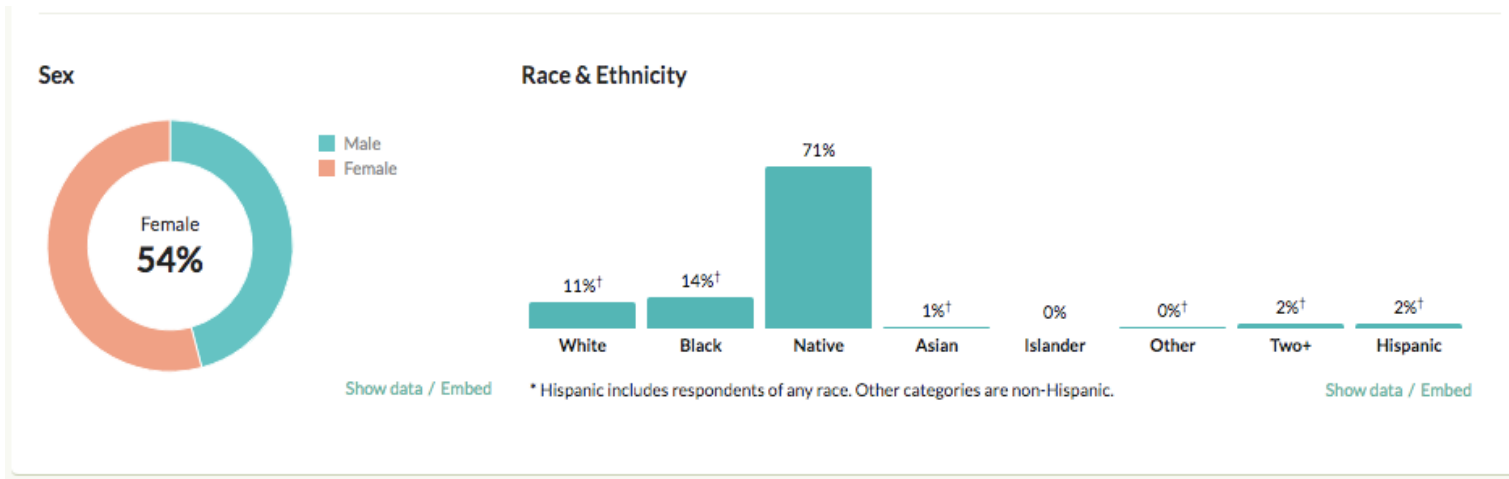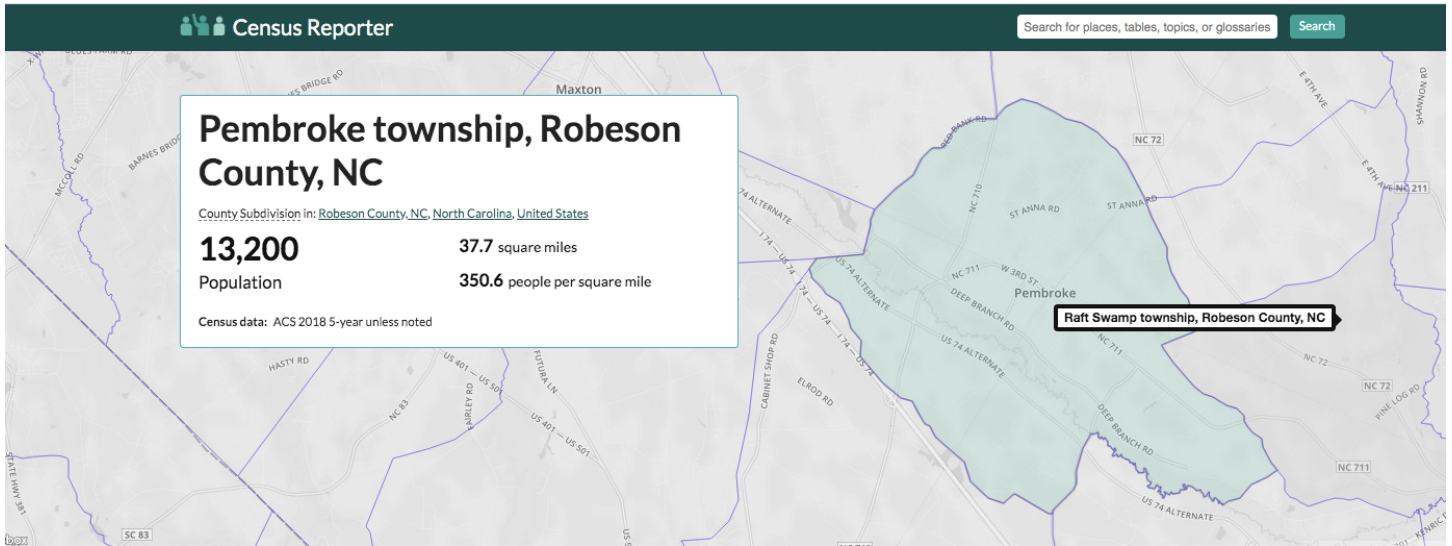
Pembroke Population Breakdown By Race

Race	Pembroke	North Carolina
White	16.12%	69.24%
Black or African American	14.20%	21.50%
Asian	0.47%	2.56%
American Indian	64.16%	1.18%
Native Hawaiian	0.00%	0.07%
Mixed race	1.93%	2.45%
Other race	3.13%	3.01%

In Pembroke, 0.5% of people are of Hispanic or Latino origin.

**Please recognize that this includes the university statistics, and does not include the surrounding communities or zip codes that connect to the town.

Source:
https://www.areavibes.com/pembroke-nc/demographics/

Pembroke township, Robeson County, NC

County Subdivision in: Robeson County, NC, North Carolina, United States

13,200
Population

37.7 square miles

350.6 people per square mile

Census data: ACS 2018 5-year unless noted

RECORDS RETENTION POLICY

1. Overview

Old Main STREAM Academy Board of Directors has established a record retention process. It is the cornerstone of an effective records management program. It defines Old Main STREAM Academy's legal and compliance recordkeeping requirements. Records are maintained as long as legally and operationally required and obsolete records are disposed of in a systematic and controlled manner.

2. Purpose

The purpose of this policy is to ensure that necessary records and documents of Old Main STREAM Academy are adequately protected and maintained and to ensure that records that are no longer needed by Old Main STREAM Academy or are of no value are discarded at the proper time and in an appropriate manner.

3. Scope

This policy addresses documenting the disposition of and transfer of OMSA records and responsible OMSA personnel.

4. Policy

Old Main STREAM Academy will follow the records retention policy and all applicable federal and state laws regarding retention of records. A retention plan will be maintained, on where records are kept, the length of time, and the primary contact person responsible for records. This procedure will be ongoing until OMSA closure vote and the complete dissolution as determined by the NC State Board of Education and the OMSA Board of Directors. OMSA Chair and/or designee (OMSA Principal and/or Primary Contact) shall maintain all records. The records shall include but or not limited to:

- Employees (background checks, personnel files)
- Loans, bonds, mortgages, and other financing
- Contracts
- Leases
- Assets and asset sales
- Grants
- Governance (minutes, by-laws, policies)
- Accounting, audit, taxes, and tax status
- Any items provided for in the closure action plan

The OMSA Board of Directors acknowledge that the board is bound by the Department of Natural and Cultural Resources retention and disposition schedule.

§ 115C-218.25. Open meetings and public records. The charter school and board of directors of the private nonprofit corporation that operates the charter school are subject to the Public Records Act, Chapter 132 of the General Statutes, and the Open Meetings Law, Article 33C of Chapter 143 of the General Statutes. Notwithstanding the requirements of Chapter 132 of the General Statutes, inspection of charter school personnel records for those employees directly employed by the board of directors of the charter school shall be subject to the requirements of Article 21A of this Chapter. The charter school and board of directors of the private nonprofit corporation that operates the charter school shall use the same schedule established by the Department of Natural and Cultural Resources for retention and disposition of records of local school administrative units. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, ss. 5, 7; 2015-241, s. 14.30(s).)

5. Enforcement

It shall be the responsibility of OMSA Chair of the Board of Directors, OMSA Principal, and OMSA Primary Contact Person to administer this policy.

6. Distribution

This policy is available to all Old Main STREAM Academy staff and the general public on the Old Main STREAM Academy website.

7. Policy Version History

Version	Date	Description	Approved By
1.0	06/17/2019	Initial Policy Approved	OMSA Board
1.0	03/25/2020	Reviewed/Affirmed	OMSA Board

LYDIA LOCKLEAR

1720 NC HWY 211 West Lumberton, N.C. 28360 • (910) 740-7391 • lawlocklear@gmail.com

BAR ADMISSION

District of Columbia Bar

EDUCATION

Michigan State University College of Law   East Lansing, MI

Juris Doctor   Spring 2017

· Certifications: Indigenous Law Certificate
· Publications: *Crickets*, Indigenous Peoples' Journal of Law, Culture & Resistance, Volume 3, Issue 1 (2016)

University of North Carolina at Pembroke   Pembroke, NC

Bachelor of Arts in American Indian Studies with a minor in Biology   Spring 2014

EXPERIENCE

Catawba Indian Nation   Rock Hill, SC

Tribal Justice Clerk   Winter 2020-Present

· Coordinate the Tribal justice strategic planning process; create a plan for a justice system that includes tribal courts, tribal police, child welfare, juvenile justice, victim services, and supportive services; conduct needs assessment with community input; assist with legal projects by researching, assisting with grant writing, and drafting ordinances, resolutions, and memoranda.

Supreme Court of North Carolina   Raleigh, NC

Judicial Law Clerk   Winter 2019-Fall 2019

· Reviewed petitions for writ of certiorari, habeas corpus, and discretionary review; reviewed case records, briefs, and transcripts in preparation for oral arguments; drafted opinions, bench memoranda, and petition memoranda involving an extensive range of legal issues.

North Carolina Commission of Indian Affairs   Raleigh, NC

Paralegal   Fall 2017-Winter 2018

· Reviewed petitions for State recognition as an Indian tribe to determine if the North Carolina rules for recognition were met; offered technical assistance to petitioning groups; coordinated meetings for the Recognition Committee; drafted a letter to the State Attorney General about the importance of the Indian Child Welfare Act; organized and analyzed a 900-page petition; co-drafted a report analyzing a petition.

Department of Justice: Office of Tribal Justice   Washington, DC

Legal Intern   Spring 2017

· Created a briefing book about tribes entering the Tribal Access Program; drafted research memoranda regarding tribal banishment of federal employees and discrimination against tribal members.

Indian Law Clinic   East Lansing, MI

Law Clerk   Fall 2015-Spring 2017

· Drafted memoranda concerning agency consultation policies with tribes, organized a 700-page trial record and drafted a bench memorandum for a tribal appellate court; drafted memoranda concerning the Indian Child Welfare Act; drafted an appellate brief filed with the Michigan Supreme Court; drafted a research memorandum on the due process clause concerning tribes.

Indian Law Resource Center   Washington, DC

Sidley Fellow   Summer 2016

· Attended negotiations between member countries and Indigenous leaders at the Organization of American States; drafted memoranda concerning the importance of Indigenous peoples' participation in the United Nations; attended a congressional hearing regarding the Violence Against Women Act and drafted a report.

Dykema Gossett PLLC   East Lansing, MI

Law Clerk   Spring 2016

· Created an assessment book about medical and recreational marijuana state regulations; drafted memoranda concerning tribal marijuana regulations and tribal online gaming.

Legal Aid of North Carolina   Pembroke, NC

Martin Luther King, Jr. Intern   Summer 2015

· Interviewed clients and performed legal research; conducted divorce and child custody clinics; drafted wills; represented clients in administrative court; researched the federal recognition process to assist tribes in the State.

Sandy C. Jacobs

» Education

MAT Master of Arts in Teaching   May 2009
University of North Carolina Pembroke, Pembroke, NC
B.S. Exercise Sports Science: May 2013
University of North Carolina Pembroke, Pembroke, NC

» Experience

Associate Director for Service-Learning   February 2015 - Present
Office for Community and Civic Engagement | University of North Carolina Pembroke

- Conducting and coordinating UNCP Employee Engagement Survey, Campus-wide Collaboration Fair, and Interdepartmental Focus Sessions,
- Developing new and revised policies, procedures, process maps and forms for all functional areas that are well-written and which accurately reflect the proper level of detail within office,
- Conducting training and development with staff and supervising all policy and procedures of office with over 20 staff,
- Developing and instructing the Change Agent Academy, a Service-Learning Community for residential and commuter students focused on servant leadership, social justice, and student development,
- Planning, developing and implementing service programs, educational activities and events that embody volunteerism, public service and responsible citizenship for over 2,800 students annually.
- Developing and maintaining relationships with university students, faculty, and staff that enhance student success and connect student interests with service opportunities,
- Training over 50 faculty to integrate service-learning and leadership development into their courses, providing risk management workshops and providing professional development opportunities to regional and national conferences for service-learning and volunteerism,
- Serve as a liaison between campus and community partners working to build transformative campus to community partnerships, and addressing any relationship issues that may arise,
- Create marketing materials for all office programs such as flyers, posters, and social media campaigns,
- Evaluating and assessing staff effectiveness for enhancing student retention through service involvement,
- Managing budget of $50,000.00 while successfully increasing funding by $10,000.00.

Director of Resident Services   May 2011- February 2015
Resident Services Department | Pembroke Housing Authority

- Trained, supervise and evaluate work performance of over 15 staff, while maintain quality service,
- Developed and managed Resident Services Department while managing over $240,000 budget and successfully increasing the funding by $40,000.00 in first two years through successful grant opportunities to manage At Risk After-School Programming for youth ages 6-18 years of age,
- Recruited and trained new staff to deliver effective programming and employment delivery to afterschool program through lesson plan development and evidence based programming,
- Prepared or updated employment records related to hiring, transferring, promoting, and terminating staff,

- Created marketing tactics through shared experiences on video, social media (i.e. Facebook, Twitter, Instagram) and poster designs.
- Managed hiring process, which included coordinating job post, reviewing resumes, and performing reference checks, hiring, and orientation,
- Processed all personnel action forms and ensuring proper approval with Executive Director,
- Prepared detailed and accurate information for the preparation of annual staffing budget,
- Established, monitored, evaluated, and updated policy and procedure to ensure proper service through risk management approaches, appropriate logistics through day-to-day operations, event and program protocol to ensure safety and quality service to all residents.
- Established a work culture that influenced the performance and satisfaction of employee engagement and trust.

» Awards & Certifications

Energizer Award – Student Affairs	2017-2018
Program of the Year Award (Change Agent Academy) - Student Affairs	2017-2018
Adviser Development Series Certification	2016-2017
Service Award – UNCP Staff Council	2016-2017
New Employee Award – UNCP Staff Council	2015-2016
Community Partner of the Year- UNCP	2014-2015

» Presentations

Jacobs, S., Baggot, H. (February 2019) Service for the Student, Staff, and Faculty. Presented at Impact Conference, Charlottesville, Virginia.

Jacobs, S., (April 2018) More than Just a Fundraiser. Gulf South Summit in Birmingham, AL.

Jacobs, S., Markey, J. (February 2017) Students in Service to Maximize Student Success. Presented at Impact Conference at Washington University St. Louis, Missouri

Jacobs, S., Markey, J. (February 2016) Maximizing Student Success. Presented at Impact Conference at University of Massachusetts, Amherst, Massachusetts.

» Committee Involvement

Employee Engagement Committee	2018-Present
Student Conduct Hearing Board	2016-Present
Move-In Committee	2014-Present
Student Affairs Assessment Team	2017-Present
Safety Committee (Pembroke Housing Authority)	2013-2015

» Courses Taught

Student Development Theory & Peer Mentorship (3 Credits)	Fall 2017, Fall 2018
Upperclassmen enrolled in the Change Agent Academy and Peer Mentor program.	
Strategies for Student Success (3 Credit)	Fall 2017, Spring 2018
Enrolled students on academic probation or internal exceptions.	
Freshman Seminar (1 Credit)	Fall 2017, Fall 2018

SCHOOL SAFETY POLICY

1. Overview

Old Main STREAM Academy (OMSA) shall provide an atmosphere conducive to learning, absent the threat of disruptive behavior that may threaten the safety of students and staff. OMSA shall adopt a policy to address occurring issues deemed to be a threat to the safety of OMSA.

2. Purpose

The purpose of this policy is to provide policy and procedures for a School Safety and Security Policy. The goal of the policy and procedures is to provide safe and secure environment for learning for all students, faculty, staff and visitors, and in emergency/disaster to:

- Protect the lives and well-being of our student body, faculty, staff, and visitors;
- Reduce the damage to school property;
- Respond to emergencies promptly and properly;
- Coordinate with local emergency operations' plans;
- Coordinate with other community resources;
- Provide for fast, efficient dissemination of information to various constituencies;
- Recover and return to normal operations.

3. Scope

This policy applies to all students, OMSA Board of Directors, volunteers, parents, and staff.

4. Policy

OMSA principal will identify those staff members who will be responsible for the effective administration of the plan.

OMSA principal will provide an on-going mechanism for the effective review of safety and security concerns of the staff, students, and parents;

OMSA principal or designee will provide reports to the OMSA regarding significant aspects of safety and security of Old Main STREAM Academy.

- OMSA shall employ both an **Emergency Management Guide** (to provide a comprehensive, multi-hazard school safety plan that covers all school buildings, that addresses prevention and intervention strategies, emergency response and management at the school level. The Emergency Management Guide shall be developed by the Emergency Management Team appointed by the OMSA school principal and approved by the OMSA Board of Directors. The **Building-Level Safety Plan** means a building-specific school emergency response plan that addresses prevention and intervention strategies, emergency response and management at the building level, The building-level plan shall be developed by the building-level school safety team. The Building-Level School Safety

Team means a building-specific team appointed by the OMSA school principal in accordance with the guidelines prescribed by the OMS Board of Directors.

B. School Information

OMSA will maintain records of students with disabilities and/or medical conditions.

A list of current school personnel is maintained

OMSA maintains a master schedule of where classes and grade levels are located during the day.

C. Staff

Staff Responsibilities include but are not limited to the following:

- Participate in trainings, drills, and exercises
- Check all rooms and areas along the path of exit for persons who may not have received the evacuation notice without disrupting the free flow of students out of the building.
- Trust the internal crisis team members and external emergency responders.

Emergency Management Team

- Authorize implementation of emergency preparedness curriculum
- Supervise preparation of Emergency Management
- Incorporate traffic, medical, and communications plans and other supporting materials
- Conduct and facilitate planning meetings
- Arrange for the immediate purchase of outsider services and materials
- Coordinate OMSA's emergency assistance and recovery
- Prepare regular, comprehensive trainings for faculty and staff
- Establish clear lines of communication among and within the state, county, school, and community groups.
- Create student release procedures and forms to be used in the event of an incident and store them with incident response materials.
- Establish specific number of incident drills at the start of every school year.
- Conduct drills and initiate needed plan revisions

Crisis Intervention Team

The Crisis Intervention teach is comprised of individuals who will provide psychological/emotional/physical counseling to students, staff, and parents traumatized by an emergency. This includes:

Fire/Ambulance/Police

Public Utilities

Emergency Management Agencies

OMSA Advisory Council

OMSA Designees

Risk Analysis- The following categories of crises represent types of emergencies that may occur:

Accidents Involving Students, Visitors, Faculty/Staff- Medical emergencies could require formal communication from OMSA, depending on scope and severity of the incident.

Civil Disturbance Involving Students, Faculty/Staff- Criminal or anti-social behavior by OMSA employee or students could jeopardize the image of the entire school.

Natural Disasters- Disasters over which we have no control however will mandate proactive and prompt response from the schools emergency management team.

- Bomb scare
- Civil unrest
- Criminal activities
- Death of a member of the community
- Epidemic outbreak
- Fire or explosion
- Hazardous materials leak
- Lost or missing child
- Medical emergency
- Severe weather (snow, hurricane, tornado)
- Structural failure
- Suicide
- Traffic accident (car or school bus)

Response Actions

Typical initial responses include building evacuation, lock down, lockout, shelter-in-place, medical intervention, and early dismissal.

Lock-Down- Activated when a person or situation presents an immediate threat to students and staff in the building. School staff, students, and visitors or secured in rooms they are currently in when the lock down is activated and all school activities are stopped. No one is allowed to leave or enter the campus until the situation has been identified and resolved by authorities.

Lock Out- A lock out allows the school to continue with normal activities but curtails outside activity, and does not allow unauthorized personnel to enter the building.

Evacuation- Activated when conditions may be safer outside than inside the building. During an evacuation, all staff and students are required to leave the building immediately and to report their designated safe site.

Shelter-in-place- The shelter-in place is activated when conditions are safer inside the buildings than outside.

Medical Intervention- Activated when a life-threatening situation has been identified.

Early Dismissal- Dangerous conditions are unfolding or imminent and it determined that students and staff would be safer dismissing from school early.

School Closing- Dangerous conditions are unfolding or imminent and it is determined that students and staff would be safer at home than traveling to campus.

Drop, Cover, and Hold On- Students and staff drop low, take cover, and hold on under furniture, cover eyes, head with hands and arms and protect internal organs. This response is most appropriate during an earthquake or explosion.

Fire and Emergency Drills- OMSA complies with the following when planning and conducting fire and emergency drills for the school year:

OMSA shall provide instruction and training of students and adults, through fire drills, in procedures for leaving the building in the shortest possible time without confusion or panic. Fire and emergency drills will be held at least twelve times in each school year.

Bomb Threats- A bomb threat, even if later determined to be a hoax is considered a criminal action. No bomb threat will be treated as a hoax when it is first received. The school has an obligation and responsibility to ensure the safety and protection of the students, staff, and visitors upon receipt of any bomb threat. This obligation must take precedence over a search for a suspect object. If the bomb threat indicates that a bomb is in the school, then building evacuation is necessary. The decision to evacuate a building or to take shelter is dependent upon information about where the bomb is placed and how much time there is to reach place of safety.

Faculty

The faculty's primary responsibility is to remain with or be available to the students to help ensure their safety and well-being.

- Prepare classroom emergency kits
- Participate in trainings, drills, and exercises

- Direct and supervise students en route to pre-designated safe areas within school grounds or to an off-site location
- Check all rooms and areas along the path of exit for persons who may

§ 115C-218.75. General operating requirements. (a) Health and Safety Standards. – A charter school shall meet the same health and safety requirements required of a local school administrative unit. The Department of Public Instruction shall ensure that charter schools provide parents and guardians with information about meningococcal meningitis and influenza and their vaccines at the beginning of every school year. This information shall include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children. The Department of Public Instruction shall also ensure that charter schools provide parents and guardians with information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information shall be provided at the beginning of the school year to parents of children entering grades five through 12. This information shall include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and the places where parents and guardians may obtain additional information and vaccinations for their children. The Department of Public Instruction shall also ensure that charter schools provide students in grades seven through 12 with information annually on the preventable risks for preterm birth in subsequent pregnancies, including induced abortion, smoking, alcohol consumption, the use of illicit drugs, and inadequate prenatal care. The Department of Public Instruction shall also ensure that charter schools provide students in grades nine through 12 with information annually on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with G.S. 7B-500. The Department of Public Instruction shall also ensure that the guidelines for individual diabetes care plans adopted by the State Board of Education under G.S. 115C-12(31) are implemented in charter schools in which students with diabetes are enrolled and that charter schools otherwise comply with the provisions of G.S. 115C-375.3. The Department of Public Instruction shall ensure that charter schools comply with G.S. 115C-375.2A. The board of directors of a charter school shall provide the school with a supply of emergency epinephrine auto-injectors necessary to carry out the provisions of G.S. 115C-375.2A

5. Enforcement

The OMSA Board of Directors shall designate a member of the Lead Administrator to administer this policy for everyone, except for the Board of Directors. The Chairperson of the OMSA Board of Directors shall be responsible for enforcement of this policy for the Board of Directors.

6. Distribution

This policy is to be distributed to all Old Main STREAM Academy directors, staff, volunteers, and the general public.

7. Policy Version History

Version	Date	Description	Approved By
1.0	11/19/2018	Initial Policy Adopted	OMSA Board
1.0	06/17/2019	Reviewed/Affirmed	OMSA Board
1.0	03/25/2020	Reviewed/Affirmed	OMSA Board

SeA

12251 Hwy. 41 North
Lumberton, NC 28358
Kristen M. Stone, Principal
910-738-7828
Fax: 910-671-8067

April 1, 2020

Old Main STREAM Academy
PO Box 1084
Pembroke, NC 28372

Southeastern Academy Charter School Board and/or Principal will be happy to provide mentoring to Old Main STREAM Academy Board of Directors and staff during your efforts of becoming a new charter school in Pembroke, North Carolina. Please feel free to reach out to us at any point during this process. Wishing you all the best.

Best Wishes,

Kristen M Stone, Principal

ONE UNIVERSITY DRIVE
P.O. Box 1510
PEMBROKE, NC 28372-1510

UNIVERSITY *of* NORTH CAROLINA
PEMBROKE

SCHOOL OF EDUCATION

910.521.6539

Tiffany M. Locklear, Ed.D.
Assistant Professor
UNC Pembroke
Pembroke, NC 28372

April 2, 2020

Dear Dr. Locklear,

It is without reservation that I write this letter of support for the Old Main STREAM Academy. As a resident of Robeson County, living in the Pembroke school district, I believe that the Old Main STREAM Academy will be an asset to the Robeson County community. The Old Main STREAM Academy will provide an important educational choice to families, one with rigorous, innovative academics and core values that aim to develop persistence and determination. High standards, combined with an arts integrated approach to teaching a STREAM curriculum, will prepare students for success in college and career by creating contributing, connected future leaders.

I am confident that the leaders of the Old Main STREAM Academy have thoughtfully and methodically developed a school implementation plan. With decades of excellence in school leadership exemplified by these leaders, alongside the inclusion of STREAM education, the North Carolina Standard Course of Study, and place-based instruction, I am confident this will be a good match and will yield an exceptional educational choice for students in the region. Further, this initiative will introduce engagement and partnering opportunities that are mutually beneficial to many throughout the region. I believe the individual growth and academic outcomes from this educational, collaborative, choice opportunity will provide positive, long-lasting results for our county.

I support the approval of the Old Main STREAM Academy to serve students in the region. I value the mission and curricular approach of the Old Main STREAM Academy and would be pleased to see this school of choice established in the Robeson County community.

Sincerely,

Zoe W. Locklear, Ph.D.
Interim Dean

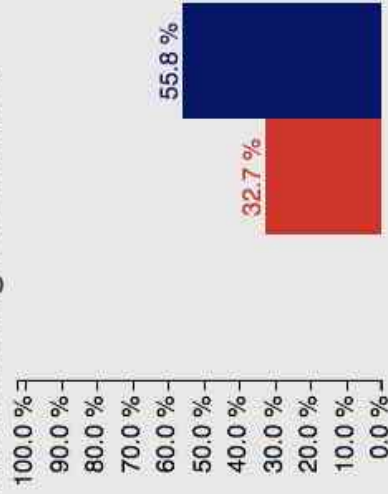**Exhibit 2. Proportion of economically disadvantaged students, by local education agency, 2018–19**

0.0   100.0
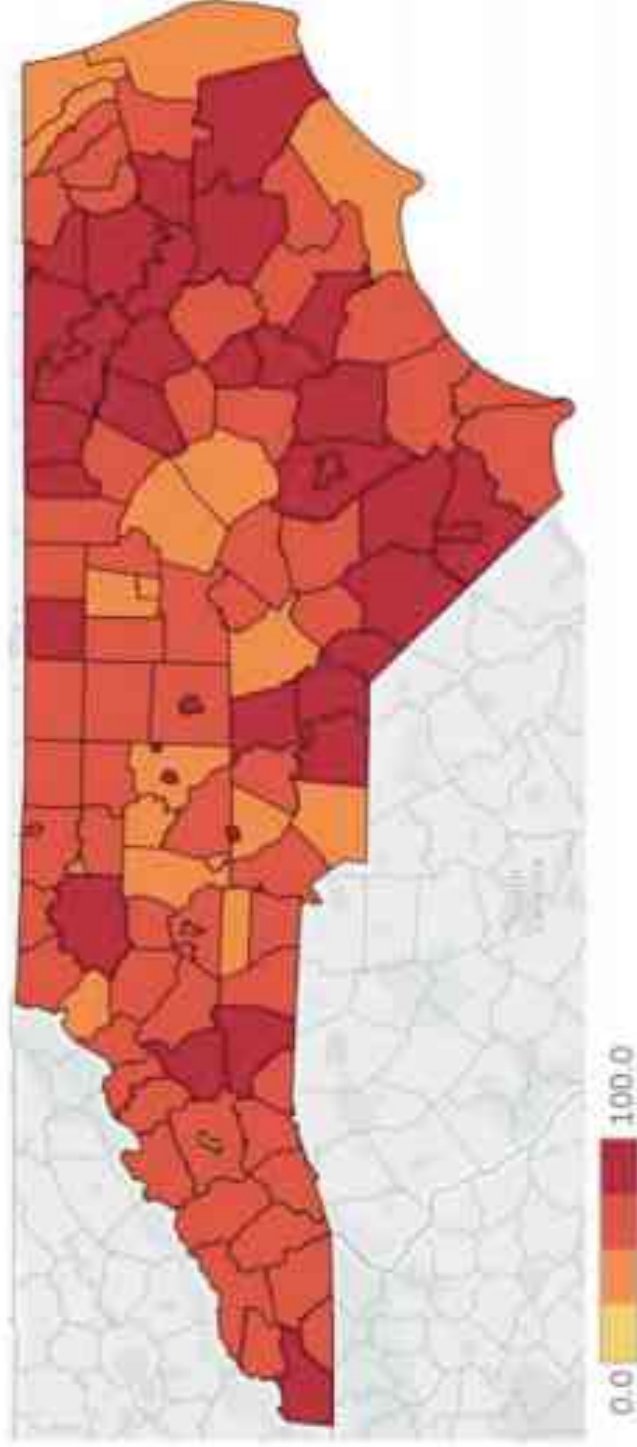
2018-19 College Ready

This section describes data around College Ready at Public Schools of Robeson County. For more information about College Ready please see: http://www.ncpublicschools.org/cte/.

ACT Performance ⓘ

Percent Scoring 17 or above at

- Public Schools of Robeson County
- State of North Carolina

By School/District/State   By Subgroup

ACT WorkKeys ⓘ

Percent earning a Silver certificate or higher at
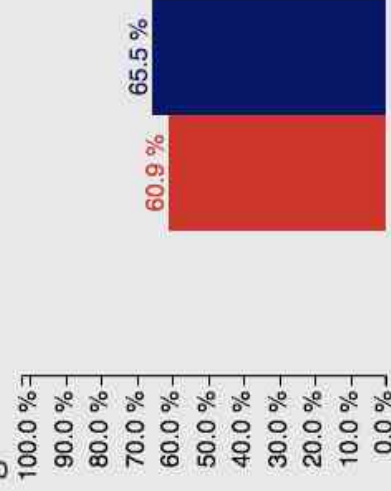
- Public Schools of Robeson County
- State of North Carolina

By School/District/State   By Subgroup

2018-19 NC Low Performing Schools ⓘ

Total School Count   Count Low Performing

39   22

👉 Public Schools of Robeson County has been designated as an NC Low Performing District ⓘ

Southeastern Academy

School Website: 🏠

Grade Span: KG-08 Charter: Yes

12251 NC HWY 41 North, Lumberton, NC 28358

910-738-7828

Go to the Analytics Site to Dig Deeper 🔍

Compare to Other Schools ⬆⬇

2018-19 Overall Performance ℹ

View Performance by School or District

View Performance by Subgroup

A
2018-19
GRADE

88

92.4

50   100

Academic Growth

⭐ Growth Exceeded

SCHOOL REPORT CARDS

PERFORMANCE INFORMATION

YEAR	GRADE	PERFORMANCE GRADE SCORE	GROWTH STATUS
2018-2019	C	62	★ Exceeded
2017-2018	C	57	✓ Met

Old Main STREAM Educational Model
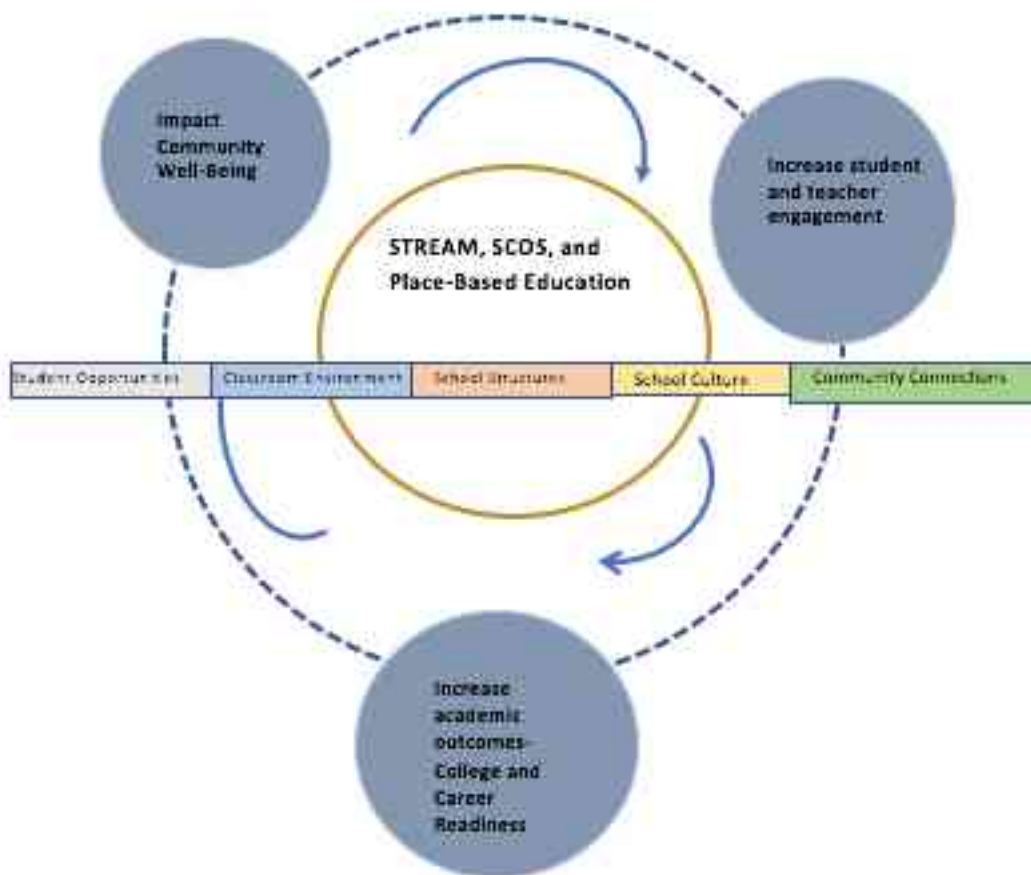
Signature Page

Old Main STREAM Board of Directors

The foregoing application is submitted on behalf of [insert name of board of directors for the proposed school]. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools– CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Brenda Dial Deese

Board Position: Vice Chair

Signature: Brenda Dial Deese

Date: 07-22-2020

Sworn to and subscribed before me this 22ND day of July , 20 20 .

Notary Public: Frankie O. Hunt   Official Seal:

My commission expires: July 1 , 20 22 .

FRANKIE O. HUNT
NOTARY
PUBLIC
ROBESON COUNTY, NC

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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.

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.
   o Name of the Selected Board Attorney:
     Edward K Brooks
   o Date of Review: *July 20, 2020*

   o Signature of Board Members Present (Add Signature Lines as Needed):

❖ 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.
   o Name of the Selected Board Auditor:

   o Date of Review:

   o Signature of Board Members Present (Add Signature Lines as Needed):

52

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.
  - o Name of the Selected Board Attorney:

  - o Date of Review:

  - o Signature of Board Members Present (Add Signature Lines as Needed):
    - ■ _____
    - ■ _____
    - ■ _____
    - ■ _____
    - ■ _____
    - ■ _____
    - ■ _____
    - ■ _____

- ❖ 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.
  - o Name of the Selected Board Auditor:
    Patterson + Associates, PLLC
  - o Date of Review:
    7/21/2020
  - o Signature of Board Members Present (Add Signature Lines as Needed):
    - ■ _____
    - ■ Brenda Riot Dees
    - ■ Tiffany M. Pakleau
    - ■ _____
    - ■ _____
    - ■ _____
    - ■ _____

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

❖ 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):
    ▪ _____
    ▪ _____
    ▪ _____
    ▪ _____
    ▪ _____
    ▪ _____

❖ 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:
    James R. Jones
  ○ Name of the Selected Financial Service Provider:
  ○ Date of Review: July 21, 2020
  ○ Signature of Board Members Present (Add Signature Lines as Needed):
    ▪ _____
    ▪ _____
    ▪ _____
    ▪ _____
    ▪ _____
    ▪ _____

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.
  ○ Name of the Contact:
  ○ Name of the Selected PowerSchool Service Provider:
  ○ Date of Review:
  ○ Signature of Board Members Present (Add Signature Lines as Needed):
    ▪ _____
    ▪ _____

- _____
- _____
- _____
- _____

Certification

I, _Rose Marie Lowry-Townsend_ 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

_____ Charter School is true and correct in every respect.

Signature

Date _7/23/2020_

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

CHAPTER 605
SENATE BILL 621

AN ACT TO MERGE ALL OF THE SCHOOL ADMINISTRATIVE UNITS IN
ROBESON COUNTY, SUBJECT TO A REFERENDUM.

The General Assembly of North Carolina enacts:

Section 1. The existing Robeson County School Administrative Unit, the existing Fairmont City School Administrative Unit, the existing Lumberton City School Administrative Unit, the existing Red Springs City School Administrative Unit, and the existing St. Pauls City School Administrative Unit are merged effective July 1, 1989. The resulting consolidated county school administrative unit shall be known as the Public Schools of Robeson County.

Sec. 2. (a) There is established the Interim Board of Education for the Public Schools of Robeson County (the "Interim Board") to consist of 15 members appointed by the General Assembly in subsections (b) and (c) of this subsection.

(b)   The following persons are appointed as members of the Interim Board in Class 1, with terms to expire June 30, 1990:

(1)   Seat 3   L. Gilbert Carroll;
(2)   Seat 4   Shirley Locklear;
(3)   Seat 6   Mary B. Carroll;
(4)   Seat 7   Millard Singletary;
(5)   Seat 9   McDuffie Cummings;
(6)   Seat 10 Burlester Campbell;
(7)   Seat 11 Aileen Holmes; and
(8)   Seat 12 Raymond Ammons.

(c)   The following persons are appointed as members of the Interim Board in Class 2, with terms to expire June 30, 1992:

(1)   Seat 1   John Barker;
(2)   Seat 2   Angus Thompson;
(3)   Seat 5   Abner Harrington;
(4)   Seat 8   Dalton Brooks;
(5)   Seat 13 Pete Ivey;
(6)   Seat 14 David Green; and
(7)   Seat 15 Ray Lowery.

(d)   John Barker shall be the chairman of the Interim Board and Dalton Brooks shall be the vice-chairman. In the event the office of chairman becomes vacant, the vice-chairman shall become chairman. In case of a vacancy in the office of vice-chairman, the Interim Board shall elect a vice-chairman from among its membership.

David Green shall be secretary of the Interim Board, provided that when an interim superintendent takes office, the interim superintendent shall be secretary.

Sec. 3. The Interim Board shall take office April 1, 1988. The Interim Board shall immediately assume authority and responsibility for:

 (1) Supervising, coordinating, acquiring, contracting for and constructing all new school buildings to be built within the boundaries of the existing five school units; and

 (2) Making contracts, hiring personnel, and adopting policies and procedures for the 1989-90 and subsequent school years; and

 (3) Preparing and submitting to the Robeson County Board of Commissioners all necessary budgets for school purposes beginning with that for the 1989-90 school year, as well as for its own operations prior to that school year. Otherwise, except as provided by Section 11.1 of this act, the existing Robeson County and Fairmont, Lumberton, Red Springs, and St. Pauls City Boards of Education shall continue to administer their respective school units until the merger.

Sec. 4. Upon merger, the existing Robeson County and Fairmont, Lumberton, Red Springs, and St. Pauls City Boards of Education and the Interim Board are abolished and replaced by the Board of Education for the Public Schools of Robeson County. The Board of Education for the Public Schools of Robeson County shall consist of the 15 members of the Interim Board as of the effective date of the merger, and shall have all the powers and responsibilities previously provided for the Robeson County, Fairmont City, Lumberton City, Red Springs City, St. Pauls City, and Interim Boards and provided by State law generally for county boards of education. From July 1, 1989, through June 30, 1992, the Board shall have 15 members. From and after July 1, 1992, the Board shall have 13 members.

Sec. 5. The eight members of the Board of Education for the Public Schools of Robeson County in Class 1 provided for in Section 2 of this act shall serve for terms to expire on June 30, 1990, at which time they shall be replaced by four members to be elected as provided by Section 5.1 of this act. The seven members of the Board of Education for the Public Schools of Robeson County in Class 2 provided for in Section 2 of this act shall serve for terms to expire on June 30, 1992, at which time they shall be replaced by five members to be elected as provided by Section 5.1 of this act.

Sec. 5.1. (a) Elections for the Board of Education for the Public Schools of Robeson County shall be held at the same time as the primary election for county officers as established by G.S. 163-1. The elections shall be conducted on a non-partisan basis, with the results determined by plurality in accordance with G.S. 163-292. Except as otherwise provided by this act, elections shall be held in accordance with the applicable provisions of Chapter 115C and Chapter 163 of the General Statutes.

 (b) Robeson County is divided into electoral districts as set forth in subsection (c) of this section. Each candidate for an electoral district seat must reside in the district for which he is to be elected, and only the qualified voters of the district may vote for the election of that district seat.

 (c) Districts:

(1) District 1 consists of Lumberton Precincts 1, 2, 3, and 8, Census BNA9901p of Lumberton Township outside Lumberton City, and Enumeration District 433A of Lumberton Township (excepting that part within District 7).

(2) District 2 consists of Lumberton Precinct 6, Enumeration District 434A of Lumberton Township (excepting that part within District 7), Back Swamp Township, Enumeration Districts 447 and 448 of Union Township, and Enumeration Districts 461A and 461B of Fairmont Township.

(3) District 3 consists of Lumberton Precincts 4 and 5, Enumeration District 435A of Lumberton Township, Wisharts Township, Britts Township, and East Howellsville Township.

(4) District 4 consists of the remainder of Fairmont Township not in District 2, Orrum Township, Smyrna Township, Sterling Township, Marietta Township, and Gaddy Township.

(5) District 5 consists of Thompson Township, Rowland Township, Alfordsville Township, and Maxton Township.

(6) District 6 consists of Pembroke Township and Enumeration District 449 of Union Township.

(7) District 7 consists of Lumberton Precinct 7, the areas within Enumeration Districts 433A and 434A consisting of the right-of-way of North Carolina Highways 72/711 from the Raft Swamp Township Line to the Lumberton City Limits as of January 1, 1980, Raft Swamp Township, Burnt Swamp Township, Saddletree Township, Enumeration District 423 of Smiths Township, and Philadelphus Township.

(8) District 8 consists of Enumeration District 422 of Smiths Township, Red Springs Township, Rennert Township, and Shannon Township.

(9) District 9 consists of Lumber Bridge Township, Parkton Township, St. Pauls Township, and West Howellsville Township.

(d) As used in subsection (d), enumeration districts are as found in the 1980 Federal Census. If any area in a Lumberton Precinct is in Enumeration Districts 433A, 434A, or 435 of Lumberton Township, then for the purpose of subsection (c) of this section that territory shall be in the district in which the enumeration district is located.

(e) In 1990 and quadrennially thereafter, members shall be elected from districts 3, 5, 7, and 8 for four-year terms. In 1992 and quadrennially thereafter, members shall be elected from districts 1, 2, 4, 6, and 9 for four-year terms.

Sec. 7.1. In 1990, the General Assembly shall appoint four members of the Board of Education for the Public Schools of Robeson County, two for four-year terms beginning July 1, 1990, and two for two-year terms beginning July 1, 1990. In 1992 and biennially thereafter, the General Assembly shall appoint two members of the Board of Education for the Public Schools of Robeson County for four-year terms.

Sec. 8. Vacancies on the Interim Board shall be filled by appointment of the Interim Board to serve until the General Assembly fills the vacancy.

Sec. 9. Vacancies on the Board of Education for the Public Schools of Robeson County shall be filled by the remaining members of the Board, except in the case of appointments made by the General Assembly under Section 7.1 of this act the appointee shall serve until the remainder of the unexpired term or until the General Assembly fills the vacancy, whichever occurs first. In the case of a district seat, the Board must appoint a resident of that district.

Sec. 10. At the time of merger, the title to all property of the existing Robeson County Board of Education, the existing Fairmont City Board of Education, the existing Lumberton City Board of Education, the existing Red Springs City Board of Education, and the existing St. Pauls City Board of Education vests in the Board of Education for the Public Schools of Robeson County established by Section 4. All claims and demands of every kind which the two boards may have at the time of merger shall pass and be transferred to the Board of Education for the Public Schools of Robeson County and that Board shall have the same authority to enforce those claims and demands as the existing Robeson County and Fairmont, Lumberton, Red Springs and St. Pauls City Boards would have had if they continued to exist. Any obligations and liabilities of the existing Robeson County and Fairmont, Lumberton, Red Springs and St. Pauls City Boards of Education shall become the obligations and liabilities of the Board of Education for the Public Schools of Robeson County at the time of merger, and those obligations and liabilities may be enforced against that Board to the same extent they might be enforced against the existing boards had they continued to exist.

Sec. 11. No supplemental school tax shall be levied or remain in effect in Robeson County after the effective date of the merger except on a countywide basis.

Sec. 11.1. During the period beginning March 8, 1988, and ending with the abolition of those boards on July 1, 1989, the Robeson County Board of Education, the Fairmont City Board of Education, the Lumberton City Board of Education, the Red Springs City Board of Education and the St. Pauls City Board of Education may not enter into any contract for a capital outlay item, or appropriate any money for such item, or grant or increase any local salary supplement, without the approval of the Interim Board.

Sec. 12. The Robeson County Board of Commissioners shall provide adequate funding for the operations of the Interim Board between April 1, 1988, and June 30, 1989.

Sec. 12.1. (a) The Interim Board of Education shall employ an interim superintendent of schools, to be paid from funds provided by the Robeson County Board of Commissioners, to serve as chief executive officer to the Interim Board, and to organize and plan for the operation of county school administrative unit to be known as the Public Schools of Robeson County.

(b) The interim superintendent shall be provided by the Robeson County Board of Commissioners with an office, secretary, and necessary expenses to operate that office.

Sec. 12.2. (a) State and county funds budgeted within the Public Schools of Robeson County by the Board of County Commissioners and the Board of Education for the Public Schools of Robeson County shall be allocated among the public schools without regard to which administrative unit that school had previously been located in, and without special preference to any school.

(b) The schedule for salary supplements shall be without regard to the school in which the teacher is teaching or which local school administrative unit the teacher taught.

(c) Notwithstanding subsection (a) of this section, if State funds are provided for personnel, and not enough funds are provided to have such personnel at all schools where the function can be provided, the assignment of such personnel by the county board of education shall be done on a fair and equitable basis.

Sec. 12.3. It is the intent of the General Assembly that student assignments made under this act shall be done with an effort to maximize the community school concept.

Sec. 13. The Robeson County Board of Commissioners shall provide local funding to the Public Schools of Robeson County for the following school years at at least the designated percentage of the average local funding per ADM in the remainder of the State, in accordance with the most recent figures available from the State Board of Education as of January 1 of the year in which the budget is adopted:

1989-90	70%
1990-91	75%
1991-92 and thereafter	80%.

Sec. 14. Sections 1 through 13 of this act shall become effective only if approved by the qualified voters of Robeson County in an election to be held on March 8, 1988. The question on the ballot shall be:

[] FOR consolidation of the five school administrative units in Robeson County into the Public Schools of Robeson County.

[] AGAINST consolidation of the five school administrative units in Robeson County into the Public Schools of Robeson County.

The election shall be conducted by the Robeson County Board of Elections in accordance with Chapter 163 of the General Statutes. If a majority of the qualified voters voting in the election vote in favor of the question, Sections 1 through 13 of this act shall become effective. Otherwise, they shall not become effective.

Sec. 15. This act is effective upon ratification.

In the General Assembly read three times and ratified this the 13th day of July, 1987.

Position	Year 0	Year 1
Principal/School Leader	1	1
Assistant Principal		
Finance Officer		0.5
Media Specialist		1
Core Classroom Teachers		8
Specialized Classroom Teachers (e.g. special education)		0.5
Student Support Positions (school counselor)		0.5
Specialized Classroom Teachers (P.E.)		1
Specialized Classroom Teacher- Science and Math		2
Specialized Teacher-Art		0.5
Specialized Teacher-Music		0.5
Teacher Assistants		6
School Operations Support Staff-Secretary/PowerSchool		1
Custodian		1
Contacted- Speech, Hearing, EL, PBE, School Social Worker, AIG		

Year 2	Year 3	Year 4	Year 5	
	1	1	1	1
	0.5	1	1	1
	1	1	1	1
	10	12	14	16
	0.5	1	1	1
	1	1	1	1
	1	1.5	2	2
	3	4	5	6
	1	1	1	1
	1	1	1	1
	7	8	11	12
	1	1	1	1
	1	1	1	1

North Carolina

STEM School Progress Rubric

September 2019 DRAFT

DRAFT

INTRODUCTION

Intended Purpose of this Rubric

Vision

The North Carolina STEM School Progress Rubric points toward a vision in which North Carolina schools provide bountiful learning environments that enrich each of their students' lives, giving the students knowledge, experiences, and skills that propel them to becoming independent and thriving young people. To that end, this document is a strategic planning tool, or "roadmap," intended to support educators, schools, and districts who have chosen specifically to enhance the STEM education they provide to students. The tool describes the characteristics of a high quality STEM school, and is designed to help school teams reflect on the current stage of their work, create sustainable plans, experiment with innovations, determine next steps, and track their progress.

The North Carolina STEM School Progress Rubric is built on earlier versions of the North Carolina STEM Attribute Implementation Rubric, created in 2012 by a partnership between The North Carolina Department of Public Instruction (NCDPI), The North Carolina Science, Mathematics, and Technology Education Center, The Golden LEAF Foundation, and The Friday Institute at North Carolina State University. The North Carolina Department of Public Instruction uses this rubric as the framework for the *NC STEM Schools of Distinction* recognition program. For more information about the recognition program, visit: http://www.ncpublicschools.org/stem/

What is STEM Education?

The North Carolina STEM School Progress Rubric was developed based on ideas captured in earlier versions (as noted above), as well as leading national research (see "References"). At the same time, the rubric is not overly prescriptive. There is no "right answer" or "one way" to carry-out much of what is described below. Many terms, ideas, and processes presented in the rubric should be given specific definition at the local level in a way that best suits the school and community. For example, there is not one, right way to define and implement "project-based learning." Nor is there one way "to consistently honor, encourage, and incentivize innovation in STEM by students." Descriptions of terms have been provided in a glossary, but these are not intended to be final definitions. Furthermore, external roadblocks to achieving the goals laid out in the rubric may exist. These barriers vary greatly across schools and communities, and there is no single, right way to work with and around such barriers when implementing the ideas described in the rubric.

There is legitimate statewide, national, and international debate about what ideas and activities are "STEM" and what are not. This debate has existed in Western society for centuries, albeit under different terms such as "sciences" and "humanities". For schools, this debate often plays out in course catalogs. Within a course-structure some courses clearly fall into one category or another, and others do so less clearly. While the North Carolina STEM School Progress Rubric celebrates and encourages the power of high quality education in STEM subjects, this is with a clear-eyed recognition of the equal value that humanities subjects contribute to society. Arts and humanities practices aim to understand and celebrate individual and collective human experience, to which traditional science and STEM practices can be applied and vice versa. One should not be sacrificed for the other. It is possible for a school to educate students on both ways of knowing. The rubric

was written to recognize the validity of this debate and allow for definition at the local level in a way that best suits that school or community and fosters local leadership and ownership.

That being said, most Career and Technical Education (CTE) courses fall into the category of STEM courses or scientific investigations. Instead of isolating CTE from the broader programming in a school or district, CTE courses should be fully integrated into strategic plans and operations. Quite often these courses offer some of the best STEM learning opportunities, but they have not been fully leveraged across a school or district. CTE courses, certificates, activities for students, and other contributions should be included as part of a school's STEM education plan. To an observer of a high quality STEM school, there should be no obvious difference between the function of a CTE course and any other STEM course in the school. Additionally, the underrepresentation of students who are members of certain social groups – namely females, people from lower socioeconomic backgrounds, people of color – in some STEM education pathways needs to change. High quality STEM schools actively work to change these trends by recognizing and leveraging the strengths of students who are members of these groups, while also addressing the specific challenges they face.

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Guide For Use

For All Users

Due to the multifaceted, systemic nature of building high-quality STEM education into the daily work of a school, it is critical that this rubric be used not by an individual at a school, but by a representative school leadership team. If it is used by only one or two school staff to make isolated and insulated decisions, the final results for the school will be smaller, weaker, and possibly shorter-lived than they could have been with a more challenging but ultimately more effective democratic decision-making process. School leadership team representatives could include, for example: principal, teacher representatives from STEM and non-STEM subject areas, grade-level teacher representatives, student representatives, instructional coaches, counselors, bookkeeper, school library media coordinator, instructional technology facilitator, among others.

This rubric is organized into five Overarching Principles of a STEM school: "Student Opportunities;" "Classroom Environment;" "School Structures;" "School Culture;" and "Community Connections." Each Overarching Principle is broken down into 3-5 Key Elements (e.g., "Students Designing," "Professional Learning Focus," "STEM Business Advisory Council," etc.). Each Key Element consists of 1 or more indicators (bullets) describing the particular characteristics of a school.

Members of the school leadership team can work individually to rate their school, followed by a process of either combining these individual scores or coming to consensus to create a single set of school-wide ratings. Or the leadership team may meet several times to rate collectively their school's progress on each of the Key Elements (20 Key Elements for elementary and middle schools and 22 for high schools). The team may rate their school's progress as either "Early," "Developing," "Prepared," or "Model." **The more data (quantitative or qualitative, formal or informal, etc.) that can be used to inform the ranking process, the more accurate and effective the strategic planning process will be.** Examples of useful data include everything from counts of student and teacher activities or records of student work, to school survey results, formal or informal student and teacher interview data, classroom observations, etc. This data can continue to be collected, perhaps annually, to compare changes over time. A spreadsheet can track a school's annual self-assessment scores, and notes alongside Key Elements can document what reflections and data were

used to make the determinations. Schools can create data collection systems to make this annual process efficient, enabling year to year adjustment and improvement.

To make the scoring system the most effective, the following rule should be used: all indicators (bullets) within a particular cell should be able to be marked as achieved for a school to give itself the particular ranking assigned to that cell (Early, Developing, Prepared, or Model). For example, if the school has achieved only two of three bullets listed in the "Prepared" cell, then the school should rank itself as "Developing." The school can rank itself as Prepared once it has achieved all three indicators listed. To support this process, a scoring sheet is provided in Appendix A.

Throughout the rubric subjective words like "few," "many," "occasionally," or "frequently" are sometimes used. This is done so that the rubric is not overly prescriptive and can be used effectively by both small schools and large schools, and by both schools with well-established support and schools striking-out on their own. Schools should decide what the most effective definition of those terms is for their own organizations and document their decisions to measure progress over time. To support the process of rubric interpretation, descriptions of terms are provided in Appendix B.

Once a self-assessment of the school's progress has been completed, the leadership team should reflect on the results and identify priority areas for improvement and plans for sustainability. The team might ask, "What are our priority areas for right now? What are our short-term goals and what are our long-term goals? What are one to three action steps that can be taken to move closer to achieving our desired goals? What structures need to be put in place now so that this work can continue into the foreseeable future?" To support this process, a data interpretation guide is provided in Appendix C.

For Applicants to North Carolina DPI's STEM School Recognition Program

Much like the National Board Certification for Teachers Program, other school recognition programs, or even a college application, the North Carolina STEM School Recognition Program application expects a school to explain and demonstrate their ideas about STEM education and their qualifications for recognition. The North Carolina STEM School Progress Rubric is not overly prescriptive to allow for local flexibility and control, and the application program invites schools to make the case for why they should be recognized. Applicants are encouraged to provide both a succinct narrative explaining their school's conception or definition of key terms, ideas, or processes in the rubric as well as hard numbers, lists, artifacts, and other evidence of their work and accomplishments.

To address issues related to equity of opportunity for recognition across schools of varying sizes, resources, and other characteristics, a perfect score on the rubric is not required to attain recognition.

Finally, the intent of North Carolina STEM School Recognition Program is to recognize excellence and inspire others toward it. It is meant to be a rigorous process that is not easily attainable. The process aims to guide schools across the state to grow their STEM education work, to innovate approaches towards the teaching of standards and to inspire students towards becoming prepared and productive members of their community, ready for post-secondary experiences.

More information about the North Carolina STEM School Recognition Program application process, visit http://www.ncpublicschools.org/stem/

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North Carolina STEM School Progress Rubric

1. Student Opportunities
1.1 Students Designing
1.2 Students Working in Teams
1.3 Learning Connected to the Real World
1.4 Students Using Digital Technology
1.5 Opportunities with STEM Organizations

2. Classroom Environment
2.1 Instruction Integrating Content
2.2 Varied Learning Approaches
2.3 Multiple Assessment Types
2.4 Teacher Collaboration
2.5 Comprehensive Advising*

3. School Structures
3.1 Professional Learning Focus
3.2 Professional Learning Format and Structure
3.3 Physical Space for Projects
3.4 Strategic Staffing for STEM
3.5 Variety of STEM Courses*

4. School Culture
4.1 STEM Education Plan
4.2 Data-Informed Continuous Improvement
4.3 Vibrant STEM Culture
4.4 Serving Underrepresented Students

5. Community Connections
5.1 STEM Schools Network
5.2 STEM Business Advisory Council
5.3 Communication Strategy

* Applies only to high schools.

(1) Student Opportunities				
	Early	**Developing**	**Prepared**	**Model**
1.1 Students Designing	o *In the vast majority of STEM-related courses, students rarely have the opportunity* to take the lead in solving a problem or answering a question. This can be done, for example, when students engage in: creating and executing an investigation or experiment; creating and completing a cycle of the engineering design process; or creating and completing a cycle of computational thinking.	o *At least 1 time per year, in the vast majority of STEM-related courses,* students take the lead in solving a problem or answering a question. This can be done, for example, when students engage in: creating and executing an investigation or experiment; creating and completing a cycle of the engineering design process; or creating and completing a cycle of computational thinking.	o *At least 2 times per year, in the vast majority of STEM-related courses*, students take the lead in solving a problem or answering a question. This can be done, for example, when students engage in: creating and executing an investigation or experiment; creating and completing a cycle of the engineering design process; or creating and completing a cycle of computational thinking.	o *At least 3-4 times per year, in the vast majority of STEM-related courses*, students take the lead in solving a problem or answering a question. This can be done, for example, when students engage in: creating and executing an investigation or experiment; creating and completing a cycle of the engineering design process; or creating and completing a cycle of computational thinking.
1.2 Students Working in Teams	o In at least 75% of STEM-related classes, students *rarely* learn in teams with clearly defined individual and team expectations.	o In at least 75% of STEM-related classes, students *occasionally* learn in teams with clearly defined individual and team expectations.	o In at least 75% of STEM-related classes, *once per week* students learn in teams with clearly defined individual and team expectations. The teacher continuously supports the students through the successes and challenges of teamwork.	o In at least 75% of STEM-related classes, *multiple times per week* students learn in teams with clearly defined individual and team expectations. The teacher continuously supports the students through the successes and challenges of teamwork.
1.3 Learning Connected to the Real World	o In the vast majority of STEM-related classes, students *rarely have* learning experiences that have explicit connections to current work in STEM-related industries (e.g., learning about current STEM topics, addressing a current real-world problem, using the specific methods and/or tools of STEM professionals). o *Most students rarely have any direct experiences* with STEM professionals and/or professional STEM work environments annually; these may include presentations, workshops, field trips, service-learning events, clubs, competitions, summer/afterschool/ weekend programs, apprenticeships,	o In the vast majority of STEM-related classes, students *rarely* have learning experiences that have explicit connections to current work in STEM-related industries (e.g., learning about current STEM topics, addressing a current real-world problem, using the specific methods and/or tools of STEM professionals). o *At least 50% of students have at least one direct experience* with STEM professionals and/or professional STEM work environments annually; these may include presentations, workshops, field trips, service-learning events, clubs, competitions, summer/afterschool/ weekend programs, apprenticeships,	o In the vast majority of STEM-related classes, students *occasionally* have learning experiences that have explicit connections to current work in STEM-related industries (e.g., learning about current STEM topics, addressing a current real-world problem, using the specific methods and/or tools of STEM professionals). o *At least 50% of students have at least two direct experiences* with STEM professionals and/or professional STEM work environments annually; these may include presentations, workshops, field trips, service-learning events, clubs, competitions, summer/afterschool/ weekend programs, apprenticeships,	o In the vast majority of STEM-related classes, students *frequently* have learning experiences that have explicit connections to current work in STEM-related industries (e.g., learning about current STEM topics, addressing a current real-world problem, using the specific methods and/or tools of STEM professionals). o *At least 75% of students have at least two direct experiences* with STEM professionals and/or professional STEM work environments annually; these may include presentations, workshops, field trips, service-learning events, clubs, competitions, summer/afterschool/ weekend programs, apprenticeships,

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	internships, etc. that involve 1 or more STEM professionals.	internships, etc. that involve 1 or more STEM professionals.	internships, etc. that involve 1 or more STEM professionals.	internships, etc. that involve 1 or more STEM professionals.
1.4 Students Using Digital Technology	o At least 75% of all teachers *rarely* provide students with opportunities to identify, evaluate, and use digital tools and resources appropriate for the learning objectives, this includes: opportunities to create; think critically; solve problems; explore relevant issues; communicate ideas; and collaborate. o Common digital tools and resources specific to STEM content areas (e.g., spreadsheet applications in biology, analysis software in statistics, and design software in engineering) *are not available.*	o At least 75% of all teachers provide students *with a few* opportunities to identify, evaluate, and use digital tools and resources appropriate for the learning objectives, this includes: opportunities to create; think critically; solve problems; explore relevant issues; communicate ideas; and collaborate. o *Less than half of all teachers of STEM-related content and their students* have access to and use common digital tools and resources specific to STEM content areas (e.g., spreadsheet applications in biology, analysis software in statistics, and design software in engineering).	o At least 75% of all teachers provide students *with many* opportunities to identify, evaluate, and use digital tools and resources appropriate for the learning objectives, this includes: opportunities to create; think critically; solve problems; explore relevant issues; communicate ideas; and collaborate. o *About half of all teachers of STEM-related content and their students* have access to and use common digital tools and resources specific to STEM content areas (e.g., spreadsheet applications in biology, analysis software in statistics, and design software in engineering).	o At least 75% of all teachers provide students *with regular* opportunities to identify, evaluate, and use digital tools and resources appropriate for the learning objectives, this includes: opportunities to create; think critically; solve problems; explore relevant issues; communicate ideas; and collaborate. o *At least 75% of teachers of STEM-related content and their students* have access to and use common digital tools and resources specific to STEM content areas (e.g., spreadsheet applications in biology, analysis software in statistics, and design software in engineering).
1.5 Opportunities with STEM Organizations	o The school offers *2 or fewer* in-school and out-of-school extracurricular STEM program, this includes clubs, competitions, fairs, STEM nights, internship programs at high schools, etc.	o The school offers *a few (3)* in-school and out-of-school extracurricular STEM program, this includes clubs, competitions, fairs, STEM nights, internship programs at high schools, etc.	o The school offers *several (4)* in-school and out-of-school extracurricular STEM program, this includes clubs, competitions, fairs, STEM nights, internship programs at high schools, etc.	o The school offers *many(5+)* in-school and out-of-school extracurricular STEM program, this includes clubs, competitions, fairs, STEM nights, internship programs at high schools, etc.

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		(2) Classroom Environment		
	Early	**Developing**	**Prepared**	**Model**
2.1 Instruction Integrating Content	o At least 75% of all teachers provide *at least one learning opportunity occasionally, or about twice per year,* in which their subject-area is explicitly, intentionally integrated with another subject-area (any subject area – the arts, humanities, other STEM subjects, CTE, etc.), requiring students to organize knowledge across disciplines. A teacher can create this opportunity by themselves, through their lesson plan, or in collaboration with other teachers.	o The least 75% of all teachers provide *at least one learning opportunity every couple units, or about once every 4-8 weeks*, in which their subject-area is explicitly, intentionally integrated with another subject-area (any subject area – the arts, humanities, other STEM subjects, CTE, etc.), requiring students to organize knowledge across disciplines. A teacher can create this opportunity by themselves, through their lesson plan, or in collaboration with other teachers.	o At least 75% of all teachers provide *at least one learning opportunity per unit, or about every 2-3 weeks,* in which their subject-area is explicitly, intentionally integrated with another subject-area (any subject area – the arts, humanities, other STEM subjects, CTE, etc.), requiring students to organize knowledge across disciplines. A teacher can create these opportunities by themselves, through their lesson plans, or in collaboration with other teachers.	o At least 75% of all teachers provide *at least one learning opportunity per week* in which their subject-area is explicitly, intentionally integrated with another subject-area (any subject area – the arts, humanities, other STEM subjects, CTE, etc.), requiring students to organize knowledge across disciplines. A teacher can create these opportunities by themselves, through their lesson plan, or in collaboration with other teachers.
2.2 Varied Learning Approaches	o At least 75% of non-STEM-related content area teachers rarely implement authentic, relevant, and student-centered/personalized lessons. o Less than 50% of STEM-related content area teachers *occasionally use* hands-on or design-based learning opportunities in their classes o Students *rarely complete* any projects.	o At least 75% of non-STEM-related content area teachers implement authentic, relevant, and student-centered/personalized lessons *occasionally*. o At least 50% of STEM-related content area teachers *occasionally use* hands-on or design-based learning opportunities in their classes. o The vast majority of students *complete at least one project per year,* engaging in project-based learning, *but teachers across multiple subject areas do not collaborate and coordinate*.	o At least 75% of non-STEM-related content area teachers implement authentic, relevant, and student-centered/personalized lessons *at least once per week*. o At least 75% of STEM-related content area teachers *occasionally use* hands-on or design-based learning opportunities in their classes. o The vast majority of students *complete at least one project per year in which teachers across at least two subject areas collaborate and coordinate*, engaging students in project-based learning.	o At least 75% of non-STEM-related content area teachers implement authentic, relevant, and student-centered/personalized lessons *at least twice per week*. o At least 75% of STEM-related content area teachers *consistently use* hands-on (including design-based software) learning opportunities in their classes. o The vast majority of students complete *at least two projects per year in which teachers across at least two subject areas collaborate and coordinate*, engaging students in project-based learning.

2.3 Multiple Assessment Types	o Less than 50% of all teachers *occasionally use* multiple and varied assessments to monitor student learning, such as projects, portfolios, performance-based assessments, etc. along with traditional quizzes and tests.	o At least 50% of all teachers *occasionally use* multiple and varied assessments to monitor student learning, such as projects, portfolios, performance-based assessments, etc. along with traditional quizzes and tests.	o At least 75% of all teachers *occasionally use* multiple and varied assessments to monitor student learning, such as projects, portfolios, performance-based assessments, etc. along with traditional quizzes and tests.	o At least 75% of all teachers *consistently use* multiple and varied assessments to monitor student learning, such as projects, portfolios, performance-based assessments, etc. along with traditional quizzes and tests.
2.4 Teacher Collaboration	o At least 75% of all teachers collaborate with colleagues *rarely* for the specific purpose of designing learning outcomes and instruction that integrate multiple STEM-related and non-STEM-related subject areas.	o At least 75% of all teachers collaborate with colleagues *a few times per year* for the specific purpose of designing learning outcomes and instruction that integrate multiple STEM-related and non-STEM-related subject areas.	o At least 75% of all teachers collaborate with colleagues *monthly* for the specific purpose of designing learning outcomes and instruction that integrate multiple STEM-related and non-STEM-related subject areas.	o At least 75% of all teachers collaborate with colleagues at least *every two weeks* for the specific purpose of designing learning outcomes and instruction that integrate multiple STEM-related and non-STEM-related subject areas.
2.5 Comprehensive Advising *(High School Only)	o *Both counselors and at least 75% of STEM-related content area teachers rarely have knowledge of* STEM career pathways and ecosystems, as well as the job-searching and postsecondary enrollment process. o Counselors and students *rarely have* consistent one-on-one relationships.	o *Both counselors and at least 75% of STEM-related content area teachers have limited knowledge* of STEM career pathways and ecosystems, as well as the job-searching and postsecondary enrollment process, but *rarely provide formal or informal advising* to students on STEM opportunities. o Counselors and students have developed one-on-one relationships and use face-to-face and/or virtual communication *at least once* per year to discuss and plan the alignment of the student's interests to relevant course work, extracurricular opportunities, internships, jobs, and postsecondary education.	o *Both counselors and at least 75% of STEM-related content area teachers have knowledge of* STEM career pathways and ecosystems, as well as the job-searching and postsecondary enrollment process, and *occasionally provide formal or informal advising* to students on STEM opportunities. o Counselors and students have developed one-on-one relationships and use face-to-face and virtual communication *at least twice per year* to discuss and plan the alignment of the student's interests to relevant course work, extracurricular opportunities, internships, jobs, and postsecondary education.	o *Both counselors and at least 75% of STEM-related content area teachers have knowledge regarding* STEM career pathways and ecosystems, as well as the job-search and postsecondary enrollment process, and *frequently provide formal or informal advising* to students on STEM opportunities. o Counselors and students have developed one-on-one relationships and use both face-to-face and virtual communication *at least three times per year* to discuss and plan the alignment of the student's interests to relevant course work, extracurricular opportunities, internships, jobs, and postsecondary education.

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(3) School Structures			
Early	**Developing**	**Prepared**	**Model**

3.1 Professional Learning Focus

Early	**Developing**	**Prepared**	**Model**
o Time, support, and resources for professional learning on *1 of the following topics* is available to all STEM-related content area teachers. This is not limited to professional learning that is a recognized CEU. - inquiry-based and problem-based instructional practices that require students to integrate content and design and conduct investigations and experiments and analyze results - connecting instructional content to real-world problems and career pathways - teaching students design-based thinking - providing opportunities for hands-on learning, including for students to handle instruments to gather data, engage with the natural environment, and manipulate physical objects o Professional learning that provides STEM-related content area teachers with support to grow their own content knowledge in the constantly accelerating fields of science, technology, engineering, and others (for example, teachers have time to learn about the recent developments in the genetics field or in agricultural sciences), *is not available.*	o Time, support, and resources for professional learning on *2 of the following topics* is available to all STEM-related content area teachers. This is not limited to professional learning that is a recognized CEU. - inquiry-based and problem-based instructional practices that require students to integrate content and design and conduct investigations and experiments and analyze results - connecting instructional content to real-world problems and career pathways - teaching students design-based thinking - providing opportunities for hands-on learning, including for students to handle instruments to gather data, engage with the natural environment, and manipulate physical objects o Professional learning that provides STEM-related content area teachers with support to grow their own content knowledge in the constantly accelerating fields of science, technology, engineering, and others (for example, teachers have time to learn about the recent developments in the genetics field or in agricultural sciences), *is available to a few STEM-related content area teachers.* o *25-49% of STEM-related content area teachers* participate every-other-year in at least one applied learning experience to increase their STEM content or career knowledge (e.g., study trips, fellowships,	o Time, support, and resources professional learning on *3 of the following topics* is available to all STEM-related content area teachers. This is not limited to professional learning that is a recognized CEU. - inquiry-based and problem-based instructional practices that require students to integrate content and design and conduct investigations and experiments and analyze results - connecting instructional content to real-world problems and career pathways - teaching students design-based thinking - providing opportunities for hands-on learning, including for students to handle instruments to gather data, engage with the natural environment, and manipulate physical objects o Professional learning that provides STEM-related content area teachers with support to grow their own content knowledge in the constantly accelerating fields of science, technology, engineering, and others (for example, teachers have time to learn about the recent developments in the genetics field or in agricultural sciences), *is available to some STEM-related content area teachers.* o *50-74% of STEM-related content area teachers* participate every-other-year in at least one applied learning experience to increase their STEM content or career knowledge (e.g., study trips, fellowships,	o Time, support, and resources for professional learning on all *4 of the following topics* is available to all STEM-related content area teachers. This is not limited to professional learning that is a recognized CEU. - inquiry-based and problem-based instructional practices that require students to integrate content and design and conduct investigations and experiments and analyze results - connecting instructional content to real-world problems and career pathways - teaching students design-based thinking - providing opportunities for hands-on learning, including for students to handle instruments to gather data, engage with the natural environment, and manipulate physical objects o Time, support, and resources for STEM-related content area teachers to grow their own content knowledge in the constantly accelerating fields of science, technology, engineering, and others (for example, teachers have time to learn about the recent developments in the genetics field or in agricultural sciences), *is available to all STEM-related content area teachers.* o *Over 75% of STEM-related content area teachers* participate every-other-year in at least one applied learning experience to increase their STEM content or career knowledge (e.g., study trips, fellowships,

	internships, etc. with a duration of 1 day to 1 year).	internships, etc. with a duration of 1 day to 1 year).	internships, etc. with a duration of 1 day to 1 year).
3.2 Professional Learning Format and Structure	o The majority of professional learning for STEM education is designed to address *large group needs as determined by school goals or initiatives.* o *Less than 50% of teachers experience at least 1 of these forms* of job-embedded professional learning annually: peer observation, lesson study, critical friends feedback, coaching, modeling, action research, and/or mentoring. o *Administrators rarely participate* in professional learning on STEM education.	o The majority of professional learning for STEM education is designed to address *large group needs identified through perceptions of school leaders.* o *At least 50% of teachers experience at least 1 of these forms* of job-embedded professional learning annually: peer observation, lesson study, critical friends feedback, coaching, modeling, action research, and/or mentoring. o *Some administrators* participate in professional learning *on STEM education leadership.*	o The majority of professional learning for STEM education is designed to address *large group needs identified through data* (e.g., surveys, teacher evaluations, classroom walk-throughs). o *All teachers experience at least 1 of these forms* of job-embedded professional learning annually: peer observation, lesson study, critical friends feedback, coaching, modeling, action research, and/or mentoring. o *Some administrators* participate in professional learning *on STEM education instruction and/or STEM education leadership.*	o The majority of professional learning for STEM education *is personalized based on participants' self-identified professional learning needs as well as through secondary data* (e.g., surveys, evaluations, classroom walk-throughs, etc.). o *All teachers experience at least 2 of these forms* of job-embedded professional learning annually: peer observation, lesson study, critical friends feedback, coaching, modeling, action research, and/or mentoring. o *All administrators* participate in professional learning *on STEM education instruction and/or STEM education leadership.*
3.3 Physical Space for Projects	o *On special occasions computer labs or classrooms are transformed* into spaces and project work areas for face-to-face or virtual collaboration among students and teachers, or to be used as exhibition spaces. o The arrangement of STEM classrooms *does not support* individual work and *group work* and the vast majority of STEM-related content area teachers *cannot change* the arrangement to meet instructional needs.	o *One or more facilities or spaces (this may include a classroom) are occasionally transformed* into project work areas for face-to-face or virtual collaboration among students and teachers, or to be used as exhibition spaces. o The arrangement of STEM classrooms *can support* individual work and *group work* and the vast majority of STEM-related content area teachers *rarely* change the arrangement to meet instructional needs.	o *One or more facilities or spaces (this may include a classroom) are frequently transformed* into project work areas for face-to-face or virtual collaboration among students and teachers, or to be used as exhibition spaces. o The arrangement of STEM classrooms *can support* individual work *and various group work* and the vast majority of STEM-related content area teachers *occasionally* change the arrangement to meet instructional needs.	o *One or more facilities or spaces are consistently available specifically for* students to collaborate and do project work, such as a STEM lab; the spaces can be used for face-to-face or virtual collaboration among students and teachers; they can be used as exhibition spaces. o The arrangement of STEM classrooms *can support* individual work and *various group work*; the vast majority of STEM-related content area teachers *regularly* change the arrangement to meet instructional needs.

3.4 Strategic Staffing for STEM	o The school does not yet have a STEM Education leader who is not an administrator. o *The school rarely makes STEM instructional skills or awareness a requirement or priority* for teaching positions. o The school *rarely identifies teacher-leaders* for STEM education.	o The school has at least one STEM Education leader who is not an administrator, but who has no time allocated to leading STEM education. o The school recruits, hires, and/or develops *a few teachers* on their faculty to have high quality STEM instructional skills (for STEM subject teachers) or rich understanding of the positive relationship between STEM subjects and all other subjects (non-STEM subject teachers). o The school has *informal pathways to identify current teacher-leaders* for STEM education.	o The school has at least one STEM Education leader who is not an administrator *and has at least 25% of their time allocated* to leading STEM education. o The school recruits, hires, and/or develops *many teachers* on their faculty to have high quality STEM instructional skills (for STEM subject teachers) or rich understanding of the positive relationship between STEM subjects and all other subjects (non-STEM subject teachers). o The school has *informal pathways to identify and develop current and future teacher-leaders* for STEM education.	o The school has at least one STEM Education leader who is not an administrator *and has at least 50% of their time allocated* to leading STEM education. o The school recruits, hires, and/or trains *the vast majority of teachers* on their faculty to have high quality STEM instructional skills (for STEM subject teachers) or rich understanding of the positive relationship between STEM subjects and all other subjects (non-STEM subject teachers). o The school has *formal pathways to identify and develop current and future teacher-leaders* for STEM education.
3.5 Variety of STEM Courses *(High School Only)	o Courses in STEM fields (not including traditional core subjects) *are not available* to students face-to-face and/or virtually. o *The school rarely offers courses* in STEM fields that provide postsecondary credit. o *The school rarely provides access for students to acquire any* industry certifications and/or credentials by graduation.	o *Courses in 3-4 STEM fields* (not including traditional core subjects) are available to students both face-to-face and/or virtually. o *The school offers 1 course* in a STEM field that provides postsecondary credit, based upon agreements with a postsecondary institution(s). o *The school provides access for students to acquire a few* industry certifications and/or credentials by graduation.	o *Courses in 5-6 STEM fields* (not including traditional core subjects) are available to students both face-to-face and/or virtually. o *The school offers a few courses* in STEM fields that provide postsecondary credit, based upon agreements with a postsecondary institution(s). o *The school provides education, training, support, and access for students to acquire a few* industry certifications and/or credentials by graduation.	o *Courses in 7 or more STEM fields* (not including traditional core subjects) are available to students both face-to-face and/or virtually. o *The school offers several courses* in STEM fields that provide postsecondary credit, based upon agreements with a postsecondary institution(s). o *The school provides education, training, support, and access for students to acquire a variety* of industry certifications and/or credentials by graduation.

(4) School Culture				
	Early	**Developing**	**Prepared**	**Model**
4.1 STEM Education Plan	o A school leadership team is in the process of crafting a STEM Education Plan within the School Improvement Plan. o A school leadership team is in the process of building an advisory council that can provide input on STEM education topics o A school leadership team is in the process of crafting sustainability plans.	o A school leadership team has crafted a STEM Education Plan within the School Improvement Plan. *It superficially addresses the 5 Overarching Principles of the NC STEM School Progress Rubric.* o In the creation of the STEM Education Plan within the School Improvement Plan, input and buy-in was gained from an advisory council *of at least one student, teacher, and administrator.* o The STEM Education Plan within the School Improvement Plan *does not include sustainability planning.*	o A school leadership team has crafted a STEM Education Plan within the School Improvement Plan. *It adequately addresses the 5 Overarching Principles of the NC STEM School Progress Rubric.* o In the creation of the STEM Education Plan within the School Improvement Plan, input and buy-in was gained from an advisory council *of at least one student, teacher, administrator, parent, and business/industry professional.* o The STEM Education Plan within the School Improvement Plan contains specific sustainability plans to maintain STEM Education *for at least the next 2 years.*	o A school leadership team has crafted a robust STEM Education Plan within the School Improvement Plan. *The STEM Education Plan documents realistic and creative strategies, near-term outcomes, and an ultimate vision. It thoroughly addresses the 5 Overarching Principles of the NC STEM School Progress Rubric.* o In the creation of the STEM Education Plan within the School Improvement Plan, input and buy-in was gained from an advisory council *of more then one student, teacher, administrator, parent, business/industry professional, and (community college/college/university professional) *(High School).* o The STEM Education Plan within the School Improvement Plan contains specific sustainability plans to maintain STEM Education *for at least the next 3-5 years.*
4.2 Data-Informed Continuous Improvement	o *Sources of data tracking/measuring the STEM Education Plan are rarely* collected and analyzed. o *Results of data measuring the STEM Education Plan are not used in making adjustments to improve school performance.* o The faculty, administrators, students, and school stakeholders *have rarely discussed building a school culture* in which all understand and agree that measures of student learning/growth are important, in addition to measures of student achievement.	o *Only high-level sources of data* for tracking/measuring the STEM Education Plan (e.g., student grades and test scores) are being collected and analyzed. o Results from the high-level sources of data are analyzed but *rarely used to adjust any activities or near-term outcomes* to continuously improve the school's performance. o The faculty, administrators, students, and school stakeholders *are just beginning to build a school culture* in which all understand and agree that measures of student learning/growth are important,	o *High-level sources of data* for tracking/measuring the strategies and outcomes of the STEM Education Plan (e.g., student grades and test scores) *and one source of more nuanced and informative data* (e.g., student performance data, classroom observation data, web analytics, student participation tracking, etc.) are being collected and analyzed. o Based on results of ongoing data collection, *the STEM Education Plan activities and/or near-term outcomes are adjusted about every two years* to continuously improve the school's performance (e.g., adjusting professional development offerings,	o *Multiple and varied sources of data* for tracking/measuring the strategies and outcomes of the STEM Education Plan (e.g. student performance data, classroom observation data, web analytics, student participation tracking, teacher participation tracking, survey data, test scores, interviews, etc.) are being collected and analyzed. o Based on results of ongoing data collection, *the STEM Education Plan activities and/or near-term outcomes are adjusted at least annually* to continuously improve the school's performance (e.g., adjusting professional development

	o *School leadership rarely encourage or support* the use of teacher-created formative and summative assessments to measure student learning/growth throughout the year.	in addition to measures of student achievement. o *School leadership encourages* the use of teacher-created formative and summative assessments to measure student learning/growth throughout the year.	changing schedules, acquiring new materials, increasing goals for student participation in STEM clubs, accelerating goals for student learning/growth, etc.). o The faculty, administrators, students, and school stakeholders *are in the middle of building a school culture* in which all understand and agree that measures of student learning/growth are important, in addition to measures of student achievement. o *School leadership encourages and supports with dedicated resources* the use of teacher-created formative and summative assessments to measure student learning/growth throughout the year.	offerings, changing schedules, acquiring new materials, increasing goals for student participation in STEM clubs, accelerating goals for student learning/growth, etc.). o *A school culture exists* in which faculty, administrators, students, and school stakeholders understand and agree that measures of student learning/growth are important, in addition to measures of student achievement. o *School leadership consistently prioritizes and supports with dedicated resources* the use of teacher-created formative and summative assessments to measure student learning/growth throughout the year.
4.3 Vibrant STEM Culture	o The faculty, administrators, students, and school stakeholders *have rarely discussed building a school culture* in which innovation in STEM by students is consistently honored, encouraged, and incentivized. o The administrators and faculty *have rarely discussed building a school culture* in which all faculty feel supported in taking instructional risks and trying new approaches for the benefit of student learning. o The faculty, administrators, students, and school stakeholders *have rarely discussed building a school culture* in which high-quality student work in STEM is consistently celebrated. o *There is no consistent effort* by school leaders *to communicate about STEM education to teachers and students*. o School leadership *rarely promotes a vision for STEM education*.	o The faculty, administrators, students, and school stakeholders *are just beginning to build a school culture* in which innovation in STEM by students is consistently honored, encouraged, and incentivized. o The administrators and faculty *are just beginning to build a school culture* in which all faculty feel supported in taking instructional risks and trying new approaches for the benefit of student learning. o The faculty, administrators, students, and school stakeholders *are just beginning to build a school culture* in which high-quality student work in STEM is consistently celebrated. o *Weekly* school leaders communicate *about STEM education to teachers and students*. o School leadership *annually* promotes the vision for STEM education *to faculty and staff.*	o The faculty, administrators, students, and school stakeholders *are in the middle of building a school culture* in which innovation in STEM by students is consistently honored, encouraged, and incentivized. o The administrators and faculty *are in the middle of building a school culture* in which all faculty feel supported in taking instructional risks and trying new approaches for the benefit of student learning. o The faculty, administrators, students, and school stakeholders *are in the middle of building a school culture* in which high-quality student work in STEM is consistently celebrated. o *In daily interactions* school leaders *communicate about STEM education to teachers and students*. o School leadership *occasionally* promotes the vision for STEM education *to all stakeholders, including faculty, staff, students, parents, partners, and community members*.	o *A school culture exists* in which all faculty, administrators, students, and school stakeholders consistently honor, encourage, and incentivize innovation in STEM by students. o *A school culture exists* in which all faculty feel supported in taking instructional risks and trying new approaches for the benefit of student learning. o *A school culture exists* in which all faculty, administrators, students, and school stakeholders consistently celebrate high-quality student work in STEM; this includes in ongoing school wide exhibits onsite, online, and/or in state or national forums. o *In daily interactions* school leaders *serve as lead teachers and learners for STEM education, explicitly modeling inquiry, critical-thinking, and problem-solving.* o School leadership *frequently* promotes the vision for STEM education *to all stakeholders, including faculty, staff,*

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				students, parents, partners, and community members.
4.4 Serving Underrepresented Students	o The faculty, administrators, students, and school stakeholders *have rarely discussed building* a general culture of inquiry and creativity throughout the school, in STEM-related and non-STEM-related subjects, that intentionally includes every single student and makes explicit efforts to include students from groups historically underrepresented in the STEM education pipeline. o *The school rarely carries out intentional practices* focused on increasing long-term participation by students from underrepresented groups in the STEM education pipeline (e.g., provides targeted professional learning, provides mentors, offers targeted clubs or activities, disaggregates school data by a variety of sub-groups, etc.).	o The faculty, administrators, students, and school stakeholders *are just beginning to build* a general culture of inquiry and creativity throughout the school, in STEM-related and non-STEM-related subjects, that intentionally includes every single student and makes explicit efforts to include students from groups historically underrepresented in the STEM education pipeline. o *The school carries out at least 1 intentional practice* focused on increasing long-term participation by students from underrepresented groups in the STEM education pipeline (e.g., provides targeted professional learning, provides mentors, offers targeted clubs or activities, disaggregates school data by a variety of sub-groups, etc.).	o The faculty, administrators, students, and school stakeholders *are in the middle of building a* general culture of inquiry and creativity throughout the school, in STEM-related and non-STEM-related subjects, that intentionally includes every single student and makes explicit efforts to include students from groups historically underrepresented in the STEM education pipeline. o *The school carries out at least 2 intentional practices* focused on increasing long-term participation by students from underrepresented groups in the STEM education pipeline (e.g., provides targeted professional learning, provides mentors, offers targeted clubs or activities, disaggregates school data by a variety of sub-groups, etc.).	o A general culture of inquiry and creativity that intentionally includes every single student *exists throughout the school, in STEM-related and non-STEM-related subjects,* with explicit efforts to include students from groups historically underrepresented in the STEM education pipeline. o *The school carries out several intentional practices* focused on increasing long-term participation by students from groups historically underrepresented in the STEM education pipeline (e.g., provides targeted professional learning, provides mentors, offers targeted clubs or activities, disaggregates school data by a variety of sub-groups, etc.).

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(5) Community Connection

	Early	Developing	Prepared	Model
5.1 STEM Schools Network	o The school *rarely connects to other STEM-focused schools across North Carolina.* o The school leadership *rarely follows online* other STEM-focused schools and/or STEM-focused school networks outside of North Carolina.	o The school has direct connections to other STEM-focused schools across North Carolina and uses these connections to exchange successes and challenges in virtual settings, *but rarely meets with these schools face-to-face.* o The school leadership *rarely follows online* other STEM-focused schools and/or STEM-focused school networks outside of North Carolina, learning about other schools' successes and challenges by reading online posts.	o The school has direct relationships with other STEM-focused schools across North Carolina and uses these connections to exchange successes and challenges in face-to-face events, not including conferences, *once per year* (school visits, working meetings, shared professional development, etc.). o The school leadership *frequently follows online* other STEM-focused schools and/or STEM-focused school networks outside of North Carolina, learning about other schools' successes and challenges by reading online posts.	o The school has direct relationships with other STEM-focused schools across North Carolina and uses these connections to exchange successes and challenges in face-to-face events, not including conferences, *at least twice per year* (school visits, working meetings, shared professional development, etc.). o The school leadership *has direct, online relationships* with other STEM-focused schools and/or STEM-focused school networks outside of North Carolina and *uses these connections to exchange successes and challenges at least once per year (e.g., school leaders participate in online network, school leaders attend national meeting, direct communication with other school leaders, etc.).*
5.2 STEM Business Advisory Council	o *The school leadership rarely makes informal connections* with multiple local or regional STEM industry organizations.	o *The school leadership has informal connections* with multiple local or regional STEM industry organizations.	o *The school has a business advisory council* with representatives from multiple local or regional STEM industry organizations *that meets at least once per year* to provide advice and feedback on school STEM education activities.	o *The school has a business advisory council* with representatives from multiple local or regional STEM industry organizations *that meets at least twice per year* to provide advice and feedback on school STEM education activities.

5.3 Communication Strategy	○ One-way communication tools (e.g., websites, newsletters) and/or two-way tools (e.g., social media platforms, webinars, and meetings) *are rarely used* to communicate internally and externally about STEM education activities.	○ One-way communication tools (e.g., websites, newsletters) and/or two-way tools (e.g., social media platforms, webinars, and meetings) *are used annually* to communicate internally and externally about STEM education activities.	○ One-way communication tools (e.g., websites, newsletters) and/or two-way tools (e.g., social media platforms, webinars, and meetings) *are used semiannually* to communicate internally and externally about STEM education activities.	○ One-way communication tools (e.g., websites, newsletters) and/or two-way tools (e.g., social media platforms, webinars, and meetings) *are used quarterly* to communicate internally and externally about STEM education activities.

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Appendix A. Scoring Sheet

School Name: ___

Date Rubric Completed: ___

Names and/or numbers of school staff completing the rubric:

School administrators/titles: ___

School Lead staff/titles: ___

Teachers: ___

Advisory/Other: ___

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Scoring Guide

The STEM School of Distinction Designation is awarded at either the "Prepared" or "Model" level of achievement for schools/programs that apply and that satisfactorily demonstrate the criteria established according to the North Carolina STEM School Progress Rubric. Schools/programs that self-assess at the "Early" and "Developing" levels of achievement should utilize the indicators as a roadmap for reaching the next levels.

*The intention of the STEM Schools of Distinction recognition program is to evaluate and recognize only those schools/programs who self-assess at either the **Prepared** or **Model** levels of achievement.*

To make the scoring system most effective, the following rule should be used:

Utilizing the **STEM School Progress Rubric,** for each Key Element, all indicators (bullets) within a particular cell should be able to be marked as "achieved" for a school to give itself the particular ranking assigned to that cell (Early, Developing, Prepared, or Model). For example, if the school has achieved only two of the three bullets listed in the "Prepared" cell, then the school should rank itself as "Developing". The school can rank itself as Prepared once it has achieved all three indicators listed.

Enter the identified ranking and score in the boxes beside each Key Element. Calculate the overall score (sum) and your average score (divide your sum by the number of Key Elements) for each Overarching Principle.

K-8: Do not include High School Key Elements 2.5 and 3.5 in your calculations

Early = 1   Developing = 2   Prepared = 3   Model = 4

(1) Student Opportunities	Rank	Score
1.1 Students Designing		
1.2 Students Working in Teams		
1.3 Learning Connected to the Real World		
1.4 Students Using Digital Technology		
1.5 Opportunities with STEM Organizations		
Overall Score		
Average Score		

(2) Classroom Environment	Rank	Score
2.1 Instruction Integrating Content		
2.2 Varied Learning Approaches		
2.3 Multiple Assessment Types		
2.4 Teacher Collaboration		
2.5 Comprehensive Advising *(High School Only)		
Overall Score		
Average Score		

(3) School Structures	Rank	Score
3.1 Professional Learning Focus		
3.2 Professional Learning Format and Structure		
3.3 Physical Space for Projects		
3.4 Strategic Staffing for STEM		
3.5 Variety of STEM Courses *(High School Only)		
Overall Score		
Average Score		

(4) School Culture	Rank	Score
4.1 STEM Education Plan		
4.2 Data-Informed Continuous Improvement		
4.3 Vibrant STEM Culture		
4.4 Serving Underrepresented Students		
Overall Score		
Average Score		

(5) Community Connections	Rank	Score
5.1 STEM Schools Network		
5.2 STEM Business Advisory Council		
5.3 Communication Strategy		
Overall Score		
Average Score		

State level review teams will evaluate application submissions. Narratives and artifacts will be required as support for each Key Element. Reviewers will rank each Key Element based on the application information provided. To receive recognition, the following criteria must be met: qualify for a site-visit the scores must be as follows:

- Prepared Designation
    - o No score of Early on any Key Elements
    - o No more than one (1) Key Element ranked Developing per Overarching Principle
    - o Each Overarching Principle must have an average equal to or above 3.0

- Model Designation
    - o No score of Early or Developing on any Key Elements
    - o Each Overarching Principle must have an average equal to or above a 3.6

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Appendix B. Descriptions of Terms

Rubric Term	Description
Applied Learning	Teachers engaged in direct application of skills, theories, and knowledge. 'Learning by doing' including demonstrating application of knowledge to real-life situations. May include study trips, fellowships, internships, etc. with a duration of 1 day to 1 year
Collaboration	Students: demonstrate ability to work effectively and respectfully with diverse teams; exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal; assume shared responsibility for collaborative work; and value the individual contributions made by each team member *(adapted from p21.org)*
Communication	Students: articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts; listen effectively to decipher meaning, including knowledge, values, attitudes and intentions; use communication for a range of purposes (e.g., to inform, instruct, motivate and persuade); use multiple media and technologies, and know how to judge their effectiveness and assess their impact; and communicate effectively in diverse environments *(adapted from p21.org)*
Computational thinking	Computational thinking (CT) is a problem-solving process that includes (but is not limited to) the following characteristics: formulating problems in a way that enables us to use a computer and other tools to help solve them; logically organizing and analyzing data; representing data through abstractions such as models and simulations; automating solutions through algorithmic thinking (a series of ordered steps); identifying, analyzing, and implementing possible solutions with the goal of achieving the most efficient and effective combination of steps and resources; and generalizing and transferring this problem solving process to a wide variety of problems. These skills are supported and enhanced by a number of dispositions or attitudes that are essential dimensions of CT. These dispositions or attitudes include: confidence in dealing with complexity; persistence in working with difficult problems; tolerance for ambiguity; the ability to deal with open ended problems; and the ability to communicate and work with others to achieve a common goal or solution (from the International Society for Technology in Education (ISTE)'s Computational Thinking Toolkit at https://www.iste.org/explore/articledetail?articleid=152)
Creativity	Students: think creatively, using a wide range of idea creation techniques like brainstorming, creating new and worthwhile ideas, and elaborating, evaluating, and refining their ideas; work creatively with others by developing and communicating new ideas with others, being open to diverse perspectives, incorporating feedback, viewing failure as an opportunity to learn, understanding creativity as a cyclical process; and implement innovations by acting on creative ideas to make a tangible and useful contribution *(adapted from p21.org)*

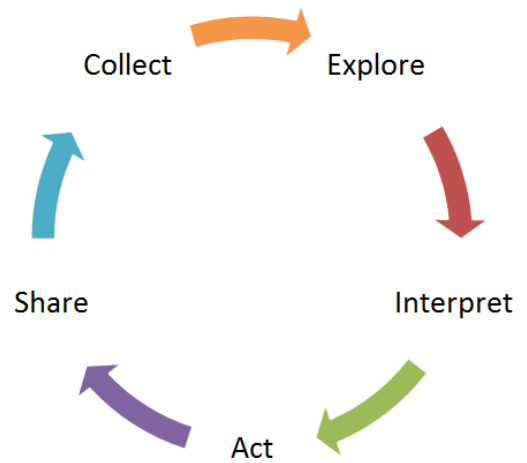| Rubric Term	Description
Critical thinking	Students: use various types of reasoning, like inductive, deductive, etc., as appropriate to the situation; use systems thinking by analyzing how parts of a whole interact with each other to produce overall outcomes; make judgements and decisions by effectively analyzing and evaluating evidence, arguments, claims and beliefs, synthesizing and making connections between information and arguments, and reflecting critically on learning experiences; and solve different kinds of non-familiar problems in both conventional and innovative ways, asking significant questions that clarify various points of view and lead to better solutions *(adapted from p21.org)*
Digital learning	Any instructional practice that effectively uses digital technology to strengthen a student's learning experience; it includes a focus on the following instructional characteristics: personalized learning; advancement based on mastery of content and competency in application; anywhere and anytime learning; student-centered instruction; digital content; assessments that are integrated into learning activities; and project-based learning activities
Engineering design process	Engineering is the systematic application of knowledge and experience used to solve a problem. The engineering design process can be defined in many ways. The Engineering is Elementary program at the Museum of Science in Boston has defined the engineering design process for elementary students as the following cyclical set of actions: ask, imagine, plan, create, and improve. The National Aeronautics and Space Administration (NASA) has defined the engineering design process as the following cyclical sets of actions: identify the problem; identify criteria and constraints; brainstorm possible solutions; generate ideas; explore possibilities; select an approach; build a model or prototype; and refine the design.
Formal pathways	Clear, well-developed set(s) of standards, actions, responsibilities, and performance indicators to identify, develop, and recruit teachers into roles and positions of leadership; teachers are aware of the specific tasks and steps outlined for them, particularly those desiring to assume additional responsibilities
Formative assessment	Formative assessment is a diagnostic process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes
Informal pathways	Unspoken, undocumented, and typically subjective means by which teachers assume additional leadership opportunities and responsibilities; there are no clear standards or metrics for identifying or developing leadership potential
Job-embedded	Job-embedded professional development refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning; it is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement *(adapted from Croft, et al., 2010)*

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Rubric Term	Description
Makerspaces	A makerspace is a place where students and all individuals present can gather to create, invent, tinker, explore and discover using a variety of tools and materials; they provide a physical laboratory for inquiry-based learning; makerspaces give room and materials for physical learning; these spaces can easily be cross-disciplinary and students can find their work enriched by contributions from others students; students often appreciate the hands-on use of emerging technologies and the opportunity to explore the kind of experimentation that leads to a completed project *(adapted from Educause Education Learning Initiative "7 Things About Makerspaces)*
Multiple and varied assessments	A collection of at least two or more assessments that collectively portray a more complete picture of students' true learning accomplishments and ability, addressing the problem that no one assessment can capture a students' learning or ability; the collection may include portfolios, performance-based assessments, assessments showing mastery, formative assessments, summative assessments, standardized test, etc.
Performance-based assessment	A type of assessment in which students demonstrate the knowledge and skills they have learned; often students are asked to create a product or a response or to perform a specific task or set of tasks; performance-based assessments measure how well students can apply or use what they know, typically in real-world or simulated situations
Personalized learning	"Personalization refers to instruction that is paced to learning needs, tailored to learning preferences, and tailored to the specific interests of different learners. In an environment that is fully personalized, the learning objectives and content as well as the method and pace may all vary (so personalization encompasses differentiation and individualization)." (From 2010 National Education Technology Plan at https://www.ed.gov/sites/default/files/netp2010.pdf).
Professional learning	High quality professional learning, in most ideal form, is personalized, job-embedded, ongoing, and interactive; *Learning Forward (learningforward.org),* national leader for educator professional development, has outlined 7 standards for professional learning that increases educator effectiveness and results for all students: - occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment; - requires skillful leaders who develop capacity, advocate, and create support systems for professional learning; - requires prioritizing, monitoring, and coordinating resources for educator learning; - uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning; - integrates theories, research, and models of human learning to achieve its intended outcomes; - applies research on change and sustains support for implementation of professional learning for long-term change; and - aligns its outcomes with educator performance and student curriculum standards

Rubric Term	Description
Professional Learning Community (PLC)	The core principals of a high quality PLC are: (1) the PLC's work starts from the assumption that "the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn;" (2) educators in a high quality PLC all "recognize that they must work together to achieve their collective purpose of learning for all, therefore, they create structures to promote a collaborative culture" in their PLC; (3) high quality PLCs "judge their effectiveness on the basis of results, so the focus of team goals shifts from, 'we will adopt the Junior Great Books program' or 'we will create three new labs for our science course,' to 'we will increase the percentage of students who meet the state standard in language arts from 83 percent to 90 percent' or 'we will reduce the failure rate in our course by 50 percent.'" See: DuFour, R. (2004). What is a Professional Learning Community? *Educational Leadership, 61* (8), 6-11.
Project-based learning	A teaching method in which students gain knowledge and skills by working for an extended period of time (potentially as long as 8-12 weeks) to investigate and respond to a complex question, problem, or challenge. *The Buck Institute (bie.org)*, national leader for project-based learning, outlines the following 7 Essential Project Design Elements for Gold Standard PBL: - challenging problem or question - sustained inquiry - authenticity - student voice and choice - reflection - critique and revision - public product The Buck Institute also outlines the following Teaching Practices for Gold Standard PBL: - design and plan - align to standards - build the culture - manage activities - scaffold student learning - assess student learning - engage and coach
School leaders	May include but is not limited to: members of instructional support, e.g. instructional technology facilitator, school library media coordinator, instructional coach, etc.; lead teachers, administrators, School Improvement Team members, and department heads.
Shared vision	Educational leaders bring together stakeholders - faculty, staff, students, parents, community members, etc. – to form a collective, clear picture of what the school (or other organization) aspires to be or become in the future; the leaders also set in motion a process to assess progress toward achieving that vision; the vision will be shared and valued when a process of assessment is in place to provide feedback about the degree to which the vision is being achieved

Rubric Term	Description
Summative assessment	Cumulative assessments used to measure student learning at the end of an instructional unit, often given at the end of a course to determine the degree to which long term learning goals have been met; summative information can shape how teachers organize their curricula or what courses schools offer their students; common examples include state-mandated tests, district benchmark assessments, end-of-unit tests, and end-of-term exams
Two-way communication	A process in which two people or groups can communicate reciprocally and exchange ideas; digital platforms with two-way communication allow for both parties to express themselves and receive information from the other
Underrepresented students in STEM	In North Carolina and nationally groups of students underrepresented in stages of the education and workforce pipeline include female students, students of color, and students from low socio-economic backgrounds
Vertically-aligned	Educational frameworks (practices, content strands, etc.) that are consistently applied across grade-levels with modifications for the developmental level of the students at each grade-level

Appendix C. Data Interpretation Guide

Analysis for strategic planning is the process of breaking down and examining data to understand project implementation or impact. Before meaningful decisions can be made, it is necessary to understand what data show by manipulating them in thoughtful ways. Analysis bridges the gap between collecting data and interpreting those data for monitoring and adjusting a project. Interpretation, the next phase in strategic planning, is the process of determining "what the data mean"—an important activity between the analysis of data and the making of decisions for next steps.

Collect → Explore → Interpret → Act → Share →

DRAFT

PHASE	GUIDING QUESTIONS
Explore	• Do your rubric results resonate? • Any surprises? Why? • Any disappointments? Why? • Do you see any correlation or inconsistencies between the rubric results and other data you have? Why do you think this is the case? Identify 3-4 questions that emerge as you review your data …
Interpret	• What do the results mean? How would you summarize the data? • What is working really well in your school? What is not? • What are the critical points or trends you saw in the data? • At your school, who needs to be involved in a discussion about this data? How can you engage teachers and other stakeholders? Document at least 3 takeaways from your review of your data …

Act	• What does this rubric data tell you about efforts you should prioritize now? Next school year? • What changes are you going to make based on this data? • How do these data inform local policy? Identify two things you should do based on the data and who in your district should be involved in next steps …
Share	• How should you share your interpretation of the data with staff? Parents? District? School board? • Who should have this information? • How can your data support current or ongoing initiatives in your district? • What is your vision for getting additional input as you go through the planning process? Note how and with whom this data should be shared …
Collect	• What local data do you already have available? • What new data do you need to collect? • What about qualitative data? List other data you already have available and additional data that you need …

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July 20, 2020

North Carolina Charter School Advisory Board:

This letter signifies an impact statement for UNCP to serve in a collaborative partnership with Old Main STREAM Academy. Old Main STREAM Academy will provide an important educational choice to families in the Robeson County region. This choice will be one with rigor, innovative academics, research-based and place-based curricula. The rigorous STREAM curriculum, anchored with the NC Standard Course of Study (SCOS), and infused with a culturally relevant integrated approach will prepare college and career ready students who demonstrate dispositions of preparedness, persistence, self-determination, commitment and vision.

To insure high quality educational opportunities and high levels of competence of licensed personnel for North Carolina schools, the State Board of Education and the UNC Board of Governors mandate formal agreements between Institutions of Higher Education (IHEs) and Local Education Agencies (LEAs) with respect to clinical field experiences, practicums, and clinical internships in preparation programs for those personnel. The Administration at UNCP supports and encourages the involved departments to provide professional development, service learning collaborations/partnerships, and on-site (UNCP) learning opportunities as coordinated for Old Main STREAM Academy faculty, staff, and/or students by university departments. All parties understand that these opportunities are accomplished through careful planning and agreement with appropriate studies and programs.

The Impact Statement entered between **The University of North Carolina at Pembroke** and **Old Main STREAM Academy** has been developed as one means towards achieving the goals and responsibilities set forth as part of the Quality Assurance Program adopted by the State Board of Education. Additions and/or modifications to this agreement may be initiated by either **UNCP** or **Old Main STREAM Academy** to address specific needs. These proposed changes should be submitted in writing and signed by both parties.

All parties involved in the development of this statement commit their agencies to meet in order to review and evaluate policies and procedures, address current issues, and revise the agreement as needed.

Sincerely,

Zoe Locklear

Zoe Locklear, Ph.D.
Interim Provost/Vice Chancellor

Old Main STREAM Academy- 3rd Grade Mathematics

Topic	Strand 1	Strand 2	Strand 3	Strand 4
	Operations and Algebraic Thinking	**Number and Operations - Fractions**	**Measurement and Data**	**Geometry/Engineering**
Key Ideas/Evidence	Represent, interpret, and solve one-step problems involving multiplication and division. Solve multiplication word problems with factors up and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem	Interpret unit fractions with denominators of 2,3,4,6, and 8 as quantities formed when a whole is partitioned into equal parts; Explain that a unit fraction is one of those parts Represent and identify unit fractions using area and length models.	Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour. Represent and interpret scaled picture and bar graphs: Collect data by asking a question that yields data in up to four categories.	Reason with shapes and their attributes. Reason with two-dimensional shape and their attribute. Investigate, describe, and reason about composing triangles and quadrilaterals including rhombuses, rectangles, squares, parallelograms, and trapezoids.
STREAM Integrations of Ideas/Analysis	Illustrate and explain strategies including arrays, repeated addition or subtraction and decomposing a factor. Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group. Represent and solve problems involving multiplication and division.	Multiply or divide to solve word problems involving multiplicative comparisons using models and equations with a symbol for the unknown number. Build fractions from unit fractions by applying and extending previous understandings of questions on whole numbers.	Add, subtract, multiply, and divide to solve one-step word problems involving whole-number measurements of length, mass, and capacity that are given in metric units. Solve problems involving area and perimeter	Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines. Recognize symmetry in a two-dimensional figure, and identify and draw lines of symmetry. Understand the critical role engineering plays in society and is influenced by cultures and societies. Roman aqueducts, Greek temples, and the Egyptian pyramids – lines and shapes.
Place-based Instruction	Local problem-solving. Write an equation to describe a situation. Apply proportional reasoning to plan a school event or analyze a problem in the community. (Addition).	Emphasize experiential learning, modelling and collaborative activity through the local town to include construction, planting, and/or ceremony.	Use time in the context of seasons and collecting data. Emphasize and work with seasonal activities in word problems, measurements, area, and perimeter.	Use local people and work as a platform to explain/provide examples/models to extend and expand technological advances (integrate descriptive text to include mathematical equations, scientific laws, and creative artistry).

College and Career Readiness Standard	Mathematically proficient students can apply the mathematics they know to solve problems that emerge in everyday life, society, and the workplace. Students will learn concepts in a more organized way both during the school year and across grades. These standards encourage students to solve-real-word problems. The knowledge and skills that OMS students will be prepared for in college, career, and life are woven throughout the mathematics standards.

GRIEVANCE FOR FAMILIES POLICY

1. Overview

Old Main STREAM Academy (OMSA) shall strive to provide for an open relationship with all students and their parents/guardians. However, should disagreements arise, all students and their parents/guardians must be provided an avenue to protect one's right to due process under the applicable laws of the State of North Carolina, federal employment law, and those policies adopted by the OMSA Board of Directors, pursuant to Department of Public Instruction guidelines and regulations.

2. Purpose

The purpose of this policy is to provide such due process to an OMSA students and their parents/guardians to address adverse actions taken against him/her per rules and regulations of the OMSA.

3. Scope

This policy applies to all OMSA students and their parents/guardians

4. Policy

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

1. **Definition of a grievance:** a grievance is defined as a formal written complaint by a student and their parents/guardians stating that a specific action has violated a

School policy, board policy, or law/regulation. A complaint under Title IX is not a grievance and this policy does not apply to such complaints.

2. **Time Limits**: A grievance will only be heard if the complaint has been filed within fifteen days of the meeting with the principal. The fifteen-day deadline may be extended at the discretion of the school principal.

3. **The grievance process is as follows:**

Step 1: If the parties are not satisfied with the decision of the school principal, and the grievance meets the definition set forth above, the parent/student must submit a letter in writing stating the school policy, board policy or law/regulation that was violated including details of the actions and the place, date and time of the violation. The student and their parents/guardians should make all efforts to include any details about the event that may be helpful in the decision-making process. The written letter should be submitted to the OMSA principal and to the Chair of the Board of Directors. If the school principal is implicated in the grievance, the grievance should only be submitted to the Chair or the Vice Chair of the Board of Directors.

Step 2: The Board will review the facts and notify the parties in writing (email accepted) if further action is necessary. If the Board considers the matter should be heard, the parties will be called to meet with the Board. After the hearing, any decision of the Board will be communicated to the school principal and student and their parents/guardians who filed the grievance within five school days, The Board's decision concerning the grievance is final.

5. Enforcement

It shall be the responsibility of the OMSA School Principal to administer this policy for OMSA students and their parents/guardians

6. Distribution

This policy is available to all OMSA staff, students, parents, guardians, volunteers, and the general public on the Old Main STREAM website.

7. Policy Version History

Version	Date	Description	Approved By
1.0	11/19/2018	Initial Policy Adopted	OMSA Board
1.0	06/17/2019	Reviewed/Affirmed	OMSA Board
1.0	03/25/2020	Reviewed/Affirmed	OMSA Board

THIRD PARTY CONTRACTS/AGREEMENT POLICY

1. Overview

Third party vendors play an important role in the support of Old Main STREAM Academy processes. In some instances, third party vendors may collect, store, and maintain Confidential Information and Personally Identifiable Information (PII). Setting appropriate limits and controls on third party vendors helps reduce the risk of security incidents, financial liability, loss of community trust, and embarrassment.

2. Purpose

The purpose of this policy is to establish rules and operating parameters for third party vendors' access to company information, their operator responsibilities, and protection of Old Main STREAM Academy assets, data, and PII. This policy supports compliance with federal and state data privacy laws.

3. Scope

This policy applies to all Old Main STREAM Academy staff responsible for negotiating or executing third party contracts and third party contractors.

4. Policy

A. GENERAL

Prior to entering into any agreement or contract, Old Main STREAM Academy staff shall follow due diligence in selecting third party vendors. Third parties must comply with all applicable state procurement, Old Main STREAM Academy policies, practice standards, and agreements as well as any binding legislation at the state and federal levels. This policy supports law in certain areas but shall not replace any potential changes in current or future compliance components levied against third party vendors through statute, law, or contract.

B. GENERAL VENDOR RESPONSIBILITIES

The following general responsibilities shall be provided by vendors entering into contracts with Old Main STREAM Academy:

- Third party vendors shall provide Old Main STREAM Academy a point of contact for contract terms and service offering implementation. An Old Main STREAM Academy point of contact will work with the third-party vendors to ensure the vendor follows all state and federal laws as well as this policy.

- The School Principal shall maintain a list of all subcontracted providers and the services performed by each. Old Main STREAM Academy may request on-demand and maintain copies of all agreements with service providers as appropriate.

C. THIRD PARTY CONTRACT TERMS AND PROVISIONS

All contract terms and agreements with third party service providers shall specify the following:

- Data and personnel confidentiality terms shall protect all Old Main STREAM Academy Confidential Information and PII.

- User access to Old Main STREAM Academy resources and access shall be limited to only those systems to which the vendor provides services.

- Vendor data privacy and information security procedures and protocols shall be made available and meet Old Main STREAM Academy requirements for the return, destruction, or disposal of information in the service provider's possession at the end of the agreement.

- The service provider shall only use Old Main STREAM Academy information and systems for the direct business agreement.   No other uses are allowed unless expressly granted in writing by the Old Main STREAM Academy.

- Any information acquired by the service provider through the course of operational contract execution shall not be used for the service provider's own purposes or divulged to others without the express written consent of Old Main STREAM Academy.

- Service providers shall provide Old Main STREAM Academy with a list of all staff working on the contracted services. The list shall be updated and provided to Old Main STREAM Academy within twenty-four (24) hours of staff changes.

- On-site service provider staff members must adhere to all internal facility security protocols and procedures. Upon completion of contracted work, service providers shall return all security access cards and identification.

- Service provider staff members with access to Old Main STREAM Academy confidential or student PII must be cleared to handle that information. Third party access to PII and confidential data shall be activated only when needed and enabled only to the level and degree indicated by the contract statement of work.

- System access shall be deactivated/disabled after services have been completed. IDs used by vendors to access, support, or maintain system

components via remote access shall only be enabled during the time period needed and disabled when not in use.

- Third party service provider access to systems and software shall be monitored during use as necessitated by the sensitivity and confidentiality of the information.

- Service providers with remote access to Old Main STREAM Academy systems shall use all prescribed tools and procedures to access systems remotely.

- Service provider personnel shall report all security incidents directly to the project supervisor and Old Main STREAM Academy designated representative. Security incident management responsibilities and details must be specified in the contract agreement and specific to data incident/breach notification, procedures, notifications and remedies.

- Service provider shall follow all applicable Old Main STREAM Academy change control processes and procedures when working on Old Main STREAM Academy systems.

- Regular work hours and duties shall be defined in the agreement. Work outside of defined parameters must be approved in writing by appropriate Old Main STREAM Academy management.

- Service provider access shall be uniquely identifiable and password/access management must comply with all Old Main STREAM Academy requirements.

- Upon termination of service provider or at the request of Old Main STREAM Academy, the service provider will return or destroy all information and provide written certification of that return or destruction within 24 hours.

- Upon termination of contract or at the request of Old Main STREAM Academy, the service provider must surrender all identification badges, access cards, equipment, and supplies immediately. Equipment and/or supplies to be retained by the service provider must be documented by management.

- Service providers are required to comply with all Old Main STREAM Academy auditing requirements, including the auditing of the service provider's work.

- Service providers shall include explicit coverage of all relevant security requirements. This includes controls over the processing, accessing, communicating, hosting or managing the organization's data or adding or terminating services or products to existing information.

- Service providers shall include explanations of security mechanisms (e.g., encryption, access controls, and security leakage prevention) and integrity controls for data exchanged to prevent improper disclosure, alteration, or destruction.

- Service provider contracts shall require the provider to acknowledge responsibility for securing Old Main STREAM Academy sensitive information the provider possesses or otherwise stores, processes, or transmits on behalf of the Old Main STREAM Academy.

- Agreements with third party service providers shall specify that the third-party service provider will notify Old Main STREAM Academy within one (1) day of discovery of a service provider security incident/breach. Upon such notification, the Old Main STREAM Academy shall have the right to terminate the agreement with the service provider. Provisions within the contract shall ensure that service provider pay for all costs incurred to remedy the breach including, if appropriate, notifying customers, and any related expenses or damages levied due to the incident and related disclosure.

D. OTHER STIPULATIONS

When dealing with PII, service providers shall provide an on-line and print description of security and privacy directives, guidelines, policies, and security safeguards that protect student PII.

No contracts shall be entered into by the Old Main STREAM Academy where the standard vendor contract template is not used, and all applicable terms applied. Any negotiations between vendor and Old Main STREAM Academy must be completed through the school principal.

G.S. § 115C-218.105. State and local funds for a charter school. - Indebtedness Clause

(b)   Funds allocated by the State Board of Education may be used to enter into operational and financing leases for real property or mobile classroom units for use as school facilities for charter schools and may be used for payments on loans made to charter schools for facilities, equipment, or operations. However, State funds shall not be used to obtain any other interest in real property or mobile classroom units. The school also may own land and buildings it obtains through non-State sources. No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions. Every contract or lease into which a charter school enters shall include the previous sentence.

5. Audit Controls and Management

On-demand documented procedures and evidence of practice should be in place for this operational policy. Operational compliance can be demonstrated through:

- On-demand review of standard agency contracts with third party providers

- Review of departmental operational procedures for compliance

- Random review of current contracts for terms compliance

6. Enforcement

The OMSA Board of Directors shall designate the School Principal to administer this policy. It shall be the responsibility of the Board of Directors, in conjunction with the School Principal to keep a continual watchful eye of oversight concerning third party contracts/agreements.

7. Distribution

This policy is to be distributed to all Old Main STREAM Academy staff and management responsible for negotiating and managing vendor contracts within the Old Main STREAM Academy.

8. Policy Version History

Version	Date	Description	Approved By
1.0	11/19/2018	Initial Policy Adopted	OMSA Board
1.0	06/17/2019	Reviewed/Affirmed	OMSA Board
1.0	03/25/2020	Reviewed/Affirmed	OMSA Board

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: Old Main STREAM Academy

2. Full name: Tiffany Michelle Locklear

Home Address: 7606 NC HWY 710 N
                 Red Springs, NC 28377
Business Name and Address: University of North Carolina at Pembroke
                 One University Drive
                 Pembroke, NC 28372
Telephone No.: (910) 536-3227
E-mail address: tiffany.locklear@uncp.edu

3. Brief educational and employment history.

    I am currently employed by the University of North Carolina at Pembroke (UNCP) as an Assistant Professor in the School of Education. In this position, responsibilities include teaching undergraduate and graduate students, supervision of field experience student teaching interns, assessment and evaluation of the program related to the standards, and research practices. I have successfully taught students face-to-face, hybrid, and implemented online based courses. I also serve as an academic advisor for students. Moreover, I have served as a mentor for the First Americans' Educational Leadership Grant Program supporting aspiring administrators in an effort to increase the number of highly effective American Indian administrators and improved educational outcomes for minority students in North Carolina. I currently serve on the State Advisory Council for American Indian Education and the leadership team of Unlocking Silent Histories.

    Prior to joining UNCP in January 2018, I was employed by the Public Schools of Robeson County (PSRC) for ten years. During my tenure, I taught sixth grade mathematics and served as an assistant principal at an elementary school (Prek-4) and a PreK through eighth grade (Prek-8) school. I have also served as adjunct faculty for a local community college.

My educational journey began at UNCP receiving a bachelors and masters in Elementary Education from the Institution in 2007 and 2009. To further my educational journey, I completed add-on administration licensure (2016) and a doctorate in Educational Leadership: Curriculum and Instruction (2017) at UNCW.

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

   No: x☐   Yes: ☐

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

   Recruitment to join this particular Board of Directors was initiated by community stakeholders who have a passion for offering the children in our community a high quality education. I wish to serve on the board of the proposed charter school to advocate for high quality education, to connect with others that are passionate about education, and as a means of community engagement.

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

   My understanding of the appropriate role as a charter school board member is to assist with providing a strategic vision for the school and accountable academic success through the instructional 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.

   I have the capability to serve as an effective board member in the charter school capacity due to my successes in education. While teaching the sixth grade mathematics curriculum, each year students exceeded growth expectations with the exception of one year. In that year, students met growth. Furthermore, my experiences as an administrator afforded me opportunities to complete the NC Teacher Evaluation process with teachers. I know and understand what is expected within the field. I also have expertise in curriculum and instruction.

   My knowledge, experience and expertise in education qualifies my role as an effective board member. I have a plethora of skills and experiences to help execute the objectives and mission of the charter school.

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

   The specific knowledge and experience that I bring to the board is that of curriculum and instruction. My teaching experience was in a middle school setting teaching sixth grade mathematics. My responsibilities included developing weekly lesson plans in accordance with the Common Core Standards and facilitating classroom instruction daily in four classes of Mathematics on a 5 X 5 schedule. Additionally, I coordinated all field, competence, and practice End-of-Grade assessments, and worked collegially with the principal and mathematics department to evaluate and analyze test data to determine additional instructional needs and strategies.

   I also bring the experience of serving as an assistant principal at an elementary school and a PreK-8 school. The experience allowed time for facilitating staff meetings, professional development via professional learning communities, building social relationships, evaluating and analyzing test data, the monitoring of bus routes, and evaluating and managing behavior as well as analyzing behavior data. I also served as the testing coordinator which placed me in the position to be responsible for coordinating and developing testing schedules, securing test information, training staff, etc.

This experience combined with experiences in higher education uniquely situates me to offer instructional support. At UNCP, I implement best practices to train preservice teachers for the field of education.

Lastly, my specific knowledge is that of educational leadership, specifically curriculum and instruction which can scaffold with research implementations and interests of culturally responsive pedagogy.

School Mission and Program

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

The school's mission is to engage students in STREAM disciplines that will prepare future leaders who are innovative, persistent, and self-determined.

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

The curriculum and pedagogy at Old Main Academy will be based on the innovative, relevant, and rigorous Science, Technology, Engineering, and Mathematics Education Model. The educational program will fulfill STEM components expanding beyond to STREAM to include reading and arts.

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

A successful school entails the characteristics of sharing a common mission and vision, effective leadership, the integration of high expectations, qualified faculty and staff, and parental engagement to name a few.

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

As a board member, I will stay informed by using data. This data will include but is not limited to test and quiz data, benchmarks, end-of-grade assessments, teacher evaluations, informal observations, behavioral data, parental surveys, etc. The collection of data will assist in making right now decisions within the school as well as decisions for the future.

Governance

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

The board will hire a principal. The principal will be responsible for recommending subordinate staff. I will be committed to ensuring that the mission, vision, and purpose of the school is carried out.

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

Data will be utilized to determine success at the end of the year. For example, this data may include end-of grade assessments, class grades, discipline data, employee satisfaction surveys, etc.

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

Data will be utilized to inform success of the charter school at the end of five years. This data will include but is not limited to test and quiz data, benchmarks, end-of-grade assessments, teacher evaluations, informal observations, behavioral data, parental surveys, etc.

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

The specific steps to ensure success of the school is to govern through partnerships and as a collaborative approach. The goals of the charter school are specific; thus, the appropriate academic implementations are necessary for success. Parental and community engagement will also contribute to the success of the school. The process of the school will be monitored.

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?

Obtaining evidence would be the first step in approaching unethical board members. After gathering evidence, they should be confronted. If the behavior continues provided evidence they should be removed from serving on the board.

*Please include the following with your Information Form
- a **_one page_** resume
- a national criminal background check

*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, Tiffany M. Locklear, 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 Old Main Academy Charter School is true and correct in every respect.

Tiffany M. Locklear

_____   06/22/2020
            Signature   Date

1.

Revise the state funding model to provide adequate, efficient, and equitable resources.

1. Increase cost effectiveness of the North Carolina funding system so that public education investment prioritizes higher-need students and provides appropriate flexibility to address local needs.

2. Modify the school finance system to ensure future stability in funding for public education, including predictable, anticipated funding levels that acknowledge external cost factors.

3. Increase the overall investment in North Carolina's public schools first by identifying a small number of foundational, high-impact investments. Continued investment in these foundational areas are most critical to setting the system up for success in the future.

2.

Provide a qualified, well-prepared, and diverse teaching staff in every school

1. Increase the pipeline of diverse, well-prepared teachers who enter through high-retention pathways and meet the needs of the state's public schools.

2. Expand the North Carolina Teaching Fellows program.

3. Support high-quality teacher residency programs in high-need rural and urban districts through a state-matching grant program that leverages ESSA Title II funding.

4. Provide funding for Grow-Your-Own and 2+2 programs that help recruit teachers in highpoverty communities.

5. Significantly increase the racial-ethnic diversity of the North Carolina teacher workforce and ensure all teachers employ culturally responsive practice.

6. Provide high-quality comprehensive mentoring and induction support for novice teachers in their first three years of teaching to increase both their effectiveness and their retention.

7. Implement differentiated staffing models that include advanced teaching roles and additional compensation to retain and extend the reach of high-performing teachers.

8. Develop a system to ensure that all North Carolina teachers have the opportunities they need for continued professional learning to improve and update their knowledge and practices.

9. Increase teacher compensation and enable low-wealth districts to offer salaries and other compensation to make them competitive with more advantaged districts.

PUBLIC SCHOOL
FORUM *of north carolina*

3. Provide a qualified and well-prepared principal in every school.

1. Update the state's principal preparation and principal licensure requirements.

2. Continue to expand access to high-quality principal preparation programs.

3. Expand the professional learning opportunities for current principals and assistant principals

4. Revise the principal and assistant principal salary structures and improve working conditions to make these positions more attractive to qualified educators, especially those in high-need schools.

4. Provide all at-risk students with the opportunity to attend high-quality early childhood programs.

1. Increase the volume and quality of the early childhood educator pipeline.

2. Scale up the Smart Start program to increase quality, access, and support for at-risk children and families.

3. Expand the NC Pre-K program to provide high-quality full-day, full-year services to all at-risk 4-year-old children.

4. Align and improve early-grade K–12 settings to support successful transitions to K–3 and promote early-grade success.

5. Direct resources, opportunities, and initiatives to economically disadvantaged students.

1. Attract, prepare, and retain a highly qualified, diverse, and stable K–12 teacher and leader workforce in high-poverty schools.

2. Provide additional time, resources, and access to the programs and supports that meet the educational needs of all students in high-poverty schools, including at-risk students

3. Revise the school accountability system so that it credits successful efforts in high-poverty schools and supports further success.

4. Provide comprehensive whole-child supports, including professional staff such as nurses, counselors, psychologists, and social workers.

5. Provide resources, opportunities, and supports to address out-of-school barriers to learning that constrain schools' ability to meet the educational needs of all students in high-poverty schools.

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6. Revise the student assessment system and school accountability system.

1. Establish a more balanced and student-centered assessment system.

2. Clarify alignment between the assessment system and the state's theory of action.

3. Include additional item types that provide a broader understanding of students' knowledge, skills, and abilities.

4. Improve coherence among curriculum, instruction, and assessment.

5. Revise achievement levels to align with the Court's standard of a sound basic education.

6. Amend the current accountability system, including the information provided by the North Carolina Dashboard, to include measures of progress toward providing all students with access to a sound basic education, a number of which North Carolina currently uses.

7. Include in the North Carolina Dashboard state, district, and school performance and growth (both overall and by student subgroup) on a comprehensive set of measures that would indicate progress toward meeting the Leandro tenets and is inclusive of the reporting requirements under ESSA.

8. To measure progress toward meeting the requirements of Leandro, North Carolina's accountability system should be structured to reward growth in school performance on an indicator, in addition to status on select indicators.

9. Use a process for identifying schools for support and improvement that includes a set of decision rules to meet the requirements under ESSA and Leandro.

7. Build an effective regional and statewide system of support for the improvement of low-performing and high-poverty schools.

1. Rebuild the state's capacity to fully support the improvement of its lowest-performing schools.

2. Provide resources, opportunities, and supports for low-performing and high-poverty schools to address out-of-school barriers to learning, using a community-schools or other evidence-based approach.

3. Provide statewide and/or regional support to help schools and districts select high-quality, standards-aligned, culturally responsive core curriculum resources and to prepare teachers to use those resources effectively.

4. Extend the supports already available to schools to help them further implement the MTSS, the SW-PBIS, and NC Check-In approaches.

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8.

Convene an expert panel to assist the Court in monitoring state policies, plans, programs, and progress.

1. The Court should appoint a panel of education experts to help the Court monitor the state's plans, initiatives, and progress in meeting the Leandro requirements.

2. The Court should require annual reports of plans and progress on meeting the Leandro requirements from the North Carolina State Board of Education and the North Carolina Department of Public Instruction.

Science education in a 'classroom without walls':
Connecting young people via place

By Kimberley Wilson and Kellie Stemp

Edmund Rice Education Australia Flexible Learning Centres (EREAFLCs) operate within a social inclusion framework to 'walk with' young people who have disengaged from the traditional schooling system. Students attending the centres face multiple stressors in their everyday lives, as well as significant barriers to achieving success in the classroom environment. Addressing the immediate literacy and numeracy concerns of students as they present at the centres has left little time to formalise strategies for engaging students with traditionally 'difficult' subjects such as Science. In addition, there is very little research material available to assist teachers in the development of teaching and learning strategies for science education that deal with the unique situation of the flexible learning context. The aim of this research project has been to work with Flexible Learning Centre staff to identify and trial a range of science teaching strategies to enable the conceptualisation of a general framework to guide future science curriculum development. This article details one unit of work undertaken with an outreach annexe of the Flexible Learning Centre Network located in a regional area of North Queensland. The trial involved implementing an environmental regeneration unit based on the philosophical principles of a place-based education approach in order to ascertain the potential of such an approach to engage disadvantaged young people.

EREAFLC Network and Outreach Services

The EREAFLC Network aims to provide a flexible, relevant and supportive educational experience that will enable young people to find their own pathway in life. Teaching and learning is characterised by *small class sizes, a flexible curriculum that draws on individual interests and needs and a democratic pedagogical approach that encourages learner empowerment and autonomy* (EREA, 2008, p.2). Educational outreach services are an integral component of the Flexible Learning Centre approach, as they ensure equity of access irrespective of geographical allocation. There are currently seven outreach services operating across Queensland.

It'sUp2U Outreach North Queensland

The *It'sUp2U* Outreach Program commenced in 2006 with an initial cohort of ten young people, a youth worker and a teacher. Since then, the program has expanded to a group size of fifteen young people, with continuity of staffing over the three years of operation. The program itself is mobile and is best defined as a 'classroom without walls', as learning activities take place at a range of venues such as libraries, parks, the local PCYC and other community facilities. Young people attending the outreach service are generally aged between 13 and 17 years and are predominantly male. A significant number of students who attend the outreach services in North Queensland identify as being Aboriginal and/or Torres Strait Islander Peoples.

Whilst there is more diversity than commonality amongst young people's backgrounds, students attending the outreach service have typically experienced one or more significant and complex educational, social, developmental, psychological, health, legal or familial situations which demand unique responses. As a result of life circumstances, students have often experienced major disruptions to their schooling experiences, such as extended periods of absence that have impacted on the development of their basic academic skills. Available data from the EREAFLC Network indicates that approximately 70% of the student population experiences literacy and numeracy difficulties with 30% identified as having a suspected disability impacting on learning and 5% presenting with a diagnosed disability (EREA, 2008).

Whilst there is criticism of literature that overly focuses on the challenges and limitations experienced by disengaged youth (Te Riele, 2008), it is important to recognise that these issues figure strongly in the outreach context and must inform teaching and learning practice. Burck (2008, p.1) provides an interesting analogy that perhaps encompasses both the strengths and challenges characteristic of disengaged young people:

> *Kaleidoscopes and young people have a great deal in common. The beauty of a kaleidoscope is how it transforms simple fragments of coloured glass into wonderful complex designs. It is not one isolated fragment that brings the kaleidoscope to life, but how all the fragments come together... Ultimately the challenge is how to work with these different factors in a manner that gives the young person a chance to succeed and grow.*

CURRICULUM PHILOSOPHY OF THE OUTREACH PROGRAM

The curriculum philosophy of the Outreach Program has been developed with a primary focus of enhancing the relationship of young people with the wider community and vice versa. Whilst family and cultural bonds might be strong for young people, it is often the case that relationships outside their inner circle have been characterised by marginalisation, discrimination, rejection and failure. As a result, there is little sense of reciprocal responsibility or obligation to the wider community either for or from these young people. Teaching staff believe that if students can contribute positively to their own families and cultural communities, as well as to wider society, they may be seen - and in turn see themselves - as agentic individuals capable of effecting change at both an individual and community level. In order to best facilitate this contribution, the integrated curriculum philosophy of the Outreach Program is based on a combination of two interrelated ideas, that of Place–Based Education and Social Capital Theory.

Place-Based Education

According to Smith (2002), a place-based education approach is essentially concerned with grounding educational activities in local phenomena and students' lived experiences.

Woodhouse & Knapp (2000) note the importance of delineating between the evolving concept of *Place-Based Education and the related approaches of Outdoor Education and Environmental Education*. While a place-based approach encompasses the experiential and ecological sensitivities and concerns of both outdoor and environmental educational approaches, it is most specifically concerned with the dynamics of a particular place. To use a 'place emphasis' within a study module means to look at all aspects of the specific geographical location: its history, geography, ecology and anthropomorphic purpose. As such, it is a multi-disciplinary approach (Woodhouse & Knapp, 2000).

A place-based approach connects place with self and community, with a focus on sustaining cultural and ecological integrity (Woodhouse & Knapp, 2000). In relation to the cultural backgrounds of the young people attending the Outreach Program, Aikenhead (2006) has emphasised the context-bound nature of Indigenous learning as learning occurring about a particular place. Ardoin (2006) discusses the notion of 'place identity' that develops through relationships with places and can be an important factor in developing self-concept. The Wetlands Project detailed in the following case study provides a 'place' perspective through its location within the local area and incorporation of Indigenous perspectives, as well as the connection between the wetlands area under rehabilitation and larger ecosystems such as the ocean and Great Barrier Reef.

Social Capital

Social capital is commonly defined as a network of relationships together with shared norms, values and understandings that act to encourage cooperation within or amongst groups (Australian Bureau of Statistics, 2004). Stevens (2005) postulates that the key element

of social capital is not the networks themselves but rather the act of cooperation in pursuit of the common good. Bassani (2007) further refines the concept by asserting that social capital is the trust, loyalty, security and self-confidence that stems from such relationships. Balatti (2008) indicates that social capital and learning are intrinsically related and that pedagogical choices affect the social capital outcomes that students experience. She notes that social capital can be both 'good' and 'bad', an idea of particular importance in the outreach setting where social capital may play a critical role in affecting learning outcomes for students from diverse backgrounds. For the teaching staff of the Outreach Program, this expanded definition takes into account their observation that young people often form relationships based around activities which do not support their physical, mental or emotional wellbeing. Focusing on social capital in this context involves creating opportunities for young people to form relationships based on social rather than anti-social activities. It also involves creating an extended web of relationships to offer young people a wider array of choices in relation to realising their full potential. Science education as a method pf enabling the building of social capital is perhaps not a common conceptualisation and there are limited tools available for assessing a causal relationship between the two. However, an additional research project connected with the EREAFLC Network is investigating in more depth potential avenues for assessing and formalising the contribution of social capital to students' learning outcomes.

Engagement with Science

Of key interest to both teaching and research staff involved in the Wetlands Project was the ability of the place-based education approach to engage young people in science education activities. Informal discussions with young people early in the project relating to their general experiences with Science indicated a history of either failure or lack of exposure to the subject, with a resulting common attitude that 'Science is yuk'. This sentiment from the young people was in fact so strong at the commencement of the project that the word 'Science' was omitted from any discussion of the project activities in order to prevent further disengagement.

Aikenhead has previously conceptualised Western Science as a 'sub-culture' in that it is:

> characterised by a well-defined system of norms, beliefs, expectations and conventional actions. He has elaborated on perceived attributes of this sub-culture in describing it as: mechanistic, materialistic, reductionist, empirical, rational, decontextualized, mathematically idealized, communal, ideological, masculine, elitist, competitive, exploitive, impersonal and violent (Aikenhead, 1997, p.220).

In comparison, science education frameworks that have been developed to embed an Indigenous world view focus strongly on elements of connection, belonging, identity and place (see, for example, Lewthwaite, 2008). Negative prior experiences of Science might feasibly be attributed to a 'lack of fit' between the outreach students' cultural backgrounds and the dominant culture of Western Science as it plays out in both educational settings and wider society. Of interest to this research project was the potential for a place-based education approach to bridge this disconnect between young people and Science as it might be traditionally perceived.

The Wetlands Project

Inception of the Wetlands Project

The momentum for the Wetlands Project originated with interest from the teaching staff in completing a unit of work with a practical environmental regeneration focus. Such a unit would conceivably fit well within a place-based education approach as it would enable young people to become actively involved in a restoration project connected to their own place. Intended as a predominantly outdoors-based unit of work, it would build on students' preference to be involved in hands-on, experiential activities. This focus would also allow students to demonstrate different strengths than those commonly recognised in a traditional classroom setting and thus might contribute positively to students' self-esteem and sense of agency.

Conservation Volunteers Australia

As discussed above, the building of social capital is an important focus for teaching staff. For this reason, staff sought to form a partnership with an outside organisation, even though the teacher in charge possessed a background in biological sciences and was well equipped to facilitate the unit. Conservation Volunteers Australia (CVA) was approached as a possible candidate as it is an organisation with a strong local presence in the regional community. As well as involvement in a number of environmental projects, the organisation acts as a service provider for the Green Corps Australia program, which provides training and employment pathways for youth in the area of natural resource management (DEEWR, 2009). In the local area, CVA employs a Coastal Education Officer, Scott Fry, who, when approached, immediately indicated his willingness to collaborate with teaching staff to develop an environmental regeneration project for the Outreach program.

Development of the Wetlands Project

It was decided to focus the project on a local wetlands area that was a current CVA regeneration site, in order to enable sharing of resources and manpower if required. As well, the participants would be able to broaden their understanding of local conservation and land management through witnessing the current work of both volunteers and Green Corps employees. A unit of work was developed by Scott Fry that catered for the needs of the Outreach participants by emphasising a practical approach while encompassing authentic scientific and numeracy activities that would arise naturally within the context.

The Wetlands Site Activities

The practical element of the project commenced with the young people being allocated a 10m x 10m plot at the wetlands site. The site was smothered in 2m high guinea grass, a local weed originally introduced as cattle feed. Over a period of eight weeks, the young people were involved in fairly labour-intensive activities, including weeding, digging, mulching and the planting of 100 native plants. Working alongside them, Scott Fry shared with the young people his expertise in relation to species identification, as well as interdependence and ecosystem relationships. Towards the end of the project, a macro-invertebrate mapping and water quality testing exercise was conducted.

Embedding Indigenous Perspectives

An over-arching tenet of the Outreach Program philosophy is to respectfully consider multiple perspectives, particularly Indigenous ways of knowing. Hence, initially grounding the Wetlands Project from an Indigenous perspective was considered of key importance. It was decided that the project would commence with a tour by a local Aboriginal guide who would share with the young people traditional ecological knowledge related to native plants and animals, as well as traditional and modern Aboriginal philosophy related to land management and sustainability. In addition, CVA provided a number of locally-published resources to support the ongoing incorporation of Indigenous perspectives.

Integration of Multiple Key Learning Areas (KLAs)

The Wetlands Project integrated the KLAs of Science, English, Mathematics and SOSE – both during field-based activities and those activities more familiar in a regular classroom setting. Literacy activities were specifically focused on developing relevant vocabulary associated with the wetlands unit of work. Mathematical activities related to the measurement and spatial dimensions of the project. A SOSE focus included discussions around the significance of the wider picture of human activity, ecological sustainability and climate change. It is important to note that the discussion of separate KLAs here is not representative of how the activities were presented to students. A deliberate effort was made to ensure that classroom and practical activities were seamlessly interwoven and were always relevant and connected to the progress of the wetlands unit. For some young people, completing any type of classroom activity can be a very real challenge, so relevance and purpose as drivers of motivation became a critical factor in engagement.

Assessment

Performative assessment was decided upon as an authentic and inclusive evaluation method for the Wetlands Project. Digital photographs were taken at each stage of the project by both students and staff. A limited-access web page was developed on the Ning social networking site to allow young people to upload and share their images with students at other outreach locations across the State (this was particularly appreciated by students who attend an outreach located in a remote desert area of Queensland and have had little exposure to wetland environments). Students were required to rationalise which images were selected, as well as provide short captions giving information about them. Another project planned for the future is to have the young people develop an instructional booklet to act as a resource for other Outreach Centres which might like to complete a similar project.

Findings

Engagement

A strong indicator of student engagement with the Outreach Program is simply whether the students turn up for school each day. For the term of the Wetlands unit, the average unexplained absence was 10%, the lowest level of absence since the inception of the program in 2007. It is well worth noting that during the same term teaching staff observed an unprecedented level of family crisis for the young people, lending even

greater significance to this data. Student absence has a negative impact on overall learning outcomes for young people attending Outreach Projects, so investigating factors which might improve attendance is of high importance in this context.

At the commencement of the Wetlands Project, there was some initial discouragement due to the perceived enormity and physical demands of the fieldwork. As well, the physical conditions were difficult in that the project took place in the early part of the year, an extremely hot and humid time in the tropics of North Queensland. Initially, teaching and volunteer staff played a large role in motivating students to engage in the fieldwork, primarily by leading by example and encouraging students. It was often the case that teaching and volunteer staff would initiate involvement, the young people would watch this activity for some time and then, one by one, they would join in. Whether the students were motivated by guilt or inspiration, the lag time between watching and participating grew shorter on each subsequent field trip and eventually occurred in reverse – towards the end of the project, the young people were encouraging the staff when they became increasingly deflated by the heat.

An important element related to this change in student engagement that progressed over time might be the horizontal group cohesion that this project enabled. In describing an experience with a place-based education approach, Smith (2002, p.586) highlighted the fact that teachers acted 'more like partners than supervisors'. The willingness of teaching staff to actively involve themselves in the laborious activities appeared to motivate the young people and contributed to a sense of group obligation and responsibility.

Teaching staff also perceived that an important factor in engaging students was the immediate evidence of success at the completion of an activity. This occurred from the very first field trip experience. The difference in the wetlands site after the initial weeding was completed was visually startling, particularly as it seemed to take so little time. The transformation of the site from being overgrown with guinea grass to one on which just a small number of native plants were visible had a profound effect on both staff and young people. Lewthwaite (2008), in his work with Indigenous students in Canada, notes the motivating importance of allowing students to 'work to an end' or experience successful completion of a task.

As the unit progressed, students required less and less encouragement or prodding to become involved in either the field work or classroom activities. Instead of standing back, as was first the case, students began to ask relevant and pertinent questions both during the fieldwork sessions and as part of discussions immediately following. Students began to actively seek knowledge around the work that they were doing. An excerpt from observation notes below illustrates both the knowledge the students sought and the relationship formed with Scott Fry over the term:

> *Student: Is it true that trees help us breathe?*
>
> *Scott responded by explaining that trees convert carbon dioxide into oxygen and this is good for people and for the world. He also talked about trees providing shade and asked the young people to imagine what the world would be like without trees.*
>
> *Student: So are you saving us? (in relation to the work of CVA)*
>
> *Scott: Well, you are saving yourselves with the work you have been doing out at the wetlands.*

For some young people, the act of asking a question indicates a significant step forward in re-engaging with the educational process. As a teacher at another Flexible Learning Centre site commented in an interview:

> *Even for these guys to ask the questions and be interested enough to say, why? A lot of the Flexi kids have gotten [sic] to the point where they don't ask 'why' any more, they're not interested in anything that's going on around them. So to get them to ask the question 'why', I think is very important.*

Change in Attitude

The change in general attitude of students over the course of the ten-week program was considered quite significant by the teaching staff. Students were initially resistant to the program, particularly in relation to the physical labour involved. However, a change was immediately evident as soon as the students put on their work gear, complete with fluorescent shirts and steel-capped safety boots. With the physical component of the work supported by more traditional curriculum activities, students came to an understanding and appreciation of the wider environmental significance of their efforts. To illustrate such a change in attitude, an initial comment was *You guys are going to waste us (overwork us)!* In comparison, towards the conclusion of the project another student exclaimed, *Hey, we're doing a really good thing for the environment here, aren't we?* They were able to recognise that they were also contributing positively to their community.

Pathways to Employment

One of the senior students, a young Torres Strait Islander man who had started to think about transitioning to employment, gained a place in further training with CVA as a result of this unit of work. It is unlikely that he would have done so without having engaged in the Wetlands unit. Previously, the young person had not pictured himself as capable of physically laborious work. His success in completing the wetland activities transformed this self-image. As well, entry into the CVA training program required an interview with a panel. It is unlikely the student would have in the past attended or spoken up in such an interview due to limited experience with non-Indigenous people in such a formal setting. With Scott Fry being part of the interview panel, the student felt comfortable enough to attend and engage in discussion during the interview. Feedback from the panel indicated that this student was considered one of the best candidates they had interviewed. Follow-up with this student since he has transitioned from the Outreach Program and commenced training indicate that he has made changes in his lifestyle that support his commitment to the CVA Green Corps, and also increase his overall health and wellbeing. In this case, a partnership with CVA truly resulted in an increase in social capital.

Conclusion

The intention of the design of the Wetlands Project was to find an approach that would enable young people who have had limited success with their educational experiences so far to experience success in a subject that might previously have seemed disconnected from the realities of their lives. In describing education generally, Cope and Kalantzis and the Learning by Design Project Group (2005, p.14) state that:

If the distance between the life-world and the learning is too great, the educational effort will be misdirected, compromised or ineffectual. And if there is no distance between the life-world and what is to be learnt, learning will be diminished or illusionary. The distance between the life-world and what is to be learnt must be productive.

A place-based education approach was considered the most amenable to bridging this disconnect due to its similarity in philosophy to those approaches that have been seen to work best with young people from diverse backgrounds. This approach also presented possibilities for the development of positive social capital which is considered of high importance by teaching staff in expanding the pathways available to students.

The student outcomes that have been defined as important, in particular those of student engagement and social capital, may seem to be only of particular significance in this context. However, Brown (p.452) notes that:

excluded students hold valuable insights that researchers and practitioners can draw on to improve the schooling experiences of those most vulnerable to academic failure and to social marginalisation within and beyond our nation's public school systems.

Overcoming the sense of disconnect that the general population of young people experience in relation to science education is a challenge that impelled Tytler, in 2007, to call for a 'Re-imagining of Science Education'. Perhaps further exploration into the merits of a place-based approach can be part of this re-imagining.

Acknowledgments

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