

NORTH CAROLINA CHARTER APPLICATIONS



NC Public Charters

Organization Information

Organization Name *

School of the Arts for Boys Academy (SABA)

Email *

vtoomer2020@gmail.com

Telephone *

919-548-0229

Fax

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Address *

PO Box 1721

Unit/Suite

Zip Code *

27312

City *

Pittsboro

State *

North Carolina

Application Type *

Acceleration

Proposal Type *

Standard

Operator Type *

Independent



Primary Contact Name

Valencia Toomer

Has the School Leader Been Identified?

Yes No

Do you have any Corporate Partnerships?

Yes No

Proposed Leader Name *

Valencia Toomer

Proposed School Leader Current Job/Position *

Head of School

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

Not Applicable as the Head of School has not enrolled in nor completed any leadership programs.

Opening Year *

2021

Enrollment Projections

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year at capacity
12th						44
11th					44	44
10th				44	44	44
9th				44	44	44
8th			44	44	44	44
7th			44	44	44	44
6th		44	44	44	44	44
5th	44	44	44	44	44	44
4th	36	40	40	40	40	40



Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year at capacity
3rd	30	30	30	30	30	30

Team Members Roaster

Name	Title	Position	Email Address
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Board Members Roaster

Name	Street Address	Zip Code	Email	Expertise
Sonia Logan	73 Nuthatch Dr.	27312	slogan004@gmail.com	Retired Educational Leader/Counselor
Sandra Gardner	495 Old Goldston Rd.	27312	ashchel59@gmail.com	Student Advocate; Community Engagement
Mike Wiley	238 Bellemont Rd.	27312	mike@mikewileyproductions.com	Artist
Shereatha Terry			shereathaterry@gmail.com	Teacher
Robert Logan	73 Nuthatch Dr.	27312	rlogan@avid.org	Educational Leader
Felicia Watson	105 Amacord Way	27540	feliciacotten@yahoo.com	Operations
Tavares Toomer	1508 Westfall Circle	27330	tavarestoomer@gmail.com	Accounting
Valencia Toomer	1508 Westfall Circle	27330	vtoomer2020@gmail.com	School Leader



1. Application Contact Information

Q1. Organization Type

- Municipality
 Nonprofit Corporation

Q2. Name of the nonprofit organization

School of the Arts for Boys Academy (SABA)

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

Valencia Toomer

Founder/Head of School

School of the Arts for Boys Academy

Q5. Primary Contact's

Mailing Address City, State, Zip

1508 Westfall Circle

Sanford, NC 27330

Q6. Primary Contact's Primary Telephone Number

919-548-0229

Q7. Primary Contact's Alternate Telephone Number

Not Applicable because I do not have another phone number.

Q8. Geographic County in which charter school will reside

Chatham County, NC

Q9. LEA/District Name

Chatham County Schools/Chatham County Schools

Q10. Projected School Opening Month



August

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 mission for SABA is to empower and BUILD Black and Brown boys to be strong, creative academic scholars, critical thinkers, and community leaders through a culturally responsive arts-based education. Research shows that we must improve 3rd grade literacy, particularly for Black boys in order to increase the graduation rate. We recognize that a foundation in literacy is crucial to academic achievement in the early grades coupled with a smaller class size for targeted supports and interventions. A strong foundation in literacy provides students with the strongest likelihood to meet their full potential.

During the opening year (2021-22) of operation, SABA will enroll 110 students with three grade levels (3rd, 4th, and 5th); two classes of 15 in 3rd grade, two classes of 18 in 4th grade and two classes of 20 in the 5th grade. We will then add 6th grade in 2022-2023, followed by two grade levels (7th and 8th) in year 2023-2024. After the middle school enrollment, SABA will add two high school grade levels (9th/10th) in year 2024-2025, 11th grade in 2025-2026 and 12th grade in 2026-27, placing the school at capacity. We based our enrollment numbers on the Chatham County population and other surrounding area charter school's extensive waiting lists. At maximum capacity (422), SABA will enroll less than 5% of the total student population (9006) of the Chatham County School District.

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.

Post COVID-19

March 13, 2020 was the last day of in-person learning for the students in Chatham County due to a global, pandemic crisis. As the online classes began, it became very obvious that students living in lower socioeconomic neighborhoods, the areas that SABA intends to target for admission, were not showing up for daily and weekly class Zoom meetings. The families lacked access to broadband internet service. Parents and multiple siblings were sharing a single hotspot, if they had one at all. A quiet place to study may not exist in a small, crowded apartment. A New York Times article by Susan Dynaski stated, "[COVID-19] has exposed and intensified enormous gaps in schools' and families' capacity to support children's learning". (2020) An alternative will be needed for our economically disadvantaged Black and Brown boys, who without immediate help, may fall into the very gaps we have promised to fill. Black and Brown boys need SABA to close the gaps in their academic achievement that were present long before COVID-19.

Pre COVID 19 (as outlined in detail in the Mission, Purpose and Goals section)

The majority of Black and Brown boys in Chatham County are not prepared with the knowledge and skills necessary to succeed in school. According to the 2018-2019 EOG results for Chatham County Schools, the academic achievement differences between White and Black boys in third through eighth grade shows that on average in both Reading and Math, Black boys are 37% behind their white peers and Hispanic boys are almost 30% behind their white peers (see Figure F). Similar achievements in grade level proficiency are demonstrated at the high school level as well.

Figure F: CCS Male Proficiencies



Career and College Readiness (CCR)				Grade Level Proficiency (GLP)		
	Black Male	Hispanic Male	White Male	Black Male	Hispanic Male	White Male
Biology	36.7%	21.4%	63.8%	40.0%	26.5%	71.4%
English II	29.7%	27.4%	64.7%	32.4%	38.5%	71.2%
NC Math 1	3.0%	8.7%	15.4%	15.2%	18.5%	49.2%
NC Math 3	11.4%	15.2%	37.1%	14.3%	37.1%	65.1%
Reading Grades 3 -8	19.9%	30.1%	57.5%	32.0%	40.8%	70.2%
Math Grades 3 - 8	18.9%	36.4%	57.2%	37.0%	51.8%	72.7%

In 2016, CCS adopted the Equity and Excellence for Everyone (E3) Initiative to address disparities, but actual goals and strategies for addressing the gap continue to remain elusive. Expansion of the initial work of the district’s Equity team initiative was recommended for each school, with particular attention to 9th and 10th grade as well as transition programs from middle school; however, since the creation and development of E3, there have been no significant gains for Black and Brown boys in Chatham County. As part of the E3 initiative, E3 has hosted a student forum to discuss high school student-related issues of racial disparities, provided culturally diverse books to all elementary schools and provided funds for select schools to participate in Racial Equity Training. While this has been an ongoing effort as early as 2016, the suspension rate for Black and Brown boys remains significantly high as noted below (see Figure G). Overly harsh disciplinary policies push Black and Brown boys down the “pipeline” and into the court system. When suspended or expelled, Black and Brown boys are often left unsupervised, without constructive activities, lending themselves to easily fall behind in their coursework, leading to the likelihood of dropping out.

Figure G: CCS Trend of Male Suspensions

School Year	Total CCS Suspensions	Black Males	Hispanic Males	White Males
2014	898	171	283	192
2015	664	123	150	183
2016	548	97	114	154
2017	553	152	70	135
2018	582	103	113	150
2019	806	184	189	182



While SABA will serve all students, we must immediately target students who have been underserved as evidenced by their low proficiency and growth records and discipline patterns. Our goal is to prepare underserved students for higher education; those who enroll with below grade-level skills and aspire to be the first members of their families to attend college.

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

SABA will market, recruit, and admit students specifically from the Pittsboro Community; Moncure, Chatham Forest, Powell Place, Bellemont Station, Pittsboro Village, East and West Cornwallis, Hamlet Chapel and Nature Trail; communities in lower socioeconomic areas. SABA intends to serve a substantial number of students who currently reside in Section 8 housing; prevalent in the township of Pittsboro more than any other area in the county. Pittsboro, known for its love of the arts, is one of three townships in Chatham where there is a concentration of Black and Brown boys. Pittsboro is the most centralized of all of the counties in Chatham, with the least amount of barriers for students to get to the school. With much of the targeted population living in Pittsboro, it is surmised that parents and students alike will support SABA.

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

- Yes
- NO

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

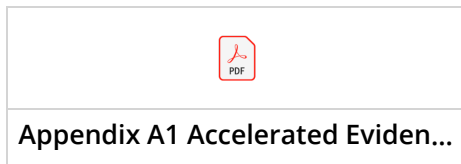
The Spratt Youth Center has been identified as the facility available for opening SABA on an accelerated schedule. The Board governing the use of the facility has provided a letter of intent to the SABA Board agreeing to allow SABA to utilize the facility to house the school with an opening enrollment of 110 students. The Spratt Youth Center is presently in use for recreational and community events and functions, meets building and current occupancy codes, and meets fire standards. The Spratt Youth Center includes classroom spaces, common areas, an outdoor playground and gym. During the time of the day that The Spratt Youth Center will be used for school, no other activities will take place in or around the facility.

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



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Evidence :



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

Given the data provided around the educational disparities for Black and Brown boys, SABA will recognize the creative and artistic minds of Black and Brown boys and place them in a unique setting that allows them to recognize their full potential and to discover their innate abilities. SABA will ensure success and provide a culturally responsive arts-integrated curriculum that gives the school a focus, common purpose and makes learning more enjoyable and engaging. SABA will level the playing field, ultimately changing the trajectory and reducing risk factors for our most marginalized populations.

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

Not Applicable as we do not currently have any partnerships committed to assisting the school.

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

Currently in the Township of Pittsboro, Preston Development Company is in the process of a 20-year, \$30,000 single-family build out. It is estimated that 7000 acres will be developed into new single-family homes, commercial and business facilities. According to the development plan, during this period of time, the population of the area will increase nearly 25,000 to 30,000 people. Such a build out will require additional public services, especially in the area of education.

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

SABA has not received any mentoring by a successful organization that has experience in creating public schools.

Q25. Describe any obstacles to educational reform efforts that leave chartering as an available option.

At the time of this application, there are no obstacles in Chatham County that opposes the development of Charter schools. Chatham County currently offers three charter schools, with a fourth private school under construction. Planned development will only increase the need for educational services.

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

Since this is the first opportunity the SABA Board of Directors has had in developing a school, we would be very receptive to mentoring, knowledge sharing, and collaborative planning with similar charters or existing successful charters in our community. It is felt that an existing charter would be a significant



factor in the success of a new charter school. Collaboration and partnership already exist as a pillar of our educational philosophy.

Q27. How long has the board of directors existed?

The SABA Board of Directors has existed since February 2020.

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

The proposed SABA Board of Directors has not previously operated nor currently operates a public 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)

School of the Arts for Boys Academy (SABA) empowers and BUILDS Black and Brown boys to be strong, creative academic scholars, critical thinkers, and community leaders through a culturally responsive arts-based education.

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

SABA utilizes an arts-based curriculum to “**B.U.I.L.D.** Boys into Men.” By focusing specifically on the cultural backgrounds and needs of Black and Brown boys, SABA cultivates a **Brotherhood** for boys to develop their critical thinking, artistic, and academic skills through specialized cultural programs. SABA curriculum and instruction is **Unapologetically** designed to cultivate knowledge of self and expose students to rich and diverse culturally responsive learning opportunities. SABA empowers students to understand that they are multi-faceted individuals who contribute to the school and society in many ways. Using Howard Gardner’s theory of multiple **Intelligences**, students will engage in lessons that cultivate a growth mindset. SABA students will learn to be **Leaders**, world-changing problem-solvers, and stewards of their community. SABA students will learn that their lives matter and are able to thrive with **Dignity** in a school environment that nourishes their mind, body, and soul.

When SABA is achieving the mission, all boys will BUILD themselves academically, mentally, physically and culturally through a culturally responsive learning experience. Personalized Education Plans (PEP) will be developed for all students to individualize instruction. Teachers will differentiate the curriculum to meet specific learning targets for all students. The use of Howard Gardner’s Multiple Intelligences will address how students learn, the use of AVID strategies will allow students to sustain what they have learned and the arts-based curriculum will allow students to apply their learning of the core content in a variety of art forms. All boys will be expected to read, write, think and speak daily. All boys will develop, design, BUILD and present a culminating project throughout the school year to demonstrate mastery of the skills that encompasses everything they have learned through the instructional framework; critical-thinking, math, reading, writing, presenting, etc. SABA will utilize artists in residence to collaborate with teachers to support the core content and develop independent and group projects, as well as presentations or performances. Students at SABA will be able to see themselves in every aspect of the learning environment, BUILD meaningful relationships with staff and students, take ownership of their learning,



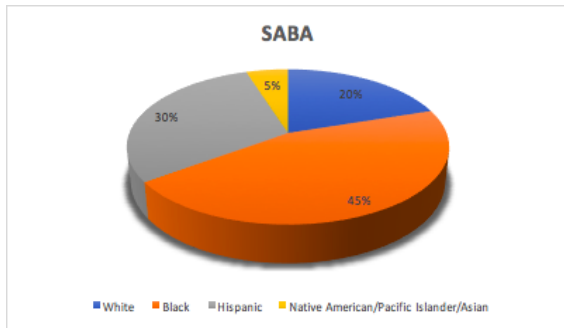
become an integral part of the decision-making in the school community and advocate for themselves. With community and parental support and engagement, SABA will change the trajectory of every child that enters the doors of the school building.

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).

The Town of Pittsboro has a population of 4,448, covering approximately 4.2 square miles and is located within Chatham County (population 74,470). According to the 2019 US Census Bureau, the demographics for the Town of Pittsboro are as follows: 79% White, 12% African-American, 6% Hispanic, and 5% Other. Chatham County Schools (CCS) would serve as our LEA due to the projected location in the Pittsboro area and its overwhelming disparity in achievement levels between White male students compared to Black and Brown male students. In 2018, Chatham County Schools served 8,799 total students according to the 2018 US Census Bureau. The male demographics for Chatham County Schools in 2018-19 are as follows: 26% White, 5% African-American and 17% Hispanic. The anticipated racial/ethnic demographics for SABA is 45% Black, 30% Hispanic, 20% White and 5% Native-American/Asian/Pacific-Islander. SABA's demographic composition will differ from that of Chatham County Schools; Chatham County Schools serve a majority White population (see Figure A). Thus, it is essential that we enroll higher numbers of ethnoracially diverse student populations, from differing socioeconomic status (SES) backgrounds because these are the students in most need of SABA. Black and Brown male students are most often neglected in traditional public schools; they do not see themselves in the curriculum, instruction is not designed for them nor their learning styles, and their culture and history are likely minimized or non-existent.

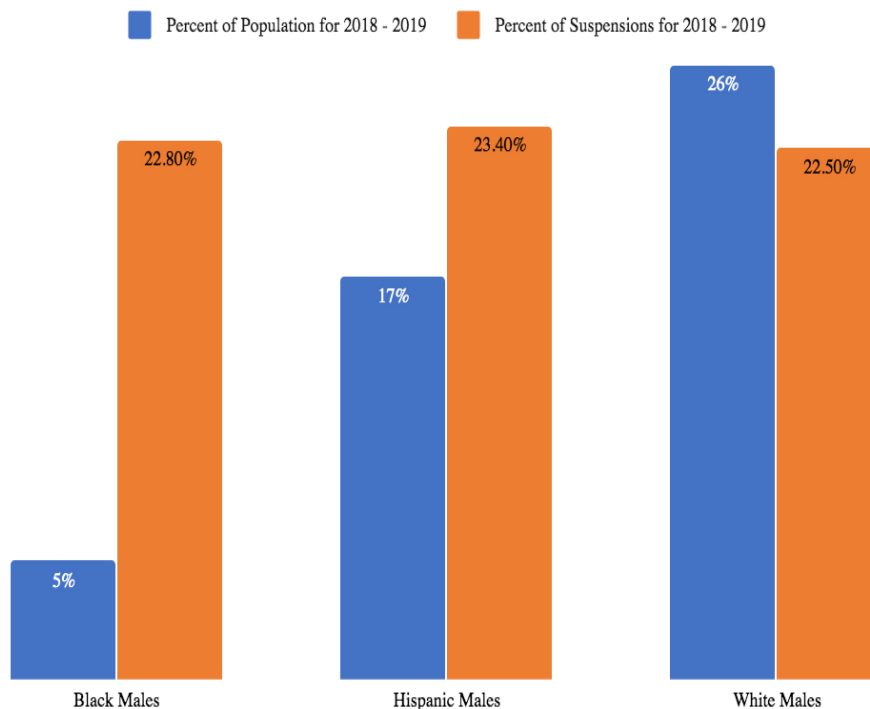
Figure A





Chatham County Schools report card and data from Educators Handbook also demonstrate that CCS, in addition to their academic gap, has a disproportionate discipline gap. According to the 2018-19 CCS discipline data (see Figure B), Black boys make up 5% of the population, but 22.8% of the out of school suspensions. Similarly, Hispanic boys make up 17% of the CCS population, but 23.4% of the out of school suspensions. This data indicates that Black and Brown boys are disproportionately singled out for suspension as compared to the White male population.

Figure B: Disproportionate Discipline Referrals





According to the 2018-19 NCDPI Report Card per 1000, African-American students received an overwhelming 234.5% of short-term suspensions, while White students only made up 49.66% of the short-term suspensions. Similarly, 15.4% of African-American students were referred to law enforcement as compared to a mere 3.7% of White students. This discrepancy between African-Americans and Whites is alarming, resulting in the need for SABA. SABA will be one of the few public charter schools in NC that will promote a No-Out-of-School Suspension Policy for its students, providing students do not violate one of the 16 reportable criminal offenses per NCGS 115c-288.

Federal civil rights investigations have found that black students received harsher punishments than white students in schools, even when black and white students engage in identical or similar behavior (Staples, 2014). In 2012, for instance, the Department of Education Office for Civil Rights found that the Christina School District in Delaware had violated Title VI of the 1964 Civil Rights Act. "Our investigation identified examples where African American students engaging in virtually identical behavior to white students were punished more harshly than white students (who had the same or worse disciplinary history)," the department wrote in a letter to the district. "A statistical analysis of all students referred for discipline for the first time, based on the District's own records and categorizations, found that African-Americans were at least twice as likely to receive a suspension than white students for violations of similar severity. Moreover, African-Americans experiencing their first referral were over three times more likely than white students to have the suspension be [out of school] rather than [in school]. For students whose first disciplinary referral was for Inappropriate Behavior, African American students were nearly seven times more likely to receive [an out-of-school suspension] than white students (Staples, 2014)."

Black students with disabilities are almost three times as likely to experience out-of-school suspension or expulsion as their white counterparts, and twice as likely to experience in-school suspension or expulsion, according to the 2014 report (<http://www.nclد.org/wp-content/uploads/2014/11/2014-State-of-LD.pdf>) from the National Center for Learning Disabilities (2014).



The CCS data for English Language Learners (ELL), Economically Disadvantaged Students (EDS) and Students with Disabilities (SWD) are equally alarming (see Figure C). SABA will not discriminate based on race, ethnicity, language spoken, disability, or readiness level. All students are welcome to apply to SABA; however, we anticipate high interest from families of students who are performing below grade level and currently not being provided with an equitable education; African-American, ELL, and males.

Figure C: Subgroup Data

Subgroup	2018-19 Grade Level Proficiencies (GLP) for All Subjects	2018-19 Grade Level Proficiencies (GLP) for Reading	2018-19 Grade Level Proficiencies (GLP) for Math
ELL	28.6%	23.6%	36.7%
SWD	18.0%	16.5%	15.6%
EDS	45.7%	45.4%	47.1%

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?

Families deserve another option for their children in Chatham County. There are currently three charter school options located in Chatham County: Chatham Charter, Woods Charter and Willow Oak Montessori. Chatham Charter serves 557 students K-12, Woods Charter serves 512 students K-12, and Willow Oak Montessori serves 216 students. Chatham Charter has 17 second graders, 16 third graders and 17 fourth graders on the 2020-21 waiting list. Woods Charter has a significant waiting list showing 146 second graders, 153 third graders and 152 fourth graders for the 2020-2021 school year. Willow Oak has 51 second graders, 57 third graders and 53 fourth graders on the 2020-21 waiting list.

According to the 2018-19 NC School Report Card, Chatham Charter’s enrollment was 79% White, 10% African American, 6% Hispanic, 5% economically disadvantaged with a school performance grade of a B, Woods Charter’s enrollment was 78% White, 5% African American and 9% Hispanic, 5% economically disadvantaged with a school performance grade of an A, and Willow Oaks’ enrollment was 80% White, 5% African American and 6% Hispanic, 5% economically disadvantaged with a school performance grade of a



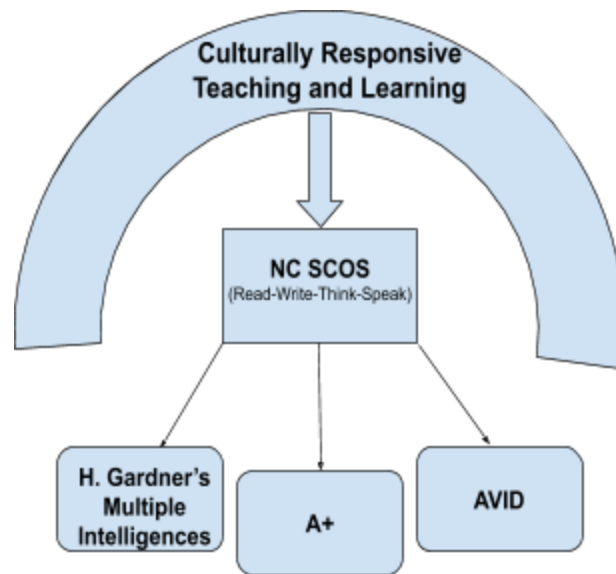
B. For the state of North Carolina, 46.5% of students enrolled are economically disadvantaged. Compared to other subgroups, Black and Brown boys are less likely to be able to choose either of these school options, as charter schools typically reflect the neighborhoods in which they operate.

The mission statement of Chatham County Schools is to “Graduate globally competitive, well-rounded students by providing a rigorous and relevant curriculum in an effective, safe, and nurturing learning environment. Our mission, through leadership, innovation, and collaboration, is to provide real-world learning opportunities that prepare all students for life and success after graduation as a learner, future employee and contributing citizen in the 21st century.” CCS believes that all students can learn by facilitating the use of data to drive instruction, providing social and emotional support to students, and modeling research based pedagogical practices and resources to name a few.

CCS utilizes a comprehensive literacy framework across the district in every elementary classroom. This framework includes the five major elements of effective reading instruction: phonics, phonemic awareness, text comprehension, vocabulary, and fluency. CCS encourages effective literacy instruction and intervention during the school day, coupled with reading at home, will yield positive results for all students. With respect to Math, CCS utilizes math vocabulary and mathematical reasoning.

Unfortunately, CCS does not fully provide Black and Brown students with an education that affords them educational equity or empowers them the freedom via the Arts to achieve their immeasurable potential in life and beyond. SABA will close the achievement gap for Black and Brown boys in Chatham County who need a non-traditional instructional approach. SABA’s conceptual framework will bridge the achievement gap and disparities in discipline through the use of Culturally Responsive Teaching and Learning, the North Carolina Standard Course of Study (NC SCOS), Advancement Via Individual Determination (AVID) instructional strategies, Howard Gardner’s Theory of Multiple Intelligences and the NC A+ Curriculum (see Figure D).

Figure D: SABA's Conceptual Framework



Culturally Responsive Teaching and Learning will be the umbrella of SABA’s instructional framework. SABA will utilize the NC Standard Course of Study, empowering students to maintain cultural integrity and excel academically in education simultaneously. SABA will promote the importance of cultural awareness, creating a sense of belonging among students to celebrate differences in all traditions and beliefs. SABA expects all students to be engaged in the learning process daily by Reading, Writing, Thinking, and Speaking (RWTS).

SABA will integrate an arts-focused curriculum that will specifically increase opportunities, traditionally not afforded to low-income Black and Brown boys. An arts education expands the knowledge and brain to focus on higher order thinking and learning when in a positive relationship with the teacher. Also develops better attendance and reduces the dropout rate. Younger students' exposure to the arts encourages fine motor skills and problem solving skills (Fiske, 1999). “Over the last few decades, the proportion of students receiving arts education has shrunk drastically. This trend is primarily attributable to the expansion of standardized-test-based accountability, which has pressured schools to focus resources on tested subjects. As the saying goes, what gets measured gets done. These pressures have disproportionately affected access to the arts in a negative way for students from historically underserved communities” (Bowen and Kisida, 2019).

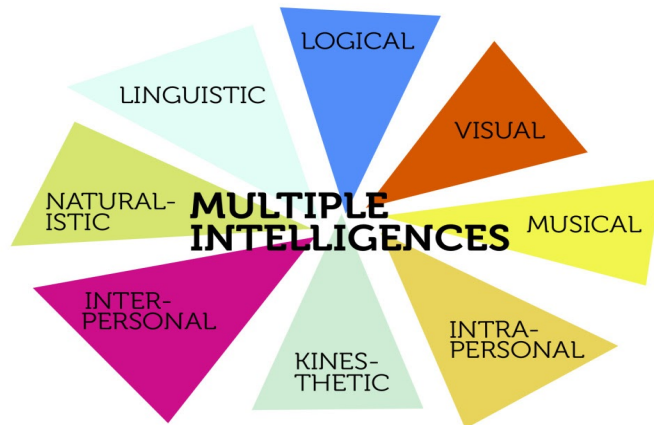


SABA will become an A+ school, training teachers in “high-quality professional development and ongoing support so that teachers can create engaging, rigorous, and meaningful learning experiences for their students. A+ honors the uniqueness of every school and customizes professional development experiences for the individual needs, character, and practice of each school community. A+ Schools of North Carolina succeeds in all types of schools: urban, rural, large, small, public, private, charter, pre-K through high school. Transformation occurs when the entire school reflects on its current processes, desires change, shares solutions, and works together (NCAC 2019).” As Horace Mann states, “Students learn best by doing.” Boys learn best by doing what they enjoy. Teachers at SABA will infuse the Arts to peak students’ creativity and create a limitless desire for knowledge by exposing them to new ideas and encouraging them to actively engage in their learning process: asking questions, exploring ideas, making discoveries, collaboratively problem solving, and reflecting on their own learning.

Additionally, SABA will utilize AVID research strategies to provide teachers with methods to facilitate higher order thinking through inquiry across subjects. AVID is designed to increase the number of students who enroll in two and four-year colleges. The program focuses on the students in the academic “middle” who have the desire to go to college and willingness to work hard. The program serves all students at a school as teachers work to implement specific instructional strategies across all classrooms. In addition, specific students are offered additional support through an AVID elective class which provides support, academic monitoring and tutoring. Writing, inquiry, collaboration, and reading (along with tutorials and study skills) are the core strategies introduced to students in the AVID elective class.

SABA recognizes that all students learn in different ways and through various approaches. As developed by Howard Gardner (see Figure E), SABA students will demonstrate their unique learning abilities through the many different multiple intelligences; verbal, logical, spatial, naturalistic, musical, kinesthetic, interpersonal and intrapersonal. Using Howard Gardner’s Multiple Intelligences scale, SABA will incorporate a plethora of teaching methods that will allow students to experience their optimal learning ability. SABA understands that students have different areas of interest and can excel in specific areas better than other areas. SABA will administer the multiple intelligence test to each student, determining how they learn best.

Figure E: Howard Gardner's Multiple Intelligences



SABA will help students gain an appreciation for learning that will last when they finish school. One of SABA's goals is to build leaders and strong community participants that will be equipped to understand many different viewpoints because of the arts integrated curriculum, enhanced by utilizing their multiple intelligences.

SABA differs from other charter schools in Chatham County because of our alternative approach to serve Black and Brown boys, students who have been systematically underserved, as evidenced by the achievement gap and out of school suspension trend data. According to the US Department of Education, "We also know that traditionally underserved students, including minorities and low-income students, attend and complete college at far lower rates than their peers. These students are suspended, expelled, and drop out at higher rates, and are less likely to have access to strong teachers and challenging curricula (2017)."

The majority of Black students in Chatham County are not prepared with the knowledge and skills necessary to succeed in school. According to the 2018-2019 EOG results for Chatham County Schools, the academic achievement differences between White and Black boys in third through eighth grade shows that on average in both Reading and Math, Black boys are 37% behind their white peers and Hispanic boys are almost 30% behind their white peers (see Figure F). Similar achievements in grade level proficiency are demonstrated at the high school level as well.



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Reading Grades 3 -8	19.9%	30.1%	57.5%	32.0%	40.8%	70.2%
Math Grades 3 - 8	18.9%	36.4%	57.2%	37.0%	51.8%	72.7%

The achievement level of African-American students in grades 9-12 is equally as troubling in Chatham County. Chatham County students scoring Level 4 or 5 in Biology, English II, and Math are approximately 70% proficient. While 70% is still above the state average, research indicates that all children can achieve at high levels with the right programs and resources. However, this same analysis reveals that Chatham County is consistently in the middle quartile for our region in terms of the percentage of Black and Brown students scoring Level 4 or 5. Further, Chatham County is consistently the lowest performing district in the 16 member region in terms of the percentage of Hispanic students scoring Level 4 or 5.

Gaps in ACT composite proficiency are also identifiable by student race. Overall, Chatham County Schools has a gap of 37.9 between White students and Black and Brown students. At each of our traditional high schools this gap is observable as follows: 21.6 percentage points at Chatham Central High School, 48.2 percentage points at Jordan-Matthews High School, and 36.9 percentage points at Northwood High School. Analysis of the 2018-2019 EOG and EOC data suggest that gaps in test outcomes identifiable by student race are consistently present from the 6th grade EOG through the 10th grade English II exam. For example, the percent of students scoring Level 4 or 5 maintains a gap of greater than 30 percentage points between White students and students of color.



In 2016, CCS adopted the Equity and Excellence for Everyone (E3) Initiative to address disparities, but actual goals and strategies for addressing the gap continue to remain elusive. Expansion of the initial work of the district’s Equity team initiative was recommended for each school, with particular attention to 9th and 10th grade as well as transition programs from middle school; however, since the creation and development of E3, there have been no significant gains for Black and Brown boys in Chatham County. As part of the E3 initiative, E3 has hosted a student forum to discuss high school student-related issues of racial disparities, provided culturally diverse books to all elementary schools and provided funds for select schools to participate in Racial Equity Training. While this has been an ongoing effort as early as 2016, the suspension rate for Black and Brown boys remains significantly high as noted below (see Figure G). Overly harsh disciplinary policies push Black and Brown boys down the “pipeline” and into the court system. When suspended or expelled, Black and Brown boys are often left unsupervised, without constructive activities, lending themselves to easily fall behind in their coursework, leading to the likelihood of dropping out.

Figure G: CCS Trend of Male Suspensions

School Year	Total CCS Suspensions	Black Males	Hispanic Males	White Males
2014	898	171	283	192
2015	664	123	150	183
2016	548	97	114	154
2017	553	152	70	135
2018	582	103	113	150
2019	806	184	189	182

Traditional public schools are not structured to support the needs of low performing, disadvantaged Black and Brown boys; it is not set up to meet the holistic needs of Black and Brown male students. SABA is committed to providing a school that offers culturally responsive instruction woven in seamlessly with the Arts. Frederick Douglass states, “It is easier to build strong children than to prepare broken men.” Through high-quality education, SABA will offer underserved, under-represented Black and Brown boys, who are below proficient, a way of escaping the cycle of being a disadvantaged minority youth. SABA will acknowledge and understand the sociopolitical context that has resulted in different learning outcomes and what those outcomes mean as it relates to social emotional learning to reduce the feeling of being marginalized.



The learning process at SABA will effectively embed culturally responsive teaching understanding that all adults involved will have the responsibility and accountability promoting academic success for all students. We will have a clear understanding that there is no one size fits all for the students. SABA will provide the opportunity for students to meet their individual needs by providing differentiation in instruction and assessments. SABA will be data-driven, monitoring and adjusting instructional strategies to meet the needs of students, setting high, yet attainable, goals to produce positive outcomes, as well as celebrating and praising their accomplishments. Students at SABA will develop confidence and commitment necessary to achieve.

“Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development. Students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships (Rimm-Kaufman, 2020).” A caring and interested teacher can develop rapport and trust, not just between teacher and student, but among students. The school will expect teachers to develop student learning profiles to capture important dimensions of every child’s learning identity.

Data will drive SABA to set clear, precise individualized growth goals for student achievement and behavior. SABA will reinforce perseverance, creating an environment that praises and celebrates academic and personal achievements. With patience and encouragement, teachers will instill a growth mindset that permeates throughout all areas of the school, building character and academic success. Students at SABA will not simply beat the odds, but have the capacity to change the odds to surpass any obstacle they may face in school and beyond.

Parent participation and involvement at SABA will be crucial to the success of our boys. Research suggests that when families are actively involved, students earn higher grades and perform better on tests, attend school regularly and have a higher self-esteem. SABA will make strategic efforts to educate parents on how to regularly and positively communicate with the school about what their child is learning. SABA will create various opportunities for parental involvement. SABA will require all parents to volunteer during the school year to increase ownership of the learning environment. SABA will also require parents to sign a parent contract which will outline expectations of parental involvement, parent-teacher conferences, family nights, home visits, open house, etc.



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).

The total projected enrollment at SABA will be 422 male students from 3rd grade to 12th grade, less than 5% of the total enrollment in CCS (9,006). Research shows that we must improve 3rd grade literacy for Black and Brown boys in order to increase the graduation rate. Black boys are 4 times more likely to drop out of high school if the proficiency marks are not met by the 4th grade. There are decades of persistent achievement gaps for Black boys. According to research, third graders who are not reading at grade level are among the most vulnerable to drop out of school later. "A long-term study by the Annie E. Casey Foundation found that students who were not proficient in reading by the end of third grade were four times more likely to drop out of high school than proficient readers. In fact, 88 percent of students who failed to earn a high school diploma were struggling readers in third grade" (Weyer and Casares, 2019). Third grade is vital to reading literacy because it is the final year children are learning to read. After third grade, students are "reading to learn." If students are not proficient readers when they begin fourth grade, mastering the state's curriculum will be incomprehensible.

During the opening year (2021-22) of operation pending State board approval, SABA will enroll 110 students with three grade levels (3rd, 4th, and 5th); two classes of 15 in 3rd grade, two classes of 18 in 4th grade and two classes of 20 in the 5th grade. We will then add 6th grade in 2022-2023, followed by two grade levels (7th and 8th) in year 2023-2024. After the middle school enrollment, SABA will add two high school grade levels (9th/10th) in year 2024-2025, 11th grade in 2025-2026 and 12th grade in 2026-27, placing the school at capacity with 422 students.

SABA will market, recruit, and admit students specifically from, but not limited to, the Pittsboro Community; Moncure, Chatham Forest, Powell Place, Belmont Station Apartments, Pittsboro Village, East and West Cornwallis, Hamlet Chapel and Nature Trail communities. While CCS is our LEA, we will also recruit from Wake, Orange, Randolph, Durham and Lee counties, as they also have families looking for an alternative educational option.

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?



What will differentiate SABA from Chatham City Schools will be the creation of a learning environment that will prove with quantitative and qualitative data that all students can achieve and succeed at high levels. As drawn from Dr. Thomas Miller, Transformational Coach of Charter Schools School Improvement (2019), these specific characteristics of effective charter schools will enable us to reach our goal:

Clear School Mission

SABA will specifically focus on educational equity coupled with intentional efforts in removing significant barriers that directly and/or indirectly deny groups of Black and Brown boys a high-quality education. While we will serve all students, we will target students who have been underserved as evidenced by their low proficiency and growth records and discipline patterns. Our goal is to prepare underserved students for higher education; those who enroll with below grade-level skills and aspire to be the first members of their families to attend college.

SABA will be intentional in living out its mission of the school. Staff, parents, and community stakeholders will communicate the mission of the school at every opportunity. Our mission will be a thread that flows clearly throughout the school during planning sessions, effective leadership meetings, and effective teaching practices. SABA will make available educational opportunities specifically designed for boys; culturally responsive teaching and learning, equitable practices, and arts integration and focus. SABA will utilize community events to connect with every family. SABA will provide extended academic programs, which are essential in increasing student achievement and closing the achievement gap. Increasing instructional time is a critical factor for students arriving at school below grade level.

Student-Focused Instructional Planning

SABA will begin student-focused instructional planning by teaching students where they are, not where they should be based on their age or grade-level. Young men at SABA will engage with active movement, hands-on learning, and inquiry-based methods that require them to think more critically and in-depth about questions and tasks. This instructional strategy will transfer in their daily lives. It is important for boys to utilize their constructive mind in building hands-on learning activities. At SABA, we expect all boys to create and engage in a culminating project utilizing components of the project they have worked to build throughout the academic year. Constructive play is beneficial because it allows boys to improve problem-solving skills, expand their imagination, exercise focus and patience and it boosts confidence (Hart, 2016).



SABA will allow students to grow their talents through the Arts with the heavy integration of the A+ curriculum. Every SABA student will master critical thinking while building on their strengths, learning styles, and interests. Additionally, an artist in residence will work collaboratively with the core teachers to help students build the necessary strategies to be more successful in the classroom. By having such a clear educational plan in place, teachers can master their craft and implement these plans with fidelity. Effective schools do not waiver from their clearly defined educational plan; they tweak it, based on assessment results.

Decades of research have done little to impact the persistent gaps in achievement, as well as college and career readiness, between ethnic and socioeconomic subgroups of students. The achievement gap as a reflection of existing opportunity and expectation gaps refocuses the discussion from fixing students to fixing schools. The AVID College and Career Readiness Framework provides a structure and common language that speaks AVID's theory of action for establishing equity. The Framework contains three structural components:

1. Domains that drive schools: Instruction, Systems, Leadership, and Culture
2. Elements defining college and career readiness: Rigorous Academic Preparedness, Opportunity Knowledge, and Student Agency
3. Adult behaviors promoting college and career readiness: Insist on Rigor, Break Down Barriers, Align the Work, and Advocate for Students (*AVID White Paper, Making College and Career Readiness More Equitable, 2002-2020*).

SABA faculty and staff will be fully trained on the implementation of AVID strategies and will begin with utilizing WICOR (writing, inquiry, collaboration, organization and reading) strategies as it's instructional framework for the delivery of content to students. The use of AVID (WICOR) strategies will help students comprehend more of what they learn. SABA will develop a rigorous curriculum that emphasizes learning vocabulary, learning logs, learning the "What" of reading, critical thinking, note-taking, and conducting philosophical chairs and socratic seminars. The longer students are engaged in college preparatory activities such as AVID, the better prepared they are for high school and college readiness (Watt and Butcher, 2013). AVID's WICOR (writing, inquiry, collaboration, organization, and reading) strategies will allow a more solid foundation for students learning at a deeper level. While mastering content, SABA



students, through the use of AVID strategies, will learn how to effectively engage the teacher and construct meaning from their academic courses, reflect, and ask questions. Students who are engrossed in the AVID strategies will learn to self-advocate and meet personal growth goals.

Multiple Levels of Parental Engagement

Being schools of choice, public charter schools count on building strong relationships with their parents and community. SABA's parents and community will be partners in the school's programs and success; working closely together to "BUILD" strong relationships. Research has shown that parents who are involved in their child's school have greater opportunities to improve student achievement, better behavior, higher self-concept and positive attitudes towards school and learning (Wood & Bauman, 2017). Families of students at SABA will be welcomed and treated as valued partners/stakeholders in their child's education. At SABA, we will strive to build strong, positive, healthy relationships with parents and motivate them to be equally invested in their child's goals. We will provide resources and information on how to support their child's progress at home, be open and honest when changes need to be made, and model and encourage parents to provide positive praise for their child's hard work and achievement. There will be multiple levels of communication, but it will always be consistent, clear, and motivated by a collective effort for each child to actualize their goals.

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

SABA Board members are well-connected to the Chatham County community and have established relationships that generate support for SABA. Members of the Board met with Town Commissioners and County Commissioners to share the vision of SABA, providing an opportunity to filter questions as it relates to equitable practices, funding, curriculum and instruction. Board members also met with the Superintendent of Chatham County Schools to discuss SABA's intentional efforts in closing the achievement gap for Black and Brown boys, not only in Chatham, but in the surrounding areas.

Through email and various social media platforms, SABA Board members provided a parent survey to assess interest in a new charter school option for Black and Brown boys in Chatham County. 94 surveys were completed from stakeholders in Chatham, Lee, Wake, Durham and Guilford counties to name a few. Of the 94 completed surveys, 93% agreed they were likely to enroll their child at SABA, only 12% were satisfied with their current public education and a mere 4% confirmed satisfaction in their current school district serving as a nurturing center of academic accomplishment that builds Black and Brown boys.



SABA Board members also attended meetings with the Chatham NAACP, as well as two local churches to discuss the vision and critical need in closing the achievement gap for Black and Brown boys. At the NAACP meeting and church meetings, the SABA Board members presented and shared information detailing SABA's mission, vision, services and opportunities to partnership, resulting in each organization agreeing to partner with SABA in the near future.


Artist in Residence and SABA Board Member, Mr. Mike Wiley, garnered support for SABA by sharing the vision for the Arts program embedded in SABA with the Chatham Arts Council Executive Director Cheryl Chamblee, as well as United Arts Council of Wake County President Charles Phaneuf. Through these conversations, both organizations have pledged their overwhelming present and future support of SABA in every aspect of the school's arts-in-education endeavors.

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 :


Letters of support- Final with su...

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.

1) Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site and 4) Improving student learning.

Professional development (PD) is expected to deepen teachers' content knowledge. PD will be differentiated to meet the individual needs of teachers, as well as to provide best practices that can be immediately implemented according to student outcomes. PD and coaching in culturally responsive and sustaining practices will be provided for teachers, and teachers will be assessed and expected to master these skills. SABA teachers will embrace the tenets of culturally responsive pedagogy resulting in culturally responsive teaching practices.

SABA will partner with the AVID program, receiving training, support, and resources for full implementation that is driven by student growth and mastery. Teachers at SABA will provide diagnostic assessments to students, teach the content, and assess. Upon data review, students may be reassessed at regular intervals, checking for mastery and progress towards academic goals. Teachers will have the autonomy to create instructional strategies that will increase the success for all students with the SABA instructional model. Administration will encourage and trust teachers to utilize their own resources that are in the best interest of student learning, as well as the AVID resources provided for instruction.

Teachers at SABA will have several opportunities to plan and present PD, take on leadership roles and to help plan and inform curriculum program implementation. This is critically important to the operation of school as teachers and staff take on multiple roles not traditionally required of them in traditional public school to help realize the mission and vision of SABA. Such opportunities will allow teachers to grow their skill set both personally and professionally.

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.



SABA has outlined expectations for academic performance, operations, finance, and governance that will remain constant for the first 5 years of operation and will be measured at regular intervals. SABA will participate in the READY Accountability Model and will conduct all required state testing. The Head of School will provide an annual report to the governing board and stakeholders that provides performance against the following goals:

Academics

Progress towards SABA's academic goals will be measured and updated at regular intervals as outlined in our education plan. On our reading growth and core subject mastery goals, the Head of School will provide monthly progress reports to the governing board. We will ensure we are actualizing our mission by consistently measuring our success towards the following clear, ambitious, and measurable academic goals (see Figure H):

1. All students in grades 3-8 in Math and Reading will increase 5% in overall proficiency each year, exceeding the CCS overall proficiency in five years.
2. All students in grades 9-12 in Biology, English II, NC Math I and NC Math III will increase 5% in overall proficiency each year, exceeding the CCS overall proficiency in five years.

Figure H: Five Year Growth Plan



School of the Arts for Boys Academy						
MATH Grades 3-8 5 Year Growth Plan						
CCS 2018-2019 Baseline Performance (Overall Proficiency)	CCS Baseline Performance (Black/Brown Boys Average Proficiency)	SABA Year 1	SABA Year 2	SABA Year 3	SABA Year 4	SABA Year 5
62.90%	44.40%	50%	55%	60%	65%	70%
READING Grades 3-8 5 Year Growth Plan						
CCS 2018-2019 Baseline Performance (Overall Proficiency)	CCS Baseline Performance (Black/Brown Boys Average Proficiency)	SABA Year 1	SABA Year 2	SABA Year 3	SABA Year 4	SABA Year 5
62.60%	36.40%	45%	50%	55%	60%	65%
Grades 9-12 5 Year Growth Plan						
CCS 2018-2019 End of Course Assessments	CCS 2018-2019 Baseline Performance (Boys Overall Proficiency)	CCS Baseline Performance (Black/Brown Boys Average Proficiency)	SABA Year 1-3	SABA Year 4	SABA Year 5	
Biology	46.00%	33.30%	N/A	40%	46%	
English II	47.40%	35.50%	N/A	42%	48%	
NC Math 1	27.60%	16.90%	N/A	22%	28%	
NC Math 3	38.80%	25.70%	N/A	33%	39%	

Operations

1. Each year, 90% of families will be satisfied to be a part of the SABA family based on survey data.
2. Each year, 90% of all student families will remain at SABA the following year.
3. SABA will have an average daily attendance of over 90% each year.
4. Utilizing the NC Teacher Working Conditions Survey, 90% of teachers will report that SABA is a great place to work and learn.
5. The teacher turnover rate at SABA will be less than 10% yearly.

Financial

1. The financial report shall be reviewed monthly by the Board of Directors with the Head of School and Acadia NorthStar (the largest provider of charter school financial and student information management services in North Carolina).
2. SABA will have at least 5% of our base budget carry over each year.



Governance

Governance goals will be reviewed by the board at our annual retreat or at monthly board meetings as needed.

1. The board shall conduct a minimum of (11) regular board meetings and (1) board retreat and will meet quorum at each meeting.
2. Each governing board member will participate in at least 10 hours of professional development each calendar year on topics such as school law, charter school board best practices, open meeting laws, etc.
3. Each governing board member will participate on at least one subcommittee (finance, marketing, governance, etc.) during each year of their term.

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

The SABA Head of School will attend monthly Board of Directors meetings and provide the board with a “Monthly SABA Data at a Glance” progress report. This report will outline the school’s mission and progress towards each of the goals listed above in detail. It will highlight positive data trends and areas of growth through data collection via NC Check-In data, quarterly benchmark assessments and sample EOGs (quarterly in grades 3-8). The “Monthly SABA Data at a Glance” will also include attendance and behavior reports. Should the report demonstrate a negative trend in either attendance or behavior, a plan will be put in place to assist in any outstanding issues.

In order to provide a comprehensive understanding of the yearly progress of SABA towards attaining its mission and goals, the SABA Board of Directors will attend a retreat at the conclusion of each academic year that will provide an analysis of the school’s overall data; academic progress report, End of Grade assessment summaries, retention rates, attendance trends and discipline reports. This information will help the SABA Board of Directors set goals for continuous improvement each subsequent year. These goals will be shared with the school community, and the principal will be responsible for developing programs and processes to ensure that the board's goals are met.



9. Educational Plan

9.1. Instructional Program

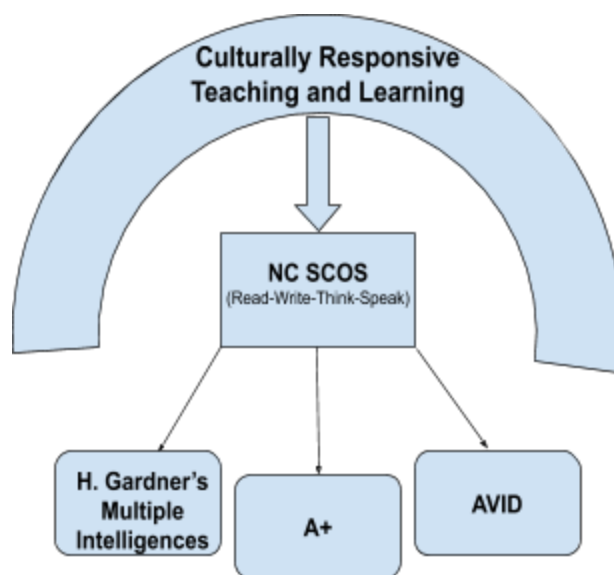
Q40. Provide a detailed description of the overall instructional program of the proposed charter school, including:

- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population

The proposed charter school, SABA, is designed to serve low-income Black and Brown boys that are systematically underserved in most traditional public schools. Most schools and districts fail to address systemic inequality along lines of race, income, (dis)ability, and access. As a result, a cascade of circumstances follow. Many Black and Brown boys enrolled in public schools experience a number of risk factors, including low academic engagement, persistent performance below grade level on state assessments, disproportionate disciplinary measures that often initiate the school-to-prison pipeline, as well as lack of preparedness for post-secondary studies, the world of work, and life in general. Research shows that without culturally responsive interventions, this equity gap will continue to widen as students progress through schooling. (Ladson-Billings, 1995) SABA integrates Howard Gardner's Multiple Intelligences, Arts enrichment, and AVID strategies within a culturally responsive teaching, learning, and assessment framework.

Many teaching methods offered in Chatham County Schools follow a traditional approach, which does not include the experiential, hands-on learning, and flexibility needed for Black and Brown boys. Following best practices in research for the education of Black and Brown boys, SABA is committed to a hands-on, experiential, culturally responsive arts-based educational experience for students (see Figure D) utilizing the North Carolina Standard Course of Study (NC SCOS). The use of Howard Gardner's Multiple Intelligences will address how students learn, the arts-based curriculum will allow students to apply their learning of the core content in a variety of art forms, and the use of AVID strategies will allow students to sustain what they have learned.

Figure D: SABA's Conceptual Framework



Culturally Responsive Teaching and Learning

Culturally Responsive Teaching (CRT) raises expectations for Black and Brown boys, helps Black and Brown boys feel valued and empowered, and builds cultural competence. SABA will create a culturally responsive environment that holds each student to high academic and behavioral standards, affirms each student in their unique identity and experiences, and positions them with the character and social consciousness to be change agents of themselves and their communities. Teachers will use research-based, standards-aligned, personalized programs for direct instruction, peer learning, and independent practice in core subjects. Teachers will use a clear, consistent accountability model based on ambitious, measurable goals that are student-centered and motivating, assess and document student progress at regular intervals, and empower students to invest in their own learning and goals.

CRT is not a strategy or a program. It is not an isolated lesson on a cultural tradition or a heritage celebration. CRT is a rich, intentional approach woven into every aspect of teaching. SABA teachers will identify students' assets (strengths, interests, cultural values, language) to create a supportive classroom environment. SABA teachers will continuously improve the curriculum and find ways to increase rigor and relevance, as well as to reflect on how a teacher's own identity, biases, and experiences impact their attitudes and teaching practices.



In 1995, Gloria Ladson Billings published her landmark article *Toward a Theory of Culturally Relevant Pedagogy*, based on her research with successful teachers of Black students (Paris, 2012). In this article, she provides research and evidence encouraging teachers to move away from deficit approaches and ideologies that view Black and Brown boys and their cultures as the “problem” based on perceived weaknesses of the group or individuals. Ladson-Billings (1995) asserts that linking schooling and culture for non-white student learners is crucial and important in the education process. Since 1995, researchers and practitioners alike acknowledge the importance of teachers and schools being more active in building school environments where institutional and systemic barriers are intentionally identified and removed and replaced with practices and procedures that value students as cultural beings. Schooling practices must not be subtractive (Valenzuela, 1999), but rather sustain and support culturally and linguistically diverse students and communities. In order to respond to students’ diverse needs, curriculum and instruction must be designed and implemented based on principles and practices that foster a growth mindset. When students see themselves represented in the curriculum, they develop a sense of belonging, purpose, and persistence. They are more likely to develop the trust it takes to build a relationship with a teacher. They see the meaning and relevance in what they are learning. They are also more likely to persist in the face of challenges.

In addition to intentional work ensuring students see themselves in the curriculum, SABA students will be taught using a variety of culturally relevant strategies to ensure each child reaches his/her personal learning goals. These include consistent and effective implementation of strategies that develop higher order thinking skills, summarizing, research-based vocabulary instruction, advance organizers, and non-linguistic representation. When present in a differentiated, spiraled curriculum, these strategies have been found to be statistically significant in improving achievement and growth in schools with high percentages of students from low-income homes.

The A+ Schools Program and Howard Gardner’s Theory of Multiple Intelligences

As recommended in Zaretta Hammond’s *Culturally Responsive Teaching and the Brain* (2015), educators need to create school environments that welcome students’ “natural ways of learning and shape content so that they see its connection to their lives and funds of knowledge. (p.152)” SABA will integrate arts enrichment through the A+ Schools Program and Howard Gardner’s Multiple Intelligences (MI). The A+ Schools Program was founded in 1995 by the Kenan Institute for the Arts, and now operates with support



from the North Carolina Arts Council in 64 schools and 37 counties in North Carolina. The A+ Schools Program is also guided by the educational philosophy of Howard Gardner and the theory of Multiple Intelligences (MI), which applies research-based, brain-based practices.

With the MI lens, students learn that they are smart in multiple ways and that intelligence is developed and expressed in a variety of ways. Gardner has identified a list of eight distinct intelligences through which everyone can learn. SABA students will develop competencies along the 8 intelligences, which include verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal, musical, and naturalist. By integrating the arts into every facet of learning, SABA will provide multiple pathways for students to build 21st-century critical thinking skills and learn the NC SCOS in an integrated, multidisciplinary and culturally responsive approach not typically found in traditional schools.

Through cross-disciplinary, integrated instruction and co-curricular activities, teachers from core subject areas and Arts teachers will utilize various art platforms to address a common theme from the NC SCOS to create a common project. This curricular and instructional approach will be supported by the A + Schools Program which integrates visual arts, performing arts, creative writing, media arts, music, dance, and drama into the NC SCOS. SABA will collaborate with an artist in residence who will work with core teachers to create physical and digital artifacts, develop workshops, produce online content, and participate in programming. SABA will also join the A+ Schools Network, providing additional opportunities for teachers and students to benefit from peer learning, resources, and specialized professional development opportunities with 64 North Carolina A+ Schools (NCAC, 2020). Currently, there are no A+ schools in Chatham County. SABA would be the first available to Chatham families.

Based on Gardner's Intelligences, we recognize that students learn in many different ways and that individual students may differ in their strengths across intelligences. SABA will provide students the opportunities to excel in all curriculum areas, focusing on educating the whole child, and building boys into thoughtful and well-rounded young men.

AVID



SABA teachers will be trained in the highly-effective, research-based AVID Program, which has proven successful in helping traditionally under-represented students become college and career ready. AVID provides practical training in culturally responsive, inquiry-based, student-centered instruction. AVID teaches “hidden curriculum” or a set of rules or guidelines that are often not directly taught, but assumed to be known. These include organization, time management, study skills, note taking, critical reading, and working with others.

The program focuses on the students in the academic “middle” who have the desire to go to college and willingness to work hard. The program serves all students at a school as teachers work to implement specific instructional strategies across all classrooms. In addition, specific students are offered additional support through an AVID elective class which provides support, academic monitoring and tutoring. Writing, inquiry, collaboration and reading along with tutorials and study skills are the core strategies introduced to all students.

Assessment

Because of our commitment to culturally responsive arts-based education, SABA will align assessment strategies to its integrated curriculum and instruction, inclusive of multiple learning pathways and experiential learning. Students will read, write, and speak daily to support their linguistic intelligence; problem solve and engage in hands-on experiments and construction to strengthen mathematical-logical and spatial intelligences; learn to think critically and develop empathy and awareness of feelings for interpersonal, intrapersonal and existential intelligence; and sing, dance, and engage in athletics for musical and kinesthetic intelligence. The hands-on, experiential approach will allow students to make authentic connections to real-life applications.

As such, assessment strategies will be multifaceted. While SABA will participate in all NC required state assessments, teachers will also regularly engage in authentic, standards-aligned assessments to chart growth along the multiple pathways and intelligences that are taught and cultivated in the school. It is important to have a comprehensive and holistic understanding of student growth; oftentimes, standardized tests do not tell the whole story. For example, a student who is not yet proficient in English would be at a great disadvantage compared to native speakers when taking state assessments. “Standardized testing is linguistically complex and cannot yield valid and reliable scores (Menken, 2008).”



The first step towards developing a holistic understanding of each student is to determine their interests, learning preferences, mindset and goal orientation, cultural funds of knowledge, as well as their academic knowledge and skills. SABA will ensure learning is targeted and focused by utilizing Personal Education Plans (PEP) which will be created for individual students. Students will be assessed at the beginning of the year to identify areas of strength and areas in need of growth. Parents will also be asked to provide relevant input and feedback to gather pertinent information for each student. Based on assessment results at the beginning of the year and throughout, teachers will accelerate and scaffold key components of the curriculum, as appropriate, based on each student's needs.

Throughout all instructional units and lessons, SABA teachers will engage in formative assessments to closely monitor student learning, growth, and achievement and determine whether learning goals were met or need to be modified. Teachers will use a variety of formative assessment strategies, including standards-aligned assessment prompts, daily essential question exit tickets, distributed summarizing, and observing specific, measurable academic behaviors. Teachers will also utilize quarterly benchmark assessments aligned to the NC SCOS to assess how students are progressing towards meeting EOG goals. At the end of each unit, teachers will use formative assessments aligned to EOG question stems to analyze student learning. Each month, students will be progress monitored to identify students who are in need of further challenge or additional support. Assessment data will be communicated and shared with students and parents in order to facilitate greater ownership and accountability for academic progress.

Through the A+ Schools Network, teachers will have ongoing opportunities to collaborate, self-assess, and develop new assessments that reflect the multiple skills and gifts students develop while at SABA.

Core Instructional Methods

We anticipate enrolling a high number of students who already perform below grade level literacy expectations. We believe literacy is the foundation for all other learning and that all SABA educators should have the shared responsibility of advancing students to the highest level in reading, writing, listening, and speaking. This shared responsibility will require seamless integration of content and literacy



across the curriculum, consistent use of common standards-aligned rubrics, intentional vertical and horizontal planning, as well as focus on vocabulary development, comprehension, and writing in each content area.

Elementary students will spend the majority of the morning in a balanced literacy block which addresses each of the 5 components of literacy (phonemic awareness, phonics, comprehension, fluency, and vocabulary) and writing. SABA will use research-based reading programs and teacher created literacy lessons. Literacy blocks will include Whole group instruction, Guided Reading, Independent Reading, and Student Conferences. Students will participate in differentiated literacy centers, and engage with multicultural leveled texts in small, homogenous groups. SABA teachers will use this time to target student needs based on achievement data and observations in oral reading. During Independent Reading, students will engage with self-selected books on their level from a multicultural classroom library. Based on student readiness and needs, students may also engage in word work, poetry fluency practice, comprehension through graphic organizers, vocabulary development, book study, and with technology that targets specific areas of growth.

Math instruction at the elementary level will be grounded in the eight Math practices: (1) make sense of problems and persevere in solving them, (2) reason abstractly and quantitatively, (3) construct viable arguments and critique the reasoning of others, (4) model with mathematics, (5) use appropriate tools strategically, (6) attend to precision, (7) look for and make use of structure, and (8) look for and express regularity in repeated reasoning. SABA teachers will engage students through dynamic Math pedagogy, including diagnosing misconceptions, modeling, math talk, multiple representations, and culturally relevant math strategies that bring concepts to life. Science and Social Studies will be integrated in thematic instructional units that preview and build the essential background knowledge needed to access complex text and provide hands-on, experiential learning.

Middle School students will receive direct instruction in vocabulary, comprehension, and writing using culturally-relevant literature, literature circles, Paideia Seminars, and intervention groups. Students will focus on the processing of math conceptually through the use of a combination of math strategies, hands-on manipulatives, problem-solving skills and assessments, and the use of mathematical models. Following direct instruction in all grades, students will break into differentiated, flexible learning groups based on a student's readiness and needs. While some groups will meet with the teacher, assistant, or volunteers for intensive support, the expectation is that all students will have opportunities to work collaboratively on



real-world problems and applications to engage in open-ended activities that promote critical thinking, creativity, problem-solving, and meta-cognitive skills. Science and Social Studies will be integrated in thematic instructional units that preview and build the essential background knowledge needed to access complex text and provide hands-on, experiential learning. Reading and writing will be integrated across all core content.

High school students will receive coherent, cumulative, and content knowledge using culturally relevant teaching in all core subjects and the arts. Learning occurs best when the development of positive attitudes and perceptions is made part of every learning task. SABA high school programs emphasize the importance of planning for college and careers through engaging courses, extracurricular activities, job shadowing, and volunteering. In this environment of high expectations with high levels of support the success of each student stems from critical reading, critical writing, and critical thinking in each classroom, each day.

High school students learn to think positively about themselves, their peers, and the material they are learning. They define the breadth and depth of valued knowledge that students are expected to learn, and they are intended to reduce the curriculum disparities existing across schools and school districts. Classes recommended for college preparation.

Instructional Technology

At SABA, we recognize that instructional technology is not an end in itself, but a means of improving teaching and learning. 21st century students need to know how to use technology safely and respectfully to acquire knowledge, create, communicate, and problem-solve. SABA staff will use technology strategically to support teaching and present content in innovative, engaging ways. Digital programs, resources, and tools will give students multiple pathways to access knowledge and skills, multiple means of communicating and demonstrating what they have learned, and multiple opportunities to connect and collaborate with local, national, and global networks of learners and experts. Technology will also be utilized to monitor student growth and progress as well as support skill development.

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.



SABA will provide a safe and nurturing learning environment for all students. Class size will not exceed 20 students in grades three and four and will not exceed 22 students in grades five through 12. This will allow teachers to be more targeted in their instruction based on appropriate educational plans for each student. In grades 3 and 4, one instructional assistant will be assigned to assist the classroom teacher with small group instruction, individual student assessments, and progress monitoring. SABA believes that it is imperative that the class sizes for our students are small. Student learning can be effective in a smaller classroom setting. The smaller class size will allow teachers to spend more time with individual students and to personalize their instruction to ensure the academic progress and success of each student.

Teachers will implement specific strategies to create positive relationships with all students, parents and families. These include frequent, proactive communication, getting to know families and students, honoring familial language and culture, celebrating important milestones, and requests for participation in school life and events. Positive relationships between students and teachers have positive academic effects. According to Pianta (1999), close relationships with teachers lead to higher levels of student engagement and achievement. In an article entitled Relationships Matter (2006), Deborah Stipek reports that adolescents “work harder for teachers who treat them as individuals and express interest in their personal lives outside school.” . By building positive relationships with students, educators can facilitate the motivation, initiative, and engagement which are essential for success (Pianta, Stuhlman, & Hamre, 2003). A “positive student-teacher relationship has an even greater impact on students in low performing schools that serve low income students and students of color”. (Cervantes, 2007) SABA teachers will create a classroom environment which fosters trusting relationships and encourages students to be active participants in the learning process.

Positive class environments will also be evident in the physical environment. SABA teachers will design spaces that welcome, value, and celebrate the diversity, language, and culture of their students and families. These include images, objects, and artifacts in which students see positive, empowering reflections of themselves and their families. The classroom environment will also be designed to honor a variety of learning preferences and opportunities, including spaces for independent study, peer work, and flexible seating.

Classes will be structured to support whole group direct instruction, independent practice, as well as group work. Teachers will provide students with several opportunities for “brain breaks,” energizers, and movement during instruction to keep students focused and engaged. These may include gallery walks,



mindfulness activities, and learning outdoors when appropriate.

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

All aspects of SABA's curriculum aligns with its mission, with the targeted student population, and with the North Carolina Accountability Model. SABA will empower and BUILD Black and Brown boys to be strong, creative academic scholars, critical thinkers, and community leaders through a culturally responsive arts-based education. SABA's instructional program focused on culturally responsive teaching and learning will maintain participation in the NC EOG testing, as well as the Beginning of Grade (BOG) test for all third graders and the ACT.

SABA will be a part of the NC A+ Schools Program; the longest running arts based whole school reform program in the nation. Research indicates that following the initial three years of implementation, A+ Schools meet growth goals and the number of students achieving grade-level proficiency increases as students experience integrated arts based instruction. In the 2013-2016 cohort, the number of students achieving grade level proficiency increased by an average of 22%, and students who are traditionally the most marginalized showed the largest and quickest gains in achievement (NCAC, 2020). Additionally, prolonged engagement with the arts is shown to have a positive cumulative effect on student growth and achievement. The more years that a school actively engages with A+, the stronger the achievement of its students. An evaluation of A+ schools showed that successful A+ Schools report improved attendance, fewer disciplinary problems, stronger teacher satisfaction, and higher levels of community and parental involvement.

SABA will serve students for whom AVID was designed. Most students in the AVID program are first generation college, low-income, ethnically diverse, and average to slightly below average in academic performance. Nationally, AVID has impacted more than 2 million students, providing academic and social support services to ensure students' success in elementary, secondary, and post secondary careers. School-wide instructional strategies, organizational tools, and college-going school culture support students' socio-emotional and academic development. Students who have persistently performed



below grade level expectations are introduced to more rigorous courses, all the while focusing on building students' growth mindset, mastery goal orientation, and academic self-efficacy. AVID aims to prepare students for the next level.

In 2018-2019, AVID served 22,186 elementary and secondary students in North Carolina of which 60% were free/reduced lunch. The race/ethnic identity of North Carolina AVID students are as follows:

36% White 31% Black 24% Hispanic 6% Multi Racial 3% Other

95% of AVID North Carolina seniors complete four-year college entrance requirements.

AVID has proven to be successful with Black and Brown students, in that 100% of AVID students graduated from high school. In addition, of that group, 64% were of black and brown race/ethnic identity. Students who participate in AVID are four times more likely to graduate than their national counterparts.

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

SABA's instructional framework includes strategies from four aligned instructional approaches that are research-based and shown to improve student learning outcomes. They include Culturally Responsive Teaching strategies, strategies for Howard Gardner's Multiple Intelligences, AVID strategies, and arts integration.

Culturally Responsive Teaching.(CRT)

CRT is a research-based approach that makes meaningful connections between what students learn in school and their cultures, languages, and life experiences. These connections help students access rigorous curriculum, develop higher-level academic skills, and see the relevance between what they learn at school and their lives. Relevance is crucial to connecting new knowledge with prior knowledge and is grounded in knowledge about how the brain works.



SABA will meet the needs of Black and Brown boys through a variety of culturally relevant strategies that address the social, emotional, and cognitive conditions that allow students to become actively engaged with rigorous content and instruction. Strategies that address social and emotional needs include practicing awareness, community building, growth mindset practices, and learning partnerships. Strategies that address cognitive needs and information processing include higher order thinking, summarizing, vocabulary instruction, advance organizers, non-linguistic representations. Based on Marzano's Meta-Analysis Database of Instructional Strategies (2020), effective use of these high-yield strategies lead to learning gains. SABA teachers will not only engage students in understanding content but will also help them understand how they learn..

Instructional Strategies for Multiple Intelligence

Howard Gardner's Theory of Multiple Intelligence is based upon the belief that students learn and perform in different ways: verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal, musical, and naturalist. Teachers will engage in self-reflection using the following questions (Nicholson-Nelson, 1998) that ensure they are maximizing the use of each student's multiple intelligence when planning and during instruction:

1. Have you provided the learners with opportunities to read, write, listen and speak?
2. Have you included numbers, calculations and/or activities that require critical thinking?
3. Have you included art, pictures and graphs?
4. Have you included activities that involve movement?
5. Have you included music and/or rhythms?
6. Have you provided students with time for reflection?
7. Have you included arranging exercises or categorization tasks?
8. Have you helped students consider the topic points of today's lesson in relation to a larger context?

Howard Gardner's Theories "supports what we all know to be true: A one-size-fits-all approach to education will invariably leave some students behind." (Edutopia Staff, 2013) Traditional public school primarily utilizes linguistic modes for instruction and assessment. Having an understanding of different teaching approaches from which we all can learn is valuable for increasing learning experiences and opportunities for all students. This will result in achievement for our Black and Brown boys and instruct them in a manner that is a whole-student approach. The variety of educational approaches support the instruction targeting the needs of the student. The areas of needs, deficits, and the achievement gap



benefit from a targeted response that highlights their strengths and builds upon their weaknesses. The one size fits all approach has the potential to create further gaps for the students. Overlooking the targeted and variety of strategies would further hinder and not help the progress of the Black and Brown boys in the academic setting.

AVID Strategies

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. SABA teachers will master the use of AVID strategies which will result in raising academic achievement to grade-level for SABA students. A few examples are below...

- Cornell Notes: Students take detailed notes from class lectures and develop clarifying ideas or questions regarding these notes in a specified format. This helps students develop long-term retention and a deeper understanding of the material studied.
- Meeting of the Minds: Students should research diverse characters from a specific time period and then engage in a "meeting of the minds" (conversation) in small groups or in a fishbowl setting after a unit/character study to then write three questions that the character would ask each of the other characters on an assigned topic.
- Pair Share: After completing an assigned reading, students should share their responses to open-ended questions with a partner. A whole-class discussion should follow.

SABA teachers will hold students accountable to rigorous coursework and provide the needed support for students to achieve. This level of consistent accountability and support will provide students with a relationship of balance; students and teachers have a responsibility in acquiring success across the academic setting. With the establishment of reciprocal relationships, students are able to trust the desires that the teacher has for them. Communication and consistency is a foundation to build upon for Black and Brown boys as this has proven to be an area of need for student success. Establishing this type of setting allows students the opportunities to be a part of a positive culture and climate.

Arts (A+) Curriculum and Strategies

Professional development and coaching in the A+ curriculum will be provided for teachers and it will be expected for teachers to master these skills. SABA will partner with artists in residence. Teachers will select artists they wish to work with and develop grade-level appropriate arts activities for students. Artists will develop opportunities not only for students to experience a wide range of arts learning, but also for



teachers to develop professionally. Time will be built into the school schedule to allow for teachers and artists to discuss how the teachers' understanding of the methods and content of the arts is progressing. For each of the residencies, teachers will meet with the artist prior to the residency to dovetail the artist's ideas with their own methods of teaching and to discuss strategies for integrating the activity meaningfully into the curriculum.

Utilizing arts-focused strategies in the classroom setting provides Black and Brown boys with access to academic and social areas that typically may be unavailable in a traditional manner. The arts approach increases the desires of the students' enjoyment and engagement in the setting. The arts ensure that all students are being supported as a whole person, with a well-rounded educational experience.

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

SABA's proposed instructional plan and graduation requirements directly reflect our school mission. All students will be expected to demonstrate mastery of all learning goals as outlined in each of the Common Core Standards for each core subject area. Teachers will ensure all assessments are aligned to these standards in rigor and depth across all grade levels as approved by the Head of School. Additionally, all teachers will utilize each student's PEP data and growth progress to ensure goals are met with the use of various work samples, assessments, teacher observations and any other evidence that would demonstrate mastery and growth. Teachers will use the data that they have gathered from student assessment and observations to group and instruct students based on their individual needs during small grouping in literacy and math blocks. If a student is not meeting growth, evidence-based instructional interventions will be provided to him/her. Teachers will also use progress monitoring data to gauge student response to instruction, monitor the effects of the interventions and continue to compare the student progress to research based growth norms to determine if students are making adequate progress.

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

SABA's academic calendar roughly aligns to the Chatham County Schools calendar (185 days plus 5 remote learning days) to accommodate families who may have students in both systems. We believe that students will benefit from an extended school year, allowing more time to be spent on instruction in core classes. The additional school days also allow us to provide extended opportunities to students through field trips and other kinds of experiential learning opportunities that will enhance students' perspectives, future goals and background knowledge, a crucial factor in understanding complex text. This calendar also benefits teachers since they will engage in five professional development days prior to the first day of



school, which is above the traditional CCS academic calendar. These learning opportunities will include topics vital to the effective implementation of SABA's instructional framework, such as culturally responsive teaching and learning, AVID critical reading strategies, the use of multiple intelligences, arts integration, curriculum planning, and assessment tools to inform instruction. Each quarter, teachers will have professional workdays to analyze student data and growth progress and adjust instructional plans accordingly, as well as facilitate parent teacher conferences to update families on their child's progress.

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.

SABA's schedule has been thoughtfully planned to maximize student learning time and create an environment that is optimal for a balanced educational model and maximal student growth and achievement. The school day at SABA is 8 hours long; 8am to 4pm with a total of 480 minutes (includes lunch and recess as required) of instructional time.

In grades 3-5, 130 minutes will be reserved for instruction in Literacy (includes writing), 90 minutes in Math, 50 minutes in Science and Social Studies, 50 minutes in Arts Enrichment, and 40 minutes in specials (ex. Media, PE). In addition, 30 minutes will be reserved for Acceleration/Intervention/Remediation (AIR) time.

In grades 6-8, 80 minutes will be provided for each Core (ELA, Math, Sci, SS) class; one Core to include AVID, 90 minutes in electives (Band, Theatre, Art, etc.) and 30 minutes each will be reserved for Acceleration/Intervention/Remediation (AIR) time.

In grades 9-12, 85 minutes will be provided for each of the four instructional periods during the school day. Thirty minutes will be allocated daily for Acceleration/Intervention/Remediation (AIR) time, as well as 15 minutes for the SABA Arts Capstone Project/Enrichment.

Mid-way through each quarter, students will have an early dismissal day at 1:00. On those days, schedules shift slightly to ensure all the Core subjects are taught and students have lunch before dismissal. To prevent the "summer slide," during summer months, SABA will partner with local organizations such as



the Boys and Girls Club or YMCA to provide enriching experiences that support students' intellectual and social development.

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

The typical day for a teacher at SABA will consist of about six hours of student-focused, data-driven, arts-integrated instructional activities. The day will begin with a morning meeting or restorative circle, followed by targeted and focused instructional literacy and writing. Prior to lunch, teachers will provide support, interventions and remediation in small groups based on performance data. Mid-day, teachers will enjoy a duty free lunch and then accompany students to recess. After lunch, teachers will engage students in Science, Social Studies and Math, followed by Arts Enrichment and Specials. Teachers will have 80 minutes of planning each day with duty free lunch and scheduled breaks throughout the day. Students will be engaged in instructional activities, intervention, remediation and acceleration supports as part of their rigorous and relevant academic program. Students will have breakfast, lunch, recess, Arts enrichment and specials daily, starting their day with a morning meeting or restorative circle.

Q48. Will this proposed school include a high school?

- Yes
- No

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

Meet Future-Ready Core Requirements

SABA will meet the NC Future Ready Core requirements by making sure that every student will graduate from high school, globally competitive and prepared for college and the working world. Our belief in hands-on learning comes from research that shows students learn best by doing. SABA students, through arts-integrated instruction as well as some hands on based learning, will participate in a challenging academic curriculum in ways that are fun, engaging, meaningful, and adaptable to a variety of learning styles. Our emphasis on the arts is essential to the instruction of learning and for students to learn independently and in a self-directed manner. Additionally, AVID instructional strategies will prepare SABA students for success in more rigorous academic courses. SABA students will possess the knowledge, habits and skills from a rigorous, rich and well-rounded high school curriculum. SABA also believes that students in high school should gain life-long skills, learning independently while developing expertise in an area of interest.



Earning Credit Hours, Grade Point Averages and Transcript

SABA, an art's integrated program, is designed to provide students with an opportunity to learn through the exploration of the arts. SABA students will be required to take a sequence of courses that align with the Future-Ready Core requirements, all the while learning and experiencing the opportunity to think, read, and write more critically about their chosen field/project. SABA students will complete rigorous coursework deeply entwined with the arts including Honors, Advanced Placement courses and college or community college courses, which may be offered on the college campus or online. Students will be required to experience hands-on instruction from a professional in a related field, through internships or volunteer work. SABA students will also have the opportunity to demonstrate their own level of expertise in their related field through the completion of a Senior Project. This will empower students to take charge of their own high school experience and be ready to contribute in meaningful ways to their communities.

SABA will use a 10 point grading scale, in all grades 3-12, which will not include "pluses" or "minuses". Under the North Carolina approved grading scale, grades and grade point average calculations will be applied as follows:

A: 90-100 = 4.0 B: 80-89 = 3.0 C: 70-79 = 2.0 D: 60-69 = 1.0 F: >59=0.0

Quality points will remain as indicated above and SABA will follow the NC State Board approved standards.

The standard quality points will provide an additional 0.5 quality point to Honors courses and an 1.0 additional quality point to Advanced Placement, community colleges courses listed in the approved articulation agreement, or four year university or college courses taken in high school. Also, student transcripts will include numerical grades, in addition to the GPA.

SABA will require students to complete several arts integration courses designed to provide students with the academic skills and experiences necessary for high school graduation and postsecondary admissions. Courses such as art history, music, visual arts, theater arts, and dance will also be offered to students. Students will participate in activities that build important work habits, habits of the mind, and



communication skills that will be required of students in their academic careers. Emphasis will be placed on NC State End-of-Course exams, SAT, ACT and other college entrance exams, as well as ensuring that students have college level rigor in their coursework.

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

SABA students will be required to meet the minimum state graduation requirements credits to earn a high school diploma and graduate. These graduation requirements are considered the Future-Ready Course of Study (FRC) requirements and prepare students for post-secondary success. SABA students must earn at least 22 credits in the Future-Ready Course of Study to graduate from high school. Future-Ready Course graduation requirements ensure that students are prepared for life and whatever pathway they choose after they graduate; workplace, college/university or the military.

SABA teachers will ensure students learn how to determine what the text says explicitly and to make logical inferences from it as well as citing specific textual evidence when writing or speaking to support conclusions drawn from the text by allowing students space and time in understanding conceptual points. SABA teachers will aid students in learning how to determine central ideas/ themes of a text and help students analyze their development. SABA students will be able to realize logical inferences along with summarizing the key supporting details and ideas. SABA students will learn how and why individuals, events, and ideas develop and interact. SABA students will be prepared college and career ready for post secondary opportunities when they have completed the high school requirements.

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

SABA will implement systems and structures to reduce the risk factors for students dropping out and/or meeting graduation requirements. SABA will support, identify, and intervene when data (i.e. academic, attendance, discipline, etc.) shows students at-risk for dropping out of high school. The Student Services Team (SST) SABA will meet weekly to review all student data to monitor interventions. SABA will identify at-risk students, groups of students, and/or school-wide patterns believed to be the underlying cause for the at-risk behavior. It will be imperative for SST to maintain a transparent approach for collecting and analyzing data to measure for fidelity and effectiveness during the early warning stages. SABA staff will maintain a clear line of communication with parents to support them while navigating the dropout prevention process. Additionally, the AVID college and career readiness system will be used to address all of the factors which negatively affect student success (i.e. self management, social awareness, and responsible decision




making). The implementation of these strategies will help improve student attendance, graduation rates and college entry, greatly reducing the probability of student dropouts. Families and students will be involved during decision-making regarding supports and interventions to help students stay in school and graduate.

Q52. Attachments Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve).

One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

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

Evidence :



Appendix B Curriculum Guidelin...

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.

The visual description of the courses are included in the evidences attached to this question.

Evidence :




Appendix C 9 12 Content Electiv...

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

Evidence :



Appendix D Calendar (1).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.



Evidence :



Appendix E Daily schedule.pdf

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

SABA will utilize Personalized Education Plans (PEP) to support the learning needs of all students in every grade level. Each PEP will contain baseline data for each student, individual student goals and ambitious growth goals for improvement. The data from PEPs will be transferred to a database for tracking and reporting purposes. This database will show students who are performing below grade level and enable administration and staff to monitor their progress.

All students will be administered a pre and post assessment in core subject areas. In collaboration with the School Counselor, all teachers will compile pertinent student information, review and monitor progress and adjust instruction to meet individual learning needs of students. The PEP progress reports will be shared with parents and include instructional recommendations based on the current student performance in relation to the performance goal, as well as how we will help the student meet the goal.

PEP's will include intervention strategies for students who are performing below grade level. Throughout the school year, students will receive classroom observations from the teacher and School Counselor. Assessment will be a continuous process and may include presentations, written responses, speeches, and oral responses. Each teacher will use a variety of approaches to assess mastery of learning.

With some standards, it may be as simple as differentiating the text students work with or the depth at which students are expected to present information to demonstrate mastery of the same learning goal. With others, it will require intensive support with some students before tackling the grade-level task or planning for enrichment activities that challenge students to go deeper with application.



If students are experiencing continuous academic difficulty, SABA will follow the CORE + MORE strategy. This will help improve student performance to meet grade level expectations. It is provided in a smaller group format. CORE + MORE are supports that would be extended opportunities for students to have more instruction and more time to practice Core instruction. This includes additional differentiated instruction and reminders for behavioral expectations and extended opportunities for students to practice social skills in a small group setting. The students may receive additional intensive instruction, participate in learning opportunities before, during and/or after school, all of which can be provided by a variety of professionals (i.e. Classroom Teacher, Counselor, Intervention Teachers).

There may be some students who may require the most intense support a school can provide. This would be in addition to Core instruction and CORE + MORE. If a student requires the most intense support, SABA will utilize very small groups and/or individual students to include guided practice and direct feedback, provide more extensive opportunities for practice, as well as for error correction and targeted feedback. Additionally, it may even be necessary to complete a Functional Behavior Assessment (FBA) to establish an appropriate behavior plan.

At SABA, a Student Intervention Team will be created to assess students who fail to respond to interventions or an unsustainable amount of interventions necessary for student growth. The Team can review a set of factors (i.e. poor attendance, lack of appropriate instruction, recent family changes, hearing or vision issues, etc.) and consider if special education identification is appropriate, justified and defensible for a student.

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.

SABA Board Member Shereatha Terry is currently and has been serving the targeted population for ten years. She is a Qualified Mental Health Professional who is credentialed to serve K-12 age groups with a variety of diagnoses and mental health needs. During the time she supported individual children, parents, and families with individualized mental health supports, case management, and resource acquisition, Ms. Terry ensured that each child received whole child support academically and as it relates to their mental health needs. Currently, she is an Exceptional Children's Instructor who specifically serves and supports the Extensions of Student Population. During her academic career, she has supported students with a variety of needs; adaption, modification, and individualized support in multiple areas.



SABA board member Robert Logan holds a degree and teaching certification in Special Education. During his career he has served as a teacher of EMH, and Learning Disabled children in the public schools of North Carolina. His experience and training include development and delivery of individualized education plans (IEP) for special education students, development and delivery of 504 plans, and special education testing. Serving as a principal at the elementary, middle, and high school levels, Robert also had the opportunity to serve on many IEP Teams.

As a Chatham County School Social Worker, Sandra Gardner has worked with special populations for over twenty years in the K-12 school setting. She has provided assessments, home visits, resources, crisis intervention counseling and other supportive services to special populations and served as an advocate in meetings as requested by both the school and parents. Additionally, Mrs. Gardner worked for two years at an alternative school for at-risk students.

While she has no experience working with special needs children in a professional setting, Felicia Watson is a mother of two Black boys (ages 9 and 5) who are both considered below grade level and receiving special needs support from their school district. Felicia has first hand experience of the importance of SABA's mission from a parent's perspective. She has been tirelessly working with her school district to ensure her sons are getting the appropriate level of support needed to be successful. After 2 years of advocating for her sons (hiring advocates, seeing various specialists, multiple meetings with faculty, tutoring, learning centers, etc), she was finally able to get both of her boys on a IEP to provide them with adequate support while at school.

SABA board member Sonia Logan holds a master's degree in Curriculum and Instruction and Educational Administration with a second master's degree in School/Agency Counseling. During her long career, she has served as a Dropout Prevention Counselor and School Base Chair, K-8 School Principal, managing meetings and documents of IEP's for the exceptional children's program and 504 Chair. As a school counselor and administrator, she has worked with all students and parents of special needs, gifted and at-risk students.

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.

SABA will use the English Language Proficiency in the 21st century (ELP21) Screener Assessment to determine the degree to which EL services are needed in reading, writing, listening, and speaking. Teachers will use this information to adapt their instructional strategies to support the student's specific literacy needs in the classroom. Students receiving EL services will be placed in an inclusive environment of the regular classroom which will benefit the child's literacy development through peer interaction. Inclusive services for EL students also benefit other students to build an appreciation for a second language and different cultures.

The Head of School and counselor will work closely with the classroom teacher to determine the kind of support that the EL student needs and to monitor the student's progress in English acquisition based on the English Language Proficiency Standards (elpa21.org). This may include (but is not limited to) a support person proficient in both languages to help translate and acquire vocabulary, modified assignments, assessment accommodations, a tutor in English phonics, or a peer buddy to help with spelling and grammar during writing. If the parent does not speak English, SABA will ensure all written communication sent home is translated and that a bilingual staff member or volunteer is always present during parent/teacher conferences. Students will take the ELP21 Summative Assessment two times per year to monitor and measure their progress. ELL students will not be exited from receiving support until they score a 4 or 5 on the ELP21 Summative Assessment.

Teachers of EL students will also participate in professional learning opportunities that focus on instructional strategies for supporting ELs. These include strategies for building background knowledge, oracy, and vocabulary, leveraging first language where possible to build bridges to English, use of realia and visuals to aid language development, as well as movement. SABA's integration of the arts and MI will also give ELs multiple opportunities and methods by which to acquire, practice, and improve their language skills.

SABA will follow all guidelines set forth by the NC State Board of Education to identify students needing EL services in the Home Language Survey (HLS) completed before the school year begins.



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.

SABA will employ a multifaceted approach to identifying gifted students. We will encourage referrals from parents, students and all teachers. We will screen formative and summative data in PLC meetings to identify students performing above grade level and nurture these advanced learners before and during the formal identification process. We will assemble portfolios which include achievement, ability, observational and performance assessment data in order to maximize opportunities. We will include typical and atypical research-based behavioral observational checklists in our screening to mitigate cultural, emotional or twice-exceptional barriers to identification.

SABA is founded on the premise that all students can learn and achieve and that all students have the potential to perform at substantially high levels of accomplishment. Students will enter with varying degrees of readiness, teachers will develop instructional strategies to accelerate learning so that all students experience success, are challenged, and grow. Differentiation will be the standard practice at our school. Our methods will reflect proactive measures to meet student needs, including previewing, scaffolding, differentiated assignments, double dose, targeted remediation when learning gaps persist in spite of proactive measures, mastery-based advancement, enrichment and challenge based on student needs and progress. SABA will assess all students for academic strengths and weaknesses, but will not teach high performing students or students in need via exclusive settings. In contrast, the school culture will be one of inclusion and acceptance. Classrooms will be learning communities where varying levels of mastery, unique perspectives, different social, emotional and academic needs are expected and respected. Teachers will use a variety of research-based instructional programs, practices and strategies including AVID methods, inquiry-based learning with critical thinking, higher-order questioning including Paideia Seminars and Collaborative Study Groups. All students, including advanced and gifted students, will be regularly assessed on their reading ability. Reading goals will be based on growth so that even the highest readers will be encouraged. Students will be provided ample reading material on their independent reading level. We will utilize cross-class and cross-grade grouping for subject acceleration during reading groups/ literature circles and other curricular areas where appropriate. Students will work at times with brain mates beyond the limitations of homeroom or grade in order to engage in deeper analysis and advancement.



In order to provide services beyond core instruction that will engage our gifted population and others in value-added opportunities, SABA will employ a schoolwide enrichment approach. This will build student confidence and motivation. We will draw on students' strengths and interests to affirm each child's worth, and help every student actualize their potential. School-wide enrichment events will inspire and stretch students' thinking. Events may include, but are not limited to: Schoolwide spelling bee, science fair, student council, poetry slam, band, chorus, art, quiz bowl, performing arts, student council, and Battle of the Books.

SABA will monitor and evaluate the progress and success of all students including gifted students. Part of our normal operations will be a critical and frequent disaggregation of data both formative and summative. We will use data as a source for multi-level school reflection including program evaluation, student progress monitoring, goal setting and teacher reflection, mentoring and support. Through assessment and subsequent reflection, data will drive our instruction and programs. With regard to providing qualified staff for gifted students, all of our staff will be trained and participate in continuing education specifically to address classroom and home culture, partnerships with parents and the community, the characteristics of gifted learners, differentiated instruction and the social and emotional needs of students. We will recruit, train and retain highly qualified instructors who share our vision and mission.

9.3. Exceptional Children

Q60. Identification and Records Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

SABA will utilize testing to include an assessment of the child's educational records, mental health concerns, psychological, and medical concerns. These assessments will be completed with a team approach and include a school psychologist, contracted or on staff, occupational therapist, speech therapists, physical therapist, and current Exceptional Children's Teacher to ensure a holistic approach to understanding each child. The SABA team will also review the most recent testing/evaluation information in support of the student receiving consistent services to grow and progress in the academic setting. 504's will be reviewed annually, unless otherwise requested or needed, for relevance, effectiveness, and accommodations by the 504 team with the focus of students' success being sustained in the charter school setting.

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.

Upon referral, request, or recommendation SABA will utilize testing to include an assessment of the child's educational records, mental health concerns, psychological, and medical concerns. These assessments will be completed by a team readily available and in a timely manner. The assessment/IEP team will include input, rating scales, one on one assessments, and observations completed by the school psychologist, mental health supports, medical supports, parents/guardians, current instructors, and review of previous records. SABA will comply with the 90-day expectation of testing for the state of NC. The students and families will be supported through the process to ensure clarity and understanding of the information being accessed. The evaluation process, as it relates to Child Find, will be completed with the same fidelity and equity of a student who has already been identified.

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)

As an NC educational entity, SABA will utilize the most current Exceptional Children's record systems of ECATS and Powerschool. These records will be managed by the Exceptional Children's Department, including but not limited to, the case manager of the student, the Exceptional Children's Director, and Facilitators. Each student's records will be managed digitally and physically by these individuals in addition to the Data Manager who will assist if/when needed. The onsite the records will be housed in the designated records room which will be held secure at all times. Requesting of records will be a joint process with the Exceptional Children's Team Lead and the SABA data manager. Upon notification of enrollment/transfer/admission, the Data Manager will present forms to parents/guardians relating to student educational history, request consent of information record, and submit a request to the previous setting. In the case that the parent notifies Data Manager at this time that the student previously received support and services, the Exceptional Children's Team Lead will be immediately notified to ensure that all given documentation and details of services are requested, present, and accounted for. Onsite compliance will be ensured through a monthly auditing process which includes the Exceptional Children's Team Lead and Facilitators review of given records during a set period of the month. This process includes ensuring that all documents present, lack errors, and are compliant with the expectations of NCDPI, FAPE, and IDEA. Upon finding a need for correction the students' case manager will be provided assistance and a specific timeline to ensure there is no lapse in services or potential loss of services.

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

SABA will utilize an inclusive model to meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Each student identified will be supported in all content and elective instructional areas by instructors who are licensed as regular and special education areas. The students will participate with non disabled peers which will support peer modeling,



progress, and growth across all areas. SABA will secure staff who are identified as highly qualified in their speciality areas, possess current training/professional development, and those who have a mindset of growth and development for the whole child. Each student will be supported with both targeted and whole group instructional periods to ensure the closing of the gaps that they possess. The students daily schedule will allow for targeted focus areas which will delve into any areas of deficit. In addition the students will be provided with non traditional instructional support, arts integrated instruction, which will provide them opportunities to utilize alternative areas to access their individual methods of grasping/processing content.

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?

SABA's instructional framework will be one that is supported by a non-traditional approach to instruction which integrates core subjects with the arts through multiple intelligences. This approach provides multiple access points for all students, including students with disabilities. The balance of skill use will be very supportive, so that a student will not solely rely on one way to access, process, practice, or demonstrate acquisition of new knowledge and skills. SABA will use the data from comprehensive assessments to determine the specific needs of each student with disabilities. Based on this holistic view of students, SABA's student support team will engage in collaborative work to identify specific strategies to support each student and ensure they have access to the general education curriculum. For example, if a student has a disability that impacts reading, the team may facilitate the use of audiobooks and graphic organizers to help students access and connect ideas with written text. If a student has a disability that impacts Math processing, the team may opt to use color coding of symbols and processes, use manipulatives, and other concrete experiences to support student understanding and practice.

As it relates to the specific content areas and strategies, teachers will implement research-based strategies and interventions to ensure access and support for students with disabilities:

Literacy.

Teachers will use the following research-based and evidence-based literacy strategies to support students with disabilities: multi-sensory instruction and practice, such as air-writing or using fingers to tap out sounds, one-on-one conferring and small group instruction; use of visuals and movement to accommodate and offer opportunities for varied processing needs; use of scaffolded graphic organizers to process written information; explicit, multi-sensory instruction in vocabulary and comprehension



strategies; modeling and guided practice for writing and use of reading strategies; organizing the physical environment to support learning with a balance of verbal and visual supports and flexible seating; reducing distraction and supporting executive functioning through multiple methods.

Math

Teachers will integrate mathematics in all content areas through: Whole group instruction, small group instruction, independent work with conferring, writing, collaborative learning, teacher think aloud (modeling problem solving), discussion of complex problems, and explicit vocabulary instruction. Teachers will introduce lessons with advance organizers that connect students' prior knowledge and skills to the current Math lesson, provide systematic and explicit instruction in concepts, strategies, and rules, and use visual representations of functions and relationships. Other crucial practices to give access to students include modeling concepts and use of strategies, breaking problems into smaller chunks and steps, building fluency, and providing intensive support in small groups or one-on-one conferences.

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).

As it relates to FAPE SABA's foundational beliefs and practices admission to the school will be at no cost to the family. As a tuition free institution SABA will support the individual student, families, and community. Each student will be supported by highly qualified staff in settings that promote the growth and development of the whole child. Instruction will be provided in the least restrictive environment for each student which will include but are not limited to traditional and non traditional approaches, arts integrated instruction. The whole child approach will be supported by a child and family team approach where each student has a variety of team members who have the whole vision for the child. These supports will include but are not limited to Regular and Special education instructors, therapists, social workers, school psychologists, external providers, and any additional supports that will ensure the growth and development of the child. SABA will ensure compliance to all guiding principles and regulations given by the state of NC and NCDPI through internal and external auditing, progress monitoring, and quality records practices/protocols.

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

The implementation of the IEP will be monitored by the Exceptional Children's team, including but not limited to, the students' case manager, Exceptional Children Team Lead, Facilitators, etc through the monthly auditing process, classroom observations, and record sampling reviews. Each case manager will be responsible for providing progress monitoring which is to be collected based upon the student's IEP. For example daily, weekly, monthly, etc. Each case manager will maintain data binders, physically and



digitally, which will include when, how, amount, and the response to the given goal, strategy, or intervention. This information will be provided to the student through check-ins where the instructors highlight the student's strengths and needs in a positive and reflective manner. Parents will be provided with progress reports and report cards during the instructional terms. Relevant staff will be provided with digital and physical access to progress monitoring if/when needed to ensure consistency across the setting.

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

SABA will pursue and secure related services providers through external contracting in the initial development phases. SABA will pursue Related services which include, but are not limited to the following:

- speech-language pathology and audiology services
- interpreting services
- psychological services
- physical and occupational therapy
- recreation, including therapeutic recreation
- early identification and assessment of disabilities in children
- counseling services, including rehabilitation counseling
- orientation and mobility services
- medical services for diagnostic or evaluation purposes
- school health services and school nurse services
- social work services in schools
- parent counseling and training
- transportation services

These services and supports will be pursued in the immediate and surrounding counties of Chatham, Orange, Chapel Hill-Carrboro, and Wake. Each entity supporting SABA's students will be of quality and integrity with a focus and mindset on the student. As enrollment increases SABA will establish a Student Support Services team that will include all of the above noted supports. These positions will be full time staffing positions when deemed necessary. Examples of service providers listed above include, but are not limited to, Orange County Thrive Speech Pathology, Duke Speech Pathology, Wake County Wynns Family Psychology. University Resources such as UNC-Chapel Hill, NC State University, and Duke University are other possible service providers.



In efforts to secure qualified staff, SABA will establish professional learning partnerships with both local and surrounding university educational programs including UNC-Chapel Hill, NC State, Duke, North Carolina Central University, and Eastern Carolina University. Partnerships with these educational programs will provide qualified teachers to model and mentor best classroom practices that support the expectations of a successful teacher. SABA's recruitment in these areas ensure that the students enrolled are receiving the highest quality of education possible. These educators will be provided the most relevant and applicable supports, strategies, and interventions for the students in their care.

9.4. Student Performance Standards

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

Students at SABA can achieve high performance standards with rigorous and relevant curriculum, individualized instruction and high expectations set for all students. Progress towards SABA's academic goals, as measured by the NC SCOS will be updated at regular intervals as outlined in our education plan; monthly progress reports and quarterly report cards. On our reading growth and core subject mastery goals, the Head of School will provide monthly progress reports to the governing board, as well as to students and parents about the progress students are making towards their goals, areas of strength and areas of improvement. SABA will adhere to the following performance standards as previously outlined (see Figure H):

1. All students in grades 3-8 in Math and Reading will increase 5% in overall proficiency each year, exceeding the CCS overall proficiency in five years.
2. All students in grades 9-12 in Biology, English II, NC Math I and NC Math III will increase 5% in overall proficiency each year, exceeding the CCS overall proficiency in five years.

Figure H: Five Year Growth Plan



School of the Arts for Boys Academy						
MATH Grades 3-8 5 Year Growth Plan						
CCS 2018-2019 Baseline Performance (Overall Proficiency)	CCS Baseline Performance (Black/Brown Boys Average Proficiency)	SABA Year 1	SABA Year 2	SABA Year 3	SABA Year 4	SABA Year 5
62.90%	44.40%	50%	55%	60%	65%	70%
READING Grades 3-8 5 Year Growth Plan						
CCS 2018-2019 Baseline Performance (Overall Proficiency)	CCS Baseline Performance (Black/Brown Boys Average Proficiency)	SABA Year 1	SABA Year 2	SABA Year 3	SABA Year 4	SABA Year 5
62.60%	36.40%	45%	50%	55%	60%	65%
Grades 9-12 5 Year Growth Plan						
CCS 2018-2019 End of Course Assessments	CCS 2018-2019 Baseline Performance (Boys Overall Proficiency)	CCS Baseline Performance (Black/Brown Boys Average Proficiency)	SABA Year 1-3	SABA Year 4	SABA Year 5	
Biology	46.00%	33.30%	N/A	40%	46%	
English II	47.40%	35.50%	N/A	42%	48%	
NC Math 1	27.60%	16.90%	N/A	22%	28%	
NC Math 3	38.80%	25.70%	N/A	33%	39%	

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.

In addition to the NC EOG assessment, SABA will utilize the following evaluative tools:

All Subjects: Teachers will assess students regularly through standards-aligned formative and summative assessments. These include use of assessment prompts throughout lessons, assignments that integrate content and writing, exit tickets, rubrics, authentic, real-world performance assessments, conferences and teacher-created benchmark assessments using EOG question stems. Student assessment data will be recorded and tracked to display student mastery and areas of deficiencies. Teachers will be provided information to assist in grouping students for targeted reteaching, remediation, support and enrichment. Students will have multiple opportunities and methods to demonstrate mastery as they are given more practice and are introduced to the material in various ways. If it is clear that there are collective gaps in student knowledge and skills, teachers will collaborate to assess the curriculum and instruction to identify changes necessary for student achievement.



Literacy

SABA will use American Reading Company's (ARC) Independent Level Reading Assessment to identify areas for growth in student's literacy skills. This assessment, coupled with the program's Foundational Skills Toolkits will allow teachers to monitor student growth and provide specific strategy lessons to meet the needs of small-groups of students. The program utilizes an assets-focused, personalized approach, building on what students already know and can do, and moving them strategically to the next level via power goals which give students ownership of their learning and growth. Students become partners with their teachers in understanding what they need to know to move to the next level, how they need to practice to achieve learning goals, and input into when they feel they are ready for the next power goal. IRLA texts are also ethnically and culturally diverse, and help students to see themselves in the books they use to advance their learning.

Writing

Teachers will use standards-based writing rubrics at each grade level, aligned with the writing focus of each unit. These will be spiraled across grade levels to allow teachers to align their use of graphic organizers, accounting for increasing complexity of writing skills from grades 3 through 12. This spiraled, standards-aligned approach will allow more targeted horizontal and vertical planning and analysis of student writing artifacts to identify strengths and areas for growth in writing.

Math

Teachers will use Eureka Math assessments to build students' knowledge in a thorough and logical way to track student progress and understanding of the Common Core standard. Teachers will create pre and post assessments based on clusters, along with challenging summative performance tasks that capture the skills taught in each unit or lesson based off of the NC EOG questions.

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.

"New nationwide data collected by the U.S. Department of Education's civil rights office revealed stark racial and ethnic disparities in student retention, with Black and Hispanic students far more likely than white students to repeat a grade, especially in elementary and middle school (Adams, Robelen and Shah,



2012).” Retention can increase the likelihood that a student will drop out of school. Students who drop out are five times more likely to have been retained than those who graduate (National Center for Education Statistics, 2006). SABA will set passing criteria at a level that ensures that most students proceed through the grades at the expected rate. SABA will monitor the academic and social performance of all students to assess student progress toward reaching appropriate benchmarks in core subject areas. SABA will utilize multiple forms of assessment in making decisions on promotion and retention. Areas of focus for individual student promotion and retention decisions will be based upon state mandated testing, classroom grades, teacher recommendations, academic growth and the age-appropriateness and maturity of the student. Students in need of additional modifications and support to reach academic benchmarks will be provided with increased support services and interventions. Grade retention may be necessary for students in grade three, particularly as it relates to “Read to Achieve” to address those students who did not pass the EOG test in third grade. SABA will abide by the state mandates for Read to Achieve legislation and will retain any 3rd graders who do not meet the criteria for promotion. ELL students below grade level due to language deficiencies with less than 2 years of ESL instruction will be promoted unless a strong case can be made for the benefits of retention. EC students who have sufficiently met their goals will be promoted regardless of their achievement on grade level assignments and standardized tests.

Overall, students who have not met grade level proficiencies by the end of the school year may receive additional intervention opportunities from the Student Services Team (SST), which may include, but is not limited to, an extended school year or summer program to assist in their academic preparedness. The SST consists of the Head of School, general education teacher, counselor, social worker, psychologist, 504 Coordinator and/or special education teacher. This team will consider all academic data presented for a student and make a recommendation for promotion or retention to the Head of School.

SABA will follow the current NC Accountability Model as the basis for student performance standards and will include the promotion/retention policy in the student/parent handbook as well as the SABA website. The following process will be used to determine promotion and retention:

- SABA will utilize a rubric to evaluate student achievement, attendance and maturity/character; Students should not accrue more than 10 unexcused absences and should also have the maturity, social skills, and work ethic to succeed in the subsequent grade based on teacher observations, grade level team and Head of School consultation.
- At the end of the 3rd quarter, teachers will present a list of students they feel are at risk for retention to the SST Chair and Head of School. Each name on the list must have been engaged in our intervention



process throughout the year, which includes parental notification prior to the third quarter.

- Teachers will finalize a portfolio; student work samples, assessments, observations, and the Promotion Rubric that demonstrates areas of strength and weakness.
- Parents will be invited to a meeting with SST and presented with all student portfolio evidence and intervention documentation. Considerations: student history, past retention, IEPs (if applicable), EOG results, grades, academic performance and growth, social skills and maturity, and attendance.
- Based upon the evidence and teacher recommendation, the Head of School will make a final decision regarding retention or promotion. The parents will be immediately notified with a written explanation of the decision.

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.

SABA will prepare our students for the rigor and academic demands of Honors and AP level courses in High School. In order to be promoted to the next grade level high school students must meet the following requirements:

Promotion in high school is determined by course credits.

To be promoted:

9th to 10th 6 credits

10th to 11th 13 credits

11th to 12th 20 credits

According to the North Carolina Department of Instruction, all students must earn at least 22 credits in the Future-Ready Course of Study to graduate from high school. The Future-Ready Course graduation requirements ensure that a student is prepared for life and whatever pathway they choose after they graduate, workplace, colleges/university or the military. Below are the specific course requirements.

Future-Ready Course of Study (22 credits) for students entering Grade 9 in 2020-2021:

Four sequential English credits which shall be:



1. Starting with English I
2. English II
3. English III
4. English IV

Four Mathematics credits which shall be either:

1. NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post high school plans
2. In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by N.C.G.S. §115C-81(b), the student will be required to pass: NC Math 1 and Math 2 plus two additional courses identified on the NCDPI Math options chart.
3. Note: Credit shall be awarded for Math I, II, III if taken prior to the 2016-17 school year.

Three Science credits which shall be:

1. a physical science course
2. Biology
3. an earth/environmental science course

Four Social Studies credits which shall be:

1. Founding Principles of the United States of America and North Carolina: Civic Literacy
2. Economics and Personal Finance
3. American History
4. World History

One Health and Physical Education credit:

1. Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.
2. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

Two Elective credits of any combination from either:

1. Career and Technical Education (CTE) or
2. Arts Education or
3. World Language

Note: For clarification, possible elective combinations may include 2 World Language credits; or 1 CTE credit and 1 Arts Education credit; or 2 CTE credits; or 1 Arts Education credit and 1 World Language credit; or other combinations from the available electives.

Four Elective credits from the following (four-course concentration recommended):

1. Career and Technical Education (CTE)



2. ROTC
3. Arts Education (e.g., dance, music, theater arts, visual arts)
4. Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English and dual enrollment courses)

Grading Scale and Quality Points

High schools shall use one grading scale. The conversion of grades to quality points is standardized. Implicit is a conversion of percentage grades to letter grades.

Standard Scale-Letter Grade

90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; < 59 = F

Standard scale -Numeric Grade

90-100 = 4.0 80-89 = 3.0 70-79 = 2.0 60-69 = 1.0 < 59 = 0.0

WF = 0.0 FF = 0.0 WP = 0.0 INC = 0.0 AUD = 0.0

P = 0.0

Arts Capstone Overview

The SABA Arts Capstone project will engage seniors during their last semesters, maintaining the academic rigor needed to ensure post-secondary success. The purpose of the Capstone Project is to give students an opportunity to choose an area of study, to combine different disciplines, to explore new avenues in a productive manner, and, at the same time to help others and contribute to the community. SABA students will address a challenging issue that will stretch his intellectual and personal growth. In essence, the project will provide a significant learning stretch. It should benefit the community at large, develop a new skill and/or give insight to a field that he may want to pursue as a career. The SABA Arts Capstone Project will transition students from subject oriented learning to applicable real life experiences needed at their next stage in life. SABA students will utilize the knowledge and skills they have acquired in school to successfully complete their SABA Arts Capstone Project.



SABA Senior Arts Capstone Project

SABA students will determine their area of focus for the SABA Senior Capstone project during their 9th grade year, which will reflect an interest in their culture and community and will be approved by their homeroom teacher. Students will have to demonstrate satisfactory research, note taking, organization, time management, use of technology, and written and oral communication skills. They will present their project to their fellow students, staff, and families from January to April of their senior year.

SABA students will work with the appropriate Arts Teacher to plan their course of study, extracurricular activities, community service related to their Arts area, and their reflective Capstone Project. Through the student capstone project, SABA students should demonstrate their artistic literacy through their ability to Create, Perform/Present/Produce, Connect, and Respond as an artist.

- Learn about themselves by moving an idea or dream toward a topic of interest, specialization, community need, or career choice;
- Develop their leadership skills, sense of character, and self-esteem;
- Locate the right people (advisors and mentors) to help them and to link them with community resources;
- View society and the issues within a community in new ways;
- Demonstrate their abilities to apply what they have learned during twelve years of study;
- Synthesize previous learning; and
- Explore their readiness for college and the workplace.

TIMELINE:

- Freshman year: Students plan course of study and possible extracurricular activities
- Sophomore year: Students explore more involved roles in arts related extracurricular activities and begin community service in arts – Reflective Journal
- Junior year: Students continue with arts courses, activities, and service, while also planning the Capstone Presentation with their Arts Teacher/s
- Senior year: Between January – April of their senior year, students plan and present their Arts Capstone Project

The SABA Senior Arts Capstone Project process will include the following elements:



- Capstone Mentor Assignment or Selection^[1]_[SEP]
- Student Capstone Project Proposal
- Periodic Progress Check-ins between Student & Capstone Mentor
- Final public Performance/Presentation/or Product
- Capstone Evaluation & Assessment Methodology
- Student Reflection on the Process & Product

SABA will serve Black and Brown boys whose risk factors are more situational rather than innate. Also, many of the boys' learning styles are better served in a different learning environment that provides individualized programs outside of a standard classroom, i.e. mentoring, setting in a caring atmosphere in which students learn the skills necessary to redirect their lives.

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

The “Building Boys into Men” ethos will run throughout SABA’s mission to build strong, creative academic scholars, critical thinkers, and community leaders through a culturally responsive arts-based education. SABA will create an environment that is conducive to learning, in which students are committed and invested in reaching their ambitious goals.

Merriam-Webster defines a roadblock as something that blocks progress. Building blocks are blocks that are put together to make something greater exist. SABA boys will engage in activities that build their character, require the use of critical thinking skills, test innovative ideas and present information in a clear, concise and creative manner. Teachers and staff will build positive relationships with all students, creating an atmosphere of mutual respect, love, and compassion. Teachers will honor, understand and be responsive to students’ learning differences and exhibit curiosity about students’ interests, dreams, desires and cultural practices.

Discipline at SABA will be considered a learning process that builds character, not solely a system of punishments and rewards. Teachers will teach, model and practice restorative practices and behavioral expectations and procedures and hold all students to high standards. Teachers will support the hidden talents of students and allow students to express themselves freely in all aspects of learning. Teachers



and staff will create ways to build upward mobility in the community, recognizing that what happens outside of the classroom is just as important as what happens during school hours. SABA will break the cycle of intergenerational poverty by helping both the parents and students together.

At SABA, students will choose academic excellence. They will choose to be leaders. They will choose to be who they want to be because as a faculty, staff and community, we have chosen to teach them, to love them and to build them. This is known as “The SABA Way”. Students will know and feel that they are a part of something special; part of a family who will advocate for their needs and provide them with the unwavering freedom to thrive.

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.

All teachers will be responsible for believing in and teaching The SABA Way, building boys into men. All teachers, parents, and students will sign a SABA Responsibilities Pledge that outlines each party’s commitment to the educational environment and positive culture at SABA. Teachers will meet with students and parents at the beginning of the year to outline the behavior expectations, rewards and consequences as outlined in the Student Code of Conduct Handbook. Teachers and staff will build positive relationships with all students and understand the significant role culture plays in student achievement. All staff will participate in a neighborhood visit and family event sponsored by SABA at the beginning of each school year and quarterly throughout the year. Students will set goals in collaboration with the classroom teacher at the beginning of the year and will be expected to review their goals to check for progress and growth. All growth will be celebrated every Friday during a school-wide assembly. Teachers will review behavior expectations at the beginning of the school year and provide opportunities for celebrations and growth weekly. As new students enroll throughout the year, students and parents will be provided with an orientation discussing and outlining The SABA Way, as well as the Student Code of Conduct Handbook. New students will also be provided a student mentor to assist with the transition to SABA. Teachers will participate in Chatham Organizing for Racial Equity (CORE) Training to evaluate implicit bias; the attitudes or stereotypes that affect understanding of different cultures and decisions in an unconscious manner.

All enrolled students, their families and “support system” will meet with the Head of School prior to the first day of school to discuss school goals and personal goals that the school will assist the child in meeting throughout the school year to remind them that we are all family at SABA and will all be a support system for students.



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.

SABA will create an atmosphere of respect, high expectations and common standard for student behavior and conduct. SABA will create in collaboration with the SABA leadership team and parent representatives a Student Code of Conduct Handbook that will be provided to all students and parents at the beginning of each school year, as well as posted on the SABA website. The Student Code of Conduct will include a student, parent, and teacher commitment to uphold the mission and vision of the school as outlined in the Student Code of Conduct SABA will create a positive school culture in which students will reflect on their own behavioral practices. SABA will adhere to the 16 reportable offenses and their definitions as required and outlined by the N.C. Gen. Statutes for North Carolina public schools. The Student Code of Conduct will distinguish between minor offenses, major offenses and offenses that may require long term suspensions or even expulsion. SABA's Board of Directors will develop and publish a Parent/Student Grievance Policy and Procedure which establishes due process rights and the procedures for filing complaints or appeals to the school and Board of Directors.

The Head of School will conduct a mandatory student and parent orientation prior to the start of the school year. All parties must sign an acknowledgement of receiving a copy of the Student Code of Conduct and the associated grievance policies and procedures. If it becomes necessary to expel a student who has been in violation of one of the 16 reportable offenses, the student and parent will immediately receive a copy of the grievance policy.

If a student demonstrates a repeated inability to follow the Student Code of Conduct, the student may be placed on a Behavior Improvement Plan (BIP) to address the specific misbehavior, provide supports and incentives for correcting the misbehavior and identify any consequences associated with continued misbehavior. The BIP will be discussed, created and reviewed by the Head of School, Counselor, parent, student, behavior specialist and EC teacher where appropriate. The students progress on the BIP will be monitored and documented and re-evaluated every 30 days, similar to a BIP associated with an Individualized Education Plan (IEP). The goal will be to effectively correct the behavior, offering rewards where appropriate, leading to an increased awareness and self-discipline.



9.6. Certify

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

- Yes
- No

Q76. Explanation (optional):

Not applicable as there are no additional explanations needed.



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.

School of the Arts for Boys Academy (SABA)

Q78. Mailing Address

PO Box 1721

Pittsboro, NC 27312

Q79. Street Address

PO Box 1721

Pittsboro, NC 2731

Q80. City/State/Zip

Pittsboro, NC 27312

Q81. Phone (xxx-xxx-xxxx)

919-548-0229

Q82. Fax: (xxx-xxx-xxxx)

Not applicable as we do not have a fax number at the moment.

Q83. Name of Registered Agent and Address

Not applicable as we do not have a registered agent.

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:

85-0819740

Evidence :


SABA EIN Letter (1).pdf

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


Please see document attached.

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

Resources :



Evidence :


SABA Initial Members of the No...

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



SABA's Board of Directors consist of a group of professionals from diversified backgrounds and experiences. The board possess a wide range of skills and expertise making them suitable to serve. They share a common belief in the school's mission and vision, volunteering to perform the necessary tasks to ensure a high quality for SABA's students. The best interest of the students will drive all decisions and the board will accept full responsibility for the operation, governance, and oversight of the school. The board will serve as advocates for the school, and will be able to discuss the school's mission, vision, purpose, and academic expectations with all school and community stakeholders. Since the school is being developed with a Head of School already selected, one of the most primary functions of the board will be to oversee and evaluate the Head of School. The board will act as the governing body but the Head of School will have full responsibility for the day to day operations of the school. This includes designing and implementing programs and policies, developing fundraising strategies, and implementing all aspects of the school's strategic plan for success. The boards responsibility will be to support and collaborate with the Head of School to ensure that all written policies, strategic plan items, measurable goals, employment practices, financial requirements, and daily business actions are carried out in an ethical and legal manner.

The Board of Directors will assist the Head of School in establishing and carrying out academic goals based on high expectations and career and college readiness for all SABA students. The board will also collaborate in the development of other goals necessary for school success. These additional goals will include teacher recruitment and retention, academic achievement, student attendance and discipline, and parental participation and involvement in the school. The SABA Board will meet monthly (minimum 11 times a year) at which time the Head of School will provide various reports on school achievement, finance, teacher performance, and instructional programming. A retreat will be held annually at which time strategic goals will be developed providing the Head of School a roadmap for success.

The SABA Board has played a fundamental role in the preparation of the SABA application. Ongoing SABA board responsibilities include fundraising and student recruitment, securing and improving a facility, advising the Head of School on structuring the school building for safety and optimum use, developing and sustaining community support for the school, finding needed resources, ensuring the school follows all charter school rules and regulations, state Board policies, and Federal and state laws, conducting all business (including conducting of board meetings) in accordance to charter school by-laws and state laws. The SABA Board of Directors will have a responsibility to hear and manage all grievances according to the schools' grievance policy, and to quickly respond in a fair and equitable manner. The board will approve all SABA school policies and amendments to the school's by-laws ensuring said policies and by-



laws meet the letter of the law. If for any reason the Head of School decides to leave, the board will establish a search committee which will consist of two SABA Board members, two current SABA parents, and two invested community members. The Head of School's job description will be reviewed/ revised by the SABA Board and used as a guide to recruit, interview, and hire a new Head of School. Requirements will include prior experience as a school building principal, success in transforming the educational environment for under performing students of color, proven success in closing the achievement and educational opportunity gaps for students of color, and a proven servant leader. The SABA Board will utilize various methods of advertising and recruiting a new Head of School all based on qualifications and experience.

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

The SABA board will strive to maintain a board that consists of 7-11 members; at a minimum, the board will meet the typical minimum of 5 board members. Currently, the board consists of 8 members. Positions within the board of directors include a Chair, Vice Chair, Treasurer, Secretary and Time-Keeper. These positions were voted on by the current board members and all received unanimous election. These board positions will rotate every three (3) years, with board members eligible to serve two consecutive terms. Board members will also participate in or chair at least one committee that will meet at least once between each board meeting. These committees are currently Finance, Governance, Facilities, and Marketing/Community Engagement. The current members will be responsible for recruiting, interviewing, and voting to add new board members upon vacancies. The Board will seek to always represent a wide array of experiences, perspectives, networks and skills in areas such as finance, education, leadership, fundraising, governance, and public relations. Composing the board of members with a balance of these skills will help ensure the SABA Board can operationalize our mission.

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 current SABA Board consists of eight members with experience in Mental Health, Strategy and Operations, Educational Leadership, Guidance and Counseling, Budget Development and Fiscal Oversight, Non-Profit, Social Work, and K-12 Administration.

Felicia Watson is a Chatham County native, born and raised in Pittsboro, NC attending Pittsboro Elementary, Horton Middle and a Northwood High School graduate. Felicia has a BS degree in Marketing from North Carolina A&T State University and has an extensive background in Human Resources. Throughout her career, she has supported the HR needs of various organizations including the Cook County Juvenile Detention Center. She currently works at Cisco Systems where she has spent the past 10



years leading diversity hiring initiatives with various colleges and universities across the US. Within her body of work, Felicia has developed and implemented corporate residency programs within Historically Black Colleges/Universities (HBCU) as well as other university recruiting initiatives. Felicia has served on Employer Advisory Boards with Rochester Institute of Technology (RIT) and North Carolina A&T State University. Felicia has most recently accepted a role as the Chief of Staff helping to build a Strategy and Operations organization within Cisco's Human Resources Department.

SABA Board member Robert Logan is a life-long resident of North Carolina with a distinguished 43 year history in public education. Thirty-five of these years he served as a teacher, four principalships, superintendent of three school districts, and as NC State Associate Superintendent of Innovation and School Transformation. From 2013 until present he held the position of Senior Director for the Eastern Region of AVID (a national nonprofit organization with the mission of closing the achievement gap for all students). He has served on numerous state and local boards and currently serves as a Board of Trustee member for Central Carolina Community College. Robert has also been the recipient of various national and state educational honors and awards such as the Worth McClure Scholarship given by American Association of School Administrators, North Carolina Regional Principal and Superintendent of the Year, and Order of the Long-Leaf Pine.

Sonia Logan has recently left retirement to reenter the profession as a middle school counselor for Chatham County Schools. During her career she had the opportunity to serve in multiple elementary and high school guidance positions, principalships at the elementary and middle school levels, as Dean of Admissions for Central Carolina Community College, as a undergraduate instructor for the University of North Carolina at Asheville, and as Director of Student Services for Buncombe County Schools. Prior to entering the field of education, Sonia worked several years in the world of finance, serving as an internal auditor for Peoples Bank and a loan officer for the North Carolina State Employees' Credit Union.

SABA Board Member Shereatha Terry is currently and has been serving the targeted population for ten years. She is a Qualified Mental Health Professional who is credentialed to serve K-12 age groups with a variety of diagnoses and mental health needs. During the time she supported both individual children, parents, and families with individualized mental health supports, case management, and resource acquisition. Ms. Terry ensured that each child received whole child support academically and as it relates to their mental health needs. Currently she is an Exceptional Children's Instructor who specifically serves and supports the Extensions Student Population. During her academic career she has supported students



with a variety of needs and deficits. These students require adaptation, modification, and individualized support in multiple areas. The target support that Ms. Terry provides is with the focus to close the current deficits and gaps that the student may have, thus making her a perfect resource for the SABA Board.

Saundra Gardner is a native of Chatham County. She has spent her career serving others. She has a strong community connection with the citizens of Chatham County. She retired from Chatham County Schools as a School Social Worker. She started the Northwood High School student group My Brother's Keeper to reduce suspensions and improve academics among Black and Brown boys. She has experience in restorative practices, domestic violence, child abuse and neglect, youth mental health, drop-out prevention and parent and community engagement.

Mike Wiley is a North Carolina-based actor, playwright and director of multiple works in documentary theatre, including LEAVING EDEN, THE PARCHMAN HOUR, DOWNRANGE: STORIES FROM THE HOMEFRONT, DAR HE: THE STORY OF EMMETT TILL, the theatrical adaptation of BLOOD DONE SIGN MY NAME and more. The film adaptation of Wiley's DAR HE, in which he portrayed 30+ roles, received more than 40 major film festival awards around the globe. THE PARCHMAN HOUR was selected as the closing event of the official 50th year anniversary commemoration of the Freedom Riders in Jackson, MS. Wiley has twenty years credits in providing documentary theatre for young audiences plus film, television and regional theatre. An Upward Bound alum and Trio Achiever Award recipient, he is an M.F.A. graduate of the University of North Carolina in Chapel Hill and is a former Lehman-Brady Visiting Joint Chair Professor at Duke University's Center for Documentary Studies. He has conducted numerous educational residencies funded through grant programs of the North Carolina Arts Council and his plays have been selected for spotlight showcases by arts industry conferences throughout North America. Wiley's overriding goal is expanding cultural awareness for audiences of all ages through dynamic portrayals based on pivotal moments in African-American history and, in doing so, helping to unveil a richer picture of the total American experience. Wiley is a recipient of the University of North Carolina's Distinguished Alumni Award in 2017. His most recent work LEAVING EDEN, premiered in spring of 2018, became the largest commissioned project ever undertaken by Playmakers Repertory Company and enjoyed a record-breaking run. Wiley's ensemble cast original plays are available for licensed productions by theatres worldwide, and Wiley himself tours eight original one-person plays for student and adult audiences throughout North America.



SABA Board member Tavares Toomer brings a business perspective to the board, as well as years of experience in business finance and accounting. Whether serving as a school system athletic coach or as the fiscal manager for a major non-profit, working with youth, and for the betterment of the community has always been a part of his personal mission. From 2003-2007 Tavares served as the Fiscal manager of Coalition for Families, a not-for-profit located in Sanford, NC. He managed over 12 different grants and private funds for the organization, with responsibilities ranging from budgeting, accounts payable and receivable processing. Tavares brings to the board business skills and experience which will ensure proper financial and operational management.

SABA Board founding member Valencia Toomer is a native of Chatham County. Valencia attended grades K-12 in Chatham County and returned as a school administrator after teaching elementary and middle grade students for six years. Valencia has served as a school administrator for the past eleven years in Chatham, with her most recent principalship at Horton Middle School. Additionally, Valencia has taught at the collegiate level teaching courses such as Classroom Management, as well as Diversity in Schools and Society. She also traveled as an Open Court Reading Consultant. Valencia Toomer was named recipient of the 2018 North Carolina Association of Scholastic Activities Principal of the Year.

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.

The Board of Directors will provide SABA the oversight, governance and needed support to deliver the vision and mission of the school. Board of Directors will fulfill all of the various requirements of the application including: 1) developing a purposeful and concise vision and mission for the school, 2) recruiting, hiring, and ensuring proper evaluation and supervision of highly certified teachers and staff, 3) develop a strategic plan with long and short term goals to ensure fidelity of programming, 4) provide financial oversight to ensure proper resource management and adherence to all fiduciary responsibilities, 5) perform all duties required by law, the articles of incorporation and bylaws of the charter, 6) performing those processes and procedures which help to direct the academic success of the students of the school, 7) establish and support partnerships with local, state, and national organizations, 8) take responsibility for fund raising and maintaining proper financial resources to sustain and grow the school, and 9) establish an expectation of continued professional learning for the faculty, staff and leadership of SABA.



Just as with a traditional school, the Head of School will be responsible for the day-to-day operation and management of the school. The SABA Board will directly supervise and evaluate the Head of School, but the Head of School will be responsible for the evaluation and supervision of all other employees. The SABA Head of School will attend all monthly Board of Director meetings, providing reports and data on academic progress of the students, financial and operational health, and any other information requested by the Board. The Head of School will work with the Board Chair to develop monthly Board meeting agendas, and Board members can ask for specific reports or data on the status of the school. Close oversight will be given to the financial and operational management of the school.

The Board of Directors will also work to adhere to their specific roles and responsibilities, self-assess their effectiveness, and set short and long-term development goals. In an effort to have complete transparency with the entire SABA and Pittsboro community, all opportunities, meeting dates, agendas, and minutes will be posted on the SABA website within 48 hours of their board approval in compliance with NC's Open Meetings Laws.

The organizational structure at SABA will allow for parent and community involvement at several levels. Parents may participate in the SABA Parent Organization and may be invited to be a part of the School Advisory Committee organized and led by the Head of School. Parents may also be asked to participate in the search committee for subsequent Head of Schools upon vacancy, and other committees established by the Head of School and board. Community members will be able to get involved in several ways as well. Doors will be open at various times throughout the year for community tours to increase community support and funding, recruit new families, and develop and maintain business and non-profit partners. Community members will be asked to share particular talents and resources with SABA to deepen student learning and provide a vast array of perspectives. Community members may be asked to mentor students, volunteer regularly, donate supplies and other resources, attend fundraising events, and advocate for SABA throughout the Pittsboro area.

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?

Several board members possess a career long understanding of charter schools, while others have watched and studied over the past years since the inception of charter schools in North Carolina. In school, home, and community settings conversations were conducted relative to the lack of success of Black and Brown boys, and the need to provide a different educational experience for these students to be successful. These conversations were followed by strategically asking members who were like- minded,



experienced in organizational operations, and well-connected in the state and community about their interest in starting a charter school and serving on its board of directors. The identified Head of School has long served as an educational leader in Washington State and North Carolina. Her passion and desire to help underperforming Black and Brown boys to be successful drove the conversations and request to serve. Unique to this charter application is the direct involvement board members have had in preparing the application. The application preparation process has increased the bond between board members, and further educated them as to what is required to make SABA successful. No one is entering into the development and operation of SABA with faint intentions. The necessary commitment, hard work, and effort for SABA's success is clearly understood by the board and accepted with great determination.

The current board members share a common belief that all children can achieve at high levels, and that lower income families in Pittsboro deserve an educational option that can provide a promising future for their children. Founding board members have committed to serving a staggered 3-year term with opportunity for reappointment, which will ensure consistency through SABA's planning phase, and will allow the board to elect new members one at a time. Officers may serve no more than two consecutive three-year terms. After a break of a minimum of 1-year, officers may be elected to another term. New board member recruitment will directly align with the school's strategic plan. The Board's Governance Committee will keep a thorough board inventory to track current members' strengths and skill sets, and identify expertise that is needed for future members to maintain an effective and complementary board composition. Once the Governance Committee identifies the perspectives and skills the board needs, that information will be shared with the entire board in writing, and will begin a search for new candidates via contacts at local businesses and firms, and through networking with current and former board members. The Governance Board committee will initiate contact with serious candidates and be provided a resume and writing sample. The board will vote upon new candidates to pursue at the meetings, and a strategic and effective interview process will follow which will include the candidate meeting with the Head of School and school tour, observation of a board meeting with reflection, and an interview with the board members. The board will discuss each new candidate and formally vote to elect the candidates separately within 3 months of each vacancy. Board membership will always stay between 7 and 11 members, and board seats will always be filled within 3 months of each vacancy.

Q93. Describe the group's ties to and/or knowledge of the target community.

Several of the SABA Board members have lived or worked in Chatham County and have first hand knowledge of the educational challenges faced by children of color in the school district. Board members also work and/or volunteer in the community and with the target population. Many Black and Brown boys do not receive the supports and additional help necessary to catch-up and close both the achievement and opportunity gaps.



Over the course of the past thirteen years Robert Logan has interacted with the community in many ways, including five years as a member of Central Carolina Community College Board of Trustees, three years on the Chatham County United Way Board of Directors and as a financial supporter of Communities In Schools. Having served as the Chatham County Superintendent of Schools, Robert seeks to continue to serve the underperforming students of the community. As previously stated, Sonia recently returned to the profession to accept a Title I Middle School Counselor position, specifically designated to work with underachieving students, many of whom are children of color. For seven years she served the county as an elementary, middle and high school guidance counselor, before retiring as Head of the Guidance Department at Northwood High School, Chatham County's largest high school. Sonia Logan has personally provided for the needs of students by providing food, clothing, and financial support. Robert and Sonia are the parents of two African-American daughters who graduated from Chatham County Schools.

As mentioned before, Felicia attended K-12 in the Chatham County school systems and still has deep roots to the community as her family still resides in this area. Felicia also has two young African-American boys (ages 5 and 9) that are currently behind grade level and can provide great insight into a parent's perspective in regards to our target audience.

Saundra Gardner is a native of Chatham County. She has spent her career serving others. She has a strong community connection with the citizens of Chatham County. She retired from Chatham County Schools as a School Social Worker. She started the Northwood High School student group My Brother's Keeper to reduce suspensions and improve academics among Black and Brown boys. She has experience in restorative practices, domestic violence, child abuse and neglect, youth mental health, drop-out prevention and parent and community engagement.

Mike Wiley has lived in Chatham County for ten years. With two boys in the school system, he's deeply aware of the need for SABA. Through his partnership with the Chatham Arts Council, Wiley has performed and or conducted arts residencies in each of the Chatham County Schools. Wiley also presents productions in K-12 schools nationally, seeing first hand the inequities in education. An Upward Bound Graduate and TRIO Achiever, Wiley continues to visit North Carolina's TRIO programs each summer in order to share his story with students and gain understanding of theirs.



Tavares Toomer is a native of Chatham County and attended Chatham County Schools from K-12. Tavares also has coached boys basketball in Chatham County for over 7 years and is currently coaching Horton Middle School in Chatham County.

Valencia Toomer is a native of Chatham County and attended Chatham County Schools from K-12. Valencia has worked as a school administrator for 11 years in Chatham County at all grade spans; elementary, middle and high school. While serving as a school administrator, Valencia has worked with a diverse group of students, including Black and Brown boys and recognizes the inequities and gaps in achievement that exist not only in the county, but at the state and national levels as well. Tavares and Valencia have 2 children (son and daughter) that have attended elementary school in Chatham County for the past 3 years.

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

The SABA Board of Directors will meet once a month at a regularly scheduled time (an annual retreat will also be conducted each year) for a total of 12 times annually. Monthly meetings may be reduced to once a quarter after the successful start and ongoing operation of the school. One board retreat and training will take place each summer, during which time the board will review all policies and procedures, complete a self-assessment to measure the boards performance against high standards outlined in the Charter School Center's Standards for Effective Charter School Governance (charterschoolcenter.ed.gov), and review progress towards all annual goals. Committee work sessions and communications will be held intermittently between Board meetings.

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.

The SABA founding board has learned about all aspects of the school as they prepared and collectively reviewed/discussed the charter application. The governance committee and Head of School will engage new board members in a strategic onboarding process. A Board of Directors manual will be given to all new board members after their approval to the board. This will include school and board policies, copy of the strategic plan, and information regarding the vision, mission, and annual goals of the school. The onboarding will also include an overview of the board's conflict of interest policy, grievance procedure, board by-laws, and the NC Charter School Act. New board members will participate in several 1 to 2 hour Orientation Sessions. Team building and the ability to work together for the common good of the students and school will be enforced during these sessions. The history of the school, background of existing board members, and a review of the successes and challenges of the school will be used to build



esprit de corp among existing and new members. Question and Answer sessions will be held giving each new board member an opportunity to fully understand SABA board procedures/norms, policies, possibilities for committee work, and how they can quickly become a part of the success of the school. New board members will be assigned an existing board member as a mentor, providing a personal contact for deeper understanding and engagement.

There will be an expectation for all Board members to attend all monthly meetings. As previously stated an annual retreat will be conducted during a summer month enabling the Board to review the activities and data of the previous school year, to analyze and modify strategic plan actions to ensure desired outcomes, and to discuss new or revised goals. The Head of School will be asked to provide academic, financial, operational, and recommendations for growth and school improvements. Board members will receive Advancement Via Individual Determination (AVID) training in leadership and school goal setting.

Acadia NorthStar (business management consultant housed in Raleigh) will provide the board with training on effective budgets and fiduciary responsibilities. Attorney (non-board) Kathie Russell has agreed to provide board training on charter school law. Board members will be required to participate in a minimum of 1 professional development training in an area relevant to school governance a year and report findings to the board at monthly meetings. Board members, under the guidance and approval of the Board Chair, will select professional training in areas of identified need. They will include site visits to other area charter schools, site visits to effective charter schools across the state with similar demographics, technical training, workshops, the NC School Leadership Institute, and guest presenters at SABA events.

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

The SABA Board has studied and discussed the Head of School's husband, Tavares Toomer, serving on the Board of Directors. He is an accountant by profession and will add greatly to the operational efficacy of the school. Additionally, he would be asked to recuse himself from any and all decisions regarding the employment, salary, or evaluation of the Head of School. The Board feels equipped to monitor the service of the individual such that there is no public impression of any improprieties due to his service on the board. Furthermore, his reputation and stellar standing in the community would enhance community support for the school. Additional expectations regarding ethical behavior are addressed in the SABA Board Manual. All Board of Director members will be expected to sign a Conflict of Interest statement



specifying they have reviewed the Board Policy manual and have read the Conflict of Interest Policy. BOD members are required to disclose any actual or perceived conflicts of interest at that time. Conflict of Interest training will be a part of Board Orientation and professional development. Board members will be asked to resign the Conflict of Interest statement annually during the summer board retreat.

Potential areas of conflict include but are not limited to 1) preferential treatment of children of board members, 2) acceptance of gifts or complimentary services to a board member, 3) decisions that result in financial gain for self or family, 4) sharing of confidential information about staff and students, and any other interest which they directly might benefit a board member. Board members are expected to self monitor as well as agree to listen to concerns raised by other board members or reports from the community. If a real or perceived conflict of interest does arise, it is the board members responsibility to bring such conflict to the attention of the board and will be noted in monthly board meeting minutes. Board members will be expected to recuse themselves from all matters in which could be perceived as a conflict of interest. If conflict of interest allegations are brought before the board, the Board Chair will appoint a non-interested Board member to investigate alternatives to the proposed transaction or arrangement. If the Board determines a more advantageous transaction is not possible, the Board (excluding the interested person) will determine by majority vote whether the transaction is in the best interest of SABA. If a board member neglects to disclose their interest in a matter, the Board will provide the member an opportunity to explain the alleged failure to disclose and it is up to the other members of the board to determine, by vote, if the accused board member should be sanctioned or removed from the board.

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

The SABA Board will adhere to NC State Laws for Charter Schools and will ensure that the school abides by all federal and state laws. The Board will oversee the development and approval of policies related to the operation of the school. Such policies will include but are not limited to academics, school marketing, student handbooks, student admissions, board governance, finance, school operations, building requirements, communications, teacher licensure, student discipline, charter renewal, and hiring of all staff, and selection of board member replacement.

The Head of School will manage all day-to-day operations of the school and the Board will serve in a governance capacity only. The Board will make decisions by majority vote and will focus on the business of the school as it relates to supporting the vision, mission, academic goals and student success of the school. The board may recognize a need for a new or amended school-wide policy that is brought to the



board's attention by the Head of School, parent, attorney, staff, or board members themselves. Policy revision and development will first go to the committee responsible for the item of concern, where the item will be properly researched, data provided, input from appropriate stakeholders considered, and agreed upon in committee. From the committee the policy item will be written within a uniform policy framework and presented at the next board meeting for a first reading and discussion. Revisions may be made to the draft per board member suggestions. If revisions are made, the policy will be presented at the next board meeting for adoption by majority vote. All approved/revised policies will be updated in the policy manual and made available for review by all interested parties and members of the community. Parents, staff, the Head of School, and community members may bring concerns to the board regarding policies and the board will review and consider such concerns during the next board meeting. To ensure clarity, specific concerns about school policies are to be presented to the board in writing.

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.

SABA will establish a School Advisory Council that will report directly to the Head of School. The purpose of the School Advisory Council will be to brainstorm ideas, recommend activities/events that enhance the culture and environment of the school, and assist the Head of School in continuous development of SABA's image and reputation. The School Advisory Council will not have any formal authority, but may bring concerns to the attention of the Board of Directors. The Advisory Council will be composed of 3 staff members, 3 parents, and eventually 3 students from middle or high school grades.

Parents will have the opportunity to join the SABA Parent Association in order to play a more active role in supporting the school. The Parent Association at SABA will conduct fundraising events and coordinate volunteers, and sponsor various seasonal events and activities. The Head of School may also delegate responsibilities to the Parent Association regarding special programs, or parent workshops; however, the Parent Association has no formal authority and reports to the Head of School, not to the SABA School Board.

Parents will have an opportunity to join The SABA Arts Booster Club. An Arts Education combines all types of visual arts mediums from drawing and painting to sculpture to digital visual arts and performance. While it is incredibly important to support student interests in the arts, in most cases, visual and performing arts are the first to feel school budgetary pinches. The SABA Arts Booster Club will be created



with the hope of maintaining and growing arts programs within the school. Like other booster clubs, The SABA Arts Booster Club will be created and maintained by parents, but will need the participation of other community members, all interested students, school faculty and the Head of School.

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

SABA respects the rights of all stakeholders (parents/legal guardians, students, and staff). Every effort will be made to ensure due process is afforded to all parties. However, from time to time a complaint will arise between parent and staff, student and staff, or staff and staff. In each case the complaint process is the same. The purpose of the grievance process is to establish a fair and timely resolution of issues that may arise at SABA. A complainant cannot be discriminated nor retaliated against for using this grievance process.

If an individual has a reasonable fear of retaliation or retribution by the offending party, they may bypass Step 1 and begin the grievance process at Step 2.

Step 1: The complaint should notify the allegedly offending party in writing or orally. SABA prefers that the complaint be resolved at this level and that each party make a good faith effort towards resolution.

Step 2: If the two sides are unable to come to a mutually agreed upon solution, then the complainant may submit his/her complaint in writing to the school administrator (or designee). A copy of the complaint will be provided to the alleged offending party by the school administrator (or designee) within 48 hours. The written complaint should include the following, if applicable: a) Clear and concise statement of the problem; b) possible solutions to the problem c) resources, if any, required for resolution of the problem d) suggested timeline for actions and follow-up.

Step 3: Upon receipt of the written complaint, the school administrator (or designee) shall convene both parties for a conference within five (5) working days. The school administrator (or designee) will hear both sides and issue a written decision to the parties within five (5) business days. The decision by the school administrator (or designee) shall become final unless appealed within five (5) business days.




Step 4: Appeals of the decision of the School Administrator (or designee) must be in writing and made to the Chairperson of the Board of Directors. The Board shall consider the appeal at its next regularly scheduled meeting or within 15 days, whichever occurs earlier. The Board shall render a decision within 5 business days of meeting. The decision by the Board shall be final and cannot be appealed further.

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 :


Appendix G Organization Chart....

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 :



Evidence :


Appendix H Board Information ...


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

Resources :




Evidence :


Appendix I Board Background in...

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

Evidence :


Appendix J Bylaws.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 :


Appen K Articles of Inc.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.


Please see attached document for projected staf.



Resources :



Evidence :


SABA Staffing Chart.xlsx

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

While our target market will be to recruit Black and Brown males, we will intentionally recruit and retain teachers who are highly-qualified and reflective of the student population. “Studies show that students do, indeed, benefit from teachers who look like them. Students of color who have even one teacher of color by third grade are 13 percent more likely to enroll in college (<https://hub.jhu.edu/2018/11/12/black-students-black-teachers-college-gap/>), according to research from Johns Hopkins University and American University. These same researchers also found that the positive “role model effect” of having a teacher who looks like you was especially beneficial for low-income young Black men, who are 39 percent less likely to drop out (<https://releases.jhu.edu/2017/04/05/with-just-one-black-teacher-black-students-more-likely-to-graduate/>) of high school if they had at least one Black teacher in elementary school. Other research has found that students also benefit from attending schools led by principals of color (<https://edworkingpapers.com/sites/default/files/ai19-59.pdf>) (Fregni, 2019).” During the 2019-20 school year, less than 1% of teachers in CCS were Black while more than 80% of teachers in CCS were White.

The most important act is the school is what happens in the classroom between the student and the teacher. Technology nor methodology can replace a highly motivated, caring, engaging teacher. SABA will recruit and hire skilled, experienced, passionate teachers who believe in the mission and purpose of the school. The selection and preparation of the faculty is a key to the initial academic success of the students. SABA will use the traditional and some creative methods for recruiting teachers. Job vacancy announcements will be carefully crafted and placed in professional publications, local and regional newspapers, social media forums, and LinkedIn. Non-traditional methods: radio and TV, job websites, and personal referrals. Additionally, the Head of School will attend area IHE education job fairs. Teachers will be closely interviewed, always starting with their WHY, to ensure the needed empathy, caring, and high expectations for all are possessed by each and every SABA teacher.



Research shows that collaboration, a sense of worth, and a voice in the decision making process of a school are more powerful than salary in teacher satisfaction and retaining teachers. SABA will utilize these characteristics as an integral part of school governance. Teacher turnover is a major challenge to schools. SABA will seek to retain 90% of the teachers from year to year. Advancement Via Individual Determination (AVID) strategies and methods for mentoring and coaching teachers will be used to develop school site teams to collaborate, plan, develop, and implement academic and instructional improvement. Site-teams will provide the necessary time for discussion, shared decision-making, and ownership for student and school success.

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

All successful schools have a knowledgeable, caring, committed leader. A dedicated SABA Head of School has been identified and has played a leadership role in the development of this application. The SABA Board of Director thinks it important for the Head of School to participate in the visioning, development and design of the school. The SABA Head of School has an extensive career in public education. She has taught at the elementary and middle school level and taught at the collegiate level at Washington State University, served as a K-8 and high school assistant principal, and most recently as the principal of a middle school in Chatham County Schools. Her observation of and the knowledge of the education system's failure to appropriately serve African-American students, especially Black and Brown boys, resulted in her desire and vision to serve as the SABA Head of School.

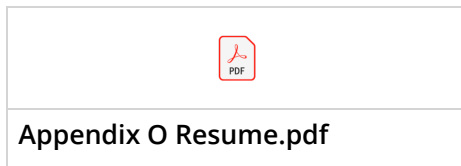
The SABA Board of Directors has been working with the Head of School and has observed first hand the commitment and will to serve the students. As a public school principal the Head of School has been recognized as a bridge builder between the public school and community it serves, one who sets high expectations for all students while leading with compassion and focus. It is the opinion that the right person has been identified to open and lead SABA.

Q108. Attach in Appendix O the School Leader's Resumelf school leader has been identified, include the school leader's one-page resume in Appendix O.

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



Evidence :



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

The role and responsibilities of the SABA Head of School will consist of leading all school areas such as identifying, recruiting, hiring, and supervising school staff. This will include staff evaluations, and if necessary the continued development or dismissal of personnel. The Head of School will be hired and will report directly to the Board of Directors, and is the only school staff member the Board of Directors will oversee. While the Head of School is the visionary and part of the founding board, upon state approval of the school, the Head of School will no longer serve as a part of the governing board. The SABA Board of Directors will approve policies and provide oversight to ensure the school is instructionally sound, financially well managed, safe, and operated efficiently. SABA school policies will provide for the equitable treatment of staff and students, and will adhere to federal and state law and the bylaws of the school. The SABA Board will meet monthly at which time all school stakeholders will have an opportunity to speak to the board. Guidelines for addressing the Board will be developed and included as part of SABA school policies. Board members will be welcomed at the school and may visit as long as instruction is not interrupted.

Q110. Outline the school's proposed salary range and employment benefits for all levels of employment.

High demands and expectations will be placed on the Head of School and staff of the school. A level of dedication much greater than traditional public school teachers will be expected of all school staff. The Head of School and staff will be appropriately compensated equivalent to the expectations of the job. Longer hours, greater availability to students, and participation in after-school activities (especially in the Arts) will be a standard for all staff. The Head of School, teachers, and staff will be compensated according to the State of North Carolina Principal and Teacher Pay Scale. The leadership, faculty, and staff of a school are the most valuable components and should be compensated accordingly. Starting salary for the SABA Head of School will be \$85,000 and the starting salary for teachers will be \$47,000 or 3% higher than the comparable salary in Chatham County Schools (whichever is greater). Teachers will receive salary increases according to annual state increases. In the event there are no state increases, SABA will budget for a \$1,000 increase for teachers and the Head of School in such years. Instructional assistants will make a starting salary of \$25,000 per year, and will serve in grades 3 and 4 classrooms daily, and will receive an



annual 3% increase or a \$500 increase during years without a NC state increase. Other typical employment benefits will be provided in the SABA Employee Handbook and reviewed during the employment process.

Head of School - \$85,000 with annual state increases or \$1,000

Assistant Principal(Year 3) - \$60,000 with annual state increases or \$1,000

Administrative Assistant - \$30,000 with annual state increases or \$500

Core Teachers - \$42,000 with annual state increases or \$1,000

Instructional Assistant - \$25,000 with annual state increases or \$500

EC Teacher - \$42,000 with annual state increases or \$1,000

Arts Educator - \$42,000 with annual state increases or \$1,000

Electives/Specialty Teachers - \$42,000 with annual state increases or \$1,000

ELL Teacher - \$42,000 with annual state increases or \$1,000

Health/PE Teacher - \$42,000 with annual state increases or \$1,000

Counselor - \$47,000 with annual state increases or \$1,000

School Food Service (Year 2) - \$12,000 with annual increase of \$500 (part-time)

Custodian - \$25,000 with annual increase of \$500 (8 hour day)

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

The purpose of the grievance process is to establish a fair and timely resolution of issues that may arise at SABA. A complainant cannot be discriminated nor retaliated against for using this grievance process. If an individual has a reasonable fear of retaliation or retribution by the offending party, they may bypass Step 1 and begin the grievance process at Step 2.



Step 1: The complainant should notify the allegedly offending party in writing or orally. SABA prefers that the complaint be resolved at this level and that each party make a good faith effort towards resolution.

Step 2: If the two sides are unable to come to a mutually agreed upon solution, then the complainant may submit his/her complaint in writing to the school administrator (or designee). A copy of the complaint will be provided to the alleged offending party by the school administrator (or designee) within 48 hours.

The written complaint should include the following, if applicable:

- a) Clear and concise statement of the problem
- b) possible solutions to the problem
- c) resources, if any, required for resolution of the problem
- d) suggested timeline for actions and follow-up.

Step 3: Upon receipt of the written complaint, the school administrator (or designee) shall convene both parties for a conference within five (5) working days. The school administrator (or designee) will hear both sides and issue a written decision to the parties within five (5) business days. The decision by the school administrator (or designee) shall become final unless appealed within five (5) business days.

Step 4: Appeals of the decision of the Head of School.

Q112. Identify any positions that will have dual responsibilities and the funding source for each position

In order to meet the needs of all students and to provide the Arts instructional theme, SABA will hire teachers who have multiple certifications, experiences and talents in the Arts, and ability to serve EC/ELL/and AIG students. The Counselor will also serve the dual role of counselor with some social worker responsibilities, and the Administrative Assistant will serve as secretary and bookkeeper. All faculty and staff funding will be provided by the State.

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

Highly qualified and talented teachers will be hired for all positions including special needs such as, Exceptional Children, Academically/Intellectually Gifted, and English Language Learners. Teachers with multiple areas of certification will be recruited, especially those possessing skills and talents in the Arts.



SABA will start small (110 students) and at capacity will serve 422 students. SABA will start with one special needs teacher for the initial grades and will add one as the school grows. A half-time ELL teacher will be provided for English as a Second Language students. Instructional Assistant will be provided in grades 3 and 4 to assist with individualized support and differentiated instruction. It is anticipated that many of the younger students will come to school with an academic deficit and the additional classroom support will focus on closing the achievement gap in reading and mathematics. Year-one, a half-time school counselor will provide social/emotional support as well as address the academic and general well being of the students, and will increase to full-time year-two. Social-worker services will be contracted as needed.

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).

Head of School: The Head of School will possess the necessary state administrative certification to serve as a North Carolina school principal, including Masters Degree or higher, previous school leadership experience, and teaching experience. The Head of School will be responsible for: identifying, recruiting, hiring, and supervising faculty and staff, developing a strategic plan which contains a school vision, school mission, short and long-range goals, recruiting and admitting students, developing and monitoring professional learning for the staff, creating a positive brand and reputation for the school, supervising the day-to-day operations of the school, fundraising, and developing a partnership of value and belonging with the greater school community.

Teachers: SABA will seek to employ teachers who hold a minimum of a Bachelor's degree from an accredited four-year institution of higher education. Hiring preference will be given to teachers with prior teaching experience and share the belief of the mission and vision of the school. Teachers will be sought whose purpose for why they teach is based on believing in all children regardless of their background or ability. SABA teachers must believe that all children can learn. SABA teachers will create a positive culture and climate, show significant academic growth for students in all subject areas, work collaboratively to meet the strategic goals of the school, use formative and summative assessments to monitor student performance, collaborate with other teachers to ensure alignment of the curriculum, use AVID instructional strategies in the teaching and learning process, interact with parents to inform them of student progress and status, and ensure the fair and equitable treatment of all students.



Instructional Assistants (IA's): SABA will employ IA's to support grades 3 and 4. The IA's will have a minimum of a high school diploma from an accredited high school, and preferably an associate degree from a community college. The IA's will be part-time and will support instruction in the elementary grades to ensure additional individualized assistance is provided in Reading and mathematics. IA's will: provide individual and group instructional support as directed by the teacher, participate in professional development in Reading, math, and AVID instructional strategies, assist teachers with record keeping, student supervision, and daily classroom tasks. In general will ensure that a safe, clean, orderly classroom environment is maintained.

Exceptional Children's (EC) Teacher: The EC teacher will possess the proper North Carolina certification to serve special needs students. An individual with multiple exceptional education certifications will be recruited in order to serve several EC areas. The EC teacher will manage student IEPs, individualized support and differentiated instruction. The EC teacher will have the same responsibilities as the regular classroom teacher and will serve the EC students using an inclusion model. The EC teacher will support the instruction of the regular classroom teacher, track student progress, maintain all EC compliance and paperwork according to PL-94-142, and NC State GS. Proper student progress reports will be prepared and provided to parents on a regular basis.

English Language Learner (ELL) Teacher: The ELL teacher will also use an inclusion model to support the regular classroom teacher with the delivery of content to English as a second language student. The ELL teacher will: handle all content translations and interpreting for teacher/parent conferences, provide instructional support in all core content areas, manage all student academic progress, assist the regular classroom teacher with ELL records management, and create a climate of support and success for the students.

Arts Educator: SABA will utilize the Arts and the A+ school materials to support and enhance the teaching and learning process. An Arts Education teacher will work with the regular classroom teacher to enhance and modify the school curriculum. All SABA teachers will be expected to incorporate some form of the Arts into daily core instruction.

Counselor: After the opening year, SABA will employ a full-time N.C. State certified school counselor. Guidance responsibilities will include ensuring proper academic placement and management of school accountability programs (testing), and assisting with identifying and referral for special services. Counselor



responsibilities will encompass anti-bullying programs for students, identification of social-emotional issues, and college and career readiness services.

School Social Worker: School Social Worker services will be contracted on an as needed basis, and will include responsibilities and duties such as, monitoring student attendance, checking on the home and safety of the students, making all proper referrals and reports to law enforcement and child protective services and attending to the general well-being of the students.

Administrative Assistant/Bookkeeper: This position will provide all administrative support to the Head of School and school, will prepare correspondence and reports, assist with presentations, and other documents as needed. This position will maintain accurate school records, handle school communication, organize/coordinate school events and timelines, and serve as the bookkeeper, maintaining all financial records and management of school accountants.

SFood Service Worker: During the opening year, teachers and staff will attend to the school food service needs of the students. Year two and three, SABA will employ a part-time School Food Service Worker who will oversee a school breakfast and school lunch program. Year four and five, upon enrollment of the middle grades, SABA will employ two full-time School Food Service workers that will attend to the planning of breakfast and lunch menus, ordering and preparation of food, serving and clean-up of school food area. Meals may be prepackaged, heated and served. School food choices will be nutritional, healthy, and vary in choices. All school meals will be free of cost to the students.

Custodian: SABA will employ one full time, school-wide custodian. Responsibilities will include the daily cleanliness of the school building including attention to all classrooms, special activities areas, office areas, bathrooms, and school food service area. Maintenance of outside areas of the school included.

10.4. Staff Evaluations and Professional Development

Q115. Identify the positions responsible for maintaining teacher license requirements and professional development.



SABA educators must obtain or be in pursuit of NC Teacher licenses and attend SABA professional development training.. The Head of the School will work with the teachers to ensure SABA meets all teaching licensure requirements, though it is ultimately the responsibility of individual certified staff to ensure that their renewal requirements are met. The Head of School will also be responsible for scheduling professional development opportunities that reflect the collaborative needs of teachers and staff based on evaluation, student achievement data, and teacher input. SABA also plans to work with Acadia NorthStar for Information Services.

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.

In the school's infancy, all teachers will be supported directly by the Head of School with curriculum development, observation, feedback, and weekly collaborative conversations in grade level teams around culturally relevant teaching, student achievement goals and data, instructional strategies, and targeted outcomes. As capacity is built among teaching staff, there will be a teacher assigned to serve as the mentor teacher for any new teaching staff. In efforts to enhance teacher development, the Head of School will ask an exceptional SABA Teacher to operate as a mentor for new teachers. These mentors are selected based on evidence of effective teaching practices and high student achievement results. The role of a mentor will be to provide new teachers with assistance in integrating into the SABA family and adjusting to the culture. The mentor will also provide classroom coaching support, classroom shadowing and feedback to new teachers providing advice and support in all matters regarding instruction. The Head of School will provide additional professional development training for mentors and all mentoring practices will be aligned to the NC Mentoring Standards per the NC Department of Public Instruction.

SABA will incorporate professional learning opportunities for teachers regularly. The Head of the School will execute a professional development plan based on inefficiencies to meet goals as well as any identified opportunities for improvement. This will include achievement data, teacher requests and enhanced learning opportunities for teachers. Teachers are also encouraged to participate in off-site professional development in efforts to obtain the necessary credits to maintain licensure prescribed by NC State law and the requirements defined in NCLB. Teachers at SABA will share their knowledge and expertise to help each other grow and develop. The Head of School will conduct teacher evaluations and observations to provide continuous feedback, building an atmosphere of growth and improvement. Our approach will be based on evaluation using rubric assessment, goal setting, individualized professional development, and reevaluation. Teachers will participate in the NC Teacher Evaluation Process to assess the teacher's performance in relation to the NC Professional Teaching Standards and serve as a basis for



instructional improvement. The Head of School will conduct the formal evaluation process annually through an evaluation cycle that is based on years of teaching experience (Abbreviated, Comprehensive, or Standard) as outlined in the NC Teacher Evaluation Process. In addition, all teachers will complete a self-assessment to rate his or her performance and use this information to help develop an individual teacher's Professional Development Plan (PDP), which will identify the performance standards and indicators to target professional growth areas. In addition to being evaluated on the "comprehensive" observation cycle, teachers with less than 3 years of teaching experience will participate in a Beginning Teacher Support Program. During this induction period, beginning teachers will have a formal orientation, AVID training, the mentor support described above, and formative and summative evaluations. Beginning teachers may also participate in additional observation of master teachers and professional development that targets their individual needs, which may include, but is not limited to, positive discipline and behavior management, the use of effective instructional strategies, culturally relevant teaching, inquiry-based instruction, creating a trauma-sensitive classroom, differentiation, and the use of data to improve instruction.

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.

When SABA is achieving the mission, all boys will BUILD themselves academically, mentally, physically and culturally through a culturally responsive learning experience. Personalized Education Plans (PEP) will be developed for all students to individualize instruction. Teachers will differentiate the curriculum to meet specific learning targets for all students. The use of Howard Gardner's Multiple Intelligence will address how students learn, the use of AVID strategies will allow students to sustain what they have learned and the arts-based curriculum will allow students to apply their learning of the core content in a variety of art forms. All boys will be expected to read, write, think and speak daily. All boys will develop, design, BUILD and present a culminating project throughout the school year to demonstrate mastery of the skills that encompasses everything they have learned through the instructional framework; critical-thinking, math, reading, writing, presenting, etc. SABA will utilize artists in residence to collaborate with teachers to support the core content and develop independent and group projects, as well as presentations or performances. Students at SABA will be able to see themselves in every aspect of the learning environment, BUILD meaningful relationships with staff and students, take ownership of their learning, become an integral part of the decision-making in the school community and advocate for themselves. With community and parental support and engagement, SABA will change the trajectory of every child that enters the doors of the school building.



SABA will provide a greater opportunity for the sharing of experiences and best practices among teachers and staff that allow for higher quality education for all students. SABA will provide instructional activities and strategies that will enhance the teacher's ability to identify student's strengths and passions to aid in achieving academic excellence. SABA is considered a school of the arts and will build upon the North Carolina A+ schools model which is designed to provide a creative culture in which the state's mandated curriculum is taught through collaboration and multi-discipline integration, with the arts continuously woven into every child's learning experience.

Aligned with our belief that learning should be authentic, differentiated, and relevant, SABA feels the most effective professional development for teachers is that which is conducted in the context of their work, based on deficits in student achievement data, or a need identified by the Head of School in observation and evaluation or based on self-evaluation by the teacher. Therefore, while some professional development, particularly that provided at the beginning of the year, will be uniform in nature, the majority of professional learning opportunities will be individualized. This independent professional development may include workshops offered outside of school, one-on-one professional development with the mentor teacher or another faculty member, or independent or small group study. In its first year of operation, SABA teachers will participate in 5 professional development days before the school year begins. Training during these days will include Advancement Via Individual Determination methodology and teaching/learning strategies. All SABA teachers will be trained in the use of AVID Writing, Inquiry, Collaboration, Organization and Reading (WICOR) strategies as the instructional framework for delivery of content. The Head of School will lead training around school policies and schedules, investment and management plans using trauma-informed and Teaching with Love and Logic frameworks, the school's adopted curriculum, assessment, using data to drive instruction, the intervention model, and differentiation during the remediation/acceleration groups. An AVID representative will provide a day of professional development on culturally relevant teaching, high expectations, and inquiry-based instruction. Additionally, AVID offers exciting and intensive off-site summer training for both the Head of School and teachers in various locations across the country. If we are unable to participate, as it is not currently included in our baseline budget, the training regarding AVID resources and methodology will occur in-house by a Board member who is AVID trained . If funding is available, new teachers Year 2 and beyond will attend the summer AVID institute each summer. All SABA teachers will also be trained in the use of ARTS + strategies and curriculum, incorporating these skills into the daily classroom instruction of the school.



Year 2 and beyond, only four days of whole-school professional development will be required and will include team building, any changes to schedules, curriculum, and policies, and any other professional development topics the Head of School feels the need to provide. Other whole-school professional development will be facilitated by the Head of School, EC teacher, or a team of SABA teachers and will be based on identified collective needs. SABA will also invite outside experts to come to SABA as needs arise to provide insight and expertise in areas of interest and need. SABA will also schedule workdays periodically throughout the school year (see school year calendar), giving teachers time to analyze data, plan, learn and collaborate with faculty and external partners, and reflect upon and modify their own instructional practices. There will be early release days (one every six weeks) when students are released at 1:00 and teachers will engage in professional learning opportunities and provide time to collaborate and plan.

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.

Before the start of the academic school year, teachers will have five calendar teacher workdays to adequately prepare for the return of students. However, teachers will also have professional development (minimum of two hours each of the five days) in the following areas throughout the school year to ensure that the mission and vision of SABA are adequately conveyed within each teacher's classroom:

- * Culturally Responsive Teaching and Learning
- * Assessment of Multiple Intelligence
- * Arts Integration in Core Content
- * AVID Instructional Strategies
- * Relationship Building and Morning Meetings
- * Restorative Practices

Each week, the mentor teacher will meet with the BT to discuss research based interventions and classroom practices to determine the effectiveness of the programs within the classroom. A Mentor Contact Log will be maintained as evidence of the required hours necessary for the BT to complete the 3 required years of the mentoring program. The assigned mentor will also be responsible for assisting the



BT in preparing and following the goals of their individual Professional Development Plan (PDP) as described by NC G.S. 115C-325. Along with a quarterly review of each teacher's PDP by the school administrator, the mentor for the BT will also be required to review and to sign off for approval during each of the quarterly reviews with their assigned BT. The mentoring program at SABA will reinforce the mission and vision of the school to empower students to be independent academic scholars, thinkers and creators to be contributing leaders and respectable citizens of society. Within each teachers PDP, there will be the following core components:

There will be an Individual Teacher Self-Assessment using the same evaluation instrument that will be used by the school administrator within the state's NCEES system.

There will be three identified Teacher Performance Goals (one of which is the school's overall adopted goal within the School Improvement Plan). Each of the three adopted goals, the teacher will develop his or her own strategies, actions, and measurements for which he or she will implement and follow in an effort to meet the goals by the end of the school year.

Each quarter, the teacher and the Head of School will meet to discuss the goals of the teacher within their PDP with the Head of School and teacher discussing progress and strategies for which the goals may be accomplished. Each adopted goal for the teacher within their PDP must be SMART Goals (Specific, Measurable, Action-oriented, Realistic, and Timely). The overall goals of a teacher's PDP should align with the goals within the School Improvement Plan for SABA.

Individual Teacher PDPs and regularly scheduled Teacher Classroom Observations with post conferences will allow for the school administrator to both monitor and provide feedback on teacher performance as it pertains to the implementation, fidelity, and facilitation of the strategies and programs provided through professional teacher staff development.

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.

All teachers and staff will be provided professional staff development at least one afternoon each month as part of our school as a Professional Learning Community (PLC). SABA will utilize some of its experienced teachers to conduct professional development training. Our staff PLCs will be a collaboration



of both professional inquiry and action in a recurring and self-renewal process for which our teachers can better perfect their instructional preparation and facilitation within the classroom. Student data in the form of weekly and quarterly Benchmarks will help guide the PLC process.

More intense Professional Staff Development will take place at least once each quarter (Student grading period). This will consist of a professional staff development consisting of at least five hours during the scheduled teacher workday for which the teachers can receive at least .5 Continuing Education Units (CEU) Credits that go toward the required number of teacher CEUs (15 over five years) for teaching license requirements. The goal at SABA is to create and to implement a teaching schedule that will allow for a common planning period for which teachers each day will have a minimum of 30-40 minutes to collaborate as a PLC. SABA will implement an exciting and rewarding professional learning community for which teachers will work as active participants in the instructional planning for students. Teachers will have many opportunities to participate in professional development throughout the school year, both onsite and online. Educational partners specializing in new and innovative learning programs will allow for teachers to select and to provide individualized learning programs for diverse students SABA will serve. SABA will be considered an NC A+ learning facility utilizing a whole-school transformation model that views the arts as fundamental to teaching and learning. Our school will develop a creative culture in which the state's mandated curriculum is taught through collaboration and multi-discipline integration, with the arts continuously woven into every child's learning experience. The school's smaller class sizes will allow for teachers to create and implement inspiring lessons that offer differentiated instruction to address the academic needs of each student.

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

Members of our organization have significant existing presence within the Chatham County communities and with organizations that serve lower socio- economic families. We will also leverage our relationships with local media outlets and businesses to extend awareness and credibility of the SABA concept. We will



continue our marketing and communication efforts via social media, local organizations and the SABA website.

Marketing Plan

- Initial Application Process and Communication (Fall 2020)
 - Information sessions to community members and parents regarding the application process
 - Information provided to local newspapers and radio stations regarding the start date
 - Distribute communication flyers and other mailings on how to apply to SABA
-
- Open Enrollment Period (Winter to Spring 2021)
 - Accept applications from future students
 - Review applications in accordance to NCGS 115-c.281.45 regulations
 - Conduct the weighted lottery and submit successful applications to the Board of Directors
 - Review enrollment numbers as outlined in the financial plan
-
- Preliminary Planning Period (Spring 2021)
 - Parent communication to accepted applicants regarding school requirements, updates, and other school-based information prior to the first day of school
 - Review enrollment numbers as outlined in the financial plan
-
- Student Enrollment and Planning Period (Early Summer 2021)
 - Review enrollment numbers as outlined in the financial plan
 - Meet with the Board to make any corrections or additions prior to the start of the school year
 - Head of School and the Board will be in communication and consultation about facilities, personnel and student placement
-
- First 20 Days of School
 - Conduct the first meeting with the Board of Directors
 - Review student attendance
 - Review and discuss parent and student feedback regarding school opening
 - Ensure policies and procedures are being implemented with fidelity

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



SABA will begin to introduce our school and its value proposition to families of prospective students, businesses and other community residents in Chatham County. We see this as a way to both build awareness and anticipation for our plans and unique educational mission; as well as to assess the specific interests and priorities of those we will serve. By undertaking surveys of school parents in the community, we will gain a clearer understanding of the magnitude of interest in our concept, as well as what aspects of school curriculum and philosophy will be of greatest importance to them. Our website, SABAcademy.org, will also be a primary source of information and will be maintained and updated regularly. The SABA website will be included on all marketing materials, social media pages, email blasts, and media outlets. We will continue to utilize the Chatham News, Chatham Magazine and other local media publications to share the mission and vision of SABA and to encourage enrollment.

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.

SABA will begin marketing to enroll students immediately upon completion of the application process. Marketing activities and timeline are as follows:

Fall 2020 & Winter 2021: Continue to update, monitor, and utilize the SABA website to conduct outreach and information dissemination to the community. Potential SABA families can request additional information via email, phone call, or face-to-face pick-up from the school office. The Head of School will respond to each inquiry and will work with Board members to keep social media access updated. All SABA Board members will share school information via word of mouth in area churches, community forms, civic clubs /organizations, and social circles. SABA collateral will be developed and circulated in targeted communities and neighborhoods. Parents and families who have expressed interest will be placed on an email list and provided information through the time prior to school opening. All Board members will be assigned to a community organization such as YMCA, Boys and Girls Club, Chatham Association of the Arts, Communities In Schools, and Boys Scouts USA to foster /enhance our relationship and access to interested students. Specific plans will be developed with each community organization as to how the partnership can be ongoing.

Winter 2021 & Spring 2021: SABA will increase its marketing efforts by reaching out to daycares, churches, and other groups serving elementary age youth. SABA has already started and will increase frequency of communication with area church leaders and civic organizations to determine which key locations are likely to encourage applications to SABA. The marketing committee will continue to disseminate fliers and



schedule dates for formal information sessions. SABA has already received newspaper coverage (Chatham News and Record and Chatham Magazine) and will reach back out to local news media after approval of charter school application.

Summer 2021: The Head of School and SABA Marketing Committee will continue information feed on the SABA website and social media, and will seek opportunities to increase word of mouth dissemination of information. SABA will also use press releases to all area media outlets and run paid ads on local radio stations, in local newspapers and business magazines, distribute fliers that include application guidelines in supermarkets, and big box stores. Information Booths will be established at local spring and summer festivals. The marketing committee will continue to update the website and social media accounts. Applications will be placed at the public library, county and city government offices, parks and recreations sites, and community centers. SABA will continue to create momentum and excitement by providing each student enrolled with a SABA t-shirt and each family with a bumper sticker that advertises, promotes, and advocates for SABA. An open house will be held during the summer before the opening of school with hot dogs, chips and beverages. During late summer students and families will be invited to the school for an information session to meet the Head of School, teachers, and participate in any diagnostic testing. School will open August 2022.

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.

SABA will not discriminate based on race, ethnicity, socio-economic status, language spoken, disability, or readiness level. All students are welcome to apply to SABA; however, based on our mission statement, we anticipate high interest from families of students who are below grade level and currently not being provided with an equitable education; African-American, English Language Learners (ELL) and Economically Disadvantaged (EDS) boys. Most of the neighborhoods from which we hope to recruit large numbers of students are from low-income housing projects. SABA will target students specifically from, but not limited to, the Pittsboro Community; Chatham Forest, Powell Place, Belmont Station Apartments, Pittsboro Village, and East and West Cornwallis. Hamlet Chapel, Nature Trail Mobile Home Park and Moncure communities are also located within the SABA recruitment area. While CCS is our LEA, we will also recruit from Wake, Orange, Randolph, Durham and Lee counties.



Once we have completed Phase I of our website We will be able to provide greater detail about the school for interested parties and families of prospective students, while also offering opportunities for student and teacher applications. We will continue to add content to the website, as we conduct school information programs, attend community activities, set deadlines for specific activities, and have accomplishments and benchmarks to share with the community in the months leading up to school opening.

We will build an online following in social media, primarily on Facebook and Instagram. We will also create introductory literature that we will begin to distribute to interested parties throughout the community. These marketing documents will detail the ways that SABA is unique from other Chatham County schools. They will explain our philosophical approach to learning, provide information about how schools are chartered in North Carolina and offer details on how interested parties may apply or contact us to learn more.

Q124. What established community organizations would you target for marketing and recruitment?

SABA board members and volunteers are actively engaged in many organizations and aspects of Chatham County life. Many are natives or life-long residents who are committed to the success of SABA and the impact our school can have for many traditionally disadvantaged segments of our population. In many cases, our board members and volunteers have developed strong connections with organizations and leaders who specifically serve in these communities. We are building active relationships with area churches, pre- and after-school programs like the YMCA, service organizations such as KIWANIS, pediatric care providers and social groups, who are interested in working with us. Several organizations such as the Chatham Arts Council are eager to help spread the news and to promote specific activities we will undertake from the moment we receive our charter.

SABA members already possess relationships with the local NAACP, Boys and Girls Club, and CORE. Area churches are equally committed to the challenge of increased educational outcomes for boys of color. For example, Mitchell Chapel AME Zion Church in Pittsboro, is committed to closing the achievement and opportunity gaps, and would be a highly effective community partner in the work of the school. Since its opening approximately 10 years ago, the local Boys and Girls Club has demonstrated a commitment to improved academic achievement for students of color. SABA would partner with the local chapter utilizing their mentoring and after school tutorial services. These community organizations would also serve as a local point of information and contact for SABA, supporting SABA's mission by advocating and supporting parental outreach and student recruitment efforts.



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.

SABA will include parents as active partners in the choices and implementation of educational programs to enhance the learning experiences of all students. Between the time that the charter has been approved and the actual opening of the school, SABA will implement the following plan for engaging the parent community and other stakeholders:

* Parent Survey: SABA will reach out to Chatham County parents through an online and printed Parent Survey to gauge the concerns and opinions of parents regarding how the school can better meet the needs of their children.

* Parent & Community Forums: Between approval and school opening, the Head of School and members of SABA Board of Directors will schedule a series of open community forums around Chatham County to educate and to inform parents of the mission and vision of SABA. This will assist in the application process for parents to enroll their child in SABA.

* School Webpage, Social Media and Electronic Newsletters: Creating a user- friendly webpage for SABA will allow for the dissemination of more information that will keep parents and other community stakeholders informed and engaged prior to the opening of SABA. The website will include links informing parents of future community forums/meetings, instructions on how to apply for student enrollment, a description of the schools mission and vision, and a link to communicate with the schools Head of School and staff. Monthly electronic newsletters will keep parents and the community informed and updated. Along with updates via the schools webpage, SABA will also use social media such as Facebook, Instagram, and Twitter to keep parents and the community updated on the development of SABA prior to opening.

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.

SABA board members will begin making personal calls and visits to prospective families to provide information and develop interest. SABA board members will, with permission, gather personal information of all those that express interest in keeping up to date on the school and send out a regular



email blast that includes all relevant updates on the school's progress and important upcoming events and dates. We will hold public informational meetings at each one of the community centers or parks in each of the neighborhoods in which we plan to enroll high numbers of students.

From the enrollment period through the opening of the school, all enrolled families will be invited to follow SABA's social media accounts to receive emails and other important school updates.

Once SABA is open, the school will continue to engage parents and the community as a Professional Learning Community for input on improving student learning. SABA will engage the parent community and other community stakeholders in the daily life of the school:

*"Ribbon Cutting" event: All students and families will be invited to the "Ribbon Cutting" event that will include food, drinks and a specially designed founding student t-shirt. This will be an opportunity for families to meet and greet the Head of School as well as teachers, board members, and other families in an engaging and welcoming setting.

* PTSO (Parent-Teacher-Student Organization): This will be parent-led with an opportunity for parents to provide feedback in the development of the annual School Improvement Plan for setting and meeting the goals of the school and offering support.

* Quarterly Parent Nights/Open Houses: Each grading period, SABA will schedule an Open House for parents to come after school hours to meet with their child's teachers and to see displays of student work throughout classrooms and hallways within the school.

* Parent Report Card Pick-Up: SABA will provide parent report card pick-up at the school as another opportunity for parents to receive their child's grades and to participate in parent/teacher conferences at that same time. During this time, parents can learn whether their child is on track in his or her grade level and discuss any academic interventions that can be put into place.



* Ongoing Parent Surveys: Quarterly, parents will be given an opportunity to participate in online parent surveys to provide ongoing feedback so that they can be engaged in their child's learning experiences.

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.

* Quarterly Parent Workshops: There will be workshops with teachers and counselors in assisting parents on how to improve grades and study skills for their child. These workshops will also provide parents with valuable tools and resources to provide the necessary support at home for their child's academic improvement.

* Parent Resource Center: A portion of the main office or media center will include a Parent Resource Center (PRC). The PRC will offer a welcoming and engaging environment for parents, educators, and community members to access information and resources to support the success of all students, including those with learning challenges, special needs, and disabilities.

*Night of the Arts will be an evening culmination performance of student written poetry. The Artist in Residence will work daily over the course of a week with SABA students on "Where I'm From" poetry which is a great way to get below the surface and genuinely unearth the truths of one's past. As Shakespeare wrote, "What is past is prologue," and therefore we must understand ourselves first before attempting to understand others. Where I'm From / Where They're From is a writing exercise that easily enables even the novice writer to become a poet. By simply asking a set of questions that will send them into memory. Once the poems are written and edited, the students will memorize, rehearse and perform them for the public on SABA's Night of the Arts. Night of the Arts will showcase the young talent of SABA as well as the stories of why SABA is a necessary part of the community.

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.

SABA is developed to target Black and Brown boys, however any student is eligible to attend. Several informational sessions will be held for potential parents, students, and community stakeholders. These information sessions will be held before and during the open enrollment period. General Marketing collateral will be developed and distributed in community based spaces such as the Boys and Girls Club, YMCA, and area churches. SABA marketing materials will provide relevant information about the philosophy, purpose, and educational offerings of the school.

a. Applications for enrollment at SABA will open October 15th, 2020 and will close May 1, 2021. Applications will be available on SABA's website, may be requested by mail, or picked-up at the school office (upon opening of school).

b. Applications will be checked for correctness, NC residency verified, and entered into an electronic database for management. If the number of applications exceeds the maximum number of seats on May 1st, a lottery process will be used to select enrollment. SABA will use a weighted lottery, therefore parents will be required to provide all necessary application information to determine weighted lottery qualifications before open lottery assignments are made. If a family chooses not to provide all optional information on the application, they will be placed in the general lottery and not considered for the weighted lottery. All SABA applicants will be advised of the date, time, and location of the lottery through email, the SABA website, and social media.

The names of students with a completed application on file will be drawn by grade level during the open, public lottery. All siblings will be accepted if one sibling is drawn. Children of current employees or board members will receive first priority admission (limited to 20% of total school enrollment). Current student siblings, and siblings of students who have graduated for SABA. All other completed applications will be assigned a unique number and a ticket created for each applicant. A public lottery will be held May 15 and will be held according to NC charter school law.



Socio-Economic Diversity: Because it is the mission of SABA to serve low socio-economic, Black and Brown boys, a weighted lottery system will be utilized to ensure a balance of low socio-economic students. SABA will reserve 60% of lottery enrollment each year to students who qualify for free and reduced lunch. Parents have the option of their student(s) being considered for this lottery by confirming that they receive benefits through SNAP, TANF, WIC, FDPIR, are homeless, enrolled in HeadStart, a migrant, or in foster care. A completed and submitted free and reduced lunch application by the end of the lottery period will also be accepted.

The lottery selection of students will be done discreetly and the public will not be aware of the free/reduced lunch status of each student. Numbers will be called continuously until all numbers are selected. The remaining tickets will be drawn, by grade, and placed on a waitlist in the order drawn. As vacancies occur, students will be selected off the waitlist, keeping the 60% free/reduced lunch ratio in balance.

c. Applications admitted after May 1, 2021 will be added to the end of the waitlist in order of acceptance. Re-enrollment will not be necessary from year-to-year, but students will have to complete an "Intent to Return" form before March 1st each year. SABA will not discriminate against any student based on race, ethnicity, gender, religion, national origin, creed, intellectual or physical ability, measure of achievement, or athletic ability during the lottery. Unless N.C. State law changes, SABA can deny admission to any student who has been expelled or suspended from the public schools until the period of the suspension/expulsion has expired (G.S. 115C 390.5 - G.S. 115C 390.11).

d. Accepted students will be notified via mail, email, and/or text message, and will be asked to respond within 48 hours to accept or decline the position. If a family declines, SABA will move to the next student on the waitlist. Acceptance of the position will initiate the school registration process. Families will receive a registration packet in the mail and will be asked to attend an Orientation Session to fill out all paperwork, to meet the SABA staff, and to complete any diagnostic assessment for placement purposes. Several sessions will be held at various times and locations to accommodate family schedules. Attendance to the Orientation Session and completion of the registration packet will fulfill the enrollment process. Failure to complete the registration process by June 1 will result in the student's seat being forfeited and the next applicant on the waitlist accepted. Additionally, if the student fails to attend the first day of school and does not notify the school of the reason, the family will forfeit their enrollment but may fill out another application and be considered for future enrollment.



e. Withdrawals from SABA, for any reason, may be facilitated with a three day notice by the family. This is necessary to allow SABA to gather all relevant school records and data. Withdrawal guidelines are offered in the SABA Student Handbook. Families that withdraw will be asked to complete an exit from which the school will use to collect and analyze data regarding school withdrawals. SABA will provide all relevant documents to the student's new school within two business days of receiving an official request for school records from the student's new school. A student may return to SABA by completing a new application and participating in the lottery process.

Q129. Weighted Lottery Does your school plan to use a weighted lottery?

The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

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

Yes

No

Q130. If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:

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

It is the mission of SABA to close the achievement and opportunity gaps of historically underserved Black and Brown boys from the Chatham County Schools and surrounding school districts. As is the case with most N.C. public school districts, Chatham County has a distinctive achievement gap. A high correlation exists between the gap and the socio-economic status of the students. SABA will use free/reduced lunch qualification to identify SES. By maintaining a 60% ratio of students who qualify for free/reduced lunch SABA will ensure it is reaching its target population. While we plan to market and recruit from areas that are predominantly lower-income and Black and Brown families, we also value diversity and recognize that



an education that SABA intends to offer will appeal to any parent wanting a rigorous education for their child. Therefore, we recognize a need to ensure that spots are reserved for the population that would benefit from SABA the most through a weighted lottery.

Q131. 2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.

Applications for enrollment at SABA will open October 15th, 2020 and will close May 1, 2021. Applications will be available on SABA's website, may be requested by mail, or picked-up at the school office (upon opening of school).

At the close of the open enrollment period the first year, if a grade level is not full, all students will be admitted. If there are more than 40 students for a grade then a lottery will be conducted.

Socio-Economic Diversity:

Because it is the mission of SABA to serve low socio-economic, Black and Brown boys, a weighted lottery system will be utilized to ensure a balance of low socio-economic students. SABA will reserve 60% of lottery enrollment each year to students who qualify for free and reduced lunch. Parents have the option of their student(s) being considered for this lottery by confirming that they receive benefits through SNAP, TANF, WIC, FDPIR, are homeless, enrolled in HeadStart, a migrant, or in foster care. A completed and submitted free and reduced lunch application by the end of the lottery period will also be accepted.

Process:

Upon completion of a SABA application a numbered ticket will be given to applicants in numeral order. On May 15, 2021, a public lottery will be held (location TBD). All numbered tickets will go into a large clear container. The Chatham County magistrate will be requested to draw the numbered tickets.

The lottery selection of students will be done discreetly and the public will not be aware of the free/reduced lunch status of each student. Numbers will be called continuously until all numbers are selected. After reaching our desired annual number of new students, the remaining tickets will be drawn, by grade, and placed on a waitlist in the order drawn. As vacancies occur, students will be selected off the waitlist, keeping the 60% free/reduced lunch ratio in balance.



Q132. 3) The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.

Chatham County Schools continues to exhibit a substantial achievement gap between Black and Brown boys and other racial/ethnic groups in the district. Educational research shows that the achievement and opportunity gaps are highest among Black and Brown boys, and if not addressed during the early years of schooling, negatively and persistently impacts higher education and career opportunities for the students. The data indicates that this early failure to prepare Black and Brown boys leads to higher dropout rates, lower economic opportunities, lower rates of access to higher education, poorer health, and an increased likelihood of incarceration. Early intervention can better prepare these young men for success and a brighter future. It is the mission of SABA to level the playing field by meeting the students where they are and accelerate their learning resulting in higher academic achievement and higher education attainment.

Q133. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

- Yes
- No

Q134. Explanation (optional):

Not applicable as there are no additional explanations needed.



11. Operations

Q135. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

- Yes
 No

Q136. Explanation (optional):

Not applicable as there are no additional explanations needed.

11.1. Transportation Plan

Q137. 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

SABA recognizes that transportation is an obstacle for many students receiving an equitable education. No child will be denied access to attending SABA due to a lack of transportation. Our area of concentration will be in close proximity to the Chatham County neighborhoods in which we plan to serve: Pittsboro Village Apartments, Bellemont Pointe Apartments, West Cornwallis, Hamlet Chapel Road, Masonic Street, Nature Trail and Faulk Mobile Home Parks. Along with these neighborhoods, counties surrounding Chatham County will be included in the SABA school district. SABA will ensure that free bus transportation is available to all students with community bus stops near the targeted neighborhoods.

During our first year of operation, SABA will contract with Chatham Transit and T&L Transportation to provide transportation for students from the neighborhoods listed above. Families will complete a transportation survey in the enrollment packet in order to determine their transportation needs. SABA will compile and analyze this information to create a community bus stop for students in need of bus transportation with routes concentrated in high density areas. The Head of School will be responsible for compiling and mapping all information and will create the most time efficient, safe, and manageable bus route possible. The school will comply with all regulations and provide transportation for any student with



an IEP that specifically states the child requires transportation in order to access education. For families more than 20 miles from SABA, outside of our high-density areas, SABA will coordinate a carpooling program for families who live near each other. We will use the physical addresses of all families who wish to take advantage of this program to make introductions and organize central pick-up and drop-off locations. SABA will conduct a survey after the first 20 days of school to ensure that transportation is not a barrier to attendance for any student and will adjust the transportation zones based on the results from this survey.

11.2. School Lunch Plan

Q138. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response: a. How the school will comply with applicable local, state, and federal guidelines and regulations; b. Any plans to meet the needs of low-income students; and c. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

SABA recognizes that in order for our students to focus and be active participants in the learning process, they must be provided with balanced, nutritious, healthy meals and snacks. SABA will ensure that students who qualify for the Child Nutrition Program participate. Students who are homeless, in foster care or migrant can also automatically qualify. Parents will have the option to provide this information during the registration process. If not collected during the registration process, SABA will collect this information once a student has secured a seat and is enrolled. Families will report any food allergies or religious food restrictions in their enrollment packet and SABA will be diligent in providing alternative options to meet those needs.

SABA will develop a School Wellness Policy in collaboration with the School Food Service Staff to ensure compliance with all regulations under the Healthy, Hunger-Free Kids Act. SABA will ensure students are provided healthy nutritional meals and snacks needed for learning. SABA is in the process of exploring several different options to contract out the food services. All options will be analyzed based on their cost, experience, knowledge of and ability to deliver meals in compliance with the Nutrition Standards in the National School Lunch and Breakfast program. SABA breakfast and lunch meals will be prepared by local restaurants and delivered fresh to the school daily. The Nutrition Standards in the National School Lunch



and Breakfast regulations will be followed as will be checked by the local Health Department. Over-site of all contracts will be reviewed by the board and managed by the Head of School. All relevant nutrition information, menus and School Wellness Policy will be available to the public on SABA's website.

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


Q139. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.


Please see the table attached for the insurance information.

Resources :



Evidence :


NC Charter App Ins Template Sc...


NC Charter School Prem. Estima...

Q140. Attach Appendix L: Insurance Quotes

- The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

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

Evidence :



Appendix L Insurance.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.

Q141.

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

The Board Chair must sign this question.

Signature

Q142. Start-Up Plan Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

The SABA Board Members will be involved in the following tasks during the start up process: facility acquisition and preparation, fundraising and grant writing, hiring, board training and development, securing contractible services, curriculum, and other instructional materials, marketing to families/enrolling students, policy development, handbook development, process and procedures development, and community relations. In order for the SABA board to organize and carry through with all necessary tasks, the SABA Founding Board will develop four committees for the application and planning years with 3-5 people; at least 2 board members on each committee in addition to 1-3 invested and knowledgeable community members. The committees are as follows: (1) Finance



(Fundraising/Budget), (2) Personnel and Board Development (hiring), (3) Facility Acquisition and Management and (4) Marketing (Admissions/Community Relations). Each committee will utilize the following task/timeline:

Finance (Fundraising/Budget) Committee Action Items

Timeline: November 2020 - November 2021

(1) Grant and Donation Acquisition

- Develop a detailed list of potential grants and foundations both local and national.
- Meet with the local foundations
- (i.e. Chatham Education Foundation), national nonprofits prioritizing charter school startups (Freedom Fellows Institute, NewSchools Venture Fund, Bill and Melinda Gates Foundation, Laura Bush Library Foundation, Charter School Growth Fund and Walton Family Foundation), and grants such as the NC ACCESS Grant.
- Develop a timeline to complete each grant proposal. Assign contributors designated tasks/sections to complete and track each grant completion process in the project timeline spreadsheet.
- Draft a Request for Proposal (RFP) to post to SABA's Website
- Draft letter of intent for each foundation/grant and begin the application process per each individual foundation's timeline.

(2) Individual/Private Donation Acquisition

- Identify Industry Influencers, major educators, local businesses, chamber of commerce, county commissioners willing to help and reach out to build lasting connections
- Plan and host community based fundraising events ~ 1 a month in chatham and surrounding counties

(all promotions should include the targeted messaging developed by the marketing committee)

- Dinner - buy a plate to attend (major educators in the area?) - Orange
- Outdoor Drive-In Theater Event
- Trivia Night at a Local Restaurant (all proceeds go to the school launch)
- Chili Cookoff
- Cycle for Boys - Cyclist donate to participate in cycle through the counties
- Host dinner parties to discuss the charter school with affluent individuals
- Community letter campaign - write letters to potential donors/the community as a whole



(3) Budget

- Add all secured funds to the budget and work with our contracted financial management firm to adjust operational costs to allocate for additional funding.

Personnel and Board Development (hiring) Committee

Beginning in January 2021, the Personnel and Board Development Committee will...

(1) Develop a job description and advertising plan for recruitment of instructional staff and other school personnel.

(2) Upon assurances of fundraising begin posting the job descriptions, requirements, and timeline to recruiting websites and all other advertisement avenues listed in the Staff Projections section.

(3) Proceed through the interview process outlined in the Staff Projections section. Invite strong candidates to interview with the SABA board upon application approval and acceptance in June.

(4) Create a timeline and outline for the Head of School training and responsibilities for Year 0. The timeline of tasks the Personnel and Board Development Committee creates will be delegated to all established committees.

Beginning in May 2021, the Personnel and Board Development Committee will create a Board of Directors Calendar that will include upcoming meeting dates, Board retreat, interview dates and the Office of Charter Schools board training. The Committee will contact our attorney, Kathie Russell and the financial firm to schedule training during upcoming board meetings as well as plan board strengthening exercises to include on the calendar.

Facility Acquisition and Management Committee



(1) The Facility Committee will hire a realtor to investigate and tour properties in the Pittsboro area in the spring of 2021. The committee will supply the Realtor with detailed space and size requirements and secure a timeline for acquisition and growth.

(2) The Facility Committee will deliver the lease proposal to the SABA board when received. The Facility Committee will develop a detailed plan for facility acquisition and facility inspection, maintenance, and updates upon lease agreement. They will identify a contractor to visit the site and create a detailed needs assessment to determine priority areas for improvements and updates, developing a timeline for all updates to be completed by April 2021. *The goal is to have a lease agreement that will begin in July of 2021 to provide time to ensure the facility is up to code so the school can have the required Certificate of Occupancy for Educational Use.

(3) The Facility Committee will ensure the facility is in compliance with all fire and safety codes as approved according to the Educational Occupancy Certification.

Marketing (Admissions/Community Relations) Committee

(1) In the Fall of 2020, the marketing committee will develop strategic messaging and visuals to use on all marketing materials for distribution at events. They will also develop a social media campaign and a traditional media push plan that aligns with the messaging and includes the schools branded content. Messaging will clearly communicate the goal of SABA and what we need, as well as how the community can help.

- Flyers
- Mailings (for letter campaigns)
- Posters and print outs
- Informational Videos for events and social media
- Personalized SABA gear and paraphernalia



- Social media - updates will include statewide statistics, infographics, progress on the development of the school and the funds we have raised, any video or written support of industry leaders/media buzz.

(2) In the Fall of 2020, the marketing committee will finalize and complete the SABA website and social media platforms, send an email and host information sessions for interested families, outline community partnerships and other nonprofit supports, plan and organize community events at each targeted neighborhood community center, providing flyers and brochures to participants at each event.

(3) In the early Spring of 2021, the Marketing Committee will begin to organize and host formal information sessions with local churches and businesses as well as set up informational tables at community events. SABA will pursue media opportunities and identify local education conferences and events to attend.

(4) In the Spring of 2021, the marketing committee will continue to keep social media platforms and the SABA website current, issue a press release, run ads on popular radio stations and papers, distribute informational flyers and brochures at information sessions and develop plans for targeted areas that have shown weak interest.

(5) In the summer into fall 2021, the Marketing Committee and Head of School will host monthly information sessions, speak at daycares and churches, set up booths and distribute informational flyers at libraries and community centers, host an open house, utilize media outlets, and canvas neighborhoods. The SABA Board and Head of School will conduct the open application, weighted lottery, and enrollment process as outlined in the enrollment section of this application.

Q143. 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.

Traditional schools do not always encourage creative thinking and the structure and absence of creativity in traditional schools hinders the potential academic growth of some students. The majority of students in the achievement gap, who's potential academic growth is hindered, are Black and Brown boys. This achievement gap is growing rapidly and requires immediate, urgent attention. SABA will prioritize the academic growth of Black and Brown boys by developing an encouraging, creative, and forward thinking environment that allows students to be their authentic selves. SABA aims to support students through



culturally relevant teaching, which means SABA will apply the concepts in the standard course of study to information students already understand from their culture. This helps limit the necessity for “code switching” in school. SABA will help foster a more welcoming and inclusive environment for all students. SABA will further add to a culture of inclusivity by encouraging arts. Encouragement of the arts encourages imagination, creativity, and helps foster independence and a sense of self. This is imperative because it will help SABA boys develop confidence and self-awareness; two things that are suppressed in Black and Brown boys in traditional learning environments. Creativity is also key because it builds ingenuity and an ability to adapt or change, which is a key component to success in a professional environment, especially in our ever-evolving information led world. SABA will communicate this information to parents in an effort to build enrollment and community understanding.

SABA is dedicated to re-framing parents' misconceptions about all boy alternative learning environments and committed to showing and educating parents on the benefits associated with enrolling their students in SABA's creative based, culturally aware school. The messaging SABA provides the public has a clear informational component. This is in part to educate parents on the current and very urgent need to close the achievement gap for Black and Brown boys. Our press releases, social media, in-person and virtual informational events will highlight our competitors shortcomings, urge parents to assess if their students are in the most welcoming and inclusive environments, and help parents understand how absence of creativity, inclusivity and cultural understanding can limit their students' performance. We will work to understand the perspective parents hold on life and education by encouraging questions and fully answering and addressing the parents concerns. SABA believes empathy is a key component in teaching, and mentoring and aims to have it interwoven in its community outreach. Overall SABA will educate, passionately address the achievement gap, and work to build relationships with parents, which will promote enrollment.

SABA understands that change inevitably can create uneasiness and uncertainty in some individuals. With this knowledge we are prepared for potential pushback or competition from members of the community. We believe in our mission and will passionately work to ensure our school upholds our key values and is dedicated to addressing the growing achievement gap black and brown boys face. We aim to help others understand the gravity of the situation and better understand that any reallocation of funding or resources would be used for the development of a traditionally underserved student population. SABA's mission addresses an achievement gap that no other LEA's in the area have dedicated resources, attention, or funding to resolving. For these reasons SABA should not be seen as competition and will not



be competing against other LEAs. Instead, SABA will be aiding in the development of the community by educating and building productive community members, which in the long term, improves community standards for other charter schools as well.

The SABA Board is currently pursuing several funding sources through grants, donations, gifts and possible federal aid. The board is aware of the many logistical, organizational and human resource challenges that it will face. We will continue the process of marketing the school through avenues of social media, flyers and word of mouth and public appearances. We have board members who have expertise as proven business leaders, community leaders and former educators to address the challenges that we will face. The SABA board will work hard to establish a reliable and consistent revenue stream, thus ensuring financial stability for the school. SABA's board will recruit and retain strong qualified teachers to assist in closing the achievement gap and educate every student who enters the doors of the school.

There is much work ahead of us as we face many logistical challenges, however, the need to serve this population of students will continue to be our driving force. The board is mission-driven towards realizing the vision of this school in "building boys into men". We are driven by our collective belief that all children can achieve at high levels regardless of race or socioeconomic status when held to high expectations and provided rigorous, culturally responsive, student centered, arts based instruction. We know that SABA will be transformative for all boys for years to come.

11.5. Facility

Q144. 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

SABA is working with Century 21 Triangle Group to assist in the facility search for a building as well as obtaining the necessary building permits. SABA will be located within the Pittsboro city limits of Chatham County. In the short-term, we are currently looking for a space that will accommodate 110 students for the 2021-22 school year. SABA is also connecting with the local business community to help in providing the space needed for the school.



Two appropriate sites have been identified for use until a permanent facility is built. These buildings can be utilized for a short period of time or until the permanent site is ready. We will analyze all spaces, discuss the options and determine the mutually agreeable preference. Year 1, the space will need to accommodate 6 content classrooms, 1 office space (including receptionist and administration), bathrooms, cafeteria, storage, recreation and assemblies. Once all updates and/or repairs have been made to the facility rental space, the SABA Board will follow the appropriate procedures to obtain a Certificate of Occupancy by May/June 2021.

Currently, SABA has a donor who has agreed to “gift” 10 acres of property for the school’s permanent location which will be close to our targeted student population and new home sites currently being built in the Chatham Park area. Plans are being discussed to build a structure that will accommodate 422 students by the 2025-2026 school year. As SABA continues to grow, we will add the necessary structures and classrooms needed to meet the needs of the student population.

Q145. 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.

In the first year, SABA’s anticipated enrollment will be 110 students, necessitating six classrooms for grades 3, 4, and 5. Each classroom is to have at least 600 square feet with exceptional children and arts education provided via an inclusion model. In Year 1, SABA will also need at least two (2) bathrooms. SABA will need to have additional recreational/gym space for recess/PE, school-wide assemblies, recess for inclement weather, family nights, and performances. The estimated total square footage for this space in year 1 is approximately 9,600 square feet. While increasing our classroom needs to nine (8) classrooms in year 2, eleven (12) classrooms in year 3, and thirteen (16) classrooms in year 4, our necessary square footage will increase to roughly 25,000 square feet.

SABA has found comparable square footage at a cost of \$5000.00 per month. The building would require a reasonable amount of renovation before occupancy. It is estimated that year 1 rent and facility upgrades are within SABA’s first year budget.

Q146. 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



SABA will initially need six classrooms for grades 3, 4 and 5, restrooms and office spaces equaling 1500 square feet. Each classroom will need to be approximately 1000 square feet. A final permanent school will consist of 25 classrooms, including a science lab, a dedicated section of the school for music, theater, performing arts and dance classrooms. SABA will also include an auditorium and gym with square footage of approximately 4,650. A media center with square footage of approximately 2,600 and a cafeteria that will seat approximately 200. Storage will need to be 600 square feet. Although in the planning stage, it is estimated that this facility will accommodate the target enrollment of 422 students.

Q147. 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

Year 1 facility equals a total of six classrooms for 3,600 square feet, one office receptionist area 1200 square feet, two restrooms totaling 1200 square feet, a multipurpose room to double as a cafeteria and indoor physical education at 3000 square feet, and storage of 600 square feet. This is a sum total of 9,600 square feet. A suitable facility has been identified with an estimated monthly rent of 5,000.00 for a total year 1 facility cost of \$60,000.00.

July 2020 estimated price per square foot for renting commercial property in Pittsboro, NC (future location of the school) is averaging \$17.50 per square foot. Year 1 cost for anticipated rental property is well below average rental property cost per square foot.

Q148. 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

SABA has already secured two potential facilities that could house the school for the 2021-2022 school year. A list of proposed buildings sites could be provided for a short-term use if we find that the locations under review are not ready. SABA is working with local churches, Chatham County Department of Recreation, and various owners of commercial property to assist in providing needed space for our school.

Q149. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

SABA Board member Robert Logan has extensive background experience in facility acquisition and management. While serving as a principal and superintendent, Robert managed the construction of school facilities in three North Carolina school districts (Nash/Rocky Mount Public Schools, Asheville City Schools, and Chatham County Schools. Robert has provided leadership to the renovation of Asheville High School (Asheville, NC) and Northwood High School (Pittsboro, NC). He also planned, managed, and built



Pollard Middle School in Chatham County Schools. Robert is familiar with all aspects of renovating and building schools including: 1) land acquisition, facility planning (including obtaining approval from the NCDPI Division of School Planning), 2) securing financing from county commissioners, selling of school bonds, 3) school facility development, 4) school construction management, and 5) working with all governmental/utilities necessary to open a school. All building projects were brought in on time and within budget. Robert also had the opportunity to close out five school building projects in Lee County Schools (1998-1999).

During his time as a superintendent, Robert provided leadership to obtain resources and oversee the building management of school facilities in Lee County Public Schools, Asheville City Schools, and Chatham County Public Schools. Annual facility budgets ensured the proper and safe upkeep of all schools in his charge.



12. Financial Plan

Q150. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
 No

Q151. **Explanation (optional):**

Not applicable as there is no additional explanation needed.

12.1. Charter School Budget

Q152. If applicable, attach Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

Not applicable as we do not have any revenue assurances outside of state funding.

Q153. Attach Appendix N: Proposed Budget for Year 1 through Year 5

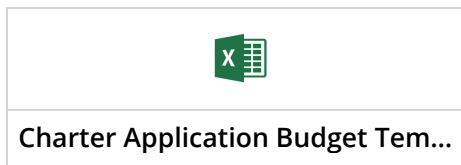
Click "Resources" (to the right of this text) to access and download the Budget Template.

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

Resources :



Evidence :



12.2. Budget Narrative

Q154. How was the student enrollment number projected?

A number of factors were considered while determining our enrollment number projection. Chatham County's population has an expected growth of 22% over the next 10 years. SABA will anticipate being able to market to this expanded population of students within this new growth. SABA's enrollment also comes



in wake of other charter schools (Chatham Charter, Woods Charter, and Willow Oak Montessori) in Chatham County having extensive waiting lists of over 450 children in the 2nd, 3rd, and 4th grades alone for the 2019-2020 school year.

While SABA intends to recruit and enroll all interested boys from Chatham County and other surrounding counties, in formulating the number of students to enroll, SABA factored in the number of Black and Brown boys specifically in 2nd, 3rd and 4th grades that are currently enrolled in Chatham County Schools. There are a total of 423 Black and Brown boys in grades 2, 3, and 4 out of a total of 972 in those same grades. At full capacity, SABA will enroll 424 students in grades 3-12, less than 5% of the total CCS enrollment, retaining a strong sense of community with relatively small enrollment numbers and class sizes, not exceeding a teacher to student ratio of 1:22 in all grade levels.

Q155. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection

There is an overwhelming need in Chatham County for SABA to provide an equitable educational opportunity to some of the county's most at-risk population. Based on our community interest survey results, of the 94 survey responses, 93% responded that they would send their child to an educational alternative specifically focused on the culturally responsive needs and arts focused curriculum for Black and Brown boys. There are 9,006 students in Chatham County Schools. Approximately 47% are economically disadvantaged, receiving free and reduced price lunches. Of the three existing charter schools in Chatham County, only one, Chatham Charter has a minority population of at least 20%, which includes both male and female students of color. In order to increase the learning opportunities for all students and decrease the achievement gap, SABA will create an instructional plan specific to the needs of boys, allowing them to discover their full potential, remain physically active and find ways to challenge their competitiveness and energy to engage them academically through the arts.

Q156. Provide the break-even point of student enrollment

Our break-even point of enrollment Year 1 would be 110 students.

Q157. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated

SABA will establish a contingency plan to meet any unexpected shortfall in revenue. SABA plans to make all purchases based on cash flow projections provided by the Board of Directors in partnership with Acadia NorthStar. In order to offset any revenues that are lower than estimated, SABA plans to pursue grants available to charter schools and foundations that are known for arts and equal opportunity education for boys. There are also expenses we could cut based on a lower number of students which



include lowering personnel, not exceeding the 1:22 teacher to student ratio. SABA may also consider reducing the amount of classroom and office supplies to a level that is not detrimental to the overall educational experience for the children that attend SABA.

Q158. 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.

The SABA Board will set priorities to first assure the integrity of programs which could impact student outcomes. The budget does not rely on any other sources of funding other than from the state, local and federal governments. SABA will create surplus through annual fundraisers and applying for public and private grants yearly. These surplus will continue to build our general fund balance which may be used to fund additional programs and resources or other educational resources at the discretion of the SABA Board. In our opening year of operation, SABA will apply for the NC Access Grant awarded to charter schools each year to benefit economically disadvantaged students.

Q159. Provide the student to teacher ratio that the budget is built on

The budget is built on the teacher to student ratio of 1:15 for students in 3rd grade, 1:20 in 4th grade, and 1:22 for 5th through 12th grade. This ratio does not take into account the Arts and Specialty Teachers, School Counselor, EC Teachers, or Instructional Assistants.

Q160. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully

The SABA Board recognizes that the majority of the children we intend to serve are from low socioeconomic families and communities. For this reason, we intend to operate with a clear mindset that students will be in need of a variety of support, resources and services that SABA will provide as part of the educational experience. The Board of Directors (BOD) will work with the Head of School and obtain advice and oversight from Acadia Northstar to aid in meeting our budget goals and provide overall guidance in raising funds. The BOD is fully qualified to implement the financial plan with fidelity and success.

The board has contracted with Acadia NorthStar, which will provide financial oversight and will provide collective board training in financial planning and budgetary oversight. In addition, the board has a wealth of public school, business and nonprofit experience for budgeting and allocating funds and ensuring that SABA is highly responsible and effective with the use of funds.



Felicia Watson served as the treasurer for New Generation Church of Jesus Christ for five years. During this time she was responsible for aiding the Pastor in developing a church budget, counting and tracking all funds donated to the church and reconciling various church accounts to ensure the appropriate financial obligations of the church were met. In her current role as Chief of Staff at Cisco Systems, she is responsible for managing the headcount budget for her department and advising leadership on budget recommendations for all of HR. This includes evaluating the needs and costs of vendor support, workplace resources, project management and organizational development.

Robert Logan has 45 years of professional experience and within these 45 years has been employed as the manager of a Pizza Hut Restaurant (responsible for the daily sales receipts, product management, and payroll), served in four principalships (managed school budgets), served as superintendent of three NC school districts (legally responsible for millions of public dollars), and managed large state educational project budgets while serving as associate state superintendent.

Tavares Toomer has six years of experience working with nonprofits. These include the Coalition for Families of Lee County and the Lee County Partnership for Children. Tavares served as the Fiscal Manager for these nonprofits and was responsible for budgeting and managing multiple grants from the state of NC and private donors. He was responsible for accounts payables, developing processes and procedures for spending, building payroll and presenting budgeting surplus and shortfalls to the Board of Directors. Tavares currently works as the Controller for World Tavern Entertainment (WTE) where he is in charge of all of the company's financial matters such as: budgeting, generating profit and loss (P&L) statements and balance sheets, accounts receivables and payables, and payroll. Tavares also serves on the board of the Lee County Partnership for Children and Families' Board of Directors' Executive Committee.

Tammy Gardner has served as the Steward over the Ministry of Kindness at Mitchell Chapel AME Zion Church for over 10 years. Her duties were to write checks to people that met the criteria determined by the Pastor and members. Tammy also made quarterly reports which required balancing the church budget.



Q161. 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

SABA recognizes that one or more high needs students with disabilities can dramatically and significantly have an impact on the budget. SABA understands and recognizes that students with disabilities have legal rights to attend the school and be provided appropriate services. SABA will combat these budget falls and will apply for additional resources such as PRC029 funds or PRC118 for autistic student support. If necessary, SABA will seek reimbursements from government aid (Medicaid) for services for other high need students. SABA will provide FAPE to address the needs of all students. SABA will hire one EC teacher in the first year of operation to provide EC services to students. This will cover our projected 10% of the student population. SABA has added money to the budget to cover for various student disabilities and resources. In Year 2, we anticipate having more students who may need more intensive support and have added a half time EC Instructional Assistant to help meet the needs of these students. In Year 3, SABA will hire two full time EC teachers to ensure appropriate support for the growing population of the school beyond Year 5.

Q162. 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.

SABA has plans to outsource financial management of benefits, payroll, accounting, and audits. The Head of School will research all potential vendors and create a vendor list with at least three proposals. The Board of Directors will review these proposals, discuss all options, and vote.

After the aforementioned plan, SABA Board of Directors reviewed three proposals as presented by the Head of School and selected Acadia NorthStar to provide financial services. The Board of Directors will conduct monthly meetings and receive financial information to review from Acadia Northstar. Acadia Northstar will attend all Board meetings as requested. Acadia NorthStar will review the financial information with the BOD and Head of School on a monthly basis, either in person or virtually, to ensure fidelity and compliance. SABA has not selected an auditor at this time, but will use the same process to select an auditor.

Q163. 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

To minimize costs of having full time employees, SABA intends to contract the following services: student accounting, financial services, food service, transportation, social worker, and some technological needs. The Board will identify a list of local vendors that can provide these services. The BOD and Head of School will present three vendors at a scheduled board meeting and vote on which would be best based



on effective cost and community involvement. With any contract that exceeds \$20,000, a unanimous vote must be made by the BOD to enter into a contract; any single purchase over \$5,000 will have to have BOD majority approval.

Q164. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs

SABA's budget aligns with the mission, curricular offerings, transportation plans and facility needs to provide more resources to reduce risk factors for Black and Brown boys through a culturally responsive arts based education. SABA's budget has allocated funds to cover professional development on culturally responsive teaching and learning, the A+ curriculum and AVID instructional strategies for school-wide implementation. SABA will recruit and maintain a highly qualified and diverse staff by offering a very competitive salary compared to Chatham County Schools.

Technology is vital to the blended instructional strategies to be used in the classroom, which is reflected in the budget as SABA will provide 1-1 laptops to all students enrolled. Foundational skills and literacy are also crucially important to the academic achievement of Black and Brown boys. The teacher to student ratio in 3rd grade is 1:15 and no more than a ratio of 1:20 in 4th grade. Another priority reflected in the budget is SABA's recruitment of instructional assistants for the 3rd and 4th grade classrooms to assist in remediation and intervention in the early grades. We anticipate recruiting candidates that may be working towards a degree in education or recent college graduates considering going back to school for an advanced degree in education. SABA will also recruit retired teachers who have a passion for diversity and arts integration.

In order to serve our targeted demographic, SABA has allotted funds to cover the cost of transportation and nutrition. Transportation must be provided to each student from low income neighborhoods within the Chatham County limits to ensure a high attendance rate. Transportation will be outsourced to local companies to accommodate such a need. SABA will also encourage and help arrange car pooling as well. Based on the community interest survey, results showed that over 90% of respondents would be willing to drive over 10 miles to have their son attend SABA. It is also important for SABA to provide healthy meals and snacks free of charge to all students to lessen the stigma that typically accompanies students receiving free and reduced meals and to simplify the process.

Q165. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.



The goal for the school is to have at least 5% of the current year's budget at the start of Year 3. SABA will look to use these funds for emergencies and some short falls due to not receiving the expected amount of students for current year. The Board of Directors will conduct an annual fundraiser that will go directly to the general fund only.

Q166. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases

SABA will start without any leasehold contracts for financing for facilities. SABA will look to incorporate financing in the future for building of facilities.

Q167. 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.

SABA does not have any assets from any other sources at this present time. SABA will purchase assets as needed.

12.3. Financial Compliance

Q168. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

In order to develop great internal controls, SABA will contract with Acadia Northstar to handle all of the financial transactions for SABA. Acadia Northstar will be responsible for writing checks and payroll. Any other sensitive records kept at the school will remain in a locked cabinet in the Head of School's office.

SABA's internal controls would be to have the BOD review financials/budgets at each board meeting and to receive a report from the Head of School on the budget to actual. The BOD will have to approve any single purchase over \$5,000.

Q169. Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

No known or possible related party transactions exist at this time.

Q170. 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

The Board of Directors has not selected a firm to conduct the financial audit. Below is a list of firms the Board has investigated:



Batchelor, Tillery, and Roberts, LLP

3605 Glenwood Avenue, Suite 350

Raleigh, NC 27612 (919) 787-8212

Jim Black jblack@btrcpa.com (mailto:jblack@btrcpa.com)

Rives & Associates, LLP

702 Oberlin Road, Suite 410

Raleigh, NC 27608

(919) 832-6848

Jacob Allen jallen@rivescpa.com (mailto:jallen@rivescpa.com)

Thomas, Judy, & Tucker, PA

4700 Falls of Neuse Road, Suite 400

Raleigh, NC 27609

(919) 571-7055

Kristen Hoyle kristen.hoyle@jtjpa.com (mailto:kristen.hoyle@jtjpa.com)



13. Other Forms

Q171. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

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

Resources :



Evidence :


Q238.pdf

Q172. 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 :


q239.pdf



14. Third-party Application Preparation

Q173. Was this application prepared with the assistance of a third-party person or group?

Yes

No

Q174. Give the name of the third-party person or group:

Leaders Building Leaders (LBL)

Q175. Fees provided to the third-party person or group:

\$450.00



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.

Q176. ***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


Q177. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

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

Resources :




Evidence :


Signature page Board.pdf

Q178. Complete

I have finished the application

Evidence :


SABA Resources:Works Cited.pdf

* Q179. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

The Head of School (along with a committee of other staff) will review the applications of qualified applicants and conduct interviews (either in person or via video format). Before recommending to the Board the top candidate interviewed for employment, the Head of School will be responsible for conducting a reference check. Employment will be offered only after a criminal background check has been conducted for every person recommended for employment at SABA. A private contractor will conduct background checks. The Chief Financial Officer on the Board for SABA will outline the schools salary schedule for all certified and non-certified staff. This will include a description of competitive benefits as offered on behalf of the Board for SABA. SABA employees will be employed as "at will" and as such may be non-renewed at the end of the year with or without cause. Employees of SABA may decline to continue in their position the following year if they so choose to resign. Dismissal before the end of the contract year for poor performance is only as a last resort after the Head of School has consulted with the



employee and provided substantive written feedback. Other related and supportive evidence includes the Professional Development Plan for certified teachers and classified employees written evaluation feedback mid-year and end-of-year. Violations of laws and policies pertinent to employment are cause for immediate dismissal which may include drug/alcohol abuse, criminal activity, or other related violations.

Appendix K:

Articles of Incorporation or Municipal Charter





NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

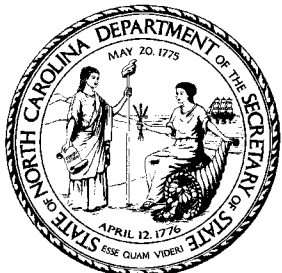
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

SCHOOL OF THE ARTS FOR BOYS ACADEMY (SABA)

the original of which was filed in this office on the 1st day of May, 2020.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 1st day of May, 2020.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: School of the Arts for Boys Academy (SABA)

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: Valencia Toomer

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 1508 Westfall Circle

City: Sanford State: NC Zip Code: 27330 County: Lee

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: _____

City: _____ State: NC Zip Code: _____ County: _____

5. The name and address of each incorporator is as follows:

Name	Address
<u>Valencia Toomer</u>	<u>1508 Westfall Circle Sanford, NC 27330</u>
_____	_____
_____	_____

6. (Check either "a" or "b" below.)

a. The corporation will have members.

b. The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. Any other provisions which the corporation elects to include are attached.

9. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: 9195485261

Number and Street: 1508 Westfall Circle

City: Sanford State: NC Zip Code: 27330 County: Lee

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

10. (Optional): Listing of Officers (See instructions for why this is important)

Name	Address	Title

11. (Optional): Please provide a business e-mail address

Privacy Redaction

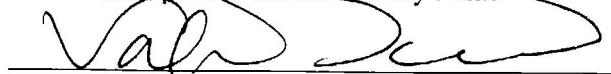
The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

12. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 27th day of April, 2020.

School of the Arts for Boys Academy

Incorporator Business Entity Name



Signature of Incorporator

Valencia Toomer

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.

Article 7

Upon termination or dissolution of the School of the Arts for Boys Academy, any assets lawfully available for distribution shall be distributed to one (1) or more qualifying organizations described in Section 501(c)(3) of the Internal Revenue Code of 1986 (or described in any corresponding provision of any successor statute) which organization or organizations have a charitable purpose which, at least generally, includes a purpose similar to the terminating or dissolving corporation.

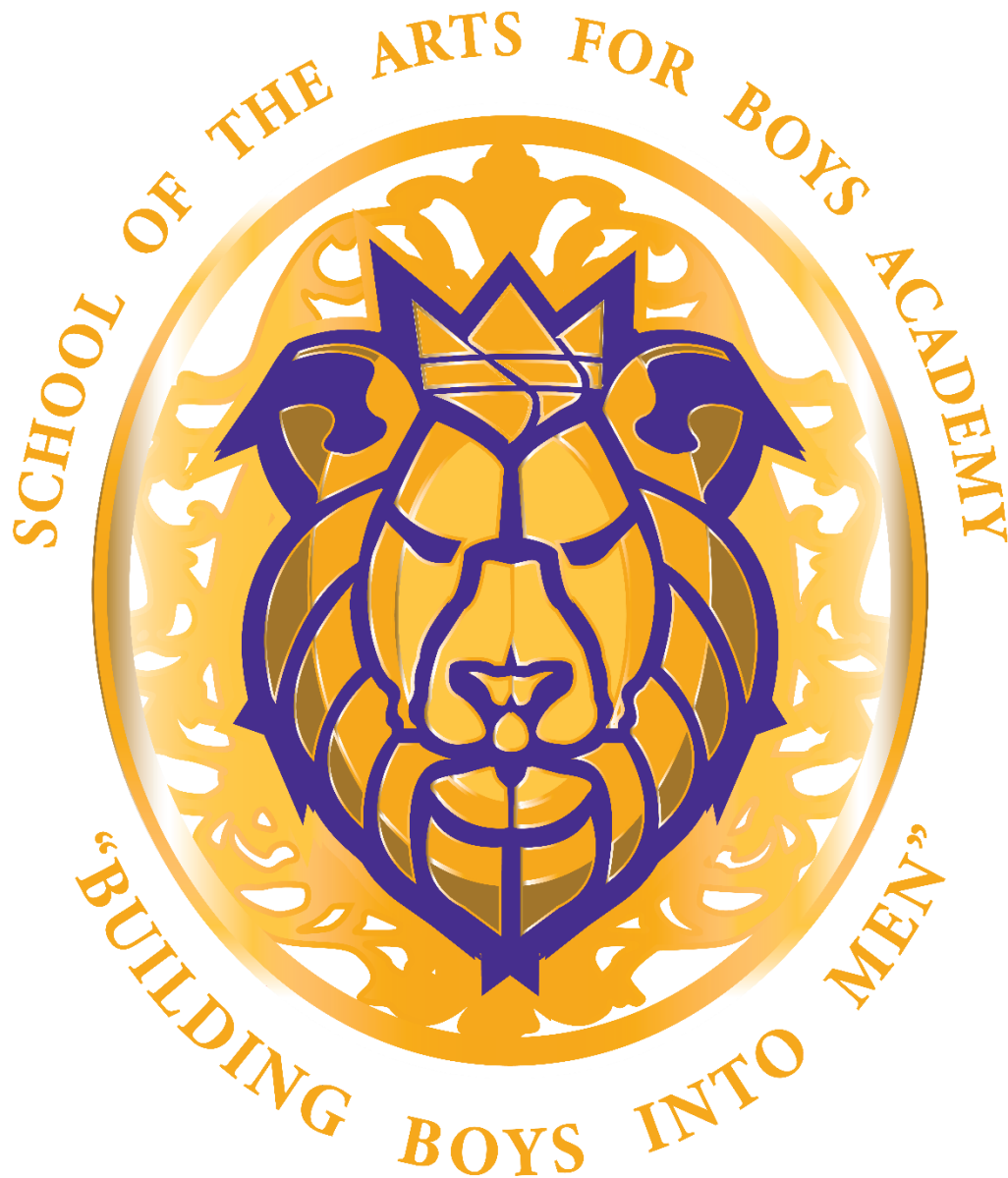
The organization to receive the assets of the School of the Arts for Boys Academy hereunder shall be selected by the discretion of a majority of the managing body of the School of the Arts for Boys Academy and if its members cannot so agree, then the recipient organization shall be selected pursuant to a verified petition in equity filed in a court of proper jurisdiction against the School of the Arts for Boys Academy by one (1) or more of its managing body which verified petition shall contain such statements as reasonably indicate the applicability of this section. The court upon a finding that this section is applicable shall select the qualifying organization or organizations to receive the assets to be distributed, giving preference if practicable to organizations located within the State of North Carolina.

In the event that the court shall find that this section is applicable but that there is no qualifying organization known to it which has a charitable purpose, which, at least generally, includes a purpose similar to this corporation, 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.

Appendix A1:

Accelerated Evidences

(to demonstrate that you have a facility secured for opening on an accelerated schedule)



Steven Thomas
Chairman of the Board of Directors
Sprott Youth Center 80 Sprott Center Drive
Moncure, NC 27559

July 20, 2020

To the NC Office of Charter Schools Board:

The Sprott Youth Center is a non-profit 501 c3 corporation. The mission of the Center is to promote the development of the youth and other persons of the Moncure (Chatham County) and surrounding communities, to include but not limited to academics, health education, athletics, and fellowship activities.

The facility currently known as the Sprott Youth Center was erected circa 1936 as a gymnasium on the Old Moncure School property. Many of Moncure's citizens attended school there, participated in a variety of activities in the gymnasium, and value this property because of their fond memories and the historical value of the facility to the community. The Center (8500 sq. ft) includes classroom spaces, common areas, gymnasium, kitchen and serving area, restrooms, offices and storage.

Valencia Toomer, Founder of the School of the Arts for Boys Academy (SABA) and native of the Moncure community, has requested use of the Center during the interim start up year for SABA. SABA is anticipating enrolling approximately 110 students in the opening year with grades 3-5. This letter serves as a letter of intent for SABA to utilize the Center as an interim facility during the 2021-22 school year, pending State board approval.

We are excited to partner with SABA and bring an alternative option for education to the Chatham County community. Please feel free to contact me at 919-444-6144 if you have additional questions. Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read 'Steven Thomas', with a long horizontal flourish extending to the right.

Steven Thomas

Appendix B:

Curriculum Guideline per Grade Span



SABA Sample Curriculum Outline: Grades 3-5

*Math, Instructional Technology, and Health & Physical Education are not included in this sample.

Grade 3	Grade 4	Grade 5
Overarching Theme: Diversity & Interconnectedness	Overarching Theme: Diversity & Impact	Overarching Theme: Diversity & Interdependence
<p><u>English Language Arts:</u> Reading and Writing Literature & Informational Text</p> <p style="text-align: center;"><u>Social Studies:</u> Culture</p> <p style="text-align: center;"><u>Science:</u> Ecosystems</p> <p><u>Arts:</u> Visual Arts, Theater, Music, Dance (<i>Highlight - Culture, Contextual Relevance, & Connecting</i>)</p>	<p><u>English Language Arts:</u> Reading and Writing Literature & Informational Text</p> <p style="text-align: center;"><u>Social Studies:</u> Culture</p> <p style="text-align: center;"><u>Science:</u> Ecosystems</p> <p><u>Arts:</u> Visual Arts, Theater, Music, Dance (<i>Highlight - Culture, Contextual Relevance, & Connecting</i>)</p>	<p><u>English Language Arts:</u> Reading and Writing Literature & Informational Text</p> <p style="text-align: center;"><u>Social Studies:</u> Culture</p> <p style="text-align: center;"><u>Science:</u> Ecosystems</p> <p><u>Arts:</u> Visual Arts, Theater, Music, Dance (<i>Highlight - Culture, Contextual Relevance, & Connecting</i>)</p>
Overarching Theme: Change Over Time	Overarching Theme: Time & Change	Overarching Theme: Time & Influence
<p><u>English Language Arts:</u> Reading and Writing Literature & Informational Text</p> <p style="text-align: center;"><u>Social Studies:</u> History</p> <p><u>Science:</u> Matter: Properties & Change</p> <p><u>Arts:</u> Visual Arts, Theater, Music, Dance (<i>Highlight - Visual & Musical Literacy, Communication & Movement</i>)</p>	<p><u>English Language Arts:</u> Reading and Writing Literature & Informational Text</p> <p style="text-align: center;"><u>Social Studies:</u> History</p> <p><u>Science:</u> Earth in History, Earth in the Universe</p> <p><u>Arts:</u> Visual Arts, Theater, Music, Dance (<i>Highlight - Visual & Musical Literacy, Communication & Movement</i>)</p>	<p><u>English Language Arts:</u> Reading and Writing Literature & Informational Text</p> <p style="text-align: center;"><u>Social Studies:</u> History</p> <p><u>Science:</u> Forces & Motion</p> <p><u>Arts:</u> Visual Arts, Theater, Music, Dance (<i>Highlight - Visual & Musical Literacy, Communication & Movement</i>)</p>

Grade 3	Grade 4	Grade 5
<p align="center">Overarching Theme: Patterns</p>	<p align="center">Overarching Theme: Growth & Development</p>	<p align="center">Overarching Theme: Patterns & Interactions</p>
<p><u>English Language Arts:</u> Reading and Writing Literature & Informational Text</p> <p><u>Social Studies:</u> Geography & Environmental Literacy</p> <p><u>Science:</u> Earth in the Universe & Earth Systems, Structures, & Processes</p> <p><u>Arts:</u> Visual Arts, Theater, Music, Dance <i>(Highlight - Visual & Musical Literacy, Communication & Movement)</i></p>	<p><u>English Language Arts:</u> Reading and Writing Literature & Informational Text</p> <p><u>Social Studies:</u> Geography & Environmental Literacy</p> <p><u>Science:</u> Molecular Biology</p> <p><u>Arts:</u> Visual Arts, Theater, Music, Dance <i>(Highlight - Visual & Musical Literacy, Communication & Movement)</i></p>	<p><u>English Language Arts:</u> Reading and Writing Literature & Informational Text</p> <p><u>Social Studies:</u> Geography & Environmental Literacy</p> <p><u>Science:</u> Earth Systems, Structures, & Processes, Matter: Properties & Change, Energy Conservation & Transfer</p> <p><u>Arts:</u> Visual Arts, Theater, Music, Dance <i>(Highlight - Visual & Musical Literacy, Communication & Movement)</i></p>
<p align="center">Overarching Theme: Systems & Functions</p>	<p align="center">Overarching Theme: Form & Function</p>	<p align="center">Overarching Theme: Structure & Functions</p>
<p><u>English Language Arts:</u> Reading and Writing Literature & Informational Text</p> <p><u>Social Studies:</u> Civics & Government</p> <p><u>Science:</u> Structures & Functions of Living Organisms</p> <p><u>Arts:</u> Visual Arts, Theater, Music, Dance <i>(Highlight - Aesthetics, Response, & Analysis)</i></p>	<p><u>English Language Arts:</u> Reading and Writing Literature & Informational Text</p> <p><u>Social Studies:</u> Civics & Government</p> <p><u>Science:</u> Energy: Conservation & Transfer</p> <p><u>Arts:</u> Visual Arts, Theater, Music, Dance <i>(Highlight - Aesthetics, Response, & Analysis)</i></p>	<p><u>English Language Arts:</u> Reading and Writing Literature & Informational Text</p> <p><u>Social Studies:</u> Civics & Government</p> <p><u>Science:</u> Structures & Functions of Living Organisms</p> <p><u>Arts:</u> Visual Arts, Theater, Music, Dance <i>(Highlight - Aesthetics, Response, & Analysis)</i></p>

Grade 3	Grade 4	Grade 5
<p align="center">Overarching Theme: Influence & Impact</p>	<p align="center">Overarching Theme: Influence & Impact</p>	<p align="center">Overarching Theme: Influence & Impact</p>
<p><u>English Language Arts</u>: Reading and Writing Literature & Informational Text</p> <p><u>Social Studies</u>: Economics & Financial Literacy</p> <p><u>Science</u>: Forces & Motion, Energy Conservation & Transfer</p> <p><u>Arts</u>: Visual Arts, Theater, Music, Dance (<i>Highlight - Visual & Musical Literacy, Communication & Movement</i>)</p>	<p><u>English Language Arts</u>: Reading and Writing Literature & Informational Text</p> <p><u>Social Studies</u>: Economics & Financial Literacy</p> <p><u>Science</u>: Forces & Motion, Matter: Properties & Change</p> <p><u>Arts</u>: Visual Arts, Theater, Music, Dance (<i>Highlight - Visual & Musical Literacy, Communication & Movement</i>)</p>	<p><u>English Language Arts</u>: Reading and Writing Literature & Informational Text</p> <p><u>Social Studies</u>: Economics & Financial Literacy</p> <p><u>Science</u>: Evolution & Genetics</p> <p><u>Arts</u>: Visual Arts, Theater, Music, Dance (<i>Highlight - Visual & Musical Literacy, Communication & Movement</i>)</p>

SABA Sample Curriculum Outline: Grades 6-8

*Math, Instructional Technology, and Health & Physical Education are not included in this sample.

Grade 6	Grade 7	Grade 8
Overarching Theme: Diversity & Interconnectedness	Overarching Theme: Diversity & Influence	Overarching Theme: Diversity & Interdependence
<p><u>English Language Arts:</u> Reading and Writing Literature & Informational Text</p> <p style="text-align: center;"><u>Social Studies:</u> Culture</p> <p style="text-align: center;"><u>Science:</u> Forces & Motion</p> <p><u>Arts:</u> Visual Arts, Theater, Music, Dance (<i>Highlight - Culture, Contextual Relevance, & Connecting</i>)</p>	<p><u>English Language Arts:</u> Reading and Writing Literature & Informational Text</p> <p style="text-align: center;"><u>Social Studies:</u> Culture</p> <p style="text-align: center;"><u>Science:</u> Forces & Motion</p> <p><u>Arts:</u> Visual Arts, Theater, Music, Dance (<i>Highlight - Culture, Contextual Relevance, & Connecting</i>)</p>	<p><u>English Language Arts:</u> Reading and Writing Literature & Informational Text</p> <p style="text-align: center;"><u>Social Studies:</u> Culture</p> <p style="text-align: center;"><u>Science:</u> Ecosystems, Evolution & Genetics (adaptation)</p> <p><u>Arts:</u> Visual Arts, Theater, Music, Dance (<i>Highlight - Culture, Contextual Relevance, & Connecting</i>)</p>
Overarching Theme: Change Over Time	Overarching Theme: Time & Change	Overarching Theme: Time & Change
<p><u>English Language Arts:</u> Reading and Writing Literature & Informational Text</p> <p style="text-align: center;"><u>Social Studies:</u> History</p> <p style="text-align: center;"><u>Science:</u> Matter: Properties & Change</p>	<p><u>English Language Arts:</u> Reading and Writing Literature & Informational Text</p> <p style="text-align: center;"><u>Social Studies:</u> History</p> <p style="text-align: center;"><u>Science:</u> Energy: Conservation & Transfer</p>	<p><u>English Language Arts:</u> Reading and Writing Literature & Informational Text</p> <p style="text-align: center;"><u>Social Studies:</u> History, Civics & Government</p> <p style="text-align: center;"><u>Science:</u> Matter: Properties & Change, Earth History, Evolution & Genetics (history)</p>

<u>Arts:</u> Visual Arts, Theater, Music, Dance (<i>Highlight - Visual & Musical Literacy, Communication & Movement</i>)	<u>Arts:</u> Visual Arts, Theater, Music, Dance (<i>Highlight - Visual & Musical Literacy, Communication & Movement</i>)	<u>Arts:</u> Visual Arts, Theater, Music, Dance (<i>Highlight - Visual & Musical Literacy, Communication & Movement</i>)
Grade 6	Grade 7	Grade 8
Overarching Theme: Patterns & Interactions	Overarching Theme: Systems & Interconnectedness	Overarching Theme: Systems & Interactions
<u>English Language Arts:</u> Reading and Writing Literature & Informational Text <u>Social Studies:</u> Geography & Environmental Literacy <u>Science:</u> Earth Systems, Structures, & Processes <u>Arts:</u> Visual Arts, Theater, Music, Dance (<i>Highlight - Visual & Musical Literacy, Communication & Movement</i>)	<u>English Language Arts:</u> Reading and Writing Literature & Informational Text <u>Social Studies:</u> Geography & Environmental Literacy <u>Science:</u> Earth Systems, Structures, & Processes <u>Arts:</u> Visual Arts, Theater, Music, Dance (<i>Highlight - Visual & Musical Literacy, Communication & Movement</i>)	<u>English Language Arts:</u> Reading and Writing Literature & Informational Text <u>Social Studies:</u> Geography & Environmental Literacy <u>Science:</u> Earth Systems, Structures, & Processes, Energy Conservation & Transfer <u>Arts:</u> Visual Arts, Theater, Music, Dance (<i>Highlight - Visual & Musical Literacy, Communication & Movement</i>)
Overarching Theme: Structure & Function	Overarching Theme: Structure & Function	Overarching Theme: Time & Change (contin.)
<u>English Language Arts:</u> Reading and Writing Literature & Informational Text <u>Social Studies:</u> Civics & Government <u>Science:</u> Structures & Functions of Living Organisms, Ecosystems	<u>English Language Arts:</u> Reading and Writing Literature & Informational Text <u>Social Studies:</u> Civics & Government <u>Science:</u> Structures & Functions of Living Organisms	<u>English Language Arts:</u> Reading and Writing Literature & Informational Text <u>Social Studies:</u> History, Civics & Government <u>Science:</u> Matter: Properties & Change, Earth History, Evolution & Genetics (history)

<u>Arts:</u> Visual Arts, Theater, Music, Dance <i>(Highlight - Aesthetics, Response, & Analysis)</i>	<u>Arts:</u> Visual Arts, Theater, Music, Dance <i>(Highlight - Aesthetics, Response, & Analysis)</i>	<u>Arts:</u> Visual Arts, Theater, Music, Dance <i>(Highlight - Aesthetics, Response, & Analysis)</i>
<p style="text-align: center;">Grade 6</p>	<p style="text-align: center;">Grade 7</p>	<p style="text-align: center;">Grade 8</p>
<p style="text-align: center;">Overarching Theme: Interaction & Impact</p>	<p style="text-align: center;">Overarching Theme: Interaction & Impact</p>	<p style="text-align: center;">Overarching Theme: Growth & Impact</p>
<p><u>English Language Arts:</u> Reading and Writing Literature & Informational Text</p> <p><u>Social Studies:</u> Economics & Financial Literacy</p> <p><u>Science:</u> Energy Conservation & Transfer, Earth in the Universe</p> <p><u>Arts:</u> Visual Arts, Theater, Music, Dance <i>(Highlight - Visual & Musical Literacy, Communication & Movement)</i></p>	<p><u>English Language Arts:</u> Reading and Writing Literature & Informational Text</p> <p><u>Social Studies:</u> Economics & Financial Literacy</p> <p><u>Science:</u> Evolution & Genetics</p> <p><u>Arts:</u> Visual Arts, Theater, Music, Dance <i>(Highlight - Visual & Musical Literacy, Communication & Movement)</i></p>	<p><u>English Language Arts:</u> Reading and Writing Literature & Informational Text</p> <p><u>Social Studies:</u> Economics & Financial Literacy</p> <p><u>Science:</u> Structures & Functions of Living Organisms, Molecular Biology</p> <p><u>Arts:</u> Visual Arts, Theater, Music, Dance <i>(Highlight - Visual & Musical Literacy, Communication & Movement)</i></p>

SABA Sample High School Curriculum Guide
English I

(Note: SABA will offer English I-IV)

UNIT 1: Literary Genres, Elements and Devices (Short Stories & Poetry)	
Pacing	2-3 weeks
Big Ideas	Literature, Poetry, Elements, Devices, Plot, Genres, Text, Analysis
Students will be able to (SWBAT)...	<ul style="list-style-type: none"> ● Define the terms “literary device” and “literary element” and know the difference between them. ● Identify in a text particular literary/poetic devices and elements ● Define each stage of Freytag’s Plot Pyramid and identify where in a short story each stage occurs. ● Define key genres of literature and identify the genre categories under which a short story or poem might fall. ● Create a paragraph-long response to a textual analysis question using Claim-Evidence-Reasoning (CER), Answer-Cite-Explain-Summarize (ACES), or another evidence-based written response technique. ● Perform an original poem utilizing at least three poetic/ literary devices
Essential Question(s)	<ul style="list-style-type: none"> ● How do writers use literary/poetic devices to create a certain effect on the reader/listener? ● What are the main elements of prose and poetry? ● What are the key stages in the plot of a story as defined by Freytag? ● What are genres of literature and what are different examples of literary genres? How are these genres categorized? ● What is textual analysis? How do we create a response to a textual analysis question?
Recommended Texts & Skills/Vocabulary covered	<p>Short Stories: “One Friday Morning,” Langston Hughes (<i>plot of a story, protagonist, setting, theme, mood, imagery, point of view, direct/indirect characterization, simile, symbol, internal/external conflict</i>)</p> <p>Poetry: “I, Too,” Langston Hughes; “Black Like Me,” Renee Watson; (<i>free verse, meter/metrical food, rhyme scheme, alliteration, imagery, personification, symbolism, extended metaphor, tone, enjambment, repetition, tone, mood, meter, symbolism</i>)</p>
Priority	<u>Reading Literature Standards</u>

<p>Standard(s)</p>	<p>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RL.9-10.2 Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p> <p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.</p> <p><u>Writing Standards</u></p> <p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>*Note that language standards for 9-10 are consistently developed and addressed in this unit, mainly through written assignments and oral recitation and performance.*</p>
<p>Miscellaneous Information</p>	<p><u>Reading Informational Texts Standards</u></p> <p>R.I.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>R.I.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>R.I.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><u>Speaking and Listening Standards</u></p> <p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Performance Tasks/Assessments

Students will be able to (SWBAT)...

define each stage of Freytag’s Plot Pyramid and identify where in a short story each stage occurs; identify in a text particular literary/poetic devices and elements (genre, setting, protagonist, antagonist, conflict, symbolism, theme, foreshadowing, irony).

Plot Pyramid Activities
 This Google Slides activity includes 7 slides for students to work on plot analysis:

1. Put the 5 parts of the Freytag pyramid in order (drag & drop activity): exposition, rising action, climax, falling action, resolution.
2. Identify a specific story to analyze, classify by genre, & provide an overview of the plot.
3. Identify the 5 parts of the Freytag pyramid for a specific story.
4. Describe the setting, protagonist, & antagonist.
5. Identify 1 internal & 1 external conflict in the story and classify the external conflict as character vs. character, vs. society, or vs. nature.
6. Analyze symbolism and theme.
7. Analyze foreshadowing and irony.

The teacher should “make a copy” of the slides for each student or direct students to make a copy themselves. Students can complete this activity about a whole-class short story or read their own short stories or children’s books and complete it individually or in small groups. The images of the slides are set as the background so students are only able to edit the text boxes.

Students will be able to (SWBAT)...

perform a short story and identify appropriate places in a script where the 5 parts of the pyramid takes place

1. Students select a short story, and in small groups, perform the story for their peers.
2. Students should identify the 5 parts of the Freytag pyramid in the story as they block their performance and select appropriate actions and movement.
3. Students should select limited props to utilize from the classroom to represent literary elements, such as symbolism.
4. Following the performance, groups should engage in a discussion with their peers about the main elements of their story and their choices to bring the literary work to life through performance.

UNIT 2: Family, Identity, and Dreams in *A Raisin in the Sun*

Pacing	3-4 weeks
Big Ideas	Family, Individual, Identity, Dreams, Systemic Racism and Discrimination, Poverty/Wealth, Empowerment, Theater/Drama
Students will be able to (SWBAT)...	<ul style="list-style-type: none">● Explain how <i>A Raisin in the Sun</i> fits into the overall history of the struggle for civil rights by minorities, particularly African Americans, in the United States.● Define, identify and utilize basic dramatic terminology, including stage directions, acting notes, setting the scene, and citing characters' lines properly using MLA format● Explain the thematic connections between Langston Hughes's poem "Harlem" and the play● Define the terms "systemic racism/discrimination" and "assimilation," and explain the general history behind these terms.● Read texts to learn how systemic racism is manifest in the 1950's as well as in today's world.● Explain and point to evidence in the play (orally AND in writing) of generational differences between characters, individual character development, examples of indirect characterization, examples of systemic racism and discrimination as well as colonialism and imperialism, traditional vs. newfangled gender roles, characters' relationships, and make predictions about what will happen in the narrative/after the play's ending.● Close read and annotate a nonfiction article related to systemic racism in America, create higher-order questions based on the article (one of which should connect the article to the play) and discuss them in an articulate manner with my peers.
Essential Question(s)	<ul style="list-style-type: none">● When in the general timeline of African American history did Lorraine Hansberry grow up, live and write <i>A Raisin in the Sun</i>?● What key events had already occurred, were occurring or had yet to occur?● What are some basic dramatic terms to know and identify when reading a playscript? How do the themes of family, generational differences, individual dreams/ambitions, racism/discrimination, gender roles and expectations, poverty and wealth play into <i>Raisin</i>?● How does Hansberry indirectly characterize Walter, Mama, Beneatha, Ruth and other characters in the play? What kind of character development do Mama, Walter

	<p>and Beneatha in particular undergo?</p> <ul style="list-style-type: none"> • What is systemic racism? What is systemic discrimination? What are colonialism and imperialism? How do these phenomena show up in the play, in real-life events and constructs from American history, and in today's world?
<p>Priority Standard(s)</p>	<p><u>Reading Literature Standards</u></p> <p>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RL.9-10.2 Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide a summary of the text.</p> <p>RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p> <p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.</p> <p><u>Reading Informational Texts Standards</u></p> <p>R.I.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>R.I.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>R.I.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them</p> <p>R.I.9-10.4 Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>R.I.9-10.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>

	<p><u>Speaking and Listening Standards</u></p> <p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><u>Writing Standards</u></p> <p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>*Note that language standards for 9-10 are consistently developed and addressed in this unit, mainly through written assignments and performance.</p>
<p>Miscellaneous Information</p>	<ul style="list-style-type: none"> ● Student handouts, detailed lesson plans, textual analysis question sets, and a nonfiction article on the history of systemic racism can be found through the Zinn Education Project.
<p>Performance Tasks/Assessments</p>	
<p>Students will be able to (SWBAT)...</p> <p>explain and identify evidence in the play (orally AND in writing using evidence-based techniques) of generational differences between characters, individual character development, examples of indirect characterization, examples of systemic racism and discrimination as well as colonialism and imperialism, traditional vs.</p>	<ul style="list-style-type: none"> ● Students should engage in a discussion about the social issues present in the story. <ul style="list-style-type: none"> ○ How are gender expectations for Black men and women similar or different from today? ○ How does systemic racism affect families historically and now? ○ How does the Black Lives Matter Movement bring to light issues of systemic racism and discrimination? ○ How are the impacts of colonialism felt by various racial and cultural groups today?

<p>newfangled gender roles, characters' relationships, and make predictions about what will happen in the narrative/after the play's ending.</p>	
<p>Students will be able to (SWBAT)...</p> <p>closely read and annotate a nonfiction article related to systemic racism in America, create higher-order questions based on the article (one of which should connect the article to the play) and discuss them in an articulate manner with my peers.</p>	<p>During or after students' reading of <i>A Raisin in the Sun</i> or similar texts, have students read an article about a related topic, prepare for a discussion, and engage in a discussion.</p>

UNIT 3: Is Shakespeare Hip Hop? Analyzing <i>Romeo and Juliet</i>	
<p>Pacing</p>	<p>4-5 weeks</p>
<p>Big Ideas</p>	<p>Love vs. Hate, Youthfulness/Immaturity, sexuality, fate, free will vs. obedience, Distinctly Shakespearean dramatic devices (wordplay/puns, poetic verse, imagery, soliloquy, monologue, aside, foils), dramatic irony, foreshadowing, characterization</p>
<p>Students will be able to (SWBAT)...</p>	<ul style="list-style-type: none"> ● Compare/contrast the “Shakespeare is Hip Hop” version of <i>Romeo and Juliet</i> to the original version and identify wordplay, puns, imagery, and literary techniques in segments of each. ● Recall basic pieces of information about Shakespeare’s upbringing, educational background and work as a playwright and owner of a theater company in London in the 1500’s/early 1600’s during the reigns of Queen Elizabeth I and King James I. ● Explain the general layout of the original Globe Theater, as well as the symbolism of the stage and trap doors, the location of the audience based on socioeconomic class, facts about the actors (e.g., no female actors), etc. ● Articulate the differences between a Shakespearean tragedy and comedy and explain why <i>Romeo and Juliet</i> in particular is

	<p>classified as a tragedy.</p> <ul style="list-style-type: none"> ● Recall the origins of the tale of Romeo and Juliet, as well as explain the significance of some of the characters' lines being in poetic verse, whereas others are written in basic prose. ● Explain why Shakespeare's work is considered "timeless" ● Speculate as to what in particular about Romeo and Juliet is still relevant in 2020, especially to teenagers. ● Use techniques and skills, such as chunking the text and using helpful resources, such as myshakespeare.com, margin notes, NoFearShakespeare, etc. to determine meaning of difficult words/passages. ● Identify devices Shakespeare deploys frequently in Romeo and Juliet, especially wordplay/puns, dramatic irony, foreshadowing, imagery/poetic language, indirect characterization, foils, and other basic dramatic devices such as asides, monologues and soliloquies. ● Show understanding of how major themes of Romeo and Juliet are manifest in the text (love vs. hate, youthfulness and immaturity, love as purely physical/sexual versus emotional, fate, free will vs. obedience). ● Use quotes or paraphrase the text to provide direct evidence of some analysis of the play, whether it have to do with the presence of dramatic/literary devices, certain themes, or characters' personalities and roles.
<p>Essential Question(s)</p>	<ul style="list-style-type: none"> ● Who was Shakespeare and what was his life and work like in the 16th and 17th centuries as a poet and playwright? ● What did the Globe look like and what was the play-going experience like in Shakespeare's time? What kinds of cultural and economic aspects of life in Elizabethan England influenced Shakespeare, both in the content of his writing and in how he and his company did business? How did these aspects influence the play-viewing experience? ● What legacy did Shakespeare left behind? Why are Shakespeare's plays, and Romeo and Juliet in particular, still seen as relevant in the modern world? ● What is the best mentality to have when reading and trying to decipher Shakespeare? What kinds of resources can I use to help me in my understanding? ● Would you consider Shakespeare to be Hip Hop? How are the devices that he used similar to hip hop artists today? ● How does listening to and reading the Hip Hop version help you decipher the original play? ● How do certain themes like love, hate, youthfulness and immaturity, physical and emotional love, fate and free will show up in Romeo and Juliet? ● Where in the text are certain characters directly characterized

	<p>or indirectly characterized through their thoughts, words or actions? In what ways are certain characters in the play foils to one another?</p> <ul style="list-style-type: none"> ● Where are there instances of wordplay/puns, dramatic irony, foreshadowing, imagery (including personification, figurative language), poetic verse and use of dramatic devices such as soliloquies and monologues in the text? What is the overall effect of these devices on the viewer/reader/listener? ● How do I use quotes and/or paraphrase scenes from the play as a way of providing evidence for my analysis of the text? How do I properly cite these pieces of evidence in writing? ● How can a director stage Romeo and Juliet in ways that emphasize or deemphasize certain elements of the play and/or that show a certain interpretation of the play?
<p>Priority Standard(s)</p>	<p><u>Reading Literature Standards</u></p> <p>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RL.9-10.2 Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p> <p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.</p> <p>RL.9-10.6 Analyze a particular perspective or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>RL.9-10.8 Analyze how an author adopts or adapts source material in a specific work.</p> <p>RL.9-10.9 By the end of grade 9, read and understand literature within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>

	<p><u>Reading Informational Texts:</u></p> <p>R.I.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>R.I.9-10.4 Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>R.I.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p><u>Writing Standards</u></p> <p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.4 Use digital tools and resources to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><u>Speaking and Listening Standards</u></p> <p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p>Miscellaneous Information</p>	<ul style="list-style-type: none"> • Student handouts, detailed lesson plans, textual analysis question sets, an exercise that challenges students to compare/contrast Shakespeare is Hip Hop to the original play are found from Flocabulary.
<p align="center">Performance Tasks/Assessments</p>	

<p>Students will be able to (SWBAT)...</p> <p>identify devices Shakespeare deploys frequently in Romeo and Juliet, especially wordplay/puns, dramatic irony, foreshadowing, imagery/poetic language, indirect characterization, foils, and other basic dramatic devices such as asides, monologues and soliloquies.</p>	<ul style="list-style-type: none"> ● Utilizing Shakespeare is Hip Hop as a pre-reading guide, students will identify devices utilized in the play by underlining wordplays/puns, circling dramatic irony, bracketing monologues, and highlighting poetic language. ● Students will then practice these skills with an excerpt from the text.
<p>Students will be able to (SWBAT)...</p> <p>compare & contrast 3 different stagings of one of the scenes in the play by examining visual scenery, costumes and general aesthetic, as well as language used, actors' body language and presence or absence of music.</p>	<p>Movie Scene Compare/Contrast: Students watch clips from 3 different movie adaptations of the source text and compare/contrast. Before this activity, it helps to discuss the way lighting, costuming, music, set design, etc. can affect movie scenes.</p> <p>Extension:</p> <ul style="list-style-type: none"> ● Students discuss how this play or movie would be different if it were a Hip Hop play/movie, similar to Hamilton. ● What elements of Hip Hop would be significant for a visual performance of Romeo and Juliet?

Appendix C:

9-12 Core Content Electives



SABA

High School Graduation Requirements

(includes core content and elective courses)

Content Area	Credits	Requirements
English	4	English I, II, III, IV
Math	4	Math I, II, III, and a fourth math course aligned with post high school plans
Science	3	Earth & Environmental Science, Biology, and either Chemistry or Physical Science or Physics
Social Studies	4	World History, Civics, Economics and Personal Finance, American History I, American History II
Health/PE	1	9th Grade Health & PE
Arts Education	4	Two elective courses from the Arts Education: Visual Arts, Dance I,II,III, Music, Theater I,II, Band, Chorus
World Language	2	Spanish, French *Students attending a university/college will need to take two world language courses.
SUBTOTAL	22	
Other Courses	4	Any other subject area or cross disciplinary courses
Total Credits	26	

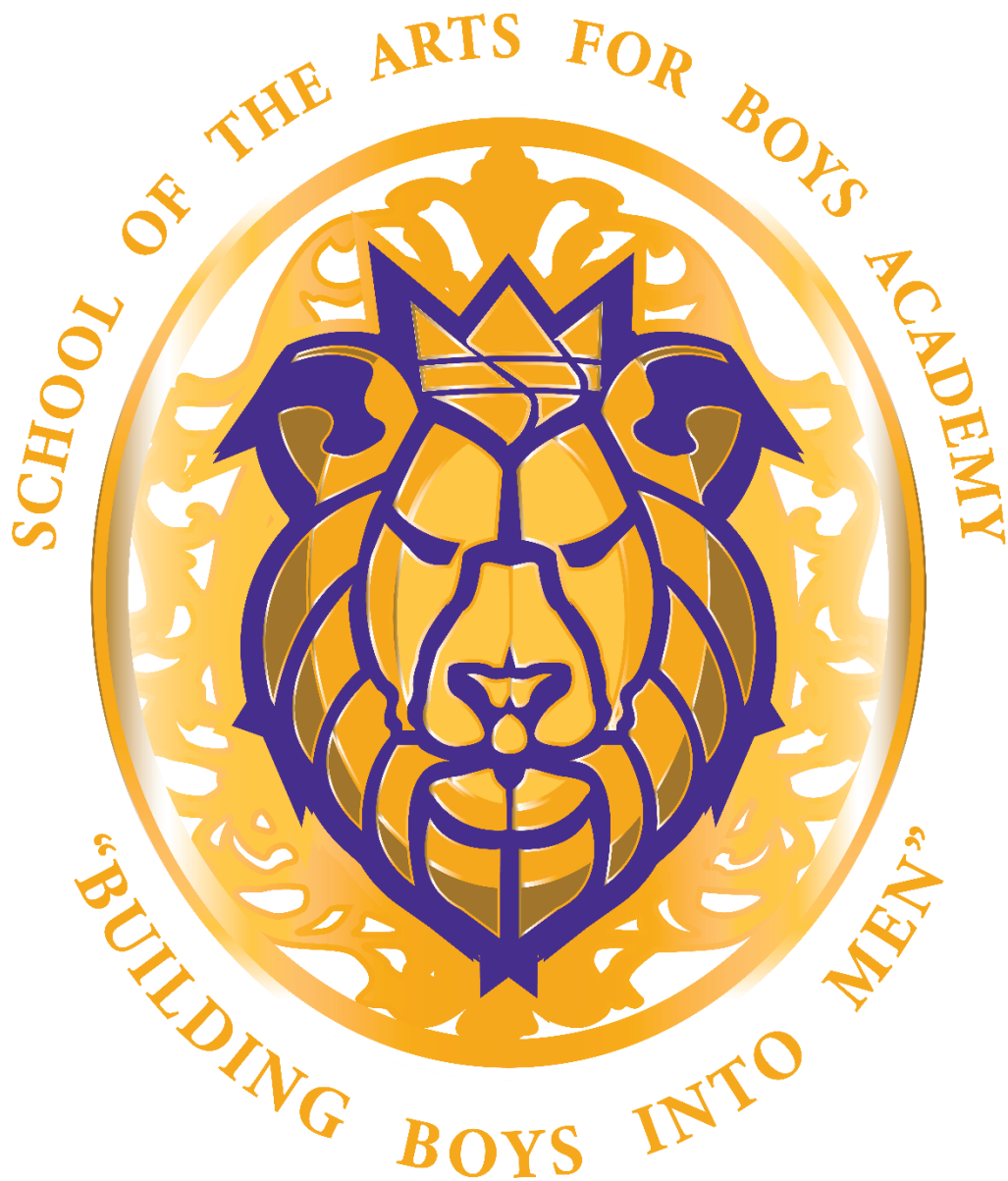
Grading Scale and Quality Points

Letter Grade	Numerical Range	Quality Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	Less than <59	0.0

Appendix D:

Yearly Academic Calendar

(minimum of 185 instructional days or 1,025 hours)



SABA 2021-2022 Student Academic Calendar

August 2021

August 9 th	Required Teacher Workday	No Students
August 10 th	Required Staff Development	No Students
August 11 th	Required Staff Development	No Students
August 12 th	Required Staff Development	No Students
August 13 th	Optional Teacher Workday	No Students
August 16 th	First Day of School	

September 2021

September 6 th	Holiday (Labor Day)	(No Students)
September 14 th	Remote Learning Day if needed	
September 22 nd	Early Release (1:00 for Students)	
September 28 th	End of First 6 Weeks	

October 2021

October 13 th	Early Release (1:00 for Students)	
October 14 th	Remote Learning Day if necessary	

November 2021

November 2 nd	Optional Teacher Workday	No Students
November 10 th	Remote Learning Day if necessary	
November 11 th	Holiday (Veterans Day)	No Students
November 12 th	End of Second 6 Weeks	
November 24 th	No School for Students and 10 Month Employees	
November 25 th	Holiday (Thanksgiving)	No Students
November 26 th	Holiday	No Students

December 2021

December 17 th	Early Release (1:00 for Students)	
December 20 th	No School for Students and 10 Month Employees	
December 21 st	Annual Leave	No Students
December 22 nd	Annual Leave	No Students
December 23 rd	Holiday	No Students
December 24 th	Holiday	No Students
December 27 th	Holiday	No Students
December 28 th	Annual Leave	No Students

December 29 th	Annual Leave	No Students
December 30 th	Annual Leave	No Students
December 31 st	Holiday (For New Year)	No Students

January 2022

January 14 th	End of Third 6 Weeks-End of First Semester	
January 17 th	Holiday (M.L. King Day)	No Students
January 18 th	No School for Students and 10 Month Employees	
January 19 th	Optional Workday	No Students

February 2022

February 8 th	Remote Learning Day if necessary	
February 17 th	Early Release (1:00 For Students)	
February 18 th	Optional Teacher Workday	No Students

March 2022

March 3 rd	End of Fourth 6 Weeks	
March 7 th	Remote Learning Day if necessary	
March 14 th	Required Staff Development	No Students

April 2022

April 14 th	Early Release (1:00 For Students)	
April 15 th	Holiday (Good Friday)	No Students
April 18 th	Annual Leave	No Students
April 19 th	Annual Leave	No Students
April 20 th	Annual Leave	No Students
April 21 st	Annual Leave	No Students
April 22 nd	Annual Leave	No Students
April 26 th	End of the Fifth 6 Weeks	

May 2022

May 30 th	Holiday (For Memorial Day)	No Students
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June 2022

June 8 th	Last Day of School (Early Release)	
	End of Sixth 6 Week-End of Second Semester	
June 9 th	Required Teacher Workday	
June 10 th	Optional Teacher Workday	

2021-2022 Report Card Distribution

October 7, 2021	All Students
December 2, 2021	All Students
January 26 th , 2022	All Students
March 15 th , 2022	All Students
May 9 th , 2022	All Students
June 17 th , 2022	All Students

2021-2022 Inclement Weather Make-up Days

North Carolina requires 1,025 hours of instruction during the school year. If missed school requires time beyond these hours, inclement weather make-up will be considered on the following days:

Early Release Days
Optional Planning Days
Required Planning Days
Winter Break
Spring Break
Saturdays

Days Marked as "No School"

Appendix E:

Daily and Weekly Schedule



SABA Sample Elementary (Grades 3-5) Daily Schedule

Time	Class
7:30AM-7:55AM	Student Arrival/Morning Work/Breakfast
8:00AM-8:10AM	Morning Meeting
8:10AM-9:40AM	Literacy
9:40AM-9:50AM	Activity Break
9:50AM-10:30AM	Writer's Workshop
10:30AM-11:00AM	Acceleration/Intervention/Remediation (AIR)
11:00AM-11:30AM	Lunch
11:30AM-12:00PM	Recess
12:00PM-12:50PM	Science/Social Studies
12:50PM-2:20PM	Math
2:20PM-2:30PM	Activity Break
2:30PM-3:10PM	Arts Enrichment
3:10PM-3:50PM	Specials
3:50PM-4:00PM	Pack Up/Dismissal

SABA Sample Elementary (Grades 3-5) Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30AM-7:55AM	Student Arrival/Morning Work/Breakfast	Student Arrival/Morning Work/Breakfast	Student Arrival/Morning Work/Breakfast	Student Arrival/Morning Work/Breakfast	Student Arrival/Morning Work/Breakfast
8:00AM-8:10AM	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:10AM-9:40AM	Literacy	Literacy	Literacy	Literacy	Literacy
9:40AM-9:50AM	Activity Break	Activity Break	Activity Break	Activity Break	Activity Break
9:50AM-10:30AM	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop
10:30AM-11:00AM	Acceleration/Intervention/ Remediation (AIR)	Acceleration/Intervention/ Remediation (AIR)	Acceleration/Intervention/ Remediation (AIR)	Acceleration/Intervention/ Remediation (AIR)	SABA Assembly (Artist in Residence)
11:00AM-11:30AM	Lunch	Lunch	Lunch	Lunch	Lunch
11:30AM-12:00PM	Recess	Recess	Recess	Recess	Recess
12:00PM-12:50PM	Science	Science	Social Studies	Social Studies	Science
12:50PM-2:20PM	Math	Math	Math	Math	Math
2:20PM-2:30PM	Activity Break	Activity Break	Activity Break	Activity Break	Activity Break
2:30PM-3:10PM	Arts Enrichment <i>(Core Teacher Planning)</i>	Arts Enrichment <i>(Core Teacher Planning)</i>	Arts Enrichment <i>(Core Teacher Planning)</i>	Arts Enrichment <i>(Core Teacher Planning)</i>	Arts Enrichment <i>(Core Teacher Planning)</i>
3:10PM-3:50PM	Specials <i>(Core Teacher Planning)</i>	Specials <i>(Core Teacher Planning)</i>	Specials <i>(Core Teacher Planning)</i>	Specials <i>(Core Teacher Planning)</i>	Specials <i>(Core Teacher Planning)</i>
3:50PM-4:00PM	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal

SABA Sample Middle School (Grades 6-8) Daily Schedule		
Sixth Grade	7th Grade	8th Grade
8:00 - 9:20 CORE 1	8:00 - 9:20 CORE 1	8:00 - 9:20 CORE 1/AVID
9:20-10:40 CORE 2/AVID	9:20-10:05 Special 1	9:20-9:50 AIR Time
10:40-11:10 AIR time	10:05 - 10:50 Special 2	9:50 -11:10 CORE 2
11:10-11:40 Lunch 11:40-11:50 Explore	10:50 - 12:10 CORE 2/AVID	11:10-11:55 Special 1
11:50-1:10 Core 3	12:10-12:40 Lunch 12:40-12:50 Explore	11:55-12:40 Special 2
1:10-1:55 Special 1	12:50-2:10 CORE 3	12:40 -1:10 LUNCH 1:10 - 1:20 Explore
1:55-2:40 Special 2	2:10 - 2:40 AIR time	1:20-2:40 CORE 3
2:40 - 4:00 CORE 4	2:40 - 4:00 CORE 4	2:40 - 4:00 CORE 4

SABA Sample Middle School (Grade 6 Only) Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30AM-7:55AM	Student Arrival/Morning Work/Breakfast	Student Arrival/Morning Work/Breakfast	Student Arrival/Morning Work/Breakfast	Student Arrival/Morning Work/Breakfast	Student Arrival/Morning Work/Breakfast
8:00AM-9:20AM	Core 1	Core 1	Core 1	Core 1	Core 1
9:20AM-10:40AM	Core 2/AVID	Core 2/AVID	Core 2/AVID	Core 2/AVID	Core 2/AVID
10:40AM-11:10AM	Acceleration/Intervention/Remediation (AIR)	Acceleration/Intervention/Remediation (AIR)	Acceleration/Intervention/Remediation (AIR)	Acceleration/Intervention/Remediation (AIR)	Acceleration/Intervention/Remediation (AIR)
11:10AM-11:40AM	Lunch	Lunch	Lunch	Lunch	Lunch
11:40AM-11:50AM	Explore (Activity Break)	Explore (Activity Break)	Explore (Activity Break)	Explore (Activity Break)	Explore (Activity Break)
11:50AM-1:10PM	Core 3	Core 3	Core 3	Core 3	Core 3
1:10PM-1:55PM	Special 1/Arts Enrichment <i>(Core Teacher Planning)</i>	Special 1/Arts Enrichment <i>(Core Teacher Planning)</i>	Special 1/Arts Enrichment <i>(Core Teacher Planning)</i>	Special 1/Arts Enrichment <i>(Core Teacher Planning)</i>	Special 1/Arts Enrichment <i>(Core Teacher Planning)</i>
1:55PM-2:40PM	Special 2 <i>(Core Teacher Planning)</i>	Special 2 <i>(Core Teacher Planning)</i>	Special 2 <i>(Core Teacher Planning)</i>	Special 2 <i>(Core Teacher Planning)</i>	Special 2 <i>(Core Teacher Planning)</i>
2:40PM-4:00PM	Core 4	Core 4	Core 4	Core 4	Core 4

Sample High School (Grades 9-12) Daily Schedule

Time	Class
7:30AM-7:55AM	Student Arrival/Breakfast (All Halls Open)
8:00AM-9:25AM	First Period
9:30AM-10:55AM	Second Period
11:00AM-11:30AM	Acceleration/Intervention/Remediation (AIR)
11:35AM-1:30PM	3rd Period (includes 30 minute lunch)
1:35PM-2:15PM	AVID
2:20PM-3:45PM	4th Period
3:45PM-4:00PM	SABA Arts Capstone Project (Enrichment)

SABA Sample High School (Grades 9-12) Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30AM-7:55AM	Student Arrival/Breakfast (All Halls Open)	Student Arrival/Breakfast (All Halls Open)	Student Arrival/Breakfast (All Halls Open)	Student Arrival/Breakfast (All Halls Open)	Student Arrival/Breakfast (All Halls Open)
8:00AM-9:25AM	First Period	First Period	First Period	First Period	First Period
9:30AM-10:55AM	Second Period	Second Period	Second Period	Second Period	Second Period
11:00AM-11:30AM	Acceleration/Intervention/ Remediation (AIR)	Acceleration/Intervention/ Remediation (AIR)	Acceleration/Intervention/ Remediation (AIR)	Acceleration/Intervention/ Remediation (AIR)	SABA Assembly (Artist in Residence)
11:35AM-1:30PM	3rd Period <i>(includes 30 minute lunch)</i>	3rd Period <i>(includes 30 minute lunch)</i>	3rd Period <i>(includes 30 minute lunch)</i>	3rd Period <i>(includes 30 minute lunch)</i>	3rd Period <i>(includes 30 minute lunch)</i>
1:35PM-2:15PM	AVID	AVID	AVID	AVID	AVID
2:20PM-3:45PM	Fourth Period	Fourth Period	Fourth Period	Fourth Period	Fourth Period
3:45PM-4:00PM	SABA Arts Capstone Project (Enrichment)	SABA Arts Capstone Project (Enrichment)	SABA Arts Capstone Project (Enrichment)	SABA Arts Capstone Project (Enrichment)	SABA Arts Capstone Project (Enrichment)

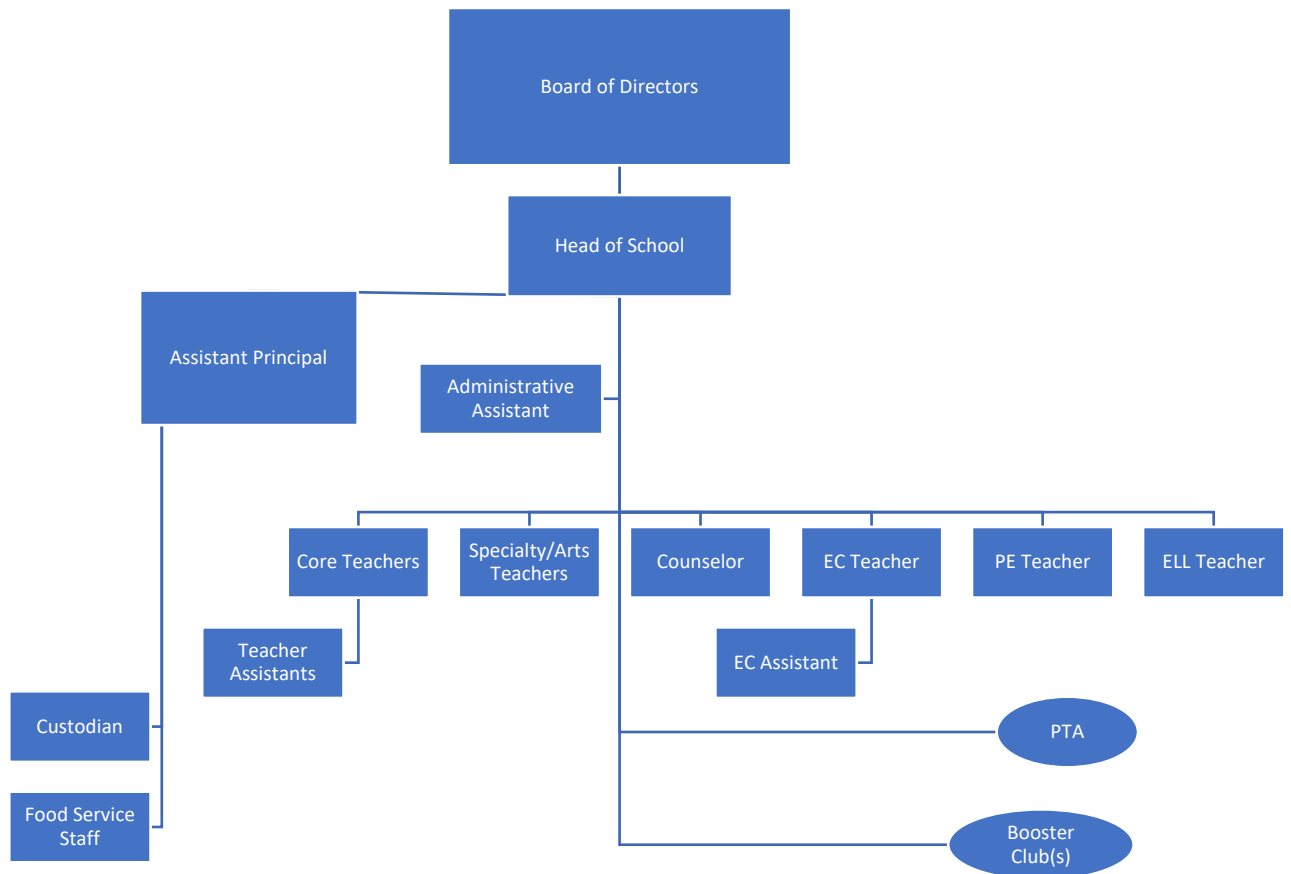
Appendix G:

Organizational Chart



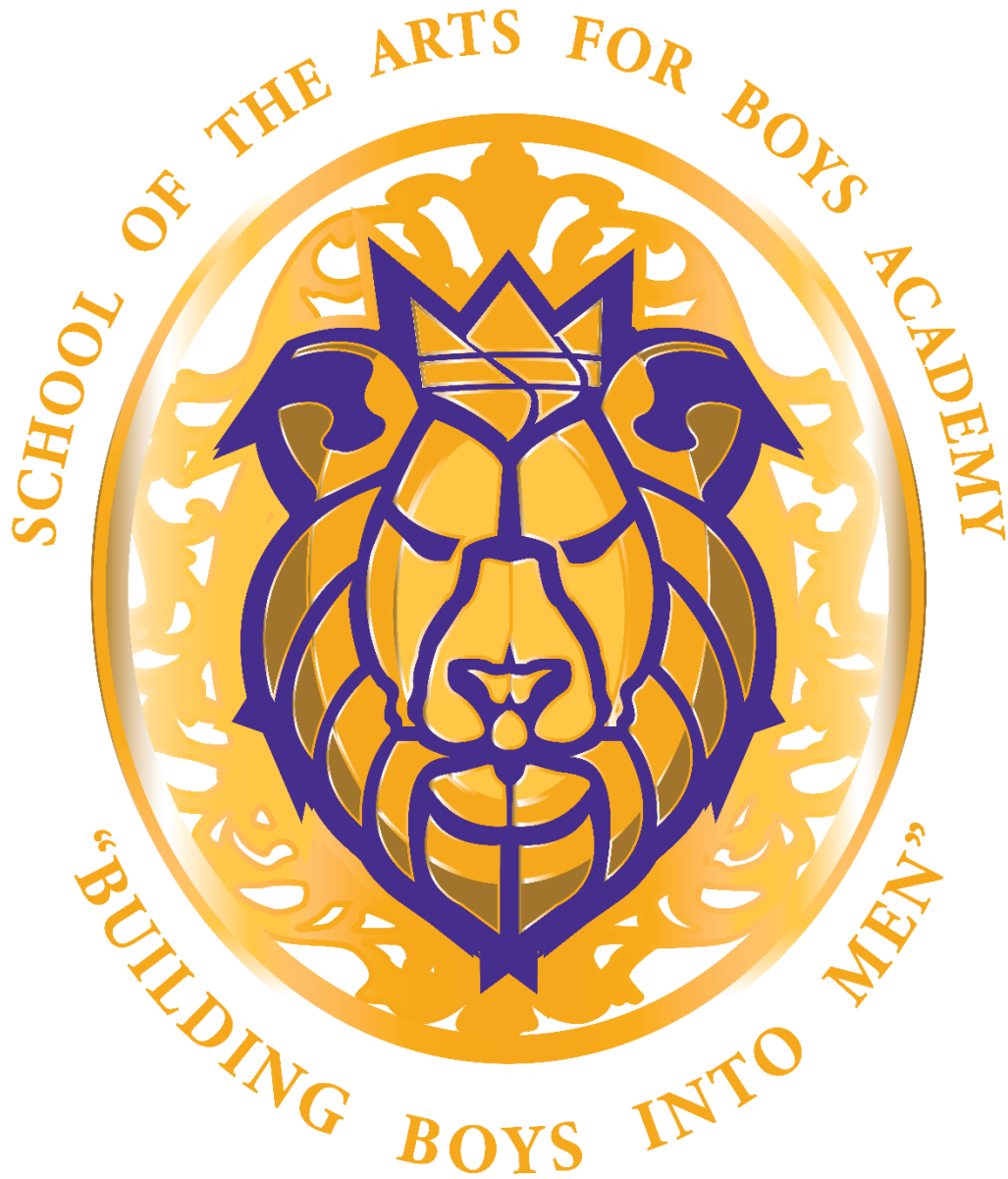


School of the Arts for Boys Academy Organizational Chart



Appendix H:

Charter School Board Member Information Form and Resume



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:

School of the Arts for Boys Academy (SABA)

2. Full name:

Felicia Cotten Watson

Home Address: 105 Amacord Way; Holly Springs, NC 27540

Business Name and Address:

Telephone No.: (919) 280-5341

E-mail address: Felicia.cotten@yahoo.com

3. Brief educational and employment history.

BS Degree Marketing - NCA&T State University - 2005

Human Resources Manager - Cisco Systems - 2010-present

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

No:

Yes

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

I was recruited to serve on the board because of my passion for the mission. My passion for youth started before I had kids of my own. Now that I am raising two boys myself my passion has grown in a different way.

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

A Charter School board member is responsible for providing the strategic vision for the school, hold the Head of School accountable for school success and budget oversight.

If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.iones@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. *No previous experience on charter school board however I have a strong passion for SABA's mission as I have two elementary aged boys. Both of my boys are behind grade level and I have lots of experience.*
8. Describe the specific knowledge and experience that you would bring to the board. *from a parent's perspective I have 13 years of experience working in HR. A very large body of my work has been focused on diversity and preparing this population for careers in corporate America.*
- School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?
SABA's mission is to BUILD boys to be strong, creative, academic scholars, critical thinkers & community leaders.
2. What is your understanding of the school's proposed educational program?
SABA's educational model is designed to bridge the achievement gaps in boys via culturally responsive teaching, AVI, & strategies & curriculum.
3. What do you believe to be the characteristics of a successful school?
*A clear mission that is shared across all stakeholders
• Strong leadership
• Transparency in communication • Evaluations/goals*
4. How will you know that the school is succeeding (or not) in its mission?
Monthly board meeting to discuss school mission & performance

Governance

1. Describe the role that the board will play in the school's operation.
The board will provide oversight, governance & needed support to deliver the vision & mission of the school. The board will self-assess their effectiveness.
2. How will you know if the school is successful at the end of the first year of operation?
The school's success will be determined based on how close we are to meet goals predetermined by head of school.
3. How will you know at the end of five years of the school's success?
This will also be based on goals as well as school growth and academic performance of students.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Faculty/teachers will be very important to the success of the school. Our teachers must be 100% committed to the SABA mission.
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?
As board chair, I would request an investigation by a non-biased board member and considering investigate results as the board to vote in favor of the best interest of SABA.

*Please include the following with your Information Form

- a **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Felicia C. Watson, 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 SABA Charter School is true and correct in every respect.

Signature Felicia C. Watson
Date 7/20/2020

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

Felicia C. Watson

feliciacotten@yahoo.com
105 Amacord Way
Holly Springs, NC 27540
(919) 280-5341

Experience

Cisco Systems

Chief of Staff – Strategy & Operational Excellence

April 2020 - present

Coordinate the execution of key strategic initiatives, manage all management processes with People Experience while aligning all team efforts with the People Experience goals and metrics. Partner with stakeholders to drive alignment and service delivery. In this role I am also responsible for providing executive leadership with impartial analysis on team performance, conduct issue resolution and track spend/budget allocation.

People and Communities Business Partners – US Commercial Sales

January 2020 – April 2020

Responsible for partnering with senior leaders to develop and translate business strategy to people management strategy and coordinate implementation. In this role I am responsible for leading large scale structural and organizational design changes, assess, develop and coach executives, lead change management initiatives as well as workforce planning.

University Recruiting Diversity Program Manager

January 2017 – present

Responsible for partnering with Cisco functional business point of contact and leaders, hiring managers, Cisco's University Relations and external strategic partners to develop strategies and execute programs to help Cisco recruit and attract diverse university and military talent and individuals with disabilities. In this role I work with my business partners to understand their needs and help them develop a diversity recruiting strategy. I also work to continually improve and evaluate current and potential diversity recruitment practices, ideas, and opportunities.

University Relations Manager

August 2013 – December 2017

Responsible for implementing recruiting strategies while building relationships with Cisco targeted universities and supplying the hiring needs of our Cisco internal clients This includes the full coordination of campus events such as career fairs, interview workshops, resume clinics, information sessions, interviews, etc. Also initiating and managing relationships with campus volunteers, hiring managers and internal stakeholders and Cisco executives to build out a strategic engagement board.

In this role I built and managed the relationship between Cisco and NC A&T (the only Cisco targeted Historically Black College/University). While managing this relationship I've been able to increase Cisco's diversity hires from 3 hires to 26 per year, and this number is continuing to grow. While in this role I also implemented recruiting initiatives such as Cisco in Residency, Faculty Workshops, and Classroom Projects.

University Relations Specialist

September 2010 – August 2013

Responsible for working in a close partnership with University Relation Managers to implement recruiting strategies at key schools to brand Cisco as an Employer of choice for university students and representatives. University Relations Specialists therefore impact Cisco's ability to increase its visibility in order to recruit and hire the best talent.

In this role I was responsible for assisting in uncovering opportunities that would give Cisco more exposure to top talent working through various diversity student organizations and diversity conferences.

Education

North Carolina A&T State University – Greensboro, North Carolina
Bachelor of Science Degree in Marketing - May 2005

Skills

Communications, Leadership, Outlook, MS Word, PowerPoint, Excel,
Transferable: Relationship Building, Strategic Planning, Customer Service, Supervisory Skills, Management, Sales

References available upon request

Charter School Board Member Information Form

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

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

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

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

Background

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

SABA - School of the arts for Bay Academy

2. Full name:

Sonia G. Logan

Home Address:

73 Nuthatch Drive

Business Name and Address:

Telephone No.:

919-830-9471

E-mail address:

slogan004@gmail.com

3. Brief educational and employment history:

25 years in education @ the elementary, middle and high in an administration and as a counselor

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?

The founder, Mrs. Valencia Jooner. I have been an educator for over 25 years and I believe I have much to offer in this educational Realm.

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

Board members should maintain policy and procedures while being a positive role model to students, parents and the community.

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.

Serving as a Principal, Dean of Student Services, Director of Student Services

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

Specific knowledge: Leadership, empathy for parents + students organization skills as a leader.
School Mission and Program

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

(Brown) Schools mission is to BUILD our Black + Brown Boys to be academic scholars and leaders of their community.

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

The program is set to allow students the opportunity to learn as they know how and to reduce the achievement gap.

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

A successful school has clear guidelines for students + staff along with a clear focus of mission + vision.

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

If the school has order and an atmosphere of learning. Also, at a successful school students and teachers enjoy learning.

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

Role of the board in the operation will be to provide assist in finding funding. The day to day operation of the school is the charge of the principal.

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

Compare the school's data to of students to determine growth.

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

Student achievement level has increased in closing the gap.

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

Ensure qualified teachers are hired and that the teachers share the same mission + vision of 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?

First thing would be bring it to discussion in a closed session and allow all board members decide on the outcome.

*Please include the following with your Information Form

- a one page resume

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

Certification

I, Donna B. Yocum, 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 SABA Charter School is true and correct in every respect.
(School of the Arts for Boys Academy.)

Donna B. Yocum

7/23/2020

Signature
Date

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

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: *SCHOOL OF ARTS FOR BOYS ACADEMY*
2. Full name: *ROBERT LANGSTON LOGAN*

Home Address: *73 NUTCRACK DRIVE, PITTSBORO, N.C. 27312*

Business Name and Address: *SAME AS ABOVE*

Telephone No.: *(919) 533-6273*

E-mail address: *rllogan@avid.org*

3. Brief educational and employment history. *FORTY-THREE YEARS IN EDUCATION. CLASSROOM TEACHER, 4 PRINCIPALS, 3 SCHOOL SUPERINTENDENCIES, STATE ASSEMBLY SUPERINTENDENT FOR INNOVATION & SCHOOL TRANSFORMATION (ALL N.C.) CURRENTLY SERVING AS SENIOR DIRECTOR FOR EDUCATION ACTION OF AVID*
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? *THE HEAD OF SCHOOL ASKED ME TO SERVE. TO CONTINUE TO HELP MORE STUDENTS ACHIEVE THEIR DREAMS OF K-12 ED AND ACCEPTANCE INTO AN IHE.*
6. What is your understanding of the appropriate role of a public charter school board member? *LEGAL, FINANCIAL, AND GOVERNANCE OVERSIGHT 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.

PREVIOUSLY SERVED ON THE UNITED WAY BOB, Z. SMITH REYNOLDS FOUNDATION ADVISORY BOARD, CURRENTLY SERVING ON CCC BOARD OF TRUSTEES

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

School Mission and Program
FORTY-THREE YEARS OF WORKING WITH THE N.C. STATE BOARD OF EDUCATION AND EIGHT LOCAL N.C. SCHOOL BOARDS

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

CLOSE THE ACHIEVEMENT & OPPORTUNITY GAP FOR THE BOYS OF THE ACADEMY, PREPARING THEM FOR COLLEGE, CAREER, & LIFE.

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

COMPREHENSIVE N.C. CURRICULUM (GRADES 3-12) WITH AN EMPHASIS ON THE ARTS

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

CARING, HIGH QUALITY TEACHERS WHO HAVE HIGH EXPECTATIONS FOR ALL STUDENTS. RIGOR, COMPREHENSIVE CURRICULUM.

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

REVIEW OF SCHOOL & STUDENT PERFORMANCE DATA, STATE REPORT CARD, SCHOOL REPORTS, FEEDBACK FROM PARENTS

Governance

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

THE BOARD PROVIDES DIRECTION TO THE HEAD OF SCHOOL AND OVERSIGHT TO THE GOVERNANCE AND FINANCIAL STATUS OF THE SCHOOL

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

STUDENT GROWTH AND PERFORMANCE ON STATE TESTING PROGRAM, TEACHER SATISFACTION SURVEY, AND PARENTAL FEEDBACK.

3. How will you know at the end of five years of the school's operation?

STUDENT PERFORMANCE ON VARIOUS METRICS & TEST, CONTINUED STUDENT ENROLLMENT, AND STABILITY OF STAFF.

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

STRONG MARKETING OF THE SCHOOL, SOUND FINANCIAL MANAGEMENT, COMMUNITY SUPPORT AND OUTREACH, AND PRATICAL GOVERNANCE & OVERSIGHT

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?

DISCUSS WITH HEAD OF SCHOOL, BRING WRITTEN CONCERNS TO THE WHOLE BOARD ACCORDING TO SABA BOARD POLICIES. IF NOT RESOLVED BY SCHOOL BOARD REPORT TO STATE BOARD OF ED

*Please include the following with your Information Form

- a one page resume



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

Certification

I, ROBERT LANGSTON LOGAN, 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 SCHOOL OF ARTS FOR BOYS ACADEMY (SABA) Charter School is true and correct in every respect.

Signature Robert L. Logan
Date 7/23/2020

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

ROBERT LANGSTON LOGAN

73 Nuthatch Drive
Pittsboro, NC

Phone (919) 533-6273 home
(919) 542-3626 work

SUMMARY OF QUALIFICATIONS:

EXPERIENCE:

Offering forty-three years of experience as an elementary, junior high, high school, central office administrator and state agency. Experience in providing leadership to school districts with student memberships ranging from 8,600 to 28,000. Experience in all facets of educational administration including curriculum & instruction, budgeting, leadership development, facility management, human resources, and student accountability.

2013-Present

Advancement Via Individual Determination (AVID)
Eastern Division Senior Director

2007-2013

Chatham County Schools, Pittsboro, NC
Student Membership – 7,800
Superintendent

2006-2007

North Carolina State Associate Superintendent for Innovation and School Transformation

2001-2006

Asheville City Schools, Asheville, NC
Student Membership – 3,851
Superintendent

1998- 2001

Lee County Public Schools, Sanford, NC Student Membership - 10,000
Superintendent

1982-1993

Two high school, one middle school, and one elementary school principalships

EDUCATION:

Western Carolina University, Cullowhee, NC
B. S. Ed. Exceptional Children (1976)

East Carolina University, Greenville, NC
M.A. Ed. Educational Administration (1978)

East Carolina University, Greenville, NC
Ed. S. Educational Administration (1986)

PERSONAL:

Age : 65
Married: Yes
Children: Two adult daughters
Health: Excellent

Sonia Gatling Logan

73 Nuthatch Drive

Pittsboro, NC 27312

(h) 919-533-6273 (c) 919-830-9471

Objective:

Seeking and educational institution in need of an innovative, assertive, and creative leader.

Education:

M.Ed. Educational Administration/Curriculum and Supervision

North Carolina Central University

Durham, NC

Graduated: May 1992

M.Ed. Counselor Education/Agency Counseling

North Carolina Central University

Durham, NC

Graduated: December 1989

B.A. Psychology

North Carolina Wesleyan College

Rocky Mount, NC

Graduated: May 1983

Professional Experience:

2016-Present

Retired

2008-2016

Chatham County Schools

Northwood High School

School Counselor

Student Body: 1200

2003-2007

Buncombe County Schools

Director of Student Services

District of 26,000 plus students/supervised programs under student and support services

2003-2006

University of North Carolina at Asheville

Adjunct Assistant Professor- Education Department

Courses Taught- Introduction to Education EDU 310

Research Methods in Education EDU 396

Directed Research in Education EDU 496

2002-2003

University of North Carolina at Asheville

Student Teacher Supervisor

2000-2001

Central Carolina Community College

Dean of Student Services

District-wide Committees:

Career and Technical Education Committee

504 Coordinator

Policy & Procedures

Counseling Committee

Leadership Team

Title I Coordinator

Educational Research Committee

Graduation Initiative

Curriculum Committee

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: School of the Arts for Boys Academy

2. Full name: Tavares Toomer

Home Address: 1508 Westfall cir, Sanford, NC 27330

Business Name and Address:

Telephone No.: 919 478 9560

E-mail address: tavares.toomer@gmail.com

3. Brief educational and employment history.

Highest level of Education- MBA Worked 15 years in account and Finance for Non profits and for profit

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

No: Yes:

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

I was recruited to be the treasurer based on my experience and my passion for working with boys.

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

To ensure that the school is in compliance financial and that we can make sure that boys are productive members of society

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 currently serve on the Lee County Partnership for Children executive committee

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

I bring Financial and non profit experience

School Mission and Program

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

The mission is to have boys of color built through culturally based education

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

It will use Arts based learning to for the boys to gain more understanding of curriculum.

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

Kids gaining valuable lessons and enjoying the learning and hard work process of learning.

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

I will know when the school is succeeding based on State testing in 2nd year and the enrollment numbers increasing through out the school each year.

Governance

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

The board will provide oversight of the school from operations to finance.

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

Use base line markers for each student and to see if they have meet the growth that the school anticipate.

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

I will judge based on testing scores and look at the growth each student is making. I will also judge based on the amount of boys that are wanting to attend the school.

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 have to make sure that the proper people are in place at the school and we will also have to make sure that the school is supported financially.

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 call a meeting and want to point out the boards bylaws and try to have a vote to have this member removed.

*Please include the following with your Information Form

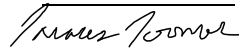
- a **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Tavares Toomer, 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 School of the Arts for Boys Academy Charter School is true and correct in every respect.

Signature
Date



07/22/2020

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

Tavares Toomer

1508 Westfall Circle Sanford, NC 27330 | 919 478 9560 | tavarestoomer@gmail.com

Education

Master of Business Administration

Liberty University, Lynchburg, VA 2006

BS, Business Administration w/concentration in Managerial Finance

East Carolina University, Greenville, NC 2002

Work Experience

•World Tavern Entertainment, LLC- (*Restaurant/Bar Entertainment*) Durham, NC *Controller 2015-Present*

Complete all billing and supervise collections • Bank account reconciliations • Complete all Accounts payable and Receivables for over 400 different venues • Complete accounting and billing for all Franchisees • Administer employee benefits and payroll

•Sipcam Agro USA, Inc- (*Agrochemical Company*) Durham, NC *Staff Accountant/HR Assistant 2010-2015*

Supervise Accounts Payable and complete Accounts Receivable for entire company • Process semi-monthly payroll using ADP • Account reconciliations • Process semi-monthly check run an average of 250 checks per month • Management of employee benefits and payroll information • Complete new hire and termination of employees • Key role in quarterly bank audits and Annual Audit by private CPA firm • Year-end W2 and 1099's

•Trion, Inc - Subsidiary for Tomkins BP (*Manufacturing*) Sanford, NC *Staff Accountant 2007-2009*

Functioned as a key member on many aspects of monthly closing • Completion of payroll using ADP, entering hourly payroll weekly and management of semi-monthly payroll • Supervised accounts payable department • Reconciled monthly bank statements and monthly journal entries to the general ledger • Prepared sales and use tax returns for states of OH, PA, NC, CA, MN, and FL

•Coalition for Families – (*Not for Profit*) Sanford, NC *Fiscal Manager 2003-2007*

Managed over 12 different grants and private funds for the organization, with responsibilities ranging from budgeting, accounts payable and receivable processing • Reconciled all grant funds to the general ledger and the proposed budget • Reported variances from actual to projected • Three consecutive years of excellent compliance with audits, done by local CPA firm and the state of NC • Assisted in writing grants for private and state funded sources • Acted as director in absence of Executive Director • Oversaw all fixed assets and created a log of all assets in the organization • Monitored and Analyzed in detail the budgets of the organizations that were funded • Formulated financial statements to be presented to the board of directors about the financial status of the organization

•Head Women's Varsity Basketball Coach at Southern Lee High School (2014-2018)

•Head JV Basketball Coach for Northwood High School (2013-2014)

•Head Basketball Coach for Silk Hope Middle School (2009-2013)

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:

School of the Arts for Boys Academy (SABA)

2. Full name:

Valencia Price Toomer

Home Address: 1508 Westall Circle Sanford, NC 27330

Business Name and Address: SABA PO Box 1721 Pittsboro, NC 27312

Telephone No.: 919-548-0229

E-mail address: vtoomer2020@gmail.com; schooloftheartsforboysacademy@gmail.com

3. Brief educational and employment history.

19 years in education; 3 years teaching in Charlotte; 3 years teaching in Lee County; 11 years Administration in Chatham Co.

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

No:

Yes:

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

I am the founder of SABA. I will serve on the founding Board since this is my vision to save boys. I will be removed after the charter approval.

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

To ensure the mission and vision of the school is carried out with fidelity.

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 previously served on a Board. I have been in public education for almost 20 years, 11 as a school administrator and have the passion and drive to work tirelessly to see that all*
8. Describe the specific knowledge and experience that you would bring to the board. *Students who Educational & Administrative Experience; Higher Education Instructor; Knowledge of student growth, development & learning*
- School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?
To serve and build Black and Brown boys to close the long-standing nationwide equity and achievement gap
 2. What is your understanding of the school's proposed educational program?
Culturally Responsive Teaching and Learning using the NCSCOS with HEMI, AVID, and A+ instructional strategies
 3. What do you believe to be the characteristics of a successful school?
Belief in children, positive school culture, high expectations, goal setting & celebrations
 4. How will you know that the school is succeeding (or not) in its mission?
Student growth data; Parent perception data post steady increments of closing the gap for diversity & achievement
- Governance**

1. Describe the role that the board will play in the school's operation.
To determine what the school will do to achieve its mission & vision while working collaboratively with the Head of School
2. How will you know if the school is successful at the end of the first year of operation?
Student growth, financial stability, increased enrollment, parent/community satisfaction
3. How will you know at the end of five years of the school's operation that the school is successful?
Capacity enrollment, continuous growth, plans being developed to replicate SABA
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Collaborate w/ the Head of School. Advocate for the needs of the school; Support fundraising efforts
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?
Report to the Chair if (after) fully aware; if speculation, ask the member first

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Valencia Toomer, 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 SABA Charter School is true and correct in every respect.

Signature Val Toomer
Date 7-20-2020

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

Valencia P. Toomer

1508 Westfall Circle
Sanford, NC 27330
919-548-0229

EDUCATION

Washington State University

Ed. M, K-12 Administration – December 2006

University of North Carolina at Charlotte

B.A. Elementary Education – May 2002

LEADERSHIP EXPERIENCE

Principal August 2016-June 2020

Horton Middle School Chatham County School District

Assistant Principal October 2009-August 2016

Northwood High School; Silk Hope School Chatham County School District

Mentor Teacher Trainer; Beginning Teacher Instructor June 2007-October 2009

Lee County Schools

TEACHING EXPERIENCE

West Lee Middle School, Sanford, NC January 2007-October 2009

6th Grade; AIG Language Arts, Social Studies, Math

Washington State University, Pullman, WA August 2005-December 2006

Graduate Teaching Assistant, *Classroom Management and Diversity in Schools and Society*

Nathaniel Alexander Elementary School, Charlotte, NC August 2002-June 2005

4th and 5th grade; all subjects

ADDITIONAL EXPERIENCE

- North Carolina Association for Scholastic Activities (NCASA) Board of Directors
- Chatham Public Education Ambassadors Council
- Presenter for the Nishinomiya School Board Conference
- New Teacher Induction Committee Facilitator
- Coordinator for the Globalization, Diversity, and Education Conference

HONORS AND AWARDS

- Member of the University of North Carolina at Charlotte Teaching Fellows Board of Directors
- WSU College of Education Scholarship Recipient 2006
- North Carolina Teaching Fellow Scholarship Recipient 1998-2002

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: SABA

2. School of The Arts for Boys Academy
Full name:

Michael L. Wiley
Home Address: 238 Bellemont Rd. Pittsboro, NC 27312
Business Name and Address:

Telephone No.: 919-619-0096

E-mail address: Mike@mikewileyproductions.com

3. Brief educational and employment history.

BA Communications Catawba College, MFA Dramatic Art UNC-Chapel Hill, 2001-Present Mike Wiley Prods.

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?

Valencia Toomer the founder of SABA recruited me to join, bc she knew I had a deep understanding of the power of arts to reach beyond race and class as more than just a teaching tool but a life long pedagogy.

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

A charter school board member should not only be an advocate and representative of an institution, but they must also aid the school's administration in steering, hiring and marketing the school's philosophy and vision.

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've served on boards for Arts North Carolina, UNC-Chapel Hill's Playmakers Repertory Company, Theatre Raleigh, and Street Signs Theater.

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

I have twenty-plus years of performing arts and arts education experience from the classroom to the stage, both regionally and nationally.

School Mission and Program

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

The School of the Arts for Boys Academy, will empower boys to be strong, creative academic scholars, critical thinkers, and community leaders through a culturally responsive arts-based education.

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

By focusing specifically on the cultural backgrounds and needs of Black and Brown boys, SABA hopes to cultivate a brotherhood for boys to develop their critical thinking, artistic, and academic skills through specialized cultural programs, artists in residence, and independent and group projects.

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

The most successful educational institutions mold students to be thought leaders, empower them to be critical thinkers and guide them to make choices that leave the world better than they found it.

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

The board will make annual and semi-annual assessments in accordance to the SABA board bylaws.

Governance

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

The board will assist in the recruitment and retaining of talented top tier instructors, administrators and staff. The board will also promote the school within the community and around the region. The board will help to secure development funds that build and strengthen the growth of SABA.

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

I believe with any educational institution, the true test of success is if at the end of the day, the week the month and of course the year, students are more knowledgeable, more independent and above all continue to crave the type of education they are receiving.

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

I believe in five years students not only should achieve the above stated successes, but are gleefully sharing their knowledge, leading by example and teaching their peers.

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

To ensure success, the board must help to hire faculty willing lift, live by and disseminate SABA's mission and philosophy.

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?

As in any organization with a board of directors, ethical questions must be handled fairly with no bias or conflict of interest. All questions and or accusations should be presented to the whole board without fear or favor. The board then should create an unbiased committee to investigate and present its outcome.

*Please include the following with your Information Form

- a **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Mike Wiley, 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 SABA Charter School is true and correct in every respect.

Mike Wiley

Signature

Date July 16, 2020

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

MIKE WILEY

238 Bellemont Road • Pittsboro, NC 27312 • 919.619.0096 • mike@mikewileyproductions.com

EDUCATION

Upward Bound Alum
Catawba College BA Communications 1996
UNC-Chapel Hill MFA Dramatic Art 2004, Distinguished Alumnus Award 2017

EDUCATIONAL APPOINTMENTS

2010/2014 Lehman Brady Visiting Joint Chair Professor in Documentary Studies and American Studies at Duke University and the University of North Carolina at Chapel Hill
2015 Duke University Theatre Studies: Acting Realism
2016 The Center for Documentary Studies at Duke University: Acting out The Civil Rights Movement
2016 Duke University Theatre Studies: Black Theatre Workshop

MISSION

Mike Wiley Productions was founded to produce original dramatic theatre works built on pivotal moments in African-American history and blend art and education. With few theatrical resources to shine a light on key events and figures in African-American history, I have spent the last decade bringing educational theatre to countless young audiences and communities across the country. Each work in my repertoire is designed to inspire audiences to examine America's complex racial history, teach the lessons of the past and encourage the application of these truths to the present.

WORK

TOURING ONE-MAN PLAYS

One Noble Journey¹ – Recounts the bravery of Henry "Box" Brown, a slave who mailed himself to freedom.
Brown vs. Board of Education¹ – Relates the impact of the pivotal ruling for desegregating schools.
Jackie Robinson: A Game Apart¹ – Celebrates the courage & leadership of color-barrier breaking African-American athletes.
Dar He: The Story of Emmett Till¹ – Chronicles the 1955 Mississippi murder that sparked the civil rights movement.
Tired Souls: The Montgomery Bus Boycott¹ – Documents the movement that followed Rosa Park's refusal to give up her seat.
Blood Done Sign My Name¹ – Adapts of Tim Tyson's best-selling memoir of a 1970s racial murder in a small NC town.
Breach of Peace¹ – Voices the powerful and sometimes terrifying stories of the 1961 Freedom Riders.
The Fire of Freedom – Introduces Abraham Galloway, a fiery slave rebel/Union spy who became a southern black leader.
We Could Be Heroes – Mike Wiley's personal story that serves as a call to action for Arts education.

COMMISSIONED PRODUCTIONS

The Parchman Hour¹ – Commemorates the 50th anniversary of the Freedom Riders.
• Playmakers Repertory, Cape Fear Regional Theatre, Gutherie Theatre, Virginia Stage Company
Downrange: Voices from the Homefront^{1,2} – Reveals how military spouses in the post 9/11 era face repeated deployments.
• Cape Fear Regional Theatre
Leaving Eden¹ – Explores the impacts felt by NC communities of color as textile, furniture and tobacco plants close.
• Playmakers Repertory
Witness To An Execution – A solo production of perspectives from a prison on the day of a Texas execution.
• Playmakers Repertory

AWARDS AND RECOGNITION

GENERAL

- UNC-Chapel Hill Graduate Impact Award 2004
- Catawba College Department of Drama Blue Masque Hall of Fame 2013
- UNC-Chapel Hill Distinguished Alumnus Award 2017
- Governor Roy Cooper and The North Carolina Heritage Commission's The Old North State Award 2018
- American Theatre Magazine (April 2010) "One's A Crowd"
- American Theatre Magazine (Nov 2016) "What Can Theatre Do?: A Post Election Colloquy"
- American Theatre Magazine (Oct 2017) "Freedom Riders Ride Again"
- Independent Weekly Magazine (June 2012) "Indy Artist Award"
- Howl Round (July 2012) "Pigmeat And Company"
- TEDxRaleigh Speaker – "We Could Be Heroes"
- Spotlight showcases at industry conferences – Arts Northwest, Performing Arts Exchange, Arts Midwest and ArtsMarket
- Our State magazine
- UNC-TV's "North Carolina Now"
- North Carolina Public Radio's "The State of Things"



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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
School of the Arts for Boys Academy (SABA)

2. Full name: Shereatha McLean Terry

Home Address: 914 Reunion Park Drive Apex NC 27539

Business Name and Address:

Telephone No.: 9109957551

E-mail address: shereathaterry@gmail.com

3. Brief educational and employment history.
Chatham County Schools 2016-Present (Special Education)
Wake County Schools 2015-2016 (Special Education)
Hope Services 2010-2015 (Mental Health Qualified Professional)
Bachelors of Arts-Sociology UNC-Pembroke
Masters of Education- Curriculum, Assessment, and Instruction

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?

Through interest meeting relating to the vision of the founder. During the interest meeting we discussed the vision, needs, and desires to support the growth of the growing population of black and brown boys. I wish to serve to assist in the closing of the gap for this student population and to help in a very important part of our future.

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

My understanding is that the role of a charter board member is to ensure the functioning and execution of the charter school in the academic setting. The board is to review, and support that the school is utilizing all resources, funding, etc. as detailed in the protocols and procedures of the school. The board is there to provide solutions and resolutions for the concerns of 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 do not have previous experience. As a mental health provider and special education instructor I feel that I will be an effective board member through my view and experience with this population. The needs of the students are the focus of the school and my work and academic experience provides a direct connection to the population, the resources available to the population, and applicable strategies. As a board member I will assist in targeting the needs of the students and ensuring accountability across services, supports, and instruction.

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

I will bring mental health, special education, targeted skills, support strategies and administrative experience.

School Mission and Program

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

My understanding is that the school's mission and guiding beliefs are to support closing the gap relating to minorities in school aged students. The schools focus is to support the needs of the students as a whole person, support to their families, and to build quality relationships within the community. The guiding beliefs are that these students are important, deserve options and avenues, and that they are builders of legacy.

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

The proposed educational program is an arts-based program that provides targeted instruction based on the needs of the student. The instruction will meet all standard course of study requirements given by the state of North Carolina.

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

I believe that the characteristics of a successful school is one that has a focus of student success. The student success is based on the wellness of the student mentally, emotionally, and physically. The school is a voice for the student and is also receptive and an advocate for the needs of the students and their families.



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

Documentation provided to the board relating to traditional and nontraditional assessments of the students, relationships/interactions with the students, staff, and families, and by being a part of the school community will provide details of the school's mission and success.

Governance

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

I will be participating as the Board Secretary. I will be documenting and detailing the meetings, concerns presented to the board, and strategies to resolve any tasks presented.

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

Based upon the student's success (in traditional and non-traditional assessment presentations), review of operations, financial, and strategic applications, and through detailed state report card information.

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

Through consistent enrollment, the growth and development of staff and students, and the

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

I feel that the first step would be ensuring that the vision of the school is the vision of those who are affiliated with the school. Second to target the needs of the students as always being the primary focus. Finally, to secure consistency and respect within the community by building relationships and being as transparent as possible to all stakeholders.

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

I would bring the details of the instances to the board chair and provide potential resolutions based upon the expectations of the board. If not resolved or addressed I would continue to report the behavior to appropriate persons ensuring that instances are resolved or addressed within a legal and timely manner.

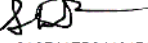


*Please include the following with your Information Form

- a one-page resume



*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification: I,  _____, 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
Date

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

Shereatha McLean Terry
914 Reunion Park Drive Apex NC 27539
910-995-7551
shereathaterry@gmail.com

Summary:

Ten years of experience with a variety of populations in both academic and non-academic settings. 10 years as a mental health professional supporting clients and families. 5 years of special education instructor.

Experience:

08/2016-Present

Chatham County Schools

Exceptional Childrens Instructor
Extentions Student Population

01/2016-08/2016

Wake County Schools

Exceptional Childrens IA
Autism 1 and Autism 2 Pop.

02/2011-01/2016

Hope Services

Qualified Mental Health Professional
Various Diagnosis/Populations

05/2010-02/2011

Cornerstone Treatment Facility

Executive Director
Various Diagnosis/Populations

Education and Licensure:

Masters in Education
Curriculum, Instruction, and Assessment
12/2018

Bachelors of Arts
Sociology
05/2010

SAUNDRA A. GARDNER

495 OLD GOLDSTON RD • PITTSBORO • NC 27312
(919) 704-0627 • ASHCHEL59@GMAIL.COM

EDUCATION

North Carolina State University Bachelor of Social Work	Raleigh, North Carolina	December 1989
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PROFESSIONAL LICENSURE

NC Licensed School Social Work	EXP: June 2021
Youth Mental Health First Aid Trainer	EXP: October 2021

PROFESSIONAL EXPERIENCE

CHATHAM COUNTY SCHOOLS School Social Worker , Pittsboro, NC	October 2000-June 2019-Retired
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UNC HOME HEALTH AND HOSPICE Social Worker II , Chatham County NC	October 1993- October 2000
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FAMILY SERVICE CENTER MARINE CORPS AIR STATION Victim Advocate , Beaufort SC	July 1992-December 1992
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Beaufort County Department Of Social Services Social Worker III , Beaufort SC	October 1990-July 1992
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DISABILITY DETERMINATION SERVICES Disability Determination Specialist II , Raleigh, NC	September 1984-August 1990
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RALEIGH WOMEN'S HEALTH ORGANIZATION Counselor , Raleigh, NC	December 1981-August 1992
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WAKE COUNTY DEPARTMENT OF SOCIAL SERVICES Eligibility Specialist II , Raleigh, NC	May 1982-August 1984
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VOUNTEER EXPERIENCE

Ambassador

Chatham County Council on Aging

Board Member

Communities In Schools

COMMITTEE CHAIR

Alpha Kappa Alpha Sorority, Inc.

SECRETARY

Durham District AME ZION Church Class Leaders

Charter School Board Member Information Form

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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:
School of the Arts for Boys Academy

2. Full name: Saundra Annette Gardner

Home Address: 495 Old Goldston Rd. Pittsboro NC 27312

Business Name and Address:

Telephone No.: 919-704-0627

E-mail address: ashchel@gmail.com

3. Brief educational and employment history. BSW North Carolina State University
School Social Work Certification -Meredith College Chatham County Schools-School Social Worker 1993-2000
UNC Home Health and Hospice -Social Worker 1993-2000

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

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
I was recruited by Valencia Toomer. I worked with her at several schools in Chatham County and when she expressed

her vision to establish a charter school for boys I was eager to serve. I wish to serve on the board to bring the voice of the community. I grew up in Chatham County. The children and families in this County deserve a school that meets the holist needs of students.

- 6. What is your understanding of the appropriate role of a public charter school board member?
To provide strategic vision, hire leaders, hold leaders accountable and provide financial accountability.**

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

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 currently service on the Board of Communities In Schools of Chatham County. I have been on that Board for two years. I review budget plans. I participated in the hiring of the new director. I attend planning retreats. I am on the fundraising committee. I am assigned a program and staff member to assess.

8. Describe the specific knowledge and experience that you would bring to the board. I bring 27 years of community engagement in Chatham County. I also bring experience working with special populations in school settings grades K-12.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? The mission of the School of the Arts for Boys Academy is to empower and build Black and Brown boys to be creative academic Scholars, critical thinkers and community leaders. This will be done through a culturally responsive art- based education.

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

SABA will use Culturally Responsive Teaching Learning as a framework.

The North Carolina Course of Studies will be followed. Each student will be engaged in reading, writing, thinking and speaking daily. SABA will be an A+, as the arts will be a vital part of school.

Howard Gardner's Multiple Intelligence theory will be used so that each student is served on their level. The AVID strategies will be used to help teachers to facilitate higher order thinking.

3 What do you believe to be the characteristics of a successful school? A successful school produces thinkers. It is a part of the community. It has good leadership. The expectations are high. The students are engaged. The teachers are effective. The entire staff is culturally aware.

4 How will you know that the school is succeeding (or not) in its mission? A monthly report will be produced that will be data driven. The report will be discussed at monthly meetings.

There will also be a yearly retreat to discuss yearly progress.

Governance

1. Describe the role the board will play in the school's operation? The board will accept full responsibility for the operation, governance and oversight of the school. Collaborate and support with the Head of the School to ensure all policies, strategic plans, measurable goals, employment practices, financial requirements and daily business practices are carried out in an ethical and legal manner.

2. How will you know if the school is successful at the end of the first year of operation? A retreat will be held with the board and an analysis of the school's data, academic progress report, retention rates and End of Grade testing and other information will be provided.

3. How will you know at the end of five years of the schools is successful? The NC Report Card Data will show if the goals were met. The evaluation of benchmark assessments and teacher driven data. Information from parents and community stakeholders. The students will have grasped the concepts of an arts education.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Carefully follow the mission of the school. Recruit and hire diverse highly qualified staff. Evaluate and ensure proper training of staff. Develop a strategic plan with long- and short-term goals. Provide financial oversight, follow all by-laws and take responsibility for fund raising. Become a part of the SABA Community to BUILD Black and Brown boys and expect excellence.

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? Ask for a meeting of the board to bring the awareness to the attention of all members. If it is determined that further investigation is needed then I would ask board members not involved in the matter, to vote to determine how to proceed.

***Please include the following with your Information Form • a one page resume**

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

Certification
I, Saundra Gardner, 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 School of the Arts for Boys Academy Charter School is true and correct in every respect.

Saundra Gardner
Signature
Date 7/18/2020

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

Appendix J:

Proposed By-Laws of the Nonprofit Organization or Municipality

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



School of the Arts for Boys Academy (SABA)

A North Carolina Non-profit Corporation

BYLAWS



ARTICLE I **NAME**

1.01 Name

The name of this corporation shall be SCHOOL OF THE ARTS FOR BOYS ACADEMY The business of the corporation may be conducted as [or [SABA].

ARTICLE II **PURPOSES AND POWERS**

2.01 Purpose

School of the Arts for Boys Academy (SABA) is a non-profit corporation and shall be operated exclusively for educational and charitable purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future Federal tax code.

The mission of SABA is to empower and BUILD Black and Brown boys to be strong, creative academic scholars, critical thinkers, and community leaders through a culturally responsive arts-based education.

2.02 Powers

The corporation shall have the power, 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 the corporation is organized, and to aid or assist other organizations or persons whose activities further accomplish, foster, or attain such purposes. The powers of the corporation may include, but not be limited to, the acceptance of contributions from the public and private sectors, whether financial or in-kind contributions.

2.03 Nonprofit Status and Exempt Activities Limitation.

(a) Nonprofit Legal Status. School of the Arts for Boys Academy (SABA) is a North Carolina non-profit public benefit corporation, recognized as tax exempt under Section 501(c)(3) of the United States Internal Revenue Code.

(b) Exempt Activities Limitation. Notwithstanding any other provision of these Bylaws, no director, officer, employee, member, or representative of this corporation shall take any action or carry on any activity by or on behalf of the corporation not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Internal Revenue Code as it now exists or may be amended, or by any organization 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 the corporation shall inure to the benefit or be distributable to any director, officer, member, or other private person, 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 the purposes set forth in the Articles of Incorporation and these Bylaws.

(c) Distribution Upon Dissolution. Upon termination or dissolution of the School of the Arts for Boys Academy, any assets lawfully available for distribution shall be distributed to one (1) or more qualifying organizations described in Section 501(c)(3) of the 1986 Internal Revenue Code (or described in any corresponding provision of any successor statute) which organization or organizations have a charitable purpose which, at least generally, includes a purpose similar to the terminating or dissolving corporation.

The organization to receive the assets of the School of the Arts for Boys Academy (SABA) hereunder shall be selected in the discretion of a majority of the managing body of the corporation, and if its members cannot so agree, then the recipient organization shall be selected pursuant to a verified petition in equity filed in a court of proper jurisdiction against the School of the Arts for Boys Academy (SABA), by one (1) or more of its managing body which verified petition shall contain such statements as reasonably indicate the applicability of this section. The court upon a finding that this section is applicable shall select the qualifying organization or organizations to receive the assets to be distributed, giving preference if practicable to organizations located within the State of North Carolina.

In the event that the court shall find that this section is applicable but that there is no qualifying organization known to it which has a charitable purpose, which, at least generally, includes a purpose similar to the School of the Arts for Boys Academy (SABA), 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 III **MEMBERSHIP**

3.01 No Membership Classes

The corporation shall have no members who have any right to vote or title or interest in or to the corporation, its properties and franchises.

3.02 Non-Voting Affiliates

The board of directors may approve classes of non-voting affiliates with rights, privileges, and obligations established by the board. Affiliates may be individuals, businesses, and other organizations that seek to support the mission of the corporation. The board, a designated committee of the board, or any duly elected officer in accordance with board policy, shall have authority to admit any individual or organization as an affiliate, to recognize representatives of affiliates, and to make determinations as to affiliates' rights, privileges, and obligations. At no time shall affiliate information be shared with or sold to other organizations or groups without the affiliate's consent. At the discretion of the board of directors, affiliates may be given endorsement, recognition and media coverage at fundraising activities, clinics, other events or at the corporation website. Affiliates have no voting rights, and are not members of the corporation.

3.03 Dues

Any dues for affiliates shall be determined by the board of directors.

ARTICLE IV **BOARD OF DIRECTORS**

4.01 Number of Directors

School of the Arts for Boys Academy (SABA) shall have a board of directors consisting of at least 5 and no more than 11 directors. Within these limits, the board may increase or decrease the number of directors serving on the board, including for the purpose of staggering the terms of directors.

4.02 Powers

All corporate powers shall be exercised by or under the authority of the board and the affairs of the School of the Arts for Boys Academy (SABA) Shall be managed under the direction of the board, except as otherwise provided by law.

4.03 Terms

(a) All directors shall be elected to serve a two-year term, however the term may be extended until a successor has been elected.

(b) Director terms shall be staggered so that approximately half the number of directors will end their terms in any given year.

(c) Directors may serve terms in succession.

(d) The term of office shall be considered to begin July 1 and end June 30 of the second year in office unless the term is extended until such time as a successor has been elected.

4.04 Qualifications and Election of Directors

In order to be eligible to serve as a director on the board of directors, the individual must be 18 years of age and an affiliate within affiliate classifications created by the board of directors. Directors may be elected at any board meeting by the majority vote of the existing board of directors. The election of directors to replace those who have fulfilled their term of office shall take place in June of each year.

4.05 Vacancies

The board of directors may fill vacancies due to the expiration of a director's term of office, resignation, death, or removal of a director or may appoint new directors to fill a previously unfilled board position, subject to the maximum number of directors under these Bylaws.

(a) Unexpected Vacancies. Vacancies in the board of directors due to resignation, death, or removal shall be filled by the board for the balance of the term of the director being replaced.

4.06 Removal of Directors

A director may be removed by two-thirds ($\frac{2}{3}$) vote of the board of directors then in office, if:

(a) the director is absent and unexcused from two or more meetings of the board of directors in a twelve month period. The board president is empowered to excuse directors from attendance for a reason deemed adequate by the board president. The president shall not have the power to excuse him/herself from the board meeting attendance and in that case, the board vice president shall excuse the president. Or:

(b) for cause or no cause, if before any meeting of the board at which a vote on removal will be made the director in question is given electronic or written notification of the board's intention to discuss her/his case and is given the opportunity to be heard at a meeting of the board.

4.07 Board of Directors Meetings.

(a) Regular Meetings. The board of directors shall have a minimum of 11 regular meetings each calendar year at times and places fixed by the board. Board meetings shall be held upon four (4) days notice by first-class mail, electronic mail, or facsimile transmission or forty-eight (48) hours notice delivered personally or by telephone. If sent by mail, facsimile transmission,

or electronic mail, the notice shall be deemed to be delivered upon its deposit in the mail or transmission system. Notice of meetings shall specify the place, day, and hour of meeting. The purpose of the meeting need not be specified.

(b) Special Meetings. Special meetings of the board may be called by the president, vice president, secretary, treasurer, or any two (2) other directors of the board of directors. A special meeting must be preceded by at least 2 days notice to each director of the date, time, and place, but not the purpose, of the meeting.

(c) Waiver of Notice. Any director may waive notice of any meeting, in accordance with North Carolina law.

4.08 Manner of Acting.

(a) Quorum. A majority of the directors in office immediately before a meeting shall constitute a quorum for the transaction of business at that meeting of the board. No business shall be considered by the board at any meeting at which a quorum is not present.

(b) Majority Vote. Except as otherwise required by law or by the articles of incorporation, the act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the board.

(c) Hung Board Decisions. On the occasion that directors of the board are unable to make a decision based on a tied number of votes, the president or treasurer in the order of presence shall have the power to swing the vote based on his/her discretion.

(d) Participation. Except as required otherwise by law, the Articles of Incorporation, or these Bylaws, directors may participate in a regular or special meeting through the use of any means of communication by which all directors participating may simultaneously hear each other during the meeting, including in person, internet video meeting or by telephonic conference call.

4.09 Compensation for Board Service

Directors shall receive no compensation for carrying out their duties as directors. The board may adopt policies providing for reasonable reimbursement of directors for expenses incurred in conjunction with carrying out board responsibilities, such as travel expenses to attend board meetings.

4.10 Compensation for Professional Services by Directors

Directors are not restricted from being remunerated for professional services provided to the corporation. Such remuneration shall be reasonable and fair to the corporation and must be reviewed and approved in accordance with the board Conflict of Interest policy and state law.

ARTICLE V

COMMITTEES

5.01 Committees

The board of directors may, by the resolution adopted by a majority of the directors then in office, designate one or more committees, each consisting of two or more directors, to serve at the pleasure of the board. Any committee, to the extent provided in the resolution of the board, shall have all the authority of the board, except that no committee, regardless of board resolution, may:

- (a) take any final action on matters which also requires board members' approval or approval of a majority of all members;
- (b) fill vacancies on the board of directors of in any committee which has the authority of the board;
- (c) amend or repeal Bylaws or adopt new Bylaws;
- (d) amend or repeal any resolution of the board of directors which by its express terms is not so amendable or repealable;
- (e) appoint any other committees of the board of directors or the members of these committees;
- (f) expend corporate funds to support a nominee for director; or
- (g) approve any transaction;
- (i) to which the corporation is a party and one or more directors have a material financial interest; or
- (ii) between the corporation and one or more of its directors or between the corporation or any person in which one or more of its directors have a material financial interest.

5.2 Meetings and Action of Committees

Meetings and action of the committees shall be governed by and held and taken in accordance with, the provisions of Article IV of these Bylaws concerning meetings of the directors, with such changes in the context of those Bylaws as are necessary to substitute the committee and its members for the board of directors and its members, except that the time for regular meetings of committees may be determined either by resolution of the board of directors or by resolution of the committee. Special meetings of the committee may also be called by resolution of the board of directors. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the corporate records. The board of directors may adopt rules for the governing of the committee not inconsistent with the provision

of these Bylaws.

5.3 Informal Action By The Board of Directors

Any action required or permitted to be taken by the board of directors at a meeting may be taken without a meeting if consent in writing, setting forth the action so taken, shall be agreed by the consensus of a quorum. For purposes of this section an e-mail transmission from an e-mail address on record constitutes a valid writing. The intent of this provision is to allow the board of directors to use email to approve actions, as long as a quorum of board members gives consent.

ARTICLE VI OFFICERS

6.01 Board Officers

The officers of the corporation shall be a board president, vice-president, secretary, and treasurer, all of whom shall be chosen by, and serve at the pleasure of, the board of directors. Each board officer shall have the authority and shall perform the duties set forth in these Bylaws or by resolution of the board or by direction of an officer authorized by the board to prescribe the duties and authority of other officers. The board may also appoint additional vice-presidents and such other officers as it deems expedient for the proper conduct of the business of the corporation, each of whom shall have such authority and shall perform such duties as the board of directors may determine. One person may hold two or more board offices, but no board officer may act in more than one capacity where action of two or more officers is required.

6.02 Term of Office

Each officer shall serve a one-year term of office and may not serve more than three (3) consecutive terms of office. Unless unanimously elected by the board at the end of his/her three (3) year terms or to fill a vacancy in an officer position, each board officer's term of office shall begin upon the adjournment of the board meeting at which elected and shall end upon the adjournment of the board meeting during which a successor is elected.

6.03 Removal and Resignation

The board of directors may remove an officer at any time, with or without cause. Any officer may resign at any time by giving written notice to the corporation without prejudice to the rights, if any, of the corporation 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.

6.04 Board President

The board president shall be the chief volunteer officer of the corporation. The board president shall lead the board of directors in performing its duties and responsibilities, including, if present, presiding at all meetings of the board of directors, and shall perform all other duties incident to the office or properly required by the board of directors.

6.05 Vice President

In the absence or disability of the board president, the ranking vice-president or vice-president designated by the board of directors shall perform the duties of the board president. When so acting, the vice-president shall have all the powers of and be subject to all the restrictions upon the board president. The vice-president shall have such other powers and perform such other duties prescribed for them by the board of directors or the board president. The vice-president shall normally accede to the office of board president upon the completion of the board president's term of office.

6.06 Secretary

The secretary shall keep or cause to be kept a book of minutes of all meetings and actions of directors and committees of directors. The minutes of each meeting shall state the time and place that it was held and such other information as shall be necessary to determine the actions taken and whether the meeting was held in accordance with the law and these Bylaws. The secretary shall cause notice to be given of all meetings of directors and committees as required by the Bylaws. The secretary shall have such other powers and perform such other duties as may be prescribed by the board of directors or the board president. The secretary may appoint, with approval of the board, a director to assist in performance of all or part of the duties of the secretary.

6.07 Treasurer

The treasurer shall be the lead director for oversight of the financial condition and affairs of the corporation. The treasurer shall oversee and keep the board informed of the financial condition of the corporation and of audit or financial review results. In conjunction with other directors or officers, the treasurer shall oversee budget preparation and shall ensure that appropriate financial reports, including an account of major transactions and the financial condition of the corporation, are made available to the board of directors on a timely basis or as may be required by the board of directors. The treasurer shall perform all duties properly required by the board of directors or the board president. The treasurer may appoint, with approval of the board a qualified fiscal agent or member of the staff to assist in performance of all or part of the duties of the treasurer.

6.08 Non-Director Officers

The board of directors may designate additional officer positions of the corporation and may appoint and assign duties to other non-director officers of the corporation.

ARTICLE VII
CONTRACTS, CHECKS, LOANS,
INDEMNIFICATION AND RELATED MATTERS

7.01 Contracts and other Writings

Except as otherwise provided by resolution of the board or board policy, all contracts, deeds, leases, mortgages, grants, and other agreements of the corporation shall be executed on its behalf by the treasurer or other persons to whom the corporation has delegated authority to execute such documents in accordance with policies approved by the board.

7.02 Checks, Drafts

All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the board.

7.03 Deposits

All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depository as the board or a designated committee of the board may select.

7.04 Loans

No loans shall be contracted on behalf of the corporation and no evidence of indebtedness shall be issued in its name unless authorized by resolution of the board. Such authority may be general or confined to specific instances.

7.05 Indemnification

(a) Mandatory Indemnification. The corporation shall indemnify a director or former director, who was wholly successful, on the merits or otherwise, in the defense of any proceeding to which he or she was a party because he or she is or was a director of the corporation against reasonable expenses incurred by him or her in connection with the proceedings.

(b) Permissible Indemnification. The corporation shall indemnify a director or former director made a party to a proceeding because he or she is or was a director of the corporation, against liability incurred in the proceeding, if the determination to indemnify him or her has been made in the manner prescribed by the law and payment has been authorized in the manner prescribed by law.

(c) Advance for Expenses. Expenses incurred in defending a civil or criminal action, suit or

proceeding may be paid by the corporation in advance of the final disposition of such action, suit or proceeding, as authorized by the board of directors in the specific case, upon receipt of (I) a written affirmation from the director, officer, employee or agent of his or her good faith belief that he or she is entitled to indemnification as authorized in this article, and (II) an undertaking by or on behalf of the director, officer, employee or agent to repay such amount, unless it shall ultimately be determined that he or she is entitled to be indemnified by the corporation in these Bylaws.

(d) Indemnification of Officers, Agents and Employees. An officer of the corporation who is not a director is entitled to mandatory indemnification under this article to the same extent as a director. The corporation may also indemnify and advance expenses to an employee or agent of the corporation who is not a director, consistent with North Carolina Law and public policy, provided that such indemnification, and the scope of such indemnification, is set forth by the general or specific action of the board or by contract.

ARTICLE VIII

MISCELLANEOUS

8.01 Books and Records

The corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of all meetings of its board of directors, a record of all actions taken by board of directors without a meeting, and a record of all actions taken by committees of the board. In addition, the corporation shall keep a copy of the corporation's Articles of Incorporation and Bylaws as amended to date.

8.02 Fiscal Year

The fiscal year of the corporation shall be from July 1 to June 31 of each year.

8.03 Conflict of Interest

The board shall adopt and periodically review a conflict of interest policy to protect the corporation's interest when it is contemplating any transaction or arrangement which may benefit any director, officer, employee, affiliate, or member of a committee with board-delegated powers.

8.04 Nondiscrimination Policy

The officers, directors, committee members, employees, and persons served by this corporation shall be selected entirely on a nondiscriminatory basis with respect to age, sex, race, religion, national origin, and sexual orientation. It is the policy of School of the Arts for Boys Academy (SABA) not to discriminate on the basis of race, creed, ancestry, marital status, gender, sexual orientation, age, physical disability, veteran's status, political service or affiliation, color, religion, or national origin.

8.05 Bylaw Amendment

These Bylaws may be amended, altered, repealed, or restated by a vote of the majority of the board of directors then in office at a meeting of the Board, provided, however,

- (a) that no amendment shall be made to these Bylaws which would cause the corporation to cease to qualify as an exempt corporation under Section 501 (c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future Federal tax code; and,
- (b) that an amendment does not affect the voting rights of directors. An amendment that does affect the voting rights of directors further requires ratification by a two-thirds ($\frac{2}{3}$) vote of a quorum of directors at a Board meeting.
- (c) that all amendments be consistent with the Articles of Incorporation.

ARTICLE IX

COUNTERTERRORISM AND DUE DILIGENCE POLICY

In furtherance of its exemption by contributions to other organizations, domestic or foreign, School of the Arts for Boys Academy (SABA) shall stipulate how the funds will be used and shall require the recipient to provide the corporation with detailed records and financial proof of how the funds were utilized.

Although adherence and compliance with the US Department of the Treasury's publication the "Voluntary Best Practice for US. Based Charities" is not mandatory, School of the Arts for Boys Academy (SABA) willfully and voluntarily recognizes and puts to practice these guidelines and suggestions to reduce, develop, re-evaluate and strengthen a risk-based approach to guard against the threat of diversion of charitable funds or exploitation of charitable activity by terrorist organizations and their support networks.

School of the Arts for Boys Academy (SABA) shall also comply and put into practice the federal guidelines, suggestion, laws and limitation set forth by pre-existing U.S. legal requirements related to combating terrorist financing, which include, but are not limited to, various sanctions programs administered by the Office of Foreign Assets Control (OFAC) in regard to its foreign activities.

ARTICLE X

DOCUMENT RETENTION POLICY

10.01 Purpose

The purpose of this document retention policy is establishing standards for document integrity, retention, and destruction and to promote the proper treatment of School of the Arts for Boys Academy (SABA) records.

10.02 Policy

Section 1. General Guidelines. 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 of records also makes it more difficult to find pertinent records.

From time to time, School of the Arts for Boys Academy (SABA) 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. Several categories of documents that warrant special consideration are identified below. While minimum retention periods are established, the retention of the documents identified below and of documents not included in the identified categories should be determined primarily by the application of the general guidelines affecting document retention, as well as the exception for litigation relevant documents and any other pertinent factors.

Section 2. Exception for Litigation Relevant Documents. School of the Arts for Boys Academy (SABA) 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 exception to any stated destruction schedule: If you believe, or the School of the Arts for Boys Academy (SABA) 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 3. Minimum Retention Periods for Specific Categories

(a) Corporate Documents. Corporate records include the corporation'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 corporation'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 the corporation to keep certain recruitment, employment and personnel information. The corporation should also

keep personnel files that reflect performance reviews and any complaints brought against the corporation or individual employees under applicable state and federal statutes. The corporation 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 pension 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 the corporation's minute book. A clean copy of all other Board and Board Committee materials should be kept for no less than three years by the corporation.

(e) Press Releases/Public Filings. The corporation should retain permanent copies of all press releases and publicly filed documents under the theory that the corporation should have its own copy to test the accuracy of any document a member of the public can theoretically produce against the corporation.

(f) 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.

(g) Marketing and Sales Documents. The corporation 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.

(h) 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 the corporation and are protected as a trade secret where the corporation:

(i) derives independent economic value from the secrecy of the information; and

(ii) has taken affirmative steps to keep the information confidential.

The corporation should keep all documents designated as containing trade secret information for at least the life of the trade secret.

(i) Contracts. Final, execution copies of all contracts entered into by the corporation should be retained. The corporation 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.

(j) Correspondence. Unless correspondence falls under another category listed elsewhere in this policy, correspondence should generally be saved for two years.

(k) 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.

(l) Insurance. Expired insurance policies, insurance records, accident reports, claims, etc. should be kept permanently.

(m) Audit Records. External audit reports should be kept permanently. Internal audit reports should be kept for three years.

Section 4. Electronic Mail. E-mail that needs to be saved should be either:

(i) printed in hard copy and kept in the appropriate file; or

(ii) 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

Disclosure of Financial Information With The General Public

11.01 Purpose

By making full and accurate information about its mission, activities, finances, and governance publicly available, School of the Arts for Boys Academy (SABA) practices and encourages transparency and accountability to the general public. This policy will:

- (a) indicate which documents and materials produced by the corporation are presumptively open to staff and/or the public
- (b) indicate which documents and materials produced by the corporation are presumptively closed to staff and/or the public
- (c) specify the procedures whereby the open/closed status of documents and materials can be altered.

The details of this policy are as follow:

11.02 Financial and IRS documents (The form 1023 and the form 990)

School of the Arts for Boys Academy (SABA) 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.

11.03 Means and Conditions of Disclosure

School of the Arts for Boys Academy (SABA) shall make “Widely Available” the

aforementioned documents on its internet website: www.sabacademy.com to be viewed and inspected by the general public.

- (a) The documents shall be posted in a format that allows an individual using the Internet to access, download, view and print them in a manner that exactly reproduces the image of the original document filed with the IRS (except information exempt from public disclosure requirements, such as contributor lists).
- (b) The website shall clearly inform readers that the document is available and provide instructions for downloading it.
- (c) School of the Arts for Boys Academy (SABA) shall not charge a fee for downloading the information. Documents shall not be posted in a format that would require special computer hardware or software (other than software readily available to the public free of charge).
- (d) School of the Arts for Boys Academy (SABA) shall inform anyone requesting the information where this information can be found, including the web address. This information must be provided immediately for in-person requests and within 7 days for mailed requests.

11.04 IRS Annual Information Returns (Form 990)

School of the Arts for Boys Academy (SABA) shall submit the 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, the corporation'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.

11.05 Board

- (a) All board deliberations shall be open to the public except where the board passes a motion to make any specific portion confidential.
- (b) All board minutes shall be open to the public once accepted by the board, except where the board passes a motion to make any specific portion confidential.
- (c) All papers and materials considered by the board shall be open to the public following the meeting at which they are considered, except where the board passes a motion to make any specific paper or material confidential.

11.06 Staff Records

- (a) All staff records shall be available for consultation by the staff member concerned or by their legal representatives.

- (b) No staff records shall be made available to any person outside the corporation except the authorized governmental agencies.
- (c) Within the corporation, staff records shall be made available only to those persons with managerial or personnel responsibilities for that staff member, except that
- (d) Staff records shall be made available to the board when requested.

11.07 Donor Records

- (a) All donor records shall be available for consultation by the members and donors concerned or by their legal representatives.
- (b) No donor records shall be made available to any other person outside the corporation except the authorized governmental agencies.
- (c) Within the corporation, donor records shall be made available only to those persons with managerial or personnel responsibilities for dealing with those donors, except that ;
- (d) donor records shall be made available to the board when requested.

ARTICLE XII **CODES OF ETHICS AND WHISTLEBLOWER POLICY**

12.01 Purpose

School of the Arts for Boys Academy (SABA) 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 the corporation must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. It is the intent of School of the Arts for Boys Academy (SABA) to adhere to all laws and regulations that apply to the corporation and the underlying purpose of this policy is to support the corporation's goal of legal compliance. The support of all corporate staff is necessary to achieving compliance with various laws and regulations.

12.02 Reporting Violations

If any director, officer, staff or employee reasonably believes that some policy, practice, or activity of School of the Arts for Boys Academy (SABA) is in violation of law, a written complaint must be filed by that person with the vice president or the board president.

12.03 Acting in Good Faith

Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been made

maliciously or knowingly to be false shall be subject to civil and criminal review.

12.04 Retaliation

Said person is protected from retaliation only if she/he brings the alleged unlawful activity, policy, or practice to the attention of School of the Arts for Boys Academy (SABA) and provides the School of the Arts for Boys Academy (SABA) 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.

School of the Arts for Boys Academy (SABA) shall not retaliate against any director, officer, staff or employee who in good faith, has made a protest or raised a complaint against some practice of School of the Arts for Boys Academy (SABA) or of another individual or entity with whom School of the Arts for Boys Academy (SABA) 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.

School of the Arts for Boys Academy (SABA) 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 School of the Arts for Boys Academy (SABA) 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.

12.05 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.

12.06 Handling of Reported Violations

The board president or vice president shall notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports shall be promptly investigated by the board and its appointed committee and appropriate corrective action shall be taken if warranted by the investigation.

This policy shall be made available to all directors, officers, staff or employees and they shall have the opportunity to ask questions about the policy.

ARTICLE XIII **AMENDMENT OF ARTICLES OF INCORPORATION**

13.01 Amendment

Any amendment to the Articles of Incorporation may be adopted by approval of two-thirds (2/3) of the board of directors.

CERTIFICATE OF ADOPTION OF BYLAWS

I do hereby certify that the above stated Bylaws of School of the Arts for Boys Academy (SABA) were approved by the School of the Arts for Boys Academy (SABA) board of directors on 06, 21, 2021 and constitute a complete copy of the Bylaws of the corporation.

[Secretary's Name], Secretary

Date: _____

CHARTER SCHOOL GOVERNING BOARD

CONFLICT OF INTEREST PROVISIONS

The School of Arts for Boys Academy Governing Board (the board) shall adhere to these Conflict of Interest provisions.

Domain VII: Financial Governance

1. No board member shall use or attempt to use his or her official position to secure unwarranted privileges, advantages, employment for himself or herself, any of his or her immediate family members, or others.
2. No board member shall act in his or her official capacity in any matter in which he or she, any of his or her immediate family members, or any business organization in which he or she has a material financial interest, that would reasonably be expected to impair his or her objectivity or independence of judgment.
3. No board member shall solicit or accept or knowingly allow any of his or her immediate family members or any business organization in which he or she has an interest to solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value based upon an understanding that the gift, favor, loan, contribution, service, promise, or other thing of value was given or offered for the purpose of influencing that board member in the discharge of his or her official duties. For purposes of this paragraph, a gift, favor, loan, contribution, service, promise, or other thing of value shall not include the items contained in subparagraphs (a)(2)(A) through (a)(2)(J) of Code Section 16-10-2.

4. No board member shall use, or knowingly allow to be used, his or her official position or any information not generally available to the members of the public which he or she receives or acquires in the course of and by reason of his or her official position for the purpose of securing financial gain for himself or herself, any of his or her immediate family members, or any business organization with which he or she is associated.

5. No board member or any of his or her immediate family members or any business organization in which he or she has an interest shall represent any person or party other than the charter school governing board in connection with any cause, proceeding, application, or other matter pending before the charter school governing board on which he or she serves.

6. No board member shall be prohibited from making an inquiry for information on behalf of a community member if no fee, reward, or other thing of value is promised to, given to, or accepted by the board member or any of his or her immediate family members in return therefor.

7. No board member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the charter school governing board, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.

8. No board member may also be an officer of any organization that sells goods or services to that charter school unless the organization providing goods or services is a Nonprofit membership organization or there are fewer than three sources for such supplies or equipment within the county; provided, however, that any purchase of goods or services that is equal to or greater than \$5,000 shall be approved by a majority of the members of the board in an open public meeting.

9. No board member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the charter school governing board, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.

10. No charter school governing board may do business with a bank or financial institution where a board member is an employee, stockholder, director or officer when such member owns 30% or more stock in that institution.

11. No board member may have a financial interest in school buses, bus equipment or supplies, provide services for buses owned by the board, or sell gasoline to the board from a corporation in which the board member is a shareholder.

12. No board member shall accept a monetary fee or honorarium in excess of \$101.00 for a speaking engagement, participation in a seminar, discussion panel, or other activity which directly relates to the official duties of that public officer or the office of that public officer. Actual and reasonable expenses for food, beverages, travel, lodging, and registration for a meeting which are provided to permit participation in a panel or speaking engagement at the meeting shall not be monetary fees or honoraria.

Conduct As Board Member

1. No board member shall disclose or discuss any information which is subject to attorney-client privilege belonging to the charter school governing board to or with any person other than other

board members, the board attorney, the school leader, or persons designated by the school leader for such purposes unless such privilege has been waived by a majority vote of the whole board.

2. No board member shall vote on the employment or promotion of any of his or her immediate family members. No immediate family member of a board member may be employed or promoted unless a public, recorded vote is taken separately from all other personnel matters.

3. No board member may be employed in any position in the charter school in which they serve.

4. No board member shall be employed by the State Department of Education or serve concurrently as a member of the State Board of Education.

5. No member a charter school governing board shall serve simultaneously on the governing body of a public local school district or of a private elementary or secondary educational institution that actively seeks funding from any government entity or private entity from which the charter school seeks funding.

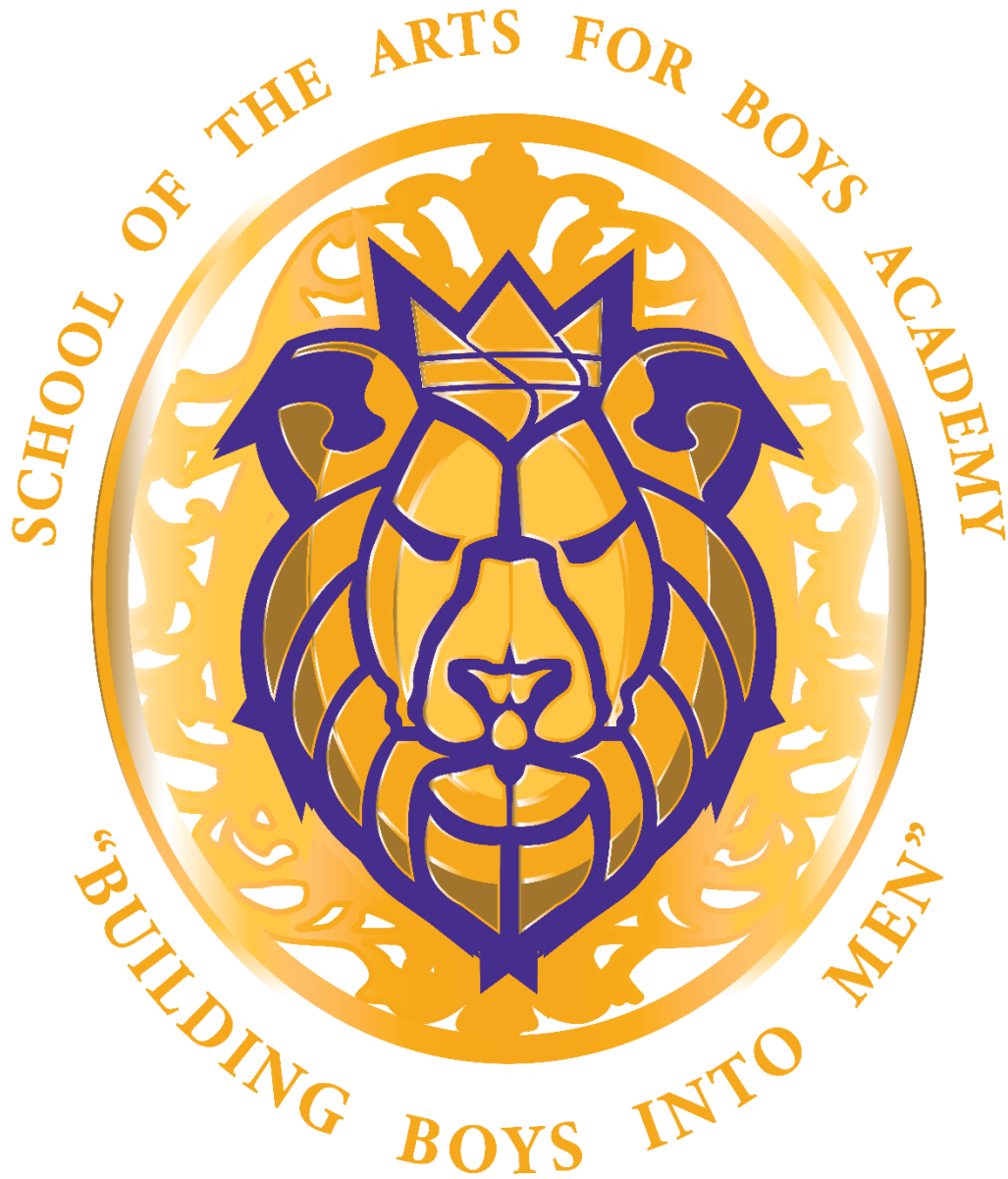
Each member of this board understands and acknowledges that no person shall be eligible to serve on a charter school governing board unless he or she:

(1) Has read and understands the code of ethics and the conflict of interest provisions applicable to members of charter school governing boards and has agreed to abide by them; and

(2) Has agreed to annually disclose compliance with the State Board of Education's policy on training for members of charter school governing boards, the code of ethics of charter school governing boards, and the conflict of interest provisions applicable to members of charter school governing boards

Appendix L:

Insurance Quotes



INSURANCE PEOPLE

Below are the estimated annual premiums: **School of the Arts for Boys Academy**

Property Premium Estimate **\$450**

Contents	\$50,000
Deductible	\$1,000
Form	Special
Equipment Breakdown	Included

General Liability Premium Estimate **\$1,205**

Rating Basis:	Students	110
	Faculty	15

Limits:

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate

School District & Educators Legal Liability (D&O/ E&O)

Premium Estimate **\$3,057**

	\$1,000,000 per occurrence
	\$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$181
Hired & Non-Owned Auto Liability Only		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$5,230
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$866,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$12,924
Student Accident Coverage		\$7.00/ student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

07/15/2020

Appendix O:

School Leader's Resume



Valencia P. Toomer

1508 Westfall Circle
Sanford, NC 27330
919-548-0229

EDUCATION

Washington State University

Ed. M, K-12 Administration – December 2006

University of North Carolina at Charlotte

B.A. Elementary Education – May 2002

LEADERSHIP EXPERIENCE

Principal August 2016-June 2020

Horton Middle School Chatham County School District

Assistant Principal October 2009-August 2016

Northwood High School; Silk Hope School Chatham County School District

Mentor Teacher Trainer; Beginning Teacher Instructor June 2007-October 2009

Lee County Schools

TEACHING EXPERIENCE

West Lee Middle School, Sanford, NC January 2007-October 2009

6th Grade; AIG Language Arts, Social Studies, Math

Washington State University, Pullman, WA August 2005-December 2006

Graduate Teaching Assistant, *Classroom Management and Diversity in Schools and Society*

Nathaniel Alexander Elementary School, Charlotte, NC August 2002-June 2005

4th and 5th grade; all subjects

ADDITIONAL EXPERIENCE

- North Carolina Association for Scholastic Activities (NCASA) Board of Directors
- Chatham Public Education Ambassadors Council
- Presenter for the Nishinomiya School Board Conference
- New Teacher Induction Committee Facilitator
- Coordinator for the Globalization, Diversity, and Education Conference

HONORS AND AWARDS

- Member of the University of North Carolina at Charlotte Teaching Fellows Board of Directors
- WSU College of Education Scholarship Recipient 2006
- North Carolina Teaching Fellow Scholarship Recipient 1998-2002

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school receives. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures are accurate.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school.

LEA #1:	190 Chatham County Schools	What percentage of
LEA #2:	530 Lee County Schools	What percentage of
LEA #3:	680 Orange County Schools	What percentage of

Grade	Year 1			Year 2		
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
	190	530	680	190	530	680
Kindergarten						
Grade 1						
Grade 2						
Grade 3	26	2	2	26	2	2
Grade 4	32	2	2	35	3	2
Grade 5	40	2	2	39	3	2
Grade 6				40	2	2
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
LEA Totals:	98	6	6	140	10	8

For the first two years the State will fund the school up to the maximum projected enrollment for each of the subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



asonably expects to enroll. In addition,
 urses match those on the initial cover page.

ool at any particular level.

students from the LEA selected above will qualify for EC funding?	10%
---	-----

students from the LEA selected above will qualify for EC funding?	10%
---	-----

students from the LEA selected above will qualify for EC funding?	10%
---	-----

Year 3			Year 4			
LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
190	530	680	190	530	680	190
26	2	2	26	2	2	26
35	3	2	35	3	2	35
40	2	2	40	2	2	40
40	2	2	40	2	2	40
38	3	3	38	3	3	38
38	3	3	38	3	3	38
			38	3	3	38
			38	3	3	38
						38
217	15	14	293	21	20	331

ose years as set forth and approved in the projected enrollment tables. However, in

Year 5

LEA #2 **LEA #3**
530 **680**

2	2
3	2
2	2
2	2
3	3
3	3
3	3
3	3
3	3

24

23

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency from the State. Funding is based on the 1st month average daily membership.

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the student resides.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on the federal funding opportunity.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCES

LEA #1:		190 Chatham County Schools	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$5,612.19	98	
Local Funds	\$3,688.11	98	
State EC Funds	\$4,509.25	10	
Federal EC Funds	\$1,514.35	10	
Total:			

LEA #2:		530 Lee County Schools	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$5,591.90	6	
Local Funds	\$2,056.07	6	
State EC Funds	\$4,509.25	1	
Federal EC Funds	\$1,514.35	1	
Total:			

LEA #3:		680 Orange County Schools	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$5,762.20	6	
Local Funds	\$4,427.72	6	
State EC Funds	\$4,496.88	1	
Federal EC Funds	\$1,514.35	1	
Total:			



y (LEA) receives per student receives

nt resides.

hich the school is located.

EA in which the student resides.

s (school-aged 5 through 21). Funds

their population of students.

RCE DOCUMENTS

Approximate funding for Year 1	
	\$549,994.62
	\$361,434.78
	\$44,190.65
	\$14,840.63
	\$970,460.68

Approximate funding for Year 1	
	\$33,551.40
	\$12,336.42
	\$2,705.55
	\$908.61
	\$49,501.98

Approximate funding for Year 1	
	\$34,573.20
	\$26,566.32
	\$2,698.13
	\$908.61
	\$64,746.26

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	\$ 618,119	\$ 887,723	\$ 1,382,395	\$ 1,877,046
Local Per Pupil Funds	\$ 400,338	\$ 572,318	\$ 893,149	\$ 1,212,348
State EC Funds	\$ 49,594	\$ 71,236	\$ 110,910	\$ 150,584
Federal EC Funds	-	\$ 16,658	\$ 37,253	\$ 50,579
Other Funds*			\$ 1,200	\$ 3,000
Working Capital*				
TOTAL REVENUE:	\$ 1,068,051	\$ 1,547,935	\$ 2,424,907	\$ 3,293,557

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate add those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the oper provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of th figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix



federal funding in year

Year 5	
\$	2,124,371
\$	1,371,948
\$	170,421
\$	57,242
\$	4,000
\$	3,727,982

*ditional questions by
ating budget, please
ese funds. If these*

M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 85,000.00	\$ 85,000	1	\$ 87,550	\$ 87,550	1	\$ 90,177	\$ 90,177	1	\$ 94,685	\$ 94,685	1	\$ 97,526	\$ 97,526
Assistant Administrator		\$ 60,000.00	\$ -		\$ 60,000	\$ -	1	\$ 60,000	\$ 60,000	1	\$ 61,800	\$ 61,800	1	\$ 63,654	\$ 63,654
Finance Officer		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Clerical		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Food Service Staff	0	\$ 24,000.00	\$ -	0.5	\$ 24,720	\$ 12,360	0.5	\$ 25,462	\$ 12,731	2	\$ 26,225	\$ 52,451	2	\$ 27,012	\$ 54,024
Custodians	1	\$ 25,000.00	\$ 25,000	1	\$ 25,750.00	\$ 25,750	1	\$ 26,523	\$ 26,523	2	\$ 27,318	\$ 54,636	2	\$ 28,138	\$ 56,275
Transportation Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Administrative Assistant	1	\$ 30,000.00	\$ 30,000	1	\$ 30,900.00	\$ 30,900	1	\$ 31,827	\$ 31,827	1	\$ 32,782	\$ 32,782	1	\$ 33,765	\$ 33,765
Counselor	0.5	\$ 47,000.00	\$ 23,500	1	\$ 48,410.00	\$ 48,410	1	\$ 49,862	\$ 49,862	1	\$ 51,358	\$ 51,358	1	\$ 52,899	\$ 52,899
Social Worker		\$ -	\$ -		\$ -	\$ -		\$ 31,827	\$ -		\$ 32,782	\$ -		\$ -	\$ -
Student Resource Officer		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Admin and Support:	3.5		\$ 163,500	4.5		\$ 204,970	5.5		\$ 271,119	8		\$ 347,712	8		\$ 358,144
Instructional Personnel															
Core Content Teacher(s)	6	\$ 42,000	\$ 252,000	8	\$ 43,260	\$ 346,080	12	\$ 44,558	\$ 534,694	16	\$ 45,895	\$ 734,313	18	\$ 47,271	\$ 850,885
Electives/Specialty Teacher(s)	0	\$ 42,000	\$ -	1	\$ 43,260	\$ 43,260	3	\$ 44,558	\$ 133,673	3	\$ 45,895	\$ 137,684	3	\$ 47,271	\$ 141,814
Exceptional Children Teacher(s)	1	\$ 42,000	\$ 42,000	1.5	\$ 43,260	\$ 64,890	1.5	\$ 44,558	\$ 66,837	2	\$ 45,895	\$ 91,789	2	\$ 47,271	\$ 94,543
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants	1	\$ 25,000	\$ 25,000	2	\$ 25,750	\$ 51,500	2	\$ 26,523	\$ 53,045	2	\$ 27,318	\$ 54,636	2	\$ 28,138	\$ 56,275
Physical Education	0	\$ 42,000	\$ -	1	\$ 43,260	\$ 43,260	2	\$ 44,558	\$ 89,116	3	\$ 45,895	\$ 137,684	3	\$ 47,271	\$ 141,814
Arts Teacher	1	\$ 42,000	\$ 42,000	2	\$ 43,260	\$ 86,520	3	\$ 44,558	\$ 133,673	5	\$ 45,895	\$ 229,473	5	\$ 47,271	\$ 236,357
ELL Teacher	1	\$ 42,000	\$ 42,000	1	\$ 43,260	\$ 43,260	1	\$ 44,558	\$ 44,558	1	\$ 45,895	\$ 45,895	1	\$ 47,271	\$ 47,271
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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Total Instructional Personnel:	10		\$ 403,000	16.5		\$ 678,770	24.5		\$ 1,055,596	32		\$ 1,431,472	34		\$ 1,568,959
Total Admin, Support and Instructional Personnel:	13.5		\$ 566,500	21		\$ 883,740	30		\$ 1,326,715	40		\$ 1,779,184.41	42		\$ 1,927,103

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	3	\$ 6,000	\$ 18,000	4	\$ 6,300	\$ 25,200	5	\$ 6,615	\$ 33,075	8	\$ 6,946	\$ 55,568	8	\$ 7,085	\$ 56,677
Retirement Plan-NC State	3	\$ -	\$ -	4	\$ -	\$ -	5	\$ -	\$ -	8	\$ -	\$ -	8	\$ -	\$ -
Retirement Plan-Other	3	\$ 3,270	\$ 9,810	4	\$ 3,075	\$ 12,298	5	\$ 3,253	\$ 16,267	8	\$ 2,607	\$ 20,856	8	\$ 2,686	\$ 21,489
Life Insurance	3	\$ -	\$ -	4	\$ -	\$ -	5	\$ -	\$ -	8	\$ -	\$ -	8	\$ -	\$ -
Disability	3	\$ -	\$ -	4	\$ -	\$ -	5	\$ -	\$ -	8	\$ -	\$ -	8	\$ -	\$ -
Medicare	3.5	\$ 677	\$ 2,370	4.5	\$ 660	\$ 2,970	5.5	\$ 715	\$ 3,931	8	\$ 630	\$ 5,041	8	\$ 649	\$ 5,194
Social Security	3.5	\$ 2,896	\$ 10,136	4.5	\$ 2,824	\$ 12,708	5.5	\$ 3,056	\$ 16,808	8	\$ 2,695	\$ 21,560	8	\$ 2,776	\$ 22,203
Unemployment Insurance	3.5	\$ 934	\$ 3,269	4.5	\$ 363	\$ 1,634	5.5	\$ 373	\$ 2,050	8	\$ 339	\$ 2,711	8	\$ 435	\$ 3,477
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Admin and Support Benefits:		\$ 43,585	\$ 166,655		\$ 54,810	\$ 252,314		\$ 72,131	\$ 379,033		\$ 105,736	\$ 527,396		\$ 467,185	\$ 2,032,711
Instructional Personnel Benefits															
Health Insurance	10	\$ 6,000	\$ 60,000	16	\$ 6,180	\$ 98,880	24	\$ 6,489	\$ 155,736	32	\$ 6,813	\$ 218,030	34	\$ 7,154	\$ 243,246
Retirement Plan-NC State	10	\$ -	\$ -	16	\$ -	\$ -	24	\$ -	\$ -	32	\$ -	\$ -	34	\$ -	\$ -
Retirement Plan-Other	10	\$ 2,418	\$ 24,180	16	\$ 2,494	\$ 39,904	24	\$ 2,494	\$ 59,856	32	\$ 2,494	\$ 79,808	34	\$ 2,494	\$ 84,796
Social Security	10	\$ 2,499	\$ 24,990	16.5	\$ 2,551	\$ 42,092	24.5	\$ 2,671	\$ 65,449	32	\$ 2,773	\$ 88,752	34	\$ -	\$ -
Disability	10	\$ -	\$ -	16	\$ -	\$ -	24	\$ -	\$ -	32	\$ -	\$ -	34	\$ -	\$ -
Medicare	10	\$ 584	\$ 5,840	16.5	\$ 596	\$ 9,841	24.5	\$ 625	\$ 15,305	32	\$ -	\$ -	34	\$ 2,861	\$ 97,274
Life Insurance	10	\$ -	\$ -	16.5	\$ -	\$ -	24.5	\$ -	\$ -	32	\$ 649	\$ 20,756	34	\$ 669	\$ 22,746
Unemployment Insurance	10	\$ 806	\$ 8,060	16.5	\$ 411	\$ 6,788	24.5	\$ 431	\$ 10,556	32	\$ 447	\$ 14,315	34	\$ 461	\$ 15,690
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel Benefits:		\$ 123,070	\$ 452,725		\$ 197,504	\$ 754,112		\$ 306,903	\$ 1,194,930		\$ 421,660	\$ 1,453,930		\$ 463,752	\$ 1,632,746
Total Personnel Benefits:		\$ 166,655	\$ 619,380		\$ 252,314	\$ 1,006,426		\$ 379,033	\$ 1,573,963		\$ 527,396	\$ 1,981,326		\$ 930,937	\$ 3,665,457
Total Admin & Support Personnel (Salary & Benefits):	3.5		\$ 207,085	4.5		\$ 259,780	5.5		\$ 343,250	8		\$ 453,448.23	8		\$ 467,185
Total Instructional Personnel (Salary & Benefits):	10		\$ 526,070	16.5		\$ 876,274	24.5		\$ 1,362,498	32		\$ 1,853,133	34		\$ 2,032,711
TOTAL PERSONNEL:	13.5		\$ 733,155	21		\$ 1,136,054	30		\$ 1,705,748	40		\$ 2,306,581	42		\$ 2,499,896

**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	\$ 1,500.00	\$ 1,500.00	\$ 2,000.00
Paper	\$ 600.00	\$ 1,000.00	\$ 1,000.00
Computers & Software	\$ 8,000.00	\$ 6,000.00	\$ 10,000.00
Communications & Telephone	\$ 4,200.00	\$ 4,200.00	\$ 4,200.00
Copier leases	\$ 2,700.00	\$ 2,700.00	\$ 2,900.00
Other			
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	\$ 2,500.00	\$ 3,000.00	\$ 3,000.00
Student Accounting	\$ 6,000.00	\$ 6,000.00	\$ 8,610.00
Financial	\$ 10,000.00	\$ 12,000.00	\$ 23,370.00
Technoolgy	\$ 5,000.00	\$ 3,000.00	\$ 4,000.00
Social Woker		\$ 15,000.00	\$ 15,000.00
Other			
*** Insert rows and edit text as needed. ***			
Facilities			
Facility Lease/Mortgage	\$ 72,000.00	\$ 96,000.00	\$ 240,000.00
Maintenance	\$ 6,000.00	\$ 5,000.00	\$ 5,000.00
Custodial Supplies	\$ 1,000.00	\$ 2,000.00	\$ 2,000.00
Custodial Contract			
Insurance (pg19)	\$ 10,000.00	\$ 10,000.00	\$ 12,000.00
Furniture	\$ 20,000.00	\$ 10,000.00	\$ 10,000.00
Other			
*** Insert rows and edit text as needed. ***			
Utilities			
Electric	\$ 12,000.00	\$ 12,000.00	\$ 18,000.00
Gas			
Water/Sewer	\$ 1,200.00	\$ 1,700.00	\$ 2,680.00
Trash	\$ 720.00	\$ 1,035.00	\$ 1,035.00
Other			
*** Insert rows and edit text as needed. ***			
Transportation			
Buses			
Gas			

Oil/Tires & Maintenance			
Other	\$ 30,000.00	\$ 33,000.00	\$ 50,000.00
*** Insert rows and edit text as needed. ***			
Other			
Marketing	\$ 15,000.00	\$ 20,000.00	\$ 25,000.00
Child nutrition	\$ 60,000.00	\$ 85,320.00	\$ 132,840.00
Travel			
Other			
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	\$ 268,420.00	\$ 330,455.00	\$ 572,635.00

OPERATIONS BUDGET: Instructional			
	Year 1	Year 2	Year 3
Classroom Technology			
Software	\$ 3,000.00	\$ 4,000.00	\$ 5,000.00
Other			
*** Insert rows and edit text as needed. ***			
Instructional Contract			
Staff Development	\$ 3,000.00	\$ 2,000.00	\$ 2,000.00
AVID	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
EC Services	\$ 15,000.00	\$ 13,000.00	\$ 15,000.00
A+			\$ 30,000.00
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Curriculum/Texts	\$ 2,580.00	\$ 2,580.00	\$ 2,580.00
Copy Paper			
Testing Supplies			
Other			
Computers	\$ 27,500.00	\$ 14,500.00	\$ 22,000.00
Music Supplies	\$ 1,000.00	\$ 1,000.00	\$ 2,000.00
Arts Supplies	\$ 4,000.00	\$ 9,000.00	\$ 10,000.00
PE Equipment	\$ 700.00	\$ 2,000.00	\$ 2,000.00
Athletic Supplies			\$ 10,000.00
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	\$ 63,280.00	\$ 54,580.00	\$ 107,080.00
TOTAL OPERATIONS:	\$ 331,700.00	\$ 385,035.00	\$ 679,715.00

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4		Year 5	
\$	2,000.00	\$	2,000.00
\$	1,500.00	\$	1,500.00
\$	10,000.00	\$	10,000.00
\$	4,200.00	\$	4,200.00
\$	2,900.00	\$	2,900.00
\$	3,000.00	\$	3,000.00
\$	11,690.00	\$	14,770.00
\$	31,730.00	\$	40,090.00
\$	4,000.00	\$	4,000.00
\$	15,000.00	\$	15,000.00
\$	240,000.00	\$	240,000.00
\$	5,000.00	\$	5,000.00
\$	3,000.00	\$	3,000.00
\$	13,000.00	\$	13,000.00
\$	10,000.00	\$	7,500.00
\$	18,000.00	\$	18,000.00
\$	3,640.00	\$	4,120.00
\$	1,035.00	\$	1,035.00

\$ 52,000.00	\$ 53,000.00
\$ 30,000.00	\$ 3,000.00
\$ 180,360.00	\$ 204,120.00
\$ 642,055.00	\$ 649,235.00

Year 4		Year 5	
\$	6,000.00	\$	7,000.00
\$	2,000.00	\$	2,000.00
\$	4,000.00	\$	4,000.00
\$	22,000.00	\$	24,000.00
\$	17,500.00	\$	17,500.00
\$	2,500.00	\$	2,500.00
\$	2,580.00	\$	2,580.00
\$	24,500.00	\$	11,000.00
\$	3,000.00	\$	3,000.00
\$	12,000.00	\$	13,000.00
\$	2,000.00	\$	2,000.00
\$	40,000.00	\$	70,000.00
\$	138,080.00	\$	158,580.00

\$	780,135.00	\$	807,815.00
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Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4
Total Personnel	J	\$ 733,154.50	\$ 1,136,053.57	\$ 1,705,747.82	\$ 2,306,580.89
Total Operations	M	\$ 331,700.00	\$ 385,035.00	\$ 679,715.00	\$ 780,135.00
Total Expenditures	N = J + M	\$ 1,064,854.50	\$ 1,521,088.57	\$ 2,385,462.82	\$ 3,086,715.89
Total Revenue	Z	\$ 1,068,051.07	\$ 1,547,935.16	\$ 2,424,906.77	\$ 3,293,557.17
Surplus / (Deficit)	= Z - N	\$ 3,196.57	\$ 26,846.59	\$ 39,443.95	\$ 206,841.29



Year 5	
\$	2,499,895.80
\$	807,815.00
\$	3,307,710.80
\$	3,727,982.37
\$	420,271.57

Year 1	Year 2	Year 3	Year 4	Year 5
\$ 733,154.50	\$ 1,136,053.57	\$ 1,705,747.82	\$ 2,306,580.89	\$ 2,499,895.80
\$ 3,196.57	\$ 26,846.59	\$ 39,443.95	\$ 206,841.29	\$ 420,271.57
\$ 36,657.73	\$ 56,802.68	\$ 85,287.39	\$ 115,329.04	\$ 124,994.79
\$ (33,461.16)	\$ (29,956.08)	\$ (45,843.44)	\$ 91,512.24	\$ 295,276.78
0%	2%	2%	9%	17%

Revene
Remaining
the 5%
over/(under)

Appendix A:

Evidence of Community/Parent Support





Chatham Community NAACP Branch #5377

P.O Box 265

Pittsboro, NC 27312

Tele #: (919) 919-695-6291

Fax #: (919) 542-7182

Ms. Mary D. Nettles, President

Vacant V. President

CHATHAM COMMUNITY NAACP UNIT #5377

Dear North Carolina Office of Charter Schools,

I am writing to let you know of the strong support of the Chatham Community NAACP Branch for the School of the Arts for Boys Academy (SABA) in Chatham County. As one of the leading organizations in the county fostering strong education, we believe that SABA provides a unique approach to educating and graduating all male students in Chatham County who are not meeting state standards by the time they enter 3rd grade. Research suggests there is a strong link between 3rd grade scores and high school graduation rates. SABA has developed an innovative model that will improve the success rate of our most at-risk male students in Chatham County.

As you know, charter schools are independently-operated public schools. Charter schools are publicly funded and open to all students who wish to attend. They do not charge any fees for admission, and they cannot discriminate when making enrollment or admissions decisions.

SABA empowers and BUILDS Black and Brown boys to be strong, creative academic scholars, critical thinkers, and community leaders through a culturally responsive arts-based education. It utilizes an arts-based curriculum to “B.U.I.L.D. Boys into Men.” By focusing specifically on the cultural backgrounds and needs of Black and Brown boys, SABA cultivates a brotherhood for boys to develop their critical thinking, artistic, and academic skills through specialized cultural programs. Its programs cultivate knowledge of self and expose students to rich and diverse

culturally responsive learning opportunities. The school will utilize artists in residence to collaborate with teachers to support the core content and develop independent and group projects, as well as presentations or performances.

This outstanding program and the commitment that comes with it to create excellent young men who will be leaders in our community for tomorrow deserves you full support. As Frederick Douglass said, "It is easier to build strong children than to repair broken men." Please help us to make this truth a reality.

Sincerely,

Mary Nettles, President

*Ms. Armentha Davis
Second V. President*

*Ms. Linda Batley
Secretary*

*Open
Membership*

*Karl Kachergis
Treasurer*

July 13, 2020



unitedarts
council

To Whom It May Concern:

I'm writing this letter of support of the School of the Arts for Boys Academy (SABA) at the request of Mike Wiley. I've had the privilege of working with Mr. Wiley over the years by presenting and producing his work during my tenure at Raleigh Little Theatre, including the world premiere of his ensemble version of "Blood Done Sign My Name" in the spring of 2018. In my current role at United Arts, we work with Mr. Wiley through our Artists in the Schools program and on special projects such as our Arts Integration Institute for teachers.

In the fall of 2018, I nominated him for the News and Observer's Tar Heel of the Year recognition. In that nomination, I described him as a peerless and pioneering playwright, performer and thinker. When he told me about this project, which he is launching in partnership with Valencia Toomer, the former principal of Horton Middle School, I was excited to hear about it. SABA will empower and build Black and Brown boys to be strong, creative academic scholars, critical thinkers, and community leaders through a culturally responsive arts-based education.

A school like this in Chatham County meets a clear community need and would make a significant impact. As philanthropists and cultural leaders, we need to prioritize initiatives that address historical and current inequities, and especially work to better serve Black and Brown boys. SABA will make a difference by cultivating knowledge of self and exposing students to rich and diverse culturally responsive learning opportunities.

Please don't hesitate to contact me if there is any additional advocacy that I can offer, and thank you in advance for your consideration of supporting SABA.

Best,

Charles Phaneuf, President
cphaneuf@unitedarts.org
(919) 839-1498 x103

2020-2021

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of Raleigh & Wake County

T 919.839.1498
www.unitedarts.org



PO Box 418
Pittsboro, NC 27312
919.542.0394
www.chathamartscouncil.org

10 July 2020

To Whom It May Concern:

I am writing to express deep support for the creation of The School of the Arts for Boys Academy (SABA) here in Chatham County.

Through our Chatham Artists-in-Schools Initiative over the past five years, I have seen firsthand the effects of arts education and arts-in-education for all children. Specifically, I have witnessed teachers and principals alike in tears over the engagement and response from Black and Brown boys when they have the opportunity to learn from, about, and through Black and Brown male artists.

And this is only for a few days at a time once or twice in their whole elementary and middle school lives.

At SABA, with a stated mission to empower and build Black and Brown boys to be strong, creative academic scholars, critical thinkers, and community leaders through a culturally responsive arts-based education—I can only imagine the potential that will be unlocked, fostered, and given voice. This is a thrilling prospect for the boys and for what they have to offer our shared community.

Valencia Toomer is a loved and respected leader in education in Chatham County. It's my understanding that if she has a vision, she'll do everything in her power to bring it to fruition for the children who need her. Having worked with almost 20 different principals in the past five years, it is clear to me that school leaders with that kind of vision paired with an accompanying love for the kids—these are the leaders who have a direct impact on our children's futures.

I strongly support the creation of SABA, and we at the Chatham Arts Council look forward to bringing artists-in-residence to SABA's students when the time is right.

Warmly,

Cheryl Chamblee
Executive Director

2019-20 BOARD OF DIRECTORS

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KAREN HOWARD

DANI JOHNSON

LESLEY LANDIS

DAWN PORTER



West Chatham NAACP Branch #5378
P.O. Box 652, Siler City, NC 27344
Mr. Larry Brooks, President

July 14, 2020

Mrs. Valencia Toomer, Founder
School of the Arts for Boys Academy
Pittsboro, NC 27312

Dear Mrs. Toomer:

It is our pleasure as the West Chatham NAACP Branch #5378 of Siler City, NC to write this letter supporting the important work of the School of the Arts for Boys Academy (SABA). This school will provide much needed support for our young male students, especially our black and brown males. SABA will tap into the energy that our young men have and help them to apply their academic strengths while enhancing identified areas for improvement. SABA will also help in steering our young men from the "School to Prison Pipeline."

SABA is the beacon of light that will guide our young men to a more productive path in the educational system. We strongly support you in this initiative and partner with you in this new endeavor in the Chatham County community.

Please feel free to contact me should you have any questions or need additional information.

Respectfully,

A handwritten signature in cursive script that reads 'Larry L. Brooks'.

Larry L. Brooks
President

July 13, 2020

Dear SABA Board of Directors,

My name is Chad Morgan and I have been a resident and educator in Chatham County for 20 years. I have also spent 3 years as an educator in a private school. I currently live in the Silk Hope community of Chatham County with my wife and 3 sons. My three children attend the public school system and my wife has been employed with Chatham County for 20 years as an environmental health inspector. My wife and I have been foster parents in Chatham County and adopted our two youngest children through the foster care program. Our oldest son was adopted through international adoption. We are a multi-cultural and multi-racial family. Once I met with Valencia Toomer, founder of SABA, to discuss her school plan, I believe her school concept is something that can have a transformative impact on boys of color in Chatham County and beyond.

Given the makeup of my own family and understanding the structures of traditional public education, my wife and I have to advocate for the educational and social needs of our children in the school system. We understand that traditional public schools are not inherently set up for students of color to be successful. This is why I am in support of SABA and its non-traditional approach to educating the whole child. SABA is designed to see the child for who he is and meet the learning needs in a culturally appropriate manner. Charter Schools were designed to create opportunities for parents to have options outside the traditional school setting. Currently within Chatham County, if you are a boy of color with any at-risk factors the only educational choice is a traditional public school. SABA is designed to meet needs for boys of color that are marginalized within the traditional school setting and provide parents with an option where there currently is none. SABA is wanting to fill the gap where traditional public schools have allowed it to widen for at-risk boys of color.

It is my hope that SABA is approved as a charter school within Chatham County as a choice for not only my youngest sons but other boys of color to attend an atmosphere that is designed to meet their needs in a culturally responsive setting. This school would be the first of its kind in Chatham County and I believe it will meet a need that has been overlooked and underserved for many years. Please let me know if I can provide any further information.

Sincerely,


Chad E Morgan

June 25, 2020

RECOMMENDATION LETTER

To Whom It May Concern:

My name is Charles R. Gardner, I currently serve as the Chief Deputy at the Chatham County Sheriff's Office. I have worked at The Sheriff's Office for 23 years.

I highly recommend SABA (School of the Arts for Boys Academy) a charter school that will serve Chatham County.

The time is long overdue that male students, in particular, black and brown boys, are given the opportunity to learn and grow in an environment that nurtures them, provides a space for their interest in the arts, has smaller class sizes and prepares them to be leaders. I started my career in Chatham County as a CARE officer in a local elementary school. As I taught the lessons and I was discouraged in the obvious gaps in achievement levels. I was discouraged by the number of black males I saw in- In School Suspension. My career has allowed me the opportunity to speak with students throughout the years. I am saddened that things have not changed.

The time is now to offer parents of black and brown children options for their education. SABA is an option that will provide a curriculum to reduce the achievement gap, nurture artistic abilities and give the boys a "roadmap" that will prevent suspensions and the need for law enforcement involvement. We, at the Sheriff's Office value our community connections and we want young people to feel safe with our officers. My goal is to build positive relationships with the boys at SABA by providing motivational enrichment.

I am excited about the School of the Arts for Boys Academy and I HIGHLY recommend the school.

Sincerely,



Charles R. Gardner

Chief Deputy Chatham County Sheriff's Office

919-548-2300

charles.gardner@chathamsheriff.com



Valencia Toomer <vtoomer2020@gmail.com>

SABA

1 message

Stacey Toomer <sltoomer83@gmail.com>

Sat, Jul 11, 2020 at 11:16 PM

To: vtoomer2020@gmail.com

Greetings to all, my name is Stacey Toomer and I am a parent to a young African American male. I am conducting this letter to inform of on the benefits of creating this school and enrolling my child. As a single parent, I feel SABA is what our community needs, a place where our young men are not judged but given the opportunity to express, explore, enhance, and develop their talents, skills and knowledge. Having experience with my child in public school has always been a challenge which led me to wanting a better education for him. A place where he is understood and not judged. A place where his opinion and feelings matter. A place where he can be expressive, and I think SABA is the way to go. I want my child to be able to enjoy learning and know that school is fun. SABA is a place where we all fit in while being different.

Stacey Toomer

West Chatham NAACP
Meeting Agenda
July 11, 2020

Call to order -----President

I. Opening Prayer-----

II. Reading of minutes from last meeting ----- Secretary

III. Reporting of Officers

a) Reporting of Treasury-----Ann Alston (10)

b) Finance Committee-----Ann Alston (10)

c) Membership Chair -----Ann Alston (5)

d) Community Coordinator ----- Rosa Lockett (10)

e) Educational Committee -----Mary Harris (10)

f) Political Action -----Diana Hales

Carl Thompson (15)

g) Religious Affairs ----- Carl Thompson (5)

h) Youth Works-----Norma Boone (5)

i) Economic Development -----

j) Labor & Industry ----- Lou Forrasi (5)

k) Arm Service ----- Glenn Foxx (5)

l) Fund Raising Committee -----Fund Raiser Becky Loflin

IV. Unfinished Business -----Mother of the Year-----Norma Boone

V. New Business-----

VI. Special Guest-----Valencia Toomer, Founder
School of the Arts for Boys Academy

VII. Adjournment

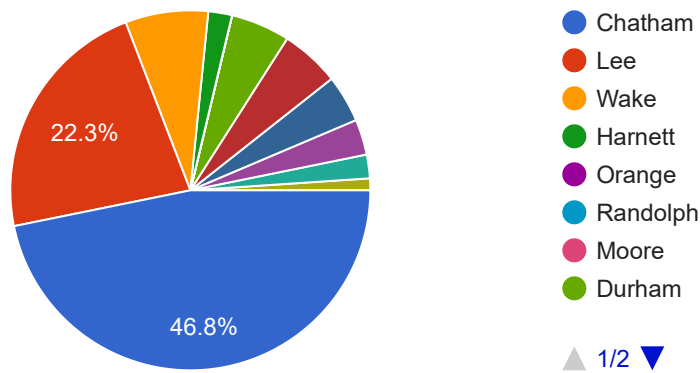
School of the Arts for Boys Academy (SABA) Community Interest Survey

94 responses

[Publish analytics](#)

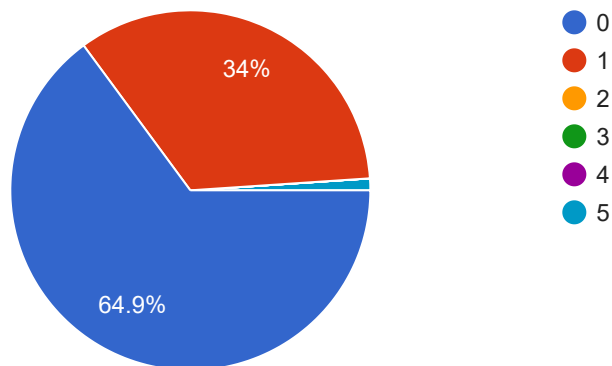
In what county do you currently reside?

94 responses



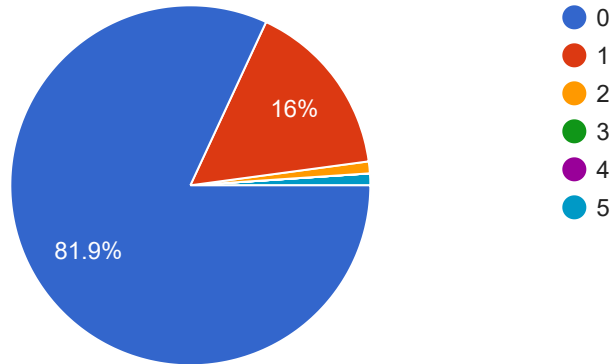
How many boys do you have that will be in grades K-2 for the 2021-2022 school year?

94 responses



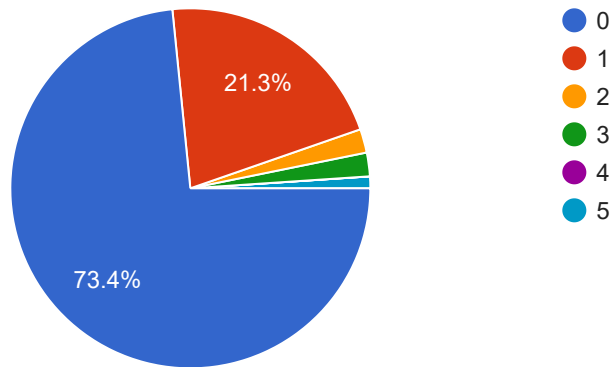
How many boys do you have that will be in grades 3-5 for the 2021-2022 school year?

94 responses



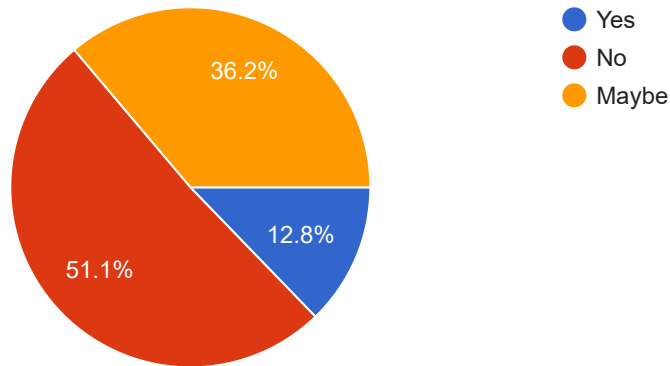
How many boys do you have that will be in grades 6-8 for the 2021-2022 school year?

94 responses



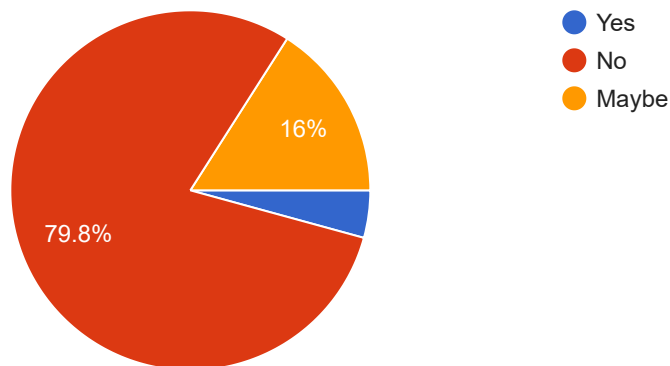
Are you currently satisfied with the options for free public education in your area?

94 responses



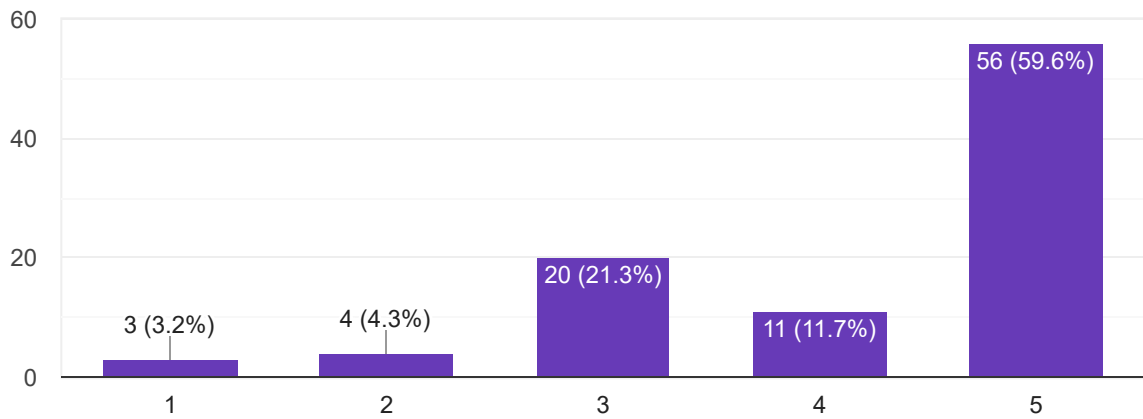
School of the Arts for Boys Academy (SABA) is envisioned as a school specifically created to empower and BUILD Black and Brown boys to be strong, creative academic scholars, critical thinkers, and community leaders through a culturally responsive arts-based education. In your opinion, does your current school serve as a nurturing center of academic accomplishment that will build students' opportunities to focus on the cultural backgrounds and needs specifically of Black and Brown boys?

94 responses



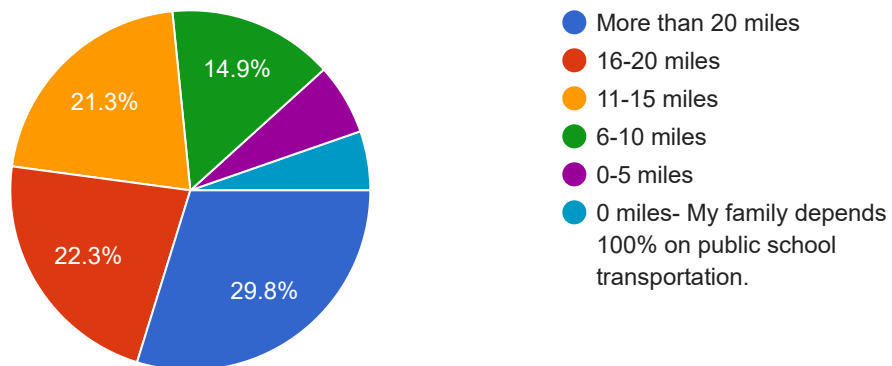
SABA will focus on culturally-responsive teaching and utilize an Arts-based curriculum with AVID strategies to individualize student learning. On a scale of 1-5 (1 being not at all likely and 5 being extremely likely), how likely would you be to enroll your child(ren) into SABA?

94 responses



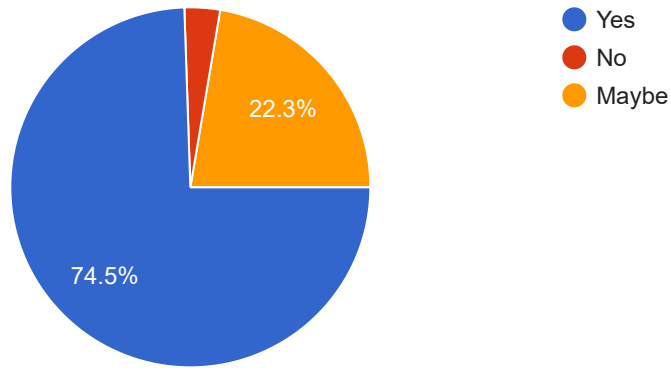
If SABA is an option for your son, how far are you willing to drive for him to attend?

94 responses



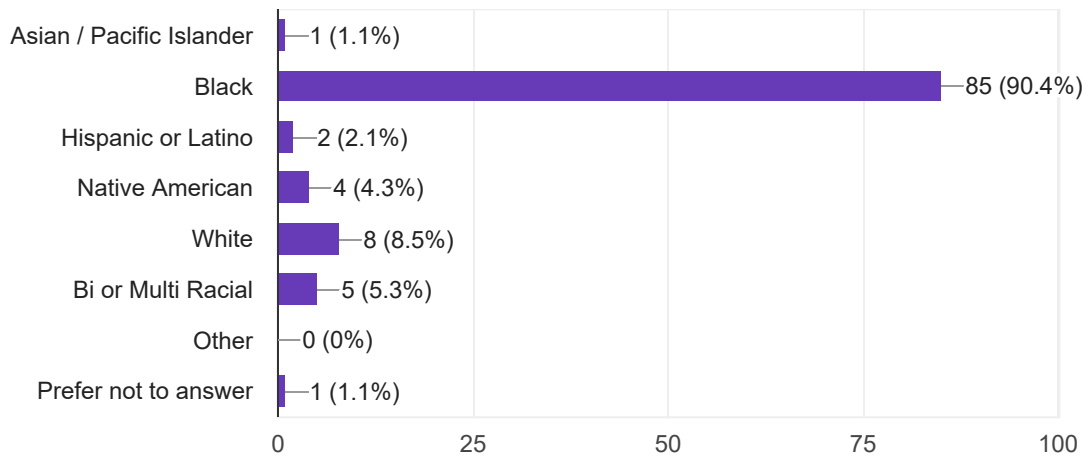
Would you be interested in attending a meeting to learn more about SABA?

94 responses



FOR SURVEY PURPOSES ONLY, what is your ethnicity? (Our goal is to make sure our community is well represented by this survey, and that all groups are represented fairly and accurately.) Check all that apply.

94 responses



Insurance Estimate for School of the Arts for Boys Academy

Civil Liability and Insurance

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
*Comprehensive General Liability	\$1,000,000		\$1,205
*Officers and Directors/Errors and Omissions	\$1,000,000		\$3,057
*Property Insurance	\$50,000		\$450
*Motor Vehicle Liability	\$1,000,000		\$181
*Bonding Minimum/Maximum	\$250,000	\$250,000	\$332
*Other	\$1,000,000		\$7,699
Total Cost			\$12,924

*Include the "Insurance People" Word document as Appendix P of the application to demonstrate the levels of insurance coverage and projected cost.

Thank you for the opportunity to help start another charter school in N.C.

*Steve Griffin
Insurance People
1920 Front Street, Suite 750
P.O. Box 3006
Durham, NC 27715-3006*

800-825-0442 (Main)

steve@inspeople.com

INSURANCE PEOPLE

Below are the estimated annual premiums: **School of the Arts for Boys Academy**

Property Premium Estimate **\$450**

Contents	\$50,000
Deductible	\$1,000
Form	Special
Equipment Breakdown	Included

General Liability Premium Estimate **\$1,205**

Rating Basis:	Students	110
	Faculty	15

Limits:

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate

School District & Educators Legal Liability (D&O/ E&O)

Premium Estimate **\$3,057**

	\$1,000,000 per occurrence
	\$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$181
Hired & Non-Owned Auto Liability Only		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$5,230
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$866,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$12,924
Student Accident Coverage		\$7.00/ student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

07/15/2020



Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.

- Name of the Selected Board Attorney: Kathie Russell
- Date of Review: July 24, 2020
- Signature of Board Members Present (Add Signature Lines as Needed):
 - [Signature]
 - [Signature]
 - [Signature]
 - [Signature]
 - [Signature]
 - [Signature]
 - [Signature]

- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.



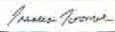
- Name of the Selected Board Auditor: Not Applicable as the SABA Board has not secured an Auditor at the time application submission
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):
 - [Redacted]
 - [Redacted]
 - [Redacted]
 - [Redacted]
 - [Redacted]
 - [Redacted]
 - [Redacted]

- ❖ 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:
[REDACTED] *Not Applicable as the*
 - Date of Review:
[REDACTED] *SABA Board has not contracted with a CMO/EMO.*
 - Signature of Board Members Present (Add Signature Lines as Needed):
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]

- ❖ 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:
Sarah Crain McCracken
 - Name of the Selected Financial Service Provider:
Acadia Northstar
 - Date of Review:
7/8/2020
 - Signature of Board Members Present (Add Signature Lines as Needed):
 - *Valencia Toomer*
 - *[Signature]*
 - *Sandra Gardner*
 - *[Signature]*
 - *Folicia C. Watson*
 - *[Signature]*
 - *Robert L. Logan*

- ❖ 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:
Sarah Crain McCracken
 - Name of the Selected PowerSchool Service Provider:
Acadia Northstar
 - Date of Review:
7/8/2020
 - Signature of Board Members Present (Add Signature Lines as Needed):
 - *Valencia Toomer*
 - *[Signature]*
 - *Sandra Gardner*

Valencia Toomer

- 
Sherwelle Terry (LNU 24, 2023 02/19/2023)
 - Felicia C. Watson
Felicia C. Watson (LNU 24, 2023 02/19/2023)
 - 
[unclear] (LNU 24, 2023 02/19/2023)
 - Robert L. Logan
Robert L. Logan (LNU 24, 2023 02/19/2023)
- 
[unclear] (LNU 24, 2023 02/19/2023)

Certification

I, Felicia C. Watson, 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 SABA Charter School is true and correct in every respect.

Signature
Date

Felicia C. Watson

Date of this notice: 04-24-2020

Employer Identification Number:
85-0819740

Form: SS-4

Number of this notice: CP 575 A

SCHOOL OF THE ARTS FOR BOYS ACADEMY
SABA
% VALENCIA TOOMER
1508 WESTFALL CIR
SANFORD, NC 27330

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 85-0819740. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 941	10/31/2020
Form 940	01/31/2021

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub.

Your name control associated with this EIN is SCHO. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

Keep this part for your records.

CP 575 A (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 A

9999999999

Your Telephone Number () - _____

Best Time to Call _____

DATE OF THIS NOTICE: 04-24-2020
EMPLOYER IDENTIFICATION NUMBER: 85-0819740
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023
| | | | | | | | | | | | | | | | | | | | | | | | | | | |

SCHOOL OF THE ARTS FOR BOYS ACADEMY
SABA
% VALENCIA TOOMER
1508 WESTFALL CIR
SANFORD, NC 27330

Board Member Name**Board Title**

Felicia Watson	Chair
Robert Logan	Vice-Chair
Tavares Toomer	Treasurer
Shereatha Terry	Secretary
Sonia Logan	Founding Member
Mike Wiley	Time Keeper
Sandra Gardner	Founding Member
Valencia Toomer	Founding Member

County of Residence**Current Occupation**

Wake	Chief of Staff, Strategy and Operational Excellence
Chatham	AVID Senior Director Eastern Region
Lee	Controller- World Tavern Entertainment
Wake	Special Education Teacher
Chatham	Retired School Counselor
Chatham	Playwright, Actor, Producer
Chatham	Retired School Social Worker
Lee	Teacher

Past or Present Professional Licenses Held

No

NC Educational Administration/ Superintendent K-12;

NC Exceptional Children/Special Ed. K-12

No

Qualified Mental Health Professional (K-12);

Exceptional Children: Adapted Curriculum (K-12);

Curriculum Instructional Specialist

NC School Counselor/Agency Counseling K-12

Psychology K-12;

NC Educational Administration -K-12;

NC Educational Curriculum and Supervision K-12

No

NC School Social Work

NC K-6 Elementary Education; NC K-12 Education
Administration

Any disciplinary action taken against any of these professional licenses?

No

No

No

No

No

No

No

No

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[AIR.pdf](http://www.nmefoundation.org/wp-content/uploads/2020/05/Final-Report-Family-Engagement-AIR.pdf).

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Head of School	1	1	1	1
Assistant Principal				1
Core Classroom		6	8	12
Special Education		1	1.5	1.5
English\Language Learners		1	1	1
Elective/ Specialty Teacher			1	3
Arts Educators		1	2	3
Health & Physical Education		0	1	2
Student Support (Counselor &		0.5	1	1
Administrative Assistant		1	1	1
Instructional Assistants		1	2	2
School Food Service (TBD)		0	0.5	0.5
Custodian		1	1	1
Total Staff		13.5	21	30
Transportation Services (TBD)				

<u>Year 4</u>	<u>Year 5</u>
1	1
1	1
16	18
2	2
1	1
3	3
5	5
3	3
1	1
1	1
2	2
2	2
2	2
40	42

Signature Page

The foregoing application is submitted on behalf of **SABA Board of Directors**. 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.

upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Additionally, we understand the final approval of the charter is contingent Preliminary Charter Schools- CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Felicia C. Waters

Board Position: Board Chair

Signature: Felicia C. Waters

Date: 7/21/2020

Sworn to and subscribed before me this 21 day of July, 2020.

Notary Public: Stephanie Vanessa McRendall Official Seal:

My commission expires: May 6, 2023.

