

# NORTH CAROLINA CHARTER APPLICATIONS

## NC Public Charters

### Organization Information

Organization Name \*

WAYNE STEM ACADEMY

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Email \*

howard@LFSNC.com

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Telephone \*

919-747-3723

Fax

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Address \*

1207 Front Street

Unit/Suite

Suite 200

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Zip Code \*

27609

City \*

Raleigh

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State \*

North Carolina

Application Type \*

Standard

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Proposal Type \*

Standard

Operator Type \*

Independent

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Primary Contact Name

Howard Sowell

Has the School Leader Been Identified?

Yes  No

Do you have any Corporate Partnerships?

Yes  No

Proposed Leader Name \*

\_\_\_\_\_

Proposed School Leader Current Job/Position \*

\_\_\_\_\_

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

\_\_\_\_\_

Opening Year \*

2022

**Enrollment Projections**

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year at capacity
7					66	88
6				66	66	88
5			66	66	88	
4		66	66	88	88	
3	66	66	88	88	88	
2	66	7588	88	88	88	
1	80	80	80	80	80	
K	80	80	80	80	80	
8						88

**Team Members Roaster**

Name	Title	Position	Email Address
Howard Sowell			howard@LFSNC.com
Katy Ridnour			katy@lbleaders.com



Name	Title	Position	Email Address
Tom Miller			tom@lbleaders.com
Andrew Sowell			andrew@legacyimpactcapital.org

**Board Members Roaster**

Name	Street Address	Zip Code	Email	Expertise
Howard Sowell	1207 Front St. Suite 200	27609	ssatterfield@goldsboronc.gov	Community Leadership & Board Experience
Donna Elliott	205 Holly Rd Goldsboro, NC	27534	delliott@goldsboronc.gov	School Safety & Community Leader
Mithat Karabulut	2519 Dalmahoy Ln., Fuquay Varina	27526	karabulutmithat@gmail.com	Educator & School Director
Karina Louise Pascht	5711 Williamsburg Way Durham, NC	27713	kpascht@gmail.com	EC Educator
Olga Correa Irizarry	3909 Mendenhall Dr Zebulon, NC	27597	ocorrea2012@yahoo.com	ESL Educator
Rhonda Renee Coyne	1032 Holly Pointe Dr. Wendell, NC	27591	rhodnacoyne1911@gmail.com	School Safety & Board Experience
Carla Carter Jacobs	6501 Windy Creek Way Fayetteville, NC	28306	carlajacobs58@gmail.com	Auditor/ Accountant & Board Experience



## 1. Application Contact Information

### Q1. Organization Type

- Municipality  
 Nonprofit Corporation

### Q2. Name of the nonprofit organization

Wayne STEM Academy

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

- Yes  
 No

Q4. **The next few questions will** inquire about the person who will serve as the primary contact for this Application. The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application.

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

Scott Satterfield: President Wayne STEM Academy

### Q5. Primary Contact's

#### Mailing Address City, State, Zip

108 S. Claiborne Street

Goldsboro, NC 27530

### Q6. Primary Contact's Primary Telephone Number

(919) 440-2059

### Q7. Primary Contact's Alternate Telephone Number

The primary contact doesn't have an alternate telephone number at this time.

### Q8. Geographic County in which charter school will reside

Wayne STEM Academy will reside in Wayne County, North Carolina.

### Q9. LEA/District Name

960 - Wayne County Public Schools

### Q10. Projected School Opening Month

Wayne STEM Academy is projected to open in August of 2022.

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

- Yes  
 No

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

Wayne STEM Academy will start year one with grades K-3 and projects to enroll four (4) classrooms in grades K-1 and three (3) classrooms for Grades 2-3. Starting K-3 allows the school to begin to address any educational deficiencies within the student body as well as develop the culture for learning and discipline within the student body. The smaller size for the first year allows a more personal approach to learning and developing educational models for the individual student. Growth will be through





matriculation and filling classrooms at the kindergarten level and any newly available seats that open in the upper grades. The projected maximum enrollment of 776 students K-8 keeps the percentage of students, as compared to the larger Wayne County population, at a level to not detrimentally affect the Wayne County Public School System.

Q13. [Projected Enrollment Demographics](#)

Q14. [Certification of Originality](#)



## 8. General-Mission Purposes, and Goals

### 8.1. Mission and Vision

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

Wayne STEM Academy provides an academically challenging, learning environment that develops its diverse student population into solution-focused, peace-building citizens who are equipped to solve the world's problems.

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

Our Vision is to provide a challenging learning environment in Science, Technology, Engineering, and Math to a diverse student population that will enable them to become problem-solving, peace-building, solution-focused citizens through a curriculum designed to stimulate curiosity, discovery, critical thinking, and collaboration, ensuring students are well-equipped to meet the challenges in the world around them.

WSA will continue to work with parents, community, both internally and within the greater global community, to meet the needs of a diverse student population, to encourage each student to push beyond their comfort level to realize their full potential, achieve their goals, and become a participating global citizen.

**Q17. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e).**

Wayne STEM Academy's mission and vision address educational choice in Wayne County for all families in the county. Wayne STEM is targeting a diverse student population and is working to create a weighted lottery process and busing programs to ensure students who qualify for Free or Reduced-Price Lunch, Students with Disabilities, and English Language Learners are fully considered in the final enrollment numbers of the school. The projected school demographic breakdown will reflect:

- 42%: African American
- 7%: Hispanic
- 1%: Other
- 50%: White
- 12%: SWD population
- 7%: ELL population
- 90%+: F/RL population

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

Wayne STEM Academy (WSA) utilized demographic studies of schools within 5 miles of their proposed campus. The total enrollment of the schools in this area has decreased from 6,092 to 6,041 from 2017-2018 to 2018-2019. Of the schools that serve the same grade levels as WSA, K-8, are directly comparable to WSA, the schools have seen a minor reduction in enrollment from 5,141 in 2017-2018 to 5,109 in 2018-2019. This is only a reduction of 32 students or a .62% reduction year over year. In contrast, the US Census projections for population growth within a five-mile radius of WSA proposed site between 2020 and 2025 is 52,464 to 55,369 or an 8.3% growth.



**Q19. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the**

**proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).**

The total projected enrollment when the school is at capacity is 776 students. This represents 4.0% of the total K-12 enrollment in Wayne County and 5.5% of the K-8 enrollment in Wayne County, based on 2018-2019 WCPSS enrollment data. Wayne STEM Academy is not projecting enrollment of students from outside of Wayne County.

**Q20. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?**

Wayne STEM Academy will utilize a curriculum that is STEM-focused. WSA will prepare students to accelerate in science and math-related focuses throughout high school, college, and professional careers beyond the walls of our campus.

Currently, Wayne County Public Schools does not provide a STEM-focused curriculum for students in grade K-5. The county does offer a STEM-based school, Wayne School of Engineering, which has a NC Report Card grade of an A for the 2018-2019 school year.

The academic performance of schools in Wayne County consists of 2 A's, 1 B, 16 C's, 9 D's, 2 F's. Furthermore, only 22% of students pass AP exams compared with the State average of 56%. 46% of students earned a 3 or higher in ELA compared to the state average of 58%.

50% of students earned a 3 or higher in Math compared to the state average of 59%. 62% of students earned a 3 or higher in Science compared to the state average of 76%. With performance that is consistently lower than the state average and the county having almost four times more low-performing schools than high performing school, the Wayne STEM Board of Directors see an opportunity to provide a program that isn't provided in K through 5th grade and to increase the number of STEM seats available for students in 6th through 8th grade.

Wayne STEM Academy looks to prepare students to matriculate to be high performing members at Wayne School of Engineering or any other high school in the district our students decide to attend.

**Q21. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results**

Wayne STEM Academy is working with the Economic Redevelopment Office of Downtown Goldsboro and their staff; the Wayne County YMCA; and W.A.G.E.S., an early childhood program providing school-preparation for low-income students. The board members have worked with other community leaders to generate support and community outreach for the school.



Additionally, the WSA board has met with leaders at Seymour Johnson Air Force Base, Wayne Community College, Wayne County Chamber of Commerce, and City Council Members to find ways to partner with community organizations to promote the opening of the school in August 2022.


As part of these efforts, we have been able to obtain letters of support. The YMCA is providing their space for community outreach meetings and allowing WSA to promote their school through their membership. Additionally, W.A.G.E.S. will provide meals and snacks for our students to ensure we have a program that provides the highest quality nutrition for WSA students.

**Q22. Attach Appendix A: Evidence of Community/Parent Support.**

**Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school. You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).**

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

**Evidence :**


Appendix A.pdf

## 8.2. Purposes of the Proposed Charter School

**Q23. In one page or less, describe how the proposed charter school will achieve one or more of the six legislative purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations..**

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

- Improve student learning.
- Wayne STEM Academy will provide a learning experience that will result in School Performance Grade of 60 or higher within the first three years of operation.
- Encourage the use of different and innovative teaching methods.
- Wayne STEM Academy will provide a longer school year model with 185 to 200 days of classroom time. The school will be the only year-round calendar in Wayne County. Wayne STEM Academy will provide longer school days to ensure students with limited availability of technology outside the classroom will be on an even playing field with students that have full access to technology outside of school.
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.
- There are currently no STEM models for students grades K-5 in Wayne County. This will be the only year-round calendar in Wayne County.

## 8.3. Goals for the Proposed Charter School



**Q24. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.**

Students will obtain, comprehend, analyze, communicate, apply, synthesize, and evaluate the knowledge and skills in all core disciplines, particularly in science and mathematics, to achieve success in school. Research has found that continuous progress monitoring significantly increases the performance of students. Progress monitoring is particularly beneficial if it's linked to the instructional decisions. Thus, academic progress in the core disciplines will be monitored throughout the year through various assessment tools. The data will be stored in an online progress monitoring system (PMS) and will be used to guide the instruction.

The students' performance levels will be targeted to meet or exceed the standards defined by NC Standard Course of Study and Common Core Standards. Overall goal is that when measured at the end of year or course (EOG or EOC), all students regardless of race, poverty, language or disability will be equipped with the knowledge and skills needed to be successful in school, college and life. Specifically, WSA targets at least 85% of its students to attain Level III or higher on state-mandated tests with 5% of growth rate for each year. It also aims that at least 85% of high school students will graduate from high school and will obtain scores on SAT or ACT at or above mean of national norms.

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

Consistent with our mission statement, the governing board will utilize four metrics to ensure that Wayne STEM Academy is preparing students to become competent, responsible and peace-building individuals in our globalized and technology-based society. During its monthly board meeting, the administrative team will present data and insight to assist the board in understanding the day-to-day operations of the schools, any challenges it is facing, and steps they are taking to achieve the school's mission, and this data and insight will include the following:

1. Growing Enrollment: The board will review targeted enrollment numbers, actual enrollment, and related trends.
2. Academic Performance: The board will review EOG exam results annually and benchmark assessments regularly to ensure the school continues to aim to achieve higher than state and county averages in EOG exams.
3. Staff Retention: The board will review the staff turnover rate every quarter. WSA aims to have a better staff retention rate than county and state averages.
4. Fiscal Performance: The board will review budget projections every month to ensure a balanced budget every year and when possible work toward maintaining strong capital reserves.



## 9. Educational Plan

### 9.1. Instructional Program

Q26. Provide a detailed description of the overall instructional program of the proposed charter school, including:

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

Wayne STEM Academy is working with the Triangle Math and Science Academy – Central Office to provide the curriculum model for WSA and the students in Wayne County. The educational theory and foundation of WSA has been developed over the past 12 years by the Triad and Triangle Math and Science Academies and are built upon the following assumptions:

1. All children can learn.
2. All students will have equal access to program and experience regardless of sex, race, ethnicity, disabling condition, and socio-economics.
3. All students are entitled to respect and dignity for who they are.

Founders of WSA, rely on a pedagogy taking its roots from educational philosophers and learning theorists such as Dewey, Piaget, Vygotsky, Gardner, and Bronfenbrenner and relying on evidence-based approaches and curricula for its operations, believes that:

1. Learning is a continuing and vital process and requires active participation. The purpose of learning does not lie only in the future. Skills, knowledge, and experiences must have meaning in the present as well.
2. The student is the starting point, the center, and the end. He or she needs to explore, manipulate, experiment, question, and search out answers for themselves. Activity is essential.
3. Teaching refers to relating to students and relating the curriculum to their lives. Culture and the nature of the interaction between the student and knowledgeable members of the culture are important and have primary roles on students' learning.
4. A student's learning should be facilitated through scaffolding in his or her zone of proximal development by a more skilled adult or peer. The teacher is the mediator, guide, mentor, and actuator. Therefore, the educational activity requires careful pedagogical guidance.

Students bring diverse skills, perceptions, and experiences with them as they come to school. While some come with strong academic skills and with an enthusiasm to read and learn, educators may need to invest more time and energy in and develop different strategies for those who come with weaker academic skills or lower motivation. No doubt each student's need and source of motivation may be different. To meet the needs of students with diverse skills, WSA believes that a strong curriculum is critical. Nonetheless, the implementation of the curriculum also has profound effects on students' learning and development. Thus, a well-designed curriculum implemented by a caring, competent, and dedicated instructional team, embedded in a sustained, high-quality teacher-student relationship are fundamental to achieve the mission of WSA.

WSA's educational philosophy is based upon the maximum connection and continuity among school, home, and community to prepare students with strong academic and higher-order skills. As illustrated in the following figure, continuity between home and school is facilitated through parent volunteering, communication, and home visits. The connection with the community will



be facilitated through collaboration with local institutions such as partnerships with local YMCA, continuing education programs implemented with community non-profits, involvement with the local community college, and other outreach programs identified as the school become ever more entrenched in the community. In addition to the continuity between home and school and connection between community and school, innovative instructional methods will be implemented by well-rounded teachers, administrators, and staff. As a result, students will reach their maximum potential to contribute to the globalized and changing society.

The historic low performance of the surrounding public schools and the systemic poverty that has affected Wayne County and the greater eastern North Carolina are the reasons for the holistic approach to connecting with students, and their families, not only in the classroom, but where they live and play. It is the families, not just the children, that need to be engaged and included in the school in order to allow the students to reach their maximum potential both in the classroom and the global community.

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

Wayne STEM Academy will implement the following instructional methods throughout their daily learning environment.

**Technology-Supported Instruction:** Traditional methods of teaching where one-way-flow of information from teacher (sender) to student (receiver) and students are assigned a passive role, have limited effectiveness in current needs of global economy. Thus, technology will be paired with instructional strategies such as project-based instruction, where students use *high-order thinking and problem-solving skills*. It will also be a tool for inquiry-based learning in that students will acquire skills to access to a wide array of information resources and differentiate useful information from useless, important from unimportant, and reliable from unreliable. They will use technology to *build* small projects (robots, devices), to present their projects, work, and assignments and to *communicate* with experts, classmates, teachers, and individuals around the world.

**Assessment-Driven Instruction:** Students' progress will be monitored via an online Progress Monitoring System (PMS) where teachers could access and analyze students' assessments results and use these results for educational and instructional planning. This will also meet the accountability requirement of No Child Left Behind (NCLB) legislation requirement with an easy access to the data and use the data to inform educational decisions.

**Cognitively Oriented Instruction:** This type of instruction refers to instruction that promotes the use of metacognitive skills, such as reflecting their own thinking process, and developing effective learning strategies. This will be achieved when students are provided opportunities to solve problems, reflect on the process of a task, and use critical thinking skills.

**Balanced Small Group, Whole Class and Pair Instruction:** Whole class, small group and pair instruction, each, has been found to be effective by the research if used effectively and in a balanced way. Students will work in small groups collaboratively, where each member is valued and contributing. Also, they will work as pairs and be instructed as whole class.



**Peer Tutoring and Tutoring:** Peer tutoring is when a pair of students at the same or close levels work together. Tutoring is when a pair of students, the ability level of one of whom is higher than the other one, works together. The peer tutoring and tutoring strategies will be used to provide additional learning opportunities for students at risk of academic failure. Teachers will structure, monitor, and initiate the tutoring process and students will be prepared for the process.

**Characteristics of the Physical Learning Environment:** The physical learning environment will be created with a variety of interest centers where children can pursue special projects. The materials will be stored in enough space and at the students' eye level so that students can access easily. There will be quiet area designated for reading, a library, musical instruments, and art materials. In addition, there will be places allocated for scientific activities, such as taking care of animals and plants. Students in the classroom work with paper, cardboard, wood, leather, cloth, yarns, clay and sand, and the metals, with and without tools by employing the process of folding, cutting, pricking, measuring, molding, modeling, pattern making, heating and cooling, and the operations characteristic of such tools as the hammer, saw, file, etc. Students are provided with active occupations such as outdoor excursions, gardening, cooking, sewing, printing, bookbinding, weaving, painting, drawing, singing, dramatization, story-telling, reading and writing.

**Q28. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps**

WSA's curriculum has been adopted from the Triad Math and Science Academy model, a charter school in Guilford County. This model employs an inquiry-based curriculum which is research-based and has been proven through extensive field studies across the nation. These studies showed that the curriculum has improved student learning and has been found appropriate for all student populations, including those who are at-risk of academic failure and academically-gifted students.

Using the Triad Math and Science Academy model, allows WSA to bring the support of a strong, proven educational model that will best ensure students make expected progress from where they enter our school and as they matriculate through our school to the 8th grade and ultimately towards successful high school graduation and college acceptance. The instructional approach and school environment will sharpen students' skills and prepare them to pursue a high profile career, preferably a STEM career through our Technology Integrated Education and Advanced Studies Programs.

**Q29. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve**

WSA' teaching approach includes culturally responsive teaching by 1. acknowledging the cultural differences as they affect students' dispositions, attitudes, and approaches to learning; 2. incorporating cultural differences as content to be taught in the formal curriculum; and 3. using instructional strategies that meet the needs of students with different learning styles. Thus, the learning environment will be positive and encouraging, and based on mutual respect, responsibility, and caring.





Teachers meet the students where they are. Learning activities will be built to meet students' existing needs and take the student to a higher level, since high and reasonable expectations will be held for all students. To accomplish this goal, students will be given assignments that are challenging, but can be accomplished.

Active engagement of students is also critical. Every student will be provided with opportunities to develop and learn. Students will be actively involved in their learning by doing, writing, making, debating, role playing, brainstorming, discussing, designing, problem solving, creating, demonstrating, and so on.

Problem-based learning: As opposed to rote memorization of the knowledge students will apply knowledge in-real life situations and solve problems, through problem-based learning. Using problem-based learning prepares students to be effective communicators, effective collaborators, critical and creative thinkers and active learners.

**Q30. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion**

As mentioned in above sections, Wayne STEM Academy believes that all students can learn, all students will have equal access to our program and extra curricular experiences, and all students are entitled to respect and dignity. Because of these beliefs, we have provided students with numerous opportunities to reach their academic goals beyond the traditional school day.

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

WSA will offer instruction for at least 190 days by following internal calendar prepared and presented in Appendix D. WSA will also provide distance learning education for an additional 15 days during winter and summer breaks.

However, the school reserves the right to make any necessary change in the calendar as long as said change(s) is/are in compliance with NCGS 115C-238.29F(d)(1).

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

As outlined in Appendix E, Wayne STEM Academy instruction will begin at 8:00 AM and will end at 3:25 PM. We have designated 245 minutes to core subjects such as language arts, mathematics, science, and social studies. In alignment with our STEM focus, students will receive further time for science once a week during their specials which will provide an additional 45 minutes to their science instruction. This schedule is optimal for student learning because it provides a well balanced day of having instruction throughout the day with natural breaks and transitions for lunch, recess, and specials.

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

Wayne STEM Academy will open to receive students starting at 7:00 AM. Morning classes will run from 8:00 AM-12:40 PM. This will include Morning Work, Language Arts, Reading Groups, Social Studies, Lunch and Recess. Afternoon classes will run from 12:45-3:25 PM. This will include Specials (PE, Music, Spanish, Art, and Science), Math, Recess, and Science. Buses will depart and student dismissal will begin at 3:25 PM. After school care as well as extra curricular activities will begin at 3:30 PM and run as late as 6:00 PM.



In addition to their daily planning time while students are in specials, teachers will meet routinely for collaboration and planning. Department meetings will be held on the first Wednesday of each month. Grade level teams will meet the third Wednesday of each month.

Q34. Will this proposed school include a high school?

- Yes
- No

Q35. High School Graduation and Post Secondary Readiness Describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered

WSA will only provide grades K-8. High school exit requirements do not apply.

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

Wayne STEM will serve students in grades K-8, so this question is not applicable to Wayne STEM.

Q37. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements


Wayne STEM will serve students in grades K-8, so this question is not applicable to Wayne STEM.

Q38. Attachments Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve).

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

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

Evidence :


Appendix B.pdf

Q39. If applicable, attach Appendix C: 9-12 Core Content Electives

Provide a visual description of what courses (both core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.

Q120 is not applicable to Wayne STEM Academy.

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

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

Evidence :



Appendix D.pdf

**Q41. Attach Appendix E: Daily and Weekly Schedule**

Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

**Evidence :**

Appendix E (3).pdf

**9.2. Special Populations and “At-Risk” Students****Q42. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students**

Wayne STEM Academy will employ several intervention techniques in order to ensure the continued progress of student growth. Specific measures that will be taken are listed below;

- Meeting with parents and discussing the results and informing the parents how they can help to achieve the standards.
- Providing extra instruction time to those students during or outside the regular school day or calendar, such as in the summer or weekends.
- Providing extra learning resources to take home with the students for self-study.
- Monitoring the progress more frequently in order to ensure the close of the achievement gap.

With these and other appropriate intervention techniques, any deficiency that may have been reported in the school's report regarding the overarching goals shall be rectified the next year at least with a percentage of 30% or higher. After two years of intervention, the initial deficiency shall be totally removed from the Charter School's report.

These goals shall be applied only for those students who were enrolled at the Charter School at least 75% of the school calendar in order to gain an impact by the Charter School's intervention and assistance programs.

In all public reports, privacy concerns shall be addressed appropriately. Specifically, any subgroup data with 10 or fewer students shall not be publicized, but this section shall still apply for the purposes of accountability and the subgroup data regarding the achievement of performance goals shall be provided to the North Carolina Department of Public Instruction.



**Q43. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.**

Kara Pascht is a 25 year veteran of teaching "At Risk" and Exceptional Children. Her position on the board is to ensure the curriculum is designed to fully identify and support the needs of an exceptional children population. Her professional focus is identifying learning challenges at an early age in order to address the students needs throughout their educational career.

Olga Correa is educated and licensed as an English Learning teacher. She has previously worked in the charter school industry and currently works with Wake County Public School System teaching ESL courses.

**Q44. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:**  
**a. Methods for identifying EL students (and avoiding misidentification).**  
**b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.**  
**c. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.**  
**d. Means for providing qualified staffing for EL students.**

English Language Learners: Instructions designed to enhance language acquisition as well as content comprehension of ELL students will be provided. Teacher will coordinate with a reading specialist or ESL teacher.

a. As part of WSA process for bringing new students and families into the school, WSA administration and teachers will require every parent completes a survey describing their native language and primary language(s) spoken in their home. This survey will be used to determine if there is a predominance of languages other than English spoken in the home. If the survey suggests and/or clearly indicates a language other than English, the student is a potential English learner (EL) student. As part of the identification process and implementation of potential education options, the school's administrative and education team will review the student's cumulative/historic folder to identify previous programming on proficiency or previous ESL services received. Potential EL students are to be screened with a trained Screener to determine if the students are eligible for services.

WSA has a board member (Olga Correa) with a history in ESL identification and training. Mrs. Correa will work with the board, administration, and curriculum service provider to ensure proper procedures and educational models are in place to identify and support all students EL needs.

b. The ESL teacher uses content-based ESL instruction to teach ELs. The ESL teacher may combine grade-level content standards from the NC Standard Course of Study in English Language Arts, Math, Science, and Social Studies, with the WIDA English Language Development (ELD) Standards to plan lessons. ESL services may be delivered in a pull-out, push-in, or scheduled class. Tutoring services may also be offered to ELs during or after school. Test scores, teachers' recommendations, and student achievement are considered for placement in a specific class. Placement in a class within the program is flexible and is re-evaluated annually or upon teacher request on the progress of the student. ELs receive appropriate accommodations in general education courses while they are being served in ESL. Mainstream teachers are required to differentiate instruction as needed for these students, using appropriate instructional strategies. The ESL teacher serves as a resource for the classroom teachers in providing strategies in instruction and assessment for the ELs in the classroom.



c. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.

All ELs are assessed annually to measure their on-going progress in English using the ACCESS for ELLs test to determine continued eligibility for the program. Periodic interim and benchmark assessments are used to monitor ELs' progress and inform instruction. A Multi-Tiered System of Support (MTSS) provides additional support for ELs. This framework helps educators differentiate instruction as students need extra help. Students who exit the ESL program as fully proficient are monitored for two academic years. The ESL teacher monitors these exited students four times a year and maintains documentation that the student is performing successfully in content area classes.

d. Means for providing qualified staffing for EL students. The ESL teacher must be qualified and certified to be hired at *School* and to deliver instruction to ELs. The ESL program will be adequately staffed based on the number and

needs of the students in the program. Teachers of ELs and administrators receive professional development opportunities, when necessary, to improve instructional outcomes for ELs.

**Q45. Explain how the school will identify and meet the needs of gifted students, including the following:**  
**a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.**  
**b. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.**

In terms of identifying gifted students, Wayne STEM Academy will follow the state standards for defining and identifying gifted and talented students. WSA will initiate a three step process for identification of potential candidates for academically/intellectually gifted services in grades K-8. This process will include screening, identification, assessment, and appropriate service options match.

Multiple Indicators of Gifted are used to determine the service delivery options.

- Observation - observable behavior such as highly expressive communication, motivation, humor, inquiry, and creativity.
- Student Performance - as seen through work samples, portfolios, grades, and other authentic assessments.
- Student Achievement – standardized achievement test scores at the 95th percentile or above.
- Student Aptitude - the capacity for learning involving problem-solving and memory; may include an IQ score and aptitude indicator.
- Student Interest - as indicated by focus areas and/or curiosity.
- Student Motivation to Learn – the commitment to pursue learning experiences.

Further, WSA will consider teacher recommendations, student portfolio work and parental input. Fortunately, the Core Knowledge Sequence is structured in such a way that students at all levels have access to the content and are constantly challenged to learn new things. However, we recognize that additional experiences are necessary to ensure all students are met



at their instructional level and attain growth. High-performing students will be able to experience content at their instructional level through the use of individualization and differentiation. Lessons will be differentiated based on students' need and implemented accordingly.

WSA will be committed to identifying the appropriate faculty to ensure that those students who are academically gifted are fully served. In some cases, the gifted and talented teacher may work in conjunction with other classroom teachers to ensure that students are being instructed to their highest capabilities. As the population of the school grows, along with the gifted population, our gifted and talented teacher may work full time with those students who

warrant it.

In short, we will meet the needs of our gifted and talented students in the same manner that we meet every other student's needs. We will take an individual approach, hire the necessary faculty and see that each student is

able to reach his or her maximum potential. Progress of these students will be measured through data that comes as a result of testing, as well as through portfolio work and anecdotal evidence.

Identification of Gifted Students: Test of Cognitive Skills (TCS), which is also used by some North Carolina public schools, will be used to identify AIG students. In addition, on-going assessments and teachers' observation of classroom behaviors and performances will be used. Differentiated, advanced and challenging instruction: Gifted students will have individualized educational plans (IEP; based on the test results and on-going assessments) that will fit their needs and facilitate their growth in the area that they are gifted. Teachers will provide enriched, advanced and challenging

instruction for subject acceleration, follow a differentiated curriculum, and use research based supplemental resources.

Highly qualified personnel and professional Development: Wayne STEM Academy will recruit competent teachers and professionals and provide professional development to meet the needs of AIG students. Collaboration with Wayne County's AIG specialists will be facilitated.

School Year Programs and Summer Camps: Wayne STEM Academy will collaborate with local and statewide community organizations (higher education institutions, and other private and public institutions) to provide gifted students with experiences and programs that suit their needs best so that they develop their potential.

Academic competitions: Wayne STEM Academy students will participate in competitions organized within the school, district wide, statewide and nationwide.



Advanced Curriculum Opportunities: These curriculum opportunities will include on-campus or online advanced placement courses, honors classes, and college connection courses.

### 9.3. Exceptional Children

**Q46. Identification and Records** Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

To identify students who have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act, upon enrollment at the charter school, first all students' records will be reviewed by a school counselor for previously diagnosed disabilities, eligibility under Section 504 and/or Individual Education Plans. In addition, the school will have systems for prevention and intervention (i.e. informal assessment, check ins or placement assessment) at the beginning of the school year or when a student enrolls during the year to identify where a student is academically.

If it is found there is an IEP, the team will contact the previous school in writing and by telephone to request the current IEP and pertinent student information. We will speak and/or meet with the previous special education staff regarding special accommodations and follow through with previously written plans until we are able to conduct our own evaluation, adopt the most current IEP or develop a new IEP, in accordance with the transfer provisions of NC 1504- 4.4(e) and (f).

Our school will provide special education and related services according to the federal mandates of the Individuals with Disabilities Education Act and the regulations of the North Carolina Public School Law, Article 9. To ensure record compliance, our school will develop and implement a record compliance monitoring system. The IEP team will complete a compliance checklist for all records of students with disabilities. Each record will be reviewed and if any noncompliance is found, a correction action of noncompliance will take place immediately. Verification of correction will be the final action to ensure the noncompliance was corrected. The 504 Coordinator at our school will monitor the 504 Accommodation plans compliance as required by Section 504 of the Rehabilitation Act of 1973.

**Q47. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.**

Teachers, parents and staff will be provided with training and resources for identifying children with special needs in our school through brochures, posters and letters found on the Public Schools of North Carolina Department of Public Instruction Project Child Find website. Under the leadership of an Exceptional Children's Teacher, the education team, consisting of an LEA representative, the parent of a child with a disability, regular education teacher of the child, and an individual who can interpret the instructional implications of evaluation, will use a problem-solving approach and progress monitoring when addressing academic, behavioral, and/or developmental concerns regarding students. Team members will document the data collected, monitor the results of scientifically research-based interventions and make data-based decisions. The school will utilize the North Carolina Department of Public Instruction forms to document the evaluation and IEP. Additionally, parents can refer their child for testing at any time by providing a written request to the school.



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

We will avoid misidentification by utilizing a three-tiered approach: In the three-tiered approach, Tier-1 refers to the instruction through a core program. Tier-2 is to provide supplemental and extended instruction. Tier-3, the final tier, is an intense and individualized intervention. TMSA will follow North Carolina's Multi-tiered System of Support to ensure growth is promised to all students. Students who do not show progress may be considered, a team decision, for full evaluations and any specialized designed instruction.

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

To ensure record compliance, our school will develop and implement a record compliance monitoring system. The IEP team will complete a compliance checklist for all records of students with disabilities. Each record will be reviewed and if any noncompliance is found, a correction action of noncompliance will take place immediately. Verification of correction will be the final action to ensure the noncompliance was corrected. The 504 Coordinator at our school will monitor the 504 Accommodation plans compliance as required by Section 504 of the Rehabilitation Act of 1973.

Each year we will review what went well and what needs improvement with our record keeping processes. We will provide training to all staff in regards to confidentiality and effective record keeping. We will strive to be 100% compliant with all records and work with schools to ensure records are received in a complete and timely manner.

Records will be locked in a separate setting. Any confidential file will be marked and never leave the school building. We will maintain copies of records and create a policy and procedure around e-filing based on current laws.

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

WSA will ensure to comply with Federal and State regulations for serving exceptional children. Following are some of the commitments that WSA makes:

- Enrollment to all children will be open, regardless of disability status, which is in compliance with the regulation states that —free appropriate public education is available for exceptional children”
- Assistive technology devices or assistive technology services, or both, will be made available to a child with a disability if required as a part of the child's--(1) Special education; (2) Related services; or (3) Supplementary aids and services
- Exceptional children will be placed in least restrictive environment Each exceptional child will have an Individualized Educational Plan (IEP) and IEP team.
- An initial evaluation and reevaluation activities will be conducted after parent consent is obtained.
- Annual notices to the parents of exceptional children will be given
- Child with special needs will be placed in the appropriate special program within 90 calendar days of receipt of a referral unless the parent refuses to give consent for evaluation or placement.





Curricula for exceptional children will follow the curricula adapted for non-exceptional students. However, focus will be given to instruction on various subjects, depending on the needs of the individual students. Exceptional students' cognitive, affective, motor and vocational development within the curricular areas will be emphasized.

Although learning outcomes for exceptional children is mostly the same with students in general education, some exceptional children may need some accommodations to meet learning outcomes. Therefore, exceptional children will be provided additional educational opportunities, depending on types of exceptionally, such as

- Advanced and challenging instruction
- Highly qualified personnel and professional Development
- School Year Extended Programs and Summer Camps:
- Advanced Curriculum Opportunities
- Individualized student instruction
- Extended time and one-one teaching
- Instructional strategies that meet their learning style (e.g., multiple intelligence)
- Tutoring
- Small group instruction
- Different curriculum for students with severe disabilities, who might not meet the learning outcomes in general education

Wayne STEM Academy will ensure that all students, regardless of their —intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry are admitted to the school. Each child with special needs will have an Individual Educational Program (IEP). An IEP team for each child consisting of the parents of the child, a regular education teacher of the child, a special education teacher of the child, the child by

himself or herself, if appropriate, a representative of the public agency and other individuals as needed. WSA will ensure to carry out the IEP plan and to accommodate the children with special needs at its highest possible potential in a least restrictive environment. Therefore, children with special needs will be mainstreamed with children who are not disabled. Children with special needs will be in special classes or removed from the regular educational environment if their education cannot be accomplished satisfactorily in regular educational environments due to the nature of the child's disability.

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

The Least Restrictive Environment (LRE) is the instructional setting (placement) in which special education must be provided for a student with a disability. What constitutes the LRE varies, depending on the student's needs. Therefore, once an IEP team has developed goals and objectives for an individual student, the IEP Team will then determine the best environment where that student will receive the needed services.

Wayne STEM Academy will provide educational opportunities to students with disabilities in the least restrictive environment with the full continuum of alternative placements, as appropriate. We anticipate that at minimum 12% of our school population will require EC services and will plan accordingly.



There will be at least one Exceptional Children's teacher on staff, depending on school enrollment. He or she will be responsible for implementing IEPs and monitoring students' progress.

We will ensure that all students with disabilities have access to a free and appropriate public education. We will focus on their special education and related services needed in order to ensure that they acquire the best possible education and are being prepared for further education, employment and independent living. We will follow all federal and state laws and regulations relating to the education of students with disabilities. All staff will be educated as to the contents and implications of these laws.

The Exceptional Children's teacher will be responsible for monitoring the implementation of all IEPs. Students will receive quarterly progress reports and an annual review meeting. Further meetings will be scheduled as a student's needs change. As a student is identified, a transition meeting will take place to ensure that all accommodations are communicated to the relevant teachers.

We will contract with the appropriate related service providers, including occupational therapists, physical therapists and speech therapists.

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

We will have a fully staffed Exceptional Children's program based on the level of services to fully meet the needs of all children on campus.

All staff will be trained in the Federal requirements of IDEA. We will follow IEP's and full process for ensure all teachers are fully understand their responsibility to meet the needs of all children through the rules of ChildFind. We will contract with related services providers to ensure all students are fully served. We will ensure administrators and other key staff are fully trained through the process.

The IDEA laws require that students with disabilities are educated alongside their non-disabled peers, to the maximum extent appropriate. The students present levels will drive the goals which will drive the service delivery option (Team decision).

If any student qualifies for an IEP the first decision will be to ensure they spend as much time possible with their non-disabled peers in a general education classroom, with the provision of supplementary aids and services. Supplementary aids and services may include accommodations and/or modifications to the curriculum, the manner in which the content is presented, or how a student's progress is measured. Supplementary aids can include direct services and support to the child as well as support and training for staff who work with that student.

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



Classrooms will be equipped with the necessary materials to ensure access to the curriculum. Every 4.5 weeks parents will receive interim reporting as well as each quarter, the EC teacher will ensure all interim report demonstrates the child's progress on their IEP goals. This may require additional meeting and communication between EC and general education teachers to decide if a parent meeting is necessary. Yearly, parents, the EC teacher, one regular education teacher, a school administrator and an individual who can interpret any evaluation data will meet to review the student's IEP and to make any necessary changes or recommendations. Parents may request an IEP meeting at any time.

There will be additional collaboration and training opportunities between EC and general education teachers to ensure accommodations are met as well as crystal clear communication between all members of the EC Team. As an organization, we aim to have internal and external audits and compliance checks to strengthen our processes and programming.

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

We have budgeted for Occupational Therapy, Speech and Language and a School Psychologist. Additional funding has been marked for assistive technology, transportation, and adapted physical education if necessary. We plan on building space in the school for services, but will also embrace new opportunities around tele-therapy and home support to ensure students do not miss additional general education seat time being in other services. We aim to treat our related services contractors like members of our staff and invite them to school wide trainings and events to strengthen the connection and collaboration.

#### 9.4. Student Performance Standards

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

At Wayne STEM Academy, believe that each student comes to us at different levels of education and with different styles and processes for learning. The goal of WSA is to fully provide opportunities to all students to meet their highest and best potential. Additionally, WSA will implement differentiated instruction is used to encourage complex thinking and hold students highly accountable for their learning. As part of WSA's focus on ensuring all students' addressed where they are, we will implement the Whole Child Approach for student learning. The philosophy and concept behind the Whole Child Approach is not just to improve students' academic performances, but also contribute to their overall development. This approach aims to provide students with the assistance and structure for attaining long-term success in all areas of their life.

WSA will follow the *North Carolina Standard Course of Study* (NCSCOS) that defines the appropriate content standards for each grade and/or proficiency level school course to provide a uniform set of learning standards. These standards define what students are expected to know and are able to do by the end of each school year or course.

The goal is to focus on what students are expected to learn—the results of schooling are expected to achieve—rather than on the resources or effort put into the system. Moreover, standards-based systems are intended to

set common learning expectations for all students, regardless of background.

At WSA, we firmly believe that:



- Content standards must be clear, and rigorous.
- The standards reflect a high level of clarity and rigor and an appropriate level of specificity.
- Content standards must provide clear direction to educators responsible for the design of assessments, professional development, and curriculum materials.
- Content standards must provide clear direction to teachers and administrators about what they need to teach to improve student learning.
- Content standards must be clear, and rigorous.
- The standards reflect a high level of clarity and rigor and an appropriate level of specificity.
- Content standards must provide clear direction to educators responsible for the design of assessments, professional development, and curriculum materials.

**Q55. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.**

Wayne STEM Academy will adopt and implement the MAP (Measures of Academic Progress) test, created by NWEA (Northwest Evaluation Assessment) for grades K-12. The results of these ongoing test will direct WSA staff, specifically teachers in how to structure and implement the personalized instruction necessary for our students to succeed. The continued utilization of MAP test will be used to monitor the growth of individual students. Principals and administrators use the scores to see the performance and progress of a grade level, school, or the entire district. MAP Growth is administered periodically (beginning, middle and end-of-the-year) during the school year. Instead of asking all students the same questions, it adjusts to each child's performance—giving a more accurate measure of what they know. Teachers also receive results right away, which enables them to use the data to drive their instruction.

MAP Growth tracks student growth in math, reading, language usage, and science throughout the school year and over time. MAP Growth student reports also present realistic learning goals by subject areas and through a teacher's guidance, and students to individually see their progress and are inspired to take control of their own learning.

MAP Test data helps educators and school leaders become experts in using assessment results and data to personalize classroom instruction and improve outcomes for students. MAP Growth reports gauge student readiness, identify instructional resources to target diverse learning needs. It informs instruction, designs tiered, responsive instructional plans by integrating standards, MAP Growth data, and the prescribed curriculum.

**Q56. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.**

At the end of the school year, the leadership team, teachers, and other staff supporting the students will review each student's case and make a recommendation to the Principal for final approval. Final decisions on student promotion or retention will be the decision of the Principal.



A student's academic grades, mental ability, age, physical maturity, emotional and social development, national, state, and local assessment results, and teacher recommendation are all considered when making retention decisions. Every effort will be made to work with the student and parents to remediate the student's difficulties before he/she is retained. Students must successfully complete a majority of the required academic subjects in order to be promoted.

**Q57. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.**

Wayne STEM Academy will serve students in grades K-8. In order to successfully prepare all students for high school and to become high school graduates who are college and career ready, WSA will focus on the vertical alignment of content areas and subject standards as set forth from the North Carolina Department of Instruction.

## 9.5. School Culture and Discipline

**Q58. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development**

The culture of Wayne STEM Academy is one of inclusion, that is culturally adaptive, and familial. Faculty, students, and families all work together to the benefit of students' educational, social, and psychological growth. Students are encouraged to believe in the growth mindset and in their personal ability to reach their fullest potential. They are encouraged and lead to build personal confidence to ask questions, ask for help, dig deeper, and collaborate with one another to solve problems. With the whole child approach, WSA provides opportunities for students to accelerate and feel a strong sense of community, inside and outside of the classroom. To reinforce student intellectual and social development, students will be given a bountiful opportunity to actively participate in leadership teams, in extracurricular clubs, and on competition teams; they will participate in character development classes and activities to further support their social development and learn how to become responsible young citizens.

**Q59. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.**

From the first day of school, and during the planning year, school culture will be a top priority for Wayne STEM Academy. Administrators will model best practices with staff and will ensure that during the hiring process, teachers and other faculty are aware of the cultural mission of the school. Administrators will seek to hire staff members who value school culture and fully understand the growth mindset and the potential for all students to learn and grow. Classroom teachers will integrate the growth mindset into classroom teaching, and they will provide SEL instruction and activities consistently throughout the year. When students and parents enter the school, they will be oriented to the school culture. Ample information will be provided to families regarding all opportunities that WSA provides, including academic and nonacademic. Through these opportunities, students will be encouraged to become believers in their own growth and the potential of their academic success. When students enter the school mid-year or at another time after the other students have already become acculturated and acclimated, they will be paired with another student or a small group of students who will support them.

**Q60. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:**  
**a. Practices the school will use to promote effective discipline.**  
**b. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.**  
**c. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.**  
**d. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.**



## D. STUDENT CONDUCT AND DISCIPLINE

All students at Wayne STEM Academy will comply with all discipline rules governing behavior and conduct. It is the School's Board of Directors' responsibility to establish a set of written rules and discipline in place. The Board will revisit, revise and update student conduct and discipline rules when necessary. For application of these rules within the school environment, it is the responsibility of the WSA principal: 1) to investigate fully the cases of students appropriately referred to principal's office for misbehavior, 2) to ensure fair treatment of such students and protection of their procedural and substantive rights, and to determine what, if any, disciplinary action is warranted. The teacher shall have the responsibility and authority to discipline students, except in those cases requiring the attention of the principal.

WSA discipline policy will support the attainment of the school's mission and reinforce its founding principles. WSA will implement a positive discipline model that leads to a nurturing school environment that sets the stage for engagement and academic excellence. School leadership and staff will uphold high expectations and be responsible for establishing a positive school climate that continuously identifies and praises students for respectful behavior. Staff will model and identify appropriate behaviors in varying environments throughout the course of the school day and academic setting. Learning behavior transitions amongst varying environments is a valuable part of the socialization process of a productive citizen. All school staff will be trained to support and implement a school-wide positive discipline model which will be outlined in the Student/Parent Handbook. Teachers and students will work together to make the WSA a fun and safe learning environment. To support the establishment and consistency of an effective learning community all students at WSA will wear uniforms.

### Discipline

The purpose of the discipline policy is to ensure a safe, positive, learning environment in the school while taking into consideration the behavioral development of the students. For this reason, the aim of disciplinary measures is to correct the students and help them learn from their mistakes except in cases where the behavior is so severe that it puts the safety or integrity of the school in jeopardy. In most cases, the appropriate faculty members within the classroom setting will handle situations requiring discipline immediately and effectively. In some circumstances, either due to the seriousness or repetitive nature of the offense, intervention by the principal or his or her designee is warranted. In any action requiring probation, suspension or expulsion, the principal will be included in the decision making process, and the parent or guardian will immediately be notified.



### Less Serious Violations

Less serious violations will be handled by the classroom teacher or a faculty member responsible for student supervision. Such violations consist of disruptive classroom behavior, discourtesy, defacing property, roughhousing, profanity, etc. The attending faculty member may bring these situations to the attention of the principal or homeroom teacher if disciplinary action is warranted, or if these actions are repeated.

### More Serious Violations

More serious violations such as unauthorized absence or repeated lesser violations will be dealt with on a more formal basis. Detention is one of the penalties that may be assigned at this level.

### Major Violations

Major violations are those that are serious enough to require probation, suspension or expulsion. These violations will be immediately reported to the principal. They include: the use or possession of illegal or controlled substances, the use or possession of a weapon or any object being used as a weapon, academic dishonesty, theft or destruction of property and fighting which results in physical harm or injury. Any of these violations may result in probation, suspension, or expulsion.

Note: A detailed list of infractions and the range of resulting consequences is detailed herein. Additions, corrections, and deletions of these rules can ensue. Students and parents will be notified of changes or additions. These policies and others adopted by the WSA Board will be distributed to parents and students in a Parent/Student Handbook.

### Student Expulsion and Exclusion Policy

A pupil generally will not be suspended from school or recommended for expulsion unless the principal of WSA determines that the pupil has:

- Caused or attempted to cause or threatened to cause physical injury to another person;



- Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certified school employee, which is concurred by the principle or the designee of the principal;
- Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance or alcoholic beverage or an intoxicant of any kind;
- Unlawfully offered, arranged or negotiated to sell any controlled substance or an intoxicant of any kind, and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or materials as a controlled substance, alcoholic beverage or intoxicant;
- Committed robbery or extortion;
- Caused or attempted to cause damage to school property or private property;
- Stolen or attempted to steal school property or private property;
- Possessed or used tobacco, or any products containing tobacco or nicotine cigarettes, smokeless tobacco, or chew packets or betel. This section does not prohibit use or possession by a pupil of his or her own prescription products;
- Committed an obscene act or engaged in habitual profanity or vulgarity;
- Unlawfully offered, arranged or negotiated to sell any drug paraphernalia;
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.

Disciplinary consequences for behavior violation of the Student Code of Conduct:

Students and parents will understand that the following disciplinary actions could be implemented for acts enumerated in this section and related to school activities which occur at any time, including (but not limited to) any of the following:

- While on school grounds;
- While going to or coming from school;
- During the lunch period whether on or off campus;
- During, or while going to or coming from, a school sponsored activity.

#### Act of Violence

Fighting is not allowed at WSA. This action is considered one of the most severe infringements on the rights of others. It is also a direct attack on the educational process. Acts of violence, whether directed at another student, teacher or adult will carry a severe penalty. Possible disciplinary actions: On-campus suspension, home suspension or expulsion. Flagrant or repeat offenses may result in a maximum consequence of expulsion.

Threatening to cause physical harm detracts from the educational setting and places students in fear. Thus, depending on the severity of these actions, the following disciplinary actions may result:

On-campus suspension, work details, home suspension or recommendation to expel.





### Weapons and Dangerous Objects

- Possession of a defined weapon will not be tolerated. Possession of a weapon will result in disciplinary action -- home suspension or expulsion.
- Possession of fireworks and explosives or the use of these items will also result in home suspension or expulsion.

### Tobacco, Drugs, and Alcohol

- WSA is a tobacco, drug and alcohol-free campus. Any possession or use of these substances is strictly prohibited. Offenses of the rule may result in on campus suspension, home suspension or expulsion. This rule, as all school rules apply, for after school events and school trips.
- Possession of these substances with the intent to distribute or sell will result in expulsion. The sale of look-alike drugs will result in home suspension for the first offense and expulsion for any subsequent offense.
- Drug paraphernalia, whether possessed for use or with the intent to sell or distribute, will be seen as an attempt to promote the distribution and use of illegal drugs and will result in suspension or expulsion.

### Stealing, Robbery, or Extortion

- These offenses will result in on-campus suspension, work detail, home suspension or expulsion. The severity of the crime and the number of offenses will dictate the punishment.

### Damage to Property

- Caused or attempted to cause damage to school property will result in the replacement of the damaged property by the student. The parent or guardian will also be held responsible for the replacement of the damaged property.
- Severe cases of damaging, defacing or mutilating school property such as arson, damage to windows, playground equipment, computers, etc. may result in the suspension ( on campus or home) or expulsion.

### Profanity, Obscene Acts, Demeaning Racial Statements and Vulgarity

- These acts will be construed as an attack on the rights and privileges of other students who are attempting to receive an education and the rights of teachers to teach. Therefore, the attempt or act of projecting the above named actions whether on clothes, written, verbal or through gestures is in violation of school policy. The resulting disciplinary action will require: changing offensive clothing, work detail, on-campus suspension, home suspension, expulsion or a combination of any of these actions.

### Willful Disobedience

- Willful disobedience is the intentional defiance of teachers and/or staff. Such action may be exhibited while coming to and from school, on the bus, during the normal school day or on fieldtrips. For the safety of the student and other students and the establishment of a nurturing learning environment, respect for faculty, staff, and parents is necessary. All students will come to understand this policy. It may take more time, patience and understanding to illuminate the younger children; however, student safety and a positive educational environment must be maintained. Therefore, timeout, work details, and on campus suspension may be employed. Repeated disobedience may result in a request to have a student evaluated by other Behavior professionals. Every attempt will be made to correct the in appropriate behavior before actions of home suspension and expulsion are considered.



- Students are expected to demonstrate good citizenship and act in a reasonable manner. Failure to do so will result in a reprimand, detention, Saturday work detail, after school work detail or suspension. Public displays of affection fall under this category.

#### Sexual Harassment

- Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, request for sexual favors, and other verbal, visual or physical conduct of a sexual nature.
- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress;
- Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual;
- The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile or offensive educational or work environment; and
- Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities at or through the school.

Other types of conduct that are prohibited and may constitute sexual harassment include:

- Unwelcome leering, sexual flirtations or propositions;
- Unwelcome sexual slurs, epithets, verbal abuse, derogatory comments or sexually degrading descriptions;
- Graphic verbal comments about an individual's body, or overly personal conversation;
- Sexual jokes, stories, drawings, pictures or gestures;
- Spreading sexual rumors;
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class;
- Touching an individual's body or clothes in a sexual way;
- Purposefully limiting a student's access to educational tools;
- Cornering or blocking of normal movements;
- Displaying sexually suggestive objects in the educational environment; and
- Any act of retaliation against an individual who reports a violation of the school's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

#### Enforcement

The principal or designee will take appropriate actions to reinforce the board's sexual harassment policy. These actions may include:

- Removing vulgar or offending graffiti;
- Providing staff in-service training and student instruction or counseling; or
- Taking appropriate disciplinary action to include reprimand, detention, on-campus suspension or home suspension.
- Notifying law enforcement in necessary cases.

#### Act of Hate Violence



Causing, threatening, or attempting to cause or participate in an act of hate violence can be defined as willfully interfering with or threatening another person's personal or property rights because of race, ethnicity, national origin, religion, disability or sexual orientation. Speech that threatens violence, when the perpetrator has the apparent ability to carry out the threat, may be considered an act of hate violence. These offenses may call for reprimand, suspension, community service and/or expulsion.

#### Other Harassment

Intentionally engaging in harassment, threats or intimidation against a student or group of students when the harassment is severe and pervasive and disrupts classes or creates disorder or an intimidating or hostile educational environment will not be tolerated. These offenses may call for a reprimand, suspension, community service and/or expulsion.

#### Academic Dishonesty

Academic dishonesty is often a difficult concept to define. As a school, WSA's philosophy is to increase a student's ability to work independently and collaboratively, while realizing this only clouds the issue of academic dishonesty. We realize that valuable social skills and learning come through group projects, collaboration, and cooperation. Students should do as much of or all of their own homework, but students should be willing to give assistance to fellow students when the learning experience can be enhanced. In some situations, testing is required to be independent of any outside help. Students will be made aware of this and will be expected to act accordingly.

#### Plagiarism

Plagiarism is a serious issue in academe. Students should give credit to the appropriate individuals for their research and writing. It is often difficult to distinguish what should be duly noted and what is common knowledge. It is the job of the faculty to bring this issue into a clearer focus for the students so that students will learn proper citation processes. Through their own research and writing, the constitution of plagiarism will become better defined for the student. Students will begin learning the principles and process of research and writing in early elementary school. Over the course of the year, older students will be using the APA system for documenting paraphrased and quoted material.

#### Students with Disabilities

Students with disabilities may be suspended, in accordance with Federal legislation and the State law, for inappropriate behavior. The Principal may suspend a student with disabilities for short-term suspension; suspension from school may not be for more than a total of fifteen days in a school year and not more than 10 consecutive days. The Principal may recommend a student with disabilities for long-term suspension or expulsion (more than 15 days) by following these procedures:

- The Principal will follow regular procedures for long-term suspension or expulsion as described above.



- Once the Principal has made a recommendation for long-term suspension or expulsion of a student with disabilities, he or she will convene members of the Student Support Team who will determine:
  - if the student is eligible for special education services;
  - if the student is appropriately placed in a special education program;
  - and if there is a causal relationship between the student's disabling condition and the conduct for which he or she is to be disciplined.
- The parent will be notified in writing of the time and place of the committee meeting and its purpose.

#### Grievance Procedure / Conflict Resolution

During the academic year problems and misunderstandings between students, parents, and teachers may arise. The best way to resolve these problems is to keep an open, yet orderly channel of communication between all parties. The following is a strategy that will allow an open channel of communication between parents and the staff of WSA.

The following steps are critical in maintaining a sense of discipline:

- Step 1: Make an appointment with the Teacher or team of your child to discuss issues and concerns. Remember that Teachers will not be able to have conferences and lengthy conversations in the classroom or in the hallway during class time. If you are not satisfied with the results from a Teacher conference go to Step 2.
- Step 2: Contact the Principal and request a conference between yourself, the Teacher, and the Principal. The Principal will contact you with the conference time and location. Please allow 3-5 days for a written response from the Principal unless it is an issue that threatens immediate safety, physical, mental, or emotional health or constitutes a criminal act. If you are not satisfied with the results of this conference go to step 3.
- Step 3: Fill out the conflict resolution form to request a meeting with the WSA Committee. Please include your concerns and the results from the previous meetings. Please allow 3-5 days for a written response from the school unless it is an issue that threatens immediate safety, physical, mental, or emotional health or constitutes a criminal act.

#### Appeal Procedures

The identity of the students other than the student appealing the suspension shall be protected to the extent required by the Family Education Rights and Privacy Act (FERPA). There are three levels to the appeals process to the long-term suspensions and expulsions.

- School-Level Disciplinary Hearings: held at the school and chaired by the Assistant Principal or appointed student due process officer.
- Administrative-Level Appeals: written appeals and school-level hearing materials reviewed by the Principal.
- Board-Level Appeal Hearings: held at special board meetings.

### 9.6. Certify

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

Yes



No

Q62. **Explanation (optional):**

Wayne STEM Academy worked with Triangle Math and Science Academy Central Office to support the curriculum and professional development structure of the school's application and ongoing educational support..



## 10. Governance and Capacity

### 10.1. School Governing Body

#### Q63. Name of Private Non-profit

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

Wayne STEM has not yet applied for non-profit status.

#### Q64. Mailing Address

N/A

#### Q65. Street Address

N/A

#### Q66. City/State/Zip

N/A

#### Q67. Phone (xxx-xxx-xxxx)

N/A

#### Q68. Fax: (xxx-xxx-xxxx)

N/A

#### Q69. Name of Registered Agent and Address

N/A

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

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

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

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

N/a at this time.

#### Q72. Federal Tax ID:

Wayne STEM Academy's Federal Tax ID is 85-2141526.

### 10.2. Governance

The private nonprofit corporation or municipality is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

**Q73. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization**

Please find attached a table depicting the initial members of the nonprofit organization.

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

**Resources :**



**Evidence :**

Initial Members of the Nonprofit Organ...

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

The board will consist of no fewer than five and no more than eleven members. The board will have a chairperson, a vice-chairperson, a secretary, and a treasurer. The remaining members will be at-large voting positions. During the Ready to Open process, the board may add additional members to strengthen the board and fill any areas of skill set need. Each founding member of the board brings a level of expertise and skill that will drive the school towards its ultimate goal, a fully enrolled, community-driven school on day one of operation.

Many board members are current charter school board members and fully understand that the Board of Directors does not carry out management responsibilities.

The main responsibilities of the board are

1. To ensure the school's academic program is successful, measured by both internal and external assessments;
2. To ensure the school's operational programs functioning at the highest level, aligned to the school's charter and exceeding all compliance requirements; and,
3. To ensure the school is a viable organization, which includes, among other things, that it is financially solvent and employs a competent professional staff.

During the Ready to Open year, the board's primary responsibilities will be to work with their strategic partners to hire an effective school leader, recruit families, and secure a safe, accessible facility. The board will also begin recruiting potential staff, establish committees and partnerships that will embrace and enhance the mission of the school, and provide strict financial oversight, as called for by the board's fiduciary responsibility to the school.



In the months leading up to the school's opening day, the board will begin to shift from a founding board to a governing board. The board's overall roles are to set the overall student outcomes, establish policy that is fair to all constituents and creates the operational boundaries, evaluate the head of school, approve substantial third party agreements and staff contracts, set the

organization's vision and goals, evaluate the effectiveness of the school's plan, develop a sustainable governance model that recruits effective leaders, oversee the school's finances, and grow as a team.

The individual board member's duties revolve around three words: Care, Loyalty, and Obedience. As stewards of the organization, board members must exercise reasonable care when making decisions, understand the finances, and participate in its governance; attend all board meetings, lead committee meetings, and participate in decision-making and policy-setting while actively participating in risk assessment and strategic planning.

Board members' duty of Loyalty means members will never use information obtained as a member for personal gain, and will always act in the best interest of the organization by being aware of the board's conflict of interest policy and avoiding transactions which may result in financial gain for board members.

Finally, board members' duty of Obedience ensures that board members will not act in a way that is inconsistent with the central goals and values of the Wayne STEM Academy organization. This means that the board will ensure that the organization complies with all applicable laws (federal, state, and local) and regulations (DPI) and with its own internal documents and policies.

Through the support of the board's strategic partnerships, personal and professional networks, and relationships within the community, the board will recruit a leader who leads with great character and resilience. Before making the final decision, the board expects to spend ample time with each candidate in a school setting, at community events, and in interviews to ensure this leader knows and understands the challenges he/she will face as a new charter school principal. Supervision of the school leader will occur through a strong relationship between him or her and the governing board. The school leader and board will agree on specific measurables, channels of communication, and what items he/she will need to report to the board formally and informally. This will take intentional action and trust between both parties, and it is critical to the organization's long term success.

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

The board began with a small group of seven dedicated Founding Board members and an organizational support team. The board will continue to recruit, cultivate, and enhance the organization's governance talent. The maximum size of the permanent board could contain as many as eleven members.





Board Skills, Expertise and Constituencies: The board currently has one man and six women. Board membership includes business and government employees along with experts in law enforcement, financial auditing, law enforcement, criminal investigation, legal, management, marketing, and accounting. Two board members are former educators, Exceptional Children teacher and Spanish teacher, as well as one current charter school principal on the board. In addition, two members who work in the wellness and health care field. Board members live in the Southeast part of North Carolina as well as eastern Raleigh. The board anticipates enrolling students at Wayne STEM from the counties in which board members reside.

Powers: The board exercises its power through vote and vote only. The board makes the ultimate decision around the school's goals, mission, long term vision, grade structure, overall education, hiring and evaluation of the head of school, financial budget and policies. The board is not the technician for or manage any part of the school's operations, academics or finances.

Duties: The individual board member's duties revolve around three words: Care, Loyalty, and Obedience. As stewards of the organization, board members must exercise reasonable care when making decisions, understand the finances, and participate in its governance; attend all board meetings, lead committee meetings, and participate in decision-making and policy-setting while actively participating in risk assessment and strategic planning.

Board members' duty of Loyalty means members will never use information obtained as a member for personal gain, and will always act in the best interest of the organization by being aware of the board's conflict of interest policy and avoiding transactions which may result in financial gain for board members.

Finally, board members' duty of Obedience ensures that board members will not act in a way that is inconsistent with the central goals and values of the Wayne STEM Academy organization. This means that the board will ensure that the organization complies with all applicable laws (federal, state, and local) and regulations (DPI) and with its own internal documents and policies.

**Q76. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.**

Board membership includes business and government employees along with experts in law enforcement, financial auditing, law enforcement, criminal investigation, legal, management, marketing, and accounting. Two board members are former educators, Exceptional Children teacher and Spanish teacher, as well as one current charter school principal on the board.

Three of the founding board members founded another charter school in the region a few years ago (Emereau Charter in Bladen County) and understand the challenges ahead. The board is diverse in race, background and skill set. The board has recruited some of the top educational minds in North Carolina to work with them to implement a strong and effective STEM academic program that is non-existent in Wayne County.



Individuals of the board have specific skills to mitigate risk, drive strong financial decisions, identify poor character and advocate for the specific needs of the community. All critical in laying a strong foundation for long term success and viability.

**Q77. Explain how this governance structure and composition will help ensure that a. The school will be an educational and operational success; b. The board will evaluate the success of the school and school leader; and c. There will be active and effective representation of key stakeholders, including parents.**

**Educational and Operational Success:** Multiple members of this Board are members of another successfully operating charter school in rural southeast NC. With their experience in opening and governing a public charter school, combined with the skill sets (academics, community services, fiscal auditing, legal, marketing, and business management, we will work together in partnership with the professional services teams we have contracted with to open, operate and oversee an effective school. This will come from a robust recruiting process for board members, strategic partnerships, and high-quality school leaders and teachers. Our monthly meetings will be focused on strategic action and avoid getting in the weeds of school business.

**Evaluate the Success of the School:** In alignment with the organizational goals, the board will adopt specific deliverables that demonstrate the progress toward each organizational goal. The school leader and each standing committee will collect and analyze specific data and report to the board based on the schedule according to the Outcomes Based Calendar. If the data demonstrates that progress is not currently being made, the lead administrator will create an improvement plan. Annually, the board will host a strategic retreat to gather to analyze yearlong data and program evaluations to determine if adequate progress is being made.

**School Leader:** The board believes the purpose of an evaluation is to promote personal and professional growth. The Wayne STEM Academy head of school will be evaluated based on the progress towards the organizational goals, management of the school's budget, development and navigation of the organization, progress towards a successful charter renewal, and good standing with both the authorizer and community as noted in the prior section. Ultimately, the school's success shall correlate to the success of the school leader's ability to effectively lead the school. This evaluation will occur formally every six months, and the Governance Committee will be assigned to perform this responsibility.

**Active Representation by Key Stakeholders:** By including parents along with business and community members, the board's composition will ensure active and effective representation of key stakeholders. The board will continue to strike a similar balance on future boards and build a succession plan for each member, specifically for the Officers of the Board. This will ensure that vital intellectual development and property are handed down to the members of the future. The board will also engage parents and other key stakeholders when developing the board's standing committees as well as hosting local events to support the community's needs and activities to raise funds for the school.

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

The core members of this Board are currently members of another charter school. Wanting to expand their reach to other surrounding counties, in 2019 they started to have conversations with Howard Sowell (Legacy Impact Capital) to discuss the project and to shape the vision for the school. From those meetings, leaders who wanted to take further action emerged and



were selected to be on the founding board. Additional founding board members were recruited and selected for their varied backgrounds and a common concern for providing educational choices and quality education for the students of Wayne and the surrounding counties.

Despite over a year of conversation and vision casting, the first official board meeting did not occur until March of 2020. The board has been working diligently to secure strong standing and credibility in the community to establish this public school of choice. Board recruitment will be ongoing. The board anticipates having non-board members on the board's standing

committees. The board will work closely with these partnering stakeholders and hope to recruit many of them to join the board full time.

We believe in succession planning. As a new board member comes on they are reminded that at all times they should be seeking talent to help grow the organization. This includes additional board or committee members. Board members should be looking for like-minded talented individuals that can step into their role when their term expires.

If a position becomes vacant, the board should have a pool of applicants who are serving on their standing committees so that any new members can be elected within a matter of months of the vacancy, at a regular or called meeting. Members will be recruited based on the strategic needs of the board at the time and chosen based on recommendations from the Nominating Committee.

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

Two board members have close ties with the community in the housing and public safety sectors. The founding board chair, Scott Satterfield has 18 years in the community as a leader and pastor. He is also an innovator who brokers public and private partnerships to promote economic development in Goldsboro. He knows how to develop the necessary relationships for complex housing issues that address challenges, such as providing both market-rate and affordable housing.

At large member, Donna Elliot, has worked with the Goldsboro Police Department for over twenty years. In that capacity, she has served as a patrol officer, building relationships with the community, interviewing suspect, and testifying in court hearings. For five years, she was a member of the Drug Squad, investigating drug-related cases and working alongside US Marshalls, and

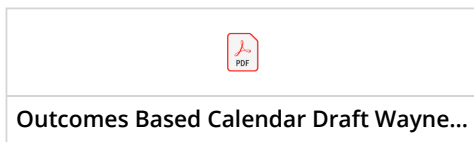


ATF, FBI, and SBI agents. She is currently a warrant officer, serving orders for arrest, criminal summons, warrants and subpoenas. Through her years of service, she has developed relationships with community members from all walks of life and has firsthand knowledge of the factors that contribute to the negative and positive choices community members make. She will bring knowledgeable and compassionate insight on this board and positively its ability to govern the school effectively.

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

The board will hold regular meetings monthly and develop strategic outcomes based calendar for maximum oversight of the organization. Standing committees will meet between meetings for a deeper dive and analysis of the organization's progress. See the attached example of the strategic calendar created by our Governance Coach we plan to fully develop and adopt as common practice.

**Evidence :**



**Q81. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.**

The board has already started to receive training, and half of the board has previous charter school governance experience. Additionally, each year the board will receive training in the following areas but are not limited to: roles and responsibilities; fiscal responsibility and oversight; legal compliance; strategic development; and communication. Once the school is in operation, the management team will educate the board each month on its academic and operational planning.

Because the board aims for each member to build a personal succession plan, the board fully intends for each member to recruit his or her own replacement and mentor the new member during his or her first year on the board, thereby creating a constant cycle of successors. That mentor will pass down his or her copy of the school's resource binder that includes a copy of the charter application, the charter agreement with the state, the board's bylaws and policy manual, a copy of the Open Meetings Laws, a copy of all charter and public school laws, the expectations of a board member, and a calendar of monthly scheduled meetings. Most importantly, the new board member will receive an overview of the board's goals, successes, and current challenges. Ideally, this new member will have spent time on a committee and have a strong understanding of the organization.

**Specific Core Training Topics:**

1. Financial: After completion of training, participants will be able to demonstrate knowledge of creating, presenting, monitoring, and implementing a sound financial plan and an approved budget. Participants will be able to identify overall financial strength and viability; return on investment and financial planning; and revenue growth and enrollment
2. Roles and Responsibilities: This annual training will ensure board members understand that their role is to govern "How Well" the plans of the operations team ("How Will") are meeting the needs of the students, staff, and stakeholders.
3. Legal Compliance: This session will review the organization's most critical documents and federal, statutory, and regulatory requirements (including open meetings laws).



Additional training scheduled could include: Feedback from experts (i.e. audits); state-provided training sessions; education on legal matters; strategic planning; nonprofit best practices; and personal time spent reading about how effective boards operate and then sharing insights gained as a result of that reading.

The Board will receive the core training annually during the board retreat but will also schedule 15 minutes during every board meeting to either review and improve their governance practices through governance strengthening exercises led by our governance coach (see attached) or be educated on the school's current operations by staff to keep them informed of the school improvement initiatives.

**Evidence :**



**Q82. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts**

Pursuant to the Non-Profit Corporation Law NCGS 55A-8-31, the board shall comply with voting and disclosure provisions of the Director Conflict of Interest. The board has formally adopted bylaws to detail its procedure for identifying and addressing conflicts. Those bylaws are submitted as part of this application.

Steps the Board Will Take: First, the board will ensure that the conflict of interest statements are read every meeting and each board member understands the board policy and expectations. The board will engage in intentional discussions around the vetting process and internal controls of any decision that may or may not be perceived as a conflict.

Persons Concerned: This policy is directed not only to Directors and officers, but to all employees who can influence the actions of the school or its Board, or make commitments on their behalf. This will include all who make purchasing decisions, all persons who might be described as "administrative personnel", and all who have proprietary information concerning the school.



Disclosure: Full disclosure of the identity of any relationships of the governing board, charter school employees, or potential contracts will be communicated and vetted openly. In compliance with the law, the following procedures will be implemented and will apply to board members and all school personnel operated by Wayne STEM Academy:

1. Disclosure will be made as soon as a potential conflict is discovered.
2. When a possible conflict has been disclosed, the Board will determine whether a conflict actually exists and whether it is material.
3. Where a material conflict exists, the Board will determine whether the recommended transaction or other conflicting involvement may be authorized as just, fair and reasonable as to the school.
4. The decisions of the Board will be guided by independent counsel as appropriate, and their guiding principle will be the integrity and best interests of the school and the advancement of its purposes.

The following describes the procedure that the Board will employ when dealing with a potential conflict of interest:

1. Any Board member having a possible conflict of interest on any matter will not vote or use his or her personal influence on the matter, and will be recused from final discussion and voting after answering all Board questions and fully informing the Board of all pertinent detail.
2. The Chair of the Board will appoint a neutral person or committee to investigate alternatives to the proposed transaction.
3. After exercising due diligence, the Board will determine whether the school shall proceed with the desired action.
4. The Minutes of the Board will reflect all conflicts of interest disclosures and abstentions from voting and the existence of a quorum.

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

The primary decision-making process the Board will use is deliberation as an authorized group (including the full-Board and committees) based on the school's mission, vision, plans, research, analysis, counsel feedback, and experiences in monthly regular or special meetings to address the issues regarding the school's operation and compliance.

This will be the only way for the board to be truly effective when making important decisions. The meetings will be organized in a way that invites debate and discussion based on the multiple perspectives and experiences of the current board but also manages conflict and problems that arise as a result of healthy debate.

The board will work with key stakeholders (including parents, community members, lead administrator) to gain a well-rounded perspective with regard to school policies. Additionally, the board will reach out to other successful charter school boards to utilize their perspective and wisdom with regard to school policies. As with all the decisions made by the board, paramount is the fact that these policies support the mission and goals of Wayne STEM Academy.

The board's policies will be value-oriented and product-driven; are legal and will not deny constitutional rights; are communicated to ALL stakeholders; and are written within the scope of the full board's authority. The policies will be adopted with the full authority of the board.



In developing school policies, initial recommendations will most likely come from committees, the head of school, and potentially, parents, depending upon on whether the board's policies are meeting the board's desired purpose or the law.

The process will be as follows:

1. A need will be identified Data will be collected Recommendations will be made.
2. Policy will be drafted.
3. Policy will be introduced for stakeholder input.
4. Policy will be presented to the board for discussion and later action.
5. Policy is embedded into the school's manual, disseminated, and communicated.
6. Policy is reviewed annually.

**Q84. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.**

In the development of this application, the Wayne STEM Academy Board has partnered with three successful entities to drive and manage the academic, human resources, and operations of the school under the umbrella of Legacy Investment Capital, LLC. Legacy will manage the professional service contracts that will provide support and training to the school's academic plan, financial and student services and over leadership development.

They are shown on the organization chart in the following ways:

The board will form standing committees to advise the board in four basic areas: governance, academics, finances, and development. Only the board has the authority to make decisions and take action in these four areas; however, the board will seriously consider input from the following advisory bodies:

The Governance Committee: The Governance Committee will consist of members of the board, an administrator, and a teacher representative. This committee will recruit and nominate new members to the board, oversee the school's critical documents (bylaws, policies), and manage the head of school evaluation.

The Academic Committee: The Academic Committee will consist of board members and the academic experts from the school and partnering entity (TMSA). The Academic Committee will ensure that the mission of the school is being realized in the classroom by analyzing test data, completing site observations, and gathering input from the school community. The committee



will report its findings and make recommendations to the board.

The Finance Committee: The Finance Committee will consist of board members and at least one parent representative. The members of this committee should possess a strong financial background. The committee will review and make recommendations on the budget, as well as on other major financial decisions impacting the school. The committee will report directly to the board.

Parent Teacher Association: The role of the PTA is to support the teachers and staff in their mission. They will be their own entity and report to the lead administrator and board on occasion.

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

Wayne STEM Academy is committed to a positive learning environment, and the board encourages open discussions among employees, administrators, board members, parents, and students. Occasionally, concerns or questions may arise among members of the school community. If a parent has a grievance in regard to a teacher or other employee following steps should be taken as needed:

1. Discuss this problem with the teacher immediately.
2. If there is no resolution to the issue, communicate to the head of school. This may result in an additional meeting with the teacher and Head of School.
3. If there is no resolution to the issue the parent may file a grievance by following the board's policy and grievance process.
4. The board or appointed committee will receive the grievance and determine the next steps.

If an employee has a concern or complaint, then the employee should follow the steps outlined below:

1. Complaints should first be taken to the administrator.
2. If the matter concerns an administrator, or if the matter cannot be adequately resolved with the assistant administrator, then the employee should contact the lead administrator. A meeting should be scheduled with the lead administrator to discuss the problem, concern, or question.
3. If the matter concerns the lead administrator, or if the matter remains unresolved, then the employee may contact the Chairman of the Personnel Committee or the Board Chair to seek help in resolving the issue.

**Q86. Attach Appendix G Organizational Chart**

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

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

Evidence :


Appendix G.pdf

**Q87. Attach Appendix H Charter School Board Member Information Form and Resume**



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

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

Resources :



Evidence :

Appendix H.pdf

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

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

Resources :



Evidence :

Appendix I.pdf

Q89. [Attach Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality](#)The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

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

Evidence :

Appendix J.pdf

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

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

Evidence :




Appendix K.pdf


### 10.3. Staffing Plans, Hiring, and Management

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

Resources :



Evidence :


Staffing Chart Template.xlsx.pdf

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

**Recruitment:** Throughout partnership with Legacy Impact Capital, Wayne STEM Academy will have an opportunity to recruit through a national network as well as locally. We will attend and potentially host job fairs in and around Wayne County. We will also work with regional colleges and universities to help identify qualified, interested candidates for our available positions. We additionally anticipate utilizing NC Teacher Match to be a strong resource for high quality employee recruitment.

**Retention:** Wayne STEM Academy will focus on people first and provide an atmosphere of respect for all faculty and staff members. Our decision-making processes will intentionally include staff to help guide the school's leadership in accomplishing the mission. Teachers will be supported professionally through learning communities, high level professional development, instructional coaches through the TMSA organization and internal mentoring systems. We know that the key to our short and long term success will be to provide high quality professional development as well as put our professionals in an environment that fosters personal growth and provides opportunities for each employee to reach their personal and professional goals.

Teachers will also be offered a competitive benefits package and will be paid commensurate with their experience. The school will offer a 401(k) plan to all full-time employees. This type of plan, a defined contribution plan, versus the state's defined benefit plan, is more flexible for most teachers and is portable. The plan will provide for an employer match of up to 3% employee annual contribution. Full-time employees will also receive health insurance with employee coverage paid in substantial part by the school as well as life insurance and disability benefits. The school is currently planning to forgo the state retirement plan and health plan but can make that decision final upon the charter approval. Of course mandatory unemployment and workers compensation insurance will be incurred by the school.



Our Assistant Teachers will serve as a built-in recruiting source for new teachers because they will have a bachelor's degree or equivalent education and experience. Many will be certified or working toward certification and will be candidates for open teaching positions.


**Q93. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader**

We have not identified the school leader but we will be utilizing our strategic partnerships to identify a leader who is strong in character, communication and has a strong understanding of the characteristics of an effective charter school. In addition, we would like to have them serve as the instructional leader with a heavy background in STEM programming and implementation.

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

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

**Evidence :**


Appendix O_WayneSTEM.pdf

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

The Wayne STEM Academy board will hire a strong lead administrator who will be responsible for leading staff and effectively managing finances and operational systems. We anticipate applying for grant support to eb employed during the Ready to Open year and spending time learning from our multiple leadership networks under the Legacy Impact Capital umbrella. This would allow the school leader to spend time in other effective charter schools, learn the education plan and other operational better practices.

The relationship between the board and lead administrator will be one of trust, unity and accountability. Our lead administrator will lead through example and provide the board with critical information to help the board make critical decisions at every meeting. We anticipate that our board chair or designee will be in communication with the lead administrator to support their decisions and to keep the board in the know about any anticipated barriers or news.

The employees will be led by the lead administrator and all communications shall be directed his/her way. The board will communicate to the employees through the lead administrator and occasionally host functions, celebrations or meetings to gather additional information of the organization's health. The board will also rely on third party information and surveys to determine whether they and the policies are creating a strong employee atmosphere.

There are no direct lines of communication from staff to board unless previously authorized by the full board.



If issues arise between employees the board will ensure proper procedures are carried through and each employee has an opportunity to be heard in hopes of a professional resolution. An employee grievance policy will be in place and followed if required in the mediation process.

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

Salary Range

- \* Lead Administrator - \$70,000 - \$80,000
- \* Assistant Administrator - \$40,000 - \$50,000
- \* Full Time Core Teachers - \$35,000 - \$45,000
- \* Elective/Specialty Teachers - \$35,000 - \$45,000
- \* Guidance Counselor - \$40,000 - \$45,000
- \* Administrative Assistant - \$28,000 - \$32,000
- \* Teacher Assistant - \$25,000 - \$28,000
- \* ELL Teacher - \$35,000 - \$40,000
- \* Exceptional Children's Teacher - \$45,000-\$55,000

As stated above, we will not participate in the state retirement plan, but will offer a 401(k) program with matching contributions up to 3%, health care and life insurance to all full time employees. We will not offer retirement, health insurance or life insurance to part time employees.

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

Wayne STEM Academy retains the discretion at all times to immediately terminate employment or to decide what level or type of discipline is warranted, if any. All employees of WSA are at-will employees whose employment can be terminated at any time, without first implementing any other type of disciplinary action. The Academy is not required to use any of the following steps of discipline, or to apply them in any particular order, but retains the discretion at all times to determine the nature and severity of discipline and/or termination.

In the event it becomes necessary to discipline an employee, WSA will determine in its discretion given the circumstances of the situation the appropriate action amongst such options as:

- \*Verbal Warning
- \*Written Warning
- \*Counseling Document/Improvement Plan
- \*Suspension, with or without pay
- \*Final Warning and/or Probation



\*Termination

Wayne STEM Academy retains the discretion to determine if the circumstances of a particular case warrant termination for the first offense, or whether one of the other four forms of discipline listed above is warranted. Further, if an employee's conduct, performance, work habits, attitude or demeanor becomes unsatisfactory or unacceptable in the judgement of the Academy, including based on violations of any school policies, rules, guidelines, regulations or rules of conduct, whether contained herein or in other documents, they will be subject to disciplinary action up to and including termination.

Grievances shall follow this process:

The employee meets with the head of school to discuss the grievance first. If a satisfactory resolution is not reached between the employee and the head of school, then the employee will submit a formal grievance in writing to the chair of the board of directors or their designee. The chair or their designee will convene an ad subcommittee of the board to investigate the grievance. The board subcommittee will recommend a resolution within 30 days of receipt of the written grievance.

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

In our initial three years most of our employees will have dual positions and we anticipate our funding for 90% of our positions to be either:

State Funding, Local Funding, EC Funding

Positions with multiple roles and responsibilities will be:

Head of School

EC Teacher (could be EC Director)

Content Teacher (STEM Coach/Specialist)

Administrative Assistant (PowerSchool Manager)

Teacher Leaders (Interventionist/Mentor/PD Leader/Digital Learning Support)

**Q99. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students**

Utilizing our best recruitment tools and partnerships, Wayne STEM Academy will ensure that the hired special needs teacher is experienced and holds at minimum a Master's Degree in Special Education. We anticipate having at least 12% of our initial population needing specially designed instruction. This will mean in year one we may have two EC teachers.

Wayne STEM Academy will provide an experienced part time ELL teacher to assist with any child who is an English Language Learner. WSA will also provide all full and part time teachers with the proper training and staff development to prepare for both ELL and gifted students.



We anticipate leaning on our TMSA network of schools for support and guidance as meeting the needs of ALL of our children is critical to meeting our mission.

**Q100. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).**

Wayne STEM Academy's staff will be held to high quality standards by carrying out the Academy's mission every day. All staff members are expected to communicate clear expectations and goals, uphold all legal, professional and ethical requirements of the profession, and create an environment conducive to learning. Further expectations are outlined below:

Core, ELL, EC, and specialty music, physical education and technology:

- Hold a bachelor's degree, EC teacher must hold a Master's degree.
- Teach the STEM Curriculum with fidelity and in alignment with the State Standards
- Foster a safe classroom climate conducive to learning.
- Create open lines of communication with parents.
- Offer tutoring and enrichment activities to students as needs arise.
- Communicate clear expectations, goals, and grading requirements to both parents and students.
- Differentiate lesson plans to fit the needs of individual students.
- In accordance with NCLB, teachers in core subject areas will meet Highly Qualified standards.
- Maintain and keep current records on all students, including portfolio work and grades.

Lead Administrator

- Hold a Master's Degree in Administration and must have five years of administrative experience.
- Ensure that the STEM Curriculum is in alignment with the State Standards and being implemented with fidelity in the classroom on a daily basis.
- Supervise, lead and develop the Academy's staff and report on the school's overall operation to the Academy's board of directors every month.
- Responsible for handling student and staff conduct in accordance with Wayne STEM Academy's student and staff handbooks.
- Will be active in coordinating the Academy's professional development plan
- Oversee the creation and implementation of the school's marketing plan.
- Ensure that the school operates within the budget and be responsible for all fiduciary requirements.

Administrative Assistant

- Hold an Associate's degree.
- Have at least two years experience as an administrative assistant.
- Coordinate and run the Academy's front office and adhere to all duties encompassed therein.
- Coordinate school volunteers.
- Assist the assistant administrator and the lead administrator as the need arises.

Assistant Administrator

- Have a bachelor's degree or higher.



- Coordinate and maintain the teacher licensure program.
  - Have two years or more of administrative experience.
  - Assist in coordinating the Academy's professional development plan.
  - The lead person to whom all contract positions report; this includes being the point of contact for the State Reporting.
- Report to the lead administrator regarding - Assist in marketing.

Custodian:

- Ensure a clean and safe environment for all stakeholders.
- Participate in training sessions based on the spread of germs and diseases.
- See to the daily maintenance and upkeep of Wayne STEM Academy's facilities.

Assistant Teacher:

- Hold a Bachelor's degree.
- Hold teacher licensure or be working towards it.
- Work with "At-Risk" students both in small groups and one-on-one.
- Support classroom teachers through tutoring, small group instruction and any other needs that may arise.
- Be trained in STEM.

#### 10.4. Staff Evaluations and Professional Development

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

The Head of School will be responsible for maintaining teacher licensure requirements and professional development.

##### Q102. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

Wayne STEM will work closely with NCDPI to ensure that our teachers meet the teacher licensure renewal criteria. Upon being hired, with the teacher's consent, Wayne STEM will obtain the teacher's license from DPI. Wayne STEM will assist teachers in keeping their licensure and certifications in line with the requirements from NCDPI and the SBE policies.

Wayne STEM anticipates a strong mentoring program will ensure that teachers feel supported and will promote teacher retention. All beginning staff and teachers will be assigned a mentor who will work closely to develop initiatives, plan lessons, and develop their classroom management strategies. The mentor teachers will also observe and provide feedback to their developing teachers at least four times a year.

The Head of School and the teaching staff will work together to develop a teacher evaluation instrument that will be used to evaluate each teacher's ability to implement the curriculum so that each objective is taught with fidelity. Including teachers in the development of the evaluation instrument will increase buy-in and the likelihood that teachers will meet or expectations



consistently.

For beginning teachers who are probationary under NC licensure requirements, Wayne STEM may choose to follow the NCEES teacher evaluation system, which includes a teacher self- assessment, professional development plan, a pre-observation conference, three formal observations with post-conferences, a peer observation with post-conference, summative evaluation conference, and summary rating form.

For administrative and support staff, the Head of School will evaluate them twice a year using a rubric developed by the staff in conjunction with their job description.

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

Developing and enhancing WSA's innovative curriculum is a crucial part of the professional development plan for teachers. In order to fulfill this portion of collegiality, all the WSA subject teachers will collaborate in their monthly departmental meetings. Teachers will be organized into three departments: English/Social Studies, Mathematics and Science. In these meetings, they will be developing, reviewing, revising, and aligning curriculum with NC Standard Course of Study. They will also apply multiple intelligences theory to the curriculum, integrating curriculum through thematic instruction, designing assessment tools that teach and evaluate. Last, but not least, they will be talking about pedagogy.

Peer evaluation is another principle which WSA will be taking into consideration in its professional development program. School administration will be asking every teacher to observe a peer at least once each year as a way of expanding his or her knowledge base in effective instructional design, strategy, and delivery. This will promote idea sharing and feedback that will encourage professional development among the teaching staff.

Mentorship and peer coaching are the last components of professional development which yields an incredible outcome in school improvement by using the resources and staff which a school has in-house. For a new-to-profession teacher, sharing expertise about curriculum, pedagogy, and child development with an experienced colleague is an incredible opportunity to grow very fast in a very small amount of time. Mentor teachers also share knowledge about curriculum, awareness, and knowledge from readings, insights about families, and what was learned from attending presentations and conferences. WSA will set up a mentorship program to accelerate the experience transfer from one teacher to another one.

New WSA teachers will have one extra orientation before the other teachers show up for the school year. As a whole team, there will be three professional development days before the school starts and two days of —year-end evaluation meetings after the student dismissal day. The other five days will be spread out during the school year. Those days will be mandatory for all WSA teachers. Charter School Conferences, workshops, exchange teaching, as well as other teacher-related conference and professional opportunities are planned to be available to teachers and academic staff throughout the school year contingent upon the teacher/school needs and available resources.





There are a number of workdays set aside for various purposes, including professional development and grade preparation and reporting. Legacy Impact Capital (LIC), through its service agreement, will provide professional development and instructional coaching around all curriculum. As part of our partnership with LIC, they will provide a half time instructional coach, at minimal cost to the school, to work with the Head of School and teachers. The Leaders Building Leaders team will conduct the first set of professional development days. They will help the faculty and staff create a plan for the year that will give them an overview of what they will be teaching, as well as help them gain an understanding of how to begin teaching in a collaborative and cross-curricular manner. As the year progresses, the teachers are allotted an adequate amount of time to plan together, grow together, and thoughtfully provide feedback to parents on their children's progress.

Teacher professional development will focus on techniques for delivering the curriculum structure in a way that elicits both excitement and a sense of ownership on the part of the students. This development plan calls for a three-year, in-depth professional development series that will take teachers from an understanding of the tenets of the STEM Curriculum to being true collaborators and creators of content-rich units. Teachers will also learn to act as facilitators of learning, guiding students to discover truths through kinesthetic, audio, and visual learning. In assembling the initial teaching staff, and in making subsequent hiring decisions,

Additionally, will provide funds and resources for our faculty members to develop collaborative partnerships and mentoring programs with other schools, communities, businesses, and industries, and each faculty member will have an active membership in the relevant organization for their field of expertise.

To sum up, the school will consider the above outlined professional development activities as well as explore alternative ways in which teacher and academic staff can improve their professional expertise depending on the school's needs and resources. Faculty and Staff Development Days will be planned based on the outcomes of these meetings. Before the start of the school year, the staff development program will provide teachers with an opportunity to design their goals, objectives, and curricula using the assessment data collected from the previous year. A projected timeline for WSA's Professional Development activities during a school year is outlined below:

Activity Timeline:

Staff Orientation: 3 days before school starts

Departmental Meetings: First Wednesday of each Month (after classes)

Grade Level: Meetings Third Wednesday of each Month (after classes)

Professional Development Days: One day every other month

Year End: Meetings 2 days after student dismissal



Conferences/workshops: As needed

**Q104. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.**

New and returning teachers will come together for close to two weeks before school begins, to meet, collaborate, connect with mentors, and participate in a gamut of professional learning opportunities to prepare them for the upcoming school year. In addition to the beginning teacher training and mentoring sessions addressed previously, all faculty and staff will participate in the Opening of Schools presentations, as follows:

- School Mission & Vision: All personnel will participate in a school-wide mission and vision discussion and learn the school's program and philosophy.
- Curriculum Implementation by Subject/Specialty: Teachers will participate in individual department trainings related to curriculum implementation, NC Standards, and Statewide assessment implementation, with special emphasis on incorporating digital resources.
- STEM: The tenets of an effective STEM program (what students will learn, how it is taught, how we know students are understanding what is taught).
- School Literacy Plan: Teachers will be exposed to the Schools literacy plan with specific strategies on how to differentiate and individualize instruction in order to create effective targeted instructional lessons and tutoring to increase student achievement and maximize instructional time.
- Digital Learning: Due to the pandemic, all teachers will be fully prepared to flip their classrooms and provide a more blended learning approach and be proficient with the ability to engage online with their students.
- Data-Driven Decision-Making: Administrators and staff will collaborate to analyze, extrapolate and disaggregate school data from a variety of sources and to use this data to create effective school improvement plans and increase student achievement.
- Plan book: Teachers will be guided through the creation of lesson plans and they will review what needs to be included such as the objective/topic, strategies, learner accommodations, etc.
- Safety and Security: Safety and security training will instruct staff on daily safety procedures, and how to prevent and protect the school and students, to handle emergency situations, and to recognize potential threats in accordance with the school safety plan.
- Finance and Activities: The activities director will review the procedures for the planning of activities and corresponding financial documentation required for the varied activities.
- School Discipline Plan: Classroom-based discipline plans will be discussed and approved; school-wide discipline procedures also be outlined and clarified
- Student Support: The faculty and staff related to student support will provide guidance and step-by-step procedures on the following topics:
  - Exceptional Student Education: Teachers will be guided through the IEPs of their students and teachers will be made aware of the accommodations required to address the needs of each learner.
  - English Language Learners: Teachers will be provided with guidance and resources to help address the unique academic and social needs of English Language Learners.
  - Crisis: Teachers will be guided through the steps to take with students that are in crisis.
  - MTSS Framework: Staff will learn to initiate and address the MTSS model to meet the academic and behavioral needs of all students.
  - Curriculum Pacing and Alignment: Four separate Professional Development that will be offered to all faculty members to provide effective strategies and interventions across the curriculum to address learners' needs.



Other Non-academic Training:

- Bloodborne Pathogens and other Health Requirements Orientation and Benefits
- Technology Systems Training
- Procedures and policies
- Communication with parents
- PowerSchool
- Emergency Plans
- Teacher Development:
  - Mentoring
  - Teacher Feedback Protocol
- Employee Expectations and Evaluation systems/processes

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

Beginning in late July or August, there will be high quality specifically designed professional development, for a total of 56 assigned hours. The first three of those professional development days will be entirely devoted to the STEM curriculum, core curriculum and instructional methods, and teaching practices. During the school year, there are workdays dedicated to the calendar for further PD on STEM, classroom management, school culture, and days dedicated to completing and submitting grades and parent/teacher conferences. These sessions will be based on the identified areas for growth based on teacher observations and feedback sessions.

The daily schedule is not affected by these days. There are multiple 1/2 days and teacher workdays strategically set up for professional development, data analysis, and parent conferences. The PD Plan will be reviewed regularly and updated to reflect staff learning and changes based on student data, as well as to gauge the overall effectiveness of the PD.

The staffing structure with beginning and seasoned teachers creating an environment focused on professional growth and respect among all members of the faculty as different staff members will have opportunities to present based on their skill sets and classroom practices throughout the year.

Below are quarterly Professional Development workshops:

- School-wide Data Chats 4 Hours. They will consist of a review and analysis of current student progress, appropriate interventions, and a mutually agreed upon follow up plan.
- Literacy Plan and School Initiatives 6 Hours. School literacy plan, reading focus calendars for content areas, best practices, and instructional strategies.
- Student Support 3 Hours - ESE, LEP, Rtl, counseling, crisis intervention, and tolerance processes will be outlined and changes and/or updates provided, as needed.
- Curriculum 6 Hours. Department meetings to discuss data, trends, strategies, instructional focus calendars, and pacing on standards instruction.



Note: Early release days will allow for team collaboration to discuss student progress, conduct team and school-level data chats, and provide an opportunity for common planning both vertically and horizontally.

In addition to the leadership training and participation in the in-house programs, professional development for Wayne STEM Academy administrators may also include:

- **Teacher Evaluation Training for Administrators:** The School will utilize the NC Educator Evaluation System (NCEES), including all training with online management and procedures.
- **Classroom Walk-through Training:** Will provide school leaders strategies and tools to effectively structure classroom visits and follow-up reflection to increase student achievement and learning; as well as a methodology for analyzing the classroom for feedback purposes through the use of reflective conversation for providing feedback.
- **Budget Training for Administrators:** This training addresses school budgeting as it pertains to both the schools operating budget and internal accounting policies and procedures in accordance with North Carolina Accounting System requirements.
- **Master Scheduling for Administrators:** Administrators are trained to create an efficient (financially sound) and effective master schedule meeting national, state and district requirements.
- **Developing the Schools Improvement Plan (SIP):** This training assists in developing a sound and effective SIP to include data analysis, goal-setting, budget planning, professional development planning and reflective practices.
- **Principals Meetings:** Administrators meet by level (secondary/elementary) to go over pertinent topics and share best practices, including curriculum development, standards implementation, scheduling, educational changes, innovative programming, etc.
- **Office of Charter Schools Leadership Institute:** Annually, Administrators will attend the Office of Charter Schools Leadership Institute.
- Administrators may also participate in PD conducted through the National Association of Secondary School Principals; AdvancEd; and the Association for Supervision and Curriculum Development, etc.

We anticipate having multiple members of the Wayne STEM staff attend events hosted by the TMSA organization and visit their high performing schools as often as the schedule will allow.

## 10.5. Marketing, Recruitment, and Enrollment

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

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



**Target Population:** The school will target families with children ranging from ages 5-13 residing in the communities within Wayne County. The school strongly believes that a diverse population of students is critical to building the community Wayne STEM Academy is known for and will target families of all demographics in a twenty-mile area of the school, to ensure the school population reflects all who live and work in the area.

**Outreach Plan:** Wayne STEM will use comprehensive outreach and marketing measures to ensure all prospective students and parents have equal access to apply and enroll. Initial advertising and recruitment plans will focus on community engagement. This campaign will use the community resources and leaders in and around the Wayne County/ Goldsboro area to determine parent interest and inform parents of the school and its educational plan. Wayne STEM will use social media and the school's website to share information about the school's scheduled opening and available enrollment.

**Community Focused Campaign:** Discussions with community leaders and stakeholders representing all racial and socio-economic groups, community boards, parents, etc. to assist in creating a strong network to give voice to the school. The school will intentionally reach out to church leaders, African American, and Latino community leaders in the area, to build connections and awareness of this new educational opportunity. It is hoped that those connections can then lead to meetings with their friends and family. The school will host informational meetings in places that are close to the school's location. Wayne STEM leadership has already begun to hold meetings around the community and is working with the Wayne County YMCA to create awareness within their membership community. During the informational meetings, which will the school will highlight its program and how it will serve all students. Local elected officials and community leaders will be invited to visit the school. They will also be given an update on the program's growth and asked to share open enrollment information with their communities through their newsletter and upcoming area meetings.

School leadership and director will work within the community to participate in weekend fairs and festivals, attend holiday celebrations such as parades. Wayne STEM will sponsor community events and attend local youth sporting events to ensure our message is getting to the most diverse community within the 5-13 age group families.

**Public Awareness Campaigns:** Direct mail campaigns will target all households within our target population within a ten-mile radius of the school. Wayne STEM has already created a Facebook page and is already promoting the school and its curriculum to the community. Wayne STEM is in the process of finishing a website with school information, enrollment timelines, and registration processes. Digital and social media advertising will be used to reach a broad audience through ads, e.g. Facebook, Instagram, or Google, which direct parents to the school's website. Promotional flyers and/or postcards will be distributed via direct mail and/or directly to community groups to ensure that harder-to-reach families (e.g. single-parent families, low socio-economic households, etc.) are aware of the school and their eligibility to apply for enrollment. Promotional materials and announcements will be made available in multiple languages and disseminated to local community organizations.

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

Wayne STEM Academy will continue to engage parents and the residents through community meetings, the use of the news media, online social media, religious organizations, preschools, promotional videos, and building strong relationships with the local business community. There has already been an organized effort by parents and community leaders to notify the public



about Wayne STEM Academy. Locally distributed surveys to the community and held a community meeting in the spring. Board meetings have been open to the public and will maintain a section of time built for public comments. We will also plan to schedule town hall meetings to allow the community to stress their larger concerns and ask questions.

Wayne STEM Academy will engage parents early and frequently in the school year, and highly encourage them to volunteer and play an active role in their child's education. Through the school's intense focus on character development, there will be an increased focus on bridging the gap between home life and school. Bridging this gap will include several interactive lessons that will build on parental involvement. These lessons will be presented at evening events, opened to the public, displaying student work, varying from the arts to core subjects, including science and technology. Wayne STEM Academy will also develop a strong Parent Teacher Association with parents and teachers working closely together to carry out the mission of the school.

The board will encourage open and transparent communication with parents and encourage all parents to become a part of Wayne STEM Academy. Leadership will write monthly newsletters to provide the state of the charter and new happenings. At the end of the year, the leadership team will write an end up year summary to share with all stakeholders.

**Q108. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.**

From January 2020 to August 2021, the board will gather additional information regarding the educational need or interest for a public charter school from 200 families, recruit additional board members and add five potential partnerships. The board will commit to publicizing the school to the community so that all interested parties will be aware of the school's upcoming application submission process. The board will also strengthen the social media outreach and send a press release to local publications.

From September 2021-January 2022, the board will obtain 60% or more of the needed letters of intent balanced across all grade levels. The board will collect contact information, recruit prospective volunteers, board members. We will host community gatherings, town hall meetings, and attend employment fairs. Members of the board of directors will visit local preschools, daycares, churches, other child-related organizations to distribute information. We will also speak at local civic meetings such as the Rotary Club, Chamber of Commerce, Kiwanis Club, etc. Once the lead administrator is in place, he or she will perform this duty in conjunction with board members. The board and the lead administrator will conduct community meetings open to the public in Goldsboro and its surrounding communities at branches of the local public library or at local churches. One of our board members is bilingual and will assist in interpreting during the meeting and translating brochures and fliers.

From January 2022-July 2022, the board will obtain 150% of the targeted enrollment goal and will have started a waitlist. The board will achieve this by sending out mailers to local households with children aged 5-13. After the lottery, we will continue hosting events so that students and families start identifying themselves as Wayne STEM students and families. The board and the administrator will continue the hiring process by attending job fairs for teachers and posting jobs on Indeed, Teacher Match, and other places teachers search for jobs.



In August 2022, the board will get ready for opening the school doors and will work to build and sustain the waitlist that is 25% or higher above capacity. The board will continue to market the school and host events for families.

**Q109. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.**

A well-articulated brand is a powerful tool to match the right “kind of” people to the right school setting. The truth is that there might not be a sector more reliant on a well-articulated brand than a public charter school. We understand this a risky choice for many families to take the school choice leap. Our unique attributes will be what will makes our school stand apart from all of the others. The quality of education, the faculty, the culture, the alumni, and the activities – these are the tangibles that will create a connection that will bring students to Wayne STEM Academy.

We desire to bring the child and family that has not felt successful or connected to their school community. We will intentionally recruit and host meetings in the communities that need a Wayne STEM to provide them a foundation for a stronger future.

We will ensure we utilize paper and electronic applications. We will ways for all families to apply through the use of their smart phone by adding QR codes and other easy to use technology to make it simple to apply.

We will bring prospective parents into our planning process once the application is formally approved by the SBE to ensure a long and lasting relationship with the community.

Our Legacy team will have experts who best know the benefits of a STEM curriculum and those who understand better practices in serving at-risk children participating in the face to face and virtual events for parents to ask questions and be more comfortable with taking that risk.

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

We have partnerships with:

- W.A.G.E.S (run HeadStart and provider of food services in the community)
- Wayne County YMCA: The provide community health clinics, after school and other services
- Local community churches

## 10.6. Parent and Community Involvement

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

Wayne STEM will use its website to provide updates to parents and members of the community. The website will be included on all informational fliers, emails, social media outlets, and media blasts. The school website will inform the community at large about the school's mission, vision, the education plan, dates for the lottery, and application and enrollment information.. The



website will remain current and updated regularly by the board marketing committee. We will also communicate through our presence on social media platforms such as Facebook.

After our approval, Wayne STEM will continuously communicate with prospective parents and members of the community in a variety of ways. Through our existing relationship with the YMCA, the board will schedule information sessions and will host tables during sporting events (when they resume regular play).

Starting with the open enrollment period through the first day of school, all enrolled families will be invited to follow Wayne STEM's social media accounts and will now receive regular email messages, inviting them to events and updating them on the progress of the facility and introducing them to teachers and staff as they are hired.

Once the facility is ready, the school will host a Ribbon Cutting event and invite all families and stakeholders in the community to attend. All students will be invited to tour the school, meet the Head of School, teachers, and other students and their families so that they can start identifying as Wayne STEM students.

**Q112. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.**

Parental and community involvement at Wayne STEM is a fundamental and required part of the schools philosophy and operation. Wayne STEM encourages parents to be active participants in their child's education, which gives the community ownership in our high-quality educational program, and teaches children to be civic-minded and socially responsible. Parents and community members will have extensive opportunities for involvement in aspects of school operations. Parent and community engagement is possible through the parent/teacher group, Educational Excellence Advisory Council (EESAC), and other such committees.

The administration will also require the faculty and staff to uphold the strong belief in and understanding of the charter school concept through the inclusion of parents in the educational process. The administration will require teachers to be active members in the community and work to develop home visits for students to ensure parents are comfortable with their student's mentors and advisors. Through open lines of communications, the school will encourage through the following endeavors:

Parental Participation Contracts: parents agree to volunteer with their child's teacher and/or be involved in other ways in school activities.

Parent, Student & Leader Advisory Committee: This group will consist of school personnel, parents, students, local business, and community members. Members will encouraged to provide positive input related to school matters on a regular basis and assist in maintaining and carrying out the mission and vision of the school. PSLAC will coordinates extra-curricular events involving the community to continue to bring awareness to the school's goals, mission and vision.





Parent/Teacher Conferences: Wayne STEM will host quarterly parent/teacher conferences in the evenings at the school where parents can discuss topics that affect their children's educational progress.

Open Houses, Career Fairs, and Family Day: These events will be held to recruit new students, maintain communication and involvement between the school and the surrounding community.

School Website, Newsletters, and Event Calendar: These will be updated regularly to provide information to parents and the community to keep the lines of communication open to the school's stakeholders.

Community Service Projects: Students, faculty and parents will participate in activities to help give back to and connect with the community. Downtown Goldsboro is currently experiencing a revitalization that community outreach by our students can easily support.

Parent Workshops: Workshops on education-related topics, such as decision-making regarding school performance and student assessment needs, will be offered.

Volunteer Opportunities: Parent participation hours, communicated through newsletters, the school website, email and calls home, will be ongoing yearlong. Parent volunteers will be asked to support the school through opportunities like chaperoning field trips, assisting with class and community service projects, helping with landscaping and minor maintenance of the school, participating in Career Week and Family Day, and assisting with the school store. Wayne STEM will ask parents what have specific skills to support the school (e.g.: technology, printing and screen printing of school shirts, community service leader, etc.).

**Q113. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.**

WSA will work to identify community support programs where the school, parent, and community leaders can partner to provide support services, after school and weekend programs that will allow students to remain involved in community projects. These programs may be volunteer, athletic, or other community support options. the goal of WSA is to create a well rounded student. These programs will grow as opportunities in the community are presented.

## 10.7. Admissions Policy

**Q114. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:**a. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. \*Please be advised schools cannot accept applications until after final approval from the SBE.b. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.c. Clear policies



and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.d. Explanation of the purpose of any pre-admission activities (if any) for students or parents.e. Clear policies and procedures for student withdrawals and transfers.

Immediately following preliminary approval of our charter, WSA will conduct a highly publicized campaign, utilizing a variety of methods to inform the public of the dates for open enrollment. These methods may include, but are not limited to, publication in all local newspapers, using multiple sources of social media, distributing flyers at churches, day cares and other community oriented locations and the holding of public meetings in various parts of the county.

The tentative enrollment period will begin January 1, 2022, following final approval of the charter, and will tentatively run through April 30, 2022 at 5:00 P.M. The application will be available to fill out both online and in print format. It will be available in both English and Spanish. Immediately following the closing of the enrollment period, Wayne STEM Academy will determine if a lottery is needed, in accordance with NCGS 115C-238.29F(g)(6). If a lottery is not needed, all applicants will be accepted and parents and guardians will be contacted via telephone and via mail (both electronic and postal). If a lottery is needed, a date will be set for the lottery, which will take place no more than two weeks from the close of the enrollment period and will only include the names from the enrollment period noted above. Parents and guardians of applicants will be notified of the date and time of the lottery. The lottery will be open to the public and names will be decided by a computerized randomization system in accordance with the policies adopted in the North Carolina Charter Schools Act and by the State Board of Education. Once the names are chosen, the parent or guardian will have 10 official business days to accept enrollment. After June 30 of the school year, parents will be provided three business days through August 1. From August 1 through the start of school there will be a 24 hour window to accept.

As set in NCGS 115C-238.29F(g)(5a), Wayne STEM Academy will abide by the following:

- For every year of operation, children of the active board members and full-time staff members will receive priority admission, up to 15% of the total enrollment.
- Multiple birth siblings will be entered into the lottery as one surname, and should that surname be chosen in the lottery, all will receive admission.
- After the first year of operation, siblings of current students will receive priority admission. Legacy preference will also be granted to students whose siblings have graduated from WSA within the previous four years.

We anticipate developing a waiting list of students. If a student withdraws, the next name on the waiting list will be offered a seat and that student's parent or guardian will be given one business day to respond. The HOS will develop a process to maintain effective student records and transfer documentation in a timely manner.

As stated above, we will utilize community meetings and open forums prior to the beginning of the admission's process. The purpose of these is to inform the public of the enrollment period, as well as to share our vision and mission with interested parents and community members.

In the event that a student from the school transfers, the parent or legal guardian should immediately notify the school. However, if the school receives a records request, it will send the necessary information in a timely manner.

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

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



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

Yes

No

Q116. If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:

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

Wayne STEM Academy aims to provide an academically challenging, learning environment that develops its diverse student population into solution-focused, peace-building citizens who are equipped to solve the world's problems. In effort to increase access to Wayne STEM Academy and ensure the school represents the community demographics for Educationally Disadvantaged Students, Wayne STEM Academy will allocate at minimum 50% of its seats to Educationally Disadvantaged students for a weighted lottery and conduct the weighted lottery prior to the general lottery.

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

In each open enrollment period, school leadership will work to identify the number of Educationally Disadvantaged (ED) seats available in each program, class, grade level, or building in order to balance students admitted across total seats available and school resources with an overall school target ED enrollment of 50% of available seats per grade level.

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

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

- Economically Disadvantaged – defined as any student who qualifies for Free and Reduced-Price lunch.

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

Wayne STEM Academy is requesting a weighted lottery because the Board of Directors believe in removing barriers for Educationally Disadvantaged Students, which include subgroups that might be under-resourced in comparison to community members who are not Educationally Disadvantaged. We believe, and research supports (Hawkins, 2016), that diversity makes a school community better for everyone, and Wayne STEM seeks this diversity because of the academic, social, and community

benefits for all of our students. By ensuring that every neighbor has access according to his or her need ensures that our school community reflects the larger community, and, at the same time, Wayne STEM levels the school playing field by giving an advantage to groups who are more used to barriers than advantages.

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

Yes

No

Q120. Explanation (optional):



## 11. Operations

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

- Yes  
 No

Q122. Explanation (optional):

Sections of the operations part of the application were brought together by researching best practices in the most effective schools. This research has been completed by the professional services team brought together by Legacy Impact Capital.

### 11.1. Transportation Plan

Q123. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following: a. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight. b. Describe how the school will transport students with special transportation needs and how that will impact your budget. c. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

Our plan will consist of a triangulation of services. Based on the fact that over 500 families currently drive their children to the charters around of Wayne County, we expect approximately 1/2 of our 292 or approximately 150 children will arrive by car.

We aim to purchase two to three used school buses and build a strategic cluster stop system to transport the remaining 1/2 of our children (roughly 150). Over the next year we will determine the method in which students will qualify for transportation. Factors may include living distance from the school, economic status, and special circumstances as we want to ensure we are meeting the needs of all of our children. As the school grows our goal is to purchase more school buses and potentially replace these original buses with a higher quality model to reduce maintenance.

Our budget includes:

\$9,000 for gas for cluster stops up to 25 miles

\$19,000 Oil, Tires and Maintenance

\$1,250 for Other Transportation Expenses

Education Development Initiative has agreed to support the Wayne STEM Academy by providing a minimum of two school buses the first year of operations and ultimately expanding the utilization of bus services as enrollment and demand requires



As Wayne STEM Academy grows, the goal is to provide bus services to more than half of the school's population. We will investigate the possibility of contracting with the local bus systems or other appropriate bus or transportation services if the cost becomes substantial.

## 11.2. School Lunch Plan

**Q124. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response: a. How the school will comply with applicable local, state, and federal guidelines and regulations; b. Any plans to meet the needs of low-income students; and c. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.**

Wayne STEM Academy is fully committed to ensuring that no child lacks a daily meal, whether this is due to financial need or simply because they forgot their lunch. It is our intention to offer students the option of bringing their lunch or purchasing their lunch from a local food services company. The lunch schedule will be published monthly and students will have the option of buying from the food services company or providing their own lunches.

Wayne STEM Academy is working with W.A.G.E.S., a local non-profit that provides community services such as before and after school programs, day care and Head Start Pre-K programs, meals on wheels and lunch programs for children throughout Wayne County. Currently, W.A.G.E.S. is providing over 1,500 meals a day. W.A.G.E.S. has the capacity to provide over 3,000 meals per day. Their program operates out of a commercial kitchen located in their facility. W.A.G.E.S. will provide lunch for all students wanting and/or requiring meals. For those students who are financially unable to provide themselves with a school lunch, we will contract with W.A.G.E.S. to provide one for them at our school. Based on demographics of the surrounding community, Wayne STEM Academy expects to have 90%+ students will qualify for free and/or reduced lunches. For purposes of budgeting, and given there is such a high anticipated percentage of student that would potentially qualify, Wayne STEM Academy is budgeting 100% of our children will require free and/or reduced lunches. There is a line item in the operations budget of \$150,000 for the first year to provide for this expense. We will anticipate this line item growing annually. In addition, we have budgeted for part time staff to support the program.

As students do have a tendency to forget their lunches, we will daily allocate extra meals for those students. We will keep a running account for those students' families to reimburse the school for meals provided when a student forgets their meal.

## 11.3. Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

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

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

**AREA OF PROPOSED COVERAGE PROPOSED AMOUNT OF COVERAGE COST (QUOTE)**

Comprehensive General Liability \$1,000,000.00/ occurrence \$1,548

Officer & Directors/Errors & Omissions \$1,000,000.00/ occurrence \$4,277

Property Insurance \$4,500,000 - Building \$5,250

\$ 500,000 - Contents

\$ 1,000 - Deductible

Automobile Liability \$1,000,000 - Limit of Liability \$ 181

Crime Coverage - Minimum/Maximum Amount \$250,000.00 / \$250,000 \$ 232

Worker's Compensation \$500/\$500/\$500 - Employers Liability \$6,451

\$1,078,000 - Payroll Estimate

Other Coverage

Head of Class Endorsement \$ 82


Umbrella Premium \$1,000,000 - Limited Liability \$2,387

**TOTAL \$20,508**

Resources :



Evidence :


Insurance Coverage Template.xlsx.pdf




Q126. **Attach Appendix L: Insurance Quotes**

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

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

Evidence :


Appendix L.pdf

### 11.4. Health and Safety Requirements

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

Q127.

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

**The Board Chair must sign this question.**

Signature



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

The Wayne STEM board complete the following tasks during the start-up process: acquire the facility and prepare it for school operations, fundraising and grant writing, hiring and development of the Head of School, board training and development, marketing to families/enrolling students, developing policies and handbooks, developing relationships in the community, and make all purchases for regular school operations.

To complete these tasks, the Wayne STEM Board will develop four committees for the application and planning years:

1. Marketing and Enrollment,
2. Facility, and
3. Personnel and Board Development.



Marketing/Admissions:

- In fall 2020, the marketing committee will:
- update the Wayne STEM website and social media pages,
- begin regularly emailing interested families,
- host information sessions,
- develop partnerships with community partners and other nonprofits,
- plan and organize community events, and
- design and distribute flyers and brochures at events.
- In Spring 2021, the committee will:
- begin outreach to daycares, churches, and other child-related centers,
- organize/host a formal information sessions, host tables at community events, visit neighborhoods with flyers, and ask individuals to host information sessions in their homes, and
- upon charter approval, Wayne STEM will send out press releases to notify the community about Wayne STEM.
- Summer - Fall 2021, the marketing committee will:
- continue to communicate via social media outlets, the website, and email messages,
- continue to issue a press releases,
- distribute brochures with application timelines at local events and information sessions, and
- create a map that shows areas of high interest and develop plans for targeted areas that have shown weak interest.
- Winter - Spring 2021, the marketing committee and School Director will:
- host monthly information sessions,
- speak at daycares and churches, set up booths and distribute informational fliers at libraries and community centers, host an open house, utilize media outlets, canvas neighborhoods. and
- conduct the open application, lottery, and enrollment process.

Facility:

- The Facility Committee will manage all aspects of the facility acquisition and build-out of renovated property for Wayne STEM board.
- By Fall 2020, the Facility Committee will
- develop a detailed plan for facility acquisition and facility inspection, maintenance, and updates,
- lead safety inspections, including ensuring that the facility is in compliance with all fire and safety codes, and
- be in possession of the required Certificate of Occupancy no later than June of 2022..

Personnel and Board Development:

- Beginning in September 2020, the Development Committee will:
- develop a job description and advertising plan to recruit and hire the Wayne STEM Head of School,
- begin recruiting via websites and all other candidate search tools, such as Teacher Match and Indeed,
- proceed through the interview process for the Head of School by inviting strong candidates to interview with the Wayne STEM board, and
- create a timeline for Head of School training, on-boarding, and responsibilities .

**Q129. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.**



At Wayne STEM Academy, the board has discussed challenges on two specific issues. First, there is a group of parents in the community that will need to be educated to what a charter school is and specifically providing an understanding of a STEM charter school. This will be part of the ongoing community outreach and marketing efforts. The other challenge will be overcoming the historic challenges of the previous charter school that opened in Wayne County. There were significant struggles with getting the school open and board change-over as well as initial leadership changes after the first year. WSA will need to be able to assure the community this is not going to be a problem. We will address this with strong board training and working as a group to keep a unified voice in the community. WSA has seasoned board members that have previously started a charter school and gone through many of the challenges that will be presented. Additionally, Legacy Impact, Leaders Building Leaders, and TMSA Central Office will provide substantial support and guidance on how to handle specific challenges with opening.

Additional challenges will be finding a strong leader, which is why WSA and LIC are partnering with TMSA Central Office. Because of their experience opening three schools and expanding two additional campuses, TMSA has a great history of start-up schools and a network of good school leaders to support the hiring process.

Finally, the challenge of finances and facilities. The service providers WSA is working with have 20+ years experience starting and operating schools as well as identifying and developing facilities. The service providers have agreed to adjust fee structures in the first few years to ensure capital reserves are being built. With respect to facilities, LIC has already identified several potential locations and is in communication with the current owners to discuss the school's needs and timing for a purchase. Capital sources are already identified and design plans will be started as soon as the school is given approval to move forward.

Overall, WSA is working to identify and address as many possible challenges to ensure a contingency plan is in place to address those issues as they arise.

## 11.5. Facility

**Q130. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation**

**Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools**

The WSA board, through its service agreement with Legacy Impact Capital, will be working with Education Development Initiative, a non-profit facility developer. LIC has already identified two buildings and two parcels of land for potential acquisition for the campus. The buildings are adequate in size to support the first several years of growth before additional facilities space will need to be added. LIC is already in discussions with the property owners working toward putting the properties under contract to provide adequate time for design and renovation/construction.



Generally, it takes the design team approximately 90 days to design the building. The City of Goldsboro requires six months for design and site plan approval for a permit to be issued. With an existing building and the amount of space needed for the first year, the construction time-frame should be six months. That timing gives the school 15 months to complete the project. Once WSA receives approval (historically in March or April) that will adequate time to complete the design, entitlement and construction.

Because of the servicing partners' experience in the charter school industry, capital support is in place and design teams understand the significance of the specific timelines.

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

As a rule, the design of the school will be an average of 60 square feet per student. The average classroom size for K-3 will be 600sf - 650sf. With a projected 292 student year 1, the estimated square feet needed for year one will be 18,000sf with growth to 28,000sf in year 3. The 1st year WSA will need 14 main classrooms, 2 electives rooms (music and art), 4 to 5 administrative offices, a cafeteria, and a teacher's break room. By year three, WSA will need 22 classrooms, 4 elective rooms, 5 to 6 administrative offices, a cafeteria, and a teach break room. This will require 28,000sf. The campus will have playgrounds, small turf field and outdoor/covered ball courts to be used in most any weather. The primary location for the campus currently has a 28,500sf building and adequate land for expansion. The property, with proper design, will have capacity for stabilized enrollment of 775 students.

In today's market, we would expect costs of approximately \$175/sf. This would require \$4.0MM in facility budget that will allow the school to grow for the first three years. This budget will keep the school's rent expense below 18% for the first three years of operations. For a typical school starting its first year, the facility rents are between 18% to over 20%. LIC and its partners are expecting to keep rents on the lower end of the school's budget. Additionally, if the school's budget gets tight the first few years, WSA capital partners are willing to defer rents to allow capital reserves to be built.

**Q132. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces**

The first year few years of the school's operation will be K-3 growing one grade a year to K-5 in year 3. The projected campus needs will require homeroom classroom space and 2 to 4 electives rooms for music and art. The goal is to utilize technology in the classrooms and have tablets and computers for each student. With limited budget and space the first few years, the school will set up small libraries in each K-3 classroom, so a library/media center will be limited. The schools design will have an outdoor ball court (which is expected to be covered for use in all weather).

As the school grows into Middle School, the facility expansion will provide more space for the more traditional computer and science labs. The focus of the school with a STEM curriculum will require the most up to date equipment and classroom space to accommodate and maximize the students learning opportunities and potential. WSA realizes the advantages of have full athletic facilities, auditoriums and performance centers. As the school's enrollment grows and capital reserves are built, those



amenities will be added to the campus. It is expected that by the time enrollment meets maximum capacity, the cash flows and capital reserves of the school will be strong enough that WSA facility partner will provide the amenities the students, parents, and staff are asking for.

WSA has partnered with a developer that has designed, built and financed over 20 charter schools in the last 10 years. The architectural team has designed nearly 75 charter schools across the country. Their design work will provide the appropriate utilization of the facility to ensure effective teaching and comfort for the student and staff, while keeping the cost to a level that does not stress the school's budget.

**Q133. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location**

WSA would expect the cost per square foot to be around \$175/sf to \$190/sf. This is typical for construction costs of charter school facilities. The sites WSA is currently considering in Goldsboro will ultimately cost the school approximately \$175/sf to \$180/sf. At this price per square foot WSA is projecting a total facility budget of \$4.0MM. At \$4.0MM and 292 student in the the school's first year, the facility cost, per student, is approximately \$13,500 for a facility that can support 450 students. This is in line with the industry norm or \$12,000 to \$15,000 per student facility cost. Within 3 years, when enrollment is 450 students, that cost will be approximately \$8,500 per student.

WSA is first considering existing buildings to minimize construction time frame and typically an existing building costs less per square foot to purchase that it would be build the same quality, new. Additionally, existing commercial properties has good visibility of marketing efforts, but if they are empty they may not be ideal for the current market trends, which helps with reducing the purchase price.

**Q134. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open**

If WSA is running into facility issues with respect to timing, they will consider alternative facility options. The immediate and most flexible option will be to place modular units on the school's existing campus. The primary location(s) the school is considering already have parking and drop-off space sufficient for the 1st year enrollment of 292 students. With that, it would simply require bringing in modular units to provide the physical classroom space needed accommodate student enrollment.

If for some reason, this did not provide adequate options, WSA's realtor is identifying empty retail space around Wayne County that would support the short-term needs of the school. Given the economic challenges in Goldsboro and Wayne County, there are a number of empty retail spaces that would be sufficient for any short-term needs WSA may have. LIC and its partners have identified and implemented such programs for other charter school partners.

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

The board is working with Legacy Impact Capital and its partners to support the facility development needs. Separate from this agreement, the current board has two members that were on a previous start-up charter school. Both members were heavily involved with site identification, design, budgeting, and development of the school's facility. Additionally, the current board



chair is operating and interim Director of the Goldsboro Downtown Development Corp, which is the redevelopment entity charged with facility, real estate and business redevelopment in the downtown Goldsboro market. His understanding of the municipal and construction time frames and challenges in the Wayne County and Goldsboro area would be consider an expert.



## 12. Financial Plan

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


- Yes  
 No

Q137. Explanation (optional):

### 12.1. Charter School Budget

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

Evidence :


Appendix M.pdf


Q139. Attach Appendix N: Proposed Budget for Year 1 through Year 5  
Click "Resources" (to the right of this text) to access and download the Budget Template.

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

Resources :



Evidence :


Appendix N_WayneSTEM.xlsx

### 12.2. Budget Narrative

Q140. How was the student enrollment number projected?

In Year 1, Kindergarten and first grade will each have 4 classes for a total of 80 students. Second and third grades will each have 3 classes for a total of 66 students. There won't be any fourth- and fifth-grade students in the first year. The total number of students projected to enroll is 292.



In Year 2, Kindergarten, first, and second grade will have four classes of 80 students. Third and fourth grade will each have 3 classes for a total of 66 students. There won't be any fifth-grade students in the second year. The total number of students projected to enroll is 440.

These numbers are based on the number of students in Wayne County who could potentially enroll at Wayne STEM. When Wayne STEM is fully enrolled at 776, the school will only be enrolling 5.5% of the total K-8 population, making the enrollment projections both reasonable and attainable.

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

School Choice: Wayne STEM Academy is focusing its enrollment projections on the Goldsboro city community. There are currently two charter schools in the area. One focuses primarily on the EC population, and the other one, Wayne Preparatory, is more than five miles away. Wayne Preparatory has a significant waitlist, and the campus is currently at capacity. Wayne STEM will be the only school of choice for the general K-8 student population and will be the only school in Wayne County that provides K-5 students a true STEM curriculum.

Population: With over 13,500 K-8 students in the Wayne County LEA, there would be 45 Wayne County students available for our school for each seat we offer in the school's first year.

Options are Limited: For budgeting purposes, the Wayne STEM board assumes no students from surrounding counties will attend our school. In practice, it is assumed there will be some students from surrounding counties that will attend Wayne STEM because there are no charters in Lenoir County and only one charter school in both Pitt County and Wilson County.

Governing Board: Wayne STEM has an experienced Governing Board, leadership team, and third party partnerships that will give us positional advantages to recruit and retain superior leadership to operate and sustain a successful charter school. Two of the current board members have previously served as board members for a start-up, rural NC charter school that has been very successful. Two additional members are EC and ESL instructors. One board member is an auditor for the UNC system. In addition, Wayne STEM is partnering with The Math and Science Academy's Central Office for curriculum support. TMSA currently manages 3 highly-rated schools with five campuses, and they serve nearly 3,000 students with over 4,000 students on their combined waitlists. Additionally, Wayne STEM will utilize Leaders Building Leaders, a professional development, governance training, and charter support company in North Carolina and beyond. Finally, the board is utilizing Legacy Impact Capital, a non-profit education development company that has helped start three charter schools over 10 years and has \$500 million of charter school finance and development experience across NC and the southeast.

Excellent Market Leadership: One of the most important characteristics in becoming and maintaining a quality school will be our market leadership which has a great history, reputation, and network throughout Goldsboro and Wayne County.



Partnerships: Our branding as a partnership school with TMSA will be the foundation that helps us build high standards at WSA and in the community. This standard will include leading the community in providing quality, innovation, customer service, and student learning.

**Q142. Provide the break-even point of student enrollment**

For the 2022-2023 school year, Wayne STEM has a projected enrollment number of 292 and a projected total income of \$2,280,620. Total expenses are \$2,454,887, making the break-even point of student enrollment to be 208.

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

Wayne STEM Academy will establish a contingency plan to meet any unexpected shortfall. This plan will include:

- Operating from a cash flow projection;
- Understanding that year one charter schools do not typically meet enrollment and the school should budget with respect to that;
- Reduce personnel and cut organizational expenditures;
- Work with school's real estate developer to adjust rent payments to allow for shortfall in enrollment;
- Partner with credible sponsors and foundations understanding of initial charter cash flow and will adjust or defer expenses to allow proper operational cash flow to keep the school financially sustainable.

Our goal for start-up costs with the exception of permanent facility needs, instructional materials, supplies, and school furniture will be requested via grants for rural public charter schools. Additionally, WSA real estate development partner (Education Development Initiative) agrees to provide FF&E, as necessary, as part of their construction and facility budget. They will finance FFE expenses over a minimum of five years so WSA can retain necessary capital reserves to offset possible overages in expenses.

Wayne STEM Academy has not accounted for USDA reimbursements for the Free and Reduced-Price Lunch Program. The school's budget allocated \$150,000 for the lunch program in anticipation of 95% the student population qualifying for Free or Reduced-Price Lunch. With reimbursements from USDA, the school expects to see an increase of \$150,000 in lunch program revenues.

Additional revenue sources coming from Title I Program and Exceptional Children Education programs, which are not accounted for in our budget. WSA anticipates a 12% EC population but has not accounted for any revenues for programming support. None of these additional expenses are included in the operating budget.

**Q144. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.**





According to the Education Development Initiative (EDI) letter of intent, as an EDI partner, Wayne STEM has the opportunity to apply for short-term funding to support the school with ready to open expenses, such as curriculum implementation, technology devices, and marketing funds. The specific amounts of these funds are not currently in the budget. Through this partnership, we anticipate receiving approximately \$75,000 in startup loans for these items in addition to human resources and professional development. This Development Services Contract can be found in Appendix M.

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

The student to teacher ration on which the budget is built is 17 : 1.

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

WSA board members, Carla Jacobs, Rhonda Coyne, Mithat Karabulut, and Scott Satterfield all provide a level of expertise in finance, non-profit and school budgeting. Carla Jacobs and Rhonda Coyne have experience with start-up charter school budgeting and ensuring the school's budget is balanced and adhered to. Carla Jacobs is a license Certified Internal Auditor, has perviously held positions with the State Department of Revenue as an auditor for government agencies across North Carolina, and currently holds the position of Chief Auditing Office with UNC - Pembroke. Mithat Karabulut, has previously held positions as Director of charter schools across the country and currently is Director of Triangle Math and Science Academy in Cary, NC. His position manages the daily and annual budgets for TMSA - Cary. His previous ending balances have been within budget, if not better than. Scott Satterfield works for a governmental non-profit and is responsible for developing and maintaining the entities annual budget, while reporting quarterly to their community board on performance and outcomes.

Collectively, we have a strong group of board members who will work to ensure the budgets for the school are realistic, obtainable, and kept in balance.

**Q147. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated**

The 1st year budget allocates a net positive income of \$82,030, or approximately 2 teachers salaries or 4 teacher's assistance. These reserves, coupled with the unaccounted for revenues for Title I and Federal EC dollars will provide adequate revenues to offset any unexpected, high needs students with disabilities. Additionally, WSA Service Providers and Landlord are committed to ensuring the school remains financial viable. Within those multiple budgeted line items is approximately \$250,000 to support any unforeseen financial needs the school may have in its first few years.

**Q148. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.**

Wayne STEM Academy will utilize Legacy Impact Capital (LIC) for support service. LIC will work with experienced and reputable service providers to further support the school's mission and goals. The LIC third party partners will provide financial support group (bookkeeping and accounting), leadership and teacher hiring and firing, curriculum implementation, board governance, professional and teacher development/training, grant writing, etc. We will rely on LIC experiences and the board member's expertise to help us vet the best partnerships.



WSA has budgeted \$675, or 9% of budgeted revenues, per child for these support services. The school's board will enter into a 10-year contract for services. However, the contract will be reviewed annually and the board has the right to hire a new service provider or can bring these services in house if the board deems that to be a responsible decision.

The process for vendor selection will include the following:

The board will assign a committee to specifically seek vendors. The committee will consist of select board members and members of the LIC team. They will vet the pros and cons of each service subcontractor. The committee or team will make a recommendation to the board for a vote on all third party subcontracts. The contracts and performance of each contractor and subcontractor will be evaluated annually to ensure a strong return on investment.

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

Wayne STEM intends to contract for services for student accounting and financial services, exceptional children instructional support, and custodial. The board will follow the same criteria and procedures as outlined in Q227.

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

The budget aligns with our mission since almost 75% of our funding is going directly to benefit the school's academic programming, personnel, academic resources, and teacher development.

We understand that since the school will be in a rural community, Wayne STEM will need to budget with the anticipated needs of our student population in mind. This includes transportation and lunch. Based on the county population and location of the school, we anticipate close to half of our population needing transportation to ensure their daily attendance. Outside of our first-year budget, the school's development partner is supporting investments over \$50,000 to cover the costs of purchasing used buses. The budget has allocated \$30,000 for part-time staffing, maintenance, and gas to cover this cost in year one. This number was based on consultation with two rural charter schools whose directors provided input into the real-time costs of operating transportation internally at their schools.

Based on the historical construction and development costs and rental rates on several first-year schools in rural markets completed by Education Development Initiative, Wayne STEM's developer, we anticipate paying approximately \$1,350 per student for facility costs. This would equate to 18% of our annual budget costs in the first year and will remain at or above 15% until the school is stabilized. At that point, the rents will taper back annually to be no more than 10% of the total revenues of the school. This model allows the school to capture an additional 5%-8% of its revenues to support classrooms and the overall educational advancement of the school.

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

Wayne STEM Academy has a goal to utilize our partnerships and apply for grants through Legacy Impact Capital and other rural charter school-focused funding opportunities. We set a goal to have a \$750,000 fund balance by year five. With this in mind, we will need to save an average of \$150,000 per year, or approximately 4% of the annual budget.



If we do not meet this goal, we will adjust the next year's budget to cover the funding gap. This will be the responsibility of the Head of School and the Finance Committee to continually analyze spending (quarterly deep dives) to be sure we are on track to build our projected reserves. Additionally, our real estate development partner and service providers partners agree to support the school by deferring payments in order that the school will attain their reserves goals.

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

The budget, constructed conservatively, reflects the purchase of most of the capital items needed by the school through the school's non-profit investment partner, Education Development Initiative, who will provide necessary FF&E, buses, computers, etc. through equipment lease agreements. In "Office Equipment & Lease," we include leasing a printer/copier/scanner/fax machine. In "Communications, Website, Software" along with the earlier cost listed above at \$12,000 and "Classroom Technology, Software" we total \$73,250, which approximates 3% of revenue.

Much of these line-item expenses will be provided by Legacy Impact Capital. The remaining needs could be leased, which will be allocated in support dollars provided by LIC. Also, we have not shown any E-rate reimbursement as a reduction in these costs although we anticipate fully participating in E-rate.

Facility leasing is based upon the number of projected students in our enrollment calculations. Based on our projected 1st-year enrollment of 292 students, we are calculating 55 square feet/student or 16,000 square feet at \$24 per foot for a used, fully remodeled building. The building and campus will be expanded and remodeled year over year to support the enrollment growth of the school with rents remaining steady of \$22 to \$25 per square foot, or 18% of revenues.

**Q153. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.**

Wayne STEM doesn't have any substantial tangible resources at this time. We will solicit donations of goods and services upon receipt of acceptance of our application.

### 12.3. Financial Compliance

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

The Finance Committee and school leadership will maintain a number of internal financial controls and bookkeeping practices that provide fiscal control and accounting procedures that are in accordance with Generally Accepted Accounting Principles. The board may contract bookkeeping duties and will ensure they monitor the effectiveness and the auditor.

The board will receive a monthly financial report that will consist of:

- Income statement (revenue and expenses) with a budget comparison.
- Balance Sheet showing the financial position at the previous month-end.
- Asset status report listing asset acquisitions, disposals, and needed repairs/maintenance.



- Enrollment report.
- Fundraising status report.
- General ledger summary report with detail available.

Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. We will develop an internal control checklist that includes:

- Records are up-to-date and balanced monthly.
- There is a standard chart of accounts.
- Adequate and timely reports are prepared to ensure the control of operators.
- Compare actual results with budget
- Personal and business expenses are kept separated.
- Administration reviews monthly bank reconciliations.
- There is a separation of duties.
- Compliance with all reporting requirements.
- Insurance is maintained and coverage is reviewed periodically by a qualified individual.

In addition, our financial experts on the board will develop systems for payroll, accounts receivable, donations and fundraisers, petty cash, and credit card usage. Our vendors and all third party contracts will be evaluated annually to ensure the school is receiving the best return on its investment.

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

There are no known or possible related party transactions.

**Q156. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number and fax number. If a firm has yet to be identified, please list the firms the board has investigated**

Petway, Mills & Pearson CPA is the name of the firm approved by the NC Local Government Commission (LGC) that will conduct Wayne STEM's audit.

806 N Arendell Ave.

Zebulon, NC 27597

Phone: (919) 269-7405 (<https://www.google.com/search?q=petway+mills+and+pearson&oq=petway+mills+and+pearson&aqs=chrome..69i57j46j0l2.4687j0j1&sourceid=chrome&ie=UTF-8#>)

Fax: 919-269-8728

### 13. Other Forms


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

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

Resources :



Evidence :


Required Signature Certification Page_...


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

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

Resources :



Evidence :


Contracting Certification Form-WayneS...



## 14. Third-party Application Preparation

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

Yes

No

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

Legacy Impact Capital

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

No fees paid.



## 15. Application Fee

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

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

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

North Carolina Department of Public Instruction

Office of Charter Schools

6307 Mail Service Center

Raleigh, NC 27699-6307

I understand



## 16. Signature page


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

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

Resources :



Evidence :


Notarized Signature Page-Wayne STEM....

Q164. Complete

I have finished the application

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

Wayne STEM's hiring process will include practices to understand how each employee is skilled in communication, relationship building, and collaboration. The school will recruit faculty that embraces our mission to provide an academically challenging, learning environment that develops its diverse student population into solution-focused, peace-building citizens who are equipped to solve the world's problems.

Applications for employment will include the following:

- a sealed college/university transcript indicating a cumulative GPA of 3.0 or higher;
- a clean National Criminal Background Investigation Check;
- three letters of reference documenting leadership, community service, and/or volunteer service within the community (educational or other);
- demonstration of superior writing skills through submission of writing samples;
- teaching portfolio with sample units.

The hiring process will include:

1. Initial screening interview.
2. Teaching observation.
3. Formal interview.
4. Participation in a school event.





The board may need to dismiss staff members when the Head of School makes a request. All teachers will work towards personal and professional growth, and the Head of School will be responsible for creating the evaluation tool, providing effective feedback, and utilizing experts to help educators to grow. An employee may be placed on an action plan prior to recommendation for dismissal, but that is the decision of the Head of School and is not required. The board may verify the Head of School's evidence for the dismissal request, and the board's decision is final.

Appendix A: Evidence of Community/Parent Support

Wayne STEM Academy



Wayne STEM Academy begin the exploration for a potential charter school in Wayne County in the summer of 2019. Community members contacted Legacy Impact Capital, the social impact development firm for the purpose of exploring specific options and needs for school of choice programs and alternative education option in the Goldsboro city school district. The initial meetings and conversations with community leaders and stakeholders quickly exposed the need and demand for school choice options in Wayne County.

Legacy Impact Capital continued the community outreach and exploration and facilitated a series of meetings, conferences and community building dialogs to narrow the target of a potential school servicing Wayne County. The meetings listed below include but are not limited to all efforts made by Legacy Impact Capital to gather direct opinions and desires of community members for support to develop a charter school model specifically for Goldsboro and the surrounding Wayne County community.

### **Community Meetings**

#### **June 24, 2019**

Location – Downtown Goldsboro Development Corp Offices

Agenda – Introduction to Community Leaders of Charter School

- Board Development and needs for local board members

Attendees –

- President Wayne County Community College
- Chief Operating Officer – Wayne County Community College
- Retired President – Wayne County Community College
- Former Wayne Preparator Academy board member
- Tim Salmon – City Manager
- Colonel from Seymour Johnson Air Force Base

#### **July 19, 2019**

Location – Downtown Goldsboro Development Corp Offices

Agenda – Introduction to Community Leaders of Charter School

- Board Development and needs for local board members

Meet with three local families and two community leaders to discuss opening charter school in Goldsboro and discussing community support

#### **August 5, 2019**

Location – Downtown Goldsboro Development Corp Offices

Agenda – Introduction to Community Leaders of Charter School

- Board Development and needs for local board members
- Discussed the needs of the Housing Authority to support families in their communities.
- Discussed need and specific neighborhoods that could use the support of the charter school
- Discussed timelines for opening and how the attendees could support our efforts

Attendees –

- Head of Goldsboro Housing Authority
- Four additional families

**September 20, 2019**

Location – Downtown Goldsboro Annual Awards Banquet

Met with community leaders and families and discussed our school, plans for opening and goals for education. Asked for support from leaders and gave families information on how to follow the board's progress.

**October 10, 2019**

Location – Downtown Goldsboro Community Development Annual Board Retreat

Agenda – Present the plans for opening and developing the charter school

- Answered attendees' questions on how the school would operate and that it would not exclude high need students
- Explained the curriculum model
- Requested folks to join as board members

Attendees – All DGDC Board members (30 members)

- 5 local families
- Rep Raymond Smith
- Retired Director of Dillard Charter School

**November 20, 2019**

Location – Downtown Goldsboro Restaurant

Agenda – Introduction of the school

- Request for board member support
- Discuss the plans for the school
- Asked what areas of Wayne County needed the most support
- Discussed how the school could support the ongoing efforts of Goldsboro

Attendees – Donna Elliott (currently a board member)

- Newly elected City Councilman
- Juvenile Corrections Officer

**December 19, 2019**

Location – Wayne County YMCA

Agenda – Met with the YMCA to discuss the school

- Presented the education plan and calendar
- Discussed plans for curriculum
- Discussed need for before and after school program
- Discussed partnering with the YMCA to market the school as we move through approval and opening
- Discussed need for meal program

Attendees –

- YMCA President
- YMCA After School Program Director

- Director – W.A.G.E.S.

### **January 16, 2020**

Location – Wayne County YMCA

Agenda – Promote the school

- Discussed community needs
- Discussed demand for new charter school
- Discussed calendar and what the leaders thought would be best
- Discussed meeting with other community leaders to develop a network of support for the school
- Discussed before and after school programs
- Discussed meal plans

Attendees –

- President – YMCA
- Director – Community Health Clinic
- Director – Wayne County Boys and Girls Club
- Director – W.A.G.E.S.
- Director – Self Help Real Estate Development Division
- Board Member – Self Help

### **February 13, 2020**

Location – Goldsboro Chamber of Commerce

Agenda – Discuss growth in Goldsboro

- Discussed opportunities for a charter school in Wayne County
- Discussed how school could partner with Chamber of Commerce

Attendees – President and Vice President of Chamber of Commerce

### **March 4, 2020**

Location – Downtown Goldsboro

Agenda – Building community support for school

- Getting history of Goldsboro to better understand community dynamics
- Discussed how their company worked with community leaders
- Discussed what our school wanted to do to support education in Wayne County
- Discussed getting their families support for the school

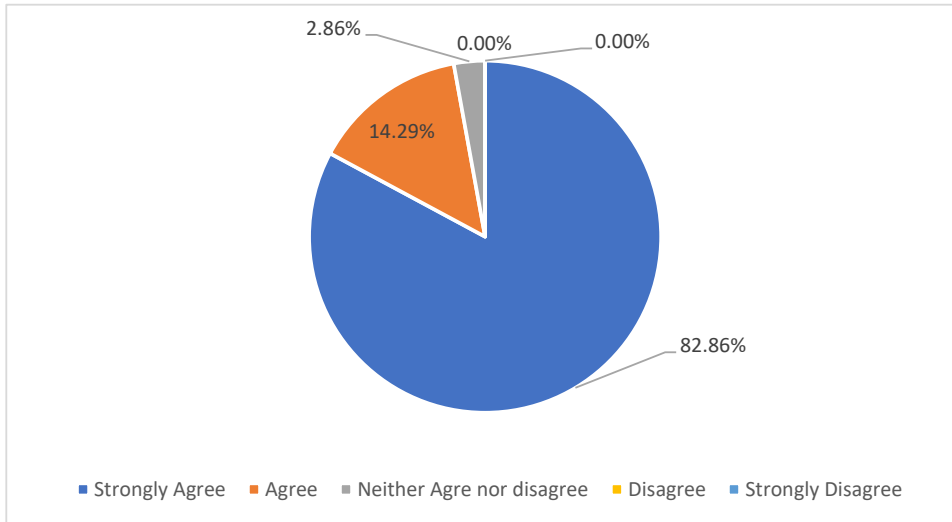
Attendees –

- Lee Borden – Local Commercial Developer
- Charles Borden – Retired business owner. He and his family owned one of the largest textile companies in eastern NC until it closed in 2004 due to off shoring of manufacturing
- President – Wayne County YMCA
- Director – Downtown Goldsboro Development Corp

WSA also conducted a survey seeking opinions, perspectives and interests regarding charter schools in the Goldsboro/Wayne County School District. We presented our survey in an online, web-based form through social media and an email link to the survey form. Based on the survey results, included below,

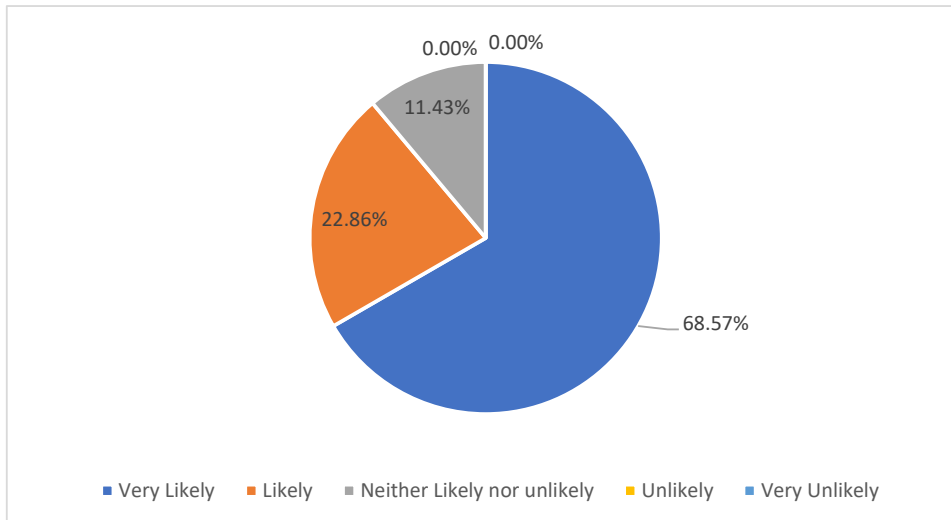
the demand for more options in education choices presented high. Parties who participated in the survey demonstrated a desire for more options for school choice and would be more likely to choose an alternative school option to the traditional options currently available in their area. The survey results presented concerns for class size, testing and quality of education. Wayne STEM Academy has developed a education model that focuses on providing resources to those specific areas of concern.

**Do you believe there is a need for greater educational choice in Wayne County?**



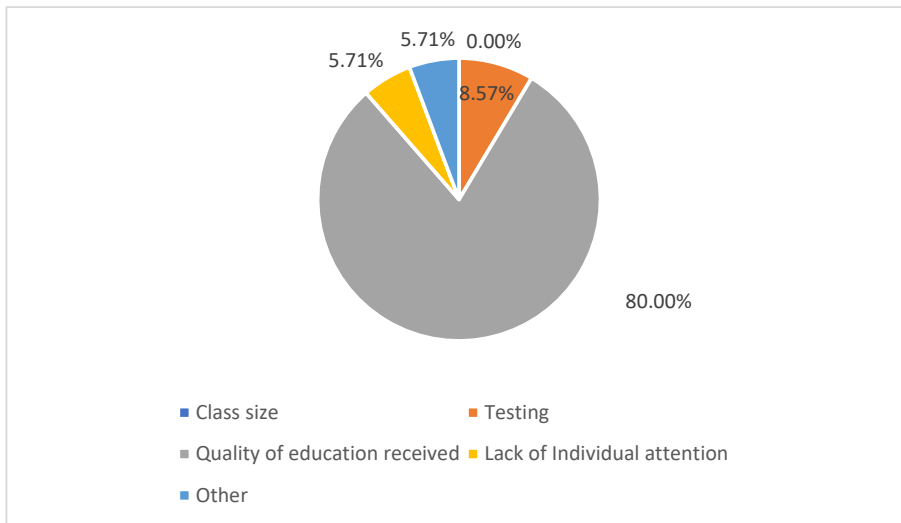
Strongly Agree	82.86%
Agree	14.29%
Neither Agree nor disagree	2.86%
Disagree	0.00%
Strongly Disagree	0.00%

**A charter school is a publicly funded, FREE school open to anyone in North Carolina. If a charter school were to open in Wayne County, would you consider enrolling your child(ren)?**



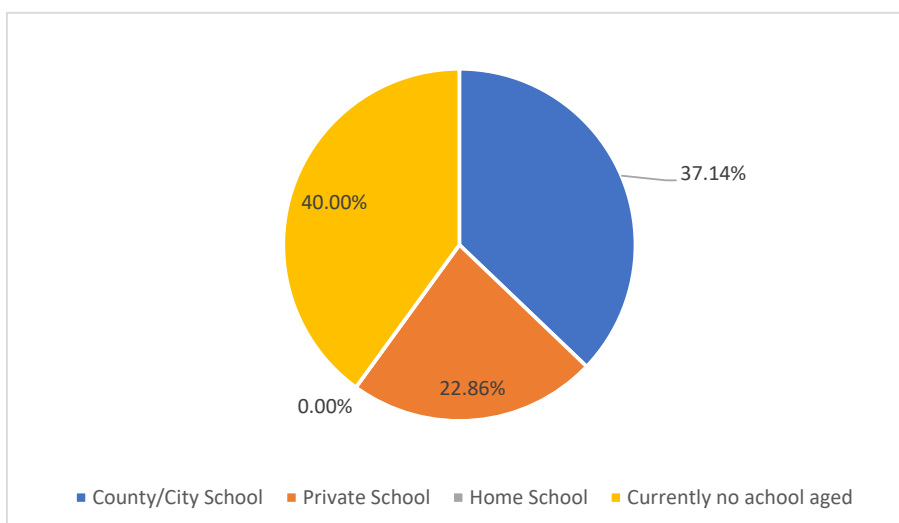
Very Likely	68.57%
Likely	22.86%
Neither Likely nor unlikely	11.43%
Unlikely	0.00%
Very Unlikely	0.00%

**Which of the following are you concerned about in regards to the educational system currently available?**



Class size	0.00%
Testing	8.57%
Quality of education received	80.00%
Lack of Individual attention	5.71%
Other	5.71%

**Please indicate which type of school your child currently attends**



County/City School	37.14%
Private School	22.86%
Home School	0.00%
Currently no school aged	40.00%



June 24, 2020

NC Department of Public Instruction  
301 N. Wilmington Street  
Raleigh, NC 27601

Re: Wayne STEM Academy Charter Application

To Whom It May Concern,

I am corresponding to offer my support to Wayne STEM Academy and their charter school application for the City of Goldsboro. Both Self-Help's commercial lending and real estate development teams have worked with the City leaders in Goldsboro over the years to provide development and investment capital in the City's effort to revitalize parts of their community.

My team provides guidance and financing for facilities for high-quality charter schools that serve low-income students in North Carolina and other states around the country. We believe the community of Goldsboro will benefit significantly from allowing more students access to high-performing public school options. I believe Wayne STEM Academy will be an asset that creates new opportunities for young people in your community. I look forward to seeing the success it brings to education and broader redevelopment efforts in the area.

Sincerely,



Brittany A. Bennett  
Charter School Sector Leader  
Commercial Lending Team  
Self-Help Credit Union



June 4, 2020

Office of the North Carolina State Board of Education  
301 North Wilmington Street, Room 212  
6302 Mail Service Center  
Raleigh, NC 27699-6302

RE: Wayne STEM Academy

Dear School Board,

I have been a long-time resident of Goldsboro, NC, and, perhaps more appropriate to my purpose in writing, I was an employee of the city for approximately 27 years. For the majority of that time, I served as the Director of the City's Downtown Development department and worked in the areas of economic development, planning, and community development. My education is in urban and regional planning. Furthermore, I have a daughter, age 15, who is a bright and curious child. I mention these aspects of my life and experiences to share, at least partially, the source or reason for my passionate support of the Wayne STEM Academy. I know how educational opportunities influence the success or detriment of a community. I also understand how they impact the trajectory of a child's life. Access, quality, and flexibility are all key characteristics that make a great school, and these are the key reasons Goldsboro struggles with reputational and real poor educational performance, as well as the ability to attract and retain new residents, professionals, businesses, and companies.

The City of Goldsboro has invested actively in their downtown area, and beyond, with strategic quality of life investments. To name a few of these recent investments: WA Foster Center is a first-class recreational facility that, at my last known account, attracted 10,000 kids per month; a dramatic streetscape investment in the core downtown area that is creating a 4:1 return on their investment due to the private sector's response, and; the construction of a modern, well-designed transit facility. But, our public school system continues to challenge economic growth in the city limits. Simply put, there are no high-achieving educational options except one, and its capacity is small and limited. Of course, I am only addressing the economic development implications. Our children need options that meet their needs within a system that is flexible enough to match them. We need better education for all of our children. I believe, given the passion and background of those involved with Wayne STEM Academy, they will help us achieve all these needs and goals. I have worked with some of the founders of Wayne STEM Academy for over a year, learning how public charter schools operate and what distinguishes them from traditional public schools. Their desire to improve education for all kids is noble and exciting. I did not come to this decision quickly. Yet, after learning of the accomplishments and performance measures of the other charter schools these founders have been involved in and learning more about the achievements of their other school's kids and the community experiences their schools are in, I became a huge fan. I want those same results here, in Goldsboro, a town of consequence, if for no other reason it is home to Seymour Johnson Air Force Base. This base serves two missions, the 4th Fighter Wing and the 916th Air Refueling Wing, and is a critical component to our U.S. military operations.

I would not hesitate to grant Wayne STEM Academy the Charter they are requesting. In my opinion, as a resident of Goldsboro, it would be a great benefit and provide a signal of support and hope to our parents and children that we care and want what is best for our leaders of tomorrow.

Respectfully,

A handwritten signature in black ink, appearing to read "Julie Metz".

Julie Metz

1209 Beech Street

Goldsboro, NC 27530

919.922.1562

jmetzsolutions@gmail.com



**FOR YOUTH DEVELOPMENT®  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY**

June 1, 2020

To Whom It May Concern,

I am pleased to offer my personal support to Wayne STEM Academy and their Charter School application for the City of Goldsboro in service to the downtown area and Wayne County. Since my first introduction to the principal owners, the school's board and its founders, I quickly realized that their interest in improving the quality of the City of Goldsboro was the true impetus for a potential project.

The Goldsboro Family YMCA was pleased to be contacted last year to discuss the vision of a Charter School project for the downtown Goldsboro area as well as a potential partnership to strengthen the downtown community. I was impressed that Wayne STEM Academy leadership was well informed of the community needs around quality education, access to health care, childhood hunger, affordable child care for all ages and other key social determinants of health. The enthusiasm generated around a multi-faceted project, anchored by a Charter School, would have an incredible impact for our community.

I have been impressed with the conversations their team has had with key community leaders and the public at large. They are asking the right questions around critical needs and developing a project that extends well beyond an educational institution. They have also been transparent in making the case for the benefits of a Charter School and the misperceptions that many may have. They continue to explore how their school can be a unique option for students, parents, and others in the community, and provide an alternative to our current educational structure.

My own research of other schools the board members have been involved with reveals a highly rated educational environment which has exceeded all enrollment expectations in every community that they serve. However, even more impressive is the financial impact to the surrounding business community, housing growth, and employment opportunities. In similar communities such as Bladen County, the growth around the school has created immediate job opportunities through business development, new housing, and multiple school expansions well ahead of plan.

I am excited to personally endorse this project which promises to raise the bar of quality education in our county and afford every child in our community the opportunity to receive the level of care and instruction to best prepare them for their future. I also support the joint efforts to partner with other existing non-profit agencies as well as the opportunity to strengthen our community by leveraging our respective areas of expertise. I believe that the support of this project will have a long-term benefit to the citizens of Goldsboro.

With kindest regards,

Bruce Griffin  
CEO  
Goldsboro Family YMCA

June 8, 2020

NC Department of Public Instruction  
301 N. Wilmington Street  
Raleigh, NC 27601

Re: Wayne STEM Academy Charter Application

To Whom It May Concern,

I am thrilled to offer my personal support to Wayne STEM Academy and their charter school application for the City of Goldsboro. We feel it will provide incredible value to our county and to our downtown. My interactions with the school's leadership began over one year ago and I have seen firsthand the level of sincere commitment they have invested in our community.

The Downtown Goldsboro Development office, a department of the City of Goldsboro, works to produce economic development in the context of historic preservation. For several years, we have experienced a tremendous revitalization in our city's downtown. Through both public and private investment, what was once dominated by blight and vacancy has transitioned to activity and hope. We believe this charter school will provide immense benefit as part of our social and economic landscape. Educating our children has a huge impact on residential and commercial development, but moreso, on the lives of our local citizens.

We have worked alongside the school's team as they have had numerous conversations with citizens and local leaders. They have been humble and have sought solutions where there seemed to be obstacles. They have been transparent about their intentions and cast a powerful vision for how their approach and curriculum can impact our kids. As a county that struggles to produce effective education options for families, I am excited for this to become one such option.

Upon researching and learning about their history and portfolio, it is fair to say we will be the beneficiaries of a great educational product and also a group of long-term stakeholders in the ongoing development of our city.

I am more than pleased to endorse this effort which has the potential to be such an instrumental part of our story in the years to come.

Sincerely,



Erin Fonseca  
Interim Director  
Downtown Goldsboro Development

Appendix B: Curriculum Outline per Grade Span

Wayne STEM Academy



# K-8 Science Curriculum

## Wayne STEM

### THE SCIENCE AND TECHNOLOGY CURRICULUM (STC) PROGRAM™

General Description: The Science and Technology Curriculum Program® (STC Program®) is a complete science program for children in grades K–8 which was developed by the National Science Resources Center (NSRC), a nonprofit organization jointly operated by the Smithsonian Institution and the National Academy of Sciences, National Academy of Engineering, and Institute of Medicine to address the critical problem presented by the *A Nation at Risk* report.

The NSRC began developing STC® in 1988; the curriculum was completed in 1997. Filled with innovative hands-on activities designed to motivate young students, it is the result of a joint effort by some of the leaders in the fields of education and science. Its mission is to improve the learning and teaching of science for all children in the United States and throughout the world. The primary goals of the STC/MS® program are to:

- Make available a sequence of learning activities that fully address the National Science Education Standards.
- Engage students directly with natural phenomena, the tools of science, real-world problems, and technological design challenges.
- Build on students' prior knowledge and experiences and allow them to apply problem-solving strategies in new contexts.
- Provide opportunities for students to test procedures collect and analyze data, use data to support conclusions, and communicate findings.
- Develop in all students the skills and knowledge necessary to open paths to careers in science and technology.
- Foster positive attitudes toward science.

The STC Program™ is made up of two comprehensive science curricula for K-8 students: Science and Technology for Children® (STC®), for grades K-5; and Science and Technology Concepts for Middle School™ (STC/MS™) for grades 6-8.

The Science and Technology for Children (STC®): The Science and Technology for Children (STC®) curriculum offers innovative, comprehensive 24 units for students in grades 1 through 6. It covers four broad topic areas: life, earth, and physical sciences and technological design. The curriculum is flexible with respect to grade level and units also may be used at a level below or above the designated grade level to meet specific needs.

Each STC® unit was written by a teacher-developer working in collaboration with educators, scientists, and evaluators, as well as with science editors and illustrators. All units were field- tested in demographically diverse classrooms throughout the United

States<sup>34</sup>. Input from teachers and students who participated in the field tests, as well as recommendations provided by an independent evaluator, were incorporated into the final version of the text.

Each STC<sup>®</sup> unit provides a series of lessons that follow a carefully constructed conceptual sequence- one that builds both student understanding and skills using an inquiry approach design around current knowledge about how children learn. Because the science concepts and skills taught in later unit lessons build on those from earlier ones, all STC lessons are prearranged accordingly and included during unit instruction.

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<sup>34</sup> [http://www.carolina.com/Carolina\\_curriculum/stc/publications.as#Evidence](http://www.carolina.com/Carolina_curriculum/stc/publications.as#Evidence)

**Science and Technology Concepts for Middle Schools (STC/MS<sup>®</sup>):**

NSRC received a grant from the National Science Foundation in 1997 to produce Science and Technology Concepts for Middle Schools (STC/MS<sup>®</sup>) that complements STC<sup>®</sup>. It contains eight modules that focus on topics related to the life, earth, and physical sciences and technological design. Two professional development modules for teachers are also developed.

STC/MS<sup>®</sup>, designed for students in grades 6 through 8, joins STC<sup>®</sup> to provide a seamless approach to inquiry-based science. STC/MS<sup>®</sup> will engage adolescent in inquiry-based science learning and revive the natural curiosity typically found in young children but unfortunately discouraged in traditional middle school science programs. As they progress through an STC/MS<sup>®</sup> module, students will take greater responsibility for their own learning, eventually planning and conducting their own experimental procedures, devising their own data tables, and analyzing their own results. Keeping inquiry at the center of the learning process fosters student curiosity and enables students to learn new concepts in a real-world setting.

The NSRC followed a rigorous research and development process to ensure that the STC/MS<sup>®</sup> modules are scientifically accurate. NSRC curriculum developers worked with master teachers and scientists across the nation to ensure that the learning activities in each module are effective in the classroom and reflect current scientific thinking. Although any STC/MS<sup>®</sup> module can stand alone, each one builds on concepts developed in the elementary level STC<sup>®</sup> curriculum.

Used in concert, STC<sup>®</sup> and STC/MS<sup>®</sup> modules follow a planned sequence of conceptual development shown in Table 9.

**Table 9: Summary of STC Program™ modules.**

	<b>Grade Levels</b>	<b>Life and Earth Sciences</b>		<b>Physical Science and Technology</b>	
STC	K-1	Organisms	Weather	Solids and Liquids	Comparing and Measuring
	2-3	The Life Cycle of Butterflies Plant Growth and Development	Soils Rocks and Minerals	Changes Chemical Tests	Balancing and Weighing Sound
	4-5	Animal Studies Micro worlds	Land and Water Ecosystems	Electric Circuits Food Chemistry	Motion and Design Floating and Sinking
STC/MS	6-8	Human Body Systems Organisms—From Micro to Macro	Catastrophic Events Earth in Space	Properties of Matter Light	Energy, Machines, and Motion Electrical Energy and Circuit Design

Lessons within each STC/MS® module also follow a carefully constructed conceptual sequence – one that builds both students understanding and skills using an inquiry approach designed around current knowledge about how children learn.

Alignment with Standards: The STC® Program is aligned with The National Science Education Standards (NSES), published by the National Research Council in 1996, and North Carolina Science Standard Course of Study. STC/MS® modules were written to address the standards identified for grades 5-8 in the NSES. The Teacher’s Guide for each module includes a section that outlines the alignment between the module’s concepts and skills and the national content and process standards.

Results: A science education program that is judged to be effective typically includes a number of elements (such as exemplary curriculum, professional development, and community support) that work together. The most recognizable indicator of a science education program’s effectiveness, however, is the outcome of the student assessment-student test scores. Educational studies show that student learning increases after the use of STC Program®. Students in school districts across the U.S that have utilized STC Program exceeded the states’ performance standards<sup>35</sup>. Remarkably, the studies also indicate that this benefit extends to subjects like reading, writing, language development, and math.



Appendix D: Yearly Academic Calendar

Wayne STEM Academy





# Appendix E: Daily and Weekly Schedule

## Wayne STEM Academy



<b>K-5 Bell Schedule 2019-2020</b>			
		<b>Begin</b>	<b>End</b>
<b>Drop Off</b>		7:00 AM	7:50 AM
<b>Morning classes</b>		8:00 AM	11:00 AM
<b>(Lunch A)</b>		11:00 AM	11:30 AM
<b>(Lunch B)</b>		11:30 AM	12:00 AM
<b>(Lunch C)</b>		12:00 PM	12:30 PM
<b>Afternoon Classes</b>		12:30 PM	3:15 PM
<b>Student Dismissal</b>		3:15 PM	3:30 PM
<b>Buses Depart</b>		3:20 PM	3:30 PM
<b>After School Clubs/Teams/Tutoring</b>		3:30 PM	Dismissal from clubs varies
<b>YMCA After School Care</b>		3:30 PM	6:00 PM

<b>Elementary Schedule 2022-2023</b>			
		<b>Begin</b>	<b>End</b>
<b>Drop Off</b>		7:00 AM	7:50 AM
<b>Morning classes</b>			
	<b>Morning Work</b>	8:00 AM	8:50 AM
	<b>Language Arts</b>	8:50 AM	9:40 AM
	<b>Reading Groups</b>	9:40 AM	10:30 AM
	<b>Social Studies</b>	10:30 AM	11:20 AM
<b>(Lunch A)</b>	<b>Lunch B - Recess</b>	11:25 AM	11:50 AM
<b>(Lunch B)</b>	<b>Lunch A - Recess</b>	11:50 AM	12:40 AM
<b>Afternoon Classes</b>			
	<b>Specials*</b>	12:45 PM	1:30 PM
	<b>Math</b>	1:30 PM	2:20 PM
	<b>Recess</b>	2:20 PM	2:40 PM
	<b>Science</b>	2:40 PM	3:25 PM
<b>Buses Depart</b>		3:25 PM	3:30 PM
<b>Student Dismissal</b>		3:25 PM	3:30 PM
<b>After School Clubs/Teams/Tutoring</b>		3:30 PM	Dismissal from clubs varies
<b>YMCA After School Care</b>		3:30 PM	6:00 PM

\*(PE, Music, Spanish, Art, & Science)

<b>Grades 6-8 Bell Schedule 2022-2023</b>		
<b>Period</b>	<b>Start</b>	<b>End</b>
Drop Off	7:00 AM	7:55 AM
1	8:00 AM	8:50 AM
2	8:55 AM	9:45 AM
3	9:50 AM	10:40 AM
4	10:45 AM	11:35 AM
5	11:40 AM	11:30 AM
MS LUNCH	11:35 PM	12:25 PM
6	12:30 PM	1:20 PM
7	1:25 PM	2:15 PM
8	2:20 PM	3:10 PM
Buses Depart	3:15 PM	3:30 PM
Dismissal	3:30 AM	3:35 PM
Afterschool Programing	Afterschool may vary - Most dismiss 4:45 PM- 5:00 PM	
Clubs/ Athletic Teams	athletics may vary - Most dismiss 4:45 PM- 5:00 PM	
YMCA After School Care	3:30 PM	6:00 PM

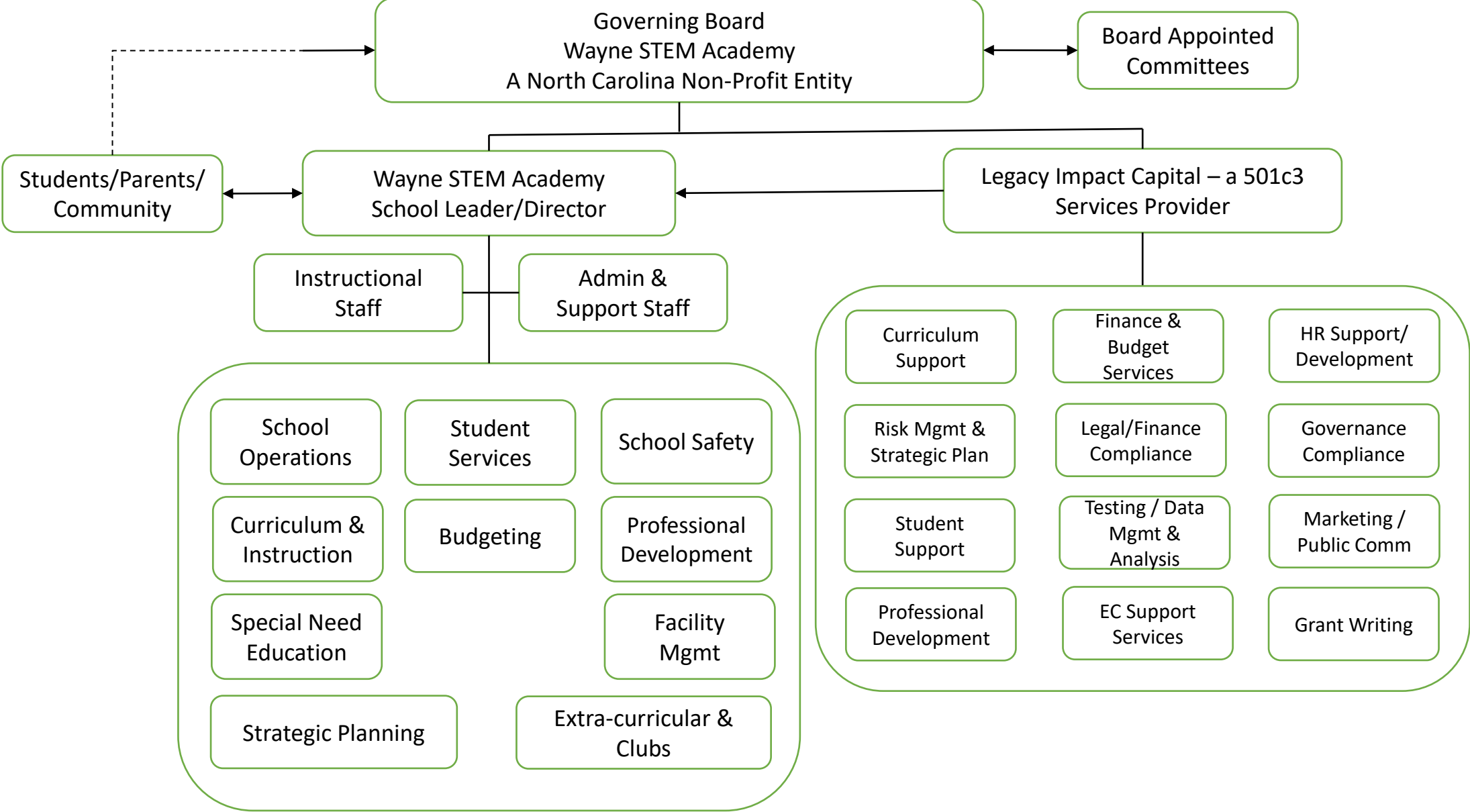
<b>Count for Regular Day</b>		
Regular Courses	50	minutes
Transitions	5	minutes
Lunch / AR	50	minutes
Total Daily Instruction	400	minutes
Total # of Days	190	days
Total Annual Instruction	1,267	hours
Contingency	10	days

# Appendix G: Organizational Chart

## Wayne STEM Academy



Appendix – Organization Chart



Appendix H: Charter School Board Member Information  
Form and Resume

Wayne STEM Academy





# Carla C. Jacobs, CIA

6501 Windy Creek Way ■ Fayetteville, NC 28306 ■ Phone: 910-536-6130 ■ Email: [carlajacobs58@gmail.com](mailto:carlajacobs58@gmail.com)

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## Education

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UNIVERSITY OF NORTH CAROLINA AT PEMBROKE — PEMBROKE, NC

### **Bachelor of Science in Accounting, 5/2004**

- President, Accounting Student Association – Established the ASA Book Scholarship, March 2004
- Member, Alpha Lambda Psi Academic Fraternity

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## Certifications

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CERTIFIED INTERNAL AUDITOR (CIA) – The Institute of Internal Auditors Credential ID 177291, Expires Dec 2022

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## Experience

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UNIVERSITY OF NORTH CAROLINA AT PEMBROKE – PEMBROKE, NC

### **Chief Audit Officer, 5/2020 to present**

Directs the Internal Audit program of the University. Conducts operational, financial and compliance audits of university departments and activities. Responsible for all phases of audit project including selecting audit objectives; analyzing and evaluation controls and workflows; creating an audit program; performing test work; developing of recommendations to address weaknesses noted and communicating results of projects to university management.

Coordinates work with state and federal audit agencies and other external auditors to ensure that audit resources are used efficiently and duplication of effort is minimized. Serves as Internal Control Officer for the university.

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LUMBEE TRIBE OF NC – PEMBROKE, NC

### **Internal Auditor, 12/2017 to 5/2020**

Perform as the Internal Auditor for the Tribe to ensure financial and program compliance.

Serve as primary contact with external Financial Statement/Compliance audit team. Audit client files to ensure all documentation complied with Native American Housing Assistance Self Determination Act (NAHASDA) requirements.

Reconcile fixed asset, accumulated depreciation, deprecation, accounts receivable, mortgage revenue, and gain/loss accounts at year end to prepare for external annual audit. Reconcile and prepare SEFA for financial statements and audit report.

Identified and organized training for the transition of recording and reporting financial statements from FASB to GASB standards. Instrumental in ensuring the Tribe adhered to GASB financial reporting standards by creating and reconciling FASB financial records and accounts to GASB standards.

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NC OFFICE OF THE STATE AUDITOR — RALEIGH, NC

### **Audit Supervisor/Advanced Assistant State Auditor, 11/2008 to 12/2017**

Lead performance audit engagements of State government agencies and programs in accordance with Generally Accepted Government Auditing Standards.

Supervised two audit teams of 2-3 staff to evaluate the effectiveness and efficiency of agency and program operations by gaining an understanding of organizational processes, identifying and evaluating management controls and weaknesses, and making recommendations to improve how agencies do business. Directed,

counseled, and instructed team members to develop their auditing knowledge and skills through hands-on training, guidance and providing opportunities for development.

**Appendix F:**

**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: WAYNE STEM ACADEMY

2. Full name: Carla Jacobs

Home Address:

Business Name and Address:

Telephone No.: (910) 536-6130

E-mail address: carlajacobs58@gmail.com

3. Brief educational and employment history.

See attached resume.

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

No:                      Yes: X

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

I was a member of a previous founding board for Emereau – Bladen. When members of the Goldsboro community reached out for support in opening a new school I accepted. I have supported expansion of educational choice across communities with need.

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

A board member provides oversight and governance for the mission of the school. We are a support and guide for school director to insure the school remains focused on mission, provides highest quality education and remains financially solvent.

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 previously served as Board Treasurer for Emereau Bladen Charter School. I provided financial review and compliance oversight for the creation and opening of that charter.
8. Describe the specific knowledge and experience that you would bring to the board.  
I bring 15 years of accounting and auditing (experience as State Audit Supervisor, Auditor for Lumbee Tribe and currently Chief Audit Officer for UNC – Pembroke) at the State level and in education.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
Our mission is to provide high quality educational choice to a community with high need for education. Our belief is every student should have the available educational choice and should have access to high performance, student focused education.
2. What is your understanding of the school's proposed educational program?  
Our board wants to provide a unique STEM focused education to K-8 students where there is currently none available in Wayne County
3. What do you believe to be the characteristics of a successful school?  
A successful school should provide a safe, peaceful, attainable education to every student.
4. How will you know that the school is succeeding (or not) in its mission?  
We will see our students meet or exceed growth as it pertains to their own personal position and exceeding performance of their peers and the state averages.

### **Governance**

1. Describe the role that the board will play in the school's operation.  
Our board exists to provide oversight of the mission and goals set for the school. It is to hold the school leaders to account for the mission we have enacted, but allow the leadership to provide daily direction for how the school achieves its outcomes.
2. How will you know if the school is successful at the end of the first year of operation?  
We have seen students grow educationally and personally. We want to see students meet or exceed growth, but also feel safe and excited about coming to school and learning. We would like to have parents see growth in their children.
3. How will you know at the end of five years of the schools is successful?  
The school will hit its enrollment targets and exceeded growth annually for our students and family. To have the school seen as being impactful in the community.
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 need to identify a strong leader/director who has experience in low performing and Title I communities. With that hiring, they need to provide supportive oversight to ensure the leader is giving guidance and support to their staff.

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

I would bring the actions to the board and request formal review of those actions to determine if that board member needs to be asked to step down or formally removed. Additionally, as a board, we need to bring those actions to the Office of Charter Schools for their input and guidance.

\*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

**Certification** I, Carla C. Jacobs, 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 Wayne STEM Academy Charter School is true and correct in every respect.

Carla C. Jacobs  
Signature \_\_\_\_\_ Date 6/30/2020

# DONNA DENISE ELLIOTT

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205 HOLLY ROAD, GOLDSBORO, NC 27534 | delliott1295@gmail.com

## Objective:

- To secure challenging employment.

## Education:

- **BS | MAY 1997 | NORTH CAROLINA CENTRAL UNIVERSITY**  
Major: CRIMINAL JUSTICE – CUM LAUDE
- **HIGH SCHOOL DIPLOMA | JUNE 1993 | GOLDSBORO HIGH SCHOOL**

## Experience:

### GOLDSBORO POLICE DEPARTMENT

#### WARRANT OFFICER | JANUARY 2017 – PRESENT

- Accept, receive, and serve order for arrests, criminal summons, warrants and subpoenas

#### INTELLIGENCE OFFICER | JANUARY 2017 – NOVEMBER 2017

- Gather Gang Intelligence Information

#### WARRANT OFFICER | APRIL 2009 - JANUARY 2017

- Accept, receive and serve order for arrests, criminal summons, warrants and subpoenas

#### ROUTINE PATROL OFFICER | MARCH 2006 – APRIL 2009

- Patrol areas by foot and car
- Build (Foster) a relationship with the public (community)
- Interview suspects
- Gather evidence
- Attend and testify in court hearings

#### GOLDSBORO/WAYNE COUNTY DRUG SQUAD MEMBER | DECEMBER 2001 – MARCH 2006

- Investigate drug related cases in Wayne County
- Assisted with Cases in State and Federal Court
- Work alongside US Marshalls, ATF, FBI and SBI Agents
- Obtained and executed search warrants in Wayne County

#### ROUTINE PATROL OFFICER | APRIL 1999 – DECEMBER 2001

- Patrol areas by foot and car
- Build (Foster) a relationship with the public (community)
- Interview suspects
- Gather evidence
- Attend and testify in court hearings

## Volunteer Work:

- **COMMUNITIES IN SCHOOLS | 2002 – 2000**
- **GOLDSBORO POLICE DEPARTMENT EXPLORER POST 209 ADVISOR | 2002 – 2004**

**Appendix F:**

**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:   WAYNE STEM ACADEMY

2. Full name: Donna Denise Elliott

Home Address: 205 Holly Road, Goldsboro, NC 27534

Business Name and Address:

Telephone No.: (919) 738-4996

E-mail address: dellott@gmail.com

3. Brief educational and employment history.

See resume

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

No: X

Yes:

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

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

To hire principal(s)/leaders and oversee the performance 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 haven't had any previous experience of serving on a charter school board. I have the capability of being an effective board member, because I have the ability to communicate (rapport) with the community and a passion for the city of Goldsboro youth (Wayne County youth) to thrive educationally.

8. Describe the specific knowledge and experience that you would bring to the board.  
Experience with assisting with overseeing the safety of the campus.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
Currently being drafted out (my mission/goal ideas were sent)
2. What is your understanding of the school's proposed educational program?  
Currently being drafted out (my mission/goal ideas were sent)
3. What do you believe to be the characteristics of a successful school?  
Characteristics of a successful school is building and sustaining a good reputation. Holding the leaders accountable to the school mission.
4. How will you know that the school is succeeding (or not) in its mission?  
By the performance/growth of the student

### **Governance**

1. Describe the role that the board will play in the school's operation.  
Help oversee the finance and operate in the best interest of the school.
2. How will you know if the school is successful at the end of the first year of operation?  
By the performance/growth of the school/educator, evaluate if the school is on task with the vision/mission of the school, and if the parents/community sponsors are integrated.
3. How will you know at the end of five years of the schools is successful?  
By the performance/growth of the school/educator, evaluate if the school is on task with the vision/mission of the school, and if the parents/community sponsors are integrated.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Communicate effectively, be transparent, and do what's best for the school.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? Bring the situation to the board's attention along with the person that's being unethical (be transparent).

\*Please include the following with your Information Form

- a **one page** resume
- a national criminal background check

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



**Certification**

I, \_\_\_\_\_, 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.

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Signature \_\_\_\_\_ Date \_\_\_\_\_

# **MITHAT JOHN KARABULUT**

[KARABULUTMITHAT@GMAIL.COM](mailto:KARABULUTMITHAT@GMAIL.COM)

(919) 608-8776

## **EXPERIENCE**

### **WORCESTER POLYTECHNIC UNIVERSITY, MA**

2001-2002

Teaching Assistant and Research Assistant. Biochemistry Dep.

### **DOVE SCIENCE ACADEMY, OK**

2002-2007

Science and Chemistry Teacher, Dep Head, Science Fair Coordinator

### **LISA ACADEMY, AR**

2007-2009

Chemistry Teacher, Assistant Principal

### **HARMONY PUBLIC SCHOOLS AND SST SCHOOLS TX**

2009-2014

Admin at various levels including the Founding Principal at School of Science and Technology Corpus Christi

### **TRIANGLE MATH AND SCIENCE ACADEMY CARY, NC**

2014-Current

Principal

## **EDUCATION**

BS IN CHEMISTRY/2001

Bogazici University, Istanbul TR

GRAD LEVEL CLASSES, BIOCHEMISTRY/2002

WPI University, Worcester, MA

Full Scholarship

K-12 SCHOOL LEADERSHIP PROGRAM: AN EVOLVING VISION/2016

Harvard University, Boston, MA

M.ED IN EDUCATIONAL LEADERSHIP 2018-2021

NA University, Houston, TX

**Appendix F:**

**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: WAYNE STEM ACADEMY

2. Full name: Mithat Karabulut

Home Address: 2519 Dalmahoy Lane, Fuquay-Varina NC, 27526

Business Name and Address: TMSA, 312 Gregson Dr., Cary NC, 27526

Telephone No. Work: 919-3880077, Cell: 919-6088776

E-mail address: mkara@tmsacademy.org

3. Brief educational and employment history.

I received my BS degree from Bogazici University, TR in Chemistry. I earned some graduate level credits from WPI MA in Biochemistry masters program. I was the TA for the Organic Chemistry professor and I was teaching labs. I taught Science and Chemistry for at least seven years in Oklahoma and Arkansas as a licensed teacher. I served at various levels of admin at different Charter Schools including but not limited to, Department Chair, Science Fair Coordinator, Testing Coordinator, Dean of Students, Founding Principal and District Outreach Coordinator and District College Readiness and Leadership Program Coordinator. I am the Principal at TMSA Cary for 6 years now, I started as the K-8 Principal and was involved in the process of creating a new HS Program from scratch.

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

No: X                      Yes:

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

I was in a brainstorming group that was initiated by Mr. Howard Sowell and I agreed on the idea of being a Board Member that would fit my desire to serve underrepresented group of families to maintain the equity across the board in all sub-groups.



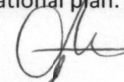
6. What is your understanding of the appropriate role of a public charter school board member?  
I will be advising about the curriculum.  
Being with charter schools almost for 20 years now, I have very high quality connections with top administrators and board members all over the US. I believe the experience I have will be very beneficial
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 been attending all of the TMSA Board of Directors meetings since 2014 as the Principal.
8. Describe the specific knowledge and experience that you would bring to the board.  
My experience is mostly with the Charter Schools. My leadership style is based on long-term relations. Supporting the Admin team and the Board Members in the means of PDs and all other kinds of opportunities is one of my goals. I believe we will form a very strong board and make a difference in Wayne County.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
Challenging learning environment is necessary for all of the students to grow. Diversity is essential for the current world and future roles of the students. Solution-focused students are the ones that we want to raise, they should start helping each other and serve the community. Peace-building is a very promising character trait that all of us need at any time.
2. What is your understanding of the school's proposed educational program?  
The proposed educational program is based on being a STEM oriented school. Our K-2 team will make sure that the students can comprehend to the level that they can grasp whatever material is given to them. Strong ELA skills is going to be our base to make sure that the students are growing at all directions
3. What do you believe to be the characteristics of a successful school?  
Collaboration among the staff. Clear communication with all of the stakeholders. Evolving vision towards better student growth. Engaged parents and students. Envisioning admin and board members for the best outcome for a holistic student approach.
4. How will you know that the school is succeeding (or not) in its mission?  
We will have monthly meetings with the principal. We will have our measures in system to make sure that students are supported not only academically but also socially and emotionally. We will send surveys. We will look at the test data.

### **Governance**

1. Describe the role that the board will play in the school's operation.  
Operation is the backbone for a charter school. We will make sure that the budget is made on strong basis. We will have clear policies and procedures. We will have planning and forecasting in place.
2. How will you know if the school is successful at the end of the first year of operation?  
Operational success does not only mean financial success. To make sure that the school is standing on strong grounds we will be attracting more students by providing challenging educational plan. At the end



of the first year we will have an audit to see if we have at least 3% surplus and start the second year strongly.

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

We have our five year plan outlined both academically and financially. We will monitor if we are at the right track every year. At the end of five years we should be able to clearly know if we are successful or not.

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

We will be high performing and follow the original purpose steadily. We will focus on governance practices. We will recruit an exceptional school leader and manage the leader and ourselves. Board composition is important. Sub-committees' structure is crucial. Meetings are vital. Checks and balances should be in place. There should be data flow and reflection upon the analysis of the data.

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?

We will follow the steps with clear communication. Bring the issue to the board's attention. Make sure everyone understands the situation. Come up with a solution that will be for the best interest for our students' learning and our schools' education plan.

\*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

**Certification**

I, Michal Karabak, 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 WAYNE STEM ACADEMY Charter School is true and correct in every respect.

Signature

Date

7/16/2020

# Karina Pascht

5711 Williamsburg Way, Durham, NC 27713  
919-475-7493 [kpascht@gmail.com](mailto:kpascht@gmail.com)

Highly qualified Special Education teacher with experience in all four core subjects with preference for science and math. Experienced with Problem/Inquiry based learning models and a creative problem solver to address student's needs. Fluent Spanish speaker.

Education	Certifications
Master of Science in Special Education College of Saint Rose Concentration in Learning Disabilities	North Carolina Standard Professional II Certified in: Biology (grades 9-12) Special Education: General Curriculum
Bachelor of Science in Biology Michigan Technological University Concentration in Plant Ecology	Special Education-Permanent Certification, New York State Biology 7-12- Permanent Certification, New York State

## Professional Experiences

### Ogletree Deakins Law Firm, Raleigh, NC

7/2018-Present

Business Immigration Paralegal- prioritize high-volume caseload for numerous Fortune 50 and Fortune 500 clients. Perform research on visa requirements, filing procedures, and regulatory updates. Analyze case details to identify issues and review case strategy with attorney. Draft forms, memos, letters, and index supporting documentation. Mentor and train new team members on case preparation, firm procedure, client protocols, and best practices.

### East Chapel Hill High School, Chapel Hill, NC

8/2013-7/2018

Exceptional Child Teacher- **Coteaching** - primarily in biology and earth science classes. Working closely with general education teacher to deliver science curriculum while embedding skills based instruction for standard courses.

Other Duties: Teaching a skills EC class and case manager for 12-18 students with duties including IEP development, FBA/BIP development and general management of student's course load.

### Schenectady High School, Schenectady, NY

9/2005-6/2013

Responsibilities included:

- IEP team member in all aspects of development: annual, transfer and 3 year re-evaluation meetings including draft IEP, achievement testing and contact with parents.
- Create and implement functional behavioral assessments and behavior intervention plans.
- Constructing special class curriculum paralleling core curriculum standards.
- Analyze student performance data.
- Implement test accommodations and transition goals.
- Track students' overall performance.
- Differentiating and/or adapting curriculum for students.
- Developed and executed plan for 500+ special education students taking exit exams twice a year

9/11-present **Small class instruction** -15:1:1- 10<sup>th</sup> grade-algebra and biology-Asked to pilot small class instruction due to my certification in biology and experience in teaching math. Currently teaching algebra and biology in a small class for students

9/09-6/11 **Co-teaching** -10<sup>th</sup> -11<sup>th</sup> grade- piloted the math co-teaching class. Taught in conjunction with a General education math teacher in both algebra and geometry.

9/08-6/09 **Small class instruction**- 15:1:1-algebra and geometry, 10<sup>th</sup>-11<sup>th</sup> grade – taught both algebra and geometry for students attempting to pass New York state exit exams towards a high school diploma.

9/05-6/08 **Consultant** – 9<sup>th</sup>-12<sup>th</sup> grade-responsible for up to 20 students in math, science, history, and English classes. Worked directly with General education teachers to create diverse instruction to reach all learners in the class.

## Training

- Trained in Understanding by Design (Ubd) unit and problem based learning with Michael Shackleford
- Grading techniques and reform with Thomas Guskey
- Co-teaching seminar with Marilyn Friend
- Trained in Hands on Equations program

- Trained in Capturing Kids Hearts program

**Appendix F:**

**Charter School Board Member Information Form**

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**Background**

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

2. Full name: Karina Pascht

Home Address: 5711 Williamsburg Way, Durham, NC 27713

Business Name and Address: Ogletree Deakins, 8529 Six Forks Rd., Suite 600, Raleigh, NC 27615

Telephone No.: 919-475-7493

E-mail address: kpascht@gmail.com

3. Brief educational and employment history.

    B.S. in Biology

    M.S. in Special Education

    15 years as a Special Ed/EC teacher in public school system

    2 years as an Business Immigration paralegal

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

No: X                      Yes:

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

    I was asked by Howard Sowell to consider being on a charter school board. Howard and I have, through the years, spoken much about the education system and how to best "fix" it. We are both passionate about making education available to all students. He spoke to me about what a STEM school in a more rural setting could do and about starting at the K-3 level, and I was very interested in becoming part of the process. I left education two years ago out of disgust and frustration, but I am still an educator at heart.



This opportunity allows me to stay within the education system, and will hopefully allow me to participate in changing some kid's lives for the better.

6. What is your understanding of the appropriate role of a public charter school board member?  
Coming into this process, I have a limited understanding of what role I will be playing on the board. I have always been on the other side of the table as an educator. In a broad sense, I understand that we are in charge of setting and overseeing the performance goals, financial aspects, and physical setting. We provide guidance and support to the school.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I have 15 years working in various school systems as an EC teacher. I started in New York at Schenectady School District and finished in North Carolina at East Chapel Hill High School. I have worked primarily at the high school level, but have also taught at the middle school level, and pre-school to kindergarten with students with autism as well. I am certified K-12 in special education and high school biology.
8. Describe the specific knowledge and experience that you would bring to the board.  
Please see above.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
To make a STEM curriculum more accessible to the underserved community of Goldsboro.
2. What is your understanding of the school's proposed educational program?  
The proposed educational program will be a STEM program starting with K-3 and possibly going to K-8.
3. What do you believe to be the characteristics of a successful school?  
A successful school starts with strong leadership that has a tangible plan. Students in a successful school are willing to take chances/risks and make mistakes within a safe environment. Learning occurs when students take responsibility for their learning, but in many cases this needs to be taught first. A successful school has on-going formal and informal evaluation of their students' progress.
4. How will you know that the school is succeeding (or not) in its mission?  
We will be setting measurable goals and will evaluate student learning based on those goals. The school must stay in budget as well.

### **Governance**

1. Describe the role that the board will play in the school's operation.  
The board will oversee operational finances, and develop policies and regulations that govern the school including curriculum, staffing, location and equipment.
2. How will you know if the school is successful at the end of the first year of operation?  
if the school goals and student outcomes are within the parameters set by the board.
3. How will you know at the end of five years of the schools is successful?  
If goals have been met.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Monitor progress regularly and have a good working relationship with the director of 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?  
Communicate with the member(s) internally. If unable to resolve, take the next steps towards removal from the board.

\*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

**Certification**

I, Karina Pascht, 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 Wayne STEM Academy Charter School is true and correct in every respect.



07/02/2020

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Signature

Date

# OLGA CORREA

1508 Lena Lane, Knightdale, NC 27545 · 919-757-5098

[OCORREA2012@yahoo.com](mailto:OCORREA2012@yahoo.com)

Works in collaboration with school staff, administration, and parents. Focuses on having students work in collaboration and allow them to be creative in order to be successful not only in the acquisition of a second language but also in daily life skills.

## Experience

**AUGUST 2013 – PRESENT**

**SPANISH TEACHER, HERITAGE MIDDLE SCHOOL,**

**WAKE FOREST, NC**

Teach Spanish 1 High School Credit Course to 8<sup>th</sup> grade students.

Teach Beginner Spanish to 7<sup>th</sup> grade students.

Teach Exploratory Spanish to 6<sup>th</sup> grade students.

Develop and implement digital portfolios in which the student shows case their learning.

Create and implement lesson plan that promotes different levels of proficiency in the target language.

**AUGUST 2012 – JUNE 2013**

**KINDERGARTEN TEACHER'S ASSISTANT, WILDWOOD FOREST ELEMENTARY, RALEIGH, NC**

Assistant Teacher for Kindergarten class, helping 2<sup>nd</sup> grade students with reading skills.

Collaborated in the Media Center. Also worked in a collaboration with the administration and parents assisting them with translations.

**AUGUST 2000 – MAY 2012**

**PRESCHOOL TEACHER, SOUTHWESTERN EDUCATIONAL SOCIETY, MAYAGUEZ, PR**

Taught Spanish and English as a Second Language.

## Education

**JUNE 2014**

**LICENSURE SPANISH K-12, NC STATE UNIVERSITY, RALEIGH NC**

Lateral Entry Program for World Language Licensure, K-12

**MAY 1996**

**BACHELOR OF ARTS DEGREE, INTER AMERICAN UNIVERSITY OF PUERTO RICO, SAN GERMAN, PR**

Elementary Education, K-6

**Appendix F:**

**Charter School Board Member Information Form**

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

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

**Background**

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

2. Full name: Olga Correa Irizarry

Home Address: 3909 Mendenhall Drive Zebulon, NC 27597

Business Name and Address:

Telephone No.: 919-757-5098

E-mail address: ocorrea2012@yahoo.com

3. Brief educational and employment history.

NC Teach at NC State University. Lateral Entry Program for World Language

BA Elementary Education at University of Puerto Rico

Spanish Teacher at HMS Wake Forest, NC

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

No: X                   Yes:

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

I was asked to serve in the board by Howard Sowell. I would like to serve on this board after understanding that the community of Goldsboro is in needs a quality education for all students.

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

A board member of a charter school, works as a team and in a collaboration with the community to seek opportunities and experience that will solely benefit the students and the community.

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

I has never worked as a board member of a charter school, but I have worked directly at Heritage Middle school improvement plans.

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

I can bring understanding in the areas of education, curriculum, and School Improvement Plans.

### **School Mission and Program**

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

The school mission is committed to bring high-quality education and to develop well-rounded students in Wayne County.

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

The proposed educational program is STEM program that will be a different opportunity in education for the students of Wayne County.

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

Identify the needs of the students and the community and address them as a whole and or individually.

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

The school will be succeeding in its mission by rising low-performance numbers in Wayne County School and giving the tools and hand-on experience to the students to achieve in order to be successful.

### **Governance**

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

Support and guidance.

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

One of the key factors will be the result of the End of Grades test that will show growth in students' performance.

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

The students will show growth and or exceed the goals established in the School Improvement plans.

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

Work as a team in a collaboration with the School's principal, staff, and the community to address the needs of the students, and to maintain open communication with school principals and staff.

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

Open communication with the board and address it as a team.

\*Please include the following with your Information Form

- a **one page** resume
- a national criminal background check

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**Certification**

I, Olga Correa Irizarry, 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 Wayne STEM Academy Charter School is true and correct in every respect.

*Olga Correa Irizarry*

*7/2/2020*

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Signature

Date

**Rhonda R. Coyne**  
1032 Holly Pointe Dr.  
Wendell, NC 27591

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rhondacoyne1911@gmail.com

(919) 649-8285/(919) 819-1485

**Profile**

**Law Enforcement Professional** with 15 years of experience and continued progressive growth within the field.

**Criminal Investigator** responsible for working cases literally from the ground up- from crime scene to conviction.

**Crime Scene Investigator** with experience in processing of scenes ranging from breaking and entering to homicide- to include latent print collection and becoming proficient as a latent print examiner.

**Instructor** experienced in effectively relaying original and pre-structured material for student comprehension and retention.

**Critical Thinker and Analytical Problem-Solver** initiating office supply inventory, crime scene and evidence supply inventory, policy creation and revision specific to crime scenes and evidence handling, crime scene processing, reorganization and purging of department evidence room, and a complete redesign of felony investigative reporting for the purpose of simple and successful prosecution.

**Education**

**Basic Law Enforcement Training Certification** **April, 2005**  
Coastal Plains Police Academy of Wilson Technical Community College- Wilson, NC

**Bachelor of Science, Criminal Justice** **May, 2004**  
North Carolina Central University- Durham, NC

**Professional Experience**

**Franklin County Sheriff's Office- Louisburg, NC** **2014-Present**

**Crime Scene Investigator**

Responsible for securing and processing crime scenes, crime scene and evidence photography, evidence collection and processing, development and collection of latent evidence, latent fingerprint and palm print comparison and local database entry, secure evidence handling, delivery, and storage, accurate and detailed report writing, effective communication with assigned investigators for the purpose of accurate discovery.

**Lake Royale Police Department- Louisburg, North Carolina** **2008-2014**

**Criminal Investigator** **2009-2014**

Responsible for securing and processing crime scenes, crime scene and evidence photography, development and collection of latent evidence, secure evidence handling, delivery, and storage, evidence room organization and maintenance, interview and interrogation enhanced with CVSA certification, felony investigative case file creation and maintenance for accurate discovery.

**Patrol Officer** **2008-2009**

**Morrisville Police Department- Morrisville, NC- Patrol Officer** **2007**

**Wendell Police Department- Wendell, NC- Patrol Officer** **2005-2007**

**Professional Development and Certifications**

To date, completion of over 700 investigative training hours to include:

- Comprehensive Latent Print Comparison Training 2015-2019
- Criminal Investigator Certificate requiring over 300 training hours 2011
- Police Law Institute 2010
- SIRCHIE Crime Scene Technician & Evidence Collection 2009



Appendix F:

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**Background**

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

2. Full name: RHONDA R. COYNE

Home Address: 1032 HOLLY POINTE DR. WENDELL, NC 27591

Business Name and Address: FRANKLIN COUNTY SHERIFF'S OFFICE 285 T. KEMP RD. LOUISBURG, NC

Telephone No.: (919) 649-8285

E-mail address: rhondaecoyne1911@gmail.com

3. Brief educational and employment history.

B.S. in Criminal Justice / Certified Law Enforcement Instructor  
Crime Scene Investigator (6 Years) / Law Enforcement (15 Years)

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

No: 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? Because I served on Emereau: Bladen in 2017, I was sought to also serve on this board. I love the opportunity to serve other communities outside of my full time job.

6. What is your understanding of the appropriate role of a public charter school board member? A school board member contributes to and helps oversee the school's set-up, goals, and everyday operations.

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 served on the inaugural board for Emereau: Bladen in 2017.

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

I've served on a charter school board before and I am also a certified instructor within law enforcement.



## School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? Diversity is emphasized, as is being an actual profitable member of society.
2. What is your understanding of the school's proposed educational program? The educational program includes goals outlined by the teacher AND the student. Learning HOW TO LEARN is emphasized.
3. What do you believe to be the characteristics of a successful school? A successful school deviates from the bare minimum accepted norms. Learning is creative and interactive.
4. How will you know that the school is succeeding (or not) in its mission? Children are enthusiastic about what they're learning. Performance has improved. Pupils have exceeded the mandated standard.

## Governance

1. Describe the role that the board will play in the school's operation. This board will oversee the school's set-up and foundational establishment.
2. How will you know if the school is successful at the end of the first year of operation? End of year statistics compared to overall county statistics from the previous year. Parent & student morale.
3. How will you know at the end of five years' of the school's successful? Enrollment has seen a consistent and steady increase. Student performance in accordance with state standards consistently improve.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Hiring energetic and innovative staff that motivate students to LOVE learning. Setting realistic enrollment and academic goals.
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 the vice chair of the board, I would consult with the chair to inform them of the concerning act. We would decide together how to confront the negative behavior.

\*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

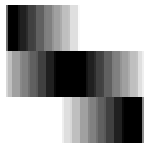


**Certification**

I, RHONDA RENEE COYNE, 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 WAYNE STEM ACADEMY Charter School is true and correct in every respect.

Rhonda R. Coyne  
Signature

06/29/2020  
Date



# SCOTT SATTERFIELD

[scottsatterfield330@gmail.com](mailto:scottsatterfield330@gmail.com)

919.440.2059

## PROFESSIONAL EXPERIENCE

**Property & Business Development Specialist** – Goldsboro Downtown Development Dept. Goldsboro, NC  
3/18 to Present

Primary responsibility is to support existing businesses and property owners and to cultivate the growth of both through recruitment and retention efforts that create a sustainable and prosperous economic environment for the downtown area and city. Work with multiple private sector committees to leverage support, input, investment, and resources to supplement that provided by the City. Serve as a resident expert on the needs of the downtown business community and advise city management and elected officials. Facilitate the creation and management of an annual work plan that guides the direction of economic activities each year for the department and the volunteer committees. Utilize asset identification, placemaking, and a four-step approach to economic development, including design, organization, promotion and economic vitality practices. Identifies methods to access control of properties through options, acquisitions and donations. Manage grant programs. Identify financial resources and alternative funding sources to assist projects that require multiple financing mechanisms.

Responsibilities include: economic development activities; neighborhood revitalization efforts; fundraising; building community partnerships and with regional, state and national stakeholders; securing acquisition/donations and the sale of properties; non-profit board involvement; preparing/presenting oral and written presentations; advising city management; research; management of incentive programs; provision of business/property development assistance for investors, property owners and businesses.

**President/Owner** – Gypsy Bean Coffee Shop, Goldsboro, North Carolina  
2019 to Present

Owner and manager of an entrepreneurial startup coffee shop business. Direct daily operations, sales, policy, business environment/tone, and personnel. Manage accounts and serve as the co-strategist, marketer and business developer.

**President/Owner** – Limelight, Goldsboro, North Carolina  
2015 to 2018

Owned and operated an entrepreneurial startup business that provided promotional products. Led daily operations, sales, and personnel. Managed accounts, served as the chief strategist and business developer from project inception to deliverables and directed business marketing. Sold successful business in 2018.

**Executive Director** – Collide Ministries, Greenville, North Carolina  
2006 to 2010

Pioneered the launch of this nonprofit dedicated to the ministry of college students. Managed budget and forged relationships with leaders across multiple disciplines to build a Board of Directors to guide operations.

Recruited, trained, and managed a team of four employees engaged in service, organization, and fundraising, aided by 40 volunteers. Led the team through development of a mission, vision, and values adoption and supervised the renovation of a building rehabilitation project to serve as the base of operations. Built membership from an initial base of 12 to over 300.

#### **EDUCATION**

**East Carolina University, Greenville, North Carolina** - Bachelor of Arts in History

**University of Mount Olive, Mount Olive, North Carolina** - Bachelor of Arts in Religion

**Appendix F:**

**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: WAYNE STEM ACADEMY

2. Full name: Scott Satterfield

Home Address: 108 S. Claiborne St. Goldsboro, NC 27530

Business Name and Address: 219 N. John St. Goldsboro, NC 27530

Telephone No.: 919-440-2059

E-mail address: ssatterfield@goldsboronc.gov

3. Brief educational and employment history.

Education:

University of Mount Olive- BA Religion '02

East Carolina University- BA History '09

Employment:

Stoney Creek Church- 2010-2015

Daly's Chapel Church- 2016-present

Limelight (Screenprinting business)- 2016-2018

Downtown Goldsboro Development, City of Goldsboro- 2018-present

Gypsy Bean Coffee Shop- 2019-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 asked to serve on the board by Howard and Andrew Sowell. I wish to serve on this board because of the tremendous generational impact that this school can make. Our community has a serious deficit of quality education opportunities for all students and any contribution we can make to improve that really motivates me to help address it.

6. What is your understanding of the appropriate role of a public charter school board member?  
While I do not have a perfect understanding, I have a growing understanding. I understand that a board member provides support, accountability and oversight. I also see the board role as part of a collective team working together to have the best possible educational experience for our kids.
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 was a youth pastor in churches for 18 years. I worked with kids from birth to college age. I worked with local schools and parents during that time learning a great deal.
8. Describe the specific knowledge and experience that you would bring to the board.  
I bring understanding in the areas of business, finance, economic development, network and youth development.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
To bring high quality educational choice to the underserved community of Goldsboro
2. What is your understanding of the school's proposed educational program?  
STEM program that is a unique offering in Wayne County
3. What do you believe to be the characteristics of a successful school?  
Identifies the needs of its students and addresses them the student individual level
4. How will you know that the school is succeeding (or not) in its mission?  
Maintains financial stability and achieves the goals set forth by the board and director

### **Governance**

1. Describe the role that the board will play in the school's operation.  
Support, accountability and oversight
2. How will you know if the school is successful at the end of the first year of operation?  
Director has autonomy but maintains communication with the board, the school is financially stable and the performance expectations are met
3. How will you know at the end of five years of the schools is successful?  
School has met enrollment and financial goals, students are learning at or above targeted grade levels
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Work with the director to hire high performing teachers and administrators, set appropriate conditions for director success/excellence, ensure financial and educational goals are achieved

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, communicate with the board and address it internally. Second, remove them and report them to the office of charter schools

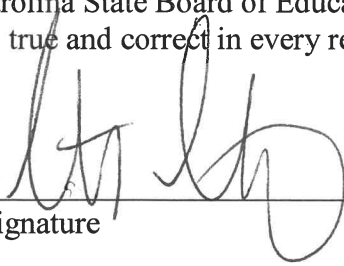
\*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

**Certification**

I, Scott Satterfield, 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 Wayne STEM Academy Charter School is true and correct in every respect.



Signature

6/29/2020

Date

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

Wayne STEM Academy





# **WAYNE S.T.E.M. ACADEMY BYLAWS**

## **ARTICLE I: NAME**

### **Section 1: Name**

The name of the nonprofit corporation is WAYNE S.T.E.M. ACADEMY (herein referred to as "The Corporation").

### **Section 2: Principal Office and Registered Agent**

The principal office of the Corporation is located in the City of Goldsboro, in Wayne County, in the State of North Carolina. The street address of the initial registered office of the Corporation is 1207 Front Street, Suite 200, Raleigh, NC 27606 and the registered agent at such address is Howard Sowell.

## **ARTICLE II: PURPOSE**

### **Section 1: Purpose**

The purpose of the Corporation is to apply for, establish, and govern a charter school under North Carolina Charter School Statutes and to pursue related educational endeavors. The name of the charter school is WAYNE S.T.E.M. ACADEMY or also known as "WSA".

## **ARTICLE III: MEMBERSHIP**

### **Section 1: Membership**

The Corporation shall have no members.

## **ARTICLE IV: BOARD OF DIRECTORS**

### **Section 1: Powers**

The activities, affairs and business of the Corporation shall be conducted by or under the direction of the Board of Directors (referred to herein as the "Board").

### **Section 2: Mission**

The Mission of the Board of Directors is to make policy decisions regarding the operation of the Corporation and to provide it with oversight rather than day-to-day management of operations.

### **Section 3: Number, Qualifications, Election and Tenure**

- a) The number of persons constituting the Board of Directors who have voting authority shall be a minimum of five (5) and a maximum of eleven (11).
- b) A person needs to be at least twenty-one (21) years old and in good standing to be qualified as a Director.
- c) Election procedures to the Board of Directors are outlined as follows:
  - Nominations may be made by any Board member;
  - Vote to be taken publicly by show of hands;
  - A nominee is declared a Director as long as he/she receives the votes of the majority of the Directors.
- d) A term shall be considered one year. Directors can only serve for three consecutive year terms and may not be re-elected until a minimum of one term has passed. A Director will be removed by a majority vote of the Board at any meeting. In order to be re-elected, he/she can be nominated by a Board member similar to any other nominee; Directors can nominate themselves as well.

### **Section 4: Duties**

The Board is committed to the education of all students to the best of their individual abilities; to a constant awareness of the concerns and desires of the community regarding the quality and performance of the School with the Board assuming an educational leadership role; and to the employment of school personnel who, under the direction of the Principal, will see that the school maintains an outstanding position and will carry out the policies of the Board with imagination and dedication.

Additionally, the Board's specific policy and direction goals are:

- To interpret the education needs and aspirations of the community through the formulation of policies which stimulate the learner and the learning process;
- To govern the school in accordance with federal and state laws;
- To provide leadership in order to carry out the goals and objectives of the school effectively;
- To facilitate communication with the community served by the school
- To develop and provide the data appropriate for the management functions of planning, evaluating, organizing, controlling and executing.

The Board should attempt to reflect the opinion of the community. However, Board members must look to the future more clearly than is required of the average citizen. The results of many of the decisions and actions of the Board may not be realized at once but will set the course of education for future years. The Board should fearlessly support those educational philosophies and procedures needed to promote proper education for this community based upon the needs of the pupil population.

In addition,

- Directors shall meet at such times and places as required by these by-laws.
- The Board may consider a Director with three consecutive un-excused absences from regular meetings as having resigned.
- Directors shall register their home/business address, home/office/cellular phone numbers and e-mail addresses with the Secretary of the School.

### **Section 5: Meeting Procedures**

All meetings of the Board shall be open to the public, including the news media, except when permitted or required by law to be closed. Visual and sound recordings shall be permitted during open meetings. The President of the Board shall preside at Board meetings and shall rule on questions of order. In the absence of the President, the Vice President shall preside. In the absence of both the President and Vice President, the attending members shall elect one of their numbers to preside. Meetings of the Board shall be formal enough to allow for the orderly conduct of business but informal enough to encourage free discussion among Board members and to promote group thinking and action.

### **Section 6: Meeting Schedule**

The Board annually shall adopt a schedule for the upcoming year stating the date, time and place of its regular meetings. The meeting schedule shall be posted in a prominent place at the School's administration building and at any other locations where such scheduled meetings will be held. Electronic and other means of informing the public about the Board meetings shall be used where feasible. Any scheduled meeting may be cancelled, postponed or adjourned.

### **Section 7: Regular Meetings**

Unless otherwise specified in the schedule or changed in a manner allowed by law, the Board's regular meetings shall be held regularly on the dates that will be publicized by the Board. The schedule shall call for the meetings to be held at the School's administration building. The board's regular meetings are legislative in nature. This is where most of the Board's formal actions are taken.

### **Section 8: Special or Called Meetings**

In accordance with the state law, special meetings may be called by the Board President on the request of three or more Board members, or the Principal in accordance with state law. Due notice of such meetings shall be given to the public and shall include at a minimum the posting of a written notice for at least 48 hours at the place of regular meetings and by the giving of written notice at least 48 hours in advance at the front door. Board members will be given at least 48 hours' notice of the meeting and the topics to be addressed. Notice to Board members may be by telephone, e-mail, fax or some other means to achieve notification.

## **Section 9: Emergency Meetings**

When special circumstances occur and are so declared by the Board, the Board may meet on less than 24-hour notice. Board members and the public shall be given as much notice of the meeting and subjects expected to be considered as is reasonable under the circumstances, including the posting of a written notice at the place of regular meetings. The minutes of the meeting shall reflect the reason for holding the meeting on the less than 24-hour notice and the nature of the notice given.

## **Section 10: Quorum**

A majority of the Board members having voting authority and currently in office shall constitute a quorum for the transaction of business. If a quorum is not present at the time and place of any meeting, the Directors present shall adjourn the meeting until a quorum shall be present.

## **Section 11: Voting**

Except as otherwise expressly provided by statute, or by the Charter of the Corporation, or by these by-laws, the action of a majority of the Directors present at a meeting in which there is a quorum shall be the action of the Board of Directors. The President shall vote at Board meetings only when his or her vote is necessary to resolve what would otherwise cause a tie vote. Electronic voting is allowed by the Board of Directors. Voting by proxy is not allowed.

## **Section 12: Resignation of Directors**

A Director may resign at any time by giving notice in writing to the President or Secretary of the Corporation. Such resignation shall take effect at the time specified, or if no time is specified, at the time the President or Secretary receives such resignation.

## **Section 13: Compensation**

Directors shall serve without compensation for their services to the Board except travel and related expenses as may be authorized by the Board for in state or national conferences.

## **Section 14: Conflict of Interest**

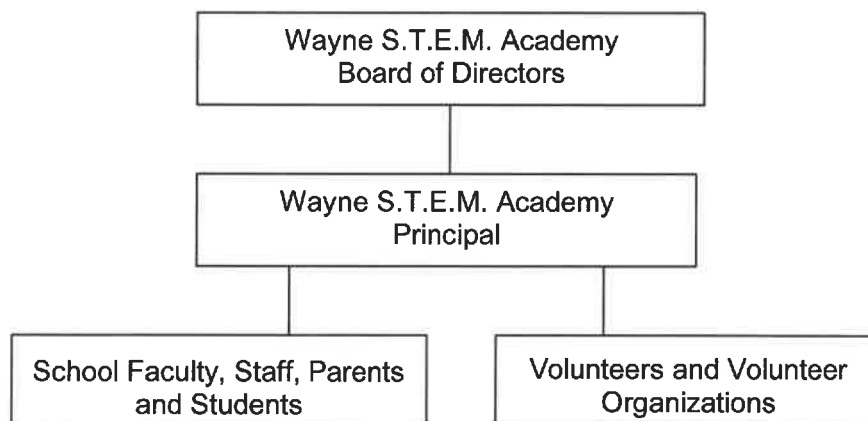
If any member of the Board faces a conflict of interest in a matter pending before the Board, such member shall make full disclosure to the Board of the nature of the conflict. Upon full disclosure, the Board may approve the transaction only by the majority vote of Board members having no conflict of interest. However, no such transaction may be approved if it would constitute self-dealing, prohibited under Section 4941 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or if it would result in the imposition of any excise tax under any other provision of Chapter 49A of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws.

## **Section 15: Certain Director Liability**

A member of the Board shall be subject to the liabilities imposed by law upon Board members of nonprofit corporations. In addition, all Board members who vote for or assent to any distribution of assets of the Corporation contrary to any restrictions imposed by the Nonprofit Corporation Act of North Carolina, the Corporate Articles of

Incorporation, Charter, or By-laws, shall be jointly and severally liable to the Corporation for the amount of such distribution. Furthermore, such liabilities shall not exceed the debts, obligations and liabilities existing at the time of the vote or assent where the Board member relied on, and acted in good faith in the belief that, financial statements of the Corporation were correct and were based on generally accepted principles of sound accounting practice used by the president or the treasurer, or certified by an independent public accountant or firm of such accountants to fairly reflect the financial condition of the Corporation.

### **Section 16: Organizational Chart of School Governance**



## **ARTICLE V: OFFICERS**

### **Section 1: Designation of Officers**

Officers of the Corporation shall be President, Vice President, Secretary and Treasurer. The Board may designate and fill other officers as needed. Any two offices except for the office of President may be held by one person. No officer shall sign or execute any document in more than one capacity.

### **Section 2: Election, Term of Office and Qualifications**

At its regular annual meeting in September each year, the Board shall organize and elect officers among its own members. A President shall be elected to serve for a period of one year. A Vice President shall be elected to serve for a period of one year. The Secretary shall be elected to serve for a period of one year. The President shall preside over the election of the vice president and secretary unless decided otherwise by majority of the Board members.

### **Section 3: Subordinate Officers and Agents**

The Board may appoint other officers or agents to chair committees or perform certain other duties. Each such officer or agent shall hold office for such period, have such authority, and perform such duties as the Board determines. The Board may delegate to

any officer or agent the authority to appoint subordinate officers or agents and to prescribe their respective authorities or duties.

**Section 4: Duties**

Officers shall stand in a fiduciary relationship to the Corporation and shall discharge the duties of their respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.

**Section 5: Removal**

The persons who are officers pursuant to Section 1 of this Article may be removed by majority vote of the Board with or without cause. The persons who are officers or agents pursuant to Section 3 of this Article may be removed by majority vote of the Board.

**Section 6: Resignations**

Any officer may resign at any time by giving written notice to the President or the Secretary of the Board, or, if that officer was appointed by an officer or agent in accordance with Section 3 of this Article, by giving written notice to the appointing officer or agent. Any such resignation shall take effect at the time specified or if no time is specified, at the time the President or the Secretary receives such resignation.

**Section 7: Vacancies**

A vacancy in any office because of death, resignation, removal or disqualification, or any other cause, shall be filled for the unexpired portion of the term of such office in the manner prescribed by these by-laws for regular appointments or elections to such offices. The Board may also reassign some or all of the duties of an absent officer as provided in Section 8 of this Article.

**Section 8: Reassignment of Officer Duties**

Should an office become vacant or should an officer of the Corporation be absent, or for any other reason the Board deems sufficient, the Board may reassign the duties of such officer to any other officer or to any member of the Board.

**Section 9: Principal**

The Board shall appoint the Principal by entering into a contract with a person to serve in that capacity. The contract shall specify the period of time for which the person is employed as Principal as well as his or her authority and duties. The Principal shall generally be responsible for the business and affairs of the Corporation and shall be authorized to hire and have control over its employees. In addition to the management of day-to-day operations of the Corporation, the Principal shall perform such other duties as are assigned by the Board. The Principal may be removed, with or without cause, by a majority vote of the Board.

**Sections 10: President**

The President shall be the principal person charged with supervising, organizing and managing the business of the Board and shall have the responsibility of conducting

Board meetings. The President shall perform such other duties as are assigned by the Board.

**Section 11: Vice President**

At the request of the President, or in the absence or disability of the President, the Vice President shall perform the duties of the president and when so acting shall have all the powers of, and be subject to all the restrictions upon, the President.

**Section 12: Secretary**

The Secretary shall keep the minutes of the meetings of the Board and shall see that all notices are given in accordance with the provisions of these by-laws or as required by law. The Secretary shall also be the custodian of the statements, books, records, reports, certificates, and other documents of the Corporation and the seal of the Corporation, and shall see that the seal is affixed to all documents requiring such seal. The Secretary shall perform all duties and possess all authority incident to the office of the Secretary, and shall perform such other duties and have such other authority as may be assigned by the Board.

**Section 13: Treasurer**

The Treasurer is responsible to manage the funds, receipts, disbursements and securities of the Corporation. The treasurer shall perform such other duties and have such other authority as may be assigned or granted by the Board. The treasurer may be required to give a bond for the faithful performance of the duties of the office in such form and amount as the Board may determine.

**ARTICLE VI: PROCEDURES AND RESTRICTIONS**

**Section 1: Contracts**

Except as otherwise provided in these By-laws, the Board may authorize any officer or agent or the Principal to enter into any contract or to execute or deliver any instrument on behalf of the Corporation, and such authority may be general or confined to specific transactions.

**Section 2: Loans**

The Board must authorize in advance the borrowing of any funds by the Corporation and the issuance of any promissory notes or other evidence of indebtedness in the name of the Corporation. Any officer or agent of the Corporation authorized by the Board to do so may obtain loans or advances on behalf of the Corporation provided said authority has been granted by means of a majority vote of the Board of Directors affirming the indebtedness or obligation, and in order to obtain such loans and advances, may make, execute, and deliver promissory notes, bonds, or other evidences of indebtedness of the Corporation.

**Section 3: Deposits**

All funds of the Corporation shall be deposited to the credit of the Corporation in such banks or trust companies or with such bankers or other depositories as the Board may select, or as may be selected by any officer or agent of the Corporation authorized by the Board to do so.

**Section 4: Checks, Drafts**

All notes, drafts, acceptances, checks and endorsements or other evidences of indebtedness shall be signed by the President or Vice President and by the Secretary or the Treasurer, or in such other manner as the Board may determine. Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the Principal or treasurer or by any officer or agent who may be authorized by the Board to do so.

**Section 5: Gifts**

The Board may accept on behalf of the Corporation any contribution, gift, bequest, or devise granted for the benefit or perpetuation of the general educational or special educational purposes of the Corporation.

**ARTICLE VII: GENERAL PROVISIONS****Section 1: Corporate Seal**

The Corporate Seal shall be in such form as shall be approved by the Board.

**Section 2: Fiscal Year**

The fiscal year of the Corporation will commence on July 1 of each year and conclude on June 30 of each year.

**Section 3: Amendments to Bylaws**

These By-laws may be altered, amended, or repealed, or new By-laws adopted at any regular or special meeting upon a super (2/3) majority vote of the Board members.

**Section 4: Books and Records**

The Corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of its Board.

**Section 5: Officer and Director Indemnification**

The Corporation shall indemnify any present or former members of the Board, Officers, Principal or other employee or agent against liabilities and reasonable litigation expenses, including attorneys' fees, incurred in connection with any action, suit or proceeding in which that person is made or threatened to be made a party by reason of being or having been such Board member, Officer, Principal or other employee except in relation to matters as to which the person shall be adjudged in such action, suit or proceeding:

- to have acted in bad faith,
- to have been liable or guilty by reason of willful misconduct in the performance of duty,
- to have taken actions known or believed by the person to be clearly in conflict with the best interests of the Corporation,
- to have received an improper personal benefit, or
- in connection with a proceeding by or in the right of the Corporation, where the person was adjudged liable to the Corporation.

The indemnification authorized by this section shall be in addition to that permitted by the North Carolina General Statutes or otherwise as authorized in these By-laws. The



Corporation may purchase and maintain insurance on behalf of any person who is or was a member of the Board, Officer, Principal or other employee or agent of the Corporation or is or was serving at the request of the Corporation as a Director, Officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, against any liability asserted against and incurred by the person in such capacity, or arising out of the person's (Board member's, Officer's, employee's or agent's) status as such, whether or not the Corporation would have the power to indemnify that person against such liability.

Expenses incurred by a Director, Officer, Principal or other employee or agent in defending a civil suit or criminal action or other proceeding may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board upon receipt of an undertaking by or on behalf of the Board member, Officer, Principal or other employee or agent to repay such amount unless it shall ultimately be determined that the person is entitled to be indemnified by the Corporation as authorized by Section 55A- 17.2 or 55A- 17.3 of North Carolina General Statutes or as authorized in these by-laws.

#### **Section 6: Meeting Regulation**

All meetings of the Board shall be held in compliance with the North Carolina Open Meetings Law, Article 33C. While the Board may elect not to proceed in full compliance with the Roberts Rules of Order, it will serve as a guideline for the conduct of all meetings

#### **Section 7: Gender**

The masculine and feminine gender used in these By-laws shall include both the feminine and the masculine persons.

#### **Section 8: Prohibited Activities**

The Corporation shall comply with all prohibitions against substantial lobbying and involvement in political campaigns for public candidates, contained in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to, its Board members or Officers.

Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on

- by corporations exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or
- by a corporation, contributions to which are deductible under Section 17Q(c)(2) of the Code.

#### **Section 9: Disposal of Assets**

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation as directed pursuant to North Carolina General Statutes.

The undersigned persons certify the foregoing By-laws have been adopted for the Corporation, in accordance with the requirements of the North Carolina Nonprofit Corporation Act.

MEMBERS OF THE INITIAL BOARD OF DIRECTORS

Member 

Member 

Member 

Member 

Member \_\_\_\_\_

Member \_\_\_\_\_

Member \_\_\_\_\_

Date of Adoption: June 27, 2020

Appendix K: Articles of Incorporation of Municipal Charter

Wayne STEM Academy





# NORTH CAROLINA

## Department of the Secretary of State

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**To all whom these presents shall come, Greetings:**

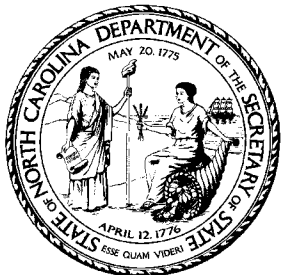
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

### ARTICLES OF INCORPORATION

OF

### WAYNE S.T.E.M. ACADEMY

the original of which was filed in this office on the 30th day of June, 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 30th day of June, 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: Wayne S.T.E.M. Academy.

2.  (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Andrew M. Sowell.

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

Number and Street: 1207 Front Street, Suite 200

City: Raleigh State: NC Zip Code: 27609 County: Wake

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>Raymond H. Sowell</u>	<u>1207 Front Street, Suite 200 Raleigh, NC 27609</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: 919-747-3723

Number and Street: 1207 Front Street, Suite 200

City: Raleigh State: NC Zip Code: 27609 County: Wake

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
Rhonda Coyne	1032 Holly Point Dr. Wendell, NC 27591	Secretary
Carla Jacobs	6501 Windy Creek Way Fayetteville, NC 28306	Treasurer

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

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

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

This is the 15th day of June, 2020.

\_\_\_\_\_  
 Incorporator Business Entity Name  
  


Signature of Incorporator

Raymond H. Sowell, President

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.

**Section 8: Prohibited Activities**

The Corporation shall comply with all prohibitions against substantial lobbying and involvement in political campaigns for public candidates, contained in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to, its Board members or Officers.

Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on

- by corporations exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or
- by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

**Section 9: Disposal of Assets**

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation as directed pursuant to North Carolina General Statutes.

# Appendix L: Insurance Quotes

## Wayne STEM Academy





# INSURANCE PEOPLE

Below are the estimated annual premiums for **Wayne STEM Academy**

**Property Premium Estimate** **\$5,250**

Building	\$4,500,000
Contents	\$500,000
Deductible	\$1,000
Form	Special
Equipment Breakdown Included	

**General Liability Premium Estimate** **\$1,548**

<b>Rating Basis:</b>	Students	300
	Faculty	27

**Limits:**

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate

**School District & Educators Legal Liability (D&O/ E&O)**

**Premium Estimate** **\$4,277**

	\$1,000,000 per occurrence
	\$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent

instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

# INSURANCE PEOPLE

<b>Fidelity Bond Estimate</b>		<b>\$332</b>
Limit	\$250,000	
<b>Auto Premium Estimate</b>		<b>\$181</b>
Hired & Non Owned Autos Only		
Limit of Liability	\$1,000,000	
<b>Head of Class Endorsement</b>		<b>\$82</b>
<b>Workers Compensation Premium Estimate</b>		<b>\$6,451</b>
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$1,078,000	
<b>Umbrella Premium Estimate</b>		<b>\$2,387</b>
Limit of Liability	\$1,000,000	
<b>TOTAL ESTIMATED PREMIUM</b>		<b>\$20,508</b>
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

# Appendix M: Revenue Assurances

## Wayne STEM Academy



AGREEMENT FOR THE  
DEVELOPMENT SERVICES  
OF CHARTER SCHOOL PROJECT

This Agreement for the Development and Management of Charter School Facilities Projects (“Agreement”) is effective as of the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_ (the “Effective Date”), by and between EDUCATION DEVELOPMENT INITIATIVE, a North Carolina 501(c)(3) non-profit corporation (“EDI”) and Wayne STEM Academy, an organization created under and governed by the laws of the State of North Carolina and acknowledges its board has applied for 501(c)(3) standing with the IRS (“Charter School”), EDI and Charter School being sometimes referred herein to individually as a “Party” and collectively as the “Parties”.

RECITALS

A. Charter School has submitted an application for approval to the North Carolina Office of Charter Schools and the State of North Carolina State Board of Education to operate a public charter school located in Wayne County. Upon approval, Charter School shall be bound by its agreement to fulfill all required obligations of the Office of Charter Schools and Department of Education to finalize the approval for operations of the Charter, with expectations of receiving final approval and contract by \_\_\_\_\_, 20\_\_\_\_; and

B. Charter School desires, to the extent possible, to enter into a contract to make available an appropriate and needed facility for lease for Charter School; and

C. EDI is engaged in the business (the “Business”) of identification, assessment, and development of educational facilities, specifically including but not limited to, site identification, property due diligence, acquisition, design of facilities and development of educational facilities, which provide quality locations for charter schools to operate; and

D. Charter School desires to engage EDI, and EDI desires to be engaged, to provide facility development activities (on behalf of Charter School). “Facility Development Activities” include all activities undertaken in conjunction with the Project (as defined below) or in the course of Charter School’s business with respect to the Project which achieve or which are intended to achieve the development and construction of educational facilities; and

E. Charter School desires to engage EDI as the entity with the exclusive rights to represent Charter School in developing the Project.

## AGREEMENT

In consideration of the foregoing recitals and other good and valuable consideration, including the prior expenditure of time and funds by EDI related to the Project and the initial feasibility studies performed by EDI with respect to the Project, the receipt and sufficiency of which is acknowledged by the Parties, and the mutual obligations and undertakings set forth herein, the Parties covenant and agree as follows:

1. **PURPOSE OF AGREEMENT.** The Parties anticipate that Charter School has engaged or will engage in Facility Development Activities with respect to the Property, providing the basis for the possible creation of an educational facility (the “Project”). Charter School agrees to cooperate with EDI to achieve the goals of the development timeline during the Term (as defined below) subject and pursuant to the terms of this Agreement.
2. **SERVICES PROVIDED BY EDI.**
  1. As appropriate throughout the Term, EDI will, at its own expense (subject to the fee terms set forth herein), conduct the following activities:
    1. **Development Services:** shall include site selection, floor plan development, zoning approval, and permitting activities related to final approval by municipality and governmental entity charged with authority to approve construction of education facility.
    2. **Site Selection:** shall include working with community representatives to identify the proper and appropriate site best suited for the construction and development of education facility.
    3. **Plan Development:** shall include the best and most efficient structure design to best utilize the square footage for the highest and best use for educational purposes.
    4. **Zoning Approval:** shall include working with appropriate governmental offices to insure the selected site is properly zoned to legally house the needed education facility.
    5. **Construction Permitting:** shall include obtaining the proper permits required by governmental authority to begin construction of the education facility.
    6. **Construction:** shall include the completion of construction of the education facility within commercially reasonable timelines, within budget, including any reasonable and necessary change orders, and within the current construction and engineering code requirements for education facilities.
  2. The parties hereto specifically acknowledge and agree that EDI, as developer, pursuant to and in accord with the term and provisions of this agreement, shall

review all appropriate and applicable zonings and municipal rules and laws for the purpose of determining and timely completing all required requisite or appropriate municipal approvals, on behalf of Charter School during the term of this agreement.

3. **TIMING OF DELIVERY.** EDI agrees to make every best effort to provide a facility sufficient for the Charter School of reach their enrollment projections situated on a permanent location within reasonable time, as reasonable subject to municipal and governmental approval and commercially reasonable construction timeframe. Further, EDI will provide a temporary facility that is sufficient for the education of students and within reasonable expectations of Charter School.
4. **EXCLUSIVE RIGHT TO REPRESENT CHARTER SCHOOL AND DEVELOP PROJECT.**

Exclusive Agent. The Parties acknowledge and agree that (i) EDI is Charter School’s exclusive agent with respect to the development of the Project; (ii) during the Term of this agreement and during the term of subsequent lease agreement(s), EDI shall have the exclusive right to purchase (on behalf of Charter School), design, broker, develop or transfer the project; and (iii) Charter School shall not circumvent the activities and rights of EDI during the course of this agreement and any and all subsequent lease agreements.

5. **PRICE AND PAYMENT TERMS.** Charter School acknowledges that EDI is entitled to fees earned for services related to the development of the project. EDI shall earn a fee of five (5%) percent of the total project budget in addition to any and expenses incurred associated with the approval of the project through the municipality and/or governmental entity:

1. EDI shall determine all Expenses incurred in direct connection with the project. As used herein:
  1. “Municipal Fees” shall mean any fees associated with, but not limited to, zoning approval, permitting approval, impact fees, and third party expenditures related to the approval and receipt of all such processes.
  2. “Expenses” shall mean (1) all project expenses incurred by EDI in connection with the development, performance and assessment of the services rendered by EDI under this Agreement, whether before or after the effective date of this Agreement but in each case as accounted for to Charter School, and including but not limited to fees and expenses paid for and/or incurred in connection with technical Project development, assessment and field services, and to Verifiers, appraisers and in connection with the completion of the project. Any fees incurred prior to effective date of this Agreement will be identified and disclosed in a timely manner; and (2) any related sales brokerage and transaction fees.
2. During the Term, a quarterly report of Expenses will be supplied to Charter School (the “Quarterly Expense Report”). Charter School shall be irrevocably

deemed to accept the Quarterly Expense Report if Charter School does not deliver to EDI a written objection to or request for clarification with respect to such Quarterly Expense Report within ten (10) calendar days following Charter School's receipt of the Quarterly Expense Report. In the event Charter School so objects to or requests a clarification with respect to a Quarterly Expense Report, Charter School and EDI will work together in good faith to come to agreement with respect to the appropriate Expenses to be included on the Quarterly Expense Report as promptly as practicable. In the event the Parties cannot reach an agreement, then the Parties shall submit any disputed issues in the Quarterly Expense Report to mediation to be conducted by a mutually agreeable mediator at a mutually agreeable location. In the event the Parties cannot agree on a mediator, the Parties will utilize the mediation procedure of the American Arbitration Association. In the event the Parties cannot agree on the location of the mediation, it shall be conducted in \_\_\_\_\_ County. In the event the Parties are not successful in resolving any disputed issues in the Quarterly Expense Report in mediation, then the Parties shall submit the dispute to binding arbitration using a mutually agreeable arbitration format with a mutually agreeable arbitrator. In the event the Parties cannot agree on a format or an arbitrator, then they shall utilize the American Arbitration Association for the process. In the event the Parties cannot agree on the location of the arbitration, it shall be conducted in Raleigh, North Carolina. In the event of both arbitration and mediation, the arbitrator and mediator, as applicable, (i) shall be limited to only addressing disputed issues in the Quarterly Expense Report, and (ii) shall not ascribe a higher value to any disputed item than the highest amount ascribed by a Party and shall not ascribe a lower value to any disputed item than the lowest amount ascribed by a Party. The fees and expenses of the arbitrator and mediator shall be borne by the Parties in inverse proportion to their relative success in the dispute as determined by the arbitrator or mediator, as applicable.

3. All fees and expenses due shall accrue, interest free, during the term of the Development Agreement. In the event Charter School decides not to move forward with EDI all development fees and accrued expenses shall come due immediately. EDI agrees to accept payment by delivery of a Note for a period not to exceed twenty-four (24) months and shall earn interest at a rate not to exceed twelve (12%) percent per annum of total principal due. Subsequent to the Charter School agreeing to move forward with the project and finalize the long-term lease, all fees and accrued expenses will become part of the construction budget and will be amortized over the course of the lease and subsequent purchase price upon sale of property.
4. EDI agrees to make available Operating Capital Line of Credit in the amount of up to seventy-five thousand dollars (\$75,000) upon Charter Approval. These funds are to be utilized for hiring administrative staff, providing capital for general operating expenses; said disbursement to be approved by EDI, said approval to not be unreasonably withheld. Charter School agrees to make best effort to apply and receive approval for Federal Start Up Grants through the

Federal Department of Education or other State and Federal entities. Upon receipt of said funds, EDI will be reimbursed for any advances made under with provision.

6. CHARTER SCHOOL'S WARRANTIES AND COVENANTS.

1. Charter School represents and warrants that Charter School is a pending 501(c)(3) organization duly organized, validly existing and in good standing under the laws of the State of North Carolina and has full power and authority to make, execute and deliver this Agreement and to perform its obligations hereunder and the transactions contemplated hereby.
2. Charter School represents and warrants that (i) the execution, delivery and performance of this Agreement have been duly authorized by all necessary actions on the part of Charter School (a copy of said resolution to be delivered to EDI) and this Agreement constitutes a valid and binding obligation of Charter School enforceable against it in accordance with its terms; (ii) a duly approved and executed authorization empowering [REDACTED] to enter into binding agreements and approvals on behalf of Charter School has been delivered to EDI; and (iii) the execution, delivery and performance of this Agreement by Charter School does not and will not, violate or conflict with Charter School's governing documents or any easement, restriction, contract or agreement to which Charter School is a party or to which the Property is subject.

7. EDUCATION DEVELOPMENT INITIATIVE WARRANTIES. EDI represents and warrants that:

1. It is a North Carolina corporation duly organized, validly existing and in good standing under the laws of the state of North Carolina, with full power and authority to make, execute and deliver this Agreement and to perform its obligations hereunder and the transactions contemplated hereby.
2. The execution, delivery and performance of this Agreement have been duly authorized by all necessary actions on the part of EDI and, assuming due authorization, execution and delivery of this Agreement by Charter School, constitutes a valid and binding obligation of EDI enforceable against it in accordance with its terms.

8. FURTHER ASSURANCES. Charter School shall promptly, and in any event within a commercially reasonable timeframe, execute such documents and take such further actions and provide such further information from time to time as may be necessary in EDI's reasonable discretion to complete due diligence and municipal approvals to finalize construction drawings and receive building permits. Charter School shall also promptly, and in any event within a commercially reasonable timeframe, provide such assurances and further actions in connection with this Agreement that may be created by governmental action and/or changes in law, regulation, governing contractual documents,



protocols, administrative procedures and/or rules and regulations during the Term of this Agreement.

Charter School acknowledges and agrees the this agreement and all responsibilities and obligations to be performed by the Charter School shall be at all times subject to any amendments or modifications of governing laws or regulations; reciprocally, the obligations and responsibilities of EDI shall be any such amendments or modifications of governing laws or regulations.

9. **MEMORANDUM OF AGREEMENT:** The Parties specifically acknowledge and agree to enter into the Memorandum of Agreement attached hereto as Exhibit B in recordable form summarizing the Parties and describing this Agreement. Either Party shall have the right solely within its discretion and without the joinder of the other to file said Memorandum of Agreement in all appropriate governmental offices.
10. **ACCESS TO INFORMATION; MAINTENANCE OF RECORDS**
  1. Due Diligence. Charter School shall provide EDI and its agents, representatives and other third party contractors with access to the related documents, records, reports, and data reasonably necessary to Document, Validate and Verify the quality, validity, or acceptability of the operation of the Charter School that may be necessary to fully complete the due diligence for the project. Third party providers shall have the right to access such documentation for the purposes of completing the due diligence process upon commercially reasonable notice to Charter School, subject to Charter School's reasonable confidentiality requirements.
  2. Charter School's Records Regarding Project Performance. Charter School shall maintain records as required by the Office of Charters Schools and North Carolina Department of Instruction; further, Charter School shall maintain financial records as required by any governmental authority or in accordance with generally accepted accounting principles. Charter School shall make such records available for inspection upon reasonable advance notice from EDI.
11. **INDEMNITY.** Subject to Section 11, Charter School shall indemnify, defend and hold EDI and its directors, officers, employees, agents and affiliates harmless from and will pay EDI and/or such persons, as applicable, the amount of any claims, losses, liabilities or demands (including but not limited to reasonable attorney fees and reasonable out-of-pocket expenses) arising, directly or indirectly, from or in connection with (and whether or not involving a Third Party Claim): (i) any inaccuracy in or breach of any representation or warranty made by Charter School in this Agreement; (ii) any failure by Charter School to perform its covenants or obligations in this Agreement; and (iii) any Intentional Reversal. As used herein, a "Third Party Claim" shall mean any claims, demands or actions, suits, orders, or any other form of legal proceeding brought by a third party, including any Purchaser, government authority or regulator (a "Third Party Claim"). Subject to this Section, EDI shall indemnify, defend and hold Charter School and its directors, officers, employees, agents and affiliates harmless from and will pay Charter School and/or such persons, as applicable, the amount of any claims, losses,

liabilities or demands (including but not limited to reasonable attorney fees and reasonable out-of-pocket expenses) arising, directly or indirectly, from or in connection with (and whether or not involving a Third Party Claim): (i) any inaccuracy in or breach of any representation or warranty made by EDI in this Agreement; (ii) any failure by EDI to perform its covenants or obligations in this Agreement; (iii) any negligent act or omission of EDI in connection with the Property; and (iv) any penalties imposed on Charter School by a Registry or governmental authority directly as a result of EDI's negligent act or omission in connection with the Property; provided, that, EDI shall have no obligation pursuant to this Section if EDI's act or omission is based on information provided to EDI by Charter School or its representative. These indemnity obligations of the parties shall survive termination of this Agreement.

12. **TERM AND TERMINATION.** This Agreement shall remain effective and in force from the Effective Date through the earlier of thirty-six (36) months or the commencement date of a fully executed lease agreement.
13. **ADDITIONAL TERMS AND CONDITIONS.**

Charter School agrees, during the term of this Development Agreement and the term of the subsequent Lease Agreement, to allow:

1. EDI to identify and seat one board member without rights; notwithstanding said non-voting board member shall receive notice of all meetings, have access to all information and documentation afforded and made available to a voting board member and shall have full access to all public and non-public information for meetings.
2. A member, or a representative of EDI will have the authority to attend all board meetings in a non-voting capacity.
3. Charter School board will in a timely manner provide EDI with all financial documentation provided by either internal or third party accounting/auditing firms contracted by Charter School.
4. In the event Charter School is in non-compliance with the Office of Charter School, North Carolina Department of Instruction, or other local, county, state or federal regulatory bodies, Charter School shall within twelve (12) months to return to compliance; failure to return to full compliance shall constitute an event of default pursuant to this agreement. Notwithstanding anything herein contained to the contrary, failure of the Charter School to immediately institute good faith efforts to return to full compliance shall constitute an event of default pursuant to this agreement. If Charter School is not able to return the school to compliance with the regulatory entity within twelve (12) months, EDI will have the authority to replace a majority of the board seats and contract with third party consultants to correct any and all outstanding regulatory/statutory violations. In the event EDI, or its subsidiaries, partners, or affiliates are required to pay for third party

contractors, all expenses will be deemed reimbursable and repaid through the stabilized operations of the school

5. Without the prior written consent of the other Party, neither Party shall issue any press release nor make other public or web-based communication outlining the existence and general benefits of this Agreement. The Parties hereby agree to be bound by and comply with a reasonable standard of confidentiality, which are hereby incorporated into this Agreement by reference and shall continue in full force and effect until the termination of this Agreement.
6. In the event either Party is prevented from performing or is unable to perform any of its obligations under this Agreement (other than a payment obligation) due to any Act of God, fire, casualty, flood, earthquake, war, strike, lockout, epidemic, riot, insurrection, or any other cause beyond the reasonable control of the Party (“Force Majeure”) and if such Party shall have used its commercially reasonable efforts to mitigate its effects, such Party shall give prompt written notice to the other Party, its performance shall be excused, and the time for the performance shall be extended for the period of delay or inability to perform due to such occurrences. Regardless of the excuse of Force Majeure, if such Party is not able to perform within one hundred eighty (180) days after such event, the other Party may terminate the Agreement provided, that, promptly following such termination Charter School shall promptly pay to EDI all Expenses not previously paid by Charter School. Termination of this Agreement shall not affect the obligations of either Party that exist as of the date of termination. Neither Party shall be required to settle a labor dispute, strike or lockout in order to mitigate or remedy a condition of Force Majeure.
7. This Agreement shall be interpreted according to the laws of the State of North Carolina without regard to any conflict of laws or provisions which would compel the application of the law of any other forum. The Parties hereby consent to jurisdiction in North Carolina for the purpose of any litigation relating to this Agreement and agree that any litigation by or involving them relating to this Agreement will be conducted in the State or Superior Courts of \_\_\_\_\_ County, North Carolina.
8. This Agreement shall be binding upon and inure to the benefit of Charter School and EDI and their respective successors and permitted assigns. EDI shall have the right to assign all or part of this Agreement or its interest herein without consent.
9. Any notice or other communication which any Party is required or wishes to make to any other Party pursuant to this Agreement will be effective and valid only if in writing and delivered personally, by facsimile transmission or by email to the other Party at the address, fax number or email address set out below or at such other address, fax number or email address as such Party may from time to time designate by notice delivered in accordance with this section.

Charter School:

Telephone:

Fax:

Email:

With copy to:

Telephone:

Fax:

Email:

Education Development Initiative:

Education Development Initiative

Attn: Howard Sowell,

PO Box 12151, Raleigh, NC 27605, USA

Telephone: (919) 747-3723

E-mail: [howard@LFSNC.com](mailto:howard@LFSNC.com)

With copy to:

Andrew M. Sowell

Legacy Impact Capital

1207 Front Street, Suite 200, Raleigh, NC 27609

Telephone: (919) 747-3723

E-mail: [andrew@legacyimpactcapital.org](mailto:andrew@legacyimpactcapital.org)

Any notice delivered in accordance with the foregoing will be deemed to have been received by the addressee on the date it is sent if delivered personally, by facsimile transmission or by email within normal business hours in Raleigh, North Carolina, or at the beginning of the next business day in Raleigh, North Carolina if it is sent outside normal business hours (and provided that in the case of a notice sent by facsimile transmission the Party sending the notice has received a confirmation of transmission indicating that the entire facsimile transmission has been sent).

10. The headings set forth in this Agreement are for reference purposes only and will not be considered in the interpretation or enforcement of the provisions of this Agreement.
11. Each Party acknowledges and agrees that the other Party to this Agreement would be irreparably damaged in the event that any of the terms or provisions of this Agreement are not performed in accordance with their specific terms or otherwise are breached. Therefore, notwithstanding anything to the contrary set forth in this Agreement, each Party to this Agreement hereby agrees that the other Party to this Agreement shall be entitled to obtain an injunction or injunctions to prevent breaches of any of the terms or provisions of this Agreement, and to enforce specifically the performance by the other Party, and each Party hereby agrees to waive the defense in any such suit that the other Party has an adequate remedy at law and to interpose no opposition, legal or otherwise, as to the propriety of

injunction or specific performance as a remedy, and hereby agrees to waive any requirement to post any bond in connection with obtaining such relief. The equitable remedies described in this section shall be in addition to, and not in lieu of, any other remedies at law or in equity that the Parties to this Agreement may elect to pursue.

12. If any provision of this Agreement is held invalid or unenforceable by any court of competent jurisdiction, the other provisions of this Agreement will remain in full force and effect.
13. Each Party shall be responsible for and pay its own legal and other costs associated with the negotiation and execution of this Agreement.
14. In the event either Party brings an action against the other to enforce any term of this Agreement, the prevailing Party in such action shall be entitled to recover all of its reasonable expenses incurred in connection therewith, including but not limited to reasonable attorney's fees in the judgment rendered in such action.
15. This Agreement may be executed in one or more counterparts, each of which when executed shall be deemed to be an original, but all of which taken together shall constitute one and the same agreement. This Agreement may be executed and delivered by facsimile or electronic mail transmission.

14) Per General Statute 15C-218.105: No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

[SIGNATURES ON FOLLOWING PAGES]

This Agreement made and entered into this the \_\_\_\_ day of \_\_\_\_\_, 2020.

EDUCATION DEVELOPMENT INITIATIVE:

\_\_\_\_\_

\_\_\_\_\_ (SEAL)  
By:

\_\_\_\_\_  
As its:

CHARTER SCHOOL:

\_\_\_\_\_

\_\_\_\_\_ (SEAL)  
By:

\_\_\_\_\_  
As its:

EXHIBIT A

Real property described in:

EXHIBIT B

STATE OF \_\_\_\_\_

COUNTY OF \_\_\_\_\_

MEMORANDUM OF AGREEMENT

THIS MEMORANDUM OF AGREEMENT is dated the \_\_\_\_\_ day of \_\_\_\_\_, 201\_\_\_\_, between \_\_\_\_\_ a pending 501(c)(3) organization (“Charter School”) and EDUCATION DEVELOPMENT INITIATIVE, a 501(c)(3) (“EDI”).

That Charter School and EDI have entered into an AGREEMENT FOR THE REAL ESTATE IDENTIFICATION, DEVELOPMENT, CONSTRUCTION, AND DELIVERY OF AN EDUCATION FACILITY setting forth and providing the terms and conditions upon which the parties hereto shall engage in a development project upon to be determined real estate located in \_\_\_\_\_ Township, \_\_\_\_\_ County, in the State of \_\_\_\_\_. The Effective Date of said Agreement was \_\_\_\_\_.

This Agreement made and entered into this the \_\_\_\_ day of \_\_\_\_\_, 201\_.

EDUCATION DEVELOPMENT  
INITIATIVE

WAYNE STEM ACADEMY:

\_\_\_\_\_

\_\_\_\_\_

BY: \_\_\_\_\_ (SEAL)

BY: \_\_\_\_\_ (SEAL)



As its: \_\_\_\_\_

As its: \_\_\_\_\_

STATE OF \_\_\_\_\_  
COUNTY OF \_\_\_\_\_

I, \_\_\_\_\_, Notary Public for said County and State, \_\_\_\_\_, who, being by me duly sworn, says that he/she is \_\_\_\_\_ of the \_\_\_\_\_, a corporation, and that the foregoing document was signed and by him/her in behalf of said corporation by its authority duly given. And the said \_\_\_\_\_ acknowledged the foregoing document to be the act and deed of said corporation.

Witness my hand and official seal, this the \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_.

\_\_\_\_\_  
(Seal)  
\_\_\_\_\_  
Notary Printed Name

My commission expires: \_\_\_\_\_

STATE OF \_\_\_\_\_  
COUNTY OF \_\_\_\_\_

I, \_\_\_\_\_, Notary Public for said County and State, \_\_\_\_\_, who, being by me duly sworn, says that he/she is \_\_\_\_\_ of the \_\_\_\_\_, a corporation, and that the foregoing document was signed and by him/her in behalf of said corporation by its authority duly given. And the said \_\_\_\_\_ acknowledged the foregoing document to be the act and deed of said corporation.

Witness my hand and official seal, this the \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_.

\_\_\_\_\_  
(Seal)  
\_\_\_\_\_  
Notary Printed Name

My commission expires: \_\_\_\_\_

## SERVICES AGREEMENT

THIS SERVICES AGREEMENT (this “**Agreement**”) is made as of the \_\_\_\_ day of July, 2017, between Wayne STEM Academy, a North Carolina nonprofit corporation (the “**School**”), and Legacy Impact Capital, nonprofit corporation (for purposes of this Agreement, the “**Services Provider**”).

### ARTICLE I BACKGROUND

**1.1. The School.** The School is a North Carolina nonprofit corporation with registered offices at [To Be Determined]. The School is directed by and through its Board of Directors (the “**Board**”). The School is being operated pursuant to a Charter Agreement with the North Carolina State Board of Education (“**SBE**”) (the “**Charter**”).

**1.2. The Services Provider.** The Services Provider is a nonprofit corporation with registered offices at [1207 Front Street, Suite 200 Raleigh, NC 27609]. The Services Provider is providing shared services to the School in the capacities detailed below in Article 5. This Agreement is between an independent charter school, and a non-profit 501c3, which will be governed by independent boards.

**1.3. Background.** The Services Provider, with respect to its operations as a non-profit contractor for services, along with its service subcontractors, has developed and implemented operational systems and procedures that have proven successful, and the School desires to enter into an agreement with Services Provider in order to obtain the benefit of Services Provider’s experience, operational systems and procedures that the Services Provider has developed and successfully implemented in its own charter school. Therefore, the Services Provider wishes to enter into an agreement with the School to supply administrative and financial support services to the School, and the School enter into an agreement with the Services Provider to receive the administrative and financial support services provided by the Services Provider.

### ARTICLE II TERM

**2.1. Initial Term.** This Agreement shall commence as of \_\_\_\_\_, 20\_\_\_\_, and shall continue through the term of the Charter, which, as of the date hereof, terminates on \_\_\_\_\_, 20\_\_\_\_ (10-year term) (the “**Initial Term**”). This Agreement is subject to termination during the Initial Term and any renewal term as specified in Article 6 below (the Initial Term, together with any extensions or renewals thereof, is herein called the “**Term**”).

**2.2. Extensions of Term.** The School and the Services Provider shall consider the renewal of this Agreement for a subsequent additional term(s) upon the renewal of the Charter, and may, but are not required to, renew the term of this Agreement for one or more periods of a year (such year being measured from July 1 through June 30 of the subsequent year). This Agreement shall be evaluated prior to any renewal. The Term is subject to any conditions of the renewal of the Charter that might prevent renewal or require termination of this Agreement.

**ARTICLE III  
OBLIGATIONS OF CHARTER SCHOOL**

**3.1. Good Faith Obligation.** The School shall establish reasonable fiscal policies governing the operation of the School. The School shall cooperate with Services Provider in furnishing all information and submitting all forms and reports required in connection with the Charter or this Agreement. The School shall timely furnish Services Provider all information, documents and records necessary for Services Provider to properly perform its responsibilities under this Agreement. The School ultimately holds all responsibility and will have final review of all submissions.

**3.2. Compliance with Charter and Applicable Laws.** The School shall take steps necessary to ensure that it complies with the Charter, and any laws, ordinances, rules, and regulations applicable to School, the Board, or its responsibilities as set forth in this Agreement, unless such requirements are or have been waived in writing by the appropriate or applicable governmental authority. If the School is notified by SBE or any other governmental authority or by any other person or entity that the School may be in violation of the Charter or any applicable laws, ordinances, rules and regulations, the School shall timely notify the Services Provider of the claimed violation and shall take steps to cure in a timely fashion any and all such violations which relate to responsibilities of the School hereunder. Both the Services Provider and the School will work out a timeline to correct any compliance issues which relate to the services provided by Service Provider.

**ARTICLE IV  
COMPENSATION**

**4.1. Payment Terms.** In the first year of this Agreement, the Services Provider shall be paid for services provided to the School under this Agreement (the “**Service Fee**”) in the amount of nine percent (9%) of the total State and LEA revenues based on final average daily membership enrollment of the School. The estimated first year fees will be One Hundred, Fifty-five Thousand Dollars (\$[155,000]), based on enrollment projections and current year SBE/LEA per student funding.

Following the first year of this Agreement, the Services Provider shall be paid annually a Service Fee in an amount of \$\_\_\_\_\_ of the total per pupil full time enrolled student in the School in the applicable year. [The Service Fee shall be adjusted upward, not to exceed nine percent (9%) each year beginning [July 1, 20\_\_\_\_]]. If there is a decrease in the charter per pupil rate for any Fiscal Year (defined herein) then the fee increase for that year will be reevaluated and a written agreement will be composed and agreed upon by the School, the Services Provider, and the Board.

For the purposes of this Agreement, “**Fiscal Year**” shall mean any period from July 1 to the following June 30.

**4.2. Payment Schedule; Reconciliation.**

(a) [By the fifth day of each calendar month, commencing on [September 5, 20\_\_\_\_], the Services Provider shall provide the School with an invoice that includes a calculation of the monthly portion of the Service Fee for preceding month or any other payment schedule upon which the Services Provider and the School mutually agree. The School shall pay each invoice within thirty (30) days of the School’s receipt of the invoice. Following the first year of this Agreement and each year thereafter, the Service Fee shall be paid monthly, in an amount equal to one-twelfth (1/12<sup>th</sup>) of the annual budgeted amount based on projected average daily enrollment and the per student cost set forth in Section 4.1 above.]

(b) [On or before August 31 of each Year, the School shall provide to the Services Provider a reconciliation of actual average daily enrollment for the immediately preceding Fiscal Year. Any shortfall

of the Service Fee shall be immediately paid to Services Provider. Any overpayment of the Service Fee for the immediately preceding Fiscal Year shall be applied first to payment of any outstanding amounts due to Services Provider under this Agreement and then to the Service Fee due for the then current Fiscal Year. Amounts due are dependent on full payment from the State of North Carolina and from the applicable Counties, and prorated based on the percentage of payment received from such entities if such payments are not 100% of the amounts owed.

**4.3. Expenses.** The Services Provider shall not be entitled to reimbursement for expenses from the School. The Service Fee is inclusive of all out of pocket expenses that are incurred by Services Provider in performing the services under this Agreement including but not limited to all payroll and benefits expense of Services Provider's personnel, the cost of any independent Services Providers or third party professionals engaged by Services Provider in connection with the performance of this Agreement, all of Services Provider's administrative, general overhead and other direct and indirect expenses, and including the salary, payroll and benefits expense of any administrative staffing providing services to the School. The School is entitled to deduct expenses incurred due to failure of the Services Provider to perform as per agreement.

## ARTICLE V SERVICES OF THE SERVICES PROVIDER

**5.1. Services Provider's Services.** The Services Provider shall provide a plan for the following service. All discussions and feedback from both parties will be taken into account.

(a) Curriculum Support. The Services Provider will provide a STEM based curriculum to support the requirements of the approved Charter Contract. Curriculum support shall include

(b) Human Resources and Hiring Processes. The Services Provider will provide oversight into the Human Resources processes, procedures, hiring, and contract work, all of which subject to final School approval. There will be systems, people, and processes that will be replicated with School hires. This will be key to make sure employees at the School will be strong academic team leaders in the classroom. The School and the School's Board has the responsibility for all hiring decisions for the school.

(c) Professional Development and Teacher Training. The Services Provider will provide ongoing and continuous professional development and teacher training to insure administration and staff remain up to date with the most current pedagogical techniques and technology available to the School and the industry.

(d) Budgeting/Purchasing. The Services Provider will assist with purchasing procedures and tracking for both operating and student activity spending. This will include shipping and receiving, invoice tracking, check distribution, credit card tracking, and purchase approvals. The Services Provider will work with the School to establish proper workflow, tracking, and payment schedules. The Board will also hire a controller to assist the school.

(e) Financial/Accounting. The Services Provider will maintain accounting services to oversee and track the operations and expenditures of the School. This includes all PowerSchool software requirements, expense tracking and account management for USDA and other Federal Funding Programs.

(f) Grant Writing. The Services Provider will provide services through research and grant writing for State, Federal, and Non-profit funding in order for the School to support its ongoing operational capital requirements.

## 5.2. Additional Services.

(a) The Services Provider shall not be entitled to payment for any services that it provides in addition to the services required by this Agreement unless it has obtained prior approval from the School with respect to such additional services. Any such prior approval shall include the additional fee to be earned by the Services Provider for such additional services.

(b) Additional services that are undertaken by the Services Provider without prior approval from the School shall be at no cost to the School. However, if the School has not given prior approval of any additional services, acceptance of such additional services by the School shall constitute School's agreement to pay the reasonable costs of such additional services.

## ARTICLE VI TERMINATION

**6.1. Termination by School.** The School may terminate this Agreement without further liability upon not less than one hundred and twenty (120) days' notice.

**6.2. Termination by Services Provider.** The Services Provider, at its option, may terminate this Agreement prior to the end of the term upon giving the School one hundred and twenty (120) days' notice; provided that, the Service Provider shall continue to provide services on a month to month basis until the School finds a substitute service provider or hires personnel to perform such services at the School. The School shall use its best efforts to replace the Services Provider as quickly as is feasible.

**6.3. Payment at Termination.** In the event that this Agreement is terminated before the end of the Term by the Services Provider pursuant to Section 6.1 or 6.2 above, the Services Provider shall not be entitled to any termination fees; nor shall the Services Provider be entitled to any monthly payments following thirty (30) days from the date of termination unless it continues to provide services as set forth in Section 6.2.

## ARTICLE VII REPRESENTATIONS AND WARRANTIES OF THE SERVICES PROVIDER

**7.1. Materiality.** The representations and warranties made by the Services Provider in this Article 7 are material representations and warranties upon which the School has relied in entering into this Agreement.

### 7.2. Representations and Warranties.

(a) The Services Provider represents and warrants to the following.

(1) The Services Provider and its employees possess the skills, qualifications, and experience necessary to perform adequately the services that it is to supply to the School under this Agreement. The Services Provider will ensure that it has, will have, and will commit to the performance of this Agreement, sufficient personnel having the requisite skills in order to perform the services required by this Agreement in a timely and efficient manner.

(2) This Agreement constitutes a valid and binding agreement by the Services Provider, enforceable in accordance with its terms, and that neither the execution of this Agreement nor compliance with any of its terms will violate the terms of any certificate, note, instrument, bond, lease, mortgage, obligation, agreement, understanding, arrangement, regulation, law or restriction of any kind to which the Services Provider is a party.

**ARTICLE VIII  
REPRESENTATIONS AND WARRANTIES OF THE SCHOOL**

**8.1. Materiality.** The representations and warranties made by the School in this Article 8 are material representations and warranties upon which the Services Provider has relied in entering into this Agreement.

**8.2. Representations and Warranties.** The School represents and warrants that this Agreement constitutes a valid and binding agreement by the School, enforceable in accordance with its terms, and that neither the execution of this Agreement nor compliance with any of its terms will violate the terms of any certificate, note, instrument, bond, lease, mortgage, obligation, agreement, understanding, arrangement, regulation, law or restriction of any kind to which the School is a party.

**ARTICLE IX  
CHILD ABUSE CLEARANCES AND CRIMINAL HISTORY CHECKS**

**9.1. Clearances and Checks.** The Services Provider shall ensure that any employee, the Services Provider, or agent of the Services Provider shall submit a report of criminal history record information as require by the Office of Charter School and the North Carolina State Board of Education provided for in [state code references] to the School before the Services Provider permits that employee, the Services Provider, or agent to provide services to the School under this Agreement. The Services Provider agrees to comply with any additional clearance or background checks as may become required by law during the term of this Agreement. [DO YOU NEED THIS UNDER NC LAW?]

**9.2. Travel to the School.** The Services Provider shall not under any circumstances permit any of its employees, the Services Providers, or agents to travel to the School without first providing the School with the documents required under Paragraph 9.1 of this Agreement.

**9.3. Costs.** The Services Provider shall be solely responsible for the costs of complying with this Article 9, and the Services Provider shall have no claim against the School for any delay or any consequential damages resulting from any delay caused by the requirements of this Article 9.

**ARTICLE X  
INTELLECTUAL PROPERTY OF SERVICES PROVIDER**

**10.1. Rights of Services Provider in Services Provider Proprietary Materials.** The Services Provider represents and warrants and the School acknowledges and agrees that Services Provider (or its licensors) owns all intellectual property rights and interests in and to the Services Provider’s intellectual property and any and all derivative works thereof whether or not created by the Services Provider, including but not limited to trade secrets, know-how, proprietary data, documents and written materials in any format, artwork, graphics, charts, software, licenses, website design for Services Provider and products (collectively, “**Services Provider Proprietary Materials**”). The School further acknowledges and agrees that it has no intellectual property interest or claims in the Services Provider Proprietary Materials and has no right to use The Services Provider Proprietary Materials except as set forth in this Agreement or unless otherwise expressly agreed to in writing by the Services Provider.

**10.2. License of Services Provider Proprietary Materials.** The Services Provider hereby grants the School a royalty-free, non-exclusive, non-transferable license, during the Term and for a period of ninety (90) days following the expiration or earlier termination of this Agreement, to use the Services Provider Proprietary Materials solely in connection with the School’s educational program as contemplated in this Agreement. The Services Provider represents that it has the right to sublicense to the School any of the proprietary software and other elements of the Services Provider Proprietary Materials that are supplied, installed and implemented by the Services Provider for the School under this Agreement with respect to

which any third party is the owner or licensor, without any requirement on the part of School to pay any royalty, fee or other sum for such sub-license. Upon the termination of such license, the School will cease use of the Services Provider Proprietary Materials except as expressly provided for in this Section 10.2, and will return all the Services Provider Proprietary Materials to Services Provider promptly.

## **ARTICLE XI CONFIDENTIALITY**

**11.1. Confidentiality of all Information and Records.** The Services Provider agrees to maintain complete confidentiality as defined and required by the School for all information and records obtained from the School, subject to any applicable law to the contrary.

**11.2. Compliance with Laws regarding Education Records.** The Services Provider acknowledges that the School is bound by federal and state laws regarding the compilation, maintenance, and release of educational records. The Services Provider agrees to comply with all federal and state laws regarding the confidentiality of educational records of the School and the School's students including but not limited to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, its implementing regulations (34 C.F.R. Part 99), and [insert state law provision].

## **ARTICLE XII INDEPENDENT PROVIDER**

**12.1. Status.** The Services Provider is an independent Services Provider to the School. The Services Provider and the employees, the Services Providers and agents of the Services Provider shall not be considered employees or agents of the School. The Services Provider recognizes that all school site staff will be employees of the School and not the Services Provider or contracted personnel.

**12.2. Taxes.** The Services Provider is responsible for all taxes that may be imposed in any way with respect to the services that it provides to the School under this Agreement. The taxes for which the Services Provider may be responsible include but are not limited to local, state, and federal income and wage taxes and assessments and Social Security taxes, and all state or local business privilege, service and mercantile taxes.

## **ARTICLE XIII INSURANCE, INDEMNIFICATION, AND LIABILITY WAIVER**

**13.1. Insurance.** At all times during the term of this Agreement, the Services Provider shall maintain at its own expense liability insurance in an amount adequate to protect against any liability arising from the services to be provided by the Services Provider under this Agreement. The liability insurance shall be of the type customarily obtained in the Services Provider's field, and shall otherwise be reasonably acceptable to the School and its insurers. The Services Provider shall have the School named as an additional insured on its liability insurance policy. At the School's request, the Services Provider shall furnish the School with a certificate of insurance showing the type and amount of insurance and showing that the School has been named as an additional insured on the Services Provider's policy. The Services Provider shall also carry the statutorily required amounts of unemployment and workers' compensation insurance at its own expense and provide evidence thereof to School. The School shall maintain its own insurance and liability insurance.

**13.2. Indemnification.** Each party hereto shall indemnify and hold harmless the other party, its officers, trustees, employees, agents and consultants from and against any and all actions, claims, suits, liabilities, proceedings, penalties, fines, costs, and expenses (including reasonable attorneys' fees at both the trial and appellate levels, including paralegal expenses) brought by a third party against the indemnified party and

resulting directly from any breach of this Agreement or of the Charter or any violation of the state Charter law or any other applicable law by such indemnifying party, its officers, employees, agents and consultants, servants or sub-service providers, as applicable. Such indemnification may be achieved by the purchase of general liability and property insurance policies, or by such other means as the parties may mutually agree, but the parties' obligations of indemnity shall not be limited by the amount of insurance.

#### **ARTICLE XIV NOTICES**

**14.1. Methods of Providing Notice.** All notices required to be given under this Agreement shall be in writing unless otherwise indicated. Notice shall be sent by United States certified or registered mail, return receipt requested, or with any reputable overnight delivery company, postage prepaid, and addressed to the proper party at the addresses given in this Article 14. Notice shall be deemed given three days after it has been deposited with the United States Post Office or with any reputable overnight delivery company.

**14.2. Notice to the School.** Notice to the School shall be sent to:

*with a copy to:*

**14.3. Notice to the Services Provider -** Notice to the Services Provider shall be sent to:

*with a copy to:*

#### **ARTICLE XV MISCELLANEOUS PROVISIONS**

**15.1. Severability.** In case any one or more of the provisions contained in this Agreement for any reason shall be held to be invalid, illegal, or unenforceable, the invalidity, illegality, or unenforceability shall not affect any other provision of this Agreement and this Agreement shall be construed as if the invalid, illegal, or unenforceable provision had never been in this Agreement.

**15.2. Cumulative Rights and Remedies.** The rights and remedies provided by this Agreement are cumulative and the use of any one right or remedy by either party shall not preclude or waive its right to use any or all other remedies. The rights and remedies provided by this Agreement are in addition to any other rights and remedies the parties may have by law, statute, regulation, ordinance, or otherwise.



**15.3. Waiver of Default.** No waiver by the parties to this Agreement of any default or breach of any term of this Agreement shall be deemed to be a waiver of any other default or breach of the same term or any other term contained within this Agreement.

**15.4. Successors and Assigns.** The obligations of this Agreement shall be binding upon the partners, successors, assigns and legal representatives of the parties to this Agreement. Neither party to this Agreement shall assign its rights or obligations under this Agreement to any third party without the written consent of the other party.

**15.5. Headings.** The headings used in this Agreement are for ease of reference only and do not constitute parts of this Agreement.

**15.6. Governing Law.** This Agreement shall be governed by and interpreted under the laws of the North Carolina without regard to its choice of law provisions.

**15.7. Entire Agreement.** This Agreement constitutes the entire agreement between the School and the Contactor with respect to the subject matters of this Agreement. This Agreement supersedes all prior oral or written agreements and understandings on the same subject matter.

**15.8. Survival.** All provisions of this Agreement which are intended by their nature to survive the expiration or termination of this Agreement shall do so, including, without limitation, Articles 7, 8, 10 11, and 12 and Section 13.2.

**15.9. Amendment.** No amendment or modification of the terms of this Agreement shall be binding unless the amendment or modification is made subsequent to the effective date of this Agreement, is in writing, and is properly executed by all of the parties to this Agreement. If there are any changes, a new agreement would be signed by both the School and the Services Provider.

**15.10. Counterparts.** This Agreement may be executed in multiple counterparties, each of which shall be considered an original and all of which shall constitute but one and the same instrument.

{SIGNATURES ON FOLLOWING PAGE}

IN WITNESS WHEREOF, the parties hereto have hereunder set their hands each by its duly authorized representatives the day, month and year first above written.

SCHOOL:

Wayne STEM Academy

By: \_\_\_\_\_

Name and Title: \_\_\_\_\_

SERVICES PROVIDER:

Legacy Impact Capital

By: \_\_\_\_\_

Name and Title: \_\_\_\_\_

## 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.

<b>LEA #1:</b>	960 Wayne County Schools	What percentage of
<b>LEA #2:</b>		What percentage of
<b>LEA #3:</b>		What percentage of

Grade	Year 1			Year 2		
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
	960			960		
Kindergarten	80			80		
Grade 1	80			80		
Grade 2	66			88		
Grade 3	66			66		
Grade 4				66		
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
<b>LEA Totals:</b>	<b>292</b>	<b>0</b>	<b>0</b>	<b>380</b>	<b>0</b>	<b>0</b>

For the first two years the State will fund the school up to the maximum projected enrollment for each of the subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



asonably expects to enroll. In addition,  
ures match those on the initial cover page.

ool at any particular level.

students from the LEA selected above will qualify for EC funding? 12%

students from the LEA selected above will qualify for EC funding?

students from the LEA selected above will qualify for EC funding?

Year 3			Year 4			
LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
960			960			960
80			80			80
80			80			80
88			88			88
88			88			88
66			88			88
66			66			88
			66			66
						66
468	0	0	556	0	0	644

ose years as set forth and approved in the projected enrollment tables. However, in

**Year 5**

LEA #2

LEA #3


0

0

**Budget: Revenue Projections from each LEA Year 1**

**State Funds:** Charter schools receive an equivalent amount per student as the local education agency from the State. Funding is based on the 1st month average daily membership.

**In year 1:** Base state allotments are determined by the LEA in which the student

**In year 2 and Beyond:** Base State allotments are determined by the LEA in which the student

**Local Funds:** Charter schools receive a per pupil share of the local current expense of the LEA

**State EC Funds:** Charter schools receive a per pupil share of state funds per student with disabilities are limited to 12.75% of the local education agency's average daily membership (ADM).

**Federal EC Funds:** Charter schools must qualify and apply for the individual federal grants based on

**REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCES**

LEA #1:		960 Wayne County Schools	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$6,053.26	292	
Local Funds	\$1,501.16	292	
State EC Funds	\$4,359.58	35	
Federal EC Funds	\$1,514.35	35	
			<b>Total:</b>

LEA #2:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds		0	
Local Funds		0	
State EC Funds		0	
Federal EC Funds		0	
			<b>Total:</b>

LEA #3:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds			
Local Funds			
State EC Funds			
Federal EC Funds			
			<b>Total:</b>



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**

<b>Approximate funding for Year 1</b>
\$1,767,551.92
\$438,338.72
\$152,759.68
\$53,062.82
\$2,411,713.15

<b>Approximate funding for Year 1</b>
\$0.00

<b>Approximate funding for Year 1</b>
\$0.00

## Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 1,767,552	\$ 2,300,239	\$ 2,832,926	\$ 3,365,613
Local Per Pupil Funds	\$ 438,339	\$ 570,441	\$ 702,543	\$ 834,645
State EC Funds	\$ 152,760	\$ 198,797	\$ 244,834	\$ 290,871
Federal EC Funds	-	\$ 53,063	\$ 85,046	\$ 101,037
Other Funds*				
Working Capital*				
<b>TOTAL REVENUE:</b>	<b>\$ 2,358,650</b>	<b>\$ 3,122,539</b>	<b>\$ 3,865,348</b>	<b>\$ 4,592,166</b>

\*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate add those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the oper provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of th figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix





*federal funding in year*

Year 5	
\$	3,898,299
\$	966,747
\$	336,908
\$	117,029
<b>\$</b>	<b>5,318,984</b>

*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
<b>Administrative &amp; Support Personnel</b>															
Lead Administrator	1	\$ 72,500	\$ 72,500	1	\$ 73,588	\$ 73,588	1	\$ 74,691	\$ 74,691	1	\$ 75,812	\$ 75,812	1	\$ 76,949	\$ 76,949
Assistant Administrator		\$ -	\$ -		\$ -	\$ -	1	\$ 65,000	\$ 65,000	1	\$ 65,000	\$ 65,000	1	\$ 65,000	\$ 65,000
Finance Officer	1	\$ 45,000	\$ 45,000	1	\$ 45,675	\$ 45,675	1	\$ 46,360	\$ 46,360	1	\$ 47,056	\$ 47,056	1	\$ 47,761	\$ 47,761
Clerical	1	\$ 19,000	\$ 19,000	1	\$ 19,285	\$ 19,285	1	\$ 19,574	\$ 19,574	1	\$ 19,868	\$ 19,868	1	\$ 20,166	\$ 20,166
Food Service Staff	2	\$ 14,000	\$ 28,000	2	\$ 14,210	\$ 28,420	2	\$ 14,423	\$ 28,846	2	\$ 14,639	\$ 29,279	2	\$ 14,859	\$ 29,718
Custodians	0.5	\$ 30,000	\$ 15,000	0.5	\$ 30,450	\$ 15,225	0.5	\$ 30,907	\$ 15,453	0.5	\$ 31,370	\$ 15,685	1	\$ 31,841	\$ 31,841
Transportation Staff	1.5	\$ 25,000	\$ 37,500	2	\$ 25,375	\$ 50,750	2.5	\$ 25,756	\$ 64,389	3	\$ 26,142	\$ 78,426	3.5	\$ 26,534	\$ 92,869
Information Technology		\$ -	\$ -	0.5	\$ 30,000	\$ 15,000	1	\$ 30,450	\$ 30,450	1	\$ 30,907	\$ 30,907	1	\$ 31,370	\$ 31,370
Administrative Assistant	1	\$ 25,000	\$ 25,000	1	\$ 25,375	\$ 25,375	1	\$ 25,756	\$ 25,756	1	\$ 26,142	\$ 26,142	2	\$ 26,534	\$ 53,068
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
<b>Total Admin and Support:</b>	<b>8</b>		<b>\$ 242,000</b>	<b>9</b>		<b>\$ 273,318</b>	<b>11</b>		<b>\$ 370,520</b>	<b>11.5</b>		<b>\$ 388,174</b>	<b>13.5</b>		<b>\$ 448,743</b>
<b>Instructional Personnel</b>															
Core Content Teacher(s)	14	\$ 43,000	\$ 602,000	18	\$ 43,645	\$ 785,610	22	\$ 44,300	\$ 974,593	24	\$ 44,964	\$ 1,079,140	28	\$ 43,000	\$ 1,204,000
Electives/Specialty Teacher(s)		\$ 43,000	\$ -	0.5	\$ 43,645	\$ 21,823	2	\$ 44,300	\$ 88,599	5	\$ 44,964	\$ 224,821	7	\$ 40,750	\$ 285,250
Exceptional Children Teacher(s)	1.5	\$ 43,000	\$ 64,500	2	\$ 43,645	\$ 87,290	2	\$ 44,300	\$ 88,599	3	\$ 44,964	\$ 134,893	3	\$ 45,639	\$ 136,916
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants	2	\$ 20,000	\$ 40,000	2	\$ 20,300	\$ 40,600	3	\$ 20,605	\$ 61,814	3	\$ 20,914	\$ 62,741	4	\$ 21,227	\$ 84,909
ESL Teacher	0.5	\$ 35,000	\$ 17,500	1	\$ 35,525	\$ 35,525	1	\$ 36,058	\$ 36,058	2	\$ 36,599	\$ 73,197	2	\$ 37,148	\$ 74,295
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
<b>Total Instructional Personnel:</b>	<b>18</b>		<b>\$ 724,000</b>	<b>23.5</b>		<b>\$ 970,848</b>	<b>30</b>		<b>\$ 1,249,663</b>	<b>37</b>		<b>\$ 1,574,792</b>	<b>44</b>		<b>\$ 1,785,370</b>
<b>Total Admin, Support and Instructional Personnel:</b>	<b>26</b>		<b>\$ 966,000</b>	<b>32.5</b>		<b>\$ 1,244,165</b>	<b>41</b>		<b>\$ 1,620,183</b>	<b>48.5</b>		<b>\$ 1,962,965.49</b>	<b>57.5</b>		<b>\$ 2,234,113</b>

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
<b>Administrative &amp; Support Benefits</b>															
Health Insurance	8	\$ 3,950	\$ 31,600	7.5	\$ 4,009	\$ 30,069	8.5	\$ 4,069	\$ 34,590	8.5	\$ 4,130	\$ 35,109	10	\$ 4,192	\$ 41,924
Retirement Plan--NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare	8	\$ 485	\$ 3,880	7.5	\$ 492	\$ 3,692	8.5	\$ 500	\$ 4,247	8.5	\$ 507	\$ 4,311	10	\$ 515	\$ 5,148
Social Security	8	\$ 2,065	\$ 16,520	7.5	\$ 2,096	\$ 15,720	8.5	\$ 2,127	\$ 18,083	8.5	\$ 2,159	\$ 18,354	10	\$ 2,192	\$ 21,917
Federal Unemployment (FUTA)		\$ 190	\$ -		\$ 193	\$ -		\$ 196	\$ -		\$ 199	\$ -		\$ 202	\$ -
State Unemployment (SUTA)	8	\$ 190	\$ 1,520	7.5	\$ 193	\$ 1,446	8.5	\$ 196	\$ 1,664	8.5	\$ 199	\$ 1,689	10	\$ 202	\$ 2,017
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
<b>Total Admin and Support Benefits:</b>		\$	\$ 53,520		\$	\$ 50,928		\$	\$ 58,584		\$	\$ 59,463		\$	\$ 71,005
<b>Instructional Personnel Benefits</b>															
Health Insurance	18	\$ 6,000	\$ 108,000	26	\$ 6,090	\$ 158,340	31	\$ 6,181	\$ 191,622	37	\$ 6,274	\$ 232,141	44	\$ 6,368	\$ 280,200
Retirement Plan--NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Social Security	18	\$ 3,250	\$ 58,500	26	\$ 3,299	\$ 85,768	31	\$ 3,348	\$ 103,795	37	\$ 3,398	\$ 125,743	44	\$ 3,449	\$ 151,775
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare	18	\$ 650	\$ 11,700	26	\$ 660	\$ 17,154	31	\$ 670	\$ 20,759	37	\$ 680	\$ 25,149	44	\$ 690	\$ 30,355
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Federal Unemployment (FUTA)		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
State Unemployment (SUTA)	18	\$ 350	\$ 6,300	26	\$ 355	\$ 9,237	31	\$ 361	\$ 11,178	37	\$ 366	\$ 13,542	44	\$ 371	\$ 16,345
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
<b>Total Instructional Personnel Benefits:</b>		\$	\$ 184,500		\$	\$ 270,498		\$	\$ 327,354		\$	\$ 396,574		\$	\$ 478,675
<b>Total Personnel Benefits:</b>		\$	\$ 238,020		\$	\$ 321,425		\$	\$ 385,938		\$	\$ 456,036		\$	\$ 549,680
<b>Total Admin &amp; Support Personnel (Salary &amp; Benefits):</b>	8	\$	\$ 295,520	9	\$	\$ 324,245	11	\$	\$ 429,104	11.5	\$	\$ 447,636.36	13.5	\$	\$ 519,748
<b>Total Instructional Personnel (Salary &amp; Benefits):</b>	18	\$	\$ 908,500	23.5	\$	\$ 1,241,345	30	\$	\$ 1,577,017	37	\$	\$ 1,971,365	44	\$	\$ 2,264,045
<b>TOTAL PERSONNEL:</b>	26	\$	\$ 1,204,020	32.5	\$	\$ 1,565,590	41	\$	\$ 2,006,121	48.5	\$	\$ 2,419,002	57.5	\$	\$ 2,783,794

\*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
<b>Office</b>			
Office Supplies	\$ 8,000.00	\$ 8,120.00	\$ 8,241.80
Paper	\$ 3,400.00	\$ 3,451.00	\$ 3,502.77
Computers & Software	\$ 5,000.00	\$ 5,075.00	\$ 5,151.13
Communications & Telephone		\$ -	\$ -
Copier leases	\$ 4,000.00	\$ 4,060.00	\$ 4,120.90
Other		\$ -	\$ -
Postage	\$ 1,000.00	\$ 1,015.00	\$ 1,030.23
<b>Management Company</b>			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
<b>Professional Contract</b>			
Legal Counsel	\$ 5,000.00	\$ 5,075.00	\$ 5,151.13
Student Accounting	\$ 15,000.00	\$ 21,700.00	\$ 27,120.00
Financial	\$ 25,000.00	\$ 40,500.00	\$ 50,625.00
EC Services	\$ 25,000.00	\$ 34,715.00	\$ 43,395.00
Annual Audit	\$ 7,500.00	\$ 7,612.50	\$ 7,726.69
<b>Facilities</b>			
Facility Lease/Mortgage	\$ 395,000.00	\$ 520,000.00	\$ 650,000.00
Maintenance	\$ 25,000.00	\$ 40,000.00	\$ 45,000.00
Custodial Supplies	\$ 2,000.00	\$ 2,300.00	\$ 2,645.00
Custodial Contract			
Insurance (pg19)	\$ 25,000.00	\$ 28,750.00	\$ 33,062.50
Other	\$ 10,000.00	\$ 11,500.00	\$ 13,225.00
Resource Officer	\$ 20,000.00	\$ 23,000.00	\$ 26,450.00
<b>Utilities</b>			
Electric	\$ 30,000.00	\$ 51,000.00	\$ 52,000.00
Gas			
Water/Sewer	\$ 20,000.00	\$ 22,000.00	\$ 25,000.00
Trash			
Other			
Communications	\$ 3,000.00	\$ 3,500.00	\$ 4,000.00
<b>Transportation</b>			
Buses	\$ 30,000.00		
Gas	\$ 20,000.00	\$ 12,000.00	\$ 16,250.00
Oil/Tires & Maintenance	\$ 14,000.00	\$ 25,400.00	\$ 32,500.00
Other	\$ 1,250.00	\$ 1,500.00	\$ 1,750.00
Contracted Transportation Services			

Other			
Marketing	\$ 10,000.00	\$ 10,150.00	\$ 10,302.25
Child nutrition	\$ 140,000.00	\$ 210,000.00	\$ 270,000.00
Travel	\$ 1,500.00	\$ 1,522.50	\$ 1,545.34
Other		\$ -	\$ -
Licensing Fees	\$ 200.00	\$ 203.00	\$ 206.05
<b>Total Administrative &amp; Support Operations:</b>	<b>\$ 845,850.00</b>	<b>\$ 1,094,149.00</b>	<b>\$ 1,340,000.76</b>

<b>OPERATIONS BUDGET:</b>			
<b>Instructional</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Classroom Technology</b>			
Software - Instructional Technolgy	\$ 30,750.00	\$ 57,855.00	\$ 71,320.00
Other	\$ 12,500.00	\$ 12,687.50	\$ 12,877.81
Computers	\$ 25,000.00	\$ 25,375.00	\$ 25,755.63
<b>Instructional Contract</b>			
Staff Development	\$ 20,000.00	\$ 40,498.00	\$ 50,625.00
Other		\$ -	\$ -
Instructional Support	\$ 25,000.00	\$ 43,391.00	\$ 54,240.00
Contracted Professional Services	\$ 7,000.00	\$ 21,695.00	\$ 27,120.00
<b>Books and Supplies</b>			
Instructional Materials	\$ 11,250.00	\$ 11,418.75	\$ 11,590.03
Curriculum/Texts	\$ 25,250.00	\$ 25,628.75	\$ 26,013.18
Copy Paper		\$ -	\$ -
Testing Supplies	\$ 11,250.00	\$ 11,418.75	\$ 11,590.03
Textbooks/E-books	\$ 45,000.00	\$ 45,675.00	\$ 46,360.13
Student Activities	\$ 3,750.00	\$ 3,806.25	\$ 3,863.34
Teacher's Supplies	\$ 10,000.00	\$ 10,150.00	\$ 10,302.25
<b>Total Instructional Operations:</b>	<b>\$ 226,750.00</b>	<b>\$ 309,599.00</b>	<b>\$ 351,657.40</b>
<b>TOTAL OPERATIONS:</b>	<b>\$ 1,072,600.00</b>	<b>\$ 1,403,748.00</b>	<b>\$ 1,691,658.16</b>

*\*Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4		Year 5	
\$	8,365.43	\$	8,490.91
\$	3,555.31	\$	3,608.64
\$	5,228.39	\$	5,306.82
\$	-	\$	-
\$	4,182.71	\$	4,245.45
\$	-	\$	-
\$	1,045.68	\$	1,061.36
\$	5,228.39	\$	5,306.82
\$	32,705.00	\$	39,445.00
\$	61,050.00	\$	71,770.00
\$	52,325.00	\$	61,515.00
\$	7,842.59	\$	7,960.23
\$	775,000.00	\$	925,000.00
\$	50,000.00	\$	55,000.00
\$	3,041.75	\$	3,498.01
\$	38,021.88	\$	43,725.16
\$	15,208.75	\$	17,490.06
\$	30,417.50	\$	34,980.13
\$	53,000.00	\$	54,000.00
\$	27,500.00	\$	30,000.00
\$	4,500.00	\$	5,000.00
\$	21,000.00	\$	21,000.00
\$	40,500.00	\$	40,500.00
\$	2,000.00	\$	2,250.00

\$ 10,456.78	\$ 10,613.64
\$ 315,000.00	\$ 380,000.00
\$ 1,568.52	\$ 1,592.05
\$ -	\$ -
\$ 209.14	\$ 212.27
<b>\$ 1,568,952.81</b>	<b>\$ 1,833,571.53</b>



Year 4		Year 5	
\$	87,210.00	\$	102,525.00
\$	13,070.98	\$	13,267.04
\$	26,141.96	\$	26,534.09
\$	61,050.00	\$	71,770.00
\$	-	\$	-
\$	65,400.00	\$	76,900.00
\$	32,705.00	\$	38,450.00
\$	11,763.88	\$	11,940.34
\$	26,403.38	\$	26,799.43
\$	-	\$	-
\$	11,763.88	\$	11,940.34
\$	47,055.53	\$	47,761.36
\$	3,921.29	\$	3,980.11
\$	10,456.78	\$	10,613.64
<b>\$</b>	<b>396,942.69</b>	<b>\$</b>	<b>442,481.35</b>
<b>\$</b>	<b>1,965,895.49</b>	<b>\$</b>	<b>2,276,052.89</b>

## Overall Budget

<b>SUMMARY</b>	<b>Logic</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
Total Personnel	J	\$ 1,204,020.00	\$ 1,565,590.13	\$ 2,006,120.74	\$ 2,419,001.51
Total Operations	M	\$ 1,072,600.00	\$ 1,403,748.00	\$ 1,691,658.16	\$ 1,965,895.49
Total Expenditures	N = J + M	\$ 2,276,620.00	\$ 2,969,338.13	\$ 3,697,778.90	\$ 4,384,897.01
Total Revenue	Z	\$ 2,358,650.32	\$ 3,122,539.27	\$ 3,865,348.47	\$ 4,592,166.13
Surplus / (Deficit)	= Z - N	\$ 82,030.32	\$ 153,201.15	\$ 167,569.57	\$ 207,269.12



Year 5	
\$	2,783,793.66
\$	2,276,052.89
\$	5,059,846.55
\$	5,318,983.79
\$	259,137.24

## **Appendix O the School Leader's Resume**

Wayne S.T.E.M. has not yet identified a school leader; therefore, Wayne S.T.E.M. does not have a school leader resume to submit at this time.

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

○ Name of the Contact for Selected EMO/CMO:

\_\_\_\_\_

○ Date of Review:

\_\_\_\_\_

○ Signature of Board Members Present (Add Signature Lines as Needed):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

❖ If contracting with a service provider that the selected service provider has reviewed with the full Board of Directors, listed within the application, all the processes and services provided. Services to be provided are included in the Shared Services Agreement attached in Appendices. Additionally, Services provided are:

- 1) Curriculum Support
- 2) Human Resources and Hiring Processes
- 3) Professional Development and Teacher Training
- 4) Budgeting/Purchasing Services
- 5) Financial/Accounting Services
- 6) Grant Writing Services

○ Name of the Contact: HOWARD SOWELL \_\_\_\_\_

○ Name of the Selected Service Provider: LEGACY IMPACT CAPITAL

○ Date of Review: 07/18/2020

\_\_\_\_\_

○ Signature of Board Members Present (Add Signature Lines as Needed):

- Carla Jacobs  
\_\_\_\_\_
- Scott Satterfield  
\_\_\_\_\_
- Rhonda Coyne  
\_\_\_\_\_
- Kara Pascht  
\_\_\_\_\_
- Donna Elliott  
\_\_\_\_\_
- Olga Correa  
\_\_\_\_\_
- Mithat Karabulut  
\_\_\_\_\_

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

○ Name of the Contact:

\_\_\_\_\_

○ Name of the Selected PowerSchool Service Provider:

\_\_\_\_\_

○ Date of Review:

\_\_\_\_\_

○ Signature of Board Members Present (Add Signature Lines as Needed):

■ \_\_\_\_\_

### **Certification**

I, Scott Satterfield, 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 Wayne STEM Academy Charter School is true and correct in every respect.

---

Signature \_\_\_\_\_

Date \_\_\_\_\_

- ❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

- Name of the Contact for Selected EMO/CMO: \_\_\_\_\_

- Date of Review: \_\_\_\_\_

- Signature of Board Members Present (Add Signature Lines as Needed):

- \_\_\_\_\_
    - \_\_\_\_\_
    - \_\_\_\_\_
    - \_\_\_\_\_
    - \_\_\_\_\_
    - \_\_\_\_\_

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- Name of the Contact: HOWARD SOWELL

- Name of the Selected Service Provider: LEGACY IMPACT CAPITAL

- Date of Review: 07/18/2020

- Signature of Board Members Present (Add Signature Lines as Needed):

- Carla Jacobs \_\_\_\_\_
    - Scott Satterfield  \_\_\_\_\_
    - Rhonda Coyne \_\_\_\_\_
    - Kara Pascht \_\_\_\_\_
    - Donna Elliott \_\_\_\_\_
    - Olga Correa \_\_\_\_\_
    - Mithat Karabulut \_\_\_\_\_



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○ Date of Review: \_\_\_\_\_

○ Signature of Board Members Present (Add Signature Lines as Needed):

■ \_\_\_\_\_  
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○ Name of the Contact: HOWARD SOWELL

○ Name of the Selected Service Provider: LEGACY IMPACT CAPITAL

○ Date of Review: 07/18/2020

○ Signature of Board Members Present (Add Signature Lines as Needed):

■ Carla Jacobs

■ Scott Satterfield

■ Rhonda Coyne

■ Kara Pascht

■ Donna Elliott *Donna Elliott*

■ Olga Correa *Olga Correa*

■ Mithat Karabulut



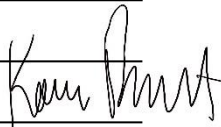
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- Name of the Contact for Selected EMO/CMO:  
\_\_\_\_\_
- Date of Review:  
\_\_\_\_\_
- Signature of Board Members Present (Add Signature Lines as Needed):
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- Name of the Contact: HOWARD SOWELL
- Name of the Selected Service Provider: LEGACY IMPACT CAPITAL
- Date of Review: 07/18/2020

- 
- Signature of Board Members Present (Add Signature Lines as Needed):
    - Carla Jacobs  
\_\_\_\_\_
    - Scott Satterfield  
\_\_\_\_\_
    - Rhonda Coyne  
\_\_\_\_\_
    - Kara Pascht   
\_\_\_\_\_
    - Donna Elliott  
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    - Olga Correa  
\_\_\_\_\_
    - Mithat Karabulut  
\_\_\_\_\_

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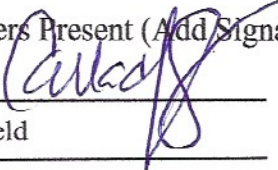
- Name of the Contact for Selected EMO/CMO: \_\_\_\_\_
- Date of Review: \_\_\_\_\_
- Signature of Board Members Present (Add Signature Lines as Needed):
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- Name of the Contact: HOWARD SOWELL
- Name of the Selected Service Provider: LEGACY IMPACT CAPITAL
- Date of Review: 07/18/2020

○ Signature of Board Members Present (Add Signature Lines as Needed):

- Carla Jacobs 
- Scott Satterfield \_\_\_\_\_
- Rhonda Coyne \_\_\_\_\_
- Kara Pascht \_\_\_\_\_
- Donna Elliott \_\_\_\_\_
- Olga Correa \_\_\_\_\_
- Mithat Karabulut \_\_\_\_\_



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○ Name of the Contact for Selected EMO/CMO:  
 \_\_\_\_\_

○ Date of Review:  
 \_\_\_\_\_

○ Signature of Board Members Present (Add Signature Lines as Needed):

- \_\_\_\_\_
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○ Name of the Contact: HOWARD SOWELL

○ Name of the Selected Service Provider: LEGACY IMPACT CAPITAL

○ Date of Review: 07/18/2020

○ Signature of Board Members Present (Add Signature Lines as Needed):

- Carla Jacobs
- Scott Satterfield
- Rhonda Coyne
- Kara Pascht
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- Olga Correa
- Mithat Karabulut

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○ Name of the Contact:

○ Name of the Selected PowerSchool Service Provider:

○ Date of Review:

○ Signature of Board Members Present (Add Signature Lines as Needed):

### Certification

I, Scott Satterfield, 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 Wayne STEM Academy Charter School is true and correct in every respect.

Signature

Date

Scott Satterfield  
7/22/2020

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

○ Name of the Contact for Selected EMO/CMO:

\_\_\_\_\_

○ Date of Review:

\_\_\_\_\_

○ Signature of Board Members Present (Add Signature Lines as Needed):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

❖ If contracting with a service provider that the selected service provider has reviewed with the full Board of Directors, listed within the application, all the processes and services provided. Services to be provided are included in the Shared Services Agreement attached in Appendices. Additionally, Services provided are:

- 1) Curriculum Support
- 2) Human Resources and Hiring Processes
- 3) Professional Development and Teacher Training
- 4) Budgeting/Purchasing Services
- 5) Financial/Accounting Services
- 6) Grant Writing Services

○ Name of the Contact: HOWARD SOWELL

○ Name of the Selected Service Provider: LEGACY IMPACT CAPITAL

○ Date of Review: 07/18/2020

\_\_\_\_\_

○ Signature of Board Members Present (Add Signature Lines as Needed):

- Carla Jacobs  
\_\_\_\_\_
- Scott Satterfield  
\_\_\_\_\_
- Rhonda Coyne *Rhonda L. Coyne*  
\_\_\_\_\_
- Kara Pascht  
\_\_\_\_\_
- Donna Elliott  
\_\_\_\_\_
- Olga Correa  
\_\_\_\_\_
- Mithat Karabulut  
\_\_\_\_\_



## Governance Strengthening Exercises

One of the critical roles of a board is to strengthen their own governance practices. Boards should schedule, as part of their agenda, 15-30 minutes each month getting better as a team. Here are 12 exercises to strengthen their practices.

**July:** Diversity is the hallmark of an effective board. Evaluate the board you currently sit on in terms of its diversity (age, gender, race, constituency, and skill sets). Compare the results to the school's mission and focus, do they align? Develop an intentional plan and develop a plan to recruit future board members that have the area of expertise/professional skills lacking by the current board.

**August:** Make a list of all committees currently established by the board regardless of who is on the committees or whether the committees are actually operating at present. Now, for each committee on the list, discuss whether the committee exists to help the board do its work, or whether the committee exists to help do management's work. Vote to eliminate all board-established committees that pertain to helping management do its work. Do this even if, *or especially if*, individual board members regard a particular committee as their main interest. Finally, establish a board policy restricting board committees solely to helping the board do *its* job.

**September:** Establish and adopt as policy; *Performance Expectations for Individual Board Members*, including clear roles and responsibilities which should be signed by each incoming board member. Use this document to develop a board self-evaluation tool. If this document exists, review as a board and identify an areas the board needs to *Start doing, Continue but get better at, or Stop doing as a whole.* Rewrite the performance expectations as needed.

**October:** Begin developing the framework of a board member binder (hard copy or electronic version) that contains the integral documents that each board member should know to warrant effective governance practices. Ensure each member has a completed binder by the end of the school year. If a board member binder exists, comb through the contents as a board to identify the strengths and areas for growth. Develop a plan to enhance the binder with the critical data each board member needs.

**November:** To support board members understanding of Governance vs. Management, develop a document that clearly defines the separate roles of a lead administrator and board members when it comes to the learning organization. Articulate and develop a document depicting the job description and role of the leader administrator and board member. Use the criterion to develop/bolster the tool for evaluating the school's lead administrator and each board member's effectiveness.

**December:** It is imperative that every governing board recognize that its focus, as well as the focus of its committees and its individual members, should *be almost exclusively geared toward a single accomplishment that is strategic by any definition: obtaining a ten-year charter renewal.* Boards should formally develop a strategic plan based on the identified school's priorities to receive their ten year charter renewal. The board should verify through documentation that these three areas are sound:

- Performance of the school's financial goals (financially stable and no audit findings)
- Performance of the school's operational goals (in terms of legal compliance)
- Performance of the school's educational goals (at minimum outperforming the local district)





**January:** Review the current policies of the organization, are they meeting all of the needs of the stakeholders? Are they resulting in the desired culture and outcomes envisioned by the board? Make a list of the areas in which the board is lacking policies and create a plan to develop and adopt at minimum three new policies to support the board and school leader make effective decisions that are fair to all constituents and stakeholders by the end of the school year.

**February:** Review the school's charter application that was approved by the State Board of Education. Discuss as a full board what the key tenets and pillars of the charter application were. Answer, how has the organization remained in line with this vision, how has the organization drifted? Has this change in navigation benefited the organization? How is the board working towards achieving the organization performance outcomes stated in the charter? Looking forward, what changes will the board need to make (if any) in their organization evaluation processes to render any findings and plot their new course? Include this summary within the board orientation binder.

**March:** Board's should be made of a group of individuals who are like-minded but think differently. Reflect and discuss the following. What specific skills do I bring to the board? How has my unique skillsets been utilized on the board this year? If your skillsets are not being utilized, work with the board to identify which areas you can add more value to the board.

**April:** As a governance evaluation, review the job descriptions for board members and every committee or task force approved by the full board. The job description should spell out the purpose of the committee or task force, name the chair, list the expected outcomes for the group's work, and estimate the expected duration of the committee or task force's work. Review each committee's results and progress for the year, what changes need to be made to ensure each committee is engaged and meeting its desired outcomes.

**May:** Great organizations continuously follow their mission and rarely stray from it; as even a deviation can result in a flutter of ineffective activity and confusion. The starting point of an organization is getting down to the core of what the mission is. Have each board member answer the following three questions.

- Why does our organization exist?
- What will the parents see five years from today?
- How will we get there?

Spend time sharing these responses as a board to ensure everyone is on the same page and the organization (board members, school leader, and results) are aligned to the same mission and vision.

**June:** Do your minutes of the past twelve months reflect that the board understands that its role is one of *ensuring* rather than *executing*? In the past year, review how many substantial discussions (i.e., discussions that went beyond listening to an administrative report on test scores) has your board held on student performance? Complete an analysis of the board's past year of discussions addressing the following: Strategic Plan and Goals of the organization, Board and Executive Evaluation, Policy Review, Finances and Academic (Student performance) Discussions, Action (how many times on average does the board vote per meeting, what is the board voting on?). As a result, develop an outcomes based calendar so the board intentionally evaluates how well school outcomes are being achieved each month.

**Board Member Name**

Scott Dennis Satterfield  
Rhonda Coyne  
Carla Jacobs  
Karina Pascht  
Donna Elliott  
Mithat Karabulut  
Olga Correa

**Board Title**

Board President  
Board Vice President  
Board Treasurer  
Board Secretary  
Board Member  
Board Member  
Board Member



**County of Residence**

Wayne

Wake

Cumberland

Durham

Wayne

Wake

Wake

**Current Occupation**

Economic Development - Goldsboro

Detective State Bureau of Investigation

Chief Audit Officer - UNC Pembroke

Retired EC Teacher / Immigration Paralegal

Sherriff - City of Goldsboro

Charter School Principal - TMSA

ESL Teacher - WCPSS

**Past or Present Professional Licenses Held**

Basic Law Enforcement Certification & Instructor Certification

Certified Internal Auditor

Teaching License (Biology and K-12 EC)

N/A

Teaching License (Oklahoma and Arkansas)

K-12 Spanish Teaching License

**Any disciplinary action taken against any of these professional licenses?**

No

No

No

No

No

No

<b>Area of Proposed Coverage</b>	<b>Proposed Amount of Coverage</b>	<b>Cost (Quote)</b>
Comprehensive General Liability	\$1,000,000.00/occurrence	\$1,548
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	\$4,277
Property Insurance		\$5,250
Automobile Liability	\$1,000,000.00/occurrence	\$181
Crime Coverage - Minimum/Maximum Amount	\$250,000.00   \$250,000.00	\$332
Worker's Compensation	\$500,000.00	\$6,451
Other Coverage		
Head of Class Endorsement		\$82
Umbrella Premium		\$2,387
<b>Total Cost</b>		<b>\$20,508</b>

## Signature Page

The foregoing application is submitted on behalf of [Wayne STEM Academy]. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

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: Scott Cotterfield

Board Position: Chair

Signature: [Handwritten Signature]

Date: 7/13/20

Sworn to and subscribed before me this 13<sup>th</sup> day of July, 2020.

Notary Public: Melissa D. Capps

Official Seal:

My commission expires: December 3, 2021.

MELISSA D CAPPS  
Notary Public, North Carolina  
Johnston County  
My Commission Expires  
December 03, 2021

## Signature Page

The foregoing application is submitted on behalf of [Scott Satterfield – Board President]. 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 upon successful completion of a mandatory planning year. Per SBE policy “Planning Year for New and regulations. Additionally, we understand the final approval of the charter is contingent Preliminary Charter Schools– CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Scott Satterfield

Board Position: Chair

Signature: 

Date: 7/13/20

Sworn to and subscribed before me this 13<sup>th</sup> day of July, 2020.

Notary Public: Melissa D. Capps

Official Seal:

My commission expires: December 3, 2021

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Notary Public, North Carolina  
Johnston County  
My Commission Expires  
December 03, 2021

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The foregoing application is submitted on behalf of **Wayne STEM Academy** by **Scott Satterfield – Board President**. 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 upon successful completion of a mandatory planning year. Per SBE policy “Planning Year for New and applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent

Preliminary Charter Schools– CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Scott Satterfield

Board Position: Chair

Signature: [Handwritten Signature]

Date: 7/13/20

Sworn to and subscribed before me this 13<sup>th</sup> day of July, 2020.

Notary Public: Melissa D. Capps Official Seal:

My commission expires: December 3, 2021.

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## Wayne STEM Academy (DRAFT) Outcomes Based Calendar

	<b>Academics</b>	<b>Governance</b>	<b>Finance</b>	<b>Reports From</b>	<b><i>Building &amp; Development Committee</i></b>	<b><i>Possible Action:</i></b>
<b>July</b>		*New Member Orientation	*New Budget Review	*Academic Finance	*Secure Facility and Furniture *Determine fundraiser goal and stakeholders	
<b>August</b>	*New programming preview *Student Enrollment *New Teacher Training		*Budget Snapshot	*Academic *Finance Development	*Move into facility *Establish fundraiser calendar *Facility tours	*New School Year Budget
<b>September</b>	Last year's academic results	*Performance Framework Results and Plans	*Full Budget Report	Governance Finance Fundraiser	*Begin Fundraisers	*Budget Changes
<b>October</b>	*Academic Progress Report (1 <sup>st</sup> Quarter Benchmark)		*Budget Snapshot *Audit Results	Academics Finances		*Academic Changes
<b>November</b>			*Budget snapshot	Finance Fundraiser		
<b>December</b>	*EC Headcount		*Full Budget Report	Academic Finance		*Budget Changes



<b>January</b>	*Academic Progress Report (midyear assessment)	Mid-Year School Leader Evaluation Completed	Budget Snapshot	Academic Governance Finance		Academic Changes
<b>February</b>		Internal Controls and Policy Check	Budget Snapshot	Governance Finance		
<b>March</b>		Employee Survey	Full Budget Report	Governance Finance		Budget Amendments
<b>April</b>	Academic Progress report (3 <sup>rd</sup> Quarter Benchmark) EC Headcount		Budget Snapshot New Budget draft presented	Academics Finance		New Academic Program needs Performance framework submission
<b>May</b>		Policy Update Bylaw review Employee Handbook updates	Budget Snapshot New budget draft #2	Governance Finance		New Policies Amended Handbook Annual Third Party Contract
<b>June</b>	Full Academic End of Year Report	New Hires and Evaluations	Full Budget Report Fiscal Audit Preparations New Budget Report	Academics Finance Governance		Upcoming fiscal Budget Employee Renewal Contracts New Hires Directors Evaluation Handbook Amendments Policy Bylaw Amendments

\*\*\*Committee will need to schedule two to three months in advance to ensure reports are timely and accurate. Board will need to decide which items can be ***“action on first read.”***\*\*\*

### 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 s entire program, competent stewardship of public funds, the scho ol’s fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.

- Name of the Selected Board Attorney:  
Lisa Gordon Stella - Attorney Gordon Stella Law

- Date of Review:  
July 11, 2020

- Signature of Board Members Present (Add Signature Lines as Needed):

- Scott Satterfield – President
- Rhonda Coyne – Vice President
- Carla Jacobs – Treasurer
- Karina Pascht – Secretary
- Donna Elliott
- Olga Correa
- Mithat Karabulut

- ❖ 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:  
Michael Allen - Petway, Mills & Pearson CPA

- Date of Review:  
July 11, 2020

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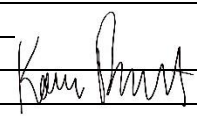
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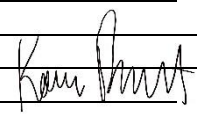
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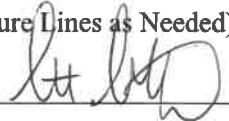
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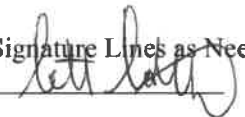
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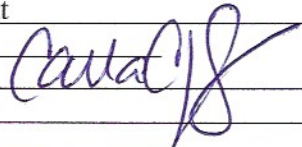
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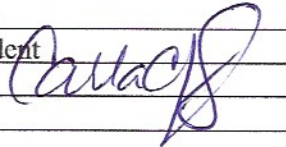
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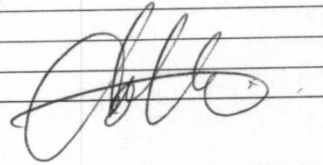
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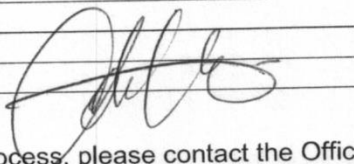
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If you have questions regarding the application process, please contact the Office of Charter Schools via email at [d\\_arian.jones@dpi.nc.gov](mailto:d_arian.jones@dpi.nc.gov).

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- Name of the Selected Board Auditor:  
Michael Allen - Petway, Mills & Pearson CPA

- Date of Review:  
July 11, 2020

- Signature of Board Members Present (Add Signature Lines as Needed):

- Scott Satterfield – President
- Rhonda Coyne - Vice President *Rhonda L. Coyne*
- Carla Jacobs – Treasurer
- Karina Pascht – Secretary
- Donna Elliott
- Olga Correa
- Mithat Karabulut



<b>Position</b>	<b>Year 0</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Principal/School Leader	1	1	1	1	1	1
Assistant Principal				1	1	1
Dean(s)						
Additional School Leadership		1	1	1	1	1
Core Classroom Teachers		14	18	22	24	28
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		2	3.5	4	10	12
Student Support Positions (e.g. social workers, psychologists, etc.)						
Specialized School Staff						
Teaching Aides or Assistants		2	2	3	3	4
School Operations Support Staff	1	6	7	8	8.5	10.5
	2	26	32.5	40	48.5	57.5