



CHARTER SCHOOL APPLICATION

Chatham International School of the Arts

Schools opening in the fall of 2013

See Resource Manual for Assistance

Due by 12 noon Friday, April 13, 2012

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

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CHARTER SCHOOL
2012 Application Process
To open a charter school in the 2013-2014 school year

TIMELINE

APPLICATION DUE DATE/TIME

- APRIL 13, 2012** A **complete** application package must be received in the Office of Charter Schools by 12 noon on April 13, 2012. If the preliminary chartering entity is other than the State Board of Education (SBE), please contact the Office of Charter Schools for guidance.
- APRIL 20, 2012** Copy of the application due to the Local LEA.
- MAY 11, 2012** LEA Impact Statements due to the Office of Charter Schools
- MAY, 2012** Public Charter School Advisory Committee receives applications and begins the process of reviewing applications ahead of their initial meeting.
- JUNE/JULY, 2012** The Public Charter School Advisory Committee meets and discusses applications. Candidates receiving the highest ratings will receive interviews.
- JULY, 2012** Charter School Advisory Committee interviews candidates and makes recommendations to SBE for preliminary charter school approval.
- SEPTEMBER, 2012** SBE votes for applicants which will begin their preliminary planning year training with final approval to be granted in March of 2013.

*The Office of Charter Schools must receive the entirely complete application package no later than **12 noon on April 13, 2012**. A copy must be submitted to the LOCAL Board pursuant to G.S. 115C-238.29B(d) within 7 days.*

I.

APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Chatham International School of the Arts
 NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Children's Network University, Inc.
 HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS: Yes No

Provide the name of the person who will serve as the primary contact for this Application. The primary contact should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: Dr. Maryse V. Louis
 TITLE/RELATIONSHIP TO NONPROFIT: Founder
 MAILING ADDRESS: 4435 Pleasant Hill Church Road
 PRIMARY TELEPHONE: 919-986-5943 ALTERNATE TELEPHONE: 919-986-5943
 E-MAIL ADDRESS: telljane@gmail.com

Location Proposed Charter School (LEA): Chatham County

Conversion:

No:

Yes: If so, Public or Private: ___

If a private school, give the name of the school being converted:

If a public school, give the name and six-digit identifier of the school being converted:

Description of Targeted Population:

Chatham International School of the Arts targets students in grades nine through twelve seeking an educational environment that enhances understanding among cultures and peoples of the world. With an extended school day, the targeted population will benefit from research based instructional methods designed to increase the learning opportunities of students, close the achievement gap, and prepare graduates in the Future Ready Core and Occupational pathways of the NC Standard Course of Study.

Proposed Grades Served: 09,10,11,12

Proposed Total Enrollment: 65

Projected School Opening Year 2013 Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round
First	09,10,11	65	N
Second	09,10,11,12	80	N
Third	09,10,11,12	80	N
Fourth	09,10,11,12	80	N
Fifth	09,10,11,12	80	N

I certify that I have the authority to submit this application and that I was regularly involved in the development of this application. All information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Signature

Dr. Maryse Louis
Title

janeelizabethmiller
Printed Name

13-APR-2012 11:22AM
Date

II. TABLE OF CONTENTS FOR THE APPLICATION

Please provide a clear and precise table of contents to the proposed charter application that guides the reader through the document in correct sequence as outlined in the application provided.
See Above

MISSION, PURPOSES and EDUCATIONAL FOCUS (G.S.115C-238.29A)

MISSION:

The mission of the proposed charter school is as follows:

The mission of the Chatham International School of the Arts is to prepare future-ready graduates with the requisite skills for college and career-readiness by enhancing the cognitive, affective, and social development of all students. At Chatham International School of the Arts the global community leaders of the future are well prepared with intensive instruction, immersed in languages and cultures, and provided opportunities for individual expression through the arts.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

Describe the community relationships forged in the preparation of the charter application. Provide information detailing how the community and parents have been involved in the formation of the proposed mission statement. Evidence of surveys, dates, times, and locations of public meetings discussing this proposed charter school can be used to demonstrate the level of public interest.

After speaking with Chatham County commissioners, mayors, pastors, business owners, community organizers and parents, we have discovered a specific need for preparing graduates for continuing education and valuable participation in the workforce. By acquiring skills and fostering talents as a student of Chatham International School of the Arts, students can discover the demands that exist in our community and rise to meet their potential.

Childrens Network University, Inc has long established itself as an advocate for children. The nonprofit is thankful that the community has whole-heartedly embraced the concept of a charter school in this area like Chatham International School of the Arts.

Chatham County is a rural county located in the heart of North Carolina. Our proximity to Research Triangle Park and the cities of Raleigh, Durham, Cary, Chapel Hill, offers the amenities of urban life within a 45 minutes to an hour drive. At 707 square miles, Chatham is one of the largest counties in North Carolina and is home to approximately 60,000 people. Per capita income is approximately \$29901.00 (US Census 2010).

While we recognize that the traditional public schools of Chatham County our outstanding, Chatham International School of the Arts wishes to work with the segment of the population who would benefit from the small setting, intensive language instruction, and opportunities for enhanced artistic development, community service, and vocational training.

GOALS FOR THE PROPOSED CHARTER SCHOOL:

A description of the student achievement goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over time. A timeline should be included to highlight how the school proposes to meet its objectives.

All students in grades nine through twelve will be required to satisfy the goals and objectives outlined in

the NCSCOS for the Future Ready Core or Occupational Pathway in order to earn a high school diploma in order to become globally competitive citizens. Evidence: Written documentation of grades and credits through NCWISE transcript.

To assist students in achieving the aforementioned goal, all staff will be 21st Century professionals. Evidence: Each teacher will have a full understanding and mastery of the curriculum and instructional skills necessary for student success. Teachers will receive extensive training led by educational experts in curriculum development and implementation during the two months prior to the beginning the school year.

Additionally, students will satisfy the following requirements as a part of the Chatham International School of the Arts educational program:

- 1) Students in both pathways will identify one area (instrumental music, vocal performance, studio art, dance, or theater) of the Arts to participate individually or within a community setting and fulfill at least 100 hours per academic year. Evidence: Written documentation log signed by sponsoring staff member or community volunteer.
- 2) Students in the Future Ready Core pathway will identify one language (Spanish, French, German, Mandarin, other) to participate individually or within a community setting and fulfill 180 hours of oral language instruction per academic year. Evidence: Written documentation log signed by sponsoring staff member or community volunteer.
- 3) Students in both pathways will identify a means to acquire future ready skills through community service on the school campus (landscaping, gardening, technical/mechanical, computer applications, finance, culinary arts, mentoring, etc) and fulfill at least 180 hours of community service per academic year. Evidence: Written documentation log signed by sponsoring staff member or community volunteer.

A timeline which highlights how Chatham International School of the Arts proposes to meet its objectives: 1) Upon admission to Chatham International School of the Arts, students and parents will review graduation requirements to complete a credit audit with staff. 2) The three additional objectives (arts, languages, and community service) will be highlighted at the time of admission. 3) An individualized portfolio will begin at the time of admission with guidelines for the hours log, reflection requirements, and goals.

PURPOSES OF PROPOSED CHARTER SCHOOL:

State the relationship between the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

(1) Improve Student Learning: To improve student learning, Chatham International School of the Arts will engage students in the learning process so they may take progressively greater responsibility for their academic progress and career goals. Limited English Proficient students and Exceptional Children will likely thrive in the small group setting and individualized curriculum offered by the school

(2) Increase Learning opportunities with special emphasis on expanded learning experiences for students who are identified as at-risk of academic failure or academically gifted: Chatham International School of the Arts will permit flexibility, emphasizing free expression in the arts, and second or third language acquisition through instruction and travel to accelerate meaningful learning opportunities. Students will benefit from a favorable student-teacher ratio allowing more time for individualized instruction, a schedule that provides the time for in-depth learning, differentiated instruction, and off-site internships. Ultimately, the integration of instructional and community resources will advance students cognitive, affective, motor, and vocational skills.

(3) Encourage the use of different and innovative teaching methods: Instructional practices of Chatham International School of the Arts will fuel student's natural passion for learning, develop their capacity to work cooperatively, and encourage success in and out of the classroom. Teachers will provide unique tools, quality instruction, proven strategies, research-based methodologies, and individualized services which lead to success for all students regardless of ability. By fusing creative expression with technical skill and academics, our students will become the successful adults they seek to become.

(4) Create new professional teaching opportunities for teachers including opportunities for being responsible for the learning program at the school site: Chatham International School of the Arts will create and maintain professional teaching opportunities and standards to include the assessment, development, and implementation of group and individualized services to all students. The scope of these services will include facilitation of self-paced learning with limited direct classroom instruction, design of scope and sequence of course content aligned to the North Carolina Standard Course of Study, participation in the development and monitoring of students personal education plans, consultation with students, parents, community based vocational trainers and active involvement in continuous improvement, professional development, and site-based management.

(5) Provide parents and students with expanded choices in the types of learning opportunities that are available: Chatham International School of the Arts will provide students a unique opportunity to develop attributes for successful post secondary employment. Students will learn practical skills in real world applications. Chatham International School of the Arts will sponsor events to enhance the community atmosphere and to build relationships with students and their families. Integrating the arts into every aspect of the learning process, students will plan implement, and coordinate presentations, programs, concerts, and other activities designed to further enhance their opportunities for learning.

(6) Hold schools accountable for meeting measurable student achievement results and the schools method to change from rule-based to performance-based accountability systems: Chatham International School of the Arts recognizes that as a charter school in the state of North Carolina, it will be required to demonstrate measurable student achievement results while meeting the requirements of a performance based accountability system.

EDUCATIONAL FOCUS:

Describe briefly, limited to one page, the focus of the proposed charter school. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents, school systems, and in various documents produced by the Office of Charter Schools. It must be concise and relate directly to the mission of the school.

The educational program of Chatham International School of the Arts will increase the academic opportunities for students through classical training in the arts, languages, and service learning. Students will meet graduation requirements following the North Carolina Standard Course of Study as well as goals set for Common Core. Instruction at Chatham International School of the Arts will be guided by the principles of the Constructivist theory. Encouraging students to work at their own pace to enhance their strengths and accomplish academic goals will increase time for one-on-one assistance, opportunities for cooperative learning, and authentic assessment, while reducing competitiveness, minimizing social pressures, and limiting stress within the classroom. The educational programming will utilize instructional and community resources to advance students cognitive, affective, expressive and vocational skills.

Chatham International School of the Arts recognizes and values student individuality. It nurtures, without

exception, the values of individual accomplishment and independence. Since individual creativity is integral to the production of art, our faculty and staff will work with students on an individualized, human level that stimulates intellectual, artistic, and technical originality. Likewise, since language acquisition is both an individual and community venture, students will demonstrate independence and explore the possibilities that exist when they work cooperatively with others, interact in global environments, and begin to appreciate the multicultural demands of our present and future.

IV.GOVERNANCE

NOTE: Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation will jeopardize the application review.

PRIVATE NONPROFIT CORPORATION (G.S. 115C-238.29E)

The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: Childrens Network University, Inc.
Mailing Address: Childrens Network University, Inc.
City/State/Zip: Pittsboro NC 27312
Street Address: 2480 Hadley Mill Road
Phone: 910-986-5943
Fax: 919-986-5943

Name of registered agent and address:
Maryse V Louis
4435 Pleasant Hill Church Road
Siler City, NC 27344

FEDERAL TAX ID: 30-0347674

TAX-EXEMPT STATUS (501 (c)(3)) (G.S. 115C-238.29B(b)(3))

The private nonprofit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

X Yes (copy of letter from federal government attached) :
No

See Tax Exempt Status Letter Download

NOTE: 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. (G.S. 115C-238.29E(b))

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)

If the Charter School plans to contract for services with an "educational management organization" or "charter support organization," please specify the name of the company, address, website, phone number, contact person, fax, and email:

- Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school.

See Proposed EMO management agreement Download

- What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.

-
- *Provide and discuss performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the proposed population of students*
-

- *Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO. An organizational chart showing the lines of authority should be included.*
-

- *Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles.*
-

ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))

The private nonprofit corporation 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.

Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

- *A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school as well as any advisory council. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.
See Organization Chart Download*
 - *Each founding board member must submit, in this section of the application, a one-page resume highlighting his or her experiences over the past ten or more years.
See Resume Downloads*
 - *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. (G.S.143.318.9 et seq)
See Proposed By-laws Download*
 - *A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application.
See Articles of incorporation Download*
 - *A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.*
-

The Board of Directors will ensure the success of Chatham International School of the Arts (CISA) through effective non-profit management, financial oversight and active fundraising, evaluation, and support. Effective, professional management will be rooted in an understanding of non-profit theory and law, familiarity with the bylaws of the Childrens Network University, Incorporated, a dedication to the mission of both the nonprofit and CISA, and board trainings. A board composed of people with a variety of professional and life experiences enhances all aspects of good management. Board members must possess an understanding of the difference between management of the School Director (a board duty), daily operations of CISA (the School Director's duty), and the areas that relate to both, which include, but are not limited to, policy setting, grievance resolution, financial longevity, curriculum development, school growth, marketing strategies, grant writing/reporting, goal-setting, and

fundraising.

The Board is committed to its Conflict of Interest Policy, to its Anti-harassment policy, its active volunteerism, and its commitment to professional courtesy (for example, encouraging parents and the community to communicate directly with the School Director when appropriate, regardless of how well they know someone on the Board of Directors).

All in all, the governing board will be responsible for assessing and evaluating the performance of Chatham International School of the Arts. The Board of Directors must regularly assess the schools financial and instructional practices, review the monthly principal's report, and (as needed) address matters of employee performance, grievances, and public comments to the Board. The standard practice of the board to set policies for the operation of the charter school and review and amend policies throughout the period of governance is also essential. Equally important, Board members are expected to adhere to Robert's Rules of Order.

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

The Board of Directors and the Director will work closely to develop the policies that will govern the school.

The process for developing policy will be:

Vision/Mission: Basic policies have been drafted at the time of this application. The vision and mission

that Childrens Network University, Incorporated created for the school have guided their drafting.

Once CNU, Inc. has hired a Director but before it opens school doors the policy manual will be finalized,

with the schools vision/mission, State law, charter school objectives, evaluation, and Standard Course of

Study guiding the writing.

Once school starts, recommendations for policy changes will come from any board member, the Director, or an employee or parent. The Board of Directors and the Director of the school will then evaluate the need for a policy.

Once it has been established that there is a need for a particular policy, the Director and Board members will work together to propose wording for a policy that will meet the following criteria:

- a) The policy will directly address the issue that prompted the suggestion.
- b) The wording will be sustainable in that the policy should apply to and be relevant for all circumstances, including future situations and boards, recognizing the possibility and probability of growth and progression.
- c) The policy will not hinder the ability for the Board or the Director to efficiently operate and/ or support the mission or the Charter of the school.

After the policy has been deemed relevant and appropriate, the Board will vote the policy into effect as

per its bylaws.

If applicable, the Director will then be expected to communicate the policy to all necessary parties, and to implement and uphold the policy in the daily operations of the school.

- *Portray how the board will involve parents and community members in governing the school.*
-

The responsibility of the Board members is, first and foremost, the well-being, success, and integrity of the school as a whole. The feedback from parents and students and community members is essential for providing a more detailed snapshot of the needs, desires, and goals of the school population and

community at large. Therefore, within the board of directors, an advisory panel of one parent, one current student, and one former student is strongly suggested. While these advisory members of the board will only serve one year, it is critical for the board at large to have their input. Additionally, there will be a time for public comment during each regularly scheduled public meeting. For the times in which a board must go into closed session to discuss a personnel matter or grievance, the advisory panel of parent, student, and graduate will not participate.

- *Describe the organization's performance-based goals and measurable objectives for the charter school. Organizational goals and measurable objectives should describe and measure the effectiveness and viability of the organization.*
-

The performance-based goals of Chatham International School of the Arts fall into three separate categories:

a) Ensuring that the needs of the students, families, and community are met through support of the schools mission and Charter: This goal will be evaluated through interaction and discussion of teachers, students, parents, the principal, and Board members. Teachers will work directly with students and parents to confirm that academic goals are achieved. Evaluations shall be recorded by the teachers in the students progress reports, which will be sent home at the end of every project period.

b) Ensuring the academic success of the school by meeting all NC standards and accountability requirements: State and federally mandated reporting, will provide measurable evidence for ensuring the academic success.

c) Ensuring financial sustainability of the school: At every Board of Directors meeting, the financial status of the school will be reviewed to ensure that budgetary limitations are maintained and responsible spending is practiced. The Board will appoint a fundraising sub-committee composed of volunteers to ensure active fundraising year-round. This shall include grant applications, private solicitations, and activities. The school will host an annual fall fund-raiser that will emphasize the unique history and geography of the area.

- *Describe how the governing board will ensure that current and future board members avoid conflicts of interest.*
-

The responsibility of the Board members is, first and foremost, the well-being, success, and integrity of the school as a whole. This responsibility MUST come before personal interests and opinions, interests as a parent of a student of the school, business relations, political interests, employment, and loyalties to any other board or special interest group. This responsibility must be communicated to any individual willing to run for a Board position, and, upon accepting a seat, must sign a conflict of interest statement.

ADMISSIONS POLICY (G.S.115C-238.29B(b)(4); G.S. 115C-238.29F(d)(1))

Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan, statutorily allowed preferences, a plan to develop clear procedures for withdrawals and transfers, as well as subsequent marketing strategies to reach all demographic groups.

Open admissions will occur on an annual basis. Applications will be accepted throughout a pre-identified application period. Should the number of applications exceed the number of available seats, a lottery will be held. The public lottery will assign random numbers to each applicant. The seats will be filled in the order in which the numbers are drawn from the hopper. After all seats are filled, the remaining applicants

will be placed on a waiting list. Open seats during the first 60 days of school will be filled as spaces arise.

V. EDUCATION PLAN

NOTE: Answer all sections completely, include your answers in this section of the application, do not include as an appendices. Do not use "same as LEA" or "whatever the law says". The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Give explanations. Lack of proper documentation will jeopardize the application review.

INSTRUCTIONAL PROGRAM: (G.S. 115C-238.29F (d))

Provide a detailed description of the overall instructional program, including the following:

- Educational theory, foundation of the model, and proposed innovative offerings.
-

The constructivist theory of education will be utilized for the proposed instructional offerings. Students will be guided by their primary interests and select areas of the arts and a language to master while they search to construct meaning from the Common Core standards aligned with the NCSCOS.

Students will learn to make connections between academics, arts, and the world around them. The idea of Chatham International School of the Arts (CISA) evolved from a realization that gifted young artists need highly specialized and rigorous training in the arts to be prepared for the intense competition they will meet in colleges, conservatories, and the professional arts world. The creation of CISA represents an attempt by a public high school in Chatham County to correlate an academic program with concentrated training in the arts. Also, it will be one of only three public schools in North Carolina to offer programs in both the visual and performing arts. For the Chatham County School district, the formation of CISA represents a dramatic departure from traditional comprehensive programs.

Chatham International Charter School of the Arts will be guided by the principals of the Constructive Theory of Education. The theoretical framework of constructivism is founded on the premise that by reflecting on our experiences we construct our own understanding of the world. In practical terms, this theory is founded on small group instruction, coaching, engaging students, creating a cooperative social structure, and basing assessment on products, process, and effort. Chatham International Charter School of the Arts will aim to facilitate the acquisition of knowledge through the provision of new experiences. In both the academic content classes and the community-based education model, the foundation of teaching and the process of learning will be rooted in the following principles: Learning is a search for meaning. Therefore, learning must start with the issues around which the students are actively trying to construct meaning. The purpose of learning is for an individual to construct his or her own meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning, ensuring it provides students with information on the quality of their learning. As Dewey theorized, active learning involves the learners engaging with the world. In the context of Chatham International Charter School of the Arts, this is directly tied to the schools mission and community partnerships, based on authentic real-life practices.

Motivation is a key component in learning. Not only is it the case that motivation helps learning, but it is essential for learning. This idea of motivation as described here is broadly conceived to include an understanding of ways in which knowledge can be used. Unless students know the reasons why, they may not be very involved in using the knowledge. Therefore, the learning processes at Chatham

International Charter School of the Arts (CICSA) will focus on primary concepts, not isolated facts. The crucial action of constructing meaning happens in the mind. Physical actions or hands-on experience may be necessary for learning, especially for our students, but it is not sufficient; therefore, CICSA will provide activities which engage the mind as well as the hands in the context of our core academic content classes.

Educators must make connections among concepts to foster new understanding. Teaching strategies will be tailored to student responses and encourage students to analyze, interpret, and predict information. Instruction should foster, not control, learning. Any effort to teach must be connected to the state of the learner providing a path into the subject for the learner based on that learner's previous knowledge. It has been theorized that language and learning are inextricably intertwined.

- *Teaching approach, class structure, curriculum design, courses of study, sample daily schedule, pillars of the school culture, and instructional methodology that align with the school's mission.*

Students will learn to make connections between academics, arts, and the world around them. The idea of Chatham International Charter School of the Arts (CISA) evolved from a realization that gifted young artists need highly specialized and rigorous training in the arts to be prepared for the intense competition they will meet in colleges, conservatories, and the professional arts world. The creation of CISA represents an attempt by a public high school in Chatham County to correlate an academic program with concentrated training in the arts. Also, it will be one of only three public schools in North Carolina to offer programs in both the visual and performing arts. For the Chatham County School district, the formation of CISA represents a dramatic departure from traditional comprehensive programs.

The educational program of Chatham International Charter School of the Arts will address the academic, social, and vocational needs of high school students. Students will meet graduation requirements following a curriculum aligned to the North Carolina Standard Course of Study for grades 9-12 following the Occupational or Future Ready Core Course of Study.

Teaching Approach: Instruction at CICSA will be guided by the principles of the self-paced learning model. Encouraging students to work at their own pace to accomplish academic goals will increase time for one-on-one assistance, enhance opportunities for cooperative learning, and effectively incorporate authentic assessment. At the same time, the self-paced learning model will reduce competitiveness among students, minimize social pressures, and limit extrinsic and intrinsic stress within the classroom.

Curriculum Design: The instructional day at CICSA has two components:

Academic Instruction: The extended periods will enable teachers to use a wide array of learner-centered instructional techniques, while adapting to the specific learning styles of the students. All courses developed by CICSA will employ the use of higher-order thinking skills while building and reinforcing basic skills in reading, writing, and mathematics. As such, these courses will prepare students for state assessments of basic functional skills, other assessments that emphasize higher-order reasoning, and professional skills which require both.

Instructional Methods: CICSA staff, students, parents, and the Board will build a culture of high expectations for all students. During the first semester at CICSA, ninth graders (and new students) will be required to participate in the First Year Seminar. This transitional program will place groups of students with interdisciplinary teacher teams. The seminar will address topics that include conflict resolution, anger management, oral and written communication, job-readiness, teamwork, test preparation, study skills, career awareness and exploration, violence prevention, alcohol and drug abuse, goal setting, academic skills inventories, remediation and personal education plans. The framework of the First Year Seminar will help to create a more personalized learning environment, where small groups of students and teachers work closely together. This will lead to improved student motivation and performance. Additionally, teachers will be able to assess the entire student including cognitive, affective, motor, and vocational needs. Specific instructional methods will include, but are

not limited to: Wilson Language Systems, Learning Strategies curriculum (University of Kansas Center for Research on Learning), Khan Academy, the use of computers and other technology, the arts, and other media, individual projects and portfolio assessments, and cooperative group work.

- *Demonstration that selected goals are clear, specific, measurable, ambitious and attainable.*
-

Goals are aligned with the mission of Chatham International School of the Arts and to the North Carolina Standard Course of Study to prepare all graduates for college and career readiness.

- *Entrance and exit requirements as well as graduation requirements (if the school is to be high school).*
-

All entrance and exit requirements are aligned to the North Carolina Standard Course of Study that is adopted by the North Carolina Department of Public Instruction and North Carolina State Board of Education.

Upon entering Chatham International Charter School of the Arts, students and parents will participate in an intake process. After student applications are submitted, CICSA will conduct a student and parent interview, an extensive review of the students cumulative records, including Individual Education Plans and Section 504 plans, student placement testing, and a formal review of the expectations of parents, students, and the school. A contract of schoolwide expectations will outline the students intended course of study (Occupational or future Ready), all required assessments, expectations for participation in the community-based learning program, and school policies and procedures.

- *The school calendar (must provide instruction for a minimum of 185 instructional days) (G.S.115C-238.29F(d)(1)) and how it coincides with the tenets of the proposed mission.*
-

The school calendar will be set for 185 instructional days with intersession breaks made available for professional development, experiential education, and cultural exchange.

- *A concise description of any evaluation tool or test, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
-

No additional evaluation tools or tests will be used outside of the state and federally mandated assessments for students in grades nine through twelve.

- *Provide an overview of the professional development needs associated with the mission and proposed instructional program. Be sure this discussion matches with the funding of the budget section.*
-

Professional development needs will be considered on an individual basis; all training will be aligned with the mission of Chatham International School of the Arts and its proposed instructional programming. Local, state, national and international organizations will be utilized to prepare all staff as 21st century professionals.

- *An explanation of how the school will provide assistance to students that are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their "expected levels" of performance and delineate a plan accordingly.*

The school will adhere to the policies and procedures adopted by state and federal authorities for exceptional children's programming, 504 plans, and LEP students. Continuous instruction and informal assessment along with formal standardized measures will enable staff in monitor student. If students are not meeting benchmarks or if a parent requests, instructional and assessment accommodations will be considered, a review of implementation will be completed, and as necessary, a referral for evaluation will be made by the school based team to determine whether specialized services are warranted.

- *Details in how the proposed charter plans to involve parents and community members within the school.*
-

Parents will be asked to volunteer for certain activities like chaperoning during trips or other away from school activities. Parents will also be asked to volunteer, if possible, at least one day during the quarter to assist with school functions. Community members will be asked to participate as mentors to students, host student interns, and encourage job shadowing in real world settings.

- *Describe how the school will meet the needs of gifted, at-risk children, English language learners by explaining the proposed school's process for identification and service of these students.*
-

The school will adhere to the policies and procedures adopted by state and federal authorities for exceptional children's programming, 504 plans, and LEP students. Continuous instruction and informal assessment along with formal standardized measures will enable staff in monitor student. If students are not meeting benchmarks or if a parent requests, instructional and assessment accommodations will be considered, a review of implementation will be completed, and as necessary, a referral for evaluation will be made by the school based team to determine whether specialized services are warranted.

- *Discuss any proposed extra-curricular activities to be offered by the school and how these offerings match the over-all mission of the school.*
-

Because CICS A is a school of the Arts, students will be involved in planning and implementing all phases of concerts, presentations, and other extra-curricular activities. Students are expected to view participation in these events as requirements for graduation. Students will also be responsible for the planning and implementation of the schools caf where they will learn to develop a business plan, and then institute it, and bring to fruition a fully functioning successful caf including menu planning, and acquisition of needed supplies which will require inventory of all products. In this caf, students will be able to perform or showcase their talents. CICS A will collaborate with Life Force The Living Vision, Incorporated in their mission and ours to help students to survive and succeed. Life force is a behavioral merit incentive rewards program which is designed to promote healthy lifestyle choices helping students to understand that education and discipline are the core values to success along with maintaining a positive attitude and outlook.

SPECIAL EDUCATION (G.S.115C-106)

The charter school must accept special needs children under the federal legislation Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.). The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the

school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws. As part of this section, the plan should include how you will identify and meet the needs of your projected students (at-risk, gifted/talented, English language learners, and students with disabilities) in a manner that aligns with the overall curriculum, instructional approach, and mission.

To ensure compliance of the above laws Chatham International Charter School of the Arts will use the North Carolina Academically or Intellectually Gifted Standards and Procedures established by the NC Department of Public Instruction. These students will be identified through a review of their previous records, the initial parent/student interview, and the initial placement tests.

To ensure that the needs of English language learners are addressed, WIDA-ACCESS Placement Test (W-APT) will be used to measure the English proficiency levels of any previously untested student whose Home Language Survey indicates a language other than English is being used in the home. The two possible outcome classifications are: (1) Limited English Proficiency (LEP) or (2) Never Identified as LEP. A student identified as LEP will receive either Direct Services through regular English as a Second Language (ESL) instruction or consultative services provided by an ESL teacher. Every LEP student will be required to take the WIDA ACCESS English proficiency test sometime during the spring testing window. Based on these testing scores, students may no longer be identified as LEP and will be allowed to exit from ESL instruction.

In conclusion, Chatham International School of the Arts shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Absolutely no discrimination will be tolerated at any time towards staff, students, applicants or community members. Should anyone feel that discrimination has occurred, a written grievance must be submitted to the principal. If the principal is unable to resolve conflict, the grievance will be submitted to the Board of Directors for review. If the principal is the responsible party, the grievance must go directly to the board of directors. For matters in which the terms of the grievance are deemed accurate, immediate disciplinary action will take place according to board and state policy.

STUDENT CONDUCT AND DISCIPLINE (G.S. 115C-238.29B(b)(12); G.S. 115C-238.29F(d)(4 and 5))

Provide drafts, included in this section, of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.

Parents can appeal the decision of a school administrator through submitting a written grievance to the Board of Directors. The Board of Directors will consider the grievance and provide, as necessary, an opportunity for the aggrieved parent or student to address the board.

See Student handbooks and other policies governing student conduct and discipline [Download](#)

TIMELINES

Please create and describe a detailed start-up plan, identifying major tasks, timelines, and responsible individuals for accomplishing those tasks.

See Time Line Download

PRIVATE SCHOOL CONVERSIONS: *complete ONLY if the proposed charter is a private school conversion.*

- *Provide a detailed description of the existing private school's financial status.*

not applicable

- *Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).*

not applicable

- *Depict and analyze the current enrollment trends of the school over the past three academic years.*

not applicable

- *Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through summative assessments.*

not applicable

- *Explain the proposed charter school's expected staff turnover due to the statutory requirements for teacher licensure and highly qualified status.*

not applicable

VI. BUSINESS PLAN

PROJECTED STAFF:

Provide a list of positions anticipated for the charter school; (e.g., principal or director; support staff; teachers, part-time and full-time; paraprofessionals/teaching assistants, clerical, and maintenance.).

Position Name	Job Description
--Administrator(S)	one principal, one assistant principal; Employees will adhere to the job description offered by the NC Public Schools
--Clerical	one business manager; Employees will adhere to the job description offered by the NC Public Schools
--Teachers	6 teachers; Employees will adhere to the job description offered by the NC Public Schools
--Librarians	not applicable
--Guidance	1 Occupational Therapist / Transition Coordinator; Employees will adhere to the job description offered by the NC Public Schools
--Teacher Assistants	2 teacher assistants; Employees will adhere to the job description offered by the NC Public Schools
--Custodian	not applicable
--Maintenance	not applicable
--Food Service	not applicable
--Bus Driver	not applicable
--Other	not applicable

Discuss how the school will develop, mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Please include a timeline, steps to be taken, and a lead contact.

Projected staff will be hired based upon qualifications and certifications by the State of North Carolina.

Also include the following information for the proposed charter school:

- *Process to advertise for and employ members of the school*

Vacancies will be advertised through the North Carolina Department of Public Instruction, online job boards, and local newspapers.

- *Procedures for grievance and/or termination*

Procedures for grievances and/or terminations will follow the State of North Carolina and Federal Human Resource Laws.

- *Sample employment policies to be implemented by the proposed charter school*

Employment policies will be consistent with the State of North Carolina and Federal Human Resource Laws.

- *Description, if the proposed charter school partners with an EMO, of the relationship that will exist between the*

Not Applicable

See Handbooks governing standards of conduct, grounds for termination, policies and procedures, etc Download

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS: (G.S.115C-238.29F(e))

List the qualifications and appropriate licenses that each position must have to perform the job function(s). Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind. If individuals have already been identified for specific positions, please provide their qualifications and/or resumes in the appendices.

All certified and noncertified personnel must meet the licensure requirements and certification requirements prescribed by state law and No Child Left Behind. No person can be hired unless they already adhere to these requirements.

See Qualification Required for Individual Positions Download

ENROLLMENT and BUSINESS PLAN (GS 115C.238.29F(g)(1-7))

Provide a plan indicating how the school will reasonably reflect the 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-238.29F(g)(5)).

All students in the State of North Carolina will be eligible to attend this charter school. Given its centralized location in Chatham County, the school will most likely appeal to the residents of the Chatham County community. Thus, the demographic composition of the charter school will include males, females, caucasian, african-american, hispanic, multi-ethnic groups in grades nine through twelve.

Marketing to potential students and parents is vital to the survival of a charter school. Reaching the full capacity for enrollment will be critical to obtain 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 GS 115C.238.29F(g) (1-7) carefully. Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

The school will utilize vista print services to produce marketing materials and distribute the materials to the general public at community events, places of business, and through mass mailings. A website will also be utilized as a means to inform the community of the proposed charter school.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 20% per year based on the previous year's enrollment. Any increase above 20% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page. In describing your budgetary assumptions, explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

If budget projections are lower than anticipated, the school will adjust this budget by reducing staff.

Also, in narrative format, explain how your spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

Spending priorities are aligned with the school's mission to employ 21st century professionals, offer NCSCOS curriculum for grades nine through twelve emphasizing arts, languages, and vocational programming.

PROJECTED ENROLLMENT 2013-14 through 2017-2018

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY
COME

List LEA #1 – 190

List LEA #2 – 000

List LEA #3 – 000

<u>Grade</u>		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Kindergarten	K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 01	01	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 02	02	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 03	03	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 04	04	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 05	05	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 06	06	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 07	07	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 08	08	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 09	09	20	0	0	20	0	0	20	0	0	20	0	0	20	0	0
Grade 10	10	20	0	0	20	0	0	20	0	0	20	0	0	20	0	0
Grade 11	11	25	0	0	20	0	0	20	0	0	20	0	0	20	0	0
Grade 12	12	0	0	0	20	0	0	20	0	0	20	0	0	20	0	0
LEA Totals		65	0	0	80	0	0	80	0	0	80	0	0	80	0	0
Overall Total Enrollment		65			80			80			80			80		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
--State ADM Funds	\$180,000	\$240,000	\$240,000	\$240,000	\$240,000
--Local Per Pupil Funds	\$120,000	\$160,000	\$160,000	\$160,000	\$160,000
--Federal Funds	\$60,000	\$80,000	\$80,000	\$80,000	\$80,000
--Grants*	\$0	\$0	\$0	\$0	\$0
--Foundations*	\$0	\$0	\$0	\$0	\$0
--Private Funds*	\$0	\$0	\$0	\$0	\$0
--Other Funds*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$360,000	\$480,000	\$480,000	\$480,000	\$480,000
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>					

Budget (continued): Revenue Projections 2013-14 through 2017-2018

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p>	<p>See http://www.ncpublicschools.org/fbs/stats/index.html (OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data)</p> <p><i>The formula for figuring these allotments can be found in the Resource Guide.</i></p> <p>All calculations for figuring state and local dollars for the proposed charter school were based upon ADM funds, local funds, and federal funds.</p>
--	--

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

BUDGET EXPENDITURE PROJECTIONS	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
Personnel Total # Of Staff And Projected Costs	8	\$240,000	10	\$300,000	10	\$300,000	10	\$300,000	10	\$300,000
--Administrator(S)	2	\$60,000	2	\$60,000	2	\$60,000	2	\$60,000	2	\$60,000
--Clerical	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Teachers	6	\$180,000	8	\$240,000	8	\$240,000	8	\$240,000	8	\$240,000
--Librarians	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Guidance	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Teacher Assistants	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Custodian	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Maintenance	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Food Service	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Bus Driver	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Other	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Employee Benefits	0	\$100,000	0	\$100,000	0	\$100,000	0	\$100,000	0	\$100,000
Staff Development	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Materials And Supplies	0	\$4,000	0	\$4,000	0	\$4,000	0	\$4,000	0	\$4,000
Office Supplies	0	\$500	0	\$500	0	\$500	0	\$500	0	\$500
Instructional Equipment	0	\$10,000	0	\$10,000	0	\$10,000	0	\$10,000	0	\$10,000
Office Equipment	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Testing Materials	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Insurance	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Utilities	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Rent	0	\$8,000	0	\$8,000	0	\$8,000	0	\$8,000	0	\$8,000
Maintenance & Repair	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Transportation	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Marketing	0	\$1,000	0	\$1,000	0	\$1,000	0	\$1,000	0	\$1,000
Food/Cafeteria Supplies	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Professional Development	0	\$4,000	0	\$4,000	0	\$4,000	0	\$4,000	0	\$4,000

BUDGET EXPENDITURE PROJECTIONS	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
TOTALS	8.00	\$367,500	10.00	\$427,500	10.00	\$427,500	10.00	\$427,500	10.00	\$427,500

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

BUDGET NARRATIVE:

Please include additional information that showcases all assumptions for your budgetary calculations. For instance, you may start the first year with 10 teachers but plan to add 2 teachers each year. The increase may be seen in the budget; however, the specific assumptions are missing beyond the projected first year. Use this space to explain, in depth, your budget calculations for years 2 through 5.

Staff will be employed based upon the needs of the student enrollment from year to year. The total number of students served is 80 students maximum. Therefore, there will be little ebb and flow from years two through five.

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

<i>Cash on Hand</i>	<u>\$\$</u> .00
<i>Certificates of Deposit</i>	<u>\$\$</u> .00
<i>Bonds</i>	<u>\$\$</u> .00
<i>Real Estate</i>	<u>\$\$</u> .00
<i>Capital Equipment</i>	<u>\$\$</u> .00
<i>Motor Vehicles</i>	<u>\$\$</u> .00
<i>Other Assets</i>	<u>\$\$</u> .00
TOTAL	<u>\$\$</u> .00

ADDITIONAL NOTES:
not applicable

See Financial Statements Download

SCHOOL AUDITS:

PROGRAM AUDITS: GS 115C-238.29B(b)(6)

Describe the procedure and method for evaluating the overall effectiveness of the proposed charter school program as related to the mission of the school.

The Board of Directors is charged with evaluating the overall effectiveness of the proposed charter school program as related to the mission of the school on an annual basis.

See Program Audit Download

FINANCIAL AUDITS: GS 115C-238.29F(f)(1)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm approved by the NC Local Government Commission (GCC) that will conduct the audit. Include the complete mailing address, telephone number and fax number.

Petway, Mills, and Pearson, Inc. will conduct an independent financial audit for the proposed charter

school:

Raleigh Office: 5116 Bur Oak Circle
Raleigh, North Carolina 27612

By Mail: 5116 Bur Oak Circle
Raleigh, North Carolina 27612

By Telephone: 919.781.1047

See Letter from Auditor Download

CIVIL LIABILITY AND INSURANCE (GS 115C-238.29F(c))

State the proposed coverage for:

Comprehensive General Liability	\$1,000,000
Officers and Directors/Errors and Omissions	\$1,000,000
Property Insurance	\$1,000,000
Motor Vehicle Liability	\$1,000,000
Bonding	\$100,000
Minimum amount:	\$50,000
Maximum amount:	\$100,000
Other	not applicable

If you, as an applicant, have already received quote from an insurance organization, please provide a copy within the appendices.

See Insurance Quote Download

See Resource Manual for Minimums allowed by SBE Policy.

TRANSPORTATION (G.S. 115C-238.29F(h))

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation.

A bus owned and operated by Chatham International School of the Arts will provide a route to the school with common area pick up points for students to attend the school. Likewise, carpools will be arranged on a semi-annual basis to ensure that no child is denied access to the school due to lack of transportation.

FACILITY (GS 115C-238.29D(c))

Describe the facility in which the school will be located. Include information on how the site is appropriate to your instructional program. 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 facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.

In a wooded property (57 acres), centrally located in Chatham County, the proposed facility for this charter school is appropriate to our instructional program. Multiple opportunities exist with this property; the outdoor space (walking trails, recreational field, outdoor gazebos) along with the existing facilities (shower house, commercial use kitchen, dining center, administrative offices, musical practice rooms, computer lab, restrooms, classrooms, and common area) will provide the necessary foundation for instructional, cultural, and extra-curricular programming.

See Floor plans, photos, etc of the facility Download

Name of the facility (if known): Childrens Network University, Inc.

Address: 2480 Hadley Mill Road

City/State/Zip: Pittsboro NC 27312

Description of the Facility:

Total square feet: 34,000

Number of Classrooms: 10

Number of Restrooms: 10

Other Rooms: The property (57 acres) includes two facilities. Formerly owned by a private, residential therapeutic treatment program, the property is equipped with office space, residential facility, a commercial kitchen, multipurpose room, and classrooms.

Auditorium: No auditorium is currently constructed. However, an outdoor amphitheater can be built for special presentations. Likewise, there is currently an indoor common space available for student use.

Gymnasium: There is not currently a gymnasium. However, the acreage of the property will allow for expansion to include a gymnasium at a future date.

Music Room: There are 5 individual music practice rooms that can accommodate lessons in instrumental and vocal music.

Art Room: There is an outdoor artist studio and several

Laboratory: n/a

Ownership: Fee Simple or Lease

If the facility is to be leased, provide the following information:

(a) Term of the Lease: 10 years, triple net lease

(b) Type of Lease: triple net lease

(c) Rent: \$ 6000 per month

Name of Landlord: Maryse Louis, Childrens Network University, Inc.

Address: 2480 Hadley Mill Road

City/State/Zip: Pittsboro NC 27312

Phone: 910-986-5943

Fax: 919-986-5943

Document inspections for the following:

(a) Fire: See Fire Inspection Download

(b) Safety: See Safety Inspection Download

(c) Handicapped accessibility? See Handicapped Accessibility Download

Describe how the maintenance will be provided for the facility.

Maintenance services will be contracted with a provider who can maintain the grounds and facility. Likewise, regularly required inspections throughout the property will be scheduled according to local and state ordinance.

Describe the method of finding a facility if one is not readily available at this time including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies. Does the applicant have a facility contingency plan should their initial efforts not be successful?

The facility contingency plan, if the initial plan is not successful, will be to build another facility upon the 57 acres available for educational programming.

HEALTH AND SAFETY REQUIREMENTS (G.S. 115C-238.29F(a))

Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments. Address how the proposed charter school will meet the following requirements:

- *Safety*

Chatham International School of the Arts will address and protect the health and safety of all students and staff by developing a school safety plan, including a crisis intervention and response policy.

- *Immunization of Students*

Chatham International School of the Arts will require proof of immunizations and dates as part of the application process. All students must be immunized, prior to starting school. Future Ready Institute will direct students in need of immunizations to resources made accessible by local health department.

- *Fire and Safety Regulations*

Chatham International School of the Arts will incorporate monthly fire drills and regular building inspections by the local fire marshal as part of the school safety plan.

- *Food Inspections*

Chatham International School of the Arts will provide food service to students and staff. CNU must pass local and state health regulations.

- *Hazardous Chemicals*

Chatham International School of the Arts will store all hazardous chemicals in a locked chemical cabinet, post safety precautions and standards of use, and limit access to only certified personnel.

- *Bloodborne Pathogens*

Chatham International School of the Arts will train all staff in universal precautions, as related to bloodborne pathogens, on an annual basis.

- *Diabetes care plans*
-

Chatham International School of the Arts will create and maintain diabetes care plans for all affected students and staff, and update such plans on a quarterly basis.

- *Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn*
-

Chatham International School of the Arts will provide students in grades 9-12 with information on how a parent may lawfully abandon a newborn.

- *Providing parents and guardians with information about:*
 - *Meningococcal meningitis and influenza and their vaccines at the beginning of each year*
-

Chatham International School of the Arts will provide parent and guardians with information about meningococcal meningitis and influenza and their vaccines at the beginning of each year.

- *Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases*
-

Chatham International School of the Arts will provide parents, guardians and students with information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent disease.

VII.

LEA IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. Applicants are encouraged to submit their application to the LEA first so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

Please attach to this application a return receipt, or other documentation, verifying the applicant's timely submission of a copy of this application to the LEA.

See Return receipt or other documentation [Download](#)

VII APPENDICES (OPTIONAL)

You may include numbered and indexed appendices to provide additional information that you believe will assist the State Board of Education in the consideration of your application.

See [Appendix Download](#)

IX. SIGNATURE PAGE

The foregoing application is submitted on behalf of Children's Network University, Inc. . The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name:

Position:

Signature: _____

Date:

Sworn to and subscribed before me this

_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.