





Organization Information

Organization Name *

Granite Charter Academy

Telephone

9192800313

Fax

Address

4018 Bristol Road

Unit/Suite

Zip Code

27707

City

Durham

State

North Carolina



Primary Contact Name *

Steve Griffin

Opening Year *

2026

Is Management Organization Used

☐ Yes ☒ No

Primary Contact Relation To Board *

Vice-Chair

Management Organization Name

Management Organization Contact Name

Primary Contact Email *

steve@inspeople.com

Management Organization Phone

Primary Contact Phone *

9192800313

Management Organization Email

PrimaryContact Address *

4018 Bristol Road

Unit/Suite *

Zip Code *

27707

City *

Durham

State *

North Carolina

Board Members Roster

Name	Street Address	Zip Code	Email	Expertise
Nicholas Montgomery	605 Buttonwood Dr Hillsborough NC	27278	niolasm@icloud.com	Education
Samantha Amaral	144 Harpers Landing Rd Garner NC	27529	htri.aligned@gmail.com	Charter Operations
John Eldridge	205 Kidd's Ridge Siler City NC	27344	jeldridge@chathamcharter.org	Charter Education
Cheryl Littlejohn	316 Durham Rd Stanley NC	28164	legacyec1@gmail.com	Education



Name	Street Address	Zip Code	Email	Expertise
Randy Voller	697 Hillsboro St	27312	randy@vrclimited.net	Development
Sam Edson	4020 Bristol Road	27707	samuel.edson71@gmail.com	Community/ Skilled Trade
Holly Vacaro	1322 High Ridge Drive	27302	holly@hbadoc.com	Community/ Business
Steve Griffin	4018 Bristol Rd	27707	steve@inspeople.com	Business/ Insurance



1. Application Contact Information

Q1.Name of Proposed Charter School

Granite Charter Academy

Q2.Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

919-280-0313

Q3.Geographic County in which charter school will reside

Chatham County

Q4.LEA/District Name

Chatham County

Q5.Zip code for the proposed school site, if known

27312

Q6.Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO)?

I. Definition - Charter Support Organization (CSO)

A for profit or nonprofit, nongovernmental entity that provides:

a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or

b. technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.

☒ Yes

☐ No



Q7. Give the name of the third-party consultant or CSO:

Alliance Education Services, Inc.

Q8. Describe any fees provided to the third-party person or CSO as reflected in the budget.

No fees were charged for this assistance and no fees will become due. The assistance was provided pro-bono.

Q9. Provide a full detailed response of the assistance provided by the third-party consultant or group while preparing this application and when the assistance will end:

Alliance Education Services, a 501c3 Charter Consulting and Support Organization helped advise on the Educational Plan in order to deliver a unique curriculum and program that exposes all students in grades K-12 to to develop college and career skills aligned with the Board's mission and vision. Alliance also worked with the founding Board to identify potential sites for a permanent facility and connect the Board to potential financial partners to ensure a successful opening should the charter application be approved and moved into RTO status. Lastly, Alliance helped ensure the application content meets NC statutes where applicable.

Q10. Projected School Opening Month

August, 2026

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

- ☐ Yes (Year-Round)
- ☒ No

Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5. Please note: If applying as a "FACE VIRTUAL" remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).

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Resources



Enrollment Summary...



Applicant Evidence :



Enrollment Summary...

Uploaded on **5/15/2024**
by **Steve Griffin**

Q13.At full capacity, what is your estimated student enrollment and grade spans?

K-12; 1500 students

Q14.Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

☒ Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Resources



Enrollment Demogra...

Applicant Evidence :



GCA Enrollment Dem...

Uploaded on **4/22/2024**
by **Steve Griffin**

Q15.Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.



The rationale for the number of students was based on two primary factors. The enrollment projections represent a historically sound feeder pattern and enrollment target for the greater geographical region of focus. Kindergarten and sixth grade are natural entry points into new schools and this area demonstrates parents want to enroll in charter schools as evidenced by the waitlists in Chatham Charter and Woods Charter and other charter schools within a reasonable distance. In this region, it is not uncommon for parents within 3-5 surrounding Counties to apply for a seat and enroll their child in a Charter School. The second factor is the enormous, anticipated increase in the number of school-aged children who will need a seat in a school as evidenced in the planned and ongoing development and construction of residential and commercial growth in this specific area of Pittsboro and the greater Chatham area. About Chatham County: Chatham County takes center stage in North Carolina, strategically located between the Research Triangle and Piedmont Triad. The third-fastest growing county in the state is home to the towns of Pittsboro, Siler City, and Goldston as well as several unique rural communities. Chatham Park Planning and Development has been in process for over 8 years and is set to bring in thousands of new residents, and hundreds of different jobs that will employ thousands of people. The Chatham Park Master Plan is one of 3 of the largest, master-planned communities with residential, commercial, and mixed-use land sites in the nation. (<https://chathampark.com/our-vision/>). As an example, in a recent article, Governor Roy Cooper announced that the automotive company (VINFAST) has purchased land at the Triangle Innovation Point in Moncure and will create 7,500 jobs at an average salary of \$51,096. The company will invest \$4 billion in the site and Chatham over the next four years. The announcement makes North Carolina history as the largest economic development project ever announced in the state and as the state's first OEM facility. OEMs are unique opportunities in economic development for their beneficial multiplier effect on the local economy. Chatham County has worked to build upon the growth in the Research Triangle and Triad regions and benefits from a robust existing workforce and excellent quality of life. "In Chatham County, we have been positioning ourselves to be ready for responsible, forward-thinking, future-ready industries," said Chatham County Board of Commissioners Chair Karen Howard. "I am proud to be part of the team that set the groundwork for us to welcome this investment by VinFast that fits squarely with the goals of our comprehensive plan, Plan Chatham." The announcement is a win for the entire central North Carolina region, as VinFast will draw its workforce from Chatham County and likely 22 other counties that are within an hour's drive. A demographic study shows that the population in this area has grown by 32% in the past 10 years and is expected to grow another 15% by 2025 and another 11% by 2030. That growth alone will serve to fill this school with new students. 2023 was a productive year for Chatham County, which experienced unprecedented economic growth, seeing it skyrocket into one of the top ten fastest-growing counties in the state. At a Chatham County Board of Commissioners meeting, Vice Chair Karen Howard presented a 'State of the County' report which detailed the county's economic growth, initiatives and achievements for 2023. The biggest growth drivers are the Wolfspeed 450-acre site in Siler City and the VinFast 2,000-acre site in Moncure, which both began construction in 2023 and are two of the most significant economic development projects in North Carolina history. Wolfspeed's plant, which will employ approximately 1,800 people, will be a significant silicon carbide manufacturer, making Chatham County a key figure



in the semiconductor industry. VinFast's plant, which will employ approximately 7,500 people, will be the Vietnamese EV maker's first in North America and the first auto assembly plant of any kind in North Carolina. These projects are leading the way for Chatham's growth, with a projected pool of 9,000 new jobs and a total investment of \$9 billion. Economic growth also means housing growth. Chatham County saw the rate of construction for single-family homes decrease in 2023, but construction of multi-family units has continued to increase from 72 units permitted in 2022 to nearly 500 in 2023. Disney is planning to build a new residential community in the growing Chatham Park area, according to the county's Economic Development Corporation. The Storyliving by Disney community will be called Asteria, and it is expected to include 4,000 residential units as well as parks and recreation centers. For now, the project remains in the beginning stages of planning with Walt Disney Imagineering and DMB Development. Disney announced the community planned for Pittsboro will be made up of various types of homes, along with pools, parks, a restaurant and Disney-themed experiences. It will be located in Chatham Park, an 8,000 acre mixed use development which is partially in-use and partially under construction. "At full build-out, there will be more than 20,000 units here in Chatham Park so it's almost like we're creating another city," said Smith.

<https://www.chathamnewsrecord.com/stories/chatham-county-is-booming-says-state-of-the-county-report,16596> (<https://www.chathamnewsrecord.com/stories/chatham-county-is-booming-says-state-of-the-county-report,16596>)

This school application is being submitted for a K-12 school program, which, in year one, will be open to students in kindergarten through sixth grade. The enrollment pattern is designed in a cylindrical shape which represents historic enrollment and feeder patterns, and it includes an initial enrollment of just over 550 students. Kindergarten and sixth grades will serve as anchoring entry grade levels. The School will add one grade level per year until the School services approximately 1500 students in kindergarten through twelfth grade.



Shannon Stein

Comments :

Was the decision to fully open the elementary and start with one grade of middle school a budgetary decision or is there educational best practice that would support that strategy.

Q16. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- ☒ I certify
- ☐ I do not certify



Q17.Explanation (optional)

Section



Shannon Stein

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



2. Non-Profit Corporation Information

Private Non-profit Corporation (NCGS 115C-218.1)

- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Q18.Organization Type

- ☒ Non-Profit Corporation
- ☐ Municipality

Q19.Official name of the private, non-profit corporation as registered with the NC Secretary of State

- This is the entity that will hold the Charter if final approval is granted by the NC Charter Schools Review Board (CSRB).

Granite State Charter Academy, Inc.

Q20.Has the organization applied for 501(c)(3) non-profit status?

- ☐ Yes
- ☒ No

Applicant Comments :

The School will begin the process for the 501(c)(3) status upon approval of the application.

Q21.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




Applicant Comments :

The School will begin the process for the 501(c)(3) status upon recommendation for approval of the charter school application.

Q22. [Attach as Appendix F Federal Documentation of Tax-Exempt Status](#)

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :


Attachment F Granit...

Uploaded on **4/23/2024**
by **Steve Griffin**

Q23. [Name of Registered Agent and Address](#)

- [As listed with the NC Secretary of State](#)

Holly Fraccaro

1322 Highridge Drive Mebane NC 27302

Q24. [Federal Tax ID](#)

87-1497670

Section



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Ratings

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Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUIKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&PG=6&IRP=0>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

Q26.Requirements

The State Board of Education may accelerate the mandatory planning year for a charter applicant that meets the following requirements:

- (1) agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and
- (2) demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Do you want your application to be considered for acceleration?

☐ Yes

☒ No

Section



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Standard

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4. Conversion

Q40. Is this application a Conversion from a traditional public school or private school?

☐ Yes

☒ No

Section



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Ratings

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Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



5. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to "fast track" such a replication by foregoing the planning year normally required for newly-approved charter applicants.

If applying for a replication, please review the following definitions and continue in this section.

- (1) "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.
- (2) "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.
- (3) "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.
- (4) "Fast-Track Replication" is a special form of replication in which the approved applicant foregoes the planning year required of new charter school applicants.

History Note: Authority G.S. 115C-218.3;

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.



Q57. Do you want this application to be considered for standard or fast-track replication?

- ☐ Standard
- ☐ Fast-Track
- ☒ No, this is not a replication

Section



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Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



6. Alternative

*A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an “alternative school” must submit an application to the Office of Charter Schools describing in detail the school’s mission as it relates to the request for the designation; the criteria the school plans to use that will meet the eligibility requirements set forth below, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

*The school must, in its application, designate which of the alternative accountability options it is requesting under ACCT-038 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>)).

Q68. Do you want your application to be considered for an Alternative Charter School?

☐ Yes

☒ No



Section



Shannon Stein

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



7. EMO/CMO

Q70. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization?”

☐ Yes

☒ No

Section



Shannon Stein

Ratings

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Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



8. Remote Academies

§ 115C-218.120(a). Remote charter academies.

A charter that includes a remote charter academy may do any of the following:

- (1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.
- (2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.
- (3) Provide enrolled students both remote instruction and in-person instruction. **A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.**

Q85.

Is the school you're applying to create a remote charter academy?

☐ Yes

☒ No

Section



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Ratings

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Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



9. Mission Purposes, and Goals

9.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

Q112. Please state the mission statement of the proposed charter school (35 words or less)

- The mission statement defines the organization's purpose and primary objectives, describing why it exists.
- The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

The Mission at Granite Charter Academy is to provide an education that is Rigorous, Relevant, and Meaningful to each student in a safe, and supportive environment, resulting in Academic, Career, and Technical Excellence.

Q113. Please state the vision statement of the proposed school.

- What will the school look like when it is achieving the mission?
- The vision statement outlines how the school will operate and what it will achieve in the long term.



The educational experience at GCA encourages lifelong pursuit of knowledge through an emphasis on work-based learning that fosters mutual respect, and instills social responsibility, respect for diversity, and responsible citizenship. We recognize that North Carolina attracts and successfully recruits new businesses and industries to our state and our region. As a result, we endeavor to develop a well-educated and well-prepared workforce to meet the demands of our growing state and, specifically, our local community. Empowering North Carolinians through excellent education is essential to securing a skilled talent pipeline and achieving a competitive, diverse, and world-class workforce. In today's competitive global marketplace, where North Carolina competes for top talent with economies around the world, we must do more to strengthen our workforce and fill the talent pool. Our Core Values are designed to prepare students for academic achievement as well as to further college readiness and career and technical preparedness:

G: Grow as lifelong learners

R: Reinforce responsible citizenship

A: Achievement through perseverance

N: Nurture relationships with an engaged community

I: Intentional support of peers through mutual respect

T: Technical skills via work-based learning

E: Excellence in developing a world-class workforce and industry leaders

Q114. Educational Need and Targeted Student Population of the Proposed Charter School Does the school plan to provide services to certain targeted subgroup(s), if so please explain? Provide a description of the 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 MLL population of the district? See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).



The basis of GCA's mission and vision was formed in response to the following facts about North Carolina's present and needs for a successful future:

"More than half of North Carolinians ages 25-44, and even more from underserved areas, have only a high school degree. As our economy grows, jobs will require high-quality credentials or post-secondary degrees. North Carolina needs to ensure that two million North Carolinians hold a post-secondary degree or credential of value by 2030. Our business and education communities must join forces to ensure that students are getting the right degrees and certifications. A strong talent pipeline is not only necessary to retain businesses that have chosen NC as their home but also to recruit new businesses that will enhance our economic competitiveness and improve the quality of life for North Carolinians. Sustainable action is needed to ensure students are aptly prepared for the careers of tomorrow, and that our current workforce has the opportunity to reskill and/or pivot to acclimate to new business demands." (<https://ncchamber.com/issue/education-workforce-development/> (<https://ncchamber.com/issue/education-workforce-development/>)) In fact, the national association of home builders reported that any given month the residential construction industry has over 200,000 vacancies. GCA will conduct outreach efforts to families with students rising in grades Kindergarten through High School. GCA will welcome all students and will encourage all students to explore their natural talents, try new skills, and ultimately, find their own pathway to success whether that includes college enrollment during and post-high school attendance, careers, and skilled trades. GCA will seek to draw students from the following counties: Chatham, Orange, Durham, Wake, and Lee to provide them with a unique educational program that exposes and encourages young students to develop their natural talents and connect their learning to future careers and other opportunities. GCA will also increase the diversity of the racial and socioeconomic composition of the school system (Pittsboro) in which it is located. GCA will endeavor to increase enrollment and attendance of a multicultural student population including economically disadvantaged students and minority students by implementing a weighted lottery and offering a full continuum of services in order to serve those students. The School will take steps to mitigate any real or perceived barriers to enrollment by offering bus transportation, an NSLP-approved program, a strong EC program, and early and aftercare. Most importantly, the School will have a focused and intentional outreach and marketing campaign that targets adjacent communities in neighboring counties to ensure all families have equal access and information to attend this program. Initial surveys that informed parents about the school and sought feedback were distributed in English and Spanish. Marketing and Outreach efforts will be anchored in local businesses and community associations to support new families locating into this growing area and those being recruited by new businesses in this local market. Outreach will continue to be multilingual and intentional in geographic reach.

Chatham County currently educates 9,129 students. Of these students:

- 50% are white
- 30% are Hispanic



- 11% are Black
- 5% are Two or more races and
- 1% are Asian
- 2% Other
- 33% are Economically Disadvantaged
- 11% are English Language Learners
- 12% qualify for Exceptional Education Programs

GCA's goal is to increase EDS students through a weighted lottery and to increase the diversity and inclusion of Black and Hispanic families through a targeted outreach campaign. The goal is to develop a school with a racially and economically balanced population so that all students experience an educational program that provides them access to multicultural peers, and a community that reflects what a diverse neighborhood and workplace will look like in their future. While we strive to increase diversity in all areas, we anticipate serving at a minimum the same percentage, if not greater percentage of ML, EC, and EDS students. The School does intend to utilize a weighted lottery to assist in the outreach and ability to serve these families.



Shannon Stein

Comments :

What would the parameters of the proposed weighted lottery?

Q115. 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?



There are 4 Chatham County district schools currently within 5-8 miles of this site and 2 charter schools, with the K-12 school at capacity with a heavy waitlist. Two elementary schools which serve K-5th grade, one middle school that serves 6th-8th grade, and one high school. The overall academic performance of adjacent counties from which our School will draw students is below.

- Chatham County students' overall performance scores show that in grades 3-8 59% of students are proficient in Math and only 57% of students are proficient in Reading. High school data shows proficiency in English II at 53.5%, Math 1 at 37%, Math 3 at 56.6%, and Biology at 55.6%, with an ACT/WorkKeys Combined Indicator of 68% and 4 Year Graduation Rate of 89%.
- Durham County students' overall performance scores show that in grades 3-8 45.3% of students are proficient in Reading and 47.7% of students are proficient in Math. High school data shows proficiency in English II at 49.3%, Math 1 at 27.7%, Math 3 at 48.7%, and Biology at 47.6%, with an ACT/WorkKeys Combined Indicator of 46.4% and 4 Year Graduation Rate of 84.3%.
- Orange County students' overall performance scores show that in grades 3-8 48.3% of students are proficient in Reading and 53.2% of students are proficient in Math. High school data shows proficiency in English II at 59.7%, Math 1 at 33%, Math 3 at 52.4%, and Biology at 54.2%, with ACT/WorkKeys Combined Indicator of 64.2 and 4 Year Graduation Rate of 87.8%.
- Wake County students' overall performance scores show that in grades 3-8 60.9% of students are proficient in Reading and 63.1% of students are proficient in Math. High school data shows proficiency in English II at 71.15%, Math 1 at 31.9%, Math 3 at 71.5%, and Biology at 61.9%, with ACT/WorkKeys Combined Indicator of 62.8% and 4 Year Graduation Rate of 89.9%.
- Lee County students' overall performance scores show that in grades 3-8 42.5% of students are proficient in Reading and 49.7% of students are proficient in Math. High school data shows proficiency in English II at 37.1%, Math 1 at 25%, Math 3 at 56.1%, and Biology 49.3%, with ACT/WorkKeys Combined Indicator of 52% and 4 Year Graduation Rate of 85.8%.

According to educational neuroscience expert Dr. David Sousa, student engagement can be defined as "the amount of attention, interest, curiosity, and positive emotional connections that students have when they are learning, whether in the classroom or on their own."

Dr. Sousa goes on to note that engaged students:

- Have more motivation to participate in class
- Enjoy achieving their learning goals
- Are more likely to persist through challenges in learning
- Feel intrinsically motivated to gain a new and deeper understanding

One of the main reasons why student engagement is so important is because the associated skills and habits – motivation, the joy of learning, persistence, curiosity – set students up to thrive in college and their careers. The correlation between high student engagement and improved academic outcomes has a strong research history (Dyer, 2015). More recently, a Gallup study that involved 128 schools and more than 110,000 students found that student engagement had a significant positive relationship with student academic achievement progress (growth) in math, reading, and all subjects combined



(Reckmeyer, 2019). The effect of low (bottom quartile) vs. high (top quartile) student engagement was especially impactful in math – students with higher engagement had 21.99% higher achievement compared to students with low engagement. The achievement was 4.45% higher in reading and 12.99% higher in all subjects for engaged students. Data derived from Gallup poll (Reckmeyer, 2019). As discussed above, student engagement encourages skills and habits that give students a better chance of success once they leave school. In fact, a longitudinal study of Australian students ages 9-15 found that 20 years later, those who had higher childhood school engagement were more likely to achieve a higher adult occupational status than those who were less engaged in school (Abbot-Chapman et al., 2014).

(<https://www.learningsciences.com/blog/why-is-student-engagement-important/>) (<https://www.learningsciences.com/blog/why-is-student-engagement-important/>) (<https://www.learningsciences.com/blog/why-is-student-engagement-important/>))

GCA is confident that our educational model, instructional practices, and curriculum aligned with the NCSCOS will show marked improvement in all assessed core content areas. Our educational model integrates electives that will help students identify their own strengths and interests and will increase student engagement and thus, student academic achievement. Students will be held to high standards for academic achievement aligned with grade-level core content areas, but the learning will be supplemented with and supported by work-based learning, providing connections to real-world applications by introducing students to the workforce skills such as financial literacy, coding, engineering, programming, construction, electrical engineering and much more.

Throughout the K-12 experience, electives and specialized workshops, presentations, career events, and field trips with local commerce experts in the field are an integral part of the overall educational model. As students matriculate into middle school, they will take CTE courses as electives. All 8th grade students will take a competency exam in the Fall that helps define their skills and attributes and will enable the school counselor to help provide the student a future pathway and course progression plan through high school. In high school, students will use these pathways to earn college credits through the CCP program and/or earn certifications for a variety of CTE courses available to them. High School students will graduate with an advantage for college admissions and entry, or they will graduate with a career pathway that allows them to enter the workforce immediately following graduation with a certification or trade skill.

Enrollment in this county and surrounding areas is projected to increase dramatically. It is expected that new housing starts and commercial development will expedite huge increases in residential growth and the need for new schools in Chatham County as quickly as possible. According to Metrostudy, annual starts for Chatham Co. is 666, Orange Co at 389, and Durham Co. with 1,915 so a total of 2,970. These new starts are approved and in progress and include single-family, townhomes, duplexes & condos. Disney has announced plans for a huge residential community that will begin in 2027. The 1,500-acre community known as Asteria will include 4,000 single-family and multi-family



homes.

Q116.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 for this school is approximately 1500 students in grades K-12 by year 10. Year 5 enrollment is approximately 1137. This represents 12.6% of Chatham County Schools. They reported 9009 students in grades K-12th in the 2023-2024 10-day count.

As mentioned above, this School is specifically designed to meet the needs of a growing population aligned with the planned housing starts and new community construction in progress including a minimum of 6,970 new residential starts. Although this percentage is representative of student enrollment in Chatham County, the sites are positioned in such a way that we expect a portion of our student enrollment to come from Southern Durham County, Orange County, and possibly Wake and Lee county as well. This school is prepared to open and grow as the residential population continues to grow and housing starts are completed. Companies are counting on new schools such as GCA to meet the needs of their new employees.

Q117.Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?



GCA is mission-driven to provide students an opportunity to be exposed to and become masters of grade-level appropriate content through a workshop model delivery with a focus on work-based learning that will prepare them for accelerated high school careers and future college and careers in areas identified as critical needs in the Workforce. GCA will follow the CTE Work-based learning continuum with students in grades K-4 participating in Career Awareness through the elective rotations and during classroom instruction. Students in grades 5-8 will begin Career Exploration through CTE course offerings and planned experiences. This will culminate in grades 6-12 with Career Preparation through CTE courses, Career and College Promise classes, and certification opportunities for each student's unique pathway. Our students will be more competent and engaged with all aspects of STEM education through coding, engineering, programming, and other computer-based courses as well as skilled trades including construction, electrical engineering, manufacturing, food service, etc. All of our students will be required to take financial literacy courses through an elective offering, integrated into their classes, offered as middle school electives and through completion of the required Financial Literacy course in high school. Due to the Board's relationships with local commerce and Skilled Trades Associations, GCA will partner with many of the businesses that have shown constant, energetic support for our mission to deliver workshops, presentations, and field trips/excursions to ensure our students have access and exposure to all forms of careers in skilled trades. Our students will have access to contractors, culinary specialists, engineering specialists, computer programmers, financial advisors/planners, and a variety of local associations and chambers of commerce that are deeply interested and invested in this unique school model's long-term success. GCA is confident that this program with its intentional focus on the real-life application of skills, through an educational model that integrates a culture of appreciating skills and trades, will develop successful, contributing citizens that are empowered to be highly successful in their academics and their future careers. Many folks in Education, including the Superintendent herself, acknowledge the need for reform in Schools to allow students to find multiple pathways for their future, and most importantly, to educate students who will be valuable members of the NC workforce. In a recent article, Superintendent Truitt stated she "hopes the state can reassess how it is grading and evaluating its schools to add more measures that encourage districts to offer alternate career opportunities". "I think what we're talking about is giving teachers permission to do things like real-world learning or project-based learning that they may not feel like they can do because it's not preparing students for the test," Truitt said. Truitt suggested the state evaluate schools by measuring the number of students who are taking post-secondary courses or enrolled in dual credit programs at the community colleges. She even would like to see schools graded based on their engagement with the local business community." (<https://abc11.com/workforce-development-education-continuing-state-economy/11512031/>)

GCA has been working on this program model for over 3 years and it is also supported locally by so many businesses and associations that we believe this school will become a flagship charter school by which others will look to model their programs to help meet the needs of our ever growing and changing community in North Carolina. GCA endeavors to develop high student achievement,



particularly in the areas of college and career readiness. As North Carolina looks to grow its economy, state leaders are looking to its students as a source of opportunity. GCA believes that our K-12 charter school will be the first step in developing a skilled talent pipeline and achieving a competitive, diverse and world-class workforce.

"Businesses throughout the state continue to report a shortage of qualified and competent employees. This coming at the same time only a third of North Carolina students seek additional career certification in the six years following high school graduation (Truitt)." To fix these issues, North Carolina Superintendent of Public Instruction Catherine Truitt and NC Chamber president Gary Salamido hope to better align public education with industry needs. The pair hosted a webinar on January 26, 2022, discussing ways the state's education system can create a 'talent pipeline' that prepares students to enter the workforce. This discussion spoke to ways schools can better introduce students to various career options early on. "We can't tell them the only way to be successful is through a four-year college," said Truitt. Truitt said educators, parents, and students need to be offered resources to achieve in all post-secondary plans whether that be college, careers, or the military. She pointed to numerous schools across the state that are offering renewable energy, construction, and public safety course credits to high school students. "We know that economic mobility rests on education and a state's ability to educate its workforce or educated students to be employed," Truitt said. "I believe that if we have better alignment between our K-12 system and those opportunities that are a part of the workforce students will win." <https://abc11.com/workforce-development-education-continuing-state-economy/11512031/> (<https://abc11.com/workforce-development-education-continuing-state-economy%20/11512031/>)

Efforts of the state in workforce education appear to be working, as North Carolina community colleges have had the highest enrollment jump in the past 15 years. This is discussed in an article published on March 25, 2024. The ability to participate in dual enrollment as a high school student is driving the increase with 18% of the student population composed of students under the age of 18. At GSC, we want to support those students and ensure they are prepared to successfully complete a career or college pathway upon graduation from our school.

<https://www.ncpoliticalnews.com/news/north-carolina-community-colleges-see-highest-enrollment-jump-in-15-years> (<https://www.ncpoliticalnews.com/news/north-carolina-community-colleges-see-highest-enrollment-jump-in-15-years>)



Shannon Stein

Comments :

The summary of how GSC will be different seems to focus heavily on a CTE awareness and pathways, however, is the mission statement in-line with what the intent is? As a prospective parent, I am not sure I have a clear vision of what would be prioritized in the curriculum or what my child's experience would be by reading what seems to be more aspirational statements than a plan?

Q118. 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



The Founding Board has developed a myriad of community and business relationships over the past two years. Founding Board members have conducted an enormous amount of outreach sessions to hundreds of different members of local associations and businesses. Support from local commerce and residents has been developed over the past two years of on the ground, grassroots outreach. Each person on the Founding Board has spent time sharing the mission and vision of this new charter school and refining the educational program and focus to meet the needs of this growing community. Surveys, requests for letters, presentations at home builders meetings, HOA meetings, and chamber of commerce events have been incredibly successful to build support. A small representation of this includes:

- The Homebuilders Association and Chatham County stakeholders' group
- Town staff present at that meeting: County Manager Dan Lamontagne,
- Builders present Triple-A homes, Chatham County Resident and Chatham County builder, Fitch Creations, Chatham County developer/builder, Homes by Dickerson, Chatham County builder,
- ICG homes, Chatham County builder, Lennar, Chatham County builder, and Lee Bowman, The Legion Company Chatham County builder and resident.
- Tripp Lloyd, Lloyd Builders
- Jason Dell and Bold Construction
- Central Carolina Community College
- Raleigh Wake County home builders' association
- North Carolina home builders' association
- Ford D'Aprix, the Rexford Group Chatham County resident and builder
- Chatham County Chamber of Commerce
- The Chamber for a Greater Chapel Hill Carrboro
- Raleigh Association of Realtors
- Raymond Trapp, RTP foundation
- Orange Chatham Association of Realtors
- Chapel Hill Carrboro Chamber of Commerce
- Carrboro Business Alliance
- Chatham County Chamber of Commerce
- Truist
- Bost Custom Homes
- Tripoint Homes

Q119. 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

Applicant Evidence :



Appendix A GCA Com...

Uploaded on **4/23/2024**
by **Steve Griffin**

9.2. Purposes of the Proposed Charter School

Q120. [Select one or more of the six legislative purposes the proposed charter will achieve, 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:](#)

- ☐ Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
- ☐ Hold schools accountable for meeting measurable student achievement results.
- ☒ Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.
- ☒ Improving student learning.
- ☒ Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.
- ☒ Encourage the use of different and innovative teaching methods.

Q121. [Provide a brief narrative to coincide with each applicable legislative purpose\(s\).](#)



GCA endeavors to meet the needs of all students by focusing on 4 of the 6 legislative purposes of a charter school.

1. Improving student learning: GCA will use a workshop model for delivery of grade-level content, allowing a data-driven approach to differentiate instruction for every individual student. Additionally, all students will participate in work-based learning and have the chance to explore various career pathways, giving them the exposure they need to choose the right path (for themselves) of college or career. From there, middle and high school students will participate in college and career preparation. The exposure will motivate students to persevere through all high school coursework to reach graduation. Many will be certified in at least one skilled trade or subject area that accelerates them through high school, community college, and 4-year degree programs. Others may become eligible to earn lucrative salaries as they graduate high school based on their certifications and pathways.

2. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students: GCA will integrate career and trades-based education throughout the entire curriculum program for grades K-12 so that students have multiple opportunities to explore potential skills, trades, and careers that they become interested in and passionate about as they learn. This passion will ignite their interest and engagement in their education and drive their academic success when they are excited about learning and understand how the core content and curriculum are critical to their future successes. No other school in this region has developed potential partnerships with as many local businesses, commercial builders, and future companies as has GCA. These partnerships will be an integral part of our School to provide real-world experience and application for our children. The unique nature and population of a work-based program will be well supported by the workshop model for instruction. At-risk students will not get lost in the cracks as individualized instruction is employed and gifted students are able to stretch their abilities in their classroom setting, leading to success in honors/AP and dual enrollment classes while in high school.

3. Encourage the use of different and innovative teaching methods: Teachers will encourage and implement different and innovative teaching methods by incorporating real-world modules, problems, and projects into the daily curriculum. They will also supplement the content and standards through electives and integrated projects to support learning and allow students to “go deeper” into the content and truly experience the learning in unique ways. Some examples of this include a pilot program for financial literacy that uses Thumbtack and construction math that provides teachers with countless construction-, building-, and planning-related math problems to make life relevant to students’ lives. Our elective offerings in middle school will touch on business basics and the computer sciences, such as SIM City, Code.org, and the Amazon Engineering program. These electives will help build students’ capacity to learn business essentials, programming, city planning, and community awareness that will prepare them for future jobs and most importantly, prepare them to contribute to their workforce and local communities, while helping prepare them to be successful in any pathway they select for high school. GCA will have unique support in high school with an emphasis on completing a college and career pathway so they may graduate with college credit and/or certifications allowing them to be industry leaders in their field soon if not immediately after graduation.

4. Provide parents and students with expanded choices in the types of educational



opportunities that are available within the public-school system: GCA will be the first K-12 charter school that includes workforce in education as part of its driving mission in this entire region. All students will have an integrated electives program that provides real-life activities and experience to connect the NC grade-level standards to potential future careers. As an example, students will connect mathematics with tools and instruments used in a construction project. They may connect science projects with culinary projects and Legos and Minecraft gaming with real-life engineering and programming. All GCA students will take courses in financial literacy and will have the opportunity to learn about savings accounts, investing money, and will be required to “get jobs” and understand how they earn and save money, develop budgets, and other critical life management skills. Middle and high school students will begin coursework to complete a college and career pathway that sets them up with post-secondary plans and immediate success upon graduation.

In addition, GCA is committed to providing ongoing education and support for Parents. GCA will host evening parent workshops led by the Counselor, our business partners, teachers, and Board members who are actively engaged in the greater Chatham County to ensure parents are as well informed and educated as their children. GCA believes that by “lifting” the parent community, we will increase student engagement and achievement that much more. We believe that by meeting the first four legislative purposes, the School will subsequently meet the last two legislative purposes as the focus above will lend itself to creating new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site and holding our school accountable for meeting measurable student achievement results. GCA believes that the comprehensive educational model will show improved academic achievement year over year, even as we focus on providing students with multiple pathways to a successful future.

9.3. Goals for the Proposed Charter School

Q122. 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.



GCA will provide an education that is Rigorous, Relevant, and Meaningful to each student in a safe and supportive environment, resulting in Academic, Career, and Technical Excellence. GCA believes that by exposing students to numerous electives, including STEM and skilled trades, they will identify with their natural talents. GCA will administer competency exams for 8th graders, and all students who enroll into the HS to determine their strengths and innate abilities towards specific trades or careers. The results of the competency exams will help students work with their counselors and parents to map out their high school course progression and college/career pathway. They will also build a passionate willingness to grow and learn when they connect the required standards to future jobs and career opportunities. These core beliefs shaped GCA's academic and mission goals. To show progress towards this goal, the following SMART goals have been developed to hold our School and Stakeholders accountable:

Goal 1:

Academic Performance:

- For each year in existence, GCA will demonstrate an equal or higher school-wide proficiency rating in all core academic subjects, including English Language Arts (reading and writing), Mathematics, Science, and Social Studies, to those of similar schools in the LEA.
- Metrics:
 - In Year 1, GCA students in grades 3-6 will demonstrate a minimum proficiency of 58% in Reading and 59% in Math for students in grades 3-6.
 - By Year 3, GCA students in grades 3-8 will demonstrate a minimum proficiency of 62% in Reading and 63% in Math.
 - Note: In the past, the minimum acceptable academic goal was 60% proficiency, but schools across the state are experiencing drastically lower proficiency scores due to school closures and remote learning. GCA understands the goal is to exceed the proficiency of the LEA with a specific goal to decrease achievement gaps and slowly increase the CCR for all students.
 - By Year 5, GCA students will demonstrate proficiency above the 60% threshold, and a School Improvement Plan will be developed to project another 5-year academic growth plan which will include the following assessments:
 - Annual assessments as directed by the NCDPI (BOG, EOG, EOC, ACT/WorkKeys).
 - Ongoing Progress Monitoring and Growth (iReady, IXL, Case 21/Mastery Connect) assessment or a similar assessment tool.
- Annual Targets:
 - Each year, GCA will meet the state and federal accountability objectives (i.e., growth targets) for all students and subgroups in those content subjects, ultimately earning the School an NC Report Card grade of a B or better. This will be measured by analyzing yearly data and including:
 - EVAAS data,
 - growth scores as reported to the School when SPG is released, and
 - an internal data tracking system that measures the individual and cohort growth of sub-groups of students.



Goal 2:

Close the Achievement Gaps and increase growth:

- Each year, all individual students will show independent achievement growth of at least one year from their baseline performance assessment, specifically in the GCA's subgroups of students. The ultimate goal is to demonstrate equal proficiency across all subgroups. Although the goal is for all students to demonstrate growth, additional support will be provided to any student not making enough progress and specifically in any groups of students who are making less progress than their peers in other groups.
- Metrics:
 - In year 2, achievement gaps between subgroups will close by 3% (after the School has a baseline data point gathered from Year 1).
 - GCA will close the gaps by an additional 2% each year thereafter for the following 4 years. This goal for closing the achievement gaps may vary in years 3-5 depending upon year to year performance of new students and the performance of each returning cohort.
 - By year 5, there will be less than a 2% gap in achievement in any subgroup of students. The School will use reports from internal and external assessment data including:
 - I-Ready data,
 - Skills inventories, and
 - Rubric-rated portfolios for each student to demonstrate individual growth.
 - Annual Target:
 - Annually, students will demonstrate one year's growth in those content subjects as measured by standard formative and summative assessments, including state-mandated tests. EVAAS data and growth scores are reported to the School when SPG are released and will be included in GCA's internal data tracking system that measures individual and cohort growth of student subgroups.
 - A comparison of historical EOY performance data on NC EOG/EOC, ACT/Workkeys and CTE course completion exams will show decreased achievement gaps between student subgroups within the School.

Goal 3:

Low Student Attrition:

- After five years of operation, GCA will experience attrition rates of 10% or less of the students who started Kindergarten in 2024. This will become an annual goal after the fifth year.
- Metrics:
 - PowerSchool enrollment data, PMR Reports, Withdrawal records, and Exit Surveys.
- Annual Targets:
 - The school's staff will review student retention each year with a target of at least 90% annual retention. This goal will be measured in August each year when the students return to school and GCA verifies that the previous cohort has returned.

Goal 4:



High School Students' progress towards College or Career Pathway Completion:

- All high school students will complete a college and/or career pathway leading to accrual of dual enrollment credits, or career pathway certifications prior to graduation from high school.
 - Metrics:
 - Course completion, certifications and immediate placement in work, school or military after high school will be verified by the School.
 - NC State Educational Attainment Report and National Student Clearinghouse Data will provide school-level data tracking on students enrolling and completing 2 year and 4 year programs.
 - Annual Target:
 - All graduating seniors will have completed an NCSCOS eligible CTE pathway or college transfer pathway leading to accrual of dual enrollment credits and/or industry-valued certifications.
 - 60% of GCA graduates will earn an industry-valued credential or college degree within 6 years of graduation for the first 3 years of graduating cohorts, with a 5% increase each year after. The NC Educational Attainment Report from 2022 indicates that currently, only 31% of 9th grade students are earning an industry-valued credential or college degree within 6 years of graduation.
 - Yearly, school leadership and the board will review the state, county and school attainment data along with locally sourced data on work and military placement, to update school improvement goals related to career and college pathways.

Goal 5:

Financial Efficacy:

- GCA will operate within 90% of its approved budget and will end each fiscal calendar year with a positive fund balance.
 - Metrics:
 - Yearly Audit and Balance Sheet Statements
 - Annual Targets:
 - Each June/July the School will complete the required annual audit that will confirm the School's net financial position and determine if the School operated within 90% of its budget approved each year and posted to NCDPI as required and the School's net position will increase by at least \$50,000.00 per year.

Goal 6:

Reporting Requirements:

- The governing Board of GCA will remain 100% compliant with all reporting requirements, including those requirements found in both Epicenter and the Comprehensive Continuous Improvement Plan (<https://www.dpi.nc.gov/districts-schools/federal-program-monitoring/comprehensive-continuous-improvement-plan>) (CCIP) system and any other required audits/reporting requirements.
 - Metrics:
 - Epicenter reports, CCIP communication, Federal program monitoring visits, and Federal funds audit if appropriate,



- Annual Target:

- Epicenter will show monthly and yearly measures of 100% compliance related to all reporting requirements and evidence.
- Annual or otherwise Federal program monitoring visits will show a formal close-out letter with no outstanding corrective action items.

Implementation of Assessment Plan:

A comprehensive assessment program will be used to inform all stakeholders about areas in which the School is succeeding and those areas that need strengthening. The student achievement assessment plan will be utilized daily to improve instruction and student academic outcomes. Academic assessments will serve as a feedback system to guide teachers in lesson planning and differentiating instruction. Additionally, it will guide students in understanding full mastery of each respective standard, and it will keep parents informed about student progress through specific learning objectives. GCA expects that students will progress at least as well as they did before attending the charter school and that the School will achieve its specific, measurable objectives. The School's Instructional Leadership team will monitor and analyze data to maintain a data analysis/ problem-solving process that brings out the best in our school, teachers, and students.

The leadership and CST teams will meet weekly to:

- Evaluate data to make data-driven instructional decisions.
- Review progress-monitoring data at the grade- and classroom level to identify students and their academic levels/progression.
- Identify professional development that will enhance student achievement levels/progression.
- Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; and
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Teachers will work in grade-level teams to disaggregate data with the leadership team. This will allow the School to track student progress and identify academic trends in the classrooms. Students not making adequate progress towards the standards, evidenced in teacher-made evaluations, will also be identified, and appropriate measures for improvement will be instituted. Students will be monitored through the MTSS process, which will be designed by the Child Study Team, and tracked on an individual Progress Monitoring Plan (PMP) document. Ongoing communication between the School and the parents will be maintained through an online reporting system, progress reports, parent conferences, and written/oral communications that make assessment results more digestible and



understandable. Ongoing internal audits (e.g., Interim Progress Reports and Report Cards) of student performance, including the beginning of year baseline, mid-year, and end-of-year assessments, will also be utilized as reflective and guidance tools.

Teacher professional development will be selected or reviewed based on student progress. Professional development may be provided to a large group or individually selected based on feedback, student learning gains, and needs-based upon data review. The leadership team and teachers will share student assessment and performance information with both students and parents continuously. The Principal and leadership team will meet weekly in data chats to discuss grade level and student progress.

As it relates to the Board and other stakeholders, the Principal will report data during board meetings to keep the board apprised of current progress, challenges, and celebrations. The following are some detailed examples of the means that will be used for sharing this information:

- Student and Parent Reports from PowerSchool.
- Progress reports, report cards, and urgent updates or reminders via the School's grading and reporting system for parents.
- Collaborative meetings to review data and progress.
- Parent participation in Committees (SAC) to develop School Improvement Plans; •

Open, posted Board meetings; and

- Publication of the School Annual Report which will be shared at the Yearly Board meeting and on the School Website.

In addition to the Academic assessment plan and goals, the Board will review ongoing progress towards meeting the four other stated goals for student attrition, meeting the School's mission, compliance, financial stability, and sustainability. Each month the Principal will share information related to attendance and include the PMR reports which show withdrawals. The School will request exit surveys to understand parent choice and each year, Spring climate surveys will be distributed to measure parent satisfaction. Those data reports will be shared at the May or June meeting. Epicenter access will be granted to the Board chair who can review items due and compliances. Additionally, the Principal will deliver an agenda item in the board report that includes Epicenter updates.

When the School undergoes any program monitoring (e.g., EC or consolidated programs), the close-out letters and/or corrective action letters will be presented to the Board for review. In addition, each month a financial report created by a contracted vendor will be reviewed to track revenues and expenses and project the School's adherence to the approved budget. Any expenses or revenue deficiencies that are greater than 10%, or anything that would put the school in a negative position will be reviewed and discussed and may require an amended budget to be approved. At the annual board meeting, the Board will review the completed financial audit to determine long-term sustainability and



will use those reports to help set budget targets for each preceding year.

Lastly, the School website will include the NC Accountability academic reporting as well as the monthly board meeting agendas and approved minutes so that all stakeholders and the public have access to these metrics.



Shannon Stein

Comments :

- In Year 1, GCA students in grades 3-6 will demonstrate a minimum proficiency of 58% in Reading and 59% in Math for students in grades 3-6.
- By Year 3, GCA students in grades 3-8 will demonstrate a minimum proficiency of 62% in Reading and 63% in Math.

These academic targets are low and do not seem to support that students that choose GSA would expect the "rigor" that is listed in their mission.

◦ Note: In the past, the minimum acceptable academic goal was 60% proficiency, but schools across the state are experiencing drastically lower proficiency scores due to school closures and remote learning. GCA understands the goal is to exceed the proficiency of the LEA with a specific goal to decrease achievement gaps and slowly increase the CCR for all students.

Where and by whom is it stated that 60% is the minimum acceptable goal? Additionally, we are three full years post-pandemic and most current schools would not point back to or accept that as a continuing reason for low academic achievement.

Q123. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?



The Governing Board will know that the School is working towards its goal by meeting the metrics as described in the SMART goals, and by other mission-specific milestones. To name a few, the Board will know the School is progressing towards its goals by:

- Meeting year 1 and future enrollment targets
- Demonstrating academic achievement on all EOY/CTE/ACT/Workkeys assessments and individual student growth reports from other assessments
- High School students (in the future) will graduate with college credits from participating in the CCP and certifications in technical skilled trades and professional pathways
- Yearly review of the State and County Educational Attainment Report alongside the National Student Clearinghouse Report (post-graduate data)
- Having high participation from the business and community partners who have supported this application
- Having low attrition rates in students and staff
- Having highly qualified teachers on staff
- Positive climate survey responses from Staff and Parents
- Achieving 100% compliance in Epicenter related to reporting requirements
- Completing Federal program audits with no corrective actions
- Operating within the approved annual budget
- Having a clean annual Audit with no management comments and a positive fund balance

Section



Shannon Stein

Ratings

Does Not Meet the Standard

The response is significantly incomplete; demonstrates lack of preparation; is not aligned to the mission and vision of the district or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.



10. Educational Plan

10.1. Instructional Program

Q124. Provide a detailed description of the overall instructional program of the proposed charter school, including:

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



The School's educational model is grounded in the North Carolina Standard Course of Study delivered through a workshop model. The model is integrated with a purpose-driven, work-based learning electives component that exposes students to various STEM subjects, such as coding, engineering, programming, and design. In addition, students can select to participate in skilled trades, such as construction, electrical design, culinary arts, and financial literacy, to provide them with a creative and challenging student-centered learning environment. The workforce in the education component will be implemented through a cross-curricular delivery method to encourage and enable students to become locally and globally competitive.

First and foremost, GCA is committed to closing the achievement gaps in students' academic performance. Although Chatham and Wake County are higher-performing districts, many of the surrounding counties, such as Durham and Orange, have lower-performing schools. Therefore, it is essential to pay close attention to the student sub-group data and historical growth data, indicating achievement gaps between students of color, economically disadvantaged students, students with special needs, and language learners. GCA believes these low proficiency scores and the achievement gaps can be mitigated through our instructional model.

Secondly, research has shown that the United States (and Global) economies have changed over the past 15 years. Jobs are changing and as a result, so are the skills required. To prepare our youth to succeed in this new economy, we must look beyond traditional teaching methods and traditional subject content. Research proves that students exposed to a curriculum that includes extensive exposure to skilled trades and STEM subjects will benefit their overall academic and career profiles. GCA has thoughtfully selected the Workshop Model as the best program to increase student engagement and buy-in. It will increase student achievement by providing an instructional delivery model that requires teachers to explicitly model lessons with group practice and one-on-one or small group instruction and support during daily instruction in all core subjects. Regular data reviews allow teachers to differentiate the one-on-one and small group portions to best suit the needs of every student in their class.

GCA will maintain increased student achievement and close achievement gaps by increasing student engagement by providing an educational program that includes:

- A fully integrated workshop model of instruction that offers differentiation to meet the needs of all students.
- Vertically aligned curricular programs scaffold students through a grade-level skills continuum in all content areas.
- Thematic projects, engaging lessons, content application opportunities, hands-on inquiry, and community partnerships will infuse the core curriculum to bring real-life applications to classroom instruction.
- A focused, work-based learning electives program in an elementary school that is designed to allow students to find their natural talents and interests in STEM subjects, financial literacy, and skilled trades so they can continue those pathways through middle School.



- Middle School electives options that secure a future High School CTE pathway in specific subjects, a continued financial literacy program, and electives offers that allow students to practice STEM and/or skilled trades.
- A high school program that plans a student's schedule around their College and/or Career pathway, providing access to dual enrollment and industry-valued certifications.

Curriculum and instructional delivery through the workshop model are based on individualized instruction and differentiation to assist in closing the gaps. The core texts and materials are also culturally relevant and responsive to increase diversity and inclusion in the classroom. The Science of Reading will be employed using CKLA for grades K-8 and SAVAAS myPerspectives for grades 9-12, all including a wide variety of anchor texts that are culturally diverse and relevant and text selection. As diversity is a goal at GCA, the School will ensure that multiculturalism is celebrated and intentionally integrated into the curriculum to increase student engagement and empowerment.

The workshop model allows teachers to provide direct and explicit instruction of a skill, standard, or content and then move students to "practice" independently or in small groups with content materials at the students' performance level. This allows students to practice without frustration or anxiety for below-level learners and reduces boredom and off-task behavior for advanced learners. In addition, the teacher can monitor individual student progress and group progress to measure content knowledge and mastery. This formal and informal feedback drives the instructional calendar and focus. All instruction is based on data and feedback. GCA will replicate the basic workshop model of instructional delivery in all subject areas for consistency and as a means to focus on individual and small group instruction to differentiate learning and support students at their level of proficiency.

Although Math, Social Studies, and Science will have protected time in the master schedule each day and will be taught explicitly, they will also be reinforced during the ELA block using the workshop style. For example, suppose a first grader is studying animal habitats in Science. In that case, they may use an Interactive Read Aloud, such as *Stellaluna*, during Reading. During the Writing, they may work on a non-fiction piece of writing that describes their chosen animals' habitat. In Science, they may build a habitat and then present a holistic approach to learning about a subject. Each student's final work presentation will be different based on their level of understanding. This same model will work across all grade levels and content areas. Lastly, although the School will have focused electives in STEM (coding, robotics, programming) skilled trades such as electrical engineering, construction, culinary arts, and financial literacy, these electives and projects will be reinforced in the core subjects to integrate the program seamlessly.

The unique design of the K-12th grade program will allow and encourage teacher collaboration across all grade levels, allowing instructional staff to support and scaffold student learning and offer a wide range of differentiated learning opportunities. The full implementation of the workshop model instructional delivery program integrated with the workforce in the education-focused electives component will meet the needs of all learners by engaging students through a differentiated educational environment that is meaningful and purposeful in its scope and sequence.



Work-based learning in K-4 will reflect Career Awareness. Following grade-level appropriate standards for Social Studies in particular, classroom teachers will naturally make students aware of different types of careers through intentional assignments, classroom projects, and school visitors, to name a few. In rotating electives, teachers will enhance student focus on career awareness by aligning their subject with the grade-level course of study through STEAM activities, coding, keyboarding, financial literacy curriculum, etc. The grade 5-8 Career Exploration will begin to give students more hands-on application of career discovery. Students will begin taking inventories and learning about career pathways. Rotating electives will continue for grade 5, while middle school students will begin to take credit bearing CTE coursework such as: Keyboarding, Microsoft Word/PowerPoint, Intro to Coding and Business Essentials. All of the middle school CTE electives will be selected to give students a solid foundation for any career pathway. Middle school students will continue to benefit from career focused field trips, school visitors, career fairs, etc. Counselors will also begin to work with middle school students to expose them to different pathways they may consider for high school. Students in grades 9-12 (and many 8th graders) will participate in Career Preparation. Course sequences will be designed for each unique student to meet graduation requirements and achieve their desired pathway, whether college or career focused. Field trips to local universities, trade schools and local businesses offering internship or certification programs will be a focus for the high school, while celebrating all the certifications and milestones students meet along the way to graduation. Dual enrollment will be utilized at the high school level through the Central Carolina Community College Career and College Promise program. A list of pathways offered are found on the CCCC website and will be offered to all GCS students. (<https://drive.google.com/drive/folders/1NySYgyj4L-e7oo4sHfEccb0IIX-ppuXi>)

Implementation of the Curriculum, Assessments, and Strategies to support student learning:

Assessment and Accountability: Assessment is a vital part of the curriculum. GCA will use various methods to gather and monitor student performance data to ensure all students maintain progress toward mastery of the state academic standards and attain established educational goals.

The assessment data will be used in six ways:

1. To monitor student learning progress and guide the learning towards established goals.
2. To make informed adjustments to the program where necessary.
3. To help differentiate instruction to meet the individual needs of students.
4. To help communicate student performance to parents and other stakeholders.
5. To ensure progress and growth for students on an IEP, EP or MLP
6. To evaluate the program, curriculum, and instructional effectiveness.

At GCA, benchmarks and assessments will be administered throughout the year and used to guide learning. Teachers will use formative and summative assessments to monitor student progress weekly, quarterly, and annually. Teacher observations, checklists, teacher-made quizzes, and tests will track day-to-day performance. Lessons will be adjusted to meet student needs and maximize learning.



Culminating projects, authentic assessments, portfolios, and state-standardized tests will be utilized for summative assessments. Student performance on these assessments will be recorded by teachers and shared with parents using PowerSchool, interim reports, and report cards. Administrators, teachers, parents, and students will analyze student performance and other school data to inform final decisions concerning intervention, acceleration, and enrichment curriculum. GCA will systematically collect, analyze and apply data to monitor all aspects of organizational and instructional effectiveness at the student, classroom, and school levels.

Student progress information will be gathered and monitored using the following:

- teacher observations,
- long-range and short-range lesson plans
- student portfolios
- Rubrics
- formal and informal assessments
- interim and quarter report cards, parent conferences
- honor roll
- IReady
- Case21 and MasteryConnect
- State standardized assessments
- Transparent communication of individual student's progress by way of progress reports, report cards, parent conferences

Learning activities and resources may be varied by difficulty to challenge students based on different readiness levels (including those students above or below grade level, with disabilities, identified as gifted or AIG, and those requiring ML services), by topic in response to student interests, and by students' preferred ways of learning. The learning environment will be planned and monitored using a variety of benchmark and formative assessments administered throughout the year. Teachers will have the flexibility to adjust their lesson plans to help students achieve academic excellence. Specific professional development will be provided for teachers on differentiated instruction. At least twice per year, GCA will conduct parent-teacher-student conferences that will follow the Parent-Student-Teacher Conference Model. In this model, students participate in the conference and showcase what they have learned. Discussion of progress in other subjects will also occur, and goal setting/evaluation for the student during the year.

Another aspect of assessments is accountability. The following list is GCA's tentative formative and summative assessments plan for the core subjects at both the school and state levels. (Note that some assessments are only available in specific grades and up, and some are subject to the state budget, e.g., APPLL.)

English Language Arts:

- iReady



- mClass/Amplify
- EOG (and BOG in 3rd Grade)
- NC Check-Ins
- EOC - English II
- ACT

Math:

- Unit-based assessments
- iReady/IXL
- NC Check-Ins
- EOG
- EOC - Math 1 and Math 3
- ACT

Science:

- Unit-based assessments
- NC Check-ins
- EOG (5th and 8th grade)
- EOC - Biology
- ACT

Social Studies:

- Unit-based assessments

EC, AIG, and ESOL programs:

- CogAT & Iowa Assessment (IA) or K-Bit and Renzulli tests followed by Psych evals • W-APT (WIDA-ACCESS Placement Test)
- ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners)
- CCRAA - 10th and 11th grade as written into IEP
- NC Extend if appropriate



Shannon Stein

Comments :

The career based direction could be an appealing for the upper grades, but the plan for the lower grades does not seem to be clearly designed for the elementary level.

Q125. Will the proposed charter school serve a single-sex student population?



☐ Yes

☒ No

Q129. 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.



Students' academic and personal success is at the forefront of all processes and procedures. However, GCA recognizes that the School cannot reach these extraordinary curricular achievements without a safe and orderly environment for students and teachers. Therefore, the School will adopt and follow the policies and expectations in the draft handbooks to stimulate a productive learning environment and promote responsible citizenship. GCA's classrooms will be a positive place where students can work toward specific goals in the class objectives. The teacher must be positive, organized, outgoing, confident, and compassionate. The instructor sets the tone for the entire classroom. Teachers will begin each lesson with direct attention to the daily learning objective and student learning outcome. The basic workshop model and gradual release encourage and support a whole group lesson, leading to students working in small groups, buddy work, and individual practice. This general structure allows teachers to conduct the class and individual understanding checks, and other concerns that may impact the lesson.

Workshop Model:

The Workshop Model is a curriculum and instructional delivery model that focuses on a few essential practices, including Gradual Release. The teacher will explicitly teach a new, grade-level appropriate standard or skill (i.e., I DO). Then students will break into small groups or pairs to "practice" (i.e., WE DO) the standards or skills using materials (books, games, lessons, integrated technology, manipulatives, etc.) at their level until they are comfortable with the content and lesson. During this small group practice time, the teacher is available to circulate and check on each group and offer scaffolding and support. This is also when the teacher can pull individual and small groups of students to work with them on skills at their level, which can be at, above, or below expectations. This may also be when ML and EC students receive focused support and interventions. Eventually, students will have assignments for individual practice and assessments (i.e., YOU DO). Workshop model classes in all subject areas ensure that student materials are easily accessible for practice activities for small groups and individuals, so the room is set up accordingly. During walkthroughs, administrators would look for organized materials for students to access; active, relevant, and current word walls (all subject areas); student data progress charts; anchor charts that support the current or prior lessons; and an environment that exudes collaboration and comfort. This should be seen in every classroom at every grade level and subject area.

Class Size:

To meet School goals, GCA will design and implement effective classroom environments. Research by Jason J Barr from the IDEA Center on Developing a Positive Classroom Environment (October 2016), indicates that the physical and instructional environment play integral roles in school success. The classroom climate reflects students' opinions of their academic experience (Reid & Radhakrishnan, 2003), which includes students' perceptions of the rigor of the class, their interactions with their instructor and class peers, and their involvement in the class. Although instructor-student rapport plays a critical role in the classroom climate, student-student rapport may also be a contributing factor



(Frisby & Martin, 2010). Students perceive a connected classroom climate as a compassionate and supportive student-to-student environment (Dwyer et al., 2004). Student-to-student connectedness is built on a collection of behaviors, including praise, smiling, or sharing personal stories or experiences that positively affect educational processes and outcomes (Sidelinger, Bolen, Frisby, & McMullen, 2012).

GCA is committed to developing strong relationships between students and staff and creating learner-centered classrooms that allow for these critical relationships and experiences to manifest through the workshop model with intentional inclusion of the culturally responsive curriculum and integration of the workforce, skills, and trades electives component to increase diversity, inclusion, and equitability in the classroom. All classes will meet class size-reduction requirements, and the average student/teacher ratio will be 22:1 in grades K-8 and 24:1 in grades 9-12. The physical environment will meet the needs of the students appropriate by grade level. For example, elementary classrooms will include student tables for group and center work with a gathering area rug for whole group instruction. All classrooms will consist of space designed for classroom libraries and independent work areas, and wall space will include instructional boards and space for student work displays. Students will have individual desks for movement in the classroom in the middle and high school, but the desks can be easily moved together for collaborative activities and tasks. Teachers will provide direct whole group instruction and allow students to move their desks to work in groups and pairs. Individual seating also allows for an appropriate testing environment and independent learning. In addition to traditional science lab spaces, the middle and high school will have additional career lab rooms and tables that may be utilized for CTE courses, trade classes and career presentations as needed. Allowing for some high demand trade courses, like welding, for example, to be taught on campus versus the local community college and for visitors to do live demonstrations in a safe setting. Seating arrangements for all children must be carefully considered. The teacher's desk will allow a broad view of all students and the classroom. Young students may be seated in small clusters at tables to promote language interaction and social/emotional skill development. In contrast, older students may require flexibility in seating to accommodate the instructional style and specific class activities.

GCA also agrees with Frank Clint that "An aesthetically pleasing environment can influence behavior. Many areas may display work or materials, post-class rules, provide schedules and feedback charts, list daily assignments, and highlight new skills. Bulletin boards and walls should be visually appealing, uncluttered, and changed frequently. There are four types of learning environments (Study.com, 1/2022)." GCA will develop learner-centered environments that pay close attention to the individual student's needs. These centers encourage students to bring their culture, beliefs, attitudes, skills, and knowledge into the learning environment. The teacher builds upon the conceptual and cultural understanding of each student. There is often shared work and discussions, and after providing explicit instruction, the teacher will act as a bridge between new learning and content and what the students already know. In *Classroom Spaces That Work*, Marlynn K. Clayton and Mary Beth Forton discuss the importance of setting up your classroom to meet the needs of the students, not the adults. We will make the classroom fit the children's bodies by estimating the range of sizes based on what is



typical for that age. We will use this estimate to:

- Choose desks, tables, and chairs that fit the children.
- Select and arrange bookcases and shelves. In general, children should see and be seen over any shelves. Taller shelves should be placed along the perimeter.
- Determine where to locate display areas. For example, displays meant for children should be at their eye level whenever possible.
- Plan the amount of space needed for class meetings. For example, when children sit in a circle on the carpet, there should be approximately three inches between children.
- Plan enough space for table work. Keep in mind that when children sit at a table to work, they need "elbow room" and sufficient area to spread out materials.
- Utilize space that best meets the needs of the students and provides flexibility for independent and cooperative learning.

All classrooms at GCA will be designed to maximize space and provide an environment built for student-centered and cooperative learning. Classroom furniture and space will allow students to complete projects and work collaboratively on the supplemental curriculum and electives described throughout the application that focuses on developing relevant knowledge in mathematics, coding, engineering, electrical design, programming, construction, and much more.

Curriculum:

The School will use a research-based, state-approved curriculum for all core subject classes at all grade levels. Those core pieces will also be supplemented with intervention programs (digital and non-digital), instructional diagnostic software programs, and supporting curricula for EC and ML students. The curriculum includes the following elements:

Reading/ELA:

- The English Language Arts curriculum, K-8 CKLA and 9-12 SAVAAS myPerspectives, will address the North Carolina SCOS for English Language Arts for kindergarten through twelfth grade aligning with the Science of Reading. These standards include literacy, reading, writing, and communication expectations for each grade level. The English Language Arts program will help students use the reading process effectively. Students will be able to select and use pre-reading strategies appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate the content, purpose, and organization of a reading selection. Reading will not be passive but rather an interactive process involving the text itself, the reader, and the context of the reading situation.
- Additionally, students will use the writing process effectively. They will be able to select and use appropriate pre-writing strategies, such as brainstorming, graphic organizers, and outlines. Teachers will implement the workshop model approach with timely progress monitoring.

Math:

- The core mathematics curriculum grades K-8 and Math 1-3, Reveal Math, will address the North



Carolina SCOS for Mathematics for kindergarten through grade 11. These standards include process standards that students use to develop the conceptual understandings and applications of mathematical content and skills. Critical concepts in mathematics education include number system and operations, algebraic thinking and operations, measurement and applications, geometry and logic thinking, and data and analysis. Students will learn how to solve real-world problems and develop skills in researching information, strategies, and methods of solving each problem, thus helping students develop a deeper mathematical understanding by providing activities to evaluate methods and conclusions. This curriculum aids students in developing the use of mathematical language as they discuss and solve real-world problems within each mathematical concept. Additional curriculum will be purchased for higher level math classes according to approved curriculum lists: Pre-Calculus, Calculus and Statistics.

Science:

- The science curriculum, Carolina Biologic, will address the North Carolina SCOS for Science for kindergarten through grade eight. These standards and performance indicators include scientists' and engineers' academic content and practices on a state and national level. Instructional strategies will consist of differentiated instruction that supports content mastery. In grades K-2, the science and engineering practices and core content emphasize students making observations and explanations about phenomena they can directly explore and investigate. Student experiences will be structured as they begin to learn the features of a scientific investigation and engage in science and engineering practices. In grades 3-8, the science and engineering practices and core content emphasize students becoming more sophisticated in describing, representing, or explaining concepts or ideas. Students use their experiences from structured investigations in kindergarten through grade two to plan their investigations to answer scientific questions. Using current events will expand students' vocabulary and create more interest and relevance in Science. The program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to a deeper understanding of the natural and designed worlds. High school science courses will use SAVVAS curriculum with the online Realize platform for standard, honors and AP coursework. All are aligned with NC and NGSS.

Social Studies:

- The social studies curriculum, SVAAS MyWorld, will address the North Carolina SCOS Standards for kindergarten through grade eight, with SAVAAS Interactive texts for US History, World History, and Civics at the high school level. HS Financial Literacy will be taught using the NextGen Personal Finance curriculum. These standards will provide students with the knowledge of government, geography, history, and economics, which are essential for creating informed citizens who participate in a democratic society. Social studies classes will be taught in a hands-on, project-based approach, relying on important primary source documents to address rigorous literacy standards and technology to enhance the delivery of content knowledge or quality products created by students. These are similar skills needed for work-based learning, so the programs lend themselves to the focus of GCA.
- The curriculum will promote students' understanding of historical, geographical, and civic knowledge and their application of this knowledge to today's diverse world culture. Students will learn



about the world they are most familiar with, such as home, school, and the neighborhood, in the earlier grades and expand to the broader geographic area. Third grade continues to expand as the students are introduced to the history of our state and teach them about North Carolina's geography, jobs, and government. The remaining elementary years will focus on the story of the United States based on important events, people, and policies that have led us to become the country we are today. The program will prepare students to understand multiple cultures, tolerance, and respect for the world beyond our borders and encourage them to become global citizens. SAVAAS Interactive Social Studies inquiry-based curriculum utilizes storytelling to bring social studies content to life. It connects social studies content and literacy instruction with materials that are streamlined, flexible, and attuned to today's classroom. The innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective, and easy to use.

SEL/Character Education:

- Global Character Education Program: To prepare students for success in modern society to meet the global challenges of their lifetime, GCA is committed to good character and citizenship so that our students are prepared to be successful and valuable assets in their communities, utilizing the Second Step SEL curriculum. The Board believes that teaching positive character traits is essential to improving the learning environment, promoting student achievement, reducing disciplinary problems, and developing civic-minded students in cooperation with the parents and community, who will be prepared for leadership in today's global society and beyond. These principles include, but are not limited to, the following: Individual self-worth; Strength in knowledge; Personal integrity and honesty; Choice and accountability; Preparedness; Respect for the rights of all persons regardless of race, religion, sex, age, physical condition, or mental state; Sense of justice and fair play; Trustworthiness; Patriotism; Citizenship; Understanding; Sympathy; Concern and compassion for others; Discipline and pride in one's work; Respect for one's property and the property of others, including public property; Understanding of the rights and obligations of a citizen in a democratic society; Respect for authority; and Self-advocacy.
- The program for character education will include meaningful and age-appropriate lessons that respect all learners and will help all students succeed. The School will maintain school communities in which positive behavior is expected, practiced, demonstrated, modeled, and reinforced within an environment of mutual respect and dignity.

MS Electives Curriculum will focus on CTE/Career coursework:

- 6-8 Electives include a focus on computer skills that will be useful for every student's future career and college coursework and prepare them for a variety of pathways, some examples include those listed below. Elective courses may change based upon enrollment and future workforce needs.
 - CY01 Computer Skills and Applications
 - CY20 Computer Science Discoveries
 - CY30 Coding with Minecraft

HS Electives Curriculum:

- Electives offered on campus will be those necessary to meet graduation requirements, such as



Spanish, Physical Education, Visual Arts and CTE coursework, as is listed in possible courses in the appendix. In addition, the school will partner with Central Carolina Community College to allow students to take dual enrollment options and CTE coursework that aligns with their unique, individual pathways. Should the interest be high enough, the school may offer these courses on site in partnership with the CCCC.

Q130. 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.



Our Core Values are to Prepare Students for Academic Achievement as well as to further Vocational and Technical Education.

G: Grow as lifelong learners

R: Reinforce responsible citizenship

A: Achievement through perseverance

N: Nurture relationships with an engaged community

I: Intentional support of peers through mutual respect

T: Technical skills via work-based learning

E: Excellence in developing a world-class workforce and industry leaders

Specific academic achievement goals will be based on student growth and decreased achievement gaps as the primary indicators for success. Furthermore, some of the School's progress will be measured with national benchmarks or assessment tools such IReady and similar progress monitoring tools. As an NC public charter school, GCA's instructional content will be fully aligned with NCSCOS curriculum requirements, including academic standards adopted by the State Board of Education. These standards are specific for each grade level and content area and will be used as the minimum expectations for GCA students. The entire core curriculum is selected to meet the School's mission and prepare all students to be academically successful based on standardized assessments, including mClass, NC Check-Ins, BOG, EOG, EOC, and ACT. A brief sample list of the core content curriculum and supplemental items include:

- K-8 ELA: CKLA
- 9-12 ELA: SAVAAS myPerspectives
- K-12 Math: Reveal Math
- K-8 Science: Carolina Biological
- 9-12 Science: SAVAAS HS Science Curriculum
- K-8 Social Studies: Studies Weekly and SAVAAS My World
- 9-12 Social Studies: SAVAAS Interactive American History, World History, Civics
- HS Financial Literacy: NextGen Personal Finance

- K-5 STEM through Legos Education [https://education.lego.com/enus/lessons?](https://education.lego.com/enus/lessons?ef_id=Cj0KCQjwmPSSBhCNARIsAH3cYgbqt8Rgq8mHsD-ryYjA5-786WFHgLw1T3d9rfXFx3-a0aE1PC0UaK8aAv6ZEALw_wcB:G:s&s_kwcid=AL!790!3!463549708227!!!g!!&gclid=Cj0KCQjwmPSSBhCNARIsAH3cYgbqt8Rgq8mHsD-ryYjA5-786WFHgLw1T3d9rfXFx3-a0aE1PC0UaK8aAv6ZEALw_wcB)

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a0aE1PC0UaK8aAv6ZEALw_wcB)

- K-8 Financial literacy through LifeHub Financial <https://lifehubjobs.com/> (<https://lifehubjobs.com/>)

As a K-12 charter school that follows the workshop model and embeds workforce in education as a priority, GCA will strive to become an often-visited center for expert differentiation in the classroom with a small group instructional model to improve academic performance for all learners and a culturally diverse student body based on the minority outreach and inclusion. As a result, students will be more culturally aware because diversity and inclusion are incorporated into the curriculum. In addition, they will be more socially conscious as they work on collaborative projects and activities aligned with future career and skilled pathways. The core curriculum, instructional model and practices, assessment plan implementation, and a data-driven approach to student achievement will synergize to increase student engagement and academic outcomes.

The curricula are selected based on the founding research and data that show these selections have proven track records when implemented and taught with fidelity. They are also aligned with NC standards. The focus on small group instruction and differentiation in the classroom for all grades and subject areas will help close achievement gaps and help improve student performance outcomes. Selected curricula provide ample resources to monitor the progress of all students, and provide additional practice and lessons to target low-performing students and those who need language support or other accommodations. The curricula also have an integrated, inquiry-based approach that reinforces skills for problem solving and provide more opportunities for experiential learning that go hand in hand with our work-based emphasis. Together, these strategies will enable students to demonstrate growth each year, which lends to the School reaching and exceeding growth targets. The proficiency and college and career readiness scores will ultimately render Granite Charter Academy a high performing school.

Q131. 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.



Instructional and Mission-Based Design Elements:

The mission of GCA is to provide an education that is Rigorous, Relevant, and Meaningful to each student in a safe and supportive environment, resulting in Academic, Career, and Technical Excellence. This educational experience encourages lifelong learning, fosters mutual respect, and instills social responsibility, respect for diversity, and responsible citizenship. We recognize that North Carolina attracts and successfully recruits new business and industry to our state and, in particular, to our region. We endeavor to educate a well-prepared Workforce to meet these demands of our growing state. Empowering children to lead and learn will ensure they meet their greatest potential.

The educational plan includes a workshop-style of instructional delivery with a fully integrated work-based learning component grounded in a culture of inclusivity and multicultural sensitivity, all thoughtfully designed to meet our mission. The workforce mindset will encourage students to become active learners, passionate about their skills and natural talents, and explore potential careers and opportunities beginning in Kindergarten and continuing through high school. GCA will follow the CTE Work-based learning continuum with students in grades K-4 participating in Career Awareness through the elective rotations and during classroom instruction. Students in grades 5-8 will begin Career Exploration through CTE course offerings and planned experiences. All this preparation will culminate in grades 6-12 with Career Preparation through CTE courses, Career and College Promise classes, and certification opportunities for each student's unique pathway.

Lastly, GCA believes that differentiation through the workshop model of instruction with individualized attention to students will help close student achievement gaps and increase overall school-wide academic achievement. The primary educational program is anchored in the North Carolina Standard Course of Study. Based on these standards, the School will primarily use state adopted textbooks and researched-based supplemental materials proven effective with students in their current programs throughout the state and local district. Teachers will deliver courses with integrity to the course content outline, and the material will be taught sequentially, consistently, and rigorously. Teachers will introduce concepts and utilize appropriate materials for mastery of the grade-level expectations.

As noted in the sections above, the School will use research-based instructional practices to deliver the selected curriculum through the workshop-style model, anchored in differentiated learning and individualized attention for all learners to meet their needs. In addition to the core curriculum that includes a resource to teach Reading/Language Arts (based in the Science of Reading), Mathematics, Science, and Social Studies, the School will implement a full "Education in the Workforce" based component through an elective block that utilizes research-based materials to give all students access to and exposure of many workforce skills that are desperately needed today and in the future. These include computer programming, electrical engineering, coding, construction, and financial literacy.

Middle School students will have the opportunity to earn high school credits in middle school in Math. In addition, they will begin preparations for CTE pathways that will enable them to earn certifications in HS in various courses such as Computer Science Discoveries, Coding with Minecraft, and Amazon



Engineering. The NC courses available include CY01 Computer Skills and Applications, CY20 Computer Science Discoveries, and CY30 Coding with Minecraft. We will use the LifeHub Financial Literacy program as part of the math curriculum for Elementary School and in the elective's rotation for Middle School.

High school students will come in prepared to follow their college and/or career pathway. They will earn college credit through dual enrollment and gather industry-valued certifications leading to two-year degree certificates and for many, immediate employment in skilled trades after graduation.

The selected curriculum materials at all grade levels were chosen to align with the School's Educational Plan to meet the mission and vision of the School. The School will incorporate the following to ensure that the curriculum resources are implemented in such a way as to support the program through strong instructional delivery, including:

- **Modeling and mini lessons:** Teachers will use this methodology when they need to explain or demonstrate specific content and skills.
- **Explicit, systematic instruction based on North Carolina's Standards:** This instruction is structured and based on mastery learning. Frequent curriculum-based assessments help place students in ability groups for further differentiated strategies and identify students who require additional intervention.
- **Interdisciplinary Connections:** Teachers will make curricular decisions to ensure student mastery and achievement instead of merely working through content. As teachers build interdisciplinary connections, students naturally begin to link information between and among courses, increasing the relevancy of skills and content in their courses.
- **Cooperative Learning:** Teachers will guide small-group learning to increase communication and team-building skills, including grouping small teams of students heterogeneously according to ability, interest, and background. Cooperative learning activities will include Jigsaw II, Peer/Buddy Reading, Group Problems, Legos/Robotics Builds, and other modules/projects.
- **Inquiry-Based Learning:** Based on the scientific method, inquiry-based learning requires students to conduct investigations independent of the teacher unless otherwise directed or guided through discovery. Teachers will use this strategy to develop critical thinking and problem-solving skills.
- **Differentiated Instruction:** The School's ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers will use differentiated instructional strategies that connect with individual students' learning needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. Small group instruction will focus on differentiated instruction that meets the needs of all students and enables all students to maximize their potential. MTSS will be utilized to ensure fidelity of all Tiers of instruction.
- **Scaffolding:** Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year goes on, the student becomes more adept at skills and directing their learning. As a result, learning becomes more autonomous. The model is uniquely designed to meet the needs of each learner, thereby closing the achievement gaps in student learning and mastery.



Materials (books, texts, activities, manipulatives, software programs, and projects): These are multiculturally diverse and inclusive to the students and help prepare our diverse student body for real-world experiences. The classroom environments and materials will be selected to make each student feel valued and represented in the classroom.

Q132. 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.



Students must be designated as meeting grade-level expectations to move to the next grade level each year. Promotion decisions will be based on student performance on grade-level content and standards throughout the year and include performance on all mandatory assessments and formative and summative progress monitoring. Any student at-risk for failure will be placed on a formal PMP and monitored through MTSS. In addition, parents of any student identified as possible candidates for retention will meet with their teacher team and administration to discuss alternatives to the retention and the students' grade-level placement for the following year. Ultimately, it is the School's Principal responsibility to promote or retain a student using all the data and input from the entire MTSS team to ensure the child's long-term success. As stated in the prior sections, the School will focus on common planning time for grade levels, and each month there will be vertical team planning. This time will allow grade-level teachers to work with the following grade-level team to determine the students' skills and deficiencies and put a plan for remediation and recovery. Although summer reading camp for all 3rd-grade students is required through the RTA act, GCA will offer an academic remedial camp for at-risk students to help scaffold them into the next grade level and prevent retention unless it is necessary and in the best interest of the child. Third-grade students will participate in reading to Achieve. All 3rd-grade students will attend summer camp if they have not met the Read to Achieve guidelines/standards. Their success at the Reading Camp will help determine their placement the following year.

All English Language Learners will participate in the WIDA Access, and GCA will provide all accommodations for Students with Disabilities, including alternative assessments as appropriate. ML or EC students will have multiple accommodations and/or modifications to ensure their matriculation grade to grade is successful. In addition to vertical grade level planning, the ML and EC teams will work with the general education team and the students' parents to support the child through matriculation. In these cases, the goals in the IEP or ELP drive the conversations as the student makes progress to meeting those yearly goals. Each year, new goals and strategies to achieve those goals will be developed and shared with the new teachers those students are placed with. In addition, the policy handbook includes language specific to transition and promotion for all students, including SWD and ML students.

GCA will follow the North Carolina statutes and the State Board of Education regulations regarding promotion and retention and observes the following requirements for grade level promotion for middle and high school:

- To be promoted to 7th, 8th and 9th grades: students must pass Math and English Language Arts
- To be promoted from 9th grade to 10th grade: 5 credits including English I and Math I.
- To be promoted from 10th grade to 11th grade: 11 credits including English I & II, Math I & Math II, 2 social studies and 1 science credit.
- To be promoted from 11th to 12th grade: 17 credits including English I, II, and III, 3 math credits including: Math I, Math II & Math III, and 3 social studies (including American History I), and 2 science (including Earth/Environmental AND one of the following: Biology, Chemistry or Physical Science)



credits.

Counselors will track completion of student pathways and ensure all necessary credits are earned for graduation, in addition to added career certifications and dual enrollment classes students may take. Credit recovery, original summer coursework and Credit by Demonstrated Mastery will be offered as needed. We believe that the workshop model of instructional delivery provides an inherently strong support network for identifying and scaffolding at-risk students. It is grounded in small group instruction and students working at their levels of proficiency as they practice grade-level standards. The model requires teachers to conduct ongoing progress monitoring and share the data with the MTSS team if appropriate. In addition to academic failure, the early-warning signals for MTSS include other indicators such as attendance, tardiness, behavior, attention, and mental health. The delivery model, which allows daily small group interventions and the curriculum that includes an SEL component, will help teachers identify struggling students earlier so that appropriate intervention can begin sooner. All struggling students will be placed on a PMP. The MTSS team will be intricately involved in developing a support structure for the students and identifying resources to support them and their parents. As discussed in the Parent Involvement section, GCA seeks to partner with parents in the child's education and, therefore, will work closely with parents to ensure that they are successful in school and how parents can support them at home. This will result in increased students' academic performance so that GCA can meet or exceed all academic goals and successfully bridge achievement gaps within our student population.

Q133. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

The yearly academic calendar will allow for intentional, focused instructional time, with enough days built into the calendar for professional development, parent conferences, and other make-up or emergency days. The calendar has 176 student instructional days with an extended daily schedule of 7 hours per day, resulting in 1056 instructional hours. The calendar also is thoughtfully developed to have natural start days (Mondays), end days (Fridays) and semester breaks and end of the School year just before holiday breaks. GCA believes this helps with consistency in instruction and allows for breaks when staff and students may be fatigued. The operating calendar may be reviewed after the School is stabilized and the community supports the School's efforts. Most importantly, the yearly calendar allows for local commerce participation, civic engagement, field trips, career day events, and on-site projects/modules with community support.

Q134. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.



The School Day and Week:

- Sample school calendars and daily master schedules for both elementary, middle and school are included as Appendices D and E.
- **Elementary School:**
 - The School day includes seven (7) hours: 7:30 am - 2:30 pm for Middle and High School students, and 8:20 am - 3:20 pm for Elementary School students. During Year 1, grades K-6 will operate on one combined schedule. Early care and aftercare will be offered from 7 am until 6 pm, and we will provide parents with a combined drop-off/pick-up time for those with siblings.
 - The daily schedule includes core content courses, homeroom, lunch, recess (ES), and protected time for MTSS.
 - The 7-hour school day includes lunch and recess (K-5) of approximately fifty-five (55) minutes. The remaining three hundred and thirty (365) minutes include the instructional time for core course instruction, including electives blocks.
- **Middle and High School:**
 - The middle and high school day consists of a lunch block and social time of thirty (30) minutes and thirty (30) minutes for homeroom/advisory and passing between periods.
 - The instructional day consists of three hundred and sixty (366) instructional minutes, broken into 6, hour-long class periods.

This schedule is optimal for learning because it provides plenty of protected instructional time for standards-based learning, exploratory projects, and electives and guaranteed time for remediation or acceleration during the school day. It also allows for early care and aftercare for families who require it, and the aftercare program will include academic/homework support.

Q135. Describe a typical day for a teacher and a student in the school's first year of operation.



On a typical day, a teacher will arrive at school prepared to teach engaging lessons and serve their school community through quality instruction and thoughtful feedback to students and their families. While elementary teachers repeat the following process during the day with the same group of students, middle and high school teachers engage in the same activities, while rotating through each period with new groups of students following the bell schedule. Teachers will have morning duties, including morning bus/carline arrival or tutoring for struggling students. Teachers will begin each class or homeroom with a short check-in with the students to ensure that all the students are ready to learn. The teacher may note if a student does not seem prepared or well or needs a particular check-in after class begins. After setting the tone for the day, the teacher will start class by communicating the goals and learning objectives for the lesson and making sure students are engaged and ready to participate. The teachers will reference their configuration boards, including daily (weekly) learning targets, standards, and activities. Teaching will include a mini lesson with the whole group and then allow students to move to small group activities (centers), enabling the teacher to meet with small groups or individuals and support their learning process. The students' activities will be standards-based, aligned with the NCSCOS, and connected to the learning objective. Small group activities should reinforce the daily lesson through practice and extension and require students to apply knowledge and then practice what is being taught and ask questions. The closure of the class will include a return to the whole group and will consist of some type of mini check for student understanding. The teacher will monitor individual and group progress towards mastery and determine which students need one-on-one or small group attention for the next lesson to scaffold learning or provide opportunities for advancement and challenges.

GCA believes that effective teachers crave professional development and the opportunity to work with others on their team. Therefore, teachers will have a common planning time to meet with their teams, discuss student progress in each class/subject, and share best practices. Teachers can also review interdisciplinary themes for workforce education during this time and work on creative ways to incorporate them into the daily lesson routines and increase time on task to maximize student learning. Some days, common planning time may include data chats or MTSS team meetings to support struggling students. The extended common planning time built into the master schedule also gives teachers time to provide one-on-one remediation for children moving through the three tiers of MTSS. In addition to the prepared lesson plans that consider the variation in students' academic abilities, learning styles, and knowledge, specialized elective teachers need to keep in mind that they teach both subject content and exploratory projects and modules. A successful educational program calls for a school culture that promotes workforce preparedness learning and supports its mission. The right mindset is the critical foundation since students will be gaining a working knowledge of the content aligned with a career focus while developing reading, writing, mathematical and science skills. Learning skills through these projects, modules, and activities push students to think more thoroughly and enhance additional cognitive growth. Consequently, effective teaching will lead to increased student academic achievement. For the School's inaugural year, all teachers will work on developing the School's culture, setting expectations for student behavior, and getting to know our students.



through their achievement data and progress. Teachers will also develop relationships with the families to support all students when they enter our program. During recess/transitions, teachers will build positive relationships with their students by informally engaging with them and encouraging them to build strong, positive relationships with their peers.

Student School Day:

GCA will hold high expectations for all students, both academically and behaviorally. When they walk in the door, all students will be in their school uniform, ready to learn, and know that they are an integral part of a supportive learning community. Early care students will begin the day with breakfast in the café as early as 7:00 am. Other students may begin to arrive during the carline and grab breakfast before heading to class by 7:30 am for middle/high students and 8:30am for elementary students. At 7:30 and 8:30, respectively, students are expected to be in their classrooms, ready for their morning meeting. As discussed above, GCA will provide special instruction and support to ensure students are respectful, culturally responsive, and socially and emotionally in a place to learn. These daily check-ins will help school staff identify any struggling students, and they will make time to provide support. Each class/homeroom will include a short discussion to set the day's learning goals and objectives. Students will receive reminders on the configuration board of the learning targets and planned activities to set the pace for the day. The workshop model begins each unit with a mini lesson for the whole group and then moves into small groups and student activity centers. The entire group is often held on the carpet (lower School) or in a circle of desks (Upper School). Depending upon the grade level or content area, small groups may include hands-on projects, buddy reading, team writing, or collaborative workgroups. During small groups (centers), students will practice the skills they are learning with their peers, reinforcing a solid community, building peer relationships, and providing a safe learning environment where students applaud practice and experimentation. During this time, students will also have the opportunity to meet individually or in small groups with the teachers for scaffolding, remediation, enrichment, and support. Students make the most gains in small group sessions and frequently feel that this is their special time with their teacher. Towards the end of the class or lesson, students will be brought back into a whole group setting to share what they have learned or worked on. The teacher uses this time to praise learning, reinforce skills and check for understanding and mastery. Students will continue to practice until it is time for individual assessments in the form of formal or informal assessments. The workshop model is a unique classroom setting. It is a place where student work and achievements are shared and celebrated each day.

Each day, students will have core classes, electives, lunch, and recess (K-5) and appropriate social and movement time for students in grades 6-12. GCA will serve lunch in the café and be part of the National School Lunch Program to ensure that access to meals is not a barrier to enrollment. Recess will be a planned part of the master schedule and will be a time students can engage in physical activities during this downtime. One additional feature our K-5 student program will have is the interdisciplinary electives block: which includes various future workforce activities, financial literacy,



coding, gaming, construction, engineering, electrical design, and much more. During this time, students will create a deep connection with their passions and natural talents and experience the interdisciplinary approach to learning while building skills in grade-level standards and their exploratory endeavors. Middle and high school students will take daily coursework that is aligned with their college and career exploration and pathway.

Q136. Will this proposed school include a high school?

- ☒ Yes
- ☐ No

Q137. High School Graduation and Post Secondary Readiness Describe how the proposed charter school will meet the Future-Ready Core requirements.

GCA will establish a course sequence that meets the basic requirements for the Future-Ready Course of Study, per policies and recommendations: State Graduation Requirements GRAD-004, High School Diploma Endorsements GRAD-007, Advanced Courses (AP/IB/CIE) Satisfying Graduation Requirements GRAD-008, and Course for Credit (CCRE-001). As high school grade levels are added, school leadership will hire highly qualified staff in core areas and expand as the first graduating class matriculates through high school. See appendix for sample HS sequence and course list. When able, 6-8 grades students will be able to take HS coursework in order to free up space in their HS schedule to complete more coursework in their intended college and/or career pathway, such as Math 1. Meeting academic and graduation requirements is a primary focus of the school, followed by the emphasis on work-based learning, earning college credit for dual courses and/or earning industry-valued certifications. The school will employ a high school counselor who will help guide students and their families through the scheduling process and ensure course selection meets graduation requirements. Parent and community support sessions for middle school and high school families will provide meaningful education to families so they understand the requirements for graduation and ways to support their students through that process.

Q138. 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.



The high school will run 6, year-long class periods each school year. Students will be able to earn at least 6 credits per school year, with the opportunity to enroll in NCVPS and Career and College Promise coursework that is semester-long, allowing them to increase credits earned per school year. The grading scale and GPA will be as follows:

	Unweighted	Honors	CCP/AP	
90-100	A	4	4.5	5
80-89	B	3	3.5	4
70-79	C	2	2.5	3
60-69	D	1	1.5	2
0-59	F	0	0	0

Transcripts will be pulled from PowerSchool following the preset format from the state with year-end grades represented as the numeric grades with a letter grade legend. The school will follow state policy GRAD-009 regarding inclusion of required elements including:

- grade point average (GPA) - weighted and unweighted,
- class rank,
- end-of-course test scores, and
- uniform course information including course code, course name, credits earned toward graduation, and credits earned for admission to an institution of higher education.

Elective Courses at the High School will include, but are not limited to the following:

- **Career and College Promise/NCVPS - all students will have access to electives that align with their unique college or career pathway.** <https://drive.google.com/drive/folders/1NySYgyj4L-e7o04sHfEccb0lIX-ppuXi> (<https://drive.google.com/drive/folders/1NySYgyj4L-e7o04sHfEccb0lIX-ppuXi>)
- <https://www.cccc.edu/high-school/ccp/> (<https://www.cccc.edu/high-school/ccp/>)
- Anatomy and Physiology
- Psychology
- Team Sports
- CTE courses/pathway offered on campus - to be determined based upon enrollment - sample CTE General Management pathway in course listing included in appendix.
- CTE Microsoft/PowerPoint and Excel
- ACT/WorkKeys Prep
- Yearbook
- Vocal Music (or other music course track as enrollment dictates)
- Theatre Arts (based upon enrollment)
- Video Production (based upon enrollment)
- Visual Arts



Q139.Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

GCA will be encouraging students to schedule for coursework that goes beyond the basic Future-Ready Course of Study requirements to include advanced courses and additional electives so students will also fulfill the requirements of their selected career and college pathways. The mission of the school to emphasize workforce in education will ensure students are aware of postsecondary opportunities and will have already been preparing for those opportunities through their individually designed courses of study. Work-based learning is essential to this school model, so students will have a vested interest in ensuring they are prepared for postsecondary work and enrollment in school or military service. The school will partner with the Military Recruiting office to ensure the ASVAB is offered to eligible students every school year. In addition, students will be supported in completing all college application requirements, including necessary testing, and in completion of industry-valued certifications as they complete CTE coursework on campus and through Career and College Promise. An Occupational Course of Study will also be offered to those who are suited for the program based upon their IEP. Those students participating in OCS will have even more exposure to career oriented curriculum and placement while in high school, ensuring their career readiness after high school.

Q140.Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

The high school will follow the MTSS model with fidelity to ensure at-risk students are identified early and often. The K-12 matriculation and smaller, community-based nature of the charter school will allow school leadership, teachers and counselors to build strong relationships with students and families, so all stakeholders will be invested in ensuring the successful graduation of the school's students. The MTSS process will involve teachers completing regular data tracking through diagnostics, benchmarks and progress monitoring in the classroom. This will be reviewed weekly by school leadership and CST teams will be developed as necessary to support struggling students. CST teams will meet at least quarterly to review the progress of students. Fidelity of instruction and monitoring tools will be reviewed using walk-throughs and data review by the school leadership team. Parents will be directly involved in this entirety of the MTSS process. School counselors will review graduation and college and career pathway progress on a yearly basis to ensure student schedules are aligned properly with graduation requirements. Should a student need to participate in Credit Recovery or Repeating a Course for Credit, the school will offer this during the summer and school year as is appropriate for each unique case. The staff responsible for managing accountability compliance with the state will also do a monthly review of students enrolled in and having taken EOC coursework, as a back-up check to ensure students have been enrolled in the correct coursework required for graduation.



Q141. 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.

Attached please find Attachment C.

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Applicant Evidence :



Appendix C 9-12 Core...

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by **Steve Griffin**

Q142. 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.

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Applicant Evidence :


Appendix B Core Cur...

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by **Steve Griffin**

Q143. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

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Applicant Evidence :



Appendix D_ Yearly A...

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by **Steve Griffin**

Q144. Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

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Applicant Evidence :



Appendix E_ Daily Sc...

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by **Steve Griffin**

10.2. Special Populations and “At-Risk” Students

Q145. 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.



GCA staff will identify struggling learners early and provide appropriate and timely interventions. The Principal will ensure that a quality MTSS and special needs assessment and data reporting program are in place. This will be an integral part of the Principal's evaluation. GCA will use the MTSS model and early-warning indicators to identify students with academic deficiencies, disabilities, and/or behavior problems or at risk for underachieving. This program provides a structure for teachers to address individual student needs. MTSS will enable teachers to improve the instructional support needed for each student to succeed at GCA.

The seven essential components of the most utilized MTSS model are:

1. Identifying potential problems using individual screening.
2. Analyzing the problems and determining the nature of any discrepancy.
3. Using a multi-tiered approach to establish unique performance goals for the student.
4. Develop a relevant intervention plan to monitor student progress.
5. Collect data from the process of monitoring the plan.
6. Evaluating the effectiveness of the interventions.
7. Analyzing and adjusting (if needed) the intervention strategies.

The MTSS model is a circular system of evaluating students' needs to follow their progression and adaptation to advance their achievement goals or adjust the instructional model as needs develop. GCA will implement a three-tiered approach to instructional delivery, which provides services and interventions to students at increasing intensity levels based on progress monitoring and data analysis. This approach includes a variety of instructional strategies using both core instructional and supplemental materials, the scaffolding of concepts, differentiated instruction, and interventions of increasingly higher intensity based on the differentiated needs of students.

As part of Tier 1 intervention, all students will receive instruction using high-quality, research-based instructional materials provided by qualified educators to ensure that their difficulties are not due to inadequate instruction. All students will be initially screened to establish an academic and behavioral baseline to identify struggling learners easily. Students identified as being at-risk through these screenings or from School, State, or federal assessments will receive supplemental instruction during the school day in the regular classroom.

Staff and parent referrals will also play a significant role in the MTSS model of interventions. GCA will implement a multilayer approach to assessing student needs and intervening to assist students in progressing academically. Although intervention time will vary with individual students, teachers will use standards-based measurements to monitor student achievement. Students who are not showing progress in the regular classroom will be moved to Tier 2 for more targeted interventions. Students who continue to show too little progress after Tier 2 interventions will be considered for more intensive interventions as part of Tier 3. Students who still do not make adequate progress are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The workshop



model, which is founded on differentiation and small group instruction, is uniquely designed to provide tiered support every day. It will assist all learners in receiving instruction and resources aligned with "their present level of performance" and will be modified through the tiers.

GCA will establish a partnership between the School and the families based on regular contact and transparency to ensure families and the schoolwork together to monitor and improve student academic performance. As their child's first teachers, parents can provide important information that may affect the student both inside and outside of School because parents are often experts in planning and implementing interventions for their child. Involving parents allows them to understand the level of support in academic and behavioral areas that will increase/decrease intensity depending on the child's needs. Just as with assessment results, parents will receive frequent progress reports about their child's response and performance to the intervention implemented.

Identifying Students with Special Needs:

GCA faculty will receive professional development related to laws and services for special needs students on an ongoing basis. Identifying children through MTSS and referrals from teachers, parents, and administrators will all be part of the training for staff and faculty. A parent of a child or a staff member may initiate a request for an initial evaluation. Staff members will be trained in identifying and reporting students with disabilities. Parent consent will be obtained before an initial evaluation, which will:

1. Be conducted within sixty (60) days of receiving parental consent for the evaluation; and
2. Consist of procedures:
 1. To determine if the child is a child with a disability.
 2. To gather the information that will help determine the child's educational needs.
 3. To guide decision-making about appropriate educational programming for the child.

The evaluation team consists of members similar to the Individualized Education Plan (IEP) team. As part of the initial evaluation, the evaluation team will develop an evaluation plan that will be summarized in an evaluation team report, which will include the following:

1. A review of all evaluation data on the child, including:
 1. Evaluations and information are provided by the parents of the child.
 2. Current school-based assessments, local or State assessments, and classroom and school-based observations.
 3. Data about the child's academic and school-related progress, including MTSS results.
 4. Data related to health, vision and hearing, social and emotional status, and motor abilities.

GCA will provide prior written notice to the parents of a student with a disability that outlines any evaluation procedures the School seeks to conduct. In conducting the evaluation, GCA will use a variety of appropriate assessment tools and strategies to gather relevant functional, developmental and academic information about the student, including information provided by the parent and staff



that may assist in determining:

1. Whether the student is a student with a disability.
2. The educational goals, materials, and instructional methodologies that may best meet the needs of the student.

GCA will ensure that:

- Assessments and other evaluation materials used to assess a student:
 - Are selected and administered so as not to be discriminatory on a racial or cultural basis.
 - Are provided and administered in the student's native language or another mode of communication and in the form most likely to yield accurate information.
 - Are used for the purposes for which the assessments or measures are valid and reliable and used in a correct procedural fashion.
 - Are administered by trained and knowledgeable personnel; and
 - The parent/guardian will receive a formal written report of evaluation results, including Assessment results and educational implications.



Michelle Hamm

Comments :

Q146. 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, MLs, 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.



Three of the Founding Board members are educators with 60+ years of experience between them, including charter school experience, school administration, school counselor and student services. These board members are fully current on student support services that are both required by law in NC and offered in the best interest of students. They are well-versed in creating and implementing a plan for serving special populations, designing service schedules for EC or ML students, and developing appropriate modifications for students with 504 Plans or AIG status. They can also assist the School in its initial years by creating a testing calendar with support for small groups and testing accommodations. As successful school leaders, and a career development coordinator (and former School Counselor) the amount of experience and expertise to support this school's unique program, serve all students who enroll, and provide support and guidance to the future school leadership team is truly unique. These board members have committed to supporting pre-planning and working with School leadership if needed to ensure that the School is ready to open and service students' IEP, MLP, EP, or 504 from the first day of School. One of the priorities of this School is to ensure that all students are successful and have many avenues to find and express their talents through creative elective blocks that teach real-life skills and can serve as the cornerstone for future CTE tracks and support college or career intentions in the future. One board member is the Director of Finance for a charter school and is lead on compliance items related to funding, reporting and auditing. Three additional members are extremely passionate about special populations of students having equal access to a superior education. They have personal experience growing up with some form of learning disability or impairment and want a school that provides a different and better opportunity than what they previously experienced. They will look to their colleagues and hold them accountable for ensuring those needs are met and will ultimately hold the School leader accountable for the compliance and service to those students and will be fully invested in measuring student outcomes.

Q147. Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:

- 1. Methods for identifying ML students (and avoiding misidentification).**
- 2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ML students.**
- 3. Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services.**
- 4. Means for providing qualified staffing for ML students.**



GCA will develop a Language Instruction Educational Program (LIEP) local policy in accordance with state guidelines. All parents/guardians of students enrolling in the School will complete the Home Language Survey (HLS) with their enrollment documents to immediately identify students who require assessment for English for Speakers of Other Languages/Multi Language Learner (ML) services. This standard form asks parents/guardians to answer three yes/no questions related to the student's home language and language background. A "yes" response to any questions indicates that assessment is required. Parents are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the ML program if necessary. The student is then referred to the ML committee for further screening. Based on the results of the WIDA assessment, if the student is found to need ML services, parents are notified of the placement, and the student's new additional services will begin. The School's ML Committee may be composed of an ML teacher/Coordinator, administrator, classroom teacher(s), and parent/guardian of the ML student. The committee will ensure that ML plans are kept current and that students are being properly serviced. They will conduct performance review meetings as necessary to determine placement and/or promotion. Student performance will be evaluated in English, however assignments are modified to support the students' abilities and understanding until independence in English has been reached. The ML Committee will strive to ensure proper and immediate placement of all students qualifying for ML services and that it will be effective in meeting the needs of the students it serves. The fall WIDA will be administered to determine which students need to be placed into the ML program, and the ML Committee will create a plan for their instructional needs and accommodations.

English instruction will include developing the four basic language skills of listening, speaking, reading, and writing. In addition, ML instruction will all be provided in English. Conversational language is typically initially mastered with complex academic language requiring additional time and study; therefore, ML services and assistance will support ML students in all academic subject areas as outlined by the State and supported through the School's ML Plans. All students at the School will have access to the full range of programs and educational opportunities provided by the School, without regard to race, gender, religion, ethnicity, socioeconomic status, academic level, native language, disability, or current language proficiency. The School will implement an ML program of instruction to meet the needs of the ML population to be served. Program instruction will develop the student's mastery of the four language skills, including listening, speaking, reading, and writing.

Following the GCA LIEP, the School will provide ML instruction as well as second language strategies in all other core subjects, including but not limited to mathematics, science, social studies, and relevant electives. At the elementary level, ML students shall be provided basic ML programming for the minimum number of hours per day or week, as specified in the individual MLP student plan. Such plans shall delineate that each student receives, at minimum, the amount of basic ML instruction that may include special or alternative language arts necessary to attain parity of participation with non-ML students in language arts. GCA will ensure that the English Language Learner shall not receive less than the total amount of instruction a non-ML student receives at the same grade level. Basic ML services shall seek to prepare students for reclassification as soon as the student has attained a



sufficient level of English language proficiency and academic achievement according to the entry and exit standards.

All students identified as English Language Learners will participate in the ACCESS for MLs (Assessing Comprehension and Communication in English State-to State for English Language Learners). The ACCESS for MLs will be administered to all students identified as Limited English Proficient enrolled in Kindergarten through grade 12. This annual spring assessment is a requirement for Limited English Proficient students to meet the US federal requirements for monitoring and reporting MLs' progress toward English language proficiency. The assessment is used to monitor student progress in speaking, listening, reading, and writing English. In addition, teachers and administrators use this assessment to enhance instruction and create a new ML plan for students' individual needs. When official results are received by the GCA team, each family will receive a Parent Notification Letter that includes the student's ACCESS test results. A new ML plan will be developed at the beginning of the following school year based on the latest scores and student performance.

The School's model will help serve our ML students, who will have an opportunity to use technology and hands-on learning methods in the classroom to support and scaffold their learning. Students will be served depending upon their needs and initial class identification. The School will have an ML facilitator onsite who will manage testing, placement, services, and ML team meetings. The ML facilitator will communicate with the general education teachers' needs and provide them with instructional strategies, alternative materials, and support. This facilitator will also provide small group resource support for ML students and/or a co-teaching model, as needed. Together, these small groups will be placed with students of a similar home language or students at a similar acquisition level. The School will also purchase additional resources and materials that will help support the language learners. A platform will be bought and used to create student ML plans, provide strategies that can be used for instruction, and provide oral and written translating services for effectively communicating with families. Other materials and resources will include but are not limited to picture cards, bilingual dictionaries, math/science manipulatives, vocabulary word workbooks, and the ML packs aligned to the core curriculum. These ML resources will include appropriate testing materials and intervention materials that support the learner on grade-level standards toward mastery of the North Carolina Standards. The School will have ML endorsed staff to support the English Language learners in a variety of ways:

- Differentiated instruction provides several learning options or different paths to learning, which helps students take in information and make sense of concepts and skills.
- Effective use of technology. Greater access to technology and computer-assisted learning will foster greater engagement, make learning more accessible, and scaffold instruction.
- ML supports texts through Fountas and Pinnell.
- Auditory, visual, and kinesthetic activities to reinforce concepts and directions (for example, incorporate movement into classroom lessons).
- Visuals to clarify meaning and check for comprehension.



- Hands-on experiments and activities that reinforce content through application.
- Experiential activities to build upon what students already know.
- Activities that are student-centered and provide frequent opportunities for students to practice receptive and expressive verbal communication skills.
- Open-ended sentences that encourage students to speak and collaborate.
- Student role-playing techniques require verbal and nonverbal communication skills practice.
- Cooperative group activities will encourage ML students to work with English-proficient students and practice speaking and listening.
- Summarize stories and illustrate them to check comprehension and address different models.
- Use graphic organizers such as charts, tables, maps, graphs, timelines, flowcharts, etc. These visual learning tools will stimulate verbal communication and simplify content.
- Use games that encourage verbal and/or written English language interactions; and
- Use manipulatives to help students understand concepts and make ideas more relevant and concrete.

The School will use performance accountability best practices to ensure State and Federal laws compliance. The School is accountable for the achievement of individual subgroups and will also utilize the WIDA to measure the growth of students classified as ML students. All ML students participate in statewide assessments with the approved State accommodations. The School will review WIDA ACCESS, EOG/EOC, and I-Ready scores to help determine ML progress and proficiency. The School will focus on ensuring the academic success of our ML population. Additionally, classroom teachers will evaluate student achievement by monitoring daily performance, classroom grades, progress reports, and report cards throughout the year. Additional monitoring of student progress will be accomplished using alternative/authentic assessment. This will be completed using portfolio development for the programmatic evaluation and determining individual student needs. These ongoing monitoring processes assist in the assessment of appropriate instructional programming.

Exit Criteria/Procedures:

Students must reach proficiency on ACCESS to exit. They do not have to be on grade level in reading. Students who meet proficiency are monitored in case they need additional support in the future. The School will follow all exit procedures and policies developed by the State. The School will also utilize the support made available from NCDPI to develop, review, and implement placement, programming, and existing criteria. English Proficient/ML and enrolled in an ML program may be re-assessed utilizing additional information at the request of a teacher, counselor, administrator, or parent. The ML Committee may use other assessment information to determine that the student should be exited from the ML program if the committee determines that other instructional programs or a combination of instructional programs better meet the student's needs. When data provides evidence that a student is ready to exit the program, an ML Recommendation Form must be completed and signed by the ML Committee members present at the time of the meeting. The assessment instruments' documentation and the justification for such action shall be retained as part of the ML student file. Copies will be given to the parents in the native language when feasible.



Q148. Explain how the school will identify and meet the needs of gifted students, including the following:

1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.



GCA will develop an AIG plan for approval and future use in accordance with the policies and procedures from the Department of Instruction. All enrolled students identified as Gifted (or AIG) will be evaluated for progress and placed in appropriate classes or flexible groups to ensure appropriate education. They will receive additional enrichment time to meet their goals. Additionally, the workshop model allows each teacher to modify and accelerate their instruction so that they are challenged and allowed to work at their present level of performance. GCA will identify intellectually gifted and talented students through ongoing assessments and classroom observations, per guidance from the department of education. One teacher will be appointed as the AIG Coordinator, and homeroom teachers will work closely with the coordinator and parents to identify and develop individualized plans to meet the needs of academically gifted and talented students. Specifically, teachers will work with identified gifted students to go beyond state and national standards and provide accelerated, engaging activities. These students may have additional parts of their electives block instruction to complete advanced-level projects, modules, presentations, or activities. Teachers will strive to teach gifted students from where they are academics, not from where the curriculum states they should begin. AIG students will be serviced according to the policies and procedures provided through the approved AIG Plan. An appropriate Educational Plan (EP) will be created for all students identified as gifted as indicated by NC General Statute § 115C-150.5 - 115C-150.8, Article B. During an EP meeting, a plan will be created to detail the specialized educational needs of the student. Members in attendance of this meeting may include parents, the regular education teacher, a teacher of the gifted, an administrator, and a school psychologist. The School shall screen all students by reviewing census aptitude and achievement test scores. Referrals from administrators, parents, teachers, and students must be accepted. Initial screening does not guarantee placement. Evidence of Need for Services is established by reviewing student report cards, effort, scores on state and district testing, scores on individual achievement testing, review of social/emotional needs, and scores on the gifted characteristics scales. If a student who had an active gifted plan in a previous school district in another state transfers and enrolls in our school within the same school year, the School must provide the student with services comparable to those described in the student's gifted plan from the previous school district. These will be aligned with the approved AIG Plan.

The Educational Plan may include:

- Present levels of performance.
- Goals or short-term objectives.
- Specially designed instruction to be provided.
- Indicators for measuring and reporting progress towards goals.
- Student strengths and other considerations or special needs.

In a review of research on gifted students in the regular classroom, Johnson and Ryser (1996) describe five areas for differentiation:

1. Modifying content.
2. Allowing for student preference.



3. Altering the pace of instruction.
4. Creating a flexible classroom environment.
5. Using specific instructional strategies.

The following have been established as effective strategies (Johnson & Ryser, 1996):

- Posing open-ended questions that require higher-level thinking.
- Modeling thinking strategies, such as decision-making and evaluation.
- Accepting ideas and suggestions from students and expanding on the
- Facilitating original and independent problems and solutions
- Helping students identify rules, principles, and relationships.
- Take time to explain the nature of errors.

A gifted-endorsed staff specialist will provide the instructional staff with strategies for meeting the additional needs of the student. The GCA model naturally lends itself to enrichment at all of the highest levels of Bloom's Taxonomy. Truly gifted students may demonstrate a myriad of different skills or strengths. The gifted students will have the opportunity to work on above-grade-level tasks and be given appropriate extension and enrichment activities. Gifted students will have yearly evaluations and team meetings. The team will review student progress towards goals and recommend additional modifications to the educational environment or curricular model as deemed necessary to challenge the student, meet the student's individual social and emotional needs, and promote academic achievement. In elementary school, AIG students will not be pulled from the classrooms. Instead, they will have accelerated plans developed by the classroom teachers because the Founding Board believes that general education and AIG education should be connected at this level. Middle school will offer honors courses for AIG students in the core subject: ELA, Math, Science and Social Studies. Honors Math will follow the accelerated curriculum recommended by the state to ensure those students are able to enroll in Math 1 during 8th grade. The high school will continue to offer honors classes in all core subjects (ELA, Math, Science and Social Studies), in 3rd year world language and advanced art and CTE coursework, and AP coursework as enrollment dictates. Students will also have access to dual enrollment with Central Carolina Community College and honors classes through NCVPS.

Teachers will ensure that gifted students accelerate academically as quickly as their academic skills will allow. GCA teachers will develop a plan for gifted students by consulting and collaborating with the AIG Coordinator, parents, outside resources with expertise in gifted instruction, and the student. Teachers will provide challenging classroom assignments and encourage students' emotional, social, and academic growth. Teachers of AIG students will keep up to date on teaching gifted children by frequently reviewing instructional methods that target the gifted, attending seminars offered by the various gifted associations, and attending PD sessions delivered internally from the AIG Coordinator or externally as appropriate. Teachers will be encouraged to work with other teachers who have successfully taught and motivated gifted and talented students, meeting through social media and school visits. GCA also plans to provide and guide AIG students to utilize web-based assessment and



learning programs. Those programs offer the advantages of on-demand, self-paced, one-on-one enrichment and activities that extend beyond classroom differentiation levels and are integrated with the workforce mission.

10.3. Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)*, *IDEA regulations*, and *Article 9 115C of the North Carolina General Statutes*, *North Carolina Policies Governing Services for Children with Disabilities*. **All public schools are responsible for hiring licensed and 'highly qualified' special education teachers pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Q149. 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.



GCA will fully comply with the requirements of the Individuals with Disabilities Education Act (IDEA) Public Law 105-17, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA) 2008, the Title III of the Elementary and Secondary Education Act (ESEA), and NC General Statute 115C-106, Article 9, which include appropriately certified personnel, the definition of educational services, documentation, assessments, adaptations, and modifications. GCA will abide by the provision of a Free and Appropriate Public Education (FAPE) under the requirements of IDEA and Section 504. GCA will also comply with all federal and state laws, per IDEA 613(e) (1) (B), regarding accommodations for students with disabilities and will not discriminate against individuals who are believed to have disabling conditions. Student records are protected by the Family Educational Rights and Privacy Act (FERPA), federal regulations which assign rights to students and responsibilities to educational institutions regarding students' education records. The School will abide by all provisions of the Act, which governs the maintenance and release of information from those records. The School will use only appropriate means to identify students with eligibility designations during the enrollment process from parents and during the formal enrollment process in PowerSchool. Record request forms will be used to request records from previous schools. Once the Registrar receives this signed form from the parent, it will be faxed/scanned to the previous School. If the records are not received promptly, a follow-up process will be followed with documentation of contact attempts. Student records will be maintained in locked fireproof cabinets in a secure area of the School. The School will comply with Family Educational Rights and Privacy Act (FERPA) and state policies related to reading, inspecting, and copying a student's educational records. All school employees will receive training, at least annually, related to the confidential nature of student records. In addition, the EC contact will receive training on the use of the Program Compliance Review (PCR) procedures and use this procedure as a self-evaluation tool. The School will identify newly enrolled students with a current and/or past due eligibility for special education services or who are protected under Section 504 of the Rehabilitation Act by utilizing the Exceptional Children Information and Accountability System (ECATS) or any new state system which tracks student information across School and district boundaries within NC. In addition, GCA will request copies of IEP/504 and ask families to self-identify during the enrollment process or request complete academic records from the prior School to review for EC/504 designation indicators. The School will honor incoming students with an out of state eligibility and follow North Carolina procedures to determine eligibility for services based on NC criteria for eligibility. All students will be served according to the IEP/504/EP/MLP documents that follow them to our School until such a time that a new evaluation is required or deemed necessary. No students will be discriminated against during enrollment process or attendance at the School.

Q150. 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.



As a public charter school, GCA will be open to all students who apply regardless of disability status, label, or services needed. Students with disabilities who attend GCA will be served according to their Individualized Education Plan or other guiding document and will receive the same level of high-quality special education and related services support as in other similar public schools in North Carolina. GCA will not discriminate against students with disabilities in recruitment, enrollment, or provision of services. Recommendations have been made in this section of the application to ensure the latest federal guidelines will be followed at GCA. GCA will adhere to the criteria for eligibility, reporting, and official records for accommodations under Section 504 and the IDEA. Compliance with applicable regulations. The School will work with the family or guardian of students who qualify for an Individualized Education Plan (IEP) in a teamwork fashion. The IEP will be the guiding document to ensure all accommodations deemed necessary by the team are being provided with environmental and testing accommodations. GCA will also comply with all required Child Find Procedures for School-aged Charter School Students. Child Find is a process through the Exceptional Children Division of the North Carolina Department of Public Instruction to identify, locate and evaluate children with disabilities who may need special education or related services. This includes children ages 3-21 who attend public or private schools. GCA will publicly post information regarding the Child Find process and train staff to identify early-warning signals and report them to the MTSS Coordinator. Students who may be identified as "at risk" according to the Child Find process will receive all the support and procedural safeguards provided by the State and School. All parents will receive procedural safeguards at the onset of the evaluation process to ensure the parents are aware of the process of special education and their rights at any point during the process. GCA will comply with all state and federal statutes, laws, regulations, and state-specific policies/procedures when serving students with special needs. The School will have a staff member assigned as the Homeless, Foster, and DSS liaison. Specifically, GCA will admit students with disabilities on the same basis as children without disabilities. GCA does not discriminate in its admission policies or practices based on intellectual ability. GCA will provide the specialized instruction and support that children with disabilities need to make developmentally appropriate progress and hire appropriately certified teachers to provide and coordinate any services required by an Individualized Education Plan or 504 Plan. The School will also use the MTSS process as previously detailed to identify students who may be eligible for services or who should be further along the continuum of interventions.

A comprehensive evaluation may be requested if the interventions attempted at all tiers do not produce a satisfactory level of progress. A referral for students suspected of having a disability will be initiated by school personnel with supporting documentation when the following determinations have been made:

- The activities described in the general education intervention procedures above have been implemented but have been unsuccessful in addressing the areas of concern for the Student.
- The parents of the child receiving general education interventions requested, before the completion of the interventions, that the School conducts an evaluation to determine the child's eligibility for specially designed instruction and related services as a student with a disability.



If a teacher notices a new student is struggling, the School will reach out to the previous School and ensure that we have received all documents from the cum file, specifically if the MTSS or eligibility process was initiated previously. In collaboration with the Office of Charter Schools and NCDPI, the School will conduct a child count each December 1st and April 1st. GCA will follow all laws and immediately implement the IEP for all identified children needing specialized instruction before enrollment. In compliance with the federal Individual with Disabilities Education Improvement Act of 2004 (IDEA) and NC General Statute 115C-106, Article 9, Education of Children with Disabilities, establish written policies and procedures that will ensure that all enrolled children with disabilities and in need of special education and related services are identified, located, and evaluated. GCA will inform parents of children applying to or enrolled in the School regarding special education services and programs and the process to be followed when necessary, and the School will provide Extended School day or Extended School Year services beyond the 180-day school year if such services are appropriate for the Student to receive a free appropriate public education (FAPE).

Q151. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

- 1. Requesting Records from previous schools**
- 2. Record Confidentiality (on-site)**
- 3. Record Compliance (on-site)**



As the School does not discriminate against any student enrolling in the School, the enrollment documents request will be the first vehicle to request students' records from previous schools. The enrollment package will include a records request form that Parents will sign to allow the transfer of confidential records. The Registrar will continue to send requests for records during the enrollment and registration period and through the beginning of the School year. Parents will be encouraged to deliver any records of student evaluations, individualized plans, and meeting minutes to ensure that GCA provides the services and accommodations necessary for the Student's success. The EC Coordinator will also utilize the NC information system, ECATS, to pull information regarding students' records to ensure they comply and the School is prepared to deliver the strategies and supports contained in the Plans. In addition to utilizing ECATS, the EC Coordinator will request additional student information from the Student's previous school to ensure that the School has a complete or near-complete history of the Student's services. All Student records will be maintained in locked fireproof cabinets in a secure area of the School. The School will comply with Family Educational Rights and Privacy Act (FERPA) and state policies related to reading, inspecting, and copying a student's educational records. All school employees will receive training, at least annually, related to the confidential nature of student records. The Schools EC contact will receive training on using internal Compliance Review procedures and use this procedure as a self-evaluation tool. Access to student records will be made available as deemed necessary for the Student's education and will be limited to the general education teacher, the EC team, and the administration. Files will be viewed in the office or conference room, and access will require an official "sign-in and sign-out" for records from the Registrar. Records will be maintained according to the current NC statute and according to the Board operations policies, which speak to record retention, FERPA, and all areas of compliance. Lastly, the annual and EC fiscal and desk audits will measure and report compliance scores and require corrective action if it is determined that the School needs improvement in this area.

Q152. 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.



Students with disabilities will be educated in the least restrictive environment relative to the student's IEP and accompanying determination based on the aggregate of the team's collection information, discussion and ultimately conclusion on this important component of the student's educational plan. Such an environment might be within the general education classroom for 100% of the time with their non-disabled peers, special education environment, or in a separate setting. GCA believes the School's initiative provides the model and the curriculum that truly enables all students to work within the least restrictive environment. Because GCA's program offers all learners the opportunity to learn and demonstrate mastery and achievement in various ways, students will be able to work more often in the inclusion model that is the right fit for their learning style. Classrooms and working groups are designed to be flexible and fluid, and the electives provide ample opportunity for choice and excellence in various trades, skills, and career paths. This model allows for collaboration between the EC and general education teachers to provide a cohesive team to support student progress towards IEP and grade-level goals through ongoing progress monitoring. All students will have equal access to grade-level curriculum and standards to ensure the School is doing everything it can to meet the students' needs and ensure they have access to the same general education curriculum and courses. The School believes that the least restrictive educational environment is the most effective placement for all its students. Students will only be removed from a class with non-disabled peers when the nature and severity of the disability hinder achievement in a regular classroom setting. An inclusion model with EC support will be implemented as often as possible to support this belief. Decisions related to students with disabilities will be made regarding Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Act, and Free Appropriate Public Education (FAPE). The School accepts and agrees to implement the State's policies regarding Exceptional Children Education.

The School will ensure that the appropriate personnel will be trained in using the IEP program currently being used (ECATS). Instructional services for students identified as EC will include modifications of the existing curriculum, methodologies, and materials. Accommodations will be provided by both the general education teacher and the EC teacher team to facilitate student acquisition of the necessary skills and competencies outlined in their IEP. It is expected that these interventions will allow students to achieve a variety of the School's regular program expectations to the degree that is possible based on their level of exceptionality. GCA will implement research-proven best practices in the instruction of EC students, and instructional staff will participate in professional development opportunities as necessary. Teachers will be encouraged to implement differentiated instruction for all students and will have the opportunity to attend professional development workshops specific to the unique needs of their students. Various supports will be provided depending upon the students' needs and as dictated in the IEP. For example, students may be provided with "push-in" support in the general education classroom, or they may be "pulled out" to a resource room. They may also be provided a small group "self-contained" classroom, and they may receive a variety of other related services, including Speech, PT, OT, or other assistive technology or supports. This may include students who require medical support as well. Properly trained staff will provide direct and related services to students as dictated in the IEP, 504 Plan, EP, MLP.



Q153. 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 School will provide students with a full continuum of services both within the general education classroom and through pull-out for additional services, such as speech, physical therapy, and occupational therapy. Students with disabilities will be educated in the least restrictive environment and will only be removed if the nature and severity of the disability are such that education in regular classes, with supplementary aids and services, cannot be achieved satisfactorily. Similarly, gifted students will be educated in an environment that promotes acceleration. The School will utilize the State policies, including the procedures for identifying students with special needs, developing Individualized Education Plans and 504 Plans (as applicable), and providing a full range of services. Special Education students will be provided with programs implemented by federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57.) The School will serve students with disabilities whose needs can be met in the classroom mentioned above environments. It commits to educating all students in the community without regard to gender, race, heritage, exceptionality, or disability. All students can be active learners in 21st-century learning environments when they have:

- Instructional support that invites their engagement.
- Instructional accommodations that change materials and procedures, but not the standards.
- Assistive technology ensures access to the standards and the curriculum.

As dictated by their IEPs, students will be serviced via classroom push-in services, resource pull-out services, daily scheduled remedial time blocks, and school-provided supplemental tutoring. Additional services may be provided when indicated in the Student's IEP, including occupational therapy, speech, or language services. These additional services may be handled internally or contracted out, depending on the nature of the service and the number of students that need the support. An EC Specialist will oversee all aspects of the School's EC program and collaborate with other EC teachers, general education teachers, and EC support staff to maximize instructional cohesiveness and ensure the least restrictive environment is provided to all qualified students according to need and exceptionality. EC teachers will be hired as needed based upon enrollment. The program will be fluid, dictated by the number of participating students and each Student's individual needs. The School will provide a full continuum of services "to meet the needs of students with disabilities for special education-related services." Children with disabilities who attend public charter schools and their parents retain all rights under 34 CFR Sec.300.209 and NC General Statute 115C-106, Article 9. Appropriately certified and trained personnel will provide for the needs of all students through the EC program that will be implemented at the School. Staff will be assigned to meet the needs of students as prescribed in their current IEPs and written to those who qualify for services during enrollment, including academic remediation and reinforcement, Speech, PT, OT, and other services. The School may elect to internally hire (full time) or contract for special services depending upon EC students' needs and total enrollment. At the high school level, an OCS track will be developed and staffed as identified students matriculate from the middle school. The Occupational Course of Study and associated Accountability requirements will be followed per state policy. An appropriate amount of financial and human resources will be identified in the budget to support this continuum of services



for students with disabilities. The School will work hand in hand with the Authorizer and the Office of Charter Schools and state accountability measures and will participate in training and support offered through NCDPI.

GCA believes the School's initiative provides the model and the curriculum that truly enables all students to work within the least restrictive environment. GCA's program offers all learners the opportunity to learn and demonstrate mastery and achievement in various ways. Students will be able to work more often in the inclusion model that is the right fit for their learning style. Classrooms and working groups are designed to be flexible and fluid, and the electives provide ample opportunity for choice and excellence in various trades, skills, and career paths. This model allows for collaboration between the EC and general education teachers to provide a cohesive team to support student progress towards IEP and grade-level goals through ongoing progress monitoring. All students will have equal access to grade-level curriculum and standards to ensure the School is doing everything it can to meet the students' needs and ensure they have access to the same general education curriculum and courses.

Q154. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).



A free and appropriate public education will be provided to every exceptional Student enrolled in the School. That is, the School will be provided to all students at no cost to parents (free); suited to the individual needs of the child (appropriate); provided by and paid for by the public education system (public); include all core content, special programming, and extracurricular activities (education). Operating under the auspices of the Charter Authorizer, the School will assume responsibility for programming and delivering related services to all exceptional students, as identified in the Student's IEP, MLP, or EP, with adherence and fidelity to the requirements under federal, state, and local statutes and with provisions further detailed in the paragraph that follows. Students with disabilities will be educated in the least restrictive environment. They will only be segregated if the nature and severity of the disability are such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Similarly, gifted students will be educated in an environment that promotes acceleration. The School will utilize the State policies, including the procedures for identifying students with special needs, developing Individualized Education Plans and 504 Plans (as applicable), and providing a full range of services. Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57.

504 Plan Procedures:

A student is entitled to FAPE and may be entitled to Section 504 accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. The Child Study Team will follow all established CST procedures in determining if a student needs to be referred for a possible 504 Plan and services. A 504 may be written and implemented for a child who suffers from any medical or related condition that negatively impacts his or her academic or behavioral performance. The eligibility/ineligibility is based on a variety of sources. Section 504 eligibility sources may include teacher observations, information from parents, information from medical providers, standardized test scores, grades, and/or other pertinent information. Parents must receive notice of the Section 504 meeting and be invited to attend. Parents and students should be encouraged to attend the meeting and provide relevant input that helps the committee make decisions. Section 504 teams that convene for annual or interim meetings will consist of the parents, the Student, the school administrator or designee, and school personnel familiar with the Student, such as the Student's teacher or counselor. The School will work with NCDPI and "ensure all schools provide a free appropriate public education to all students with disabilities by complying with state and federal guidelines." This includes overseeing the protection of students' rights under Section 504 of the Rehabilitation Act and Homebound Services as IEP Placements: House Bill #1682. The School understands the Exceptional Children Education Department is responsible for ensuring the accuracy and timeliness of all required state reporting measures. The educational program for exceptional students will include and adhere to the principles of the law as follows:

- Appropriate evaluation: Evaluations will occur within appropriate timeframes and in accordance



with published guidelines.

- Individual Education Plans (IEP) and Educational Plans (EP): Plans for both Special Education and Gifted students will be developed and maintained. Meetings will be held according to the State's guidelines.
- Parent/Student Participation in Decisions: Including, but not limited to, giving consent for evaluation and initial placement, helping design the IEP, and helping the School to understand their child better.
- Procedural Due Process: A non-discriminatory policy regarding the eligibility, identification, location, placement, and evaluation process will be utilized. Adherence to procedural guidelines will also be used for these processes to maintain the integrity of FAPE. When in question, due process hearings may be initiated by a parent or the district on the proposal or refusal to initiate or change the Student's identification, evaluation, or educational placement or the provision of a free appropriate public education.

Q155. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.



Developing Individualized Education Plans:

Students will be guaranteed free and appropriate education and evaluation and consequent placement and implementation of an appropriate IEP. The written individualized education plan for each Student will include measurable annual learning goals and behavioral goals that may involve the evaluation of behavior through a Functional Behavior Assessment (FBA) and the development of a Behavior Intervention Plan (BIP). Program components include specialized instruction and related services, goals, and progress reports to parents on goals, diploma options, and curriculum, whether standard and/or modified. Assessment may also be addressed therein. Supplementary aids, related services, necessary accommodations, and modifications will be delineated in this written plan. Staff members will be trained in identifying and reporting students with disabilities. Parent consent will be obtained before an initial evaluation. The initial evaluation:

- Will be conducted within ninety (90) days of receiving parental consent for the evaluation; and
- Will consist of procedures:
 - To determine if the child's eligibility
 - To determine the educational needs of the child.

The evaluation team consists of members similar to the Individualized Education Plan (IEP) team. As part of the initial evaluation, the evaluation team will develop an evaluation plan that will be summarized in an evaluation team report, which will include the following:

A review of all evaluation data on the child, including

- Evaluations and information are provided by the parents of the child.
- Current school-based assessments, local or state assessments, and classroom and school-based observations.
- Data about the child's academic and school-related progress, including MTSS results.

GCA will provide prior written notice to the parents of a student with a disability that outlines any evaluation procedures the School seeks to conduct. In conducting the evaluation, GCA will use a variety of appropriate assessment tools and strategies to gather relevant functional, developmental and academic information about the Student, including information provided by the parent and staff that may assist in determining:

- Whether the student is a student with a disability.
- The educational goals, materials, and instructional methodologies that may best meet the needs of the Student.

GCA will ensure that assessments and other evaluation materials used to assess a student:

- Are selected and administered so as not to be discriminatory on a racial or cultural basis.
- Are provided and administered in the Student's native language or another mode of communication and in the form most likely to yield accurate information.
- Are used for the purposes for which the assessments or measures are valid and reliable and used



correctly.

- Are administered by trained and knowledgeable personnel; and
- The parent/guardian will receive a formal written report of evaluation results, including:
 - Assessment results and educational implications.
 - Parental/Guardian rights and legal options (IEP team meeting attendance, right to refuse services, and other parental rights pertaining to the evaluation process).
 - A full description of all procedural safeguards is available.
 - A statement of any other factors relevant to the proposed action.

Developing the Individualized Education Plan (IEP):

If a determination is made that a student has a disability and needs special education and related services, after seeking consent for the initial provision of services, GCA will develop an Individualized Education Plan (IEP) for the Student within thirty (30) calendar days of the date eligibility is determined. The special education teacher will progressively monitor the special education students to have accurate, up-to-date information on the present levels of academic achievement and functional performance to determine if the IEP goals are appropriate and achievable. GCA will form an IEP team that includes:

- The Student's parents or guardians
- At least one general education teacher for the Student
- At least one special education teacher for the Student
- An LEA Representative who is familiar with the academic performance of the Student
- The Student, whenever appropriate.
- At least one interpreter of evaluations and/or assessments

GCA will adhere to the following procedure to schedule IEP meetings:

The school special education teacher or designee will contact the parent and determine a mutually agreed upon date and time for the IEP meeting. The contact manner and meeting information will be verified and documented for the Student's record.

- If the meeting cannot be verified with the parent/guardian, a meeting date will be set that will allow for a reasonable time for the parent/guardian to make plans to attend.
- If, after three days, the teacher does not receive a written signed invitation response, a second invitation should be sent home again using a different method such as email, in person, or US mail.
- If after two reasonable attempts and no response or the parent responds, they will not attend, the teacher may hold the IEP meeting. Likewise, if the parent indicates in writing that they will attend but does not show up for the meeting, the teacher may hold the IEP meeting.

In developing each Student's IEP, the IEP team considers:

- The relative strengths of the Student.
- The concerns of the parents for enhancing the education of their child.
- The results of the initial or most recent evaluation of the Student.



- The results of the Student's performance on any state or school assessment programs.
- The academic, developmental, and functional needs of the Student. The IEP will include all of the following:
- A statement that discusses the Student's future and documents planning information.
- A statement of the Student's present academic and functional performance levels.

Developing a Section 504 Plan:

If a determination is made that a student has a disability that meets the broader definition of disability under Section 504 of the Rehabilitation Act, the Student will receive accommodations in the general education classroom but may require out-of-class accommodations that do not rise to the level of special education services.

Monitoring the IEP:

During the duration of the IEP, all teachers and service personnel (General Education Teachers, Special Education Teachers, and Related Service Providers) will proactively monitor services outlined in the IEP to determine student progress. Service goals will be progress monitored on a daily and/or weekly basis and will be documented in ECATS, interactive data notebooks, or individual student folders. A progress report will be shared with parents at the end of each reporting period. If one is needed before the end of a reporting period, one will be provided by the child's special education teacher. In addition, copies of all progress reports will be stored in the child's cum folder. GSA will also utilize the Student's annual review to reexamine growth made within the academic year based on data collected by all teachers and related service providers.

Transfer IEPs:

GCA will provide comparable services to all children who enter the school with an IEP in place. Within thirty (30) days, GCA will gather data and have an IEP team meeting to determine if the IEP is appropriate and can be accepted as written or if adjustments to the IEP are required to provide access to GCSA's general education. The Committee anticipates close work between the Transition teachers at GCA and the Special Needs providers.

Service Delivery and Placement Options:

GCA will ensure that students with disabilities will receive a Free and Appropriate Public Education (FAPE), and the school will utilize various strategies to address student needs. GCA will create a system to ensure that a continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services and that least restrictive environment (LRE) issues are considered in placement decisions. The least restrictive environment considerations will be based on meaningful evaluation data and appropriate placement options, and they will be determined at least annually.

Annual Reviews, Reevaluations, and Transition Services:



During annual reviews and three-year reevaluation, the IEP team will determine if the student does or does not continue to meet the criteria to be a student with a disability under IDEA. If the student does not meet the criteria for disability, the IEP team will determine if the Student meets the broader definition of disability under Section 504 of the Rehabilitation Act, which does not require the full level of special education services. If a student is determined to no longer qualify for or requires services, the Student will be exited from special education. If the team decides a transition plan is needed, the team will create one.

Q156. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.



The School will provide students with a full continuum of services both within the general education classroom and through resources and pull-out for additional required services, such as speech, physical therapy, and occupational therapy. School personnel will be certified in the field (EC) and trained to provide appropriate, professional, and expert service to students with special needs. Depending upon enrollment, and the specific goals, strategies, and resources determined and articulated in the students' IEPs, 504 Plans, MLP, or EP staff may be school-based or contracted specialists to serve students. The School will closely monitor cumulative files and records during the registration process to ensure the right number of staff are in place to begin servicing students immediately. The School will utilize Federal, State, and local funds to ensure services are provided according to each child's Plan. As new students enroll or students' Plans are updated, the School will increase or revise the staffing structure and service delivery models to accommodate the needs.

Staff and Support Services:

GCA will employ *at least one full-time special education* teacher in the first year of operations whose job is to provide services for students already identified and assist in identifying students who may have serviceable disabilities. The teacher will attend all appropriate school and local district(s) meetings for special education coordinators/teachers and all training to provide better services to the School, students, and parents. The teacher will serve as the contact person between GCA and other agencies on special education matters, including state and federal reporting. This lead teacher will serve as the EC Coordinator during year 1. GCA plans to hire 2 EC teachers for its initial year, and staffing will be updated as needed based on student enrollment and careful review of individual IEP's. The lead EC coordinator will attend the DPI training required for each School and bring back to the other teachers and support staff content from the training. The lead EC coordinator will begin to access ECATS as soon as the School can take in new student enrollment packets and prepare service delivery plans and schedules to ensure that students are served from the first day of School. The Student's IEP will specify any special circumstances, materials, equipment, or instructional methodologies that need to be provided to meet the Student's needs. GCA will work with local Special Education Services to contract for any special services needed to fulfill any child's IEP that the School cannot provide. In addition, GCSA will contract with the appropriate related service providers, including but not limited to occupational and physical therapy, orientation and mobility, speech therapy, and psychological testing in the manner necessary to afford children with disabilities an equal opportunity to participate in school activities. The School will be prepared before the beginning of school to serve students with more significant disabilities in the event of the enrollment of such students. During the enrollment period, the registrar will communicate with the lead EC teacher to prepare a service schedule and secure appropriate materials and possibly related services. As students enroll and submit IEP documents, the EC teacher will work with the School Principal to determine when additional staff need to be hired to meet the service schedule needs for students. The lead EC teacher will be charged with establishing contact with local providers so the School can potentially contract with Occupational Therapists, Physical Therapists, and related services providers so that services can begin immediately when school begins.



10.4. Student Performance Standards

Q157. Describe the student performance standards for the school as a whole.

All students will be expected to master the grade-level material each year. To achieve this, GCA teachers will teach NC's Standard Course of Study in compliance with NC GS § 115C-81.5 and ensure that students are proficient in all subject areas. GCA will be responsible for assessing each student throughout the school year in order to track their progress towards mastery and keeping records of such progress. GCA will participate in all of the required assessments in the NC Accountability Model (3rd-8th grade EOGs, Read to Achieve, EOCs, Pre-ACT, ACT/WorkKeys). Students will also participate in the NC Check-ins for Reading and Math for 3rd-8th grade, Science for 5th and 8th grade, Math 1, English II, Biology, and Math 3. Additionally, teachers and administrators will use data generated by mClass for K-3 BOY, MOY, and EOY to align student performance goals. Grades 4-8 will utilize data from iReady for Math and Reading progress. If a teacher is concerned about a student's academic progress or behavior, they will bring the concern directly to the Child Study Team, which is called the Multi-Tiered System Support (MTSS) Team. The MTSS Team includes the School Counselor and/or MTSS Director, the general education teachers, and the Principal. The MTSS Team will discuss the teacher's concerns and create an intervention plan, and the teacher will communicate the details of the plan to the parents. If a teacher has a concern about the promotion of a student, the teacher will communicate the concern to the MTSS team during the regularly scheduled data meetings. Similarly, if a parent has concerns about their child's progress, they may reach out to the Teacher or address their concerns during their scheduled conference and request a meeting with the MTSS team to determine whether the student is showing adequate progress and growth. If necessary, the teacher, parent, student, and MTSS team will meet to discuss the details of the student's academic progress, and an additional intervention plan will be put in place. Any student being considered for retention must have already been referred to the MTSS Team. At the end of the school year, the Principal will review all of the data in the student's file and a final decision will be made about the promotion or retention of the student in accordance with state and local policy. According to state law, third graders who fail to achieve reading proficiency may not be promoted unless a statutory exception applies. Parents of impacted students will be informed of the law's application.

Q158. 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.



GCA will participate in all mandated state testing and the NC Check-ins for Reading, Math, and Science for all available grade levels and subjects. Teachers will also use the mClass reading assessment (BOY, MOY, EOY) and iReady for Reading and Math diagnostics and instruction. Reveal Math and all other selected curriculum incorporate unit assessments and reviews aligned with grade-level standards to assess student content mastery. High school will also utilize Case21/Mastery Connect for subjects not covered by NC Check-ins. Combined, these will provide teachers with data and materials they will need to adjust instruction based on student progress. Teachers will also use various formative and summative assessments and instructional pacing guides to support and scaffold children, drive classroom instruction, and help measure student growth and progress. Additional assessments will include chapter tests, teacher-created assessments, work portfolios, completed projects, and presentations with graded rubrics. This data will be used to create an intervention plan for any at-risk students identified through MTSS. The MTSS team will work with teachers during common planning time to review student progress and refine instructional delivery. This may involve class-wide review and scaffolding or moving a small number of struggling students into Tier 2 or Tier 3 remediation. Data will be collected and analyzed to assess whether Tier 1 instruction, the most critical foundation in the classroom, is effective and if the teachers have the capacity and pedagogical knowledge to build student achievement. Data will be used to improve student achievement and improve and build teacher capacity.

Q159. 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.



GCA will comply with the North Carolina Accountability Model, including all BOG EOG, EOC, ACT/Workkeys and Read to Achieve tests. The previous sections discuss the rigorous and relevant educational and assessment program that combines successful, standards-based instructional practices with ongoing benchmarking assessments.

Promotion Requirements:

Student progression requirements will be available in the parent and student handbook distributed during the first week of school and available on the School website. The parent of any student not making adequate progress will be notified in writing via the progress report and/or report card. Report cards are available/distributed at the end of each quarter and progress reports at the midpoint of each quarter. Students must meet promotion standards in grades K-5 that include demonstrated grade-level proficiency on local assessments, standardized tests, report cards, and student work. In determining the best educational interests of a student, appropriate grade placement decisions shall be based upon the mastery of critical knowledge and skills, including reading and mathematics. The educational program shall provide for the continuous progress of students. To be promoted to the next grade levels, students in all grades should be proficient in reading and mathematics, which may be demonstrated through North Carolina End-of-Grade tests, school assessments, student portfolio of work, and report card grades. A promotion decision should not be made solely based on a state assessment. Parents will receive quarterly report cards and progress reports and data reports from benchmark assessments. Parent conferences will provide face-to-face conversations related to student progress. Additional parent meetings will be held related to EC and ML student progress. Middle and high school will follow the North Carolina statutes and the State Board of Education regulations regarding promotion and retention and observes the following requirements for grade level promotion:

- To be promoted to 7th, 8th and 9th grades: students must pass Math and English Language Arts
- To be promoted from 9th grade to 10th grade: 5 credits including English I and Math I.
- To be promoted from 10th grade to 11th grade: 11 credits including English I & II, Math I & Math II, 2 social studies and 1 science credit.
- To be promoted from 11th to 12th grade: 17 credits including English I, II, and III, 3 math credits including Math I, Math II & Math III, and 3 social studies (including American History I), and 2 science (including Earth/Environmental AND one of the following: Biology, Chemistry or Physical Science) credits.

If a student appears likely to be retained, then the parent/guardian of the student shall receive at least two (2) notices. The first notice may be a conference; the second notice must be in writing and provided by the end of the third quarter. The Principal's office must provide in writing an official notice of retention to the parent/guardian by the last day of School. It is the Principal's responsibility, in accordance with G.S.115C-288(a), when evaluating a student for retention or promotion, to consider information, such as the student's classwork and grades, along with the student's scores on the K-2 Literacy and Math assessment. In grades 3-8, the state EOG assessment, observations, grades, other



formal and informal assessments, and classwork will be used to consider promotion. Students in grades 6-8 may obtain high school credits by taking advanced level courses (i.e., Math 1) but are held to high school standards for those courses. Students must meet local and state graduation requirements, which include passing scores on state-mandated exams of essential skills. In addition, students must meet a proficiency score of level 3 or above on the NC EOC Exams. Students must achieve a letter grade of a D or higher in each semester in core subject areas to be promoted to the next grade level. A student who does not meet the minimum required grade may enroll in course recovery. Students earning a Level 1 or 2 on the EOG for ELA must receive remediation in the form of an intensive reading course to strengthen reading strategies. Students earning a Level 1 or 2 on the EOG for Mathematics must also receive remediation, which may be provided in the Summer.

Students with Disabilities and Limited English Proficiency Students:

Students with disabilities who cannot participate in the North Carolina Essential Standards Assessments may be exempt from certain promotion standards. However, exempt students must be enrolled in a functional curriculum and demonstrate evidence of progress on alternate assessments. All recommendations regarding special needs students will be made in conjunction with the IEP Committee or the Section 504 Committee. Students of Limited English Proficiency (LEP), as identified by state and federal standards, shall meet the same standards as all students; however, per federal law, English language proficiency cannot be the factor that determines whether a student has not met performance standards. All retention recommendations regarding Limited English Proficient students will be made in consultation with the English Language Learner Coordinator. Teachers will work together in vertical planning sessions to review student performance data and set expectations and improvement plans. In addition to using the standardized NC Accountability exams, the School will use additional benchmarking assessments such as mClass, and iReady assessments to measure student progress and mastery. The School's priority is to encourage and support student growth individually and collectively through focused, data-driven instruction, differentiation, and careful attention to individual student populations' needs. GCA will also administer classroom assessments that include spelling inventories, running records, explicit rubrics, and assessments for electives, in addition to standardized unit assessments included in the core curriculum packages. The assessment tools are used to analyze student performance on grade-level standards that are aligned to benchmarks within the North Carolina Standard Course of Study. A balanced approach to assessment is a result that combines the benefits of state and school-wide assessments with the instructional value of day-to-day classroom assessments and assignments. By identifying the state-specific standards that students must master to move to the next grade level, teachers will determine what students should know and be able to do to demonstrate proficiency on high-stakes assessments and the foundational skills and understanding necessary for success in future grade levels. GCA will implement a data-driven model to measure academic progress, instructional effectiveness, and teacher capacity. The data-driven cycle of assessment, analysis, and action is part of the School's intentional culture.

Leadership and teachers will identify/implement additional strategies during the year to use for



closing the gaps and promoting growth by utilizing other formal assessments to identify the answers to the following questions and criteria with the goal of promoting students:

- What is the present level of proficiency of each student?
- What should the present level of proficiency be?
- What can teachers do to close the gap?
- Implementation of the NC model of MTSS?
- Identify students who need additional instructional support and increase the 1:1 and small group instructional time.
- Use varied, effective strategies to instruct diverse learners and to assess content understanding and mastery levels.
- Use tests and other information on students' performance in instructional planning.

Q160. 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.



Question 148 describes in detail the promotion standards and expectations for all students and the various data points that will be used for promotion and retention decisions. In summary, students will be required to meet grade-level expectations in each core subject area before being promoted to the next grade. Ongoing monitoring, formal and informal assessments, portfolios, and graded work will determine student success. Upon graduation from GCA in the 12th grade, students will have completed all of the NC Future-Ready Course of Study or Occupational Course of Study graduation requirements required by NC Policy.

Future Ready Course of Study Graduation Requirements:

Four sequential English credits which shall be:

- English I
- English II
- English III
- English IV

Four Mathematics credits which shall be either:

- NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post high school plans.
- In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by N.C.G.S. §115C-81(b), the student will be required to pass NC Math 1 and Math 2 plus two additional courses identified on the NC DPI Math options chart.

Three Science credits which shall be:

- a physical science course.
- Biology
- an earth/environmental science course

Four Social Studies credits which shall be:

- Founding Principles of the United States of America and North Carolina: Civic Literacy
- Economics and Personal Finance
- American History
- World History

One Health and Physical Education credit:

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

Two Elective credits of any combination from either:

- Career and Technical Education (CTE) or



- Arts Education or
- World Language

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

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

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

NOTE: Beginning in fall 2022, students entering Grade 6 and subsequently entering Grade 9 for the first time in 2025-26 shall have at least one arts education course in grades 6-12.

Students must complete the standard course of study (no local electives) for a given arts education course in its entirety to satisfy this requirement. After-school activities or partial courses do not fulfill this graduation requirement. Students who transfer into a public school unit beginning in the ninth grade or later may be exempt, if such a requirement would prevent a student from graduating with the graduation cohort to which the student was assigned when transferring.

Occupational Course of Study Graduation Requirements:

Four English credits that shall be:

- English I
- English II
- English III
- English IV

Four Mathematics credits that shall be:

- Introduction to Mathematics
- NC Math I
- Financial Management
- Employment Preparation IV: Math (to include 150 work hours)

Three Science credits that shall be:

- Applied Science
- Biology
- Employment Preparation I: Science (to include 150 work hours)

Four Social Studies credits that shall be:



- Founding Principles of the United States of America and North Carolina: Civic Literacy
- Economics and Personal Finance
- Employment Preparation II: Citizenship 1A (to include 75 work hours)
- Employment Preparation II: Citizenship IB (to include 75 work hours)

One Health and Physical Education credit:

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

Two Additional Employment Preparation Education credits, which shall be:

- Employment Preparation III: Citizenship II A (to include 75 work hours)
- Employment Preparation III: Citizenship II B (to include 75 work hours)

The work hours included in Employment Preparation I, II, III, IV shall be as follows:

- 150 hours of school-based training work with activities and experiences that align with student's post school goals, and
- 225 hours of community-based training, and
- 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours.
- Total work hours: 600

Four Career/Technical Education Elective credits

- A career portfolio

Completion of the student's IEP objectives

Students at risk for failure will have participated in the MTSS program and will have had opportunities for credit or course recovery each summer and during the subsequent school year. Parents will be notified of their student's progress through progress reports, quarterly report cards, PowerSchool access, and parent/teacher conferences. Parents will also receive an Individual Student Report after each state assessment. Promotion criteria will be communicated to parents and students in GCA's Student and Family Handbook and during Parent-Teacher conferences.

Students with Disabilities and Limited English Proficiency Students:

Students with disabilities who cannot participate in the North Carolina Essential Standards Assessments may be exempt from certain promotion standards. However, exempt students must be enrolled in a functional curriculum and demonstrate evidence of progress on alternate assessments. All recommendations regarding special needs students will be made in conjunction with the IEP Committee or the Section 504 Committee. Students of Limited English Proficiency (LEP), as identified by state and federal standards, shall meet the same standards as all students; however, per federal



law, English language proficiency cannot be the factor that determines whether a student has not met performance standards. Therefore, all retention recommendations regarding Limited English Proficient students will be made in consultation with the English Language Learner Coordinator.

10.5. School Culture and Discipline

Q161. 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.



Culture is all about connections. When staff, students, and families walk into GCA, they feel a sense of belonging. As a School that seeks to increase diversity and include all families in this School, GCA understands that teaching inclusion and appreciation for other cultures or backgrounds will be essential. GCA embraces diversity and understands that diversity must be joined with equity and inclusion. Students are encouraged to be their authentic selves, develop their natural talents, and be excited about school programming and instruction. Teachers will develop strong relationships with students and encourage them to build strong, positive relations with their peers. GCA acknowledges and celebrates different learning styles and strives to create an inclusive learning environment. Our mission is to expose all students to activities and projects that engage and excite them about learning. If we develop students' talents at a young age, we can help them build on those talents and help carve a pathway to success as they matriculate through high school and choose college or a career. We encourage parent involvement and welcome feedback from our community. Parents will be invited to participate in workshops that build our culture of educating the whole community. Partnering with parents and our business partners will help develop a positive community and help define how we treat each other. GCA has clear values that ensure staff and students understand behavioral expectations and define the look and feel of the school. These core values will create a school culture that promotes solid academics and fosters an environment of understanding aspects of global differences.

G: Grow as lifelong learners

R: Reinforce responsible citizenship

A: Achievement through perseverance

N: Nurture relationships with an engaged community

I: Intentional support of peers through mutual respect

T: Technical skills via work-based learning

E: Excellence in developing a world-class workforce and industry leaders

Additionally, social-emotional learning is a part of our daily experience, thereby teaching children skills to thrive in the classroom and in life. The School will include SEL lessons and activities through Second Step. Students are regularly and publicly recognized for achievements and positive behavior, and staff members are encouraged and recognized for their hard work. Administrators communicate directly with teachers, counselors, and families and are consistent and follow through with discipline to ensure students feel secure and safe and are mindful of the cultural differences in student behavior. Recognizing and distinguishing these cultural differences allows for a culturally responsive approach to discipline and creates an inclusive environment for all students. Although consequences for infractions are needed, administrators take a restorative approach that cooperatively resolves disciplinary problems, dramatically strengthening children's social-emotional skills. These practices



have also been shown to reduce suspensions and narrow the racial discipline gap effectively. According to the discipline matrix adopted by the Board, repetitive negative behaviors will be met with logical consequences.

Q162. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.

All formal communication leaders have with the GCA community and stakeholders will reflect and reinforce the culture and reflect the school's mission and vision. In addition, key stakeholders will meet regularly to ensure that we hold to our mission and vision. Additionally, an Ambassador leadership program will be developed to build an inclusive school community to increase the number of students who have leadership opportunities. The Ambassador program will be designed to provide a significant number of students with the ability to serve in various leadership capacities. The program aspects will support the School's mission, classroom environment, and school-wide activities and events. The program will have core components such as welcoming/embracing new students, community service, student advocacy, reinforcing school-wide rules and expectations, and planning activities/events that meet the needs of the school culture and community. Students will welcome new families with tours, and a buddy program will be helpful to acclimate new students who join after the first day of school, so they feel welcomed and comfortable. GCA will nurture a school culture that acknowledges and honors differences and empowers students, staff, and families to bring their whole selves by hosting school events and establishing traditions that celebrate and honor our multicultural community. Parents will be welcomed into our building as volunteers, field trip chaperones, lunch buddies, etc. Parents will also be invited to evening workshops designed to educate and empower parents in supporting their children. Annual parent, student, and staff climate surveys will provide insight into student relationships, learning conditions, and overall environment. GCA's values will be incorporated through common language used throughout the School to remind the entire community about our common goals. School-wide rules and expectations will be taught to all students, posted throughout the building, and reinforced daily. School staff will model GCA's values. Teachers will utilize a social-emotional learning curriculum to help students develop self-awareness, self-control, and interpersonal skills vital for school, work, and life success. Student recognition for their achievements and positive behavior will come in many forms, including all-school announcements, certificates of achievement, and other rewards (i.e., special privileges, phone calls, or letters of praise to parents). Leaders will actively listen to school staff, seek their feedback, and ensure that they too are recognized and supported. Administrators will create a plan for teachers to follow regarding classroom management and student discipline. If an office referral is necessary, the administrator will be consistent and fair, following the discipline matrix to ensure equitable and measured responses are implemented. Restorative practices will foster an equitable and positive school culture and support students who have discipline issues but are actively trying to improve their behavior.



Q163. 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:

1. Practices the school will use to promote effective discipline.
2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
3. 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.
4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.



Students' academic and personal success is at the forefront of all processes and procedures. The School recognizes that the proposed extraordinary curricular achievements can only happen within a safe and orderly environment. Therefore, GCA has developed draft policies, including discipline policies related to the students' code of conduct, academic expectations, teacher communication, school level expectations, citizenship, and general school procedures. Before the start of the school year, each staff member, student, and parent will receive a copy of the Staff or Family Handbook. All teachers, parents (and students in grades 4-12) will be required to sign an acknowledgment form indicating they have read and understood the School's expectations as outlined in the handbooks. The School will communicate any infraction of the rules and expectations by students to their parents in a timely manner to maintain a cooperative effort to encourage children to become aware of the natural consequences of their actions.

FERPA Adherence:

GCA will adhere to all federal laws relating to maintaining student files, including those outlined in The Family Educational Rights and Privacy Act (FERPA) (20 USC § 1232g; 34 CFR Part 99), a federal law that protects the privacy of student education records. FERPA applies to all schools that receive funds under an applicable program of the US Department of Education and gives parents certain rights concerning their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Reference: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Discipline at GCA:

GCA views discipline as promoting positive character by establishing trust, respect, and productive relationships that help maintain a community of effective communicators, courageous problem solvers, and responsible citizens. In our discipline program, we strive for the full cooperation of all students, parents, teachers, and school leadership. Everyone involved will support and embrace the actions necessary to maintain a culture that embodies the Mission Statement & Core Values.

Commitments:

- **School Leadership:** Will model, promote, and inspire others to support and embrace this philosophy by demonstrating respect for students, parents, teachers, and community members through the way they lead, relate, and communicate while supporting teachers as they work to fulfill their commitment of establishing a culture of respect.
- **Teachers:** Will model, promote, and inspire others to support and embrace this philosophy by establishing a respectful environment where each child has a positive relationship with a caring adult, where teachers treat students as individuals, and where teachers work collaboratively with all parties involved, highlighting the positive in each student and holding them accountable in a fair, productive manner.



- **Students:** Will model, promote, and inspire others to support and embrace this philosophy by following school-wide and classroom expectations at all times in action and in attitude, addressing and/or reporting behaviors that are unsafe or disrespectful to themselves or others, accepting responsibility for their actions, taking steps to resolve the issue, and when necessary, accepting the consequences for failing to meet expectations.
- **Parents:** Will model, promote, and inspire others to support and embrace this philosophy by reinforcing school-wide and classroom expectations at home and supporting staff members through communication and collaboration, helping identify, address and overcome any obstacles.

Options for Addressing Positive Behaviors:

- Praise, including classroom and school-wide
- Visual acknowledgments, including standing ovations and bulletin board
- Leadership celebration
- Note, phone call, email, or postcard home
- Privileges, including lunch buddies with students or other adults, extra computer time, eating outside, outside activity, a special job, choosing a class book or activity, sitting in the teacher chair or teacher desk, free choice day, and student suggested privileges.

Steps for Addressing Negative Behaviors:

The attached discipline matrix provides a full range of potential student infractions organized by increasing the level of infractions and accompanying range of possible responses/consequences. As a function of the investigation, the conclusion of the investigation, and the potential response of the School, a child's circumstances will be decided by a variety of factors, including:

- academic history,
- behavioral history,
- social/emotional history, or
- any other mitigating factor.

The goal is to determine a response that will improve all students' academic and behavioral outcomes. Restorative practices will be utilized to foster an equitable and positive school culture. Restorative practices involve an alternative to using punishment-based approaches to school discipline and behavior management in K-12 classrooms. These practices focus on strengthening relationships and connections between individuals, both youth and adults, in a school community. Suspension or possible additional disciplinary action may occur for repeated and/or severe behavior, which could include but would not be limited to the following:

- Long-Term Suspension,
- Disciplinary Reassignment, or
- Other measures/responses as allowed by law.

These disciplinary actions would be in response to any of the following:



- for the commission of any crime,
- gross immorality,
- gross misbehavior,
- persistent disobedience,
- for violation of written rules and promulgated regulations established by the GCA Board, local regulation, the State Board of Education, or
- when the presence of the pupil is detrimental to the best interest of the School.

The Principal shall have the authority to suspend a student for up to ten (10) school days at a time (i.e., a Short-Term Suspension). There are no appeals for short-term suspensions of ten (10) days or fewer. For high-level offenses, the Principal may recommend a Long-Term Suspension, Disciplinary Reassignment, and/or other measures defined by law. The School may recommend additional action for any student who has been given out-of-school suspension three or more times in the same academic year for the same/similar offenses without improvement. The School shall follow applicable rules concerning the discipline of students who qualify under relevant special education laws and described in school policy.

Appeal Process:

The Principal shall make decisions after appropriate written notice to the parties involved, and a hearing will occur if one is requested and/or required by law or policy. The Board Chair shall appoint a hearing panel in those cases. A panel shall hear student appeals from the decision of the Principal or a hearing panel of three Board members who the Board Chair shall appoint.

Appeals must be made in writing to the Board Chair within ten (10) days of the Principal's decision. The hearing panel will occur at the next regularly scheduled Board meeting date unless the family is notified otherwise. Decisions of the Board panel shall be final, and there will be no further appeal to the full Board of Directors. Upon recommendation of the Principal, the Board may permanently statutorily reassign a student whose behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees.

IDEA Compliance:

All disciplinary procedures will be exercised consistent with state and federal law, including the Gun-Free Schools Act, the Individuals with Disabilities Education Act, and the Rehabilitation Act of 1973. The disciplinary procedures apply to students with disabilities and those who have Section 504 Plans.

The process for adjudicating disciplinary consequences for all students is as follows:

In determining the appropriate consequence for a violation of this Code, principals shall consider all aggravating or mitigating circumstances they deem relevant. Examples of aggravating or mitigating circumstances that may be considered include but are not limited to:

- The student's age.



- The student's intent.
- The student's disciplinary history, including the number of infractions and prior discipline for the same violation.
- The student's academic history.
- Whether the conduct caused a threat to safety.
- Whether school property or personal property was damaged.
- Whether the conduct caused a substantial disruption of the educational environment.
- Whether a weapon was involved and whether an injury resulted.

The discipline matrix presents leveled consequences that depend upon the severity of the violation. The Principal shall inform students of local school rules that, if broken, may result in suspension from school. This judicial process will be followed for all students, including those on an Individual Education Plan (IEP) or a 504 Plan. A manifestation determination meeting will be held if a child with an IEP or a 504 Plan is referred for suspension for greater than an accumulation of ten (10) days. This meeting intends to determine whether the child's behavior is a direct manifestation of their unique disability. Should this be the case, the School may recommend a functional behavior assessment and implement a behavioral plan. Alternatively, if deemed necessary and appropriate, the School may recommend an alternative educational environment that ensures the student's educational plan is accommodated according to the goals, objectives, and resources provided for in the IEP or the 504.

Due Process:

If the Principal recommends a student for a suspension of more than ten (10) school days, he/she shall provide written notice of the suspension to the student's parent, guardian, caregiver, or another person legally responsible for the student. The notice must include:

- A description of the incident and the student's conduct that led to the long-term suspension recommendation, including any aggravating or mitigating factors that were considered in determining the consequence.
- A reference to the Discipline Matrix provisions that the student is alleged to have violated.
- The specific process by which the parent may request a hearing to contest the decision is described in this policy.
- The process by which a hearing will be held, as described in this policy.
- Notice that the parent is permitted to retain an attorney to represent the student in the hearing process or have a non-attorney advocate represent the student.
- Notice that the parent has the right to review and obtain copies of the student's educational records before the hearing.
- If school personnel are aware that the parent's first language is not English and foreign language resources are readily available, this notice shall be provided in both English and the parent's primary language. The school will work to provide the parent/guardian with written notice by the end of the workday which the suspension is recommended but in no event later than the end of the following workday. A responsible adult shall deliver the written notice by hand by certified mail, telefax, email, or any other written method reasonably designed to achieve actual notice of the recommendation.



Impact on Students With Disabilities:

Students with disabilities will be disciplined per their IEP or 504 Plan and the district's policies and procedures for students with disabilities. GCA's policy on suspension and expulsion of students with disabilities will adhere to the specific procedures for disciplinary actions that involve students with disabilities as outlined in the IDEA 2004 Amendments or Section 504 of the Rehabilitation Act of 1973. Under IDEA, the continued provision of FAPE will remain with the LEA and, by extension, with the charter school. The following disciplinary process will be implemented to ensure compliance:

- School administration can remove a student with a disability for no more than ten (10) consecutive days for violation of the school code of conduct (to the same extent applied to children without disabilities). Students with disabilities are not exempt from the rules regarding misbehavior as outlined in the Student Code of Conduct. All disciplinary action involving students with disabilities will be addressed following the policies and procedures set forth by the Board.
- School administration can also order a change of placement of a child with a disability to an appropriate interim alternative educational setting for up to forty-five (45) days for possession of weapons or drugs or the solicitation or sale of controlled substances while at school and/or school functions.
- If the administration believes that a child is a danger to him/herself or others, an expedited due process hearing can be requested to remove a student to an interim alternative educational setting for up to forty-five (45) days. Forty-five (45)-day interim alternative educational placements can be extended in additional forty-five (45)-day increments if the hearing officer agrees that the child continues to be substantially likely to injure him/herself or others if returned to the prior placement.
- A student with a disability can be removed from the school by certain means, including long term suspension for behavior that is not a manifestation of the child's disability, to the same extent as children without disabilities for the same behavior. In addition, the administration can report crimes to law enforcement if deemed necessary. If a situation is severe enough, the administration may request a temporary restraining order to protect a child or adult from harmful behaviors. (300.519-529 and 521 d.)

Discipline Hearings:

Before a removal for cause of any student, the school shall conduct a hearing to determine whether the student's continued presence in school constitutes a clear threat to the safety of other students or school staff. The student shall be given reasonable notice of the recommendation and reasonable notice of the time and place of the scheduled hearing. The Board's decision to take such action shall be based on clear and convincing evidence. The Board may also consider the State Board of Education guidelines defining acts and conduct that are considered a clear threat to the safety of students or employees. Before ordering the expulsion of such a student, the Board shall consider whether there is an appropriate alternative program offered that may provide education services to the student. The decision of the school under this provision is final, subject only to judicial review per Article 4 of Chapter 150B of the General Statutes.



Applicant Evidence :



Q163 GCA Discipline ...

Uploaded on **4/23/2024**
by **Steve Griffin**



Shannon Stein

Comments :

Is it appropriate/reasonable for an elementary student to acknowledge/comprehend signing for a handbook?

10.6. Certify

Q164. [This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.](#)

☒ Yes

☐ No

Q165. [Explanation \(optional\):](#)

Section



Shannon Stein

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



11. Governance and Capacity

11.1. School Governing Body

Q166. Organization Street Address (if you have one)

- On the Organization Information page, you already provided the mailing address.

1322 Highridge Drive Mebane NC 27302


11.2. 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.


Q167. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

☒ Upload Required File Type: excel Max File Size: 30 Total Files Count: 3

Resources


Initial Members of th...

Applicant Evidence :


Q167 Initial Member...

Uploaded on **4/22/2024**
by **Steve Griffin**

Q168. 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.



A North Carolina Not for Profit Corporation has been established to establish and operate a Charter School under the North Carolina Charter Schools Act. All business and affairs shall be managed by a volunteer Board of Directors or by such committees as the Board of Directors may establish to accomplish the School's goals and programs. Directors will be required to demonstrate commitment to the mission and purpose of the School and will be required to attend regular meetings and accept committee memberships. Such committees shall have such responsibilities as the Board of Directors shall specify. Committees may include but are not limited to the following: Finance, Personnel, Development, Facility, Curriculum, Exclusion, and others as needed. The Board has established and adopted a strict code of ethics and conflict of interest policy for its members and school site personnel. The members of the Board and the School's staff will abide by the Board's code of ethics. Board members shall be responsible for avoiding any behavior or action that will result in a conflict of interest between their responsibility as a Board member and their personal/professional interests and will complete all forms and disclosures as required by the state, and financial auditor. If a conflict of interest exists, board members may not participate in selecting or awarding bids or administrative processes. A conflict of interest exists when an employee, officer, any member of his or her immediate family, his or her partner, or an organization that employs the parties indicated herein, has a financial or other interest in the firm selected for the award. The Board will bear final responsibility for the School's academic success, organizational viability, and faithfulness to the terms of the charter by developing and approving the annual budget in addition to school policies. Furthermore, it will set goals and review strategies to guide the School toward the fulfillment of its mission continually. Guided by the School's mission, the Board will develop policies and other acts that will provide the operational foundation of the School. The board policies will have two purposes:

- To give direction to the school staff in implementing the School's goals and
- ensure the School meets the legal requirements and obligations of the charter contract.

The Board may also adopt policies throughout the year to address situations and crises. The board may research policies established at other charter schools in the county and state to adopt proven practices and avoid adopting unsound or illegal policies. Guided by existing research and established best practices, the Board may also seek legal consultation when developing policy. The Board of the School serves as the ultimate decision-maker on all school policies and specifically those that dictate action related to management, financial solvency, and general oversight of the School. The Governing Board will recruit and hire a Principal who will then identify and employ the remainder of the instructional staff. The Board will develop a Human Resources (HR) Subcommittee to recruit and select the Principal. Then, the HR Subcommittee will make a final recommendation for the entire Board to make a formal decision. The steps in the recruitment and hiring process of the Principal will generally follow the steps below but may be modified as needed:

- After approval, a more focused, nationwide search for the Principal will commence.
- The position will be advertised on the School's website and social media platforms, which already exist.
- This search will include referrals from Committee members, online job sites, and other pertinent



resources (such as professional organizations and job fairs).

- The Principal position will also be advertised through the new North Carolina jobs board platform, the North Carolina Association for Public Charter Schools.

The Board will seek a Principal with measurable success in leading a charter school, preferably one with experience in K-12 environments, or at a minimum, multiple grade levels. As the School grows and adds grade levels, it will add appropriate administrative and support positions. The founding school leader should have experience with hands-on experiential learning, an educational philosophy aligned with the mission of this program, and North Carolina licensure. The Board will also conduct criminal history, background checks, and reference checks before providing a job offer. The Principal shall be responsible for the day-to-day operation of the School, which includes the following:

- providing a safe and secure environment for students to learn.
- working with and developing the teaching staff.
- addressing student-related issues.
- connecting with the parents and community members.
- overseeing the volunteering component of the School; and
- providing input and support for curriculum development.

The Principal, along with the leadership team, will be responsible for ensuring the School operates in accordance with the mission and vision outlined in the charter application and the Board. The Board President will review the School's progress and needs with the School principal monthly or as needed. The Principal will present a board report and be available at all Board meetings to provide information related to enrollment, academic achievement, budget variances, parent and community engagement, and other items placed on the agenda by the Board. The GCA board may support the ongoing recruitment and vetting of additional candidates who may become the leadership team with the new Principal as needed during the pre-opening phase. Once this team is in place, the Principal will continue recruiting and hiring additional instructional staff and support. Depending upon enrollment, the School will have additional administrative support for the School Principal and administrative office staff.

Q169. Describe the size, current and desired composition, powers, and duties of the governing board.



The desired membership size of the Board is between 5 and 9 members. Members of a board of directors may serve three years and may serve additional terms. A choice of membership of the Board must take place every three years. All members must be residents of the State of North Carolina and preferably reside in the Counties served by our School. It is desired that the Board represent the diversity of the community and school population and have expertise in a related field to support the charter school. This may include Education, Finance, Legal, Nonprofit, fundraising, and facilities. The Board will provide clear policies and actionable items from democratic votes taken at advertised meetings and informal advice and direction to the School's Principal and administrative staff on an ongoing, continuous basis and when requested by school leadership. This strong level of involvement will continually revolve around oversight of school operations to ensure the execution of the School's mission and goals with complete fidelity. The Board will follow all applicable laws and policies related to charter schools established by the state and established rules and procedures customary to charter school governing boards in North Carolina. The Board will contract with experienced professionals who can demonstrate success within the charter school industry to provide services to complete a successful opening and continuing operation of the School. The Board is fully aware of its responsibility to provide effective and proper management of the School and be good stewards of the public funds allocated to the School. Some of the critical functions of the Board are as follows:

- The Board meets regularly to address policy, strategic direction, organizational performance, and community impact matters.
- The Board receives financial and other essential information sufficiently before the board meeting.
- The Board meets regularly throughout the year, with a majority of directors in attendance.
- Board candidates are formally selected with an emphasis on the skills needed to advance the organization's collective work.
- New directors receive comprehensive orientation and training after the election to the Board.
- Ongoing training is provided regularly to the Board to ensure effective service by its directors.
- The Board maintains active involvement by rotating duties and/or term limits.
- The committee structure reflects the organization's strategic priorities and changes, when necessary, to advance the mission. Committees are used effectively so that board members with relevant skills can focus on critical issues.

Regularly scheduled meetings for the year will be posted on the School's website, Facebook page, newsletter, and bulletin board. Both regular and special meetings of the Board of Directors will be publicly noticed, per established open meetings and records law. Minutes of the meetings of the Board of directors, annual budget, and monthly financials will be published on the School's website under the records law. All stakeholders will have access to the public minutes as desired if unable to attend the live, open board meetings. The participation of parents, staff, and the general public will be encouraged. Members of the public may sign up to speak on agenda items before the meeting begins. Their name will be called during the public comment portion of the board meeting. If they wish to speak to an agenda item but did not sign up for it, they may request to do so. Related to the long-term educational success of the School, both the board and school leadership will adopt the "School Improvement Life Cycle" as published by Cognia to guide all decision-making processes, particularly



those involving school policy. The cycle begins and ends with the gathering and thoughtful analysis of relevant school data. Goals will be established for school policies that match a SMART format (Specific, Measurable, Achievable, Relevant, and Time-Bound). The Board will implement the policies in furtherance of the School's mission and evaluate the impact and relative effectiveness of the policies, thus renewing the cycle of continuous improvement.

Q170. 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.



Consistent with its mission to develop leaders within their communities, the GCA Board has worked to ensure that they have broad community support and a governance team with varied skills to ensure that their organizational, financial, and operational plans provide a solid foundation on which the School can grow for many years. When GCA opens its doors and welcomes its first cohort of students in the Fall of 2026, it will be the product of the hard work of a dedicated group of founders, the support of Chatham County, and the surrounding business and residential communities. This is represented in the hard work and commitment of the members of the initial Founding Board. They have already donated considerable time and energy during the planning and application process. The membership of the Founding Board has been developed to ensure a broad range of skills and expertise suitable for a Founding Board, with members demonstrating a deep commitment to the GCA mission and vision. Each board member brings experience and expertise in a field critical to the development and operations of a successful charter school with a unique and innovative model that incorporates skilled trades, financial literacy, and STEM fields as its mission to help students find their passions and talents and follow a path that will lead to their academic and future success.

Members include the following:

Steven Griffin: Steve has been an active charter school advocate since the movement began in the 1990s. He has over thirty-six years of property, casualty, life, accident, and health insurance experience with responsibilities including marketing, procurement, and placement of all types of insurance. He evaluates risks and exposures and recommends appropriate coverages. Steve has served on numerous committees and boards to support education, and specifically, to ensure equity in access for all students. He is a member of the Independent Insurance Agents of North Carolina and is currently serving on the IIANC Governmental Affairs Committee. Steve also serves on the HBA - DOC Board of Directors and Executive Board of Directors and is a member of the State of North Carolina Insurance Committee. He is a founding board member for the Lincoln Community Health Center Foundation to raise funds and awareness to support the medical cost and expenses of the patients visiting our health clinic. He is the Chairman of the Governmental Affairs Committee for the NC Association of Public Charter Schools and is a former member Board of Trustees of the North Carolina School of Math and Science, 2014 - 2021. Finally, he is the Chairman of the North Carolina Educational Workforce Innovation Commission and the past Vice-President of Durham Interfaith Hospitality Network

Holly Fraccaro: Holly holds a Master's degree in Counseling and Psychology and brings over twenty years of leadership experience in charitable nonprofit organizations. Holly has served seven years as CEO of the Home Builders Association of Durham, Orange, and Chatham Counties. CEO for one of the largest Home Builders Associations (HBA) in North Carolina and the Executive Director of the HBA DOC Foundation, a not-for-profit charitable organization. Holly is responsible for an annual combined (Association + Foundation) budget of ~\$1M and has successfully Developed a 5-trade summer pre-apprenticeship career academy (Carpentry, HVAC, Electrical, Plumbing, Masonry). Holly has also Created the Future of Builders of the Triangle Club, a venue for high school students seeking trade-



related training and mentorship. She is passionate about skilled trades training, pit bull rescuing, and nature.

John Eldridge: Mr. Eldridge brings over 30 years of experience in education to this board, with his most recent post as the Superintendent of Central Carolina Academy and Chatham Charter School. His thirty-two years of public education have afforded him the opportunity to learn from great leaders. His experiences in team building, visionary leadership, community building, and maximizing student and teacher achievements have placed him in a unique position to excel in a leadership role that requires these skills. Accomplishments: Successfully expanded an K-8 program to grades 9-12, Initiated the reorganization of staff, their roles, and duties to better meet the needs of the Chatham school community from 2012-2019, oversaw the design and construction of a new high school building, tennis courts, baseball field (with new LED lights), two soccer fields, a softball field, and expansion of the fields. Designed an innovative high school academic program through a partnership with Central Carolina Community College using the NC Career and College Promise Pathways for students in the 11th and 12th. Over 80% of graduating students finish one of the pathways and are earning an average of 38+ transferable college credits. Developed a staff development plan that included on- and off-site training opportunities. As a former Guilford County Schools Superintendent, he experienced the following accomplishments: Accomplishments: All nine schools moved from low-performing status over the two years my team supervised them * Wrote a Federal School Improvement Grant (SIG) for two of the schools in most need of support and received over \$6 million over a three-year period. * Developed a staff development model that allowed us to provide structured staff development for all nine schools that was tiered and allowed for vertical and grade level specific dialogue. The training, Ignite the Fire in the Enrichment Region, was led by teachers with demonstrated success in their classrooms. John's current affiliations include: Charter School Review Board (CSRB) (Appointed by NC Senate), Serving as Vice-Chair Member, NC Virtual Public School Advisory Council Current, Board of Directors President, Chatham Trades in Siler City Current, Member, Siler City Rotary Club Current, Board of Directors President, Greensboro Community Theater 2009.

Samantha Amaral: Chief Human Resources and Finance Manager at Maureen Joy Charter School in Durham, NC. Dynamic and compassionate Chief Human Resource & Finance Officer with an infectious energy for nurturing both people and financial health. Adept at blending strategic foresight with genuine empathy, I thrive on fostering a workplace where every individual feels valued and empowered. With a passion for education and a knack for strategic wizardry, I orchestrate harmony between human capital management and fiscal responsibility, ensuring companies not only succeed but thrive. Ms. Amaral is Career Learning Certified, serving as the Title IX Coordinator and a Career Learning Certified HR Manager.

Nick Montgomery: Mr. Montgomery earned his Bachelor's degree in History and went on to earn his Master's Degree in School Counseling from UNC- Chapel Hill and has been giving back to the local community serving in schools since 1994. Mr. Montgomery is the Career Development Coordinator at Orange High School. Nick has 30 years of experience in middle and high schools with a focus on



school counseling, dropout prevention, career development and college and career planning. Helped students make connections to career paths, hosted career information sessions, led testing responsibilities, managed freshman orientation, graduate follow up, and dual enrollment program. Nick was also the School Counselor for freshmen from 2005-2009. AWARDS/CERTIFICATIONS: School Counselor NC Certification since 1994; Career Development Coordinator Certification since 2015.

Randy Voller: Randolph "Randy" Voller is the former Chairman of the North Carolina Democratic Party ("NCDP"), the Sixth Congressional District Committee, and the Chatham County Democratic Party, as well as a four-term mayor of Pittsboro, NC. Randy founded a firm that focuses on business consulting, real estate brokerage, and development. Randy led work on Chatham County developments such as Chatham Forest, Daniel Ridge, and Wilkinson Creek. Randy strengthens this board with extensive leadership experience on several local, regional, and state boards, including as chairman of the Triangle Area Rural Planning Organization, and membership on the boards of the NC Housing Finance Agency, Advanced Energy Corporation, the North Carolina Juvenile Justice Grants Committee, the Chatham County Economic Development Corporation, the Chatham County Affordable Housing Task Force, and the Solid Waste Advisory Board among others. Randy is still a member of the NCDP Executive Council, NCDP Executive Committee, and the Platform and Resolutions Committee. He founded the NCDP Labor Caucus and still serves on its executive committee. Randy is a Leadership Triangle Goodmon Fellow and in 2017 was awarded the Goodmon Award for Community Service. He is a 2010 Marshall Memorial Fellow (GMF). He also participated in the Latino Initiative with the UNC Center for International Understanding in 2010 and was twice named a "Hometown Hero" by WCHL. Randy is a board member for Main Street Pittsboro as well as Sustainable Prosperity where he also serves as its President.

Sam Edson: Sam is a skilled electrical contractor, problem-solver, and aspiring business owner. He is experienced in residential and commercial wiring with excellent customer satisfaction. Sam graduated high school from Durham School of the Arts and attended a year of college at Western North Carolina State. He began his first apprenticeship in 2013 and is now a foreman/Supervisor for Granite State Electric. He serves on this Board to help schools bring innovative and hands-on learning options for students to provide greater opportunities than he had. He hopes to help young children find their talent and their passion and follow that dream wherever it may lead: college, career, and beyond.

Cheryl Littlejohn: After graduating University of Tennessee in 1987 as a member of the Lady Vols national championship team, Ms. Littlejohn went on to graduate from the FBI academy and served 4 years in LA working with the DEA. For the next 20 years, Ms. Littlejohn served higher education and worked as an Assistant or Head Coach for Women's Basketball in Division 1 colleges and universities and ultimately became the founder and Executive Director of the Lady Vols Legacy and Legends Foundation. Today, Cheryl continues her work in supporting education and improving the community through her education consulting firm and building lifelong learners through her Executive Coaching Enterprises and Educational Consulting Company that specializes in transforming lives, changing climate and culture, and leadership coaching and also provides parent empowerment workshops.



Cheryl is committed to this mission and firmly believes that high school students need multiple options and pathways towards their future success including a CTE pathway, access to the workforce through HS classes, apprenticeships offered by our community partners, and dual enrollment opportunities.



Shannon Stein

Comments :

Strong Board membership.

Q171.Explain how this governance structure and composition will help ensure that

- 1. The school will be an educational and operational success;**
- 2. The board will evaluate the success of the school and school leader; and**
- 3. There will be active and effective representation of key stakeholders, including parents.**



The Board has a good range of members with a cross-section of experience that will ensure the school's success in achieving its mission. Our board membership is composed of professionals with expertise and experience in education, construction trades, associations, and various business backgrounds. This diversity of expertise offers a wide variety of thoughts and insight into the daily challenges of operating a high-performing school. In addition, the board will engage high-level and experienced consultants to guide the board to successfully achieve its mission in the greater Chatham community. The GCA board will be held accountable by the authorizer, the state, the federal government, and the public to ensure that our school operates with purpose and responsibility. Parental engagement is vital to the development of our current and future school leaders. We endeavor to establish an Advisory Board of parents, business owners, and community leaders who will advocate and support our school's mission. GCA endeavors to offer a dynamic academic and innovative educational curriculum for our students and families living in the Chatham County community that is currently not being served, particularly in the STEM, construction trades, and other Career Technical Education fields. Student achievement will also be a critical component of success. GCA will expose students to multiple pathways for their future. Our students will be exposed to STEM education, financial literacy and skilled trades/job development that are critical to our local workforce. The real-world, hands-on experience that our students will receive through electives and courses sets us apart from other local school districts. This educational experience will engage our students and result in higher academic achievement that will be demonstrated in the State assessments and our students' growth scores. One way that school success can be measured is through obtaining our targeted enrollment in Year One and maintaining full enrollment in the ensuing years. To achieve this, the GCA Board of Directors will work to ensure that our school community will be engaged and all GCA students and families feel welcome and included. Additionally, positive feedback will be received from staff climate surveys and the school will subsequently have low staff turnover. There will be financial stability and no compliance issues with OCS or the state authorizer. The School leader will be responsible for implementing the educational program as described in this application. This includes a successful workshop delivery model and a comprehensive electives component in the elementary school that exposes students to various STEM activities and other career-based electives such as construction, engineering, electrical and plumbing, and financial literacy. The school leader will be evaluated against these specific, measurable outcomes:

- Enrollment,
- Academic Achievement (state assessments, growth monitoring tools),
- Operating within the Annually Approved Budget,
- Compliance in All Areas (Federal programs, required reports, etc.),
- Low Student and Staff Attrition, and
- Positive Family and Staff Climate Survey responses.

Stakeholder inclusion is critical for this type of charter school. Our stakeholder groups include Staff, Parents of students, the Students, and the community and businesses in the geographic region we serve. Our School has established initial support and partnerships with several local businesses that



are deeply invested in this innovative program. The Board will include those stakeholders in meetings, workshops, roundtables, and Board meetings to ensure that they too have a voice in programming. Parents will have a voice in School operations by participating in the School Advisory Council that will be responsible to work with School leadership and staff to develop a yearly School Improvement Plan. Parents may also join the PTO and participate in fundraising events, volunteering opportunities, and developing parent partnership committees. Parent workshops, conferences, and informal meetings are part of the School's expectations so the Board expects parent input and feedback to be a key component in shaping the future of the School. Parents and community members alike may also provide feedback to the Board of Directors during a Board meeting during the Public Comment section, a dedicated time provided during each Board meeting.

Q172.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?



In 2019, the initial Founding Board member who has been actively involved in charter school advocacy and support for decades realized that Chatham County needs a unique charter school designed to meet working-class families' needs. It would also help children whose ultimate path may not include attending college yet still have access to high-quality education and a curriculum that provides them the most options for a successful future. This Board member began to reach out to other folks employed in or supportive of skilled trades and other Associations to develop a founding Board for a new School. Board members were recruited based on their experience, wisdom, and knowledge as well as their willingness to work as a team to ensure that the vision and mission of Granite Charter Academy are achieved. The board will seek guidance from its attorney and follow the bylaws and appropriate rules when replacing a board vacancy. The founding board members also come from diverse backgrounds. They were recruited because of their community knowledge and expertise in the areas of education, mental health, finance, business management, and real estate. There was a lot of interest in this geographical area to educate students in nontraditional ways and help parents find quality schools that will enrich the educational experience. Each new member then reached out to another colleague to develop a founding committee that initially had twelve members. This grassroots effort created an active group of community members with the necessary balance of experience in education, parent support, business acumen, and local expertise required to open and operate a highly successful, heterogeneously populated charter school. This group of committed members continued to have discussions and meetings about writing a charter application and began in earnest during COVID. Unfortunately, virtual meetings and the inability to meet with the public face to face slowed down the efforts, so the Board regrouped and initiated the full development in 2021-2022. Ever since, they have been on a mission to add additional student seats to assist with the number of new families flocking to the greater Chatham area by opening a public charter school. Although the first submission was not approved, the feedback provided encouraged the Board to resubmit with a comprehensive plan to include the high school programming. Over the past twenty-four months, the committee identified numerous supporters who could add experience and expertise to the program and ensure the long-term success of this School. The newest board members bring decades of school administration to this board for students in grades K-12, are sitting school leaders and/or career development counselors. This board brings one of the strongest sets of expertise in successful charter school operations and business development with community engagement that a founding school could strive for.

Board Development Committee:

The Board will engage in an ongoing, year-round function of prospecting, contacting, recruiting, orienting, supporting, providing ongoing training, and evaluating Board members. One (1) Board member will be asked to chair this committee. This committee will receive applications and interest letters from potential board members and develop an appropriate candidate pool by ensuring the candidates meet the above-mentioned requirements.

Profile of the Current Board:



The board development committee will create a profile of the current Board using a matrix with crucial factors that define sought-after expertise, knowledge, skills, experience, relevant demographic characteristics, and the overarching laws related to board composition for charter schools. Then, the Committee will use the matrix to complete the profile of desired new board members to aid in the recruitment process. Board recruitment and development activities will be matched with the strategic plan's requirements and demands, which are aligned with the School's mission. The Board and the board development committee review the mission, vision, goals, and strategies. This will assist them in identifying any new skills, knowledge, personal contacts, and other attributes future board directors will need to possess for the Board to do its part in advancing the strategic plan. The board development committee also creates a profile of the current Board using a matrix with crucial factors that define sought-after expertise, knowledge, skills, experience, and relevant demographic characteristics. The committee will use the matrix to complete the profile of desired new board members. It will share with stakeholders the delineated areas of expertise wanted or needed to encourage them to recommend colleagues and associates who have the necessary skills and a passion for GCA's mission and vision. Once these criteria are established, board vacancies will be advertised on the website, in open meetings, and on social media to ensure equal access to all constituents to fill vacancies. Filling vacancies will follow the statutory regulations, including:

- A choice of the membership of the Board must take place as veteran board members' terms expire
- New Board members must live in NC, and preferably in one of the five counties the School is anticipated to serve
- The bylaws outline the manner of selection of these members.
- In addition, board terms will be staggered, so an entire board does not rotate off simultaneously. When appropriate, vacancies will be filled through a digital platform of voting.
- Board members will be elected, and Board roles will be elected at the Annual meeting per the By-laws unless a seat becomes vacant mid-year for any reason.

Q173. Describe the group's ties to and/or knowledge of the target community.



Each board member lives in one of the primary counties expected to serve GCA students. In addition, every Board member is personally invested in the mission and vision of this program for one of the following reasons:

- They work in the industries that are desperate for future candidates in the workforce for North Carolina's growing need of employees, such as the Home Builders Association, Commercial Real Estate and Development, and Electrical Engineers.
- They are educators who have worked with high school students for over 60 years and helped develop successful CTE programs for high school students. They have helped counsel high school students through the process of college applications, admissions, and attendance or helped students find placement directly into the workforce post-graduation.
- They are sitting charter school leaders who understand deeply the challenges of opening a charter school, and operating a successful charter school program within the expectations, guidelines and standards of North Carolina.

Every Board member believes wholeheartedly that this school is critical to teach students aged 5-18 that they can use their education and school to find their pathways in life. These pathways will ultimately lead to a successful and rewarding future, whether college or a career. This educational model will help them apply their educational content to real-life and authentic activities to develop a connection between school and the workforce. GCA Board members are intricately tied to this community and deeply invested in its growth. They believe that a high-quality school drives residential growth and serves as an anchor for families to stay in a community, care about the community, and ultimately serve and give back to their community. Board members want to see this School grow and prosper and see its students go on to high school and then eventually have careers in this region of North Carolina so the region can continue to succeed in a cyclical process year after year.

Q174. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.



During the initial planning year (Ready to Open Status), the Board will meet at a minimum twice monthly to review, complete and report on the RTO required activities, training, pre-development facility work and opening tasks. The Board will create a priority task list and assign work to the various subcommittees to ensure that progress is made, and there is a checks and balances system in place. The Board will hold regular monthly meetings as the primary "reporting" date for each subcommittee to share updates and progress on the RTO activities and all other items related to opening the School. Upon completion of the RTO process and when the School officially opens, the Board will meet each month on a set schedule and have a standard strategic calendar of items for discussion. These include, but are not limited to:

- Enrollment
- Budget
- Academics
- Staffing
- Compliance
- Grants (applications and audits)
- Epicenter submissions
- Employee/Student/Family concerns
- Other new business
- Public comments



Shannon Stein

Comments :

Good governance model.

Q175.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 North Carolina Office of Charter Schools requires all charter school governing board members to attend board orientation within a year of being elected and/or appointed. Therefore, GCA Board members will attend all required Ready To Open training sessions during the pre-planning year. This provides board orientation that meets the state requirement to all public charter school board members as part of their mission. During the orientation, board members become familiar with charter law and legal expectations, board structure and responsibilities, funding resources, student achievement, and school success. All Board members will be required to complete this coursework. To build leadership capacity, board members will also attend professional development workshops at educational conferences, such as the North Carolina and National charter school conferences, State Association conferences, and other Legislative workshops offered throughout the year to build leadership capacity and ensure that each board member contributes to the School's success. The Board is committed to joining the North Carolina Association for Public Charter Schools (NCAPCS), which hosts numerous training and development courses, and 3rd-party vendors may be brought in for core competency areas of training if needed. The Board has committed to sending at least two board members to the NCAPCS's annual conference to attend governance sessions and will seek outside governance training or development as needed. In addition, the School intends to join one of the Office of Charter School's regional sessions scheduled throughout the year. As needed, the Board may bring in additional training or consultants to further strengthen the Board's governance as the School grows and the needs for specific areas of expertise or oversight develop. Initial topics to be addressed through training include:

- Primary Roles and Responsibilities of the Board
- What to Include in Board Packets
- Posting Board Meetings
- Robert's Rules of Order
- Taking Clear and Effective Minutes
- Creating Subcommittees
- Conflict Resolution
- How to Measure Short- and Long-Term Goals
- How to Evaluate School Leadership

As new Board members join the governing Board, they will first attend the required board training workshops and then participate in a future state conference to develop their governing acumen as they continue to serve on the Board.

Q176. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.



The Board of Directors will accept only the highest ethical and moral conduct standards from its members and the school staff. Due to the important role played by the Board, all Directors undergo the same background check procedures as employees of the School and will conduct themselves per the North Carolina School Boards Association (NCSBA) standards. A Director may be removed with or without cause only by a simple majority vote of the Board of Directors at any meeting. Directors will be considered for dismissal for any one of the following breaches of integrity, including:

- Violation of confidentiality,
- Undermining the directives of the Board,
- Being indicted or convicted of a felony,
- Failing to oversee and abide by terms and conditions stated in the bylaws, or
- By acts that would constitute a general breach of integrity in the views of the members of the Board of Directors.

When matters that come before the Board of Directors that places a Director in a perceived conflict of interest between the interests of the Corporation of the Board member, his/her family, and/or business, the Board will follow these procedures:

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

The Board of Directors shall comply with the voting and disclosure provisions of the Director Conflict of Interest Section of the Nonprofit Corporation Law NC GS 55A-8-31. Article IV, section 6 of the of the bylaws detail specific and comprehensive measures the Board adopts to proactively avoid actual conflicts, including the requirement that all Board of Directors sign an annual statement that he/she:

- Has received a copy of the conflicts of interest policy,
- Has read and understands the policy,
- Has agreed to comply with the policy, and
- Understands that the Corporation is a charitable organization and that to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes. The bylaws also include a due process by which a perceived conflict may be investigated thoroughly to decide if a legitimate conflict exists and empowers the Board to act decisively to correct the conflict should one exist. There are no known conflicts of interest for any of the Board members or their relationships with each other or this School.



Q177. Explain the decision-making processes the board will use to develop school policies.

Guided by the school's mission, the board will set policies regarding finances, enrollment, program evaluation, and other operational aspects. The Board's policies will have two purposes:

1. To provide direction to the school staff in implementing the School's goals.
2. To ensure the School meets the legal requirements and obligations of the charter contract.

The Board may also adopt policies throughout the year to address situations and crises. The board may research policies established at other charter schools in the county and state to adopt proven practices and avoid adopting unsound or illegal policies. Guided by existing research and established best practices, the Board may also seek legal consultation when developing policy. Both the board and school leadership will adopt the "School Improvement Life Cycle" as published by Cognia to guide all decision-making processes, particularly those involving school policy. The cycle begins and ends with the gathering and thoughtful analysis of relevant school data. Goals will be established for school policies that match a SMART format (Specific, Measurable, Achievable, Relevant, and Time-Bound). The Board will implement the policies in furtherance of the School's mission and evaluate the impact and relative effectiveness of the policies, thus renewing the cycle of continuous improvement. Furthermore, the School will undergo Cognia accreditation in its third year of operation to provide external review and feedback on the School's programs and decision-making process.



Shannon Stein

Comments :

How will the original policies be identified and created?

Q178. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.



Advisory Bodies or Councils:

Two main advisory groups serve critical roles within the School's organizational structure: The School Advisory Council (SAC) and the Parent-Teacher-Organization (PTO). The School Advisory Council is responsible for developing and reviewing the School Improvement Plan and other roles and duties assigned to it by the Board of Directors. Given the importance of the School Improvement Plan as the document that will guide and evaluate the School's programs, both the Principal and the Board Chair will serve as ad hoc members of the SAC. The remaining composition of the SAC will consist of parents, staff, community members, and, when appropriate, students. To ensure that parents and the local community have the most significant voice in the school improvement process, the SAC will maintain a minimum of 51% non-school membership.

The Parent-Teacher Organization's role in the School is more organically responsive and community focused by its very nature. Therefore, the PTO will evolve to meet diverse needs as the School grows and becomes more established. In the initial years, the PTO will help establish a positive school culture, broaden the base of volunteers, and increase school-to-home and home-to-school communication. As the School becomes established, the PTO will transition toward increasing vibrancy in the school programs by developing social and community service opportunities for the School. The membership of the PTO will be free of charge to all school community members in the first two years of the School. An executive committee will be established in the first year of the School to provide leadership and direction to the PTO. The Principal and an active Governing Board member will serve on the PTO executive committee to ensure continuity of the School's mission and purpose as realized in the decisions, actions, and events that arise from the PTO. Parents will be encouraged to join the PTO, however they will also have several other opportunities for involvement in their children's education. They will be required to attend an orientation session with the student(s). The School will explain the opportunities, expectations, and requirements in that session, setting the stage for expected student progress, achievement, and behavior. This session will be supplemented by other forms of communication, such as mailings, school web pages, teacher web pages, phone calls, emails, newsletters, and the PowerSchool Parent Portal.

Parent-student-teacher conferences at GCA will be safeguarded in the School's calendar and offered each semester or as needed for specific students. GCA has adopted the Workshop Model, which includes having students participate in the conference. They will have an opportunity to showcase what they have learned in their content subjects and their academic progress, thus empowering them to take ownership of their learning and achievement. Proudly seeing what their child has learned should strengthen parents' support for this unique learning opportunity. GCA will encourage parents and community members to attend as many Board meetings and school events as possible to provide an interactive connection to the community. The PTO and SAC Chairs will be invited to attend all Board Meetings. Regular Board meetings will be held in the evening so that parents and community



members can attend; agendas will be posted at least 24 hours before each meeting. A time for community input and public comment will be allocated at the beginning of each regular Board Meeting. The Board will provide an open atmosphere to encourage parents and the community to provide feedback and input on the School's governance, leadership, and other matters.

Parents and community members will also be invited to submit their letters of interest and credentials to serve as board members and on PTO and SAC. The SAC will have a more direct impact and involvement in the continuous improvement model of the School. Giving feedback and providing suggestions to the Principal and the Board for improvement of the School's academic programs, climate, and culture will be the primary objectives of the SAC. Their main responsibilities and functions shall be as follows:

- Provide a venue for feedback among all partners, give a voice to the community review, and suggest amendments to the community-related goals for the school program.
- Serve as a conduit to the community about the programs and performance at the School.
- Serve as advising bodies to assist the School in deliberating academic, cultural, and other policies and achievements to create an environment that helps meet the charter's goals.

While parents and community members will elect parent SAC members, teacher SAC members will be appointed by the Principal. SAC will have a membership of a minimum of 51% parents and community members and a balanced composition of supporting staff and teachers across grade levels and specialties. At GCA, staff and faculty will be valued as the School's most important assets. Their sense of ownership and full involvement will be critical for the School's success.

Q179. Discuss the school's grievance process for parents and staff members.



Parents or Staff who have a grievance at GCA will use the following procedure to solve issues with other interested parties. Grievances will be resolved promptly, equitably, and in the educational best interests of children. This policy is not intended to replace other professional, informal discussions and resolutions for issues as they may arise.

The grievance process is as follows:

Step 1: To file a grievance, an employee/parent must submit a letter in writing to the Principal of the School. If the Principal of the School is implicated in the grievance, the grievance should be submitted to the Chair or Vice-Chair of the Board.

Step 2: The Principal of the School shall have up to five business days from the time they receive the formal grievance to respond to the grievance in writing. The employee shall submit their satisfaction to the Principal in written form.

Step 3: If the employee/parent is not satisfied with the response, the employee may file an appeal by submitting a letter in writing to the Board. This must be done within five business days of the initial response from the Principal.

Step 4: The Board shall consider the appeal at its next regularly scheduled monthly meeting, provided such meeting is more than seven days after the filing, or the Chair of the Board of Directors may call a special meeting of the Board to consider the appeal in accordance with the Schools bylaws. The Board will consider and discuss the grievance at the meeting in accordance with Open Meetings laws. Any decision of the Board will be communicated to the individual who filed the grievance within five school days. The Board's decision concerning the grievance is final.

The only student disciplinary matters that may be appealed to the Board are those taken under NC. Gen. Stat. 115C-390.7, 115C-390.10, or 115C-390.11.



Shannon Stein

Comments :


Q180. Attach as 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).



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Applicant Evidence :


Appendix G GCA Org ...


Uploaded on **4/22/2024**
by **Steve Griffin**

Q181. Attach as 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

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Resources


2024 Charter School ...

Applicant Evidence :


Appendix H GCA Res...

Uploaded on **4/23/2024**
by **Steve Griffin**

Q182. Attach Appendix I For Each Board Member

1. Charter School Board Member Background Certification Statement and
2. Completed Background Check

PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.


- Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- Background check must include any additional aliases that have been used by the individual.



- **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- **Background check must include a completed nationwide check.**

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Resources




2024 Charter School ...

Applicant Evidence :



Appendix I Signed Re...

Uploaded on **4/22/2024**
by **Steve Griffin**




Appendix I Backgrou...

Uploaded on **4/22/2024**
by **Steve Griffin**

Q183. Attach as 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.

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Applicant Evidence :



Appendix J Bylaws an...

Uploaded on **4/22/2024**
by **Steve Griffin**

Q184. 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



Applicant Evidence :



Appendix K GCA Artic...

Uploaded on **4/22/2024**
by **Steve Griffin**

11.3. Staffing Plans, Hiring, and Management

Q185.**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.

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Resources



Staffing Chart Templ...

Applicant Evidence :



Q185 GCA Staffing Ch...

Uploaded on **4/22/2024**
by **Steve Griffin**

Q186.**Staffing Plans, Hiring, and Management** Explain the board's strategy for recruiting and retaining high-performing teachers.



The GCA Board of Directors understands that the most essential resource in any school is its teachers. Therefore, GCA will do everything in its power to recruit, train and employ highly-qualified, passionate teachers who believe in the mission of GCA. GCA will advertise all open positions on the Website, social media, local and national search firms. Once hired, the Principal will coordinate and lead a hiring committee consisting of support staff and possibly one Board member with an educational background to hire the initial core staff. Once a group of teachers is hired, they will become members of the recruiting and vetting committee with the Principal, and interview and recommend all instructional staff and other employees. At least one hiring committee member must be a trained Workshop Model expert and one former CTE teacher or an electives teacher invested in the education in workforce mission. Candidates will sit for an initial interview, and the School may ask teachers to submit a video lesson or, when possible, teach a lesson at the School to demonstrate ability. Once the School has members of a "core founding staff" and in future years of operation, a team interview will occur whereby grade levels or elective areas will conduct initial interviews once candidates have been screened through Human Resources for meeting advertised requirements. Top candidates will be presented to leadership for final selection; then they will be presented to the Board for formal approval. Once the School has selected its candidates, they will be presented to the Board for final approval. The School will utilize the following recruiting strategies to locate and secure highly motivated/qualified applicants:

- Utilize traditional strategies, such as network and employee referrals, setting-up tables at teacher job fairs at colleges, advertisements on employment websites, online university job postings, and classified advertisements in newspapers and other publications.
- Provide Professional Development including; The Science of Reading, LTRS, and other mission-driven electives and adopted curricula. GCA may recruit teachers with non-traditional backgrounds to teach the expansive electives. GCA may take advantage of the charter school's flexibility in teacher hiring in identifying, training, and retaining highly motivated candidates for elective course teachers. Starting early will result in a strong staff.
- GCA will start active teacher recruitment immediately after the charter is approved.
- Advertise a competitive salary schedule and benefits plan
- Involve teachers early to give them more time to prepare and provide them with a sense of ownership. In addition, teachers' participation in opening the School will be very instrumental in developing a shared value system and building the school culture.

Q187.If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.



The Principal will serve as the School's instructional leader who will motivate and support teachers and staff to strive for superior performance that will engage students and provide them multiple opportunities for academic and personal growth and success. The Principal will be responsible for setting the tone of the climate and culture of the School based on the Mission, Vision, and Guiding Principles outlined in previous sections. The Principal will also create a safe learning environment and establish high expectations for students and staff alike. The Principal will have a history of measurable academic and School performance success and positive relationships with students, staff, families, and community members. The Principal will have a firm grasp on the unique nuances of charter school operations and will be comfortable working for and reporting to the Board of Directors. The Principal will serve as the leader for all daily operations of the School and will have support staff in place as directed by the Board of Directors. Ultimately, the School Principal will report to and be accountable to the Board of Directors, and the Board will be accountable to NCDPI and the SBE for upholding the requirements in the Charter Contract. Qualifications and Requirements for all candidates include some combination of the following:

- NC licensure and certification in Educational Leadership
- A minimum of 3 years of experience as a Principal, preferably in a charter school
- A minimum of 3 years of teaching or leadership experience in the Workshop or similar Model
- A minimum of 3 years of leadership experience at the middle and/or high school level
- A passion and commitment to the mission and vision of GCA

The Governing Board will recruit and hire a Principal who will then identify and employ the remainder of the instructional staff. The Principal shall be responsible for the day-to-day operation of the School, which includes the following:

- providing a safe and secure environment for students to learn;
- working with and developing the teaching staff;
- addressing student-related issues;
- connecting with the parents and community members;
- overseeing the volunteering component of the School; and
- providing input and support for curriculum development and student academic achievement

The Principal and the leadership team will be responsible for ensuring the School is operating per the mission and vision outlined in the charter application. The Principal will serve as the Instructional Leader, demonstrating mastery of the North Carolina Principal Competencies and making all school-based decisions related to the school operations. The Principal will serve as the School's chief executive and report directly to the Board. The Principal has direct supervision of the organizational management, faculty and staff employment, and fiscal operations of the School. The Principal will be responsible for all aspects of the school operations focusing on instructional areas: school leadership, mission-centered programming, student instruction, culture, and accountability.

Q188.If the school leader has been identified, attach the school leader's one-page resume



as Appendix O.

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Applicant Comments :

A School Leader has not been identified as of yet.

Q189. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

The School will be a not-for-profit, at-will, private employer and will not participate in the NC Retirement System. The employees will be employed by the School under the purview of the Governing Board. The Board will hire the Principal, and the Principal will recommend hiring all subordinate staff. The School will provide a competitive compensation plan to attract and retain high-performing, mission-driven, and committed employees. The Board will promote a healthy, productive work environment that rewards creativity and performance.

Q190. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

The School is an equal opportunity employer and will not discriminate against any applicant, contractor, or employee based on age, race, color, religion, sex, national origin, veteran status, disability, genetic information, or another legally protected status, except where it is an occupational qualification. This policy extends to all terms, conditions, and privileges of employment, the use of the School's facilities, and participation in all activities sponsored by the School. The School's policy also ensures that all employees are treated equally based on merit and performance competence concerning all terms or conditions of employment, including recruitment, hiring, compensation, promotions, demotions, assignments, training, layoffs, and terminations. According to NCGS 115C-238.29F (e) (1), all NC Charter Schools shall adopt a background check policy mirroring the local Board of education policy that requires an applicant for employment to be checked for criminal history, as defined in NCGS 115C-332. The School is required to apply its policy uniformly in requiring applicants for employment to be checked for criminal history before the applicant is given an unconditional job offer. According to NC charter School law, a charter school may employ an applicant conditionally while the board checks the person's criminal history and makes a decision based on the check results. Employment with the School is based on mutual consent; both the employee and the School have the right to terminate employment at any time, with or without notice, and for any lawful reason or no reason. The most common circumstances under which employment is terminated include resignation, discharge, reduction-in-force, or retirement.

Q191. Outline the school's proposed salary range and employment benefits for all levels of employment.



The school will compensate all staff both instructional and non-instructional commensurate with a combination of local school districts and specifically including Chatham County Schools and their advertised supplement to the most current state scale. For the purposes of the budget instrument, \$55,000 is used as an average salary for all instructional staff, including electives. Full time employment will be considered as those employees who work on average 30 or more hours per week. Full time employees will be eligible for medical, dental, vision, child enrollment, and any other primary and secondary/elective benefits as the board deems appropriate for the school staff in conjunction with prevailing market conditions and current law. Retirement benefits in the form of a matching 401k/403b type product will be offered to all employees regardless of status.

Q192. Provide the procedures for handling employee grievances and/or termination.

Employment with the School is at-will and based on mutual consent. Both the employee and the School have the right to terminate employment at any time, with or without notice, and for any lawful reason or no reason. The most common circumstances under which employment is terminated include resignation, discharge, reduction-in-force, or retirement. No provision in the handbook or any other personnel policy or procedure document shall be construed to the contrary or construed to limit this right or in contravention of any law or legal rights of an employee or employer.

The grievance process is as follows:

Step 1: To file a grievance, an employee must submit a letter in writing to the Principal of the School. If the Principal of the School is implicated in the grievance, the grievance should be submitted to the Chair or Vice-Chair of the Board.

Step 2: The Principal of the School shall have up to five business days from the time they receive the formal grievance to respond to the grievance in writing. The employee shall submit their satisfaction to the Principal in written form.

Step 3: If the employee is not satisfied with the response, the employee may file an appeal by submitting a letter in writing to the Board. This must be done within five business days of the initial response from the Principal.

Step 4: The Board shall consider the appeal at its next regularly scheduled monthly meeting, provided such meeting is more than seven days after the filing, or the Chair of the Board of Directors may call a special meeting of the Board to consider the appeal per the Schools bylaws. The Board will consider and discuss the grievance at the meeting under Open Meetings laws. Any decision of the Board will be communicated to the individual who filed the grievance within five school days. The Board's decision concerning the grievance is final.

Q193. Identify any positions that will have dual responsibilities and the funding source for each position.



During operations, some positions may have dual responsibilities. This may occur when a full-time teacher serves as the ML or AIG Coordinator, or when a Counselor also serves as a Testing Coordinator, etc. At times, some personnel may serve dual responsibilities, such as bus drivers may also work in the cafe or as custodial support during the day. The School will work with the finance team to record all Time and Effort documents accurately and ensure that those employees are paid from the proper PRC funds based on the job description and the NC. Finance Policies. This would be best represented by staff paid from State and/or Federal funds (Title 1, EC) or staff paid from various PRC source codes related to grants or funding allotments. The School will maintain accurate Time and Effort and Payroll Activity Reports (PAR) records as appropriate.

Q194. 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.

GCA will have at least one full-time staff certified in EC who will serve as the EC Coordinator and an additional full time EC teacher. Additional EC teachers will be hired based on the enrollment and service needs of the students according to their IEPs. As grade levels reach capacity, the school anticipates adding at least one EC staff member for the elementary school, one for the middle school and one for the high school. An Occupational Course of Study will be developed and staffed at the high school level as needed per IEP requirements. The Principal and Finance officer/Business Manager will review completed enrollment packages with GCA leadership to identify all supplemental staffing needs based on student population enrollment data. As the School opens, data collected from student files, home language surveys, and Powerschool/ECATS will help the School quantify the number of additional certified staff needed to provide the appropriate support services and materials for these student populations. The School will continue to hire appropriate numbers of certified staff as students who enroll and are entered into EC, AIG or ML. In year one, a full-time teacher may serve as the ML or AIG coordinator in anticipation of serving these students before the school opening. The budget process followed by the board places top priority on flexibility for emerging staffing needs in order to meet specific enrollment demands.



Shannon Stein

Comments :

Given the school size and proposed demographics, should there be more consideration for certified staff to support EC student population?

Q195. 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).



Below is a short list of primary roles, responsibilities, and qualifications for integral staff positions. The School is required by the State of North Carolina to conduct criminal background checks for all staff, including full-time, part-time, substitutes, and volunteers which will be done upon the acceptance of a conditional employment offer. A criminal records check may also be conducted on a selective, random, or rotating basis for any current employees, annually rehired employees and employees whose contracts are scheduled to be renewed.

Principal: Master in Educational Leadership or equivalent, North Carolina Certification reciprocal licensure, 3-5 years classroom experience required, 3 years of Leadership experience in a middle and/or high school required

- Establishes and maintains a safe and effective learning environment in the School.
- Initiates, designs, and implements programs to meet specific needs of the School.
- Assists in the management of the school budget.
- Enforces district and corporate policies and procedures.
- Maintains active relationships with parents and students.
- Budgets school time to provide for the efficient conduct of school instruction and business.
- Schedules classes within established guidelines to meet student needs.
- Meets and instructs assigned classes in the locations and at the times designated.
- Plans a program of study that, as much as possible, meets the individual needs, interests, and abilities of the students.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity of the students.
- Prepares classes for the classes assigned and shows written evidence of preparation upon request.
- Encourages students to set and maintain standards of classroom behavior.
- Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units, and projects to communicate these objectives to students.
- Employs various instructional techniques and instructional media, consistent with physical limitations of the location provided and the needs and capabilities of the students involved.
- Strives to implement the School's philosophy of education and instructional goals and objectives through aligned programming, activities, procedures, and expectations.

Assistant Principal (year 2): Master in Education Leadership or equivalent, Certificate/Licensure, and a minimum of 3 years of classroom instruction required, if a Dean is substituted a Master's Degree may not be required

- Act as Administrator in charge in the absence of the Principal
- Serve as LEA as needed and when appropriate in EC/ML/AIG/MTSS meetings
- Share with the Principal the responsibility for protecting the health and welfare of students.
- Oversees all matters of student attendance and compliance
- Resolves all discipline problems in a fair and just manner and maintains records of any disciplinary action taken.



- Assists in administering practices dealing with campus control and security.
- Serves on the MTSS team; Assists with grade-level data chats and updates data walls/boards, and identifies areas of need
- Has a general supervisory responsibility for student activities, athletic events, programs of student orientation, and similar activities during school hours.
- Assists in assigning faculty to the supervision of co-curricular activities.
- Meets with department heads and/or leadership team to ensure compliance with standards
- Works with the test coordinator in the administration of achievement tests
- Works closely with Principal/Guidance Counselor and Testing Coordinator on the master schedule

EC (AIG/ML) Facilitator: MS in Exceptional Student Education, ML/AIG endorsement, Staffing/IEP experience required, and knowledge of ECATS preferred

- Supervise EC teachers, Classroom Teachers of EC students, contracted vendors, and EC students
- Coordinate Testing and Evaluations
- Maintain compliance in all IEP/EP/MLP cum folders and online platform
- Ensure compliance with all IEP/MLP accommodations
- Attend and facilitate all E.C, AIG, ML./Staffing/Evaluations/MTSS meetings
- Submission and maintenance of EC Grants and expenditures

School Counselor: Masters in School Counseling, Certificate/Licensure, a minimum of 3 years of counseling experience, and experience in middle or high school with emphasis in college and career pathways

- Performs school counseling work that is focused on increasing the academic, social, emotional, and environmental strengths of each student
- Coordinates 504 creation, monitoring and implementation
- Maintain partnership with local community colleges and universities
- Meets with students and families to develop unique college and career pathways
- Assists in student scheduling in PowerSchool
- Serve on MTSS/CST teams as needed
- Works closely with teachers and school leadership to develop support for student academics and well-being
- Assists in career development workshops and career/college fairs
- Assists in building community capacity to participate in the academic and personal change that impacts students' growth and academic status
- Performs related professional and administrative duties as required.

Teachers: Bachelor of Arts/Science in Education or field of instruction, Certification/license

- Meets and instructs assigned classes in the locations and at times designated.
- Plans a program of study that, as much as possible, meets the individual needs, interests, and abilities of the students.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity of the students.



- Prepares classes for the classes assigned and shows written evidence of preparation upon request.
- Encourages students to set and maintain standards of classroom behavior.
- Guides the learning process toward achieving curriculum goals and establishes clear objectives for all lessons, units, and projects to communicate these objectives to students in harmony with the goals.
- Employs various instructional techniques and instructional media, consistent with physical limitations of the location provided and the needs and capabilities of the students involved.
- Strives to implement by instruction and action the school's philosophy of education and instructional goals and objectives.
- Makes provisions for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- Plans and supervises purposeful assignments for paraprofessionals and volunteers.
- Strives to maintain and improve professional competence.
- Attends meetings and serves on staff committees as required.

Finance Officer: Bachelor of Finance or equivalent

- Supervises the collection, safekeeping and distribution of all funds, including fundraising activities, clubs and activities
- Obtains and studies comparative prices and quotes for supplies
- Purchases supplies and equipment as necessary with assistance of Principal
- Maintains a complete and accurate set of records of all school financial transactions.
- Maintains updated fundraising calendar
- Maintains appropriate records for Free and Reduced breakfast/lunch students
- Collects lunch deposit from Cafeteria Manager
- Process new hire paperwork
- Follows up with fingerprinting for new hires
- Maintains and processes teacher certification information in Excel format
- Maintains updated personnel files in compliance
- Maintains filing system as well as set of locked confidential files
- Act as payroll officer for the school
- Submits payroll information in a timely manner
- Maintains updated benefits information
- Monitors personnel time sheets and requests for absence

REGISTRAR: Bachelor Degree or equivalent experience relevant to position

- Attends all registrar meetings sharing information with administrative staff as needed
- Responsible for maintaining District/State database (Powerschool)
- Informs Principal of bulletins that appear on the District/State database
- Input all information required for each panel in District/State database in a timely and accurate manner
- Processes changes to database only via change forms signed by Principal
- Processes changes of address in District/State database and emergency cards
- Maintains immunization updates for existing students
- Maintains accurate records for room use and class loads



- Maintains student records according to Sponsor guidelines
- Monitors and maintains all cumulative records including sign-out procedures and discard of irrelevant items according to guidelines.
- Sends files to schools as appropriate for withdrawn students, in a timely manner.
- Files new cumulative files as they are delivered.
- Reads and distributes inter-school and district mail appropriately.
- Responsible for maintaining student enrollment
- Facilitates student withdrawals and maintains withdrawal information
- Supervises the transmittal of transcripts and other official documents related to students
- Supervises registration of students
- Maintaining updated student immunization records
- Facilitating annual lottery process
- Maintains waiting list
- Processes notification letters
- Maintains transportation records and provides copy to Administrator
- Prepares an annual report of withdrawals and transfers, indicating the reason for each student's departure
- Works closely with Guidance Counselor ensuring student schedules are accurate
- Responsible for mailing of Report Cards and other mass mailings directed to assigned class

OCS Coordinator

(Exceptional Children Teacher and Vocational Specialist for Occupational Course of Study)

Bachelor of Arts or Science in Special Education. Licensure or certification in Teaching.

Minimum of 3 years of special education classroom experience with experience in training or mentoring. Teaching experience with OCS and separate class (self-contained) programs is preferred.

- Ensure appropriate courses for Occupational Course of Study (OCS) pathway are updated and offered to students; stay current with OCS curriculum changes from NCDPI.
- Serve as liaison with NCVPS and high schools with OCS
- Develop/identify, implement and support a program curriculum grounded in evidence-based practice and centered on life skill development and job readiness, emphasizing functional
- Research and make recommendations for vocational skill development programs for students; evaluate transition materials and assist with administration of transition assessments, as
- Conduct classroom and work site courses for Occupational Prep classes 1-
- Provide information to families and teachers on employment opportunities, living alternatives and community resources for students with disabilities.
- Review of Career Portfolio for all students enrolled in the Occupational Course of Study to maintain adequate records regarding completion of vocational training requirements for the OCS.
- Case Manage IEP meetings to ensure appropriate transitional goals and
- Ensure that all parents are informed of their child's participation in vocational training activities (in-school, community and work based).
- Ensure that parents/students are aware of the Occupational Course of Study (OCS) graduation



requirements/service hour requirements and ensure that the proper program paperwork is filed.

CTE Coordinator: Bachelors Of Arts or Science in Education or School counseling. Current license or certification in Teaching. Minimum of 3 years teaching CTE classes at the high school level.

- Essential Functions and Responsibilities:
- Support, facilitate and coordinate secondary Career and Technical Education programs which includes an emphasis on the career clusters/pathways, programs of study and academic integration.
- Serve and actively participate as the CTE liaison on a variety of District and State committees as an educational leader and voice for SCS secondary CTE, postsecondary workforce readiness.
- Support Career and Technical Education programs through planning and implementation processes, which includes but are not limited to career pathways, programs of study, program approvals and plans of study.
- Provide professional development to the school personnel on career development programs as it relates to college and career readiness.
- Anticipate and implement the state and federal CTE program guidelines as mandated by OCS to ensure program compliance.
- Coordinates and communicates program objectives and community partnerships and related committees which are comprised of community, postsecondary, and business representatives.
- Submit all necessary CTE reports to improve program quality and CTE enrollments.
- Responsible for the coordination and administration of the WorkKeys Assessment as required by NCDPI.
- Assist with compiling, analyzing, and reporting data on an annual basis regarding CTE
- Post assessments, College and Career Promise, Articulation, WorkKeys, Credentialing and Certifications.

11.4. Staff Evaluations and Professional Development

Q196. Identify the positions responsible for maintaining teacher license requirements and professional development.



The Principal is primarily responsible for implementing and documenting the Professional Development Plan and holding teachers accountable for participating and implementing best practices in the classroom. Every year, before the start of the school year, the Principal will develop a professional development calendar to provide teachers and staff with initial, ongoing, and follow-up training aligned to the mission and grounded in current student performance data and teacher effectiveness. The Principal is responsible for identifying and coordinating necessary professional development for all staff and individual teachers based on evaluations and other feedback. The Principal will assign a staff member (i.e., Licensure Director or Human Resources administrator) to maintain all records related to professional development and CEUs required for licensure according to North Carolina statute § 115C-270.20 - § 115C-270.30. This person will ensure that GCA complies with § 115C-218.90(a)(1) and maintains at least the minimum requirement of 50% of teachers holding a teacher's license. This person will also ensure that all staff are appropriately licensed, have documented professional development opportunities, and maintain active North Carolina licensure and certification. Documentation of licensure and professional development participation will be maintained in SAR. Staff licensure will be documented and reported as requested and in all Federal Funding applications when required, such as Equity Plans. Parents will be notified if their child's teacher is noncertified or not classified as Highly Qualified in accordance to regulations for Title I schools and requirements of ESSA.

Q197. 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. The 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.



Research has shown that the teacher is the most critical factor determining a student's educational outcome. GCA values teachers as the school's most important assets and strives to provide them with training on the latest research-based best practices so that they can effectively serve their students. Unfortunately, NC has reported the highest level of teacher attrition in the past 20 years. WRAL reported on numbers released by the state on April 3, 2024. (<https://www.wral.com/story/nc-teacher-turnover-hits-highest-mark-in-decades-new-report-shows-changes-in-who-is-leading-classrooms/21361469/>) (<https://www.wral.com/story/nc-teacher-turnover-hits-highest-mark-in-decades-new-report-shows-changes-in-who-is-leading-classrooms/21361469/>) GCA will focus on ensuring teachers become a long-term part of the community by encouraging them through professional development and protecting their time. Extended planning time, protected lunch periods and careful monitoring of teacher responsibilities by the school leadership will help ensure staff feel heard and their time is valued. GCA will hire high-quality teachers with Workshop Model experience and licensed or certified teachers who can implement the elective components. They will be experts in fields that include STEM curricula, financial literacy, and other hands-on projects i.e., construction in math, building projects, etc. Our general education staff will be required to present all core content and curriculum through the Workshop Model which again, will require specific training. To build teacher capacity and effectiveness in the classroom, all GCA teachers and staff will have the opportunity to participate in extensive professional learning focused on the Workshop Model. Many teachers note that appropriate professional development and support are highly correlated to their happiness and comfort level in a school which further develops strong teacher retention.

The GCA professional development program will be implemented in stages. The first year will require all staff to go through basic orientation. As needs assessments are completed and student data becomes available, GCA will individualize professional development offerings. These professional development opportunities in the School will be provided and teachers will be allowed to participate in local, LEA, or state-level training and professional development that will help them earn the CEUs needed to maintain or convert their licenses. This is another means of retaining highly qualified staff. When you invest in your team, they will invest back into the School. The School will implement a board-approved Beginning Teacher Support Plan to help mentor new teachers. This will be documented and reported to assist with licensure and to ensure GCA is in compliance with the requirements related to the BTSP.

Lastly, the Principal will also appoint a teacher advisory group to provide input on professional development after the school opening. In addition, there is a budgeted area over the first five years for quality professional development needs. Staff will be evaluated using the NCEES platform for continuity and to ensure that Staff who relocate in or out of the School have a consistent form of evaluations and feedback. However, GCA will also utilize some internal informal evaluations that are developed to measure the effective implementation of the Workshop Model itself, and other school-based expectations which include specific classroom environment expectations. Documents for these informal assessments can be available. It is equally important for the Principal to share with the Board that the staff is living the mission, and meeting the vision by measuring classroom culture and



student engagement. GCA believes that the hands-on, real-life application of the standards will be highly attractive for teachers and the increased student engagement will continue to lift and increase teacher morale.

Effective Implementation:

As the Principal is directly responsible for overseeing the Professional Development plan, topics to support the School's mission and vision will include:

- Workshop Model,
- MTSS and data disaggregation,
- CTE pathways and Dual Enrollment
- Participation and completion of specialty electives activities and projects,
- Successful parent and community member engagement,
- Behavior/discipline,
- School safety,
- School culture, and
- Parent and community relations.

In addition to quality professional development and feedback, staff will be offered competitive salaries with bonus opportunities when funds are available and raises aligned with increases in state per-pupil funding. The operating calendar is attractive to teachers as it is built on instructional minutes as opposed to days, which means the staff has more full days available for PD, parent conferences, and special workshops. The mentor program is especially helpful for new teachers. This comprehensive plan for PD, mentoring, protected time in calendars, and salaries with bonus opportunities will enable GCSA to retain highly qualified staff. Finally, this PD Implementation and documentation plan will enable the School to ensure that GCA complies with § 115C-218.90(a)(1) and maintains at least the minimum requirement of 50% of teachers holding a teacher's license.

Q198. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.



Professional development will be an ongoing commitment of the GCA, which will be reflected in the budget lines dedicated to supporting the continuing professional development of administrators, teachers, and staff members. The School will provide very thoughtful and purposeful professional development offerings that will support the School's mission, align with the North Carolina State Standards, and support academic achievement. Professional development offerings will help teachers implement the School's growth plan based on academic achievement and performance goals outlined in this application. Teacher performance will be measured by student growth and achievement and informal and formal observations by school leadership. The core components of professional development throughout the year reflect GCA's mission and include the following:

- The Workshop Model,
- Mission Driven electives and CTE programs
- Vendor Curriculum Materials,
- Science of Reading,
- Content Area Instructional Strategies,
- GCA and State Assessments, and
- Data Interpretation.

Each component directly supports elements of the Educational Plan as detailed in previous sections.

GCA also recognizes that professional development comes in other forms in addition to workshops. GCA will also implement the following to support the continued development of our teaching team, again ensuring teacher retention is at the forefront of school leadership's decision-making:

- **Mentoring:**

- Mentoring will be a part of the GCA professional development program. New teachers will be assigned a veteran teacher as a mentor. The new teachers will walk through the evaluation process while participating in a coaching process with the mentor. The administration will closely monitor the mentoring program to ensure its effectiveness. Feedback from both new teachers and the mentors will be collected and analyzed for possible changes each semester. The Principal and other instructional leaders will visit classrooms a minimum of once each week to provide helpful and supportive feedback. Teachers will also be given time to observe instructional and classroom management techniques in each other's classrooms and in the classrooms of peers in sister schools to learn and share best practices.

- **Beginning Teacher Support Program:**

- GCA has drafted a Beginning Teacher Support Program that will define how mentors are selected and used to support new teachers.

- **Individualized Professional Development:**

- Each teacher and administrator at the School will be required to outline their own Professional Development plan in addition to the School's Professional Development. This will allow individuals to design a plan to assist in professional growth. As GCA implements the teacher evaluation program throughout the school year, additional professional development needs can be better identified through the feedback received. The School's professional development plan will include a line item for teachers to attend conferences and training to meet their individual needs.



- **Group Professional Development:**

- Group professional development will be offered to introduce new teaching methods and best practices that may be helpful to all GCA's teachers. Teacher input will be strongly encouraged as training topics are selected. Outside sources will be utilized to train teachers, and teacher leaders within the School who have expertise in various methods will be asked to be school training leaders. Again, the goal is to develop teacher leaders in the School.

- **Evaluation of Professional Development Plan:**

- The best measure of the effectiveness of a Professional Development plan is whether it serves its intended purpose: to grow teachers as professionals to serve students' learning needs. GCA will have a teacher evaluation plan that aligns with the current NC teacher evaluation program, NCEES. Data will be collected and used to identify and provide for professional development needs.

Granite Charter Academy Year 1 PD Schedule

June/July	Front Office/Admin/EC/Lead Teacher
	Summer Institutes



Pre-Planning Days

Week 1

Monday:

Creating GCA School Culture:

Mission/Vision

Safety/Crisis Plan, Handbooks,

Discipline Matrix/Expectations

NCEES/Evaluations and BTSP

Tuesday:

mClass, iReady, MTSS, flex groups

Config Boards, Lesson planning and

IEP, 504, EP,ELP in lesson plans

Wednesday and Thursday:

Reading and Writing Workshop

Materials, Lessons, Modeling, Assessments

Friday:

Materials distribution and classroom assignments



	Monday: Reveal Math and Construction in Math Classroom set up
	Tuesday: Carolina Biological and PearsonMyView SS (Gen Ed Staff) Materials and Content for elective specials; Financial Literacy, SimCity, Legos in the Classroom, Coding/Programming
Pre-Planning Days Week 2	Classroom set up
	Wednesday: Grade level and subject area team planning
	Thursday: Distribution of Schedules, Rosters and first week of school packets and expectations
	Friday: Classroom set up and building walks
August	The School to Home Partnership
September	Post Assessments Data-driven Instruction
October	Building Inclusiveness, Diversity and Differentiation in the classroom
November	Literacy Workshop
January	It's a New Year and a Fresh Start; Restarting in January (Review and Reset Expectations)



February	Celebrations: Projects, Builds, Competitions
March	March Madness with Math
April	Using Data to support learning and prepare for EOY assessments
May	Electives integrated in the classroom



Shannon Stein

Comments :

This is an overly ambitious & overwhelming schedule for the first year preparation given that the school will be new and there will be a lot of set up/planning and yet very little time to prepare with other key staff. It is also unlikely that you are going to find many staff that have "workshop model" experience and given the foundational need for staff to be on the same page in implementation, there would seem to necessitate more time for that as well.

Q199.Provide a schedule and explanation of professional development that will take place prior to the 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.



During the inaugural year, the School will require all staff to report to School two weeks before the opening of School, and in all subsequent years, all staff will report to School one week prior to the opening of School. This time will be dedicated to orienting teachers and staff to the various policies, methodologies, and programs that serve as the framework for GCA. In addition, newly hired staff will be given the assignment to read the School's Charter, exposing them to the School's mission and vision before the school year and providing a framework for discussion during orientation. The initial phase of the orientation will include discussions and presentations on the School's mission, vision, purpose, values, and goals. Next, teachers will complete activities together to build an understanding of the School and build relationships. Allowing teachers to work together will support a working relationship early in the process. All professional development sessions will end with a survey for teachers to complete, along with a review of the day's topics and a question and answer period.

GCA's pre-service training schedule includes the following topics:

- One full day will be dedicated to planning individualized instruction. Teachers will study both formal and informal data and then plan instruction for individual students and groups of students.
 - GCA employees will also be required to complete Safe Schools training, FERPA and confidentiality of records, bloodborne pathogens exposure prevention, school safety, bullying prevention, trafficking, and sexual harassment.
 - In addition, they will learn about the general and specific operations of the School, expectations of the School's leadership, the evaluative process for staff, and the establishment of yearly goals with staff involvement.
 - In summary, orientation includes these specific training:
 - School mission and vision and getting to know the Board, the leadership, and the community led by members of the Board.
 - The administration leads school safety protocols, policies, procedures, and ethics.
 - Workshop Model training for all teachers.
 - Training for the MTSS process and procedures led by select School staff
 - Lesson plan expectations, including the documentation of standards, accommodations, and services.
 - Purchased materials and programs training led by curriculum vendors.
 - Training from NC DPI Career and Technical Education staff on the Work-based Learning Continuum.
 - Vendor-based training for elective teachers who will be implementing the elective components.
- These may occur on or off-campus, depending upon the content and options.

Q200. 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.



The School calendar, daily schedule, and staffing structure will facilitate effective time management for leadership to support teacher growth through observations and evaluations and feedback for growth plans. Professional Development will be provided prior to the school opening and ongoing throughout the year to support capacity building and to onboard new staff. Additional time throughout the year will offer PD as it becomes needed for individual or whole group support and will be based on evaluations, feedback, surveys, and student performance. Although the School will utilize the state-approved teacher effectiveness plan, NCEES, we will also use internal evaluation and feedback tools drafted to evaluate teachers' instructional pedagogy and effective classroom environments. In addition, the master schedule includes time for common planning and grade-level feedback, and data chats. The Principal's responsibility includes informal walk-throughs and formal observations to rate teacher effectiveness and provide feedback and an action plan for improvement or continuation of best practices. The School operating and instructional calendar are designed to meet the mission of the School. The yearly calendar is drafted at 176 student days and 1056 hours which allows for more staff PD and conference days during the year. Year 1, all staff will be expected to work 192 days. In subsequent years, returning staff will work 187 days and new staff 192. This allows up to 16 days in year 1 and 11 days every year following for professional development, parent conferences and make-up days for any emergencies. The yearly calendar and the daily operating calendar protect professional development time, planning time, MTSS team data time, and conferencing. During year 1 only, all staff will participate in 2 weeks of pre-planning, bringing the total staff work days to 192. After the first year, returning staff will take part in 1 week of pre-planning, and new staff may complete an extra pre-planning week ahead of the whole staff return.

This K-12 model includes a seven-hour day to ensure in elementary school protected time for workshop instruction, a project work/STEM block, and 30 minutes for MTSS/remediation/acceleration, and in middle/high school hour-long class periods that allow for the workshop instruction, designated time for homeroom and ample elective/work-based coursework . The calendar also allows for two functions: Grade level common planning time during specials throughout the year and; Professional Development and Conference days during pre-planning and throughout the year that allows external PD to provide full-day training and planning/implementation. Conference days are included to meet the mission of the School related to parent and student engagement and careful implementation of the standards-based reports to share student growth and achievement.



Shannon Stein

Comments :

Will staff be compensated for the additional days of training/prep in the first few years? If not (or even if so), could this effect the school's ability to recruit experienced, high quality instructors?



11.5. 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.

Q201. 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)).

GCA will continue the marketing campaign that is currently both a grassroots and digital campaign and with approval will transition into a full-fledged marketing effort with broad access to special populations and multiple counties. As discussed previously, this School will be ready to serve the expected influx of thousands of new residents who are relocating into this area that has hundreds of new home starts and hundreds of multi-family projects underway. This outreach plan will include a targeted direct mail campaign that will send 3 separate postcard drops of 5,000 postcards each into targeted zip code areas, live parent information sessions, attendance at local community events (Farmers' Markets, Festivals, etc.), and door-to-door visits. The outreach will also extend to continue local visits to shopping and retail centers. The Board will work with Builders Associations, Realtors Associations, and Apartment communities to build awareness and interest in families relocating into this community and provide them with school options that may help them make critical decisions in career and family transitions. The Board will also continue to strengthen relationships with the business partners and develop relationships with new businesses as they enter this market. These employers will have access to GCA printed materials to provide for new hires who may be relocating into this area. The digital campaign includes Google optimizations and ads running on relocation and moving services. This campaign is designed to increase diversity and provide access for economically disadvantaged students through the advertisement of a weighted lottery and by advertising in Spanish as well as English. Our team on the ground has met with many families in 4 adjacent counties that include concentrations of Hispanic/Latinx and Black/African American families, specifically who are very excited about this innovative program. The outreach campaign is both local and regional to ensure a diverse student body. Evidence of this includes over 100 surveys completed by Spanish speaking families.



Q202. Describe how parents and other members of the community will be informed about the school.

The School has already developed a full marketing/advertising campaign and materials. The following digital media are live and active:

- granitecharter.org
- <https://www.facebook.com/profile.php?id=61556655189002>
- <https://www.linkedin.com/company/granite-charter-academy/>

GCA has also printed brochures and logo shirts for canvassing neighborhoods and attending local events. Once approved, GCA will launch the campaign, including a targeted direct mail campaign, live parent information sessions, attendance at local community events (Farmers' Markets, Festivals, etc.), and door-to-door visits. The outreach will also extend to continued visits to shopping and retail centers. The Board will work with Builders Associations, Realtors Associations, and Apartment communities to build awareness and interest in families relocating into this community and provide them with school options that may help them make critical decisions in career and family transitions. Lastly, the Board has connections to large commercial firms moving into this area and are interested in supporting/sponsoring the new School. They will help the School connect with their employees to provide educational options for their children.

Q203. 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.



The strategies for recruitment are detailed above. These will be conducted primarily by the Founding Board and some local community volunteers who support the school mission. GCSA has already secured support and volunteers to attend informational sessions and distribute flyers and applications. The board works together on social media platforms and shares responsibility for those activities. After approval, GCA will secure Direct mailers, videos, and other marketing pieces through a 3rd party vendor. A draft calendar of the outreach plan is outlined below:

Outreach Plan:

- Direct Mail:
 - Rationale: Recruit students by informing parents of schools in their area. With direct mail, we can identify homes with school-age children and deliver the information directly to the homes where the message will be relevant. Direct mail will be published in English and Spanish.
 - Timeframe: Upon Approval and quarterly through the opening of School in August 2026
 - Target Area: Zip Codes within 10 miles of the Site radius. Homes/Apartments with children ages 5-13 for years 1 and 2, then increase in age each year to include up to 16 years of age. Zip Codes will include those immediately adjacent to the school site within 5 miles and will then direct 5-10 miles outwards into densely populated areas and areas with Schools at or over capacity.
 - Benchmarks: GCA intends to mail 15,000 postcards in 3 separate mailers of 5000 each.
 - Measure of Success: Limited amount returned to sender for incorrect addresses and attendance at live/virtual Parent Sessions that are advertised.
- Newspaper Ads/Press Release
 - Rationale: Recruit students by informing people of school celebrations. With newspaper ads, we can reach out to the broader community.
 - Timeframe: Immediately upon approval, a second run will be deployed as soon as a School Leader is identified and ready to start officially.
 - Target Area: School Zone- main Newspaper outlets, community papers, and online news sources.
 - Benchmarks: GCA will run in a front/significant section of the Newspaper, be "picked up" by online outlets, and rerun at no cost on News media sources.
 - Measures of Success: Noticeable increase in emails, phone calls, or direct inquiries via Social media and increased number of applications for seats.
- Internet/Social Media
 - Rationale: Engage current families and recruit new students by generating interest and live interactions that showcase the School. Through paid advertising on Facebook, we can target parents directly on their phones and computers.
 - Timeframe: Ongoing already. This will increase upon approval and continue throughout the life of the School because it is currently a popular and successful means of establishing and maintaining constant communication. This also serves as a means for direct communication from the School.
 - Target Area: All appropriate Counties: Chatham, Durham, Orange, Wake, and Lee.
 - Rationale: Increase targeted marketing to new students who applied and keep engagement high by offering on-campus (or virtual) events at each grade level.



- Timeframe: Ongoing and weekly content will be posted. Invitations to live and virtual events. These events are planned to run bi-weekly in the evening once per month and once in the afternoon each month. These sessions will increase weekly beginning in February 2026 and run through Summer 2026.
- Benchmarks: Measurable counts of "followers," Page "likes," Page "shares," comments, messages and increased applications for new enrollment.
- Brochures
- Rationale: Recruit students by informing parents of the School's educational program, special offerings, and campus culture. Brochures are given out at local businesses and in School recruiting meetings. Brochures are printed in Spanish and English and will be hand-delivered at churches, shopping centers, and apartment complexes to ensure a diverse student population.
- Timeframe: December 2025-July 2026.
- Target Area: Expanded School Zone and targeted communities.
- Benchmarks: Approval and support to distribute printed materials on various commercial and residential fronts.

Measures of Success: Reciprocal partnerships whereby businesses are willing to share our printed materials. We will share their printed materials on our website and social media and include these businesses as our partners and supporters.

Q204. 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.

As described earlier in the application, the initial family surveys were published and distributed in both Spanish and English to ensure that all local families have equal access to information and the opportunity to provide feedback. All direct mail marketing pieces will be printed and distributed in English and Spanish. The enrollment application will be published in two languages and in hard copy format in two languages. The School intends to offer a weighted lottery to increase the opportunity for economically disadvantaged students. The direct mail campaign is designed to target various residential areas to ensure diversity in the school population. Most importantly, all materials will include the following information:

- The school is tuition-free.
- Bus Transportation available.
- The National School Lunch Program will be provided.
- Before and Aftercare Program will be offered.

EC, ML, AIG services will be provided.



Q205. What established community organizations would you target for marketing and recruitment?

The Board is fortunate to have established relationships with churches, community centers, retail outlets, residential community Homeowners Associations, and commercial businesses that have all already guaranteed their support. GCA has many businesses and social service organizations willing to support this effort, and as a result these entities are included in the first sections of the application related to describing need for and support of the charter school.

11.6. Parent and Community Involvement

Q206. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.



There is a great need to provide additional school options for families, specifically a school of choice with a unique educational focus in this geographic area. GCA is designed to meet two critical local needs. The first is to provide an innovative educational program that focuses on developing students' talents that can serve as their career-building skills in the future that is not offered anywhere in Chatham or surrounding Counties. The second is to offer seats in a new school that can open in August 2026 to offset record-setting residential and commercial growth. The Founding Board has been and will continue to conduct grassroots outreach to businesses, large associations, neighborhood communities, and neighborhood shopping centers. In addition, the Board will continue to recruit families living in and moving into the Pittsboro area and those families sitting on long waitlists at other charter schools. The Board has a positive relationship with the Leadership at Chatham Charter and Woods Charter, who have agreed to partner with GCA and inform their waitlisted students about this new option. Due to the rapidly expanding population, our advertising and outreach will be focused on the new apartment and residential communities through relationships built with those developers and by using targeted marketing campaigns on Google and all platforms of Social Media. As soon as the School is approved, the Board will begin to host live and virtual parent information sessions to bring awareness to the community and dive deeper into what the School's mission means and how the educational program will be delivered. Each Board member has committed to serving as the lead at one or more of these parent information sessions. Other Board members who are deeply connected to this area will implement a community awareness plan that will target all area preschool and elementary schools, residential communities, and homeowner associations. The Chatham County and surrounding area is expected to continue to grow at an escalated pace, and members of the Board are deeply entrenched in this community's effort to match growth with infrastructure. The areas targeted for postcards and intensive marketing and recruiting efforts are included in the appendix as target maps surrounding the School site. The Board and local community supporters will engage the community through public presentations and partnerships with other local agencies and non-competitive schools. Board members are tied to families and businesses in Chatham, Durham, Orange, and Wake County areas and will serve as community liaisons. Our partnerships with the businesses and associations detailed previously will help us develop relationships and partnerships to build interest and enrollment applications as soon as possible. A social media platform is already developed, including our Website, Facebook, Instagram and LinkedIn. These platforms and relationships will build authentic relationships with future families.

Q207. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.



Parent Engagement:

Successful charter schools engage parents in their child's educational experience and support teachers in their goals of facilitating learning in the classroom. Research suggests that when both School and home share the responsibility for students' academic success, social and economic stressors are less apparent. Parental involvement in a child's education process is vital to ensuring that the students are being encouraged at School to be successful and that they are being encouraged at home. Therefore, the School will make steadfast efforts to motivate parental participation. Dr. Joyce Epstein's work confirms that Bowen's work remains true today. Johns Hopkins University's Dr. Epstein has developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs through these six types of involvement:

1. Parenting: Help all families establish home environments to support children as students. Parent education and other courses or training for parents (e.g., GED, college credit, family literacy). Family support programs assist families with health, nutrition, and other services. Home visits at the transition point to elementary, middle, and high school.
2. Communicating: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress. Conferences with every parent at least once a year. Language translators to assist families as needed. A regular schedule of useful notices, memos, phone calls, newsletters, and other communications in a language and format
3. Volunteering: Recruit and organize parent help and support. School/classroom volunteer program to help teachers, administrators, students, and other parents. Parent room or family center for volunteer work, meetings, and resources for families. Annual postcard survey to identify all available talents, times, and best locations for volunteers.
4. Learning at home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. Information for families on skills required for students in all subjects at each grade. Information on homework policies and how to monitor and discuss schoolwork at home. Family participation in setting student goals each year and in planning for college or work.
5. Decision making: Include parents in school decisions, developing parent leaders and representatives. Active PTO or other parent organizations, advisory councils, or committees for parent leadership and participation. Independent advocacy groups to lobby for school reform and improvements. Networks to link all families with parent representatives.
6. Collaborating with the community: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. Information for students and families on community health, cultural, recreational, social support, and other programs/services. Information on community activities that link to learning skills and talents, including summer programs for students.

Parents will be invited to attend several formal events at the School, including curriculum nights that define and address promotion criteria, grade-level expectations, and data conferences. The teachers and the students will share student data on the district and state internal benchmarking assessments.



Students will play an integral role in their progress by receiving feedback from teachers on tests, quizzes, projects, and participation. In addition, individual meetings and conferences will be held to review student performance and assessment data as a part of a holistic approach to using student performance and assessment data to improve instruction and learning. The Parent and Teacher Organization (PTO) and School Advisory Council (SAC) will be formed after the School's opening to create a unique sense of school community that will serve as an essential part of the School's culture. The School and Principal will coordinate with those groups to develop and organize goals and improvement plans, fundraisers events, family events, community service projects, student activities, teacher appreciation activities, school spirit activities, etc. Parents will have several other opportunities for involvement in their children's education, beginning with a required orientation session with the student(s). At that time, the School's opportunities, expectations, and requirements will be explained, setting the stage for expected student progress, achievement, and behavior. This will be supplemented by other forms of communication such as mailings, school web pages, teacher web pages, phone calls, emails, newsletters, and the PowerSchool Parent Portal. GCA will encourage parents and community members to attend as many Board meetings and school events as possible to provide an interactive connection to the community. In addition, the PTO and SAC Chairs will be invited to attend all Board Meetings. The Board will provide an open atmosphere to encourage parents and the community to provide feedback and input on the School's governance, leadership, and other matters. Parents and community members will also be invited to submit their letters of interest and credentials if interested in serving as board members and on PTO and SAC. The SAC will have a more direct impact and involvement in the continuous improvement model of the School. Giving feedback and providing suggestions to the Principal and the Board for improvement of the School's academic programs, climate, and culture will be the primary objectives of the SAC. Their main responsibilities and functions shall be as follows:

- Provide a venue for feedback among all partners and give a voice to the community.
- Review and suggest amendments to the community-related goals for the school program.
- Serve as a conduit to the community regarding the programs and performance.
- Serve as advising bodies to assist the School in deliberating academic, cultural, and other policies and achievements to create an environment that helps meet the charter's goals.
- While parents will elect parent SAC members, teacher SAC members will be nominated by the Principal and approved by the Board.

All parents will be encouraged to complete Parent Climate surveys each spring so the School can measure year to year growth in our service and overall satisfaction. Examples of areas where parents and community members will be involved are:

- Open Houses, Career Fairs, Special events: Held yearly to maintain communication and active involvement between the School and community.
- School Website, Monthly Newsletters, and Event Calendars: Updated monthly to disseminate information and maintain open lines of communication.
- Parent-Teacher-Organization (PTO): Coordinates extra-curricular events involving parents, teachers,



students, and community members.

- School Advisory Council (SAC): Composed of school personnel, parents, students, local businesses, and community members.

The School will also foster partnerships with the community and its organizations, inviting them to participate as active members in the SAC. This group will help craft yearly School Improvement Plans and review yearly climate survey data with the School leadership. The Board and School Principal will involve parents in the decision-making process by:

- Sending a survey to parents to solicit input before a major policy decision.
- Convening a series of parent and community forums, chaired by board directors, to discuss a major challenge facing the School.
- Hosting monthly parent coffees to create informal opportunities to meet and hear parent concerns.
- Designing the strategic planning process for the School so that there are ample opportunities for parents and community leaders to participate and help shape priorities for the future.

The School will inform parents and community members of decisions affecting the School and its students in a timely and regular basis by:

- Conducting a breakfast briefing for civic leaders to describe the charter school's unique educational program and its positive impact on student achievement.
- Writing personalized letters to all major donors that contributed to the School.
- Including a column written by the Board Chair or his designee in the monthly parent newsletter outlining key school issues.
- Organizing a series of personal interviews by Board directors with the leaders of youth and family service agencies to explore opportunities for collaborative programs benefiting children enrolled in the charter school and their families.

Q208.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.



Our School will offer STEM and Construction Family Nights & Challenges, which will allow students, teachers, and families to explore STEM and Construction activities together in a fun way. In addition to utilizing our math, science, and electives departments, we will invite parents to participate and community members to sponsor and volunteer. GCA will also offer quarterly presentations from the workforce that are interactive and instructional. Students will participate in projects and activities representative of real-life jobs in NC. Financial Literacy Nights will engage parents in the financial literacy curricula and help work with families in establishing Savings accounts for students. Older students will have the opportunity to learn about Savings and interest accounts. In addition to Career Day in the Spring, Career Nights will also be offered. Again, this would allow community members to come into the building and share their expertise with students and families. Parents could assist with coordination and career presentations, allowing working parents to volunteer. Coffee with the Counselor and/or Principal will be held to engage parents and bring in community members to be guest speakers and help solidify School-Home relationships and ensure that the School supports the Parents and the students. As the high school students begin to matriculate into CTE and job ready training, they will have the opportunity to earn apprenticeships with local businesses who have supported this application, and they will have the opportunity to begin their college or careers through the CCP program with CCCC. The School will offer many career planning and parent information workshops to support their students as they begin their college pathway and course selections.

11.7. Admissions Policy

Q209. 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



Q210. 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

Our Mission at GCA is to provide an education that is Rigorous, Relevant, and Meaningful to each student in a safe and supportive environment, resulting in Academic, Career, and Technical Excellence. The educational experience at GCA encourages lifelong learning, fosters mutual respect, and instills social responsibility, respect for diversity, and responsible citizenship. We recognize that North Carolina attracts and successfully recruits new businesses and industries to our State and our region. As a result, we endeavor to develop a well-educated and well-prepared workforce to meet the demands of our growing State and, specifically, our local community. Empowering North Carolinians through excellent education is essential to securing a skilled talent pipeline and achieving a competitive, diverse, and world-class workforce. In today's competitive global marketplace, where North Carolina competes for top talent with economies worldwide, we must do more to strengthen our workforce and fill the talent pool. The Board of GCA is committed to offering this unique and critical educational program to local families to help ensure that all students have the opportunity to develop their natural talents and find their passion at a young age to help them find a successful pathway into high school, colleges or careers directly out of high school. Many of the families we want to bring into this school are skilled trades workers. We want them to have a place where they feel comfortable and where their children will feel comfortable and celebrated. We need to help children find success in more ways than one, and this school is designed to support a diverse population. It will ensure all support and social services, including food, bus transportation, counseling services, career, technical education workshops, and parent workshops to ensure their students are successful. GCA believes that the weighted lottery will help those families access this opportunity. By conducting targeted outreach and providing the appropriate support system, these students will be successful in our School and as they mature into future careers. The Board believes that children need options and access to multiple pathways. In today's markets, skilled trades and experts in STEM fields can be highly successful and are desperately needed to fill the openings our NC businesses have now without access to a skilled workforce.



Shannon Stein

Comments :

This section is unclear as to how GCA would like to weight the lottery to achieve the goal that they set forth (" Many of the families we want to bring into this school are skilled trades workers.")

Q211.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.



Weighted Lottery Plan:

The School has a board-approved weighted lottery that provides an articulated weight for applicants who meet the Economically Disadvantaged Student (EDS) criteria. In this policy, students identified as EDS will have a 1.5, or additional 50% weight in the lottery system. This will continue until such time as the school achieves its targeted 50% EDS demographic within its population. After such time, all lottery applications will revert to a simple 1.0 or 0% weight. The weighting system will reactivate at any time during the lifespan of the charter where EDS% drops below 40% of the total school population. GCA will have a proprietary software database for applications and lottery that maintains integrity to the blind lottery and can manage the weighted policy as well. The enrollment application will follow all aspects of NC. General Statute § 115C-218.45. Parents will have the opportunity to complete an optional form, separate from their lottery application, where they can offer family income information to determine if they are eligible for the purposes of the priority lottery. This supplemental form will ask applicants to consent to verify status as FRL eligible by GCA staff, and will state no specific information will be obtained beyond eligibility status and that the information will not be retained. Information related to the overall lottery and application process is addressed in the questions below.

Q212.3) The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the procedures the applicant is requesting.

GCA is committed to building a charter school with a diverse student body. In order to achieve a diverse population, the marketing outreach campaign will target a variety of neighborhoods, zip codes, and geographic populations. The educational program is designed to improve student outcomes through differentiation and by offering electives in activities that are engaging for children and will develop into lifelong skills and support strong careers for our students. Although our program design has been proven effective in other schools and enrollment will be available for all students, the Board wants to guarantee that students considered disadvantaged have a greater opportunity to enroll in this school and become successful, potentially breaking the cycle of poverty. Researchers have found that even if schools conduct significant recruiting in areas where Educationally Disadvantaged Students reside, better-resourced parents are still at an advantage in navigating the application and enrollment process (Potter, 2019). GCA believes that having a weighted lottery that gives EDS families an advantage over better-resourced families is a way to provide balance and fairness to the opportunity of attending a public charter school. NC. General Statute § 115C-218.45 allows schools to have a weighted lottery.

Q213. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

- 1. 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.**



2. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
5. Clear policies and procedures for student withdrawals and transfers.



GCA is a nonprofit, tuition-free charter school authorized by the State of North Carolina. As a charter school, the School will be open to all students who would otherwise qualify for enrollment in North Carolina Public Schools. The School will not discriminate against any student based on ethnicity, national origin, gender, or disability. The School will open its first application window after approval as close to the typical lottery period as time allows, and then on November 15th each year thereafter. The open application period will end on January 31st. The lottery will occur on the second Monday of February on the school campus. Families do not need to be present in order to be selected. The School will notify all parents who applied via SMS and Email within 24 hours after the lottery. No criteria for admission will be used except the completed application. The application may be completed online through our website unless a family cannot access the site. In that case, the School will provide a paper application to parents when requested. The initial application will include a request for the following:

- student's name,
- parent/guardian names,
- phone number of parent/guardian,
- email of parent/guardian,
- county of NC residence,
- current grade level,
- their grade level for the coming year,
- student's date of birth,
- the name of any siblings already enrolled at the School,
- declaration of the student's residence in the State of North Carolina,
- confirmation of access to email,
- an indication as to how the family would like their children entered into the lottery.
- confirmation/declaration of EDS status.

The application will include a question regarding the family's income to provide the family with a weighted application priority. Parents will be asked to confirm both their student's current grade and the grade for the coming year. Parents may not choose which grade they would like their child to be enrolled in for the coming year. They must enter the actual current grade and the next year's grade as confirmation. If the student's current School recommends a student for retention and has it documented in the student's file, the student will be moved to the appropriate grade if they have been admitted to the School and will retain enrollment status with School. If the student is on the waitlist at the time the retention decision is made, they will be moved to the correct grade level and placed on the waitlist of their new grade based on the number they were pulled from during the lottery.

Returning Students:

Current students at School will not be required to re-enroll. They will be asked to sign a letter of intent for the coming year during January to allow the School to plan appropriately for the lottery.



Enrollment Priority and Weighted Lottery:

GCA will follow all rules and regulations regarding enrollment priority as required by applicable North Carolina law.

The following groups will have enrollment priority at GCA in the order that follows as space permits in each grade:

- Children of full-time employees and board members (may not exceed 15% of the total school population)
- Siblings of currently enrolled students who were admitted to the charter school in a previous year (as determined by Charter School law GS 115C-218.45(f)(1))
- Children who are currently enrolled in an NC Charter School
- Economically Disadvantaged Students: GCA will institute a priority lottery for the remaining seats available to achieve 50% of our students meeting the "Economically Disadvantaged" (ED) criteria, defined by meeting national Free and Reduced Lunch (FRL) criteria.

With each lottery, the Principal will identify the number of FRL seats available per grade level to balance students admitted across grade levels, total seats available, school resources, and planned annual target. Families will have the opportunity to complete an optional form, separate from their lottery application, where they can offer family income information to determine if they are eligible for the priority lottery. This supplemental form will ask applicants to consent to verify status as FRL eligible by GCA staff and will state no specific information will be obtained beyond eligibility status and that the information will not be retained.

Weighted Lottery Implementation:

The school will conduct the weighted lottery within the general lottery. In this scenario, students that have a weight will utilize that as a multiplier prior to the run of the lottery, thereby increasing their net chances for selection according to the weight. The lottery will be run once weighting factors have been applied, and all non-lotteried students will be awarded waitlist spots in accordance with the lottery draw, where the first student to not be awarded an open seat will receive first position on the post-lottery waitlist. Students that applied after the annual open application period has closed will be placed in the last open position on the waitlist in the event a seat is not available.

Bundled Policy for Siblings:

All children in a family are "bundled" together under one unique lottery registration number, but will only be registered to run in the lottery under the name and grade of the oldest child ("Primary Registrant"). If the "Primary Registrant" child is admitted, all siblings bundled on the registration form will be eligible for placement in their respective grade level immediately, as long as there is an opening. If there are no openings, they will be placed on the preferred waitlist for the respective



grade level. If the "Primary Registrant" is placed on the waitlist, the other siblings will also be placed on the waitlist for their respective grade levels. We intend to provide Lottery Procedures that benefit families but are fair and consistent for all of our applicants.

Multiple Birth Siblings:

If multiple birth siblings apply to the School, their surname will be entered once to represent all of the multiple birth siblings. If the multiple birth siblings are pulled in the lottery when there is still at least one spot remaining in their grade level, all multiple birth siblings shall be admitted. If their application is pulled after the spots are filled, they will be added to the waitlist in the order they are listed.

Lottery Procedures:

After the initial year, before the general enrollment lottery, the School will conduct a sibling lottery of the students admitted in the prior year if more siblings have applied than there are available spots. If there are more siblings that have applied than there are spots available, a grade level waitlist will be started, and students not receiving spots will be added to the waitlist in the order in which they are pulled. Once the sibling lottery has been completed (if needed), the general lottery will begin. GCA will place all applications received during the open enrollment period into a lottery. The lottery will be run based on grade level. It will fill the oldest grade level first and move down one grade at a time, ending with kindergarten. If the "Primary Registrant" child is admitted, all siblings bundled on the registration form will be eligible for placement in their respective grade level immediately, as long as there is an opening. If there are no openings, they will be placed on the general waitlist for the respective grade level. If the "Primary Registrant" is placed on the waitlist, the other siblings will also be placed on the waitlist for their respective grade levels. The School will add the remaining applicants to the waitlist in the order they are pulled from the lottery. This waitlist will be used in the event that a spot opens and the School chooses to fill the vacant position.

Lottery Results:

The School will post the lottery results on the website within three business days of the lottery. If a student has been admitted to the School, the parent/guardian of the student will be contacted via email unless they indicated on their application that they did not have access to email. If the parent cannot receive the email, an acceptance letter will be mailed to the child's residence. The results and the waitlist will be updated monthly to allow parents to determine their current place on the waitlist. Parents of students placed on the waitlist will not receive communication via email or mail as to their student's place on the waitlist. Instead, they will be asked to look at the waitlist information placed online to determine their spot on the waitlist.

Students Applying after the initial Open Application Period:

Any students applying after the initial open application period will be placed in their respective grades if space is still available. Otherwise, they will be placed directly after any waitlisted students from the



lottery in the order the application was received.

Enrollment:

Students admitted on or before May 15th will have ten calendar days from the date their acceptance email was sent to accept or decline enrollment and 30 days from the time of the acceptance email to turn in enrollment paperwork. If a student is admitted after May 15th, they will have seven days to accept or decline enrollment at the School and ten days to return the enrollment paperwork. If a student is admitted after July 15th, they will have 48 hours to accept or decline enrollment at the School and five days to return the enrollment paperwork. If the school does not receive an enrollment confirmation and the paperwork back in the specified time period, the Head of School may decline enrollment to the student and offer the spot to the next student on the waitlist. If enrollment is declined and then a parent later decides they would like to send their student, they will be asked to submit a new application, and they will be placed on the waitlist in the next available spot. As spots at the School become available, the parent/guardian of the student will be contacted via email. If the parent does not have access to email and has specified that on their application, the School will mail a letter of acceptance to the child's residence. A phone call will also be made to the parent, notifying the parent of the student's acceptance and applicable deadlines for the return of enrollment paperwork. Every effort will be made to communicate promptly with all accepted families.

School's Right to Refuse Enrollment:

The School reserves the right to refuse to enroll any student currently under a term of expulsion or suspension by his or her School until that term is over. The School reserves the right to refuse to enroll a student if a parent falsifies information on the enrollment application/registration form(s).

Withdraws and Transfers

When a Parent decides to withdraw and/or transfer from the School, the Registrar will have them complete a withdrawal form. This form will ask the reason for the withdrawal (if anything other than relocation) so that the School can use this feedback as a means of informing improvement. The form will also request information on the School the child(ren) is enrolling so that the School can provide records to the receiving School. If a student has accepted enrollment at the School but does not appear at the School in the first two days of school, the School will make reasonable attempts to contact the parents. If there is no response from the parent by the 3rd day of school, the School reserves the right to remove the student from their enrollment roster and offer the next student on the waitlist the spot.

Enrollment Forms:

Enrollment forms will include but are not limited to the following:

1. Proof of North Carolina Residency.



2. Permission to request current school records.
3. Immunization Records.

11.8. Certify

Q214. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- ☒ Yes
- ☐ No

Q215. Explanation (optional):

Section



Shannon Stein

Ratings

**Does Not
Meet the
Standard**

The response is significantly incomplete; demonstrates lack of preparation; is not aligned to the mission and vision of the district or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.

Comments :

While information is included about staff hiring, retention and training, the application seems to lack either specifics or is reasonable given the current teacher shortage and needs of a new school.



12. Operations

12.1. Transportation Plan

Q216. 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:

1. 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.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services



Transportation Plan:

As needed and in accordance with NCGS § 115C-218.40, GCA will provide buses for students who live a reasonable distance from the school, which would be considered from a 1.5 mile to an approximate 10-mile radius from the geographic center of the school's physical location. Deployment strategies and costs are reflected in the school budget and described in further detail below. GCA is committed to ensuring that transportation is not a barrier to enrollment in the school and may adjust this as the school organically builds enrollment from the surrounding area. Programmatically, bus routes will consist of depot stops strategically placed at safe locations where enrolled students are concentrated since admission to the school is not predicated upon the location of a student's residence, rendering typical bus routes based on established school zones impractical for the purposes of a charter school. The stop locations will be within the dense population centers such as neighborhoods to allow for said depot-type stops to be utilized by the school and students while also allowing for reasonable transit times for students to be on the bus itself. GCA will offer bus seats on a first-come, first-served basis. For families who enroll who do not choose bus transportation or in the event interest in transportation exceeds the scope of the bus system, parents may provide daily transportation to the school through other means facilitated by the school. GCA will facilitate carpooling and community pickup points via online signups, accessible through the school's website. The school will also contract with approved vendors for field trips, local competitions, and athletic events as needed and as articulated in the respective lines of the school budget. Whether owned, leased, or contracted, buses will meet all regulatory and safety requirements and have current inspections. Several successful charter schools in the state employ these practices successfully within their programs. Since Bus Transportation is a significant unknown variable with new charter school operations due to the lack of conventional zoning or district, the budget includes a substantial fund that will account for the costs of providing bus transportation service as described above.

GCA plans to either: contract with a 3rd party vendor for bus transportation services or purchase buses outright through the Carolina Thomas financing program through Daimler-Chrysler/Mercedes. The budget line item for transportation is sufficient for both options. Nationally, certified bus drivers are in critical shortage, so this decision may involve the ability to staff the buses versus the ability to afford the transportation costs. The Board has obtained a preliminary quote for contracted transportation as depicted above and can produce it upon request. The school at its discretion may elect to either "in house" bus service, contract with a qualified vendor or local district, or a combination thereof. The school principal or their delegate will be responsible for adjudicating daily transportation services and may work in conjunction with the representative of the vendor/district. The school's student handbook will include expectations of behaviors/rules on the bus and at bus stop locations and will also describe the various infractions and potential consequences of violations. The board will annually review all transportation policies as part of its policy review schedule. The buses and drivers will meet all requirements of eligibility for service. For drivers, regardless of employer, each will hold a valid CDL Class A license with an S endorsement and be enrolled in the DOT random testing program per federal statute § 382.305. Buses will be inspected prior to first use by a qualifying



NCDOT authority, and subsequently inspected annually, or otherwise as regularly as would be customary for a typical bus in a school district. As it relates to general education students, the School will also facilitate an efficient carpool/carline plan that enables all families to access the school if bus transportation is unfavorable. In addition, the School site will be designed to run an efficient arrival and dismissal protocol that is safe for staff and families, regardless of means of transportation. Finally, GCA has planned for early and aftercare programs that will provide different options for parent drop off and pick up that may offer necessary flexibility. If transportation is deemed a related service under IDEA via a current and confirmed IEP for a qualifying enrolled student by an IEP team, the school will provide transportation at no net cost to that student. This may manifest in one of two legal and proven methods for resolving this related service item in the event the school's current transportation service is insufficient: 1. The School contracts with an outside vendor. 2. The School reimburses the parent for transportation costs. These contemplated costs would be eligible as EC expenses so could be classified to expense areas in the school budget outside of general transportation costs. As indicated above, the school intends to surpass current law by providing a reliable and organizationally sound mass transportation system for enrolled students. In the event that the bus system or other conventional measures articulated in this section of the application fail and transportation becomes a barrier for the child to attend school regularly, the school leadership team will confer with that family and develop an individualized transportation plan or otherwise facilitate an iteration of the other options described so that the child may successfully attend school. This includes but is not limited to students that are eligible for transportation service under McKinney-Vento, and corresponding expenses pulled from eligible funding PRCs. As the program continues to expand in size and grade level, the Board recognizes that the Transportation plan at large will need to adjust accordingly in order to serve the most current iteration of the school's program. To that end, the Board is prepared to discuss options including the splitting of the grade level programs into separate bell schedules which will relieve congestion of carlines for both arrival and dismissal while at the same time effectively doubling the capacity of the bus transportation service with the introduction of double runs for both morning and afternoon. Additionally, the long-range facility plan will include student parking for an appropriate amount of anticipated student drivers in the high school program relative to the total student population of grades 10-12.



Shannon Stein

Comments :

"GCA will offer bus seats on a first-come, first-served basis." Given that GCA has a plan to implement a weighted lottery, will priority for transportation be given to those that qualify?

12.2. School Lunch Plan



Q217. 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:

1. How the school will comply with applicable local, state, and federal guidelines and regulations;
2. Any plans to meet the needs of low-income students; and
3. 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.



The school breakfast and lunch programs at GCA are designed to produce a fully functional NSLP compliant program on a cost-neutral basis for the school. The program will first undergo a state-approved RFP process and meet all applicable criteria to operate under DPI and NSLP guidelines in order to serve reimbursable meals. The School will then either contract with a private provider (caterer) to prepare school breakfast and lunch meals or will prepare and serve food on site. Notwithstanding either option, the School will provide or otherwise facilitate appropriate foodservice equipment including (warming) ovens, hand-wash sinks, triple sinks (for equipment and utensil washing), and refrigeration to store food and meal components once it has been delivered to the school site and prior to serving students. All food handlers will be required to complete Food Handling Training as mandated by the County Department of Health and Human Services and NCDPI's HACCP Plan. The permanent school facility will also include a cafeteria that meets state nutritional and sanitation standards. Furthermore, the school will adhere to dietary guidelines under the National School Lunch Program for all meals and snacks served under said program. The school, or private vendor if selected, will be required to maintain and supply daily records of all meals served and current copies of inspection and health certificates. The school agrees to have inspections as required to maintain the Health Permit from the NC County Department of Health and Human Services. Student meal counts and records of student participation in the National School Lunch Program will be maintained. The school will act as the "School Food Authority (SFA)" of the local food service program and will file reimbursement reports directly with the NCDPI's School Nutrition Technology System. The school will produce a monthly menu that meets the requirements of the National School Lunch Program and NCDPI. These menus will be published monthly and presented to parents and students. A copy of these menus will be kept with the record(s) of student participation. As the school increases in grade levels, multiple menus will be advertised and followed based on NSLP guidelines for nutrition and portion size that will cover the different needs of the K-12 program at large. Either the food vendor or the school personnel will be required to submit evidence of proper meal balance and portion size. As the School Food Authority (SFA), the school will ensure that its point-of-sale system accurately provides a count of reimbursable meals by category (i.e., free, reduced price, paid) served to eligible students. These counts will be taken at the time and point of meal service and only meals that meet meal pattern requirements will be counted and claimed for reimbursement. The school will adopt the sanitation and reporting requirements prescribed by Chatham County's Health Department in conjunction with NCDPI's personnel responsible for oversight of the school nutrition program. The local health department will be notified of the school's existence and intent to provide food service to public school students as described herein. The school will apply for a "Permit to Operate" and always maintain current certification/licensure.

The School will follow the following procedures when distributing and processing Free and Reduced Meal Applications:

Procedures:

1. The school will distribute a Free and Reduced Meal Application to all of its students within the first



five days of school. Applications will be available in multiple languages and the school. The board is also aware that a universal online application exists through LINQ at lunchapplication.com that may also be a solution for this process.

2. Returned applications will be evaluated by the School's designated Business Manager on the basis of the current table for income and the number of persons in the household to determine free or reduced-price status.

3. A response will be sent to the student's parent/guardian. In accordance with the National School Lunch Act (42 U.S.C. 1751(b)(2)(c)), a confidential list is then compiled and forwarded to the cafeteria manager.

4. Meal benefits begin the day the application is approved, continue through the school year in which the application is approved, and extend for approximately the first 30 days of the next school year. All students approved for free or reduced-price lunch are entitled to receive breakfast in the same category.

5. Applications will be retained for three years beyond the current eligibility year.

6. Edit checks will be completed to compare the number of free and reduced-price meals claimed to the number of approved active applications.

7. Applications will be kept confidential as per USDA requirements.

8. The school will collaborate with the district to process as many students as possible via a Direct Certification Method utilizing data provided by the district by NCDPI.

9. Records will be kept regarding how applications were selected for verification, the date(s) notices were sent, notes on contacts made, the results, reasons for any changes in eligibility, and the official's signature.

10. Appropriate nondiscrimination notices will be made including the prominent posting of the USDA nondiscrimination poster.

11. When able, the school will obtain a listing of students who are directly certified for free/reduced lunch from the NCDPI CORE Direct Certification system. To that end, students who currently qualify for the following programs will also immediately qualify under NSLP guidelines (from DPI website):

- All children in households receiving benefits from Food and Nutrition Services (FNS, formerly known as Food Stamps), the Food Distribution Program on Indian Reservations (FDPIR), or Cash Assistance (CA), are eligible for free meals.
- Foster children that are under the legal responsibility of a foster care agency or court are eligible for free meals.
- Children participating in their school's Federally-funded Head Start program are eligible for free meals.
- Children who meet the definition of homeless, runaway, or migrant are eligible for free meals.
- Any other programs deemed by federal law to directly certify students' eligibility for free/reduced lunch.

The Board of the School has begun to research private food vendors in the event this is the direction that is taken. These national food vendors provide pre-plated meals to school systems and charter schools throughout the United States. Their program requires no capital investment on the school's part, thus allowing for capital investment money to be used elsewhere. They provide convection



ovens, freezers, equipment maintenance and will work within the available space. Their food service system provides savings in staff time and physical space. Some of their turnkey features are:

- Menu planning
- Nutritional analysis for menus
- Printed graphic menus for every enrolled child
- Distribution of all products to the individual school sites
- Continued maintenance of equipment they install at all sites.
- A marketing program designed to increase nutrition awareness for students, staff, and parents.
- Training programs for school foodservice personnel (training manual included)
- Utilization of USDA commodities offered to the school district
- Merchandising materials
- Emergency meals that can double as field trip meals
- Complete corporate support to provide ongoing assistance in personnel training
- Required insurances
- Product safety
- Inventory controls
- Menu Support
 - Preferred dietitians and food nutritionists ensure National School Lunch Program requirements are met; all products are trans-fat free
 - Will work with school staff to initiate ongoing programs to encourage participation and to develop new menu items
- Marketing program to encourage participation
 - Monthly Theme Promotions
 - Breakfast Promotions
 - Monthly menu in the newsletter
 - Program tie-ins with colorful, educational tray-liner themes and menus
 - Theme days and monthly monotony breakers

12.3. 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

Q218. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

☒ Upload Required File Type: excel Max File Size: 30 Total Files Count: 10

Resources



Insurance Coverage ...

Applicant Evidence :



Q. 218 Insurance Cov...

Uploaded on **4/23/2024**

by **Steve Griffin**

Q219. 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



Applicant Evidence :



Appendix L. GCA Insu...

Uploaded on **4/23/2024**
by **Steve Griffin**

12.4. 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.

Q220. 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

12.5. Start-Up Plan

Q221. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

The School will implement the attached detailed action plan that will assure the timely opening of the school. Special care and attention will be given to developing the innovative components of the School as outlined in the mission, educational and curriculum sections of the application and effectively communicating them to the School's staff and parents, throughout the timeline in the action plan. Attached please find the Start-up Action Plan for August 2026 Opening



Applicant Evidence :



GCA start up plan.pdf

Uploaded on **4/23/2024**
by **Steve Griffin**



Shannon Stein

Comments :

Good, detailed start up plan.

Q222. 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.



The Board understands that all new charter schools encounter different challenges that will require creative solutions, and dedicated members work through those items. Our school's challenges may include widespread communication, particularly communicating our school's mission to more families from the Chatham County community or relocating to Chatham where GCA is a tuition-free school offering a vigorous and enriching educational curriculum. GCA will need to broaden our community partnerships, particularly with the local community colleges as well as local businesses to better educate and prepare our students to prepare in performing the workforce. Financial and facility barriers may present themselves; however, developing partnerships and fund-raising may help in these regards. GCA has a financial partner and a plan for developing a specific site, but other charter schools have met unforeseen delays or barriers in construction. Recruiting staff that share the school's vision and mission, and meeting competitive salary requests of those highly qualified candidates could pose a challenge during this well-advertised critical shortage in staff. Finally, GCA is a new School with new post-Covid challenges that may force our board to be creative and pragmatic in its decision making and implementation of processes and policies. To that end, the board will listen to stakeholders and process their input in order to best serve our students. The greatest challenge as A K-12 is understanding that the "customer" changes as it progresses from parents choosing the school to students choosing the school by middle and high school. Ultimately the School will need to put into place guardrails on the size and scope of the CTE program offerings. Ideally, the objective would be to match the CTE offerings to whatever industry is most prevalent in the market and who has shown the greatest desire to partner with the school for as many synergistic opportunities as can be provided without having control of the multiple outside organizations that will inevitably be in operation and require the skilled workforce that the School intends to help provide. The Board may be faced with programmatic questions or issues related to timing pertaining to availability of opportunities within certain industries and/or specific companies and occupations. Beyond that, a K-12 requires careful and comprehensive planning for appropriate use of space, and extra-curricular programs that meet the needs of the school community.

Applicant Evidence :



Appendix O GCA star...

Uploaded on **4/23/2024**

by **Steve Griffin**



Shannon Stein

Comments :

The potential challenges that are shared seem reasonable and pragmatic to have the board consider to ensure a successful opening.



12.6. Facility




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.



Q223.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.

The Board is already in negotiations with a private real estate developer who will assist in securing the land. Financing and construction of the school facility will occur in accordance with the startup plan submitted as part of this application. Before the school begins operations, DPI will be provided with documentation of ownership or lease of the facility and certification that the building satisfies all occupancy requirements. The facility layout will be decided upon through a collaborative effort of the Board and the pre-construction team and will include a design based on current research on safe schools, adequate classroom and office space, appropriate outdoor recreational areas, designated pick-up and drop-off zones, and parking for staff, visitors and future student drivers. Since this project will either be an upfit to a leased space, or new construction, either will be built in compliance with the most current code iterations of the American Disabilities Act and general health and safety codes. This includes being designed by an architect, built by a general contractor, and inspected and approved by county inspectors during the permitting and construction phases. The Board will work closely with all contracted experts to ensure a timely completion of the facility. In the event the charter application is approved, the school will immediately issue an RFP for design and construction. Once the charter is awarded, the school will vigorously pursue a permanent facility and continue work on intermediate and temporary facilities as described in various locations within the application. Funding for a permanent facility has already been offered by 2 major financial institutions referenced in Appendix. Attached as an upload to this question are two LOIs that the board has obtained as further evidence of the content presented in this section of the application.

Applicant Evidence :

		
Q223 Granite Charte...	Q223 Raymond Jame...	Q223 LOI Granite Ch...
Uploaded on 4/23/2024 by Steve Griffin	Uploaded on 4/23/2024 by Steve Griffin	Uploaded on 4/23/2024 by Steve Griffin

Q224.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.



The School anticipates construction of an approximately 100,000 square foot efficiency designed, two-story educational facility with a controlled single ingress point in two overall phases. This facility will ultimately be designed to accommodate approximately 1500 students in grades K-12 and will operate as a public charter school. Classroom sizes will approximate 700 sq. ft. each. Classroom labs will be designed to support and accommodate future CTE curriculum and course requirements. The gymnasium will operate as both the cafeteria and the indoor physical education and general assembly space for students. Outdoor amenities will include a developmentally appropriate playground and flat green space for outdoor PE and practice fields for athletic programming. There will also be space reserved for parking and an arrival/dismissal loop for drop-off and pick-up of students via passenger vehicles and school buses. In the event that new construction is not practical, the school has also secured an offer to lease a substantial space within our target area. This facility previously housed a North Carolina public charter school at one time, so is a highly conducive alternative primary option for the school for an opening that will allow the school to stabilize enrollment and program prior to transitioning into a permanent location. As both construction costs and finance rates have seen unprecedented price instability due to outside economic factors, the board believes it necessary to pursue both options as if they were the primary choice for the school's opening facility, with the understanding that the leased space would be an intermediate time option of not to exceed five years of tenancy.

Notwithstanding the above, from our research and discussions with commercial real estate brokers, general contractors, and real estate developers, we anticipate the total cost of a new facility would be between \$16 and \$20 million for phase 1, depending on the final size and scope of the facility and an additional \$10- \$15 million for phase 2. This would translate into an estimated annual facility cost that assumes a typical charter school financing rate of 5.5-7%, depending on market conditions, and respective costs that are accurately depicted in the proposed budget submitted as part of this application. As stated above, the Board has already received two funding commitments to finance the permanent facility from nationally recognized and reputable investment banking firms specializing in commercial charter school real estate. In addition, the Board has also received a funding commitment for all furniture, fixtures, and equipment necessary to open and operate the School. The funding commitment is approximately \$1,000,000 and is contemplated in the overall facility bond financing described above and in the Appendix. Financing is the most significant barrier that start-up charter schools face when acquiring an appropriate permanent facility.

Q225. 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, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.



The building(s) when all phases are completed is/are anticipated to house approximately 80 all-purpose classrooms, a gymnasium/cafeteria multipurpose area with accompanying kitchen and service area, a music/band room, science lab, art lab, technology and other labs, some of which will be designed specifically to support the CTE curriculum and courses. The building(s) will also include appropriate storage, administration areas, and offices. Ultimately, the layout will be decided upon through a collaborative effort of the board and the design team. As referenced above, the facility will include a design based on current research on safe schools, adequate classroom and office space, appropriate outdoor recreational areas, designated pick-up and drop-off zones for vehicles and buses, and adequate parking for staff, student drivers and visitors.

Q226.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.

As described in the budget portions of the application, the current proposed per square foot pricing would approximate \$270 per sq. ft. for new construction and approximately \$30 per sq. ft. per year for leased space. These costs have been researched and cross referenced against actual charter school completed deals/financings/projects that have been brought to fruition in the RDU area over the past eighteen months.

Applicant Evidence :



Q226 Bold Building S...

Uploaded on **4/23/2024**
by **Steve Griffin**

Q227.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.



In the event that the school elects to pursue the immediate new construction option, should the construction progress not be sufficient to guarantee delivery of the school facility by the beginning of the school year, and in the event that the lease space option is no longer available, a contingency plan has already been established and will activate approximately six months prior to the initial opening of the School. The School has received interest from Wilscot to construct a temporary school facility in the event that the primary facility is not ready for school opening. The focus of the Board will shift to the development of a site utilizing modular classroom space, which will suit the School's needs for a 1–3-year span. Approximately four modular units with eight classrooms each would be required to open the school according to the initial years' plan. Additional units may be added should the School choose to remain at the alternate site for the following school year. Local churches and other similar organizations have been contacted to open dialogue in the event that the School needs a contingent location. It is expected that no programs will be delayed should an alternate facility be used, and the School will encumber no lease payments or otherwise incur any debt for the primary constructed facility until the primary facility is ready for school use. The Board at that time will negotiate a transition plan in the academic and financial best interests of the School. It also may be in the best long term interests of the school to request an additional planning year in order to complete the actual Phase 1 portion of new construction. Purpose-built construction facilities are economically best served in the long term through permanent construction for enrollment growth, particularly at opening. It reduces additional costs of remobilization, general conditions, design, permitting, and potential rising costs of material and construction. Ideally, the School's first construction phase will include one hundred percent of the facility and related amenities for the first three years of operation and enrollment of approximately 800 students within that timeframe. Phase two design will begin immediately after opening year two so that the timing of additional classroom and auxiliary space can be timed perfectly to the projected needs, if different, of year 4 operation forward.

Q228. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.



The GCA board membership includes two individual members that are deeply involved in facilities acquisition and management, specifically in the sectors of new construction development, build out and upfit/renovation. One member in particular, Mr. Voller is a licensed commercial realtor and has been working in commercial and residential development for the past 20 years, including local, regional, national and International projects. Mr. Voller has also served four terms as the Mayor of Pittsboro where he has overseen commercial development in all areas, including schools. Two other individual board members serve on the Realtors Association and Home Builders Association(HBA) and are intimately connected to this region in new construction, long-range development planning and facility acquisition. Specifically, Mrs. Fraccaro serves as the CEO of the HBA and has been working explicitly on the Chatham Park Development for the past 8 years. Steve Griffin is an expert in commercial real estate, risk assessment, insurability sustainability. He also serves on multiple school boards and has been involved in those facility developments and expansions. Two board members are sitting charter school leaders with experience in development, construction and operations of new schools. Although not in the real estate aspect of commercial development, Mr. Edson, is on the ground in construction as a business owner and HVAC expert and master electrician, respectively. Collectively, this board holds decades of experience in facilities, development, construction and facility management.

12.7. Certify

Q229. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q230. Explanation (optional):



Section



Shannon Stein

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



13. Financial Plan

13.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Q231.If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

The application contemplates no additional sources of revenue.

Q232.Attach as Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template. \(https://www.dpi.nc.gov/2024-budget-template/download?attachment\)](https://www.dpi.nc.gov/2024-budget-template/download?attachment)

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

Applicant Evidence :



Appendix N GCA 202...

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by **Steve Griffin**

13.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.



Q233. How was the student enrollment number projected?

Given the local school district's projections of enrollment growth in the near future that it will not be able to adequately address within the existing capacity of its current schools, GCA is confident that the school will be well-positioned to meet the enrollment targets upon which these projections are based. Enrollment of the school is based on a thoughtful matriculation pattern of between two to five sections per grade depending upon grade level and year of the charter. Typical school entry points are in Kindergarten and 6th grade, which are purposefully larger than other entry points into the school. This matches the natural transition grades of the local public and private school options while at the same time allowing the school's culture and expectations for learning to be introduced mostly at those ordinary entry grades, allowing the school to grow its learning environment concurrently with its enrollment. The school will add grade levels and welcome new kindergarten classes in successive years until the school is at its full capacity, currently projected at approximately 1500 students in year ten of its operation. Somewhat conversely, long range plans for 9th grade, which would otherwise be a typical entry point for traditional high schools, the Board projects only 4 sections of 9th grade matriculating from 5 sections of eighth grade. That is purposefully designed with the understanding that it is typical for students entering into high school to potentially select other community options which may be more appropriate for their individual post high school/career plan.

Q234. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.



The Granite Charter Academy Board is confident that the School will meet its enrollment projections. Enrollment in this county and surrounding areas is currently increasing and is projected to continue to increase dramatically over the next several years. It is expected that new housing starts and commercial development will expedite huge increases in residential growth and the need for new schools in Chatham County as quickly as possible. According to Metrostudy, annual starts for Chatham Co. is 666, Orange Co at 389, and Durham Co. with 1,915 so a total of 2,970. These new starts are approved and in progress and include single-family, townhomes, duplexes and condos. Three of the Founding members are deeply invested in the community, and work with the Home Builders Association, Construction and Development, and serve on other non-profit organizations supporting Chatham and adjacent communities. Each County the School expects to serve has at least one board member who resides in that County who will attest to the need for more schools of choice and in particular, an innovative model that provides students with access and exposure to electives programs that offer real-life applications of the content they are learning that may ultimately become a college or career pathway for that child. The educational model is designed to allow students to develop their own talents, and make connections to the NCSCOS in ways that may encourage their lifelong learning and career pathways. As Board members began to seek feedback and input from local community leaders, the support for this model was overwhelming. Every builder, realtor and community leader immediately saw the need for this School and its ability to meet increasing demand for seats and increasing demand for innovation. Most importantly, local demographics projections showed a 32% increase in households from 2010-2020 and projected an additional 14% growth through 2025 and another 11% increase in households from 2025-2030. This School will meet the demands of an exponentially growing residential community and meet the needs of a critical component that is absent from almost all local schools, and certainly one that is not addressed in a K-12 program. This model supports differentiated instruction and endeavors to serve a diverse student population and provide an innovative model that teaches career and trades skills for all students in a way that is meaningful, and most importantly, engaging which will lead to increased academic achievement for all students.

Q235. Provide the break-even point of student enrollment.

The breakeven point of year one enrollment without engaging more drastic measures to reduce anticipated expenditures is approximately 398, or 72% of expected enrollment. Further information related to how this number has been derived is explained below.

Q236. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.



The Break-Even Point of Student Enrollment becomes a key indicator for opening charter schools that can be difficult to identify due to ongoing economies of scale that shift as enrollments go either up or down. Notwithstanding the projected net surplus position of the school in operating Year One of approximately \$263,000, the Board has pre-identified approximately \$250,000 in salary and benefits for non-core instructional and related staff (or 10% of projected staffing costs), and \$250,000 in non-staffing related expenses (or 14% of projected non-staff related school expenses) that can be immediately reduced should enrollment not meet expectations, for a total reduction to 81% of the original projected budget, or initially 450 students equivalent revenue. This enrollment number would further effectuate a reduction to the core instructional teacher requirement by 5, reducing the actual revenue needed to break even by an additional \$302,000, for an overall composite reduction of 74% of anticipated projected revenue, the equivalent of approximately 410 students needed to break even. Additionally, the facility itself is negotiated on a per-pupil basis, and costs shift downward parallel to any gap between expected and actual enrollment which would allow the school to operate at approximately 72% capacity in Year One, or 398 students K-6. These simple yet fundamentally effective strategies will not diminish the actual core educational program yet can be applied for any school year where enrollment is tracking lower than anticipated. Should these proactive measures not fully ameliorate a deteriorating revenue situation, the Board and school leadership team through its established budget review process will identify potential expenses that can be reduced and act in the combined best interest of students and the financial longevity of the school. In the event the revenue reduction results from lower than expected enrollment, the budget review will also include reconciling current staffing needs. Appropriate reductions in force (RIF) will occur within the first six weeks of school. Since per-pupil revenues have remained at or increased on average over the past several years, lower than anticipated revenues would be almost exclusively a function of lower-than expected enrollment. As such, the best use of the board's time and expertise would be to anticipate any and all reduced revenue from expected sources, and develop response plans that could be deployed in a timely fashion and without a corresponding risk to the integrity of the program itself. To that end, the development of the budget as it relates to corresponding offers of financing when combined with other categories of the budget that contemplate the acquisition of supplies, curriculum, equipment, and technology, include a total of \$300k+ in Year One, and more in future years, for any and all FFETC (Furniture, Fixtures, Equipment, Technology, and Curriculum) and instructional materials needed to operate the school, spread across various expense GLs to simulate the probability that the school will combine leases and outright purchases of furniture, IT, textbooks, and other materials for instructional use (such as copy paper). Amortized loan rates allow for the school to develop a Year One implementation of approximately \$1MM in purchasing power and service this debt without compromising other aspects of the budget. Customarily, this is how Year One successful charter schools open, where the various instructional and related items are available for students and staff on day one and amortized over a 3-5-year span. By adjusting the total amount of purchasing power and/or the term of the loan based on enrollment trends, the board can leverage their acquisition of all needed resources to provide the program as designed in this application, yet at the same time guard against annual cash flow shortages due to lower revenues. The GCA Board will also seek to identify



potential sources of short-term financing, such as Revolving Lines-of-Credit (LOCs) from a regional or statewide financial institution, which can be called on to shore up the school's cash flow if needed. The Board has also identified at least one nonprofit lender and national CDFI, Building Hope, which has experience in providing low-cost startup financing contingent upon approval of the charter application and will hold this offer as a reserve cash flow contingency option.

Applicant Evidence :



Q236 Support Letter ...

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by **Steve Griffin**



Q237. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

The school's budget is built to solely sustain the accumulated per-pupil funding from federal, state, and local sources. Any fundraising, grants, or donation that the school receives will enrich the existing program and assist the school in achieving its programmatic and financial goals sooner than forecasted. The five-year budget proforma is purposefully built to provide an accurate yet fundamentally conservative financial basis, ensuring that the school is sustainable over the long term. Three essential aspects of the budget which protect the school against unforeseen negative revenue scenarios are:

1. The positive fund balance projection is built into the 5-year proforma.
2. Because the charter budget instrument does not allow for inflationary driven revenue increases, all source revenue projections are flat (no annual percentage increase) in the first five years of the school, and the budget does not rely on any outside sources of funds such as grants, fundraising, or donations to operate.

While the school expects to have traditional sources of net revenue, including eligible grant acquisitions, typical fundraising, before and aftercare, and as described in the foodservice component of the application, a net cost-neutral NSLP program, these items have been intentionally omitted from the application budget instrument in direct response to this question, and to unequivocally demonstrate that the school can operate in an economically conservative environment, and without any additional sources of net revenue.

Q238. Provide the student to teacher ratio that the budget is built on.

The budget is built on an average ratio of 22 students to 1 classroom teacher.

Q239. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.



Consistent with its mission to develop leaders within their communities, the GCA founding Board has worked to ensure that they have broad community support, a team with varied skills, and the support of a network of experienced advisory board members and/or third parties with whom they can consult to ensure that their organizational, financial, and operational plans provide a solid foundation on which the school can grow for many years. When GCA opens its doors and welcomes its first cohort of students in the Fall of 2026, it will be the product of hard work spanning over six years by a dedicated group of founders with strong support from the local political, public and workforce community. This is represented in the hard work and commitment of the members of the initial and new founding board members, each of whom has already donated considerable time and energy during the application process. The membership of the Board has been developed with the goal of ensuring a broad range of skills and expertise suitable for a Founding Board, with members demonstrating a deep commitment to the GCA mission and vision. Seven of the eight founding board members have explicit budget management and financial planning expertise. Each of these seven board members either owns a successful business and/or serves as the CEO/CFO of large Associations or charter schools in which financial planning and management are critical. In addition to having an explicit understanding of budgets and financial controls, six of these Board members also have experience in serving on other nonprofit boards that require a distinct set of skills needed for budget oversight and implementation of gross revenues in the millions of dollars. The board understands its role in formulating and adopting an annual balanced budget and managing ongoing budget vs actual expenses throughout the School year. Furthermore, they understand their responsibility in discharging public funds and that the yearly audit will hold them accountable for those funds. Two other board members have been actively involved in school startups operations as a Founding board member of a different, highly successful NC charter school and by participating in School Improvement and Advisory committees by which School goals are identified and reasonable strategies and activities are presented. One founding Board member has successfully opened and operated 2 charter schools within this community with a focus on CTE programming and high school certification pathways for graduates. He also serves on the CSRB. Another Board member with 30+ years of experience in education, specifically in school counseling and career development understands the needs for this school in this community. A third school leader, currently serves as the Business and finance Director for a charter school and manages multiple facets of the School's operations. Ultimately, resources are needed to meet GCA's lofty goals and mission, and this team is well-equipped to help determine mission-critical priorities and effective resource management. Therefore, this Board is uniquely qualified and prepared to implement the financial plan within this application.

Q240. 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.



As a public school, the board anticipates that the program will include a corresponding share of students with disabilities. Without the ability in a traditional setting to contemplate additional, already established specialized settings for students with high needs as established by their IEP, the school must demonstrate a combination of flexibility and creativity when working with a family to develop an IEP that meets the unique needs of the child within the school's ability to reasonably provide or in some cases, develop. Given that this school will already have a number of supports in place: EC staff and instructional support staff, supplemental services, transportation, and other intrinsic program features, this school will inherently have a higher level of service capacity than other charter schools in the state, and subsequently will be able to provide a higher level of EC service as a standard rather than as an exception. That being said, the school will not necessarily be able to immediately accommodate any EC students at the upper echelon of service, as would be the case for all traditional public school programs nationally. While working directly with the IEP team, the school will immediately investigate and apply for additional revenue sources that may assist the school in deploying additional resources as depicted in the IEP. By way of example, if a student with a diagnosed condition that the IEP team through its review of the information, were to be assigned a 1:1 Behavior Resource teacher, then the school would advertise and hire such a qualified person, adjust the budget accordingly, and subsequently apply for PRC 029 funding.



Shannon Stein

Comments :

"the school will not necessarily be able to immediately accommodate any EC students at the upper echelon of service"...while the answer goes on to say that the school will hire necessary staff and will adjust the budget, if needed, the numbers look like this would be a difficult task?

Q241.If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.



The board does not intend to outsource any financial oversight/management matters related to the school since this is a critical component of its broad responsibility to its stakeholders. Transactional support, however, is contemplated below. Audit services as a necessary function of the statutorily prescribed process will be contracted as described in other areas of this application. Information related to vendor acquisition, oversight, the Request for Proposal process, and other financial management policies and procedures may be found in other areas of this application. As previously described, the school will follow a non-profit vendor and procurement policy in procuring supplies, equipment, construction, training, and other services and agreements, particularly those of a high dollar value and those that may span multiple years.

Q242. 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.



The board intends to initially contract with a North Carolina vendor for financial and related services support, including:

- preparation of financial reports each month,
- preparation of vendor payments,
- reconciliation of bank accounts,
- payroll support as needed (including payroll deductions and withholdings), preparation and
- submission of state and federal payroll taxes and associated reports,
- preparation and transmission of state and federal reporting in accordance with the Uniform

Education Reporting System,

- provide financial, budget, and other reports and data,
- and additional registrar services if needed beyond capacity of staff

An independent auditor will be selected to plan and conduct an annual audit, confer with staff and board at reasonable intervals, and provide consulting on accounting and financial matters. The board may elect to contract with other independent entities or vendors should the school staff require additional assistance in areas necessary to operate the school or otherwise not be able to provide a specific service through in-house staff. Examples of this would include contracting with a licensed vendor for speech and occupational therapy services, should the school not be able to hire qualified candidates, or should the EC service requirement be such that contracting with an outside vendor at an hourly rate would be in the best financial interests of the school versus hiring employees directly. In instances where the board will contract for services with an outside vendor, there will be strict criteria and a robust selection process to ensure that the contracted services are performed appropriately, and school funds are expended in the best interest of students. Minimally, potential vendors will be licensed in their respective fields, insured or otherwise bonded, and undergo background checks which mirror the school and the local LEA. The Board or a school leadership designer will research available vendors and independently obtain data (such as a client list for reference checks) to gauge the quality of potential vendors. The Board will vote to contract with specific vendors based on these criteria, and such contracts will be subject to periodic review for efficacy. When appropriate, the board will enact a full Request for Proposal (RFP) process and adjust it to fit the individual need as articulated by the board and allowable under state law. Examples of these types of contracted services may include contracted related services for students with IEP's that require Speech, PT, OT, and other services such as janitorial/custodial.

Q243.Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.



The 5 year budget projections are in close alignment with the school's stated mission of developing leaders ready to make impacts within their communities and with the goal of ensuring the maximum investment possible in both the school's instructional and student support programs. The budget as presented, including salaries for administrators, teachers and other school staff reflected in the charter application, are averages that were calculated directly from published financial audits from similarly sized charter schools currently operating in North Carolina counties with similar per-pupil county funding amounts. The intelligent design of the budget and developed goals of achieving a sizable positive fund balance were thoughtfully constructed to account for unforeseen or unknowable variables that naturally accompany a new charter school start-up and guarantee that the school has the fiscal capacity and agility to address those needs. Primary spending priorities are on expenses directly related to student instruction and a conducive learning environment. This would include salaries and benefits of instructional and support staff, instructional materials and supplies, contracted services for educational support, insurance, facility costs, and related costs necessary to provide students with a safe and healthy learning environment. In addition, the school will facilitate or otherwise contract with an outside food service vendor who is pre-approved to process Free and Reduced Lunch applications and serve within the guidelines of the National School Lunch Program. As otherwise indicated, it is anticipated that the costs associated with this program will be cost-neutral. School staff is sufficient in number to implement the program with full fidelity from day one of Year One. The school will allocate funds as necessary to comply with state law regarding charter school students and transportation to and from school and enact the plan as written. Secondary spending priorities are for those non-essential but beneficial expenses to improve student learning. These costs are usually incurred as the School reaches its targeted student capacity. This would include additional enrichment, auxiliary supplemental instructional materials, intramural uniforms, etc. The acquisition and operation of additional school buses to transport students to and from school within a reasonable radius of the school will be the first non-personnel use of surplus funds beyond the anticipated fund balance once salary and wage matters, in comparison to the local school district, have been reconciled as commensurate.

Budget Assumptions and additional information:

The GCA founding Board has developed its 5 year budget projections in close alignment with the school's stated mission of developing leaders ready to make impacts within their communities and with the goal of ensuring the maximum investment possible in both the school's instructional and student support programs. Given the local school districts' projections of enrollment growth now and in the near future that it will not be able to adequately address within the existing capacity of its current schools combined with the proposed new district schools not yet complete, GCA is confident that a K-12 school with a focus on student pathways to colleges and careers will be well-positioned to meet the enrollment targets upon which these projections are based. Developing the initial planning budget and 5 yr. projections began with an analysis of currently available data and estimated revenues in accordance with the 2023-2024 State Charter School per pupil funding document as listed on the FBS website as well as local (County) per pupil revenue collected directly from charter schools,



accounting firms, and publicly posted data from local school districts. Year 1 enrollment was projected at 554 students across grades K-6. Student demographics and eligibility for special services was estimated to be similar to those of the local school district, yet scaled more conservatively so as not to overestimate funding weights, with approximately 12% of students eligible for special education services, approximately 5% identified as AIG/Gifted for programmatic planning purposes, and approximately 25-50% of whom would be eligible for Free or Reduced-price Lunch services (FRL), based on the percentage of students in poverty (i.e., those who receive TANF, Medicaid, SNAP, or who have been identified as a foster child, homeless or migrant) for the local geographic area and consideration for the School's planned weighted lottery for EDS students.

Our resource allocations in the 5 budget projections reflect our commitment to funding a program with highly qualified staff and mission-based professional development offerings that contributes to high academic achievement. A career-broadening experience does not preclude our students from learning all expected grade-level content and skills, and our budget projections reflect our commitment to funding a complete program. Providing a full continuum of support and resources for our students lies at the core of our budget alignment work. Experience and expertise are two reasons why the board will work closely with the school leadership to ensure that our teachers have the requisite skills and knowledge to plan and deliver lessons and gather and analyze rich assessment data that necessitates ongoing training provided by experienced trainers. These expenses have been accounted for under Professional Development in the planning budget for all instructional staff. The board will also consider a budget allocation for board training if needed.

GCA recognizes the significant financial impact that facilities can have on a charter school's ability to fulfill its educational mission. The board will develop and support two primary subcommittees to ensure a strong foundation for our success, a Finance Committee and a Facilities Committee, each of which will lead in the development and implementation of sound plans for these areas, including identifying the most cost-effective sources of long-term financing for any facilities solutions. The board will help develop and implement GCA's strategic plans and is exploring future partnership opportunities with nationally recognized charter organizations that support charter school facility development and funding options. The Finance Committee recognizes the importance of data-driven processes to ensure that all budgetary assumptions are (i) conservative, (ii) realistic, and (iii) updated regularly to reflect any changes in the school's financial context. To achieve this, members of the Finance Committee will work closely with school leadership to analyze financial and performance metrics regularly, with interim progress updates presented to the full Board at regular open Board meetings. A primary goal of this work will be to ensure close alignment between the allocation of the school's resources (e.g., financial, personnel, etc.) and critical strategic goals, not the least of which is ensuring that all GCA stakeholders are prepared for the high achievement of state-mandated assessments. Through the development of this application, the GCA finance committee has cultivated a deep understanding of the distinct elements of a successful charter school financial plan. The assumptions used herein are based on analysis of data from multiple sources, including those made available by NCDPI, the North Carolina Association of Public Charter Schools, analysis of publicly



available audited financial statements of currently operating NC charter schools, and other similar resources associated with operating an NC public charter school. In addition, budget projections in the plan do not include variable funding sources, such as grants and fundraising. However, we will pursue these and see these as potentially significant sources of funding.

Developing the initial planning budget and projections began with an analysis of currently available data and estimated revenues, including the NCDPI-supplied per-pupil revenue estimates. The committee has formulated detailed financial projections based on conservative estimates of likely growth and anticipated sources of revenue. To develop a broad background on the finances of NC charter schools, the team analyzed historical per-pupil revenues using data drawn from the NC School Report Card reports and per-pupil revenue projections developed by NCDPI for FY23 and publicly posted audits of charter schools in NC. The development team also consulted in detail with Finance staff from NCDPI to ensure that our work was in line with their most recent guidance. The planning budget was also developed with careful attention to those educational resources that would best support our mission and vision, with special attention given to hiring talented instructional staff and supporting them in their professional growth. On the 5-year budget, the school has projected that revenue for the entirety of the projections. This is to demonstrate that the school's budget is sustainable during periods where expenses may increase ahead of revenue increases. When combined with the exclusion of variable revenue sources as described above, this exercise demonstrates a conservative overall scaled approach that merits a high likelihood that the school will meet or exceed its net position estimates.

Other Income Assumptions:

The school intends to contract with an outside food service vendor who is pre-approved to process Free and Reduced Lunch applications and services within the guidelines of the National School Lunch Program. It is anticipated that the costs associated with this program will be cost-neutral to the school from a programmatic food supply and delivery standpoint. School nutrition staff is allocated in the budget and anticipated to be sufficient in number to assist and otherwise facilitate the breakfast and lunch service if necessary and is assumed to be all-inclusive and cost neutral, thereby offsetting both revenue and expense sides of the school budget. Loans will be utilized to pay for those items that must be purchased before the school opens or at the beginning of the school year to assist with cash flow needs. The Board and its affiliates maintain an extraordinarily strong reputation in the finance market and have established lines of credit for the school at sub-market rates to facilitate a smooth opening to ensure that operating cash is not an issue, and the facility is equipped to deliver the school program on opening day.

Expense Assumptions:

Teacher salaries are budgeted at an average starting annual rate of \$55,000 based on the average of elementary and middle school teacher salary information available and increase in Years Two through Five. Expenses associated with personnel: Healthcare, FICA and other similar expenses related to



staffing are estimated at currently advertised levels of cost to North Carolina charter schools. The benefits currently offered by other local charter schools have been taken into consideration within the school's budget constraints and parameters. These may be adjusted in the future in order to remain consistent with other schools' fringe benefits and competitive in the employment marketplace. The Board will strive to remain competitive with local charter schools while protecting the financial integrity of the School. The board has budgeted for paying for the employer's portion of the employee's health coverage, which will be made available at the point of hire subject to the health insurance policy's waiting period and other provisions. However, dependent coverage will be offered and paid for by the employee through payroll deduction. The team has a longstanding relationship with A+ rated brokers for human resources, employee benefits, retirement, and worker's compensation needs. The combined buying power offered by both firms will allow the school to obtain a benefit coverage plan comparable to that offered by large companies. Insurance expenses are estimated based on the advertised State Healthcare Plan in North Carolina rates. In addition to average base salaries, there is an additional salary contingency placed into the expense side of the budget for any additional needs not contemplated during the application process, additional dollars for those staff that are hired above the average salary, substitute pay, and PTO. The budget includes an operating contingency of approximately 2% and a maintenance reserve of .5%. The expectation is that these dollars will not be spent and will be available at the end of the school year to use toward salary increases for school staff and to pay down any other debt service. Any cash surplus at the end of the year will be applied first toward salary increases for school staff, and secondly to pay down debt. These assumptions have been recorded on the submitted 5 year budget with contingency being added to the overall expense calculation, and the operating contingency and maintenance reserve pulled above the bottom line for net position, cash flow and other potential cash-related calculations for the purposes of bond financing: most importantly days' cash on hand (DCOH) and debt service coverage ratio (DSCR). The School has budgeted monthly debt service payments in years one through five for a repayment of a cash loan to the school in order to operate during the pre-opening start up period as depicted in the school's submitted Appendix O. Given the experience of the overall team related to new charter school openings, there is recognition that it is imperative that the school has access to funds prior to opening for such necessary expenses that help ensure a successful opening. While the Founding Board will certainly pursue other funding sources, such as competitive grants, those sources are not guaranteed and therefore cannot be relied upon, hence the start-up loan and subsequent repayment. This budget also includes debt repayment in years one through ten for an opening day large acquisition of all necessary capital equipment in order to open the school at full functionality on its first day. The Furniture, Fixtures, Equipment, Technology and Curriculum (FFETC) financing that the school will need to deliver its education program in the debt service line of the budget equates to an overall spending power estimate of \$1 million dollars in an annualized Note or similar type financing arrangement at current market rates, which equates to approximately \$2,000 per student for educational equipment, materials and related technology to support the program. These debt instruments financing, when paired with the start up financing and the facility financing illustrated below and in the facility section of the application, form the cornerstone of a charter school



to successfully navigate the challenge of effectuating the charter with full fidelity during its opening year, while allowing the school to organically build enrollment and subsequent cash. Beginning facility debt service is budgeted at approximately \$1,800 per student in Year 1 to ensure proper balance of facility costs to the overall budget, and at the same time deliver a top-quality facility on opening day in current market conditions. The Board will ultimately negotiate the facility cost and subsequent debt service on a per-student basis to protect the financial integrity

of the School as it relates to student enrollment. To support the beginning school even further, the repayment schedule can begin with an interest-only period, then increase over a five-year period. General operating costs of the facility have been developed based on actuals from the other charter schools in operation in NC and adjusted for inflation.

In addition to the above, annual expense lines for direct education expenses, supplies and materials, as well as any additional capital items that were not anticipated or otherwise were not included in the FFETC financing. As stated in the narratives in the Education and Curriculum Plans, the Board and its affiliates will be responsible for securing professional development for the staff for initial and ongoing development in the language initiative, core subjects, and all areas identified in the PD plan. The cost for the required independent annual audit is included as an expense beginning in Year Two, and it contemplates payment for the first full year of the school's operation. The cost for payroll and accounting is included in the Fiscal Services line item. Transportation gross expense has been budgeted at a proposed current contracted rate for the school for an estimated 25-40% of the student population in Years One-Five. This will allow the school to contract for services until the school population is fully known based on actual registrations; then it will possibly transition to an in-house program at an overall lower cost relative to the increasing number of students that will be transported as the school continues to grow. Variable costs are based on a per-student basis and increase accordingly as student enrollment increases.

Staffing and related costs:

The number of instructional staff complies with the class size norms established in North Carolina. Included and inherent in some curriculum adoption costs are professional development offerings which support the curriculum plan of the school. Salaries are forecasted using guidance from published pay scales of an average 7th-year teacher, charter schools of similar size and location, and a hybrid of Chatham, Durham and Orange County schools' current salary scale. Human resources functions such as payroll administration will be outsourced to a vendor. The cost of these services is included in the overall budget.

Other Operation-Related Expense Assumptions:

The school will follow a non-profit vendor and procurement policy in the procurement of supplies, equipment, construction, training, and other services. A monetary cap and threshold will be established for small purchases. Instructional material costs are based on consultations with various



vendors, analysis of other schools, and accessibility of free materials through the state. The infrastructure to implement the school's vision is supported by the budget. The Board will negotiate benefits and other operational services. The spending priorities of the School are as follows:

1. Personnel expenses
2. Instructional Resources
3. Facilities Payments
4. Furniture Fixture and Equipment Payments
5. All other operating expenses



Shannon Stein

Comments :

Seems to be a realistic approach to budgeting given all of the challenges of school start up. With that being said, the one area that will take careful management will be the expansion of CTE course offerings to ensure they are mission compliant while considering the cost of differing programs.

Q244. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

The Board has set an anticipated goal of approximately 2-6% percent of annual expenditures to develop the School's unrestricted fund balance. After Year One, at no point will the fund balance decrease below 2% of the school's annual approved budget, or one full month's worth of operating expenses, whichever is the greater amount. Cash flow will be monitored to ensure that the school's cash balance remains at or above 2% until such time within the first year of operation that the board can accurately predict all financial obligations will be met through the end of the fiscal year. Developing and maintaining a healthy fund balance will be a primary component of the school's budgeting process. The systematic budgetary review process conducted by the Board and school leadership consists of four main budgeting periods: Early Bird (June of the preceding fiscal year), Post ADM (September), Spring (February), and Final (July of the following fiscal year). This schedule of compulsory budget review will ensure a balance between revenue and expenses and empower the Board and school leadership with the agility needed to adjust the budget quickly. When combined with a monthly review of the financial Budget versus Actual statements prepared by the school's financial accountant, local comptroller, and school principal, this practice will allow the school to thoughtfully and methodically develop an appropriate unrestricted fund balance.

Q245. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.



Based upon current discussions with national experts in charter school facility and financing, the estimate that the per square foot lease cost of the completed facility will be approximately \$30 per square foot, which will result in an annual lease estimate in the \$1MM range and escalating after Year One. The final rate will ultimately vary to the actual size of the facility and whether the school leases an existing facility (\$30+/-square foot per year) or builds a new facility (\$270+/-square foot total cost). These costs are consistent with charter school deals that have recently been executed in the region. These costs are consistent with our information on current land costs and construction costs. From our research and discussions with commercial real estate brokers, general contractors, and real estate developers, we estimate the total cost of a new facility would be between \$15 million and \$20 million, depending on the location and size of the facility. This would translate into posted estimated annual lease costs assuming a typical lease CAP rate of 7% to 9%. The Board has already received a funding commitment from a nationally recognized and reputable investor specializing in commercial real estate to construct the facility for the school as described above. A separate offer of a lease is also depicted above. Additionally, the Board has already received a funding commitment for all furniture, fixtures, and equipment necessary to open and operate the school from an internationally reputable company that specializes in equipping new schools, specifically charter schools. The funding commitment is for approximately \$1,000,000 and is evenly split into monthly payments beginning September after the school opens and spans over 60 months at an 8% annual interest rate. School bus financing, if needed, will be facilitated by the Carolina Thomas Bus company via their Daimler-Chrysler/Mercedes financing arm. Current finance rates are 8% for a 7-year term on 77 passenger-rated school buses. Payments are reflected in the budget as a part of the transportation expenses and would be substituted for contracted service. As the school may discharge funds in support of the school opening, the Board has opened negotiations with Charter School Capital, which has offered to loan operating capital if needed. This continues to be an ongoing discussion, and there is a proactive debt service payment placed in the budget if the board chooses to move in this direction.

Q246. 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.

Not Applicable. The school will not rely on assets from any external sources. As described in the budget and financing narrative, the Board has arranged for a long-term loan for all necessary furniture, fixtures, equipment, technology and curriculum (FFETC) to open and operate the school. Additional asset needs are provided for in the annual operating budget and increase as the school grows in enrollment.

13.3. Financial Compliance

Q247. How will the school ensure adequate internal controls, including segregation of



duties, safeguarding of assets, accurate and adequate record keeping?



The Board will review and approve a preliminary annual budget before the beginning of the fiscal year, the guiding master document that dictates the limits and boundaries of all revenue and expenses for the school. In conjunction with the board, the Principal will prepare a school site specific budget based on a combination of historical economic activity plus an intelligent projection for that upcoming school year that will include anticipated revenues and expenditures based on student enrollment. The board will also adopt a policy whereby the principal must seek prior board approval for expenditures over a pre-approved amount. The Board will oversee the Principal and remain responsible for all financial matters delegated to the principal. The Principal will manage the day-to-day operations and site-based finances, including expenditures and receivables.

The Board Treasurer, Principal, and whomever else the Board appoints represents the school's Finance Committee. Each individual brings experience and expertise in charter school financial management. The Finance Committee is commissioned by and responsible to the board for:

- Developing the upcoming fiscal year budget.
- Presenting budget recommendations to the board.
- Monitoring implementation of the approved budget regularly with recommended proposed budget revisions.
- Recommending to the Board appropriate policies for managing the charter school's assets.
- Developing and annually reviewing a three-year financial forecast and developing long-range financial plans based on the forecast in collaboration with the charter school's principal.
- Reviewing all grant proposals and, when necessary, recommending action by the board.
- Reviewing all non-budgeted expenditures and those over a set dollar amount to be determined by the board and recommend action to the board.
- Annually submitting financial objectives as part of the planning and budgeting process.
- Annually evaluate its work as a committee and the objectives it has committed itself to and report on the same to the board.
- Providing monthly financial reports to the board at regular meetings with recommendations for action.

At each board meeting, the monthly financial reports that detail the charter school's income, expenses, and any surplus or deficit will be presented in their native format from LINQ and in a condensed summative version. The reports also highlight any deviations from the budget, projected revenues, and any actions the charter school administrator takes to correct those deviations, as well as three critical components:

- Cash flow projection worksheet: This covers a 12-month period and shows all anticipated financial obligations and expected cash revenues based on the existing work plan and budget. This worksheet helps to reveal if there will be any periods when funds will be insufficient to cover expenses. The worksheet should be updated each month to reflect any changes in cash projections.
- Balance sheet: This report shows the financial position of the charter school at a particular point in time. It summarizes the school's assets, liabilities (debts or payables) and reserves (equity or fund balance), which the board can use to assess the organization's financial stability and see whether its



liabilities can be met.

- Income statement: Also known as a Profit and Loss statement or Budget vs Actual, this report presents an analysis of the net income or deficit of the charter school over a defined period of time. The board can use this report to assess the overall financial performance of the charter school by comparing actual income and expenditures with the budget. It can also be used to compare current income and expenditures with those of the previous year. Using this information, the board can advise the school to revise budgets or work plans or to take actions to reduce costs and/or seek additional revenue.

The school's Principal and the board or the board's Finance Committee receive the following information minimally on a quarterly basis:

- A report on the number of students currently enrolled compared with the number projected and compared with the number in the same period of the previous year.
- A report on fundraising activities and results
- A list of critical items that might affect the financial viability of the charter school.

The Governing Board will establish financial management policies and procedures to safeguard further the public money entrusted to its care, including:

- retaining the services of a CPA for the annual independent financial audit and review, and
- approval of the audit report including audit findings and recommendations, and
- in the event a financial recovery plan is necessary, the board will monitor it and ensure such plan is appropriately maintained, review and monitor the financial statements described above, and develop internal controls and similar policies to monitor and protect school funds and the employees that process them.

The following financial management principles will guide a strong internal control policy:

1. Responsibility will be clearly established.
2. Adequate records will be maintained.
3. Assets will be insured and inventoried, and appropriate employees will be bonded.

Internal GAAP accounting procedures for account receivables and accounts payables are, as follows:

- All cash payments will be logged, coded by source, and deposited daily for receivables. Daily deposits will be reconciled to cash receipts logs.
- Payments will be made only to approved vendors and must be appropriately authorized.
- Accounts Payable packages are prepared at the school site and authorized by the principal before delivery to the Financial Accounting vendor.
- Invoices over the Principal's level of authority are submitted to the board's Treasurer or Finance Committee with appropriate supporting documentation to substantiate the nature, account classification, business purpose, and amount.
- All checks over a pre-approved threshold will require dual signatures as established by the board.
- Authorized signatures on checks are limited to the President of the Governing Board, the school



principal or designee, as approved by the Governing Board.

- Bank statements will be reconciled on a monthly basis.

The School will utilize established procedures for cash receipts, cash disbursements and record keeping. Some of the financial controls include:

- Only one operating main bank account will be maintained by the school (others may be maintained by as practicable and approved by the board)
- All receivables will be deposited to the bank account daily, intact, whenever practical. At a minimum, no receivables will go more than two days before being deposited.
- Printed, pre-numbered receipts will be issued for all cash received whenever possible.
- All payments will be made by check (except for occasional minor petty cash items). Printed, prenumbered checks will be used, and voided checks will be maintained to complete the number sequence.
- The principal, or his/her designate, will authorize all expenditures prior to any commitment being made regarding any school funds.
- A clear segregation of duties within the school leadership and once stable will be established so that no single employee or board member has the singular ability to receive and record revenues and approve or issue payment.
- No checks will be pre-signed, and no signatory will also have authorization to enter invoices in the accounting system for payment and/or approve new vendors.
- All invoices will be reviewed and initialed for approval before a check is issued.
- All school liabilities will be paid promptly.
- All school-related fundraising activities must be approved in advance by the principal.
- All funds associated with school-related activities will be administered through the school office.
- All outside groups with a relationship to the school (PTO, Boosters, etc.) will conduct activities in such a way as to be clearly distinguished from school-sponsored programs/activities.
- State sales tax shall be collected and reported when applicable.
- School financial records, including files for receipts, invoices, bank statements, and canceled checks will be kept up-to-date and fully accessible at all times.
- The signing officers may only make transfers to/from the school bank account.
- Any interest from a school account will be reported as receipts of revenue and, as a result, become a part of school funds.
- Bank reconciliations will be completed monthly. A printed copy will be reviewed and initialed by school leadership, and a copy will be kept on file. A financial accountant will perform bank reconciliation and accompany the monthly financial statements.
- A Balance Sheet and Income Statement will be prepared monthly, a printed copy reviewed and initialed by the management company or school support team, and a copy kept on file.
- Financial reports for all student activity or similar groups (i.e., yearbook, student government, etc.) will be prepared on a quarterly basis as determined by activity and distributed to the principal for review.
- All school property over \$2500 and those collectively purchased items whose total is over \$2500 will be inventoried and capitalized to safeguard the controls over the assets acquired.



- Under no circumstances are school funds to be used for personal benefit or gain of administration or staff.

Purchase Order Processing – Financial Controls:

Day-to-day management of the school's finances will involve the principal with the assistance of the financial accountant and the Finance Committee when practical or policy dictates. The principal will be responsible for the following:

- Identifying needed services to maintain the instructional program and physical facility in top condition.
- Upon identifying a good or service, the principal will authorize a purchase order for procurement of a good or service within the established parameters of the principal's purchasing authority as granted by the Governing Board.
- Purchase requests in excess of the established principal's authority will be referred to the Finance Committee.
- Upon delivery and confirmation of ordered materials or the satisfactory completion of a service, the principal or his/her designee approves the packing slip, work order or shipping bill and returns these with any invoice to the financial accountant for payment in the form of an Accounts Payable package.
- The financial accountant enters that the receipt of goods or services has been properly documented and places the invoice amount into the correct general ledger code (GL). All GLs (both revenue and expense) are subject to the same level of control and a thorough record of each is maintained so that the board, principal and management entities have full visibility on all internal fund revenues and expenses via the itemized detail component of the monthly financial report as well as the summary component.
- All purchase orders are subject to review and approval for budget alignment as well as cost.

The school will produce monthly financial statements, including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the charter school in any contractual agreement between the school and the NCDPI. In addition, the school will provide NCDPI annual audited financial reports each year. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the board's annual financial statements, formatted by revenue sources and expenditures and detailed by function and object, on or before the date specified by NCDPI. The Governing Board will utilize audits in carrying out its responsibility to assure the school's financial resources are properly managed. The board understands the fiduciary responsibility it holds in using public funds to provide its students with a free and appropriate public education. The Board will comply with all of the requirements set forth by the laws, rules, and regulations at the Federal, State, and NCDPI. To further emphasize, the Board is fully aware of and will comply with the following: An annual audit of the charter school shall be conducted by an independent public accountant licensed to practice public accounting in the State of North Carolina. The charter schools independently audited financial statements shall be included in this report due to the following: NCDPI and LGC. The School



will adhere to the audit selection requirements per Statute and the Auditor General Requirements and ensure that the Audit Report is completed in a timely manner according to the dates agreed upon for audited and unaudited reports between NCDPI and the board in the Charter. The Governing Board will comply with all requirements for submitting the annual audited financial statements and prepare to cooperate fully with any additional information requested. Financial records, including personnel files, will be maintained and kept for those periods required by law. Most contracts, personnel records, and other sensitive financial records will be copied and stored offsite in electronic form. The school will utilize the standard state codification of accounts to codify all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the LGC and NCDPI. The Governing Board will employ stringent and transparent financial reporting requirements as follows:

- All Financial transactions and records are scanned to a secure document portal available to persons authorized by the board.
- The document portal is organized to permit the view of each check's history, including the purchase order and signed shipping invoice authorizing payment.
- A copy of the monthly bank reconciliation and financial reports (ledger detail, balance sheet, P&L) is maintained on the document portal. In addition, the bank register is updated weekly and posted to the portal. Restricted persons are also permitted online confirmation of account balances and activity to facilitate the monitoring of school funds 24 hours a day, seven days a week.
- Enrollment is monitored weekly by the school's principal or designee, and daily during ADM survey periods.
- The school will provide an annual financial report and program cost report information in state required formats for inclusion in reporting to the NCDPI.
- The school will provide NCDPI reports showing balance sheets, income statements, bank reconciliations, and any other documents as agreed to and provided in the Charter.
- Budgets that are approved by board action will be published alongside approved board minutes on the school's website.
- Monthly financials that have been fully reviewed and reconciled by the Finance Committee will also be published on the school's website.
- Annual financial audits will be published on the school's website.
- Annually, the school will review the most current budget and prior year financial audit at a schoolwide staff meeting and PTO meeting.

GCA will monitor our financial progress on an ongoing basis in the same manner that we would monitor a student's academic progress. In addition, great care will be taken to ensure that our accounting practices remain in compliance with NCDPI's Financial Accounting Handbook, the NCDPI Funding Manual, and the NCDPI Annual Audit Guide as they continue to evolve throughout the term of the Charter. GCA is also exploring contracting with an experienced NC third party for certain back-office services, which would involve a service provider assuming responsibility for preparing and delivering the required reports in the NCDPI-mandated formats to the school. School leadership would monitor this data to ensure its accuracy. In addition, school staff will closely monitor the



requirements of NCDPI guidance regularly, such as implementing procedures to ensure that students who do not show up at school on the first day are properly coded into the correct NC pupil accounting system as 'NS' by the end of that first day and to reconfirm that all students are eligible for funding and attendance. The GCA Board will also work closely with the contracted auditor to ensure that our internal controls and practices are in accordance with GAAP principles, are sufficient to prevent the emergence of problems, and are robust enough to identify potential issues long before they have the chance to become more serious.

Q248. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

Not Applicable. There are no known or possible related party transactions the board is aware of at this time.

Q249. 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.

Rebekah Barr, CPA PC 5422 Boswellville Road Wilson, NC 27893 252 230-6294

13.4. Certify

Q250. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q251. Explanation (optional):

Section



Shannon Stein

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



14. Other Forms

Q252. [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



Charter School Requi...

Applicant Evidence :



Granite Charter Acad...

Uploaded on **4/23/2024**
by **Steve Griffin**

Section



Shannon Stein

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



15. Third-party Application Preparation

Q253. Was this application prepared with the assistance of a third-party person or group?

☒ Yes

☐ No

Q254. Give the name of the third-party person or group:

Alliance Education Services, Inc.

Q255. Fees provided to the third-party person or group:

\$0

Section



Shannon Stein

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



16. 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 **April 26, 2024, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 26, 2024, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

Q256.*Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2024, at 5:00 pm EDT.

Payments should be made payable to the 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

Resources



2024 Payment Form....

Section



Shannon Stein

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



17. Signature page

Q257. 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



Signature Page.docx

Applicant Evidence :



GCA 2024 notarized s...

Uploaded on **4/22/2024**

by **Steve Griffin**

Q258. Board chair, please digitally sign your application here.
Signature

Section



Shannon Stein

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Final Status

☐ Reject ☐ Approve

Approver Comments

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K,1,2,3,4,5,6	554
Year 2	K,1,2,3,4,5,6,7	698
Year 3	K,1,2,3,4,5,6,7,8	843
Year 4	K,1,2,3,4,5,6,7,8,9	990
Year 5	K,1,2,3,4,5,6,7,8,9,10	1137

**Academic
School Year**

Grade Levels

**Total Projected
Student Enrollment**

Year 1

Year 2

Year 3

Year 4

Year 5

Board Member Name**Board Title**

Holly Fracaro

Chair

Steve Griffin

Treasurer

Hon. Randy Voller

Member

Sam Edson

Member

John Eldridge

Member

Nicholas Montgomery

Member

Cheryl Littlejohn

Member

Samantha Amaral

Secreatry

County of Residence**Current Occupation**

Orange	President HBA
Durham	Owner, Insurance People of NC
Chatham	Developer
Durham	Electrician
Orange	Superintendent, Chatham Charter and
Wake	Career Development Counselor
Gaston	Education Consultant, youth advocate
Durham	Finance Director, Maureen Joy

Past or Present Professional Licenses Held

MA Psych

Licensed Insurance Broker

Licensed NC real estate broker, all six certifications for appraisal

Licensed Electrician

EDS Ed Leadership, MSA, Ed Leadership, BS Education; Teacher

Masters in Counseling, School counselor, Testing Coordinator,

BA Political Science, DOJ/DEA Administration, FBI Academy

Certified HR Manager, Certified Title IX Coordinator

Any disciplinary action taken against any of these professional licenses?

NO

NO

NO

NO

NO

NO

NO

NO

**Academic
School Year**

Grade Levels

**Total Projected
Student Enrollment**

Year 1

Year 2

Year 3

Year 4

Year 5

**Academic
School Year**

Grade Levels

**Total Projected
Student Enrollment**

Year 1

Year 2

Year 3

Year 4

Year 5

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native	5	0%
Asian	30	2%
Black or African American	165	11%
Hispanic	450	30%
Native HI or Pacific Islander	15	1%
Two or More Races	70	5%
White	750	50%
Total number of	1500	
EDS Subgroups		
Economically Disadvantaged Students	490	33%
Students with Disabilities	180	12%
English Language	165	11%
Students Experiencing		0%
Total number of students:	1500	

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: Granite State Charter Academy Inc.

2. ☒ (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Justin Matthews

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

Number and Street: 7945 Harbor Master CT
City: Denver State: NC Zip Code: 28037 County: Catawba

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>Legalzoom.com ,Inc.</u>	<u>101 N Brand Blvd., 11th Floor, Glendale, CA 91203</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: (954) 815-9568

Number and Street: 1322 High Ridge Drive

City: Mebane State: NC Zip Code: 27302 County: Orange

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

Number and Street or PO Box: _____

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

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

Name	Address	Title

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

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 30th day of June, 2021.

Legalzoom.com ,Inc.

Incorporator Business Entity Name



Signature of Incorporator

Cheyenne Moseley, Legalzoom.com, Inc, Incorporator Assistant Secretary

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.

Attachment to
Articles of Incorporation of
Granite State Charter Academy Inc.

Said organization is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under the section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code. The business activity for said organization is as follows:

To develop and operate a public charter school in Chatham County, North Carolina.

No part of the net earnings of this organization shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof. No substantial part of the activities of this organization shall be the carrying on propaganda, or otherwise attempting to influence legislation, and this organization shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the corporation shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501(c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170(c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Upon the dissolution of this corporation, assets remaining shall be distributed for one or more exempt purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed by the Superior Court of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Granite State Charter Academy
Appendix J
Bylaws
Conflict of Interest Policy

**GRANITE STATE CHARTER
SCHOOL INC.
BYLAWS
ARTICLE 1**

Name, Purpose, and Limitations

Section 1 – Name and Seal

The name of the corporation is Granite State Charter Academy, Inc. The seal of Granite State Charter Academy, Inc. will include the name and school coat of arms. Validity of all official documents must have the seal affixed.

Section 2 – Purpose

The purposes of the corporation shall be:

- a. To provide an education that is Rigorous, Relevant, and Meaningful to each student in a safe, and supportive environment, resulting in Academic, Career, and Technical Excellence.
- b. To operate a charter school pursuant to Charter 115C, Sections 238.29A et seq. of the General Statutes of North Carolina, entitled “Charter Schools,” and the general amendments thereto, and to ensure that the corporation shall have all the powers given to charter schools therein as well as all the powers given to nonprofit organizations in Charter 55A of the General Statutes of North Carolina, entitled “Non-Profit Corporation Act,” and the general amendments thereto.
- c. The purposes for which the corporation is organized are exclusively for one or more reasons within the meaning of Section 501(c)(3) of the Internal Revenue Code.

Section 3 – Limitations

The corporation is a non-profit corporation and no part of the net earnings of the corporation shall go to the benefit of, or be distributable to its members, trustees, officers or other private persons. The nonprofit affirms, as a condition of the charter, that the governing Board Members receive no compensation other than reimbursement of reasonable expenses incurred while fulfilling duties as a member of the Board.

ARTICLE II Offices

The principal office of the corporation shall be permanently located in Chatham County, NC. The Board of Directors may establish additional offices, and the location of the principal office and the number and location of any additional offices may, from time to time, be otherwise designated and changed by the Board of Directors.

ARTICLE III Members

Granite State Charter Academy shall have NO members, certificate holders, or shareholders. All functions and affairs of the corporation shall be directed entirely by the Board of Directors.

ARTICLE IV Board of Directors

Section 1 – General Powers

The property and affairs of Granite State Charter Academy shall be managed and controlled by the Board of Directors.

Section 2 – Board of Directors and Election of Officers

- The Board of Directors shall consist of at least five (5) but not more than eleven (11) Board Members.
- A community member with no current affiliation with the school will fill at least one position.
- Employees may not serve as Board Members.
- All Board Members have one vote in Board decisions.
- The Board of Directors shall be elected at the annual meeting of the corporation and newly elected members shall take their position and be installed as voting members of the Board at the moment the August Board meeting is called to order, at the beginning of the August meeting, to serve for the following Fiscal Year for the length of their term.
- Officers for the Board shall also be elected at the August meeting of the Board of Directors each year by the Board of Directors by simple majority vote after the newly elected directors are installed.

The Board shall elect a President, a Vice-President, a Secretary, and a Treasurer as Executive Officers to manage the affairs of the corporation. These officers assume their responsibilities on their date of election at the conclusion of the meeting in which they are elected. The Board of Directors may, from time to time, appoint such other officers as are necessary or proper to carry out the business of the corporation.

In the event the August Board meeting cannot be held due to extenuating circumstances or for whatever reason, the newly elected Board Members shall automatically be installed as new members at the beginning of the next meeting held.

The Board of Directors shall be elected for three-year terms and shall constitute in office until their successors are elected and qualified. The Board of Directors are divided into three (3) classes, each class consisting of one-third (1/3) of the whole number of the Board Members and each three (3) year term staggered such that only a minority of seats are up for renewal each year.

At each annual election, the successors to the Board Member of the class whose terms expire in that year shall be elected to hold office for a term of three (3) years, such that the term of office of one class of Board Members expires in each year.

Any vacancies that occur by a Board Member not serving a three-year term may be filled by a majority vote of the remaining the Board of Directors at the next regular meeting following notice of said vacancy but no later than the end of the Fiscal Year.

Unless specifically mandated in the Bylaws or by written directive from the Board of Directors, no Board Member may act in a unilateral manner regarding the business or personnel matters of the corporation. The affairs of the Corporation shall be managed, and its corporate power exercised by its Board of Directors.

The Board of Directors reserves for itself the power to:

1. Monitor student admissions procedures.
2. Suspend a student for more than ten (10) days.
3. Make fiscal decisions required for operation.
4. Delegate specific administrative responsibilities and decisions to individuals.
5. Approve the school calendar.
6. Through the Executive Committee, hear grievances.
7. Supervise the Executive Director.
8. Hiring and dismissal of Executive Director.
9. Conduct long term planning activities.
10. Determine student/teacher ratio.
11. Approve new positions.
12. Approve acquisitions and purchases above limit set by Board of Directors.
13. Manage Emergency Fund.
14. Manage Capital Replacement Fund.

Section 3 – Quorum

A quorum shall be comprised of not less than one-half (1/2) plus one (1) of the members of the Board of Directors.

Section 4 – Regular Meetings

The Board of Directors shall hold regular meetings; said meetings shall be scheduled at least 10 times per year at a place and time to be provided by the Board of Directors. A director is considered present if by use of any means of communication that all directors participating can hear each other during the meeting. Notice of all meetings shall be given in compliance with the notice provisions indicated in North Carolina General Statutes §143-318.9 through NCGS 143-318.14. In order to facilitate the orderly conduct of business and communication with parents, staff and Directors, all submissions and related attachments to the meeting agenda must be submitted five (5) days prior to the posted meeting. Said agenda will be published and posted four (4) days prior to the meeting date.

Section 5 – Special Meetings: Call and Notice

The time, dates and places of special meetings of the Board of Directors may be set at the call of the President upon written call of the majority of the Board Members or upon resolution of the Board.

Section 6- Conflicts of Interest

Matters that come before the Board of Directors which places a Director in conflict of interest between the interests of the Corporation and the interest of the Director, his/her family or business, the Director with the conflict shall be prohibited from participating in the discussion and recuse his/herself from voting on the particular matter. The Board of Directors shall comply with the voting and disclosure provisions of Director Conflict of Interest Section of the Non-Profit Corporation Law NCGS 55A-8-3

Section 7- Compliance with NC Open Meetings Law

This Corporation shall comply in all respects with the North Carolina Public Schools Law, code section 114C-4 and any other related provision of North Carolina law in connection with all regular or special meetings of the Board of Directors. Except as otherwise permitted by such Open Meeting Laws, and/or North Carolina General Statutes Sections 143-318.9-143-318.19: No quorum of the Board of Directors can hold a meeting in private for the purpose of deciding on or deliberating toward a decision on any matter. No closed executive session shall be held until:

- The Board shall have first convened in an open session for which notice shall have been given in accordance with law.
- A majority of the Board at such meeting shall have voted to go into closed executive session.
- The chairperson or person presiding over the meeting has cited the purpose of the closed executive session and has stated whether or not the Board of Directors shall reconvene after the closed executive session.
- Closed executive sessions may be held only for purposes expressly permitted by law.

Section 6- Removal of Board Members

For cause determined by the Board, individual Board Members may be removed by a two-thirds vote of the Board Members in attendance at any regularly scheduled meeting in which the removal has appeared on the agenda prior to the meeting. Board Members so dismissed may be reappointed by the Board in their discretion by a majority vote to fill a vacancy.

Section 7 – Indemnification

Any person who at any time serves or has served as a Board Member of the corporation, or who, while serving as a Board Member of the corporation, serves or has served, at the request of the corporation, as a Board Member, officer, partner, trustee, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, or as a trustee or administrator under an employee benefit plan, shall have a right to be indemnified by the corporation to the fullest extent permitted by law against (a) reasonable expenses, including attorneys' fees, incurred by him/her in connection with any threatened, pending or completed civil, criminal, administrative, investigative or arbitral action, suit or proceeding (and any appeal therein), whether brought by or on behalf of the corporation, seeking to hold him liable by reason of the fact that he is or was acting in such capacity, and (b) reasonable payments made by him in satisfaction of any judgment, money decree, fine (including an excise tax assessed with respect to an employee benefit plan), penalty or settlement for which he may become liable in any such action, suit or proceeding. The Board of Directors of the corporation shall take all such action as may be necessary and appropriate to authorize the corporation to pay the indemnification required by this bylaw, including, without limitation, making a determination that indemnification is permissible in the circumstances and a good faith evaluation of the manner in which the claimant for indemnity acted and of the reasonable amount of the indemnity due him. The Board of Directors may appoint a committee or special counsel to make such determination and evaluation. Any person who at any time after the adoption of this bylaw serves or has served in the aforesaid capacity for or on behalf of the corporation shall be deemed to be

doing or to have done so in reliance upon, and as consideration for, the right of indemnification provided herein. Such right shall inure to the benefit of the legal representatives of any such person and shall not be exclusive of any other rights to which such person may be entitled apart from the provisions of this bylaw.

ARTICLE V

Officers

Section 1 – Executive Officers

The Executive Officers shall be elected by the Board of Directors at the August meeting and shall comprise the offices of President, Vice-President, Secretary and Treasurer. The Executive Officers are the members of the Executive Committee. Any officer duly elected shall begin serving in the elected position at the conclusion of the meeting in which he/she is elected and shall hold office until a successor is elected by the Board of Directors and has accepted office. All board members will serve for three years and may serve for two consecutive terms.

Section 2 – Powers and Duties of the President

The President shall be the chief executive officer of the corporation, responsible, along with his/her fellow Board Members, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The President shall keep the Board of Directors fully informed and freely consult with them in regard to the business of the corporation and make do reports to them. In addition to the powers and duties elsewhere provided in these bylaws, the President shall sign, when duly authorized to do so, all contracts, orders, deeds, liens, guarantees, licenses and other instruments of a special nature. Subject to the Board of Directors, the President shall have such other powers and duties as are incident to said office and not inconsistent with this bylaw or as may at any time be assigned by the Board of Directors.

Section 3 – Powers and Duties of Vice-President

The Vice-President shall familiarize themselves with the affairs of the corporation and, in the event of the disability or absence of the President from any place in which the business in hand is to be done, the Vice-President in order designated by the Board shall have all the powers and perform all the duties of the President. The Vice-President shall have such other powers and duties as may at any time be assigned to them by the Board of Directors.

Section 4 – Powers and Duties of the Treasurer

The Treasurer, subject to the control of the Board of Directors and together with the President, shall have the general supervision of the finances of the corporation. Duties of the Treasurer include the care of, and responsibility for, all moneys, securities, evidences of value and corporate instruments of the corporation, and supervision of the officers and any other persons authorized to deposit, handle and disburse any funds, ensuring retention of information as to whether all deposited have been duly made and all expenditures duly authorized and evidenced by proper receipts and vouchers. The Treasurer shall cause full and accurate books to be kept, showing the transactions of the corporation, its accounts, assets, liabilities and financial condition, which shall at all times be open to the inspection of the Board Members, and such statements and reports as are required of him/her by law. Subject to the Board of

Directors, the Treasurer shall have such other powers and duties as are incident to the office and not inconsistent with these bylaws, or as may at any time be assigned to the Treasurer by the Board. The Board of Directors may require the Treasurer to give a bond in such amount and with such sureties as they shall determine.

Section 5 – Powers and Duties of the Secretary

The Secretary shall cause to be entered in the minute books the minutes of all meetings of all committees and of the Board of Directors except for closed session topics; shall have charge of all books and papers pertaining to said office; and shall be responsible for the giving of all notices and for the making of all statements and reports required of the corporation or of the Secretary by law. The Secretary shall make a note of members in attendance at each meeting. Closed session minutes are not public record and will be stored and secured accordingly. The Secretary shall attest by signature to all instruments duly authorized and requiring the same. The Secretary shall perform such other duties as are incident to the office, and shall have such other powers and duties, in addition to that elsewhere provided in these bylaws, as may be at any time assigned by the Board of Directors.

Section 6 – Other Officers

The Board of Directors may establish and elect other officers as it may deem necessary and appropriate and shall prescribe the powers and duties of any other officer of the corporation.

ARTICLE VI

Committees

Section 1 – Executive Committee

The role of the Executive Committee is to help the Board accomplish its work in the most efficient way. The Committee facilitates decision-making in between Board meetings or in the case of a crisis or other urgent circumstances. The President has the authority to call meetings of the Executive Committee, as necessary. The Committee is authorized to make decisions for the Board in cases where the decision cannot wait for the regularly scheduled Board meeting. A majority vote of the Committee is required to approve decisions. Any Executive Committee decisions shall be briefed to the Board at the next regularly scheduled meeting. The Executive Committee is responsible for conducting an informal mid-year review and formal annual performance review of the Principal with a written narrative. The performance review will solicit input from the school staff and other appropriate sources. The review will be presented to the Board in closed session and approved in open session. The Executive Committee will also serve as the Grievance Committee and follow the guidelines as outlined in the Policy Handbook.

Section 2 – Long Range Planning Committee

The role of the Long-Range Planning Committee is to develop, brief, and review a long-range strategic plan for the school. The Vice President is the chair, and the Principal is a member. Although not an absolute requirement, additional members should include at least one regular Board Member, one community Board Member, two employees and two parents.

Section 3 – Other Committees

The Board may also provide for such other committees as may be necessary for the effective management of the business and affairs of the corporation and give such powers and duties as may seem proper (except those specifically prohibited by law). The Board of Directors may provide a meeting and reporting schedule for such committees, establish how committee meetings shall be called, and designate at what times those meetings may be held. The committees may be formed as long-term committees that will be added as a standing committee in future bylaws revisions or as Ad Hoc committee for short-term projects.

ARTICLE VII

Finance

Section 1 – Banking

All funds and money of the corporation shall be deposited, handled and disbursed, and all bills, notes, checks and like obligations and endorsements, for deposit or collection, shall be signed by the Treasurer or such officers as the Board of Directors shall from time to time designate. Any officer or person performing said functions shall account therefore to the Treasurer as and when the Treasurer may require. All money, funds, bills, notes, checks and other negotiable instrument coming to the corporation shall be collected and promptly deposited in the name of the corporation in such depositories as the Board shall select.

Section 2 – Fiscal Year

The fiscal year of the corporation shall end on the 30th day of June.

Section 3- Emergency Fund

The Board of Directors shall have the responsibility to fund and maintain an Emergency Fund. This Fund is intended for use in paying insurance deductibles, providing for natural disaster recovery, and managing extraordinary funding crises to provide for the long-term stability and fiscal responsibility of the school. The target balance for the Emergency Fund shall be proposed annually by the Long-Range Planning Committee and approved at the discretion of the Board. The preliminary annual amount to be set aside, if any, for this Fund will be determined by a separate vote of the Board during the same meeting in which the approval of the annual budget is considered. Approval of the final amount will be considered during the approval of the fall amended annual budget after state funding is realized. The Emergency Fund shall only be used or withdrawn upon a two-thirds vote of the Board Members in attendance at a properly noticed meeting in which the agenda item is presented.

Section 4- Capital Replacement Fund

The Board of Directors shall have the responsibility to fund, maintain and utilize a Capital Replacement Fund. The Fund is intended to provide for long-term, recurring capital expenses as determined by the Board. Approval of the final amount of any deposit will be considered during the approval of the fall amended annual budget after state funding is realized. The Capital Replacement Fund shall only be used or withdrawn upon a majority vote of the Board Members in attendance at a properly noticed meeting in which the agenda item is presented.

Section 5 – Procurement of Non-budgeted Items/Services

In the event that the Director believes that there is a non-budgeted item or service that is needed by the school that exceeds \$10000, then the Director shall present a proposal to the BOD at one of its scheduled meetings. In case of an emergency, the Director shall seek immediate counsel from the Executive Committee. This rule does not apply to items/services already contained in an approved budget, except if the procurement of a given item/service would cause that budgeted line amount to be exceeded.

ARTICLE VIII

Miscellaneous

Section 1 – Amendments

The Board of Directors may amend the bylaws of the corporation from time to time at any meeting properly convened in accordance with these bylaws. These bylaws may be altered, amended or repealed or new bylaws may be adopted at any meeting of the Board of Directors by a vote of two-thirds (2/3) vote of the Board Members in attendance of the Directors in office if at least ten days written notice is given of the intention to take such action at such meeting.

Conflict of Interest Policy

Directors shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests, including N.C.G.S. Section 55A-8-31.

A person shall not be disqualified from serving as a member of the charter school's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with this conflict of interest policy and applicable law.

Notwithstanding any other provisions in this policy, no voting member of the governing board shall be an employee of a for-profit company that provides substantial services to the charter school for a fee.

Definitions for the purposes of this policy:

1. Interested Person

Any director, principal officer, or member of a committee of the Board of Directors who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the School has a transaction or arrangement,
- b. A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board of Directors decides that a conflict of interest exists.

Procedures:

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board of Directors or members of a committee with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, s/he shall leave the Board of Directors or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the Board of Directors or committee meeting, but after the presentation, s/he shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the Board of Directors or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Board of Directors or committee shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Directors or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the Board of Directors or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board of Directors or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Records of Proceedings:

The minutes of the Board of Directors and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest

was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Compensation:

- a. A voting member of the Board of Directors who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Board of Directors or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Annual Statements:

Each director, principal officer and member of a committee with Board of Directors delegated powers shall annually sign a statement, which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the School is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

Periodic Reviews:

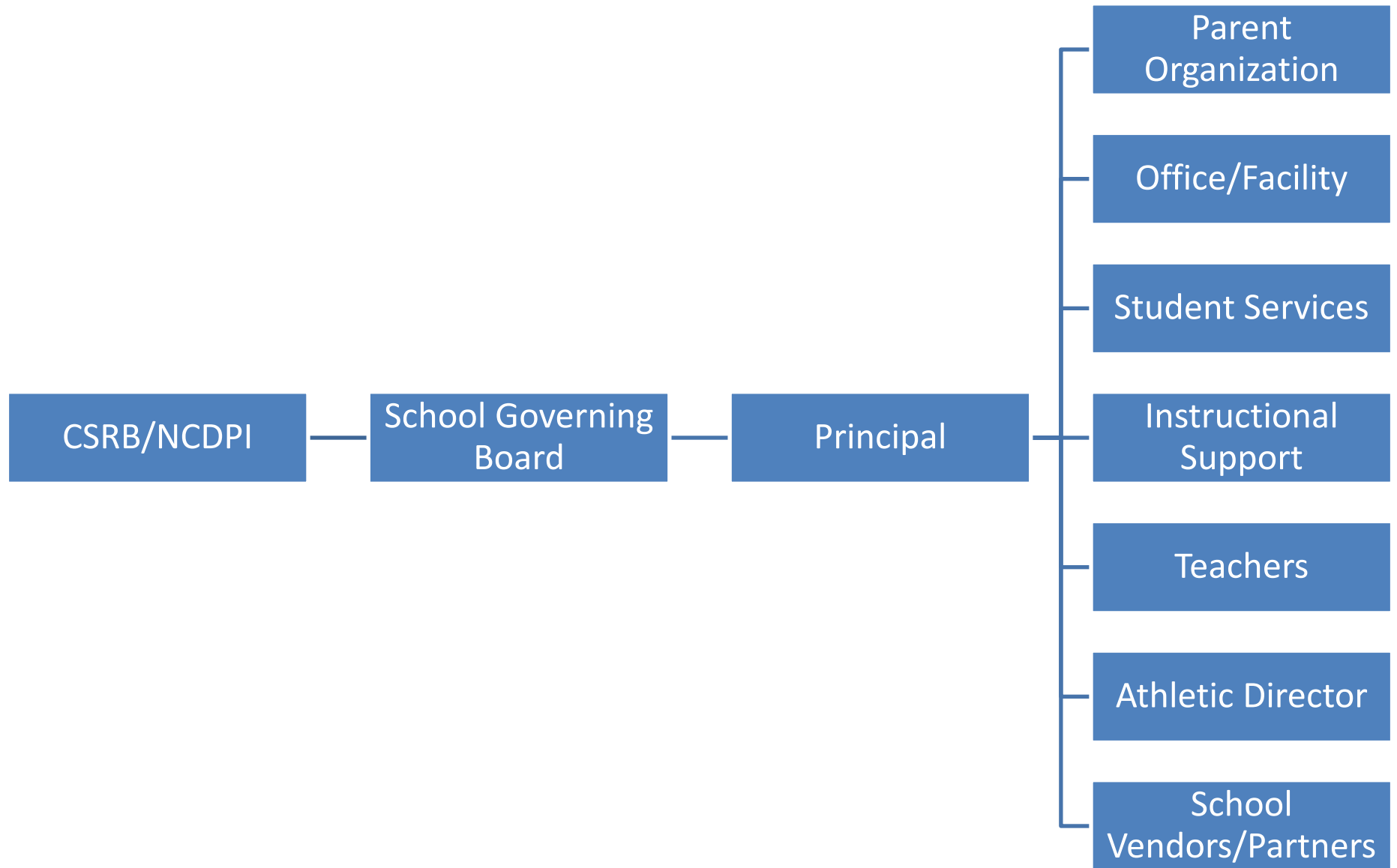
To ensure the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining,
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable

purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Use of Outside Experts:

When conducting the periodic reviews as provided for in this policy, the School may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring periodic reviews are conducted.



PRIMARY RESPONSIBILITIES

School Governing Board:

Vision/Mission of the school
Board Policies & Approve Revisions
Approve Yearly Budget & Revisions
Hires & Evaluates Principal
Delegates day to day oversight of the school to Principal
Approves reports to the Sponsor
Strategic Planning
Evaluate Program
Approve Large Contracts
Handle unresolved grievances
Measure school progress towards SIP

Principal Works collaboratively with the School Board to:

Revise staff, family handbooks as needed
Review, revise and support School Improvement Plan
Budget creation, implementation and resource allocation
Assist with Student Staff or Parent complaints/grievances as received
Participate in state and regional committees, trainings, surveys, studies
Assist with Board reports (finance, special items)
Capital and facility planning
Support Crisis and Emergency Response Plans
Support lottery and registration process for enrollment
Provide Professional Development/Curricular Support/Resources

Principal:

Recommend for hire and evaluate all school staff
Serve as Instructional Leader of the school
Create and Implement the Master Schedule
Assist with lottery, database and registration process
Provide Professional Development/Curricular Support/Resources
Conduct daily classroom walk-throughs with timely feedback to staff

Disaggregate student data
Responsible for Student Safety
Daily operations of the building
Ensure admin representation at all building level events
Monthly board reports
Reports for Charter Link
Parent and Community relations
Testing Schedules

Instructional Leadership: Support all teachers in best practices, data interpretations and student grouping, curricular alignment to standards by content area and grade level, support EC, EL and AIG student supports, prepare and present professional development, oversee tutoring camps, serve in teacher interview committees. Provide and facilitate all professional development

Student Services: All student discipline and behavior, parent conferences, teacher support. Participate in all MTSS meetings or contribute student discipline data as relates to MTSS tracking. Support student safety efforts and activities

Contracted Finance

Manage PO System, AR, AP, Payroll Support
Create and submit monthly financial reports
Monthly budget updates as contracted/requested

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
Principal/School Leader	1	1	1	1	1	1
Assistant Principal	0	0	1	2	2	2
Dean(s)	0	0	0	0	0	0
Additional School Leadership	0	0	0	0	0	0
Core Classroom Teachers		25	31	37	43	49
Specialized Classroom Teachers (e.g. special education,	0	6	8	10	11	13
Student Support Positions (e.g. social workers,	0	1	1	1	1	2
Specialized School Staff	0	1	2	3	5	6
Teaching Aides or Assistants	0	0	2	2	4	4
School Operations Support Staff	1	7	10	11	12	13
	2	41	56	67	79	90

Lit	8:00 AM	8:05 AM	8:10 AM	8:15 AM	8:20 AM	8:25 AM	8:30-10:00 AM	8:35 AM	8:40 AM	8:45 AM	8:50 AM	8:55 AM	9:00 AM	9:05 AM	9:10 AM	9:15 AM	9:20 AM	9:25 AM	9:30 AM	9:35 AM	9:40 AM	9:45 AM	9:50 AM	9:55 AM	10:00 AM	10:05 AM	10:10 AM	10:15 AM	10:20 AM	10:25 AM	10:30 AM	10:35 AM	10:40 AM	10:45 AM	10:50 AM	10:55 AM	11:00 AM	11:05 AM	11:10 AM	11:15 AM	11:20 AM	11:25 AM	11:30 AM	11:35 AM	11:40 AM	11:45 AM	11:50 AM	11:55 AM	12:00 PM	12:05 PM	12:10 PM	12:15 PM	12:20 PM	12:25 PM	12:30 PM	12:35 PM	12:40 PM	12:45 PM	12:50 PM	12:55 PM	1:00 PM	1:05 PM	1:10 PM	1:15 PM	1:20 PM	1:25 PM	1:30 PM	1:35 PM	1:40 PM	1:45 PM	1:50 PM	1:55 PM	2:00 PM	2:05 PM	2:10 PM	2:15 PM	2:20 PM	2:25 PM	2:30 PM	2:35 PM	2:40 PM	2:45 PM	2:50 PM	2:55 PM	3:00 PM	3:05	3:10	3:15	3:20
Kindergarten				MM	Literacy Block 8:30 - 10:30 (120 Min)															Bathroom	Lunch 10:45-11:10			Recess 11:15 -11:45					Specials (40 min) 12:20 -1:00		Math (60 min) 1:00 - 2:00			Intervention (30 min) 2:00 - 2:30		Science /SS (45 min) 2:30 -3:15																																																					
Grade 1				MM	Literacy Block 8:30 - 10:15 (105 Min)												Lunch 10:50 -11:15			Intervention (45 Minutes) 11:20 - 12:05		Math (60 min) 12:05 - 1:05			Specials (40 min) (1:05 -1:45)		Recess (1:50 - 2:20)		Science/SS (45 Minutes) 2:30 - 3:15																																																												
Grade 2				MM	Literacy Block												Lunch 10:55-11:20				Math 11:30 - 12:30			Recess 12:30 - 1:00		Intervention (45 min) 1:00 - 1:45		Specials (40 min) 1:50 -2:30		Sciene/SS (45 min) 2:30 - 3:15																																																											
Grade 3				MM	Literacy Block										Intervention (45 min) 10:35-11:20				Lunch 11:25-11:50			Recess 11: 55-12:25		Math 12:30 - 1:45			Science/Social Studies 1:50-2:30		Specials (40 min) 2:35 -3:15																																																												
Grade 4 A				MM	Literacy Block (80 min) 8:30 - 9:50					Specials (40 min) 9:50-10:30		Social Studies/Writing (50 min) 10:35-11:25				Lunch 11:30 - 11:55			Intervention 12:00 - 12:45		Math Block (80 min) 12:45 - 2:05			Science (40 min) 2:05-2:45		Recess 2:45 - 3:15																																																															
Grade 4 B				MM	Math Block (80 min) 8:30 - 9:50					Specials (40 min) 9:50-10:30		Science (50 min) 10: 35-11:25				Lunch 11:30 - 11:55			Intervention 12:00 - 12:45		Literacy Block (80 min) 12:45 - 2:05			Social Studies/Writing (40 min) 2:0-2:45		Recess 2:45 - 3:15																																																															
Grade 5 A				MM	Literacy Block (80 min) 8:30 - 9:50					Specials (40 min) 9:50-10:30		Social Studies/Writing (50 min) 10:35 - 11:25				Lunch 11:35 - 12:00			Math Block (80 min) 12:05 - 1:25			Recess 1:25 - 1:55		Intervention 1:55 - 2:35		Science 2:35-3:15																																																															
Grade 5B				MM	Math Block (80 min) 8:30 - 9:50					Specials (40 min) 9:50-10:30		Science (50 mi) 10:35-11: 25				Lunch 11:35 - 12:00			Literacy / SS Block (80 min) 12:05 - 1:25			Recess 1:25 - 1:55		Intervention 1:55 - 2:35		Social Studies/Writing (40 min) 2:35-3: 15																																																															
Dismissal																																																																																									

Granite Charter Academy

Middle School Bell Schedule

1st	7:30
	8:40
2nd	8:44
	9:44
3rd	9:48
	10:48
Lunch	10:48-11:16
4th	11:18
	12:18
5th	12:22
	1:22
6th	1:26
	2:30

High School Bell Schedule

1st	7:30
	8:40
2nd	8:44
	9:44
3rd	9:48
	10:48
4th	10:52
	11:52
Lunch	11:52-12:20
5th	12:22
	1:22
6th	1:26
	2:30

Granite Charter School

Proposed High School Course Catalog

Course Name	Dept.	Course Description
English I	ELA	Students read, write, analyze and respond to a variety of literature genres. Critical thinking, research, grammar, and language skills are also important components of English I.
English I Honors	ELA	Students read, write, analyze and respond to a variety of literature genres. Critical thinking, research, grammar, and language skills are also important components of English I.
English II	ELA	Students read, analyze, and respond to world literature. Writing, critical thinking, research, grammar, and language skills are also important components of English II.
English II Honors	ELA	Students read, analyze, and respond to world literature. Writing, critical thinking, research, grammar, and language skills are also important components of English II.
English III		Students read, analyze, and respond to American literature. Writing, critical thinking, grammar, and language skills are emphasized.
English III Honors	ELA	Students read, analyze, and respond to American literature. Writing, critical thinking, grammar, and language skills are emphasized.
Ap English Language and Composition	ELA	In addition to the requirements of English III, students study nonfiction prose style and rhetorical techniques based on selections from, but not limited to, essays, diaries, journals, letters, speeches, biographies, and autobiographies. Writing stresses the aims and modes of composition as well as argumentation.
English IV	ELA	Students read, analyze, and respond to British literature. Writing, critical thinking, grammar, and language skills are emphasized. Students also complete tasks related to college readiness.
English IV Honors	ELA	Students read, analyze, and respond to British literature. Writing, critical thinking, grammar, and language skills are emphasized. Students also complete tasks related to college readiness.

AP English Literature and Composition	ELA	The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.
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Foundations of Math I	Math	Ninth grade students that have not yet demonstrated on grade level performance in math will take Foundations of NC Math I for the first semester, followed by NC Math I in the second semester. Each course will require a two-period block during the school day, which will provide additional time and support for building the necessary skills for success in high school math courses.
Math I /Honors	Math	Math I provides students the opportunity to study concepts of algebra, geometry, functions, numbers and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data.
Math II	Math	Math II continues a progression of the standards established in Math I. In addition to these standards, Math II includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions.
Math II Honors	Math	Math II continues a progression of the standards established in Math I. In addition to these standards, Math II includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions.
Math III	Math	Math III progresses from the standards learned in Math I and Math II. In addition to these standards, Math III extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. Math III also includes the geometric concepts of conics and circles.

Math III Honors	Math	Math III progresses from the standards learned in Math I and Math II. In addition to these standards, Math III extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. Math III also includes the geometric concepts of conics and circles.
Math IV	Math	The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions.
Math IV Honors	Math	The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions.

Pre-Calculus Honors	Math	An honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling are included throughout the course of study.
AP Statistics	Math	The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.
AP Calculus AB	Math	This course provides a study of the concepts of calculus including functions, graphs, limits, derivatives and integrals and provides experience with its methods and applications. Course follows the College Board syllabus.
World History	Soc Stud	The World History course will address six (6) periods in the study of World History, with a key focus of study from the mid 15th century to present. The standards of this course are grouped in a way that reflects accepted periodization by historians. The learning standards of this course have been written to focus around a basic core of

		chronologically-organized periods and events in history in order to have a set of learning standards that can be reasonably taught and learned with some depth. Students taking this course will study major turning points that shaped the modern world.
World History Honors	Soc Stud	The World History course will address six (6) periods in the study of World History, with a key focus of study from the mid 15th century to present. The standards of this course are grouped in a way that reflects accepted periodization by historians. The learning standards of this course have been written to focus around a basic core of chronologically-organized periods and events in history in order to have a set of learning standards that can be reasonably taught and learned with some depth. Students taking this course will study major turning points that shaped the modern world.

Founding Principles of the United States of America and North Carolina: Civic Literacy	Soc Stud	This course provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship.
Founding Principles of the United States of America and North Carolina: Civic Literacy Honors	Soc Stud	This course provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship.
American History	Soc Stud	American History I – Founding Principles will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. This course will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. And will guide students from the late nineteenth century time period through the early 21st

		century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times.
American History Honors	Soc Stud	American History I – Founding Principles will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. This course will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. And will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times.
Economics and Personal Finance	Soc Stud	The standards and objectives in the Economics and Personal Finance course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. Content will focus on economics, income and education, money and credit management, financial planning and critical consumerism.

Economics and Personal Finance Honors		The standards and objectives in the Economics and Personal Finance course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. Content will focus on economics, income and education, money and credit management, financial planning and critical consumerism.
AP Psychology	Soc Stud	This course will follow the outline from the AP bulletin. Students will engage in an in-depth study of the discipline of psychology, its history, theoretical approaches, and contemporary research methods.
AP United States History	Soc Stud	This course follows the outline provided in the AP bulletin. Students are engaged in an in-depth study of American history from the colonial period to the present.

Earth & Environmental Science	Science	This course is designed to focus on the systems of the Earth, including matter, energy, geology, the origin and evolution of our earth and solar system, environmental issues and awareness, and cycling of water, matter, energy and nutrients through the Earth's system.
Earth & Environmental Science Honors	Science	This course is designed to focus on the systems of the Earth, including matter, energy, geology, the origin and evolution of our earth and solar system, environmental issues and awareness, and cycling of water, matter, energy and nutrients through the Earth's system.
Physical Science	Science	Students will continue the investigation of the physical sciences. This course will build a foundation for the study of the following conceptual strands: matter- properties and change; energy conservation and transfer; forces and motion; and finally the interaction of energy and matter.
Biology	Science	This course is a laboratory-based science class in which students will study the cell, the molecular basis of heredity, biological evolution, interdependence of organisms, matter and energy, and organization in living systems and the behavior of organisms.
Biology Honors	Science	This course is a laboratory-based science class in which students will study the cell, the molecular basis of heredity, biological evolution, interdependence of organisms, matter and energy, and organization in living systems and the behavior of organisms.
Chemistry Honors	Science	This course is a laboratory-based science class in which students will study the structure and properties of matter as they explore chemical reactions, the structure of atoms, conservation and interactions of energy and matter.

Anatomy and Physiology Honors	Science	A detailed study of the structure and functioning of the human body provides the framework for this class. Students are expected to complete research and engage in online investigations in this course. Both independent and collaborative anatomy/physiology projects will be expected and will reflect an honors level.
AP Biology	Science	AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

AP Physics	Science	AP Physics is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.
Spanish I	World Lang	Spanish I focuses on the development of the listening, speaking, reading and writing skills needed for basic communication. Emphasis is given to the development of listening and speaking skills. Geography and cultures of the target language are taught as an integral part of language study.
Spanish II	World Lang	Spanish II continues the development of language skills. Culture is integrated as an on-going part of language study.
Spanish III Honors	World Lang	Spanish III Honors further develops the communication skills introduced in levels I-II. Cultural study is expanded to include information about the art, music, and literature of the cultures studied.
Spanish IV Honors	World Lang	Spanish IV Honors further develops the communication skills introduced in levels I-III. Students participate in activities that require them to use language for meaningful communication with others.
Health and Physical Education	Hlth and PE	This course includes teaching students to have the ability to access health information and services, navigate health institutions and act as an effective advocate to improve health for self, family and/or community. Students will also understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.
Team Sports I	Hlth and PE	This course provides the learner with lifelong skills for participation in a physically active lifestyle. Students will demonstrate understanding of movement concepts, principles, strategies and tactics through performance. Responsible personal and social behavior will be evident in student's regular participation in physical activity outside the physical education class setting.

Team Sports II	Hlth and PE	This course promotes independent application of life long skills for participation in a physically active lifestyle. Students will master movement concepts, principles, strategies and tactics through performance. Responsible personal and social behavior will be evident in student's regular participation in physical activity outside the physical education class setting.
Team Sports III	Hlth and PE	This course further develops independent application of life long skills for participation in a physically active lifestyle, building upon the foundation set through Team Sports I-II. Students will refine movement concepts, principles, strategies and tactics through performance.
SAMPLE CTE General Management Pathway (If enrollment dictates, pathways could be offered on campus)		
Business Essentials	CTE	This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management.

Business Management I	CTE	This course is designed to introduce students to core management concepts. The experience includes how managers plan, organize, staff, and direct the business's resources that enhance the effectiveness of the decision-making process. Students will work through ethical dilemmas and problem solving situations with customer service while applying academic and critical-thinking skills. English language arts is reinforced.
Business Management II		This course is designed to enable students to acquire, understand, and appreciate the significance of management to business organizations. Understanding how managers control financial resources, inventory, ensure employee safety, and protect customer data enhances the effectiveness of their decision making. Students will work through ethical dilemmas, practice problem solving, and enhance their teamwork skills. English language arts and mathematics are reinforced.
CTE Advanced Studies, Apprenticeship or Internship	CTE	This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

		<p>Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.</p> <p>Students who participate in apprenticeships or pre-apprenticeships through Apprenticeship NC and the North Carolina Department of Labor can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate.</p>
Microsoft: Word and Powerpoint	CTE	<p>Students in the Microsoft Imagine Academy benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the current version of Microsoft Word interface, commands, and features to create, enhance, customize, share, and create complex documents, and publish them. In the second part, students will learn to use the current version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. Art and English language arts are reinforced.</p>
Microsoft: Excel	CTE	<p>Students in Microsoft Imagine Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to help you use the most current version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematics is reinforced.</p>
Career and College Promise Coursework	CTE Other	<p>All students will have the opportunity to enroll in courses that align with their unique pathway. Must meet with a counselor in order to enroll in coursework and confirm enrollment.</p> <p>Career and College Promise provides a way for any North Carolina high school student in good academic standing who meets eligibility requirements to take community college courses while still in high school. Students can combine high school and postsecondary courses to earn a credential, certificate, or diploma in a technical field and meet requirements for CTE concentration. Credit may be transferrable to another North Carolina community college, to UNC System institutions, and to many of the state's independent colleges and universities. Students should work with their school counselor to determine what CTE pathways are available at their local community college or in what other ways they can access this program.</p>

ACT/WorkKeys Prep	Misc.	This course will emphasize college entrance test-taking strategies, including math skills, language skills, reading skills, and science-reasoning skills. Students will study and practice test taking strategies, questioning and thinking skills, information retrieval, reading in the content areas, and vocabulary development with the primary goal of increasing performance on standardized assessments.
Yearbook I	Misc.	Students learn basic photography, layout, and copy writing and assist in the production of the school yearbook.
Yearbook II	Misc.	Students learn advanced layout and design and produce the school yearbook.
Yearbook III Honors	Misc.	Students write extensively and serve as senior editors in the production of the school yearbook.
Yearbook IV Honors	Misc.	Students write extensively and serve as senior editors in the production of the school yearbook.
Internship-Classroom (10th-12th)	Misc.	<p>Participating students are under the direction of school leadership and faculty. The Teacher Assistant Intern will receive instruction in assisting in the classroom and will directly support the classroom teacher(s). The specific duties of this role may include but are not limited to the following:</p> <ul style="list-style-type: none"> • Assist in instructing and supervising children in classroom activities; • Help faculty prepare activities that support lesson plans; • Maintain classroom supply lists and inventory; • Help to maintain a clean and organized learning environment; • As directed, other classroom support functions as assigned

Internship-Office (10th-12th)	Misc.	<p>Participating students are under the direction of the Front Office staff. The Office Assistant Intern will learn related skills and directly provide administrative and office support. The specific duties of this role may include but are not limited to the following:</p> <ul style="list-style-type: none"> • Process incoming and outgoing correspondence; • Answer calls and direct inquiries to the appropriate staff member; • Making copies and collating documents; • Deliver materials and supplies; • As directed, other office support functions include creating and editing publications, preparing shipments and mailings, and working on special projects as assigned.
Vocal Music I	Arts Ed	This introductory course is for students interested in singing. Students study the fundamental skills of music, sight-singing, proper vocal production, and vocal health. Choral music study involves listening, describing, and evaluating music. Students also study basic vocal health and wellness issues.

Vocal Music II	Arts Ed	This course includes students of varied vocal talents and abilities. Students should have a general understanding of music theory and notation, sight-reading, and a willingness to sing actively each day. Vocal Music II incorporates a variety of music ranging from historical choral literature to the music of today. Participation in after-school rehearsals and performances is expected.
Vocal Music III	Arts Ed	This course utilizes a small performing group of mixed voices, which requires the highest level of technical skill and the ability to perform music in a variety of meters and keys.

Theatre Arts I	Arts Ed	This is an introductory course for students with little or no theatre arts experience. Students will learn the fundamentals of theatre including: text analysis, basic acting and production skills, and the history of theatre.
Theatre Arts II	Arts Ed	Students will build upon the skills and techniques learned in Theatre I and develop full length performance pieces. Students will participate in class productions and film pieces.
Theatre Arts III Honors	Arts Ed	Students will build upon the skills and techniques learned in Theatre I-II through the study of acting teachers. Students are expected to produce performances and films for the whole school.
Theatre Arts IV Honors	Arts Ed	Students will build upon the skills and techniques learned in Theatre I-III through the study of acting teachers. Students are expected to produce performances and films for the whole school.

Video Production I	Arts Ed	Students would learn the process of planning, writing, and pre-production for a number of video based assignments. Students will learn how to use cameras on a basic point and shoot level to use manual controls to fine tune images. Students will learn how to set up shoots, plan out scenes, and several off camera techniques for creating video projects. Students will learn basic non-linear editing, digital effects, and sound design for video. Students will create a variety of video based projects from basic animatic stories, a weekly school news program, video reviews and tutorials, as well as small and large scale short films on campus.
Video Production II	Arts Ed	Students will build upon the skills and techniques from Video Production I to create a variety of video based projects.

Video Production III Honors	Arts Ed	Students will continue to build upon the skills and techniques from Video Production I-II to create a variety of video based projects.
Visual Arts I	Arts Ed	This is an introductory course for students interested in taking art. It provides intensive work with various drawing skills and media while introducing students to the basic vocabulary of art and design. Specific topics covered include drawing, color, architecture, painting, photography, graphics, printmaking and sculpture.
Visual Arts II	Arts Ed	This course is a continuation of study in visual arts through techniques and processes in the areas of drawing, painting, printmaking, sculpture and mixed media. Emphasis is placed on critical thinking and development of problem-solving skills. Students will begin to take a more personal approach in their art. Conducting critiques, evaluating works of art, and examining the economics of art is explored. Students will maintain an artistic journal and learn the process of maintaining a portfolio.
Visual Arts III Honors	Arts Ed	This course focus is the development of a personal voice and aesthetic in creating art. The advanced student must be self-directed and actively take ownership of their portfolio. Students will engage in personal and peer; formal and informal; oral and written critiques.
Visual Art IV Honors	Arts Ed	This course will further skills developed in Visual Arts I-III. Students will continue to develop independence and creativity in artistic design. Students will engage in personal and peer; formal and informal; oral and written critiques.

Recommended Course Progression

English, Math, Social Studies, and Science

English (4 credits required)

English I
English II
English III
English IV

Grade	Career Prep College Prep
9th	English I Honors English I
10th	English II Honors English II
11th	English III Honors English III -or- AP English Language and Comp
12th	English IV Honors English IV -or- AP English Literature and Comp

Math (4 credits required)

Math I
Math II
Math III

4th Advanced Math (Essentials, Advanced Functions, PreCalculus, or AP Statistics)

Grade	Career Prep	College Prep	College Prep
8th	N/A	N/A	Math I
9th	Foundations Math I/Math I -or- Math I	Math I	Honors Math II
10th	Math II	Honors Math II	Honors Math III
11th	Math III	Honors Math III	Honors Math IV -or- Honors PreCalculus
12th	Math IV	Honors Math IV -or- Honors PreCalculus -or- AP Statistics	Honors PreCalculus -or- AP Calculus -or- AP Statistics

Social Studies (4 Credits)

For students entering grade 9 for the first time in 2019-2020 or before:

World History

Civics and Economics ("American History: Founding Principles, Civics and Economics")

American History I & II

-or- AP US History & Social Studies Elective

Grade	Career Prep College Prep
9 ^{th**}	World History Honors World History
10 ^{th*}	Civic Literacy
11 th	American History -or- AP US History
12 th	Economics and Personal Finance

Science (3 Credits)

Environmental Science

Biology

A Physical Science (Chemistry, Physical Science, or Physics)

Grade	Career Prep College Prep
9 th	Environmental Science Honors Environmental Science
10 th	Physical Science Honors Biology
11 th	Biology Honors Chemistry (Math 3)* Honors Physics (Math 3)* AP Physics (PreCalc/Calc)*

Charter School Board Member Background Check Form**Board Member Background Check**

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Samantha Amara, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 4.11.24

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____



Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used). [REDACTED]

2) Background check must include any additional aliases that have been used by the individual.

3) Background check must include a completed county level check for any county returned in the Social Security Trace.

4) Background check must include a completed nationwide check.

coming from Gaston County

Certification Statement:

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If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Cheryl L. Littlejohn, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Cheryl L. Littlejohn Date April 15, 2024

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

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Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, John Andrew Eldridge, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature John Andrew Eldridge Date 4/13/2024

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

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- 2) Background check must include any **additional aliases** that have been used by the individual.
- 3) Background check must include a completed **county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed **nationwide check.**

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, STEPHEN E. BRITTON, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 4/4/2024

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Background Check Form

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- 1) Background check must include a **Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any **additional aliases** that have been used by the individual.
- 3) Background check must include a completed **county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed **nationwide check.**

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Holly Fraccaro, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature [Signature] Date 4/11/24

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

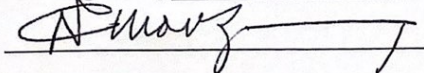
- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

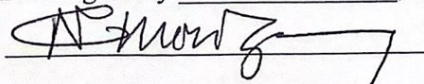
Note: To be completed individually by each proposed founding charter school board member. **Form must be signed by hand.**

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Nick Montgomery, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date April 4, 2024

I, Nick Montgomery, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature  Date April 4, 2024

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Board Member Background Check

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- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Samuel Edson, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 04/14/2024

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____



Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board **must** submit a completed background check that meets the following parameters:

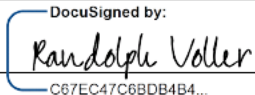
- 1) Background check must include a **Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any **additional aliases** that have been used by the individual.
- 3) Background check must include a completed **county level check for any county returned in the Social Security Trace**.
- 4) Background check must include a completed **nationwide check**.

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Randolph S. Voller, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 4/4/2024

DocuSigned by:
C67EC47C6BDB4B4...

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Stephen E. Griffin

4018 Bristol Rd.

Durham, NC 27707

SUMMARY

In excess of 40 years of property, casualty, life, accident and health insurance experience with responsibilities including marketing, procurement and placement of all types of insurance. Evaluate risks and exposures and recommend appropriate coverages.

EXPERIENCE

1989- Present

**Insurance People of North Carolina, Inc., Durham, NC
President**

- Oversee all aspects of commercial lines, personal lines, and benefits departments as well as oversee all duties of the administrative staff.

1985-1989

Home Insurance Agency, Inc.

EDUCATION

University of North Carolina at Wilmington, B. A. degree in Speech Communications, 1982

Graduate of Durham Jordan High School, 1978

INSURANCE DESIGNATIONS

Licensed in property, casualty, life, accident, and health.

AAI (Accredited Advisor in Insurance) Designation, 1988

Graduate of the Institute of Insurance

Graduate of Travelers Commercial Lines School

Certified Work Comp Specialist, Certified Risk Architect

COMMUNITY INVOLVEMENT

- Active member of the Independent Insurance Agents of North Carolina and currently serving on the IIANC Governmental Affairs Committee.
- Serving on the HBA - DOC Board of Directors and Executive Board of Directors.
- Member of State of North Carolina Insurance Committee
- Founding board member for the Lincoln Community Health Center Foundation to raise funds and awareness to support the medical cost and expenses of the patients visiting our health clinic.
- Chairman of the Governmental Affairs Committee for the NC Public Charter School Association.
- Former member Board of Trustees to the North Carolina School of Math and Science 2014 - 2021.
- Chairman of the North Carolina Educational Workforce Innovation Commission
- Past Vice-President of Durham Interfaith Hospitality Network
- Currently serve on the North Carolina Restaurant & Lodging Association Governmental Affairs Committee
- Chair North Carolina Association of Public Charter Schools
- Board of Trustees University of North Carolina at Wilmington

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

School Information

Name of charter school	Granite Charter School Academy
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Board Member's Information

Board Members	Full name: Stephen E Griffin
	Home Address: 4018 Bristol Road Durham, NC 27707
	Business Name & Address: IPNC, Inc PO Box 3006 Durham, NC 27715
	Telephone No.: 919-280-0313

	E-mail address: Steve@inspeople.com
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Board Member Application	
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Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/>
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Educational History	Durham Jordan High School 1978 UNCW Bachelor of Arts Speech Communications 1982

Employment History	Insurance People of North Carolina, Inc- President This is my 40th year working in the insurance industry.

How were you recruited to join this Board of Directors?	Founding Member
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Why do you wish to serve on the board of the proposed charter school?	To better educate students that particularly want to learn more about the many opportunities in the Career Technical Educational fields.
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How were you recruited to join this Board of Directors?	I recruited myself
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Why do you wish to serve on the board of the proposed charter school?	To establish a high performing K-12 school that focuses on the various construction trades for our students that may have an interest in the CTE.
What is your understanding of the appropriate role of a public charter school board member?	To properly guide and govern the school following the By-Laws of the school and the state of North Carolina laws.
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 can be an effective board member.	Board of Trustee at the North Carolina School of Science and Mathematics in Durham, NC from 2014 to 2022. Currently Serving on the Board of Trustees at UNCW. Appointed in July 2023 for a Four Year Term.
Describe the specific knowledge and experience that you would bring to the board.	At NCCSSM I was successful working with the Development Department to start a \$50 Million Campaign along with another \$150 Million funding from the NC General Assembly. At UNCW I am working on similar initiative to establish a Hospitality Program inside the Cameron School of Business. I know how to raise funds and work with our state and federal governments to seek funding.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	Build a High Performing Academically challenging learning environment where our students are involved with hands on learning opportunities. Grow lifelong learners. Reinforce responsible citizenship. Achievement through Perseverance. Nurture relationships with an engaged community. Intentional support of peers through mutual respect. Technical skills via work-base learning. Excellence in developing a world-class workforce and industry leaders.
What is your understanding of the school's proposed educational program?	Build out a traditional education curriculum along with a Career Technical Educational offering starting in middle school grades. Then extend through the high schools to introduce the students to the various career opportunities in the construction trades and beyond.

What do you believe to be the characteristics of a successful school?	School Leaders and Board members need to design, then execute a positive written plan of action for the school that includes oversight of that written plan. Those characteristics include fiscal management of that written plan, integrity of the school leaders and board members. Following the By-Laws of the school and government.
How will you know that the school is succeeding (or not) in its mission?	If the students are not engaged by middle and high school with wanting to learn more about the various construction trades and the other CTE curriculum offerings

Governance

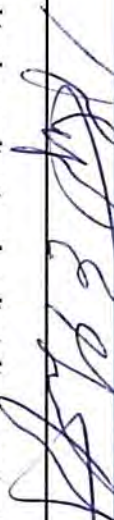
Describe the role that the board will play in the school's operation.	Hire the School Principal and support them in their role to lead the school. Also review monthly the school's financials. Make sure the school board follows the By-Laws, state and federal laws.
How will you know if the school is successful at the end of the first year of operation?	That the school is financially sound met its budget goals. That student enrollment is growing. That we have an excellent Faculty and staff team that is supporting the principal and the mission of the school.
How will you know at the end of five years of the schools is successful?	That we have met our five-year goals for both the budget and student enrollment growth goals.
What specific steps will the charter school board need to take to ensure that the school is successful?	Closey monitor the school budget. That students are learning and performing well academically. That our faculty and staff are successful in the classroom
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?	Work with both our school attorney and board members to correct the questioned ethical issues. Remove them if necessary to protect the integrity of the board and the school.

Certification

I, Stephen E. Griffin, 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 Granite Charter Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature



Date

4/4/2024

**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 and the license validity. Click or tap here to enter text.*



SAMANTHA AMARAL

Chief Human Resource & Finance Officer

Dynamic and compassionate Chief Human Resource & Finance Officer with an infectious energy for nurturing both people and financial health. Adept at blending strategic foresight with genuine empathy, I thrive on fostering a workplace where every individual feels valued and empowered. With a passion for education and a knack for strategic wizardry, I orchestrate harmony between human capital management and fiscal responsibility, ensuring companies not only succeed but thrive..

EDUCATION

- Regis College
Bachelor of Social Work
2006 - 2009
- Career Learning
Certified Title IX Coordinator
- Career Learning
Certified HR Manager

CONTACT

M: htri.aligned@gmail.com
P: +508-369-5181
A: Garner, NC

SKILLS

- Hard Skills
 - Financial modeling and reporting
 - Budgeting & Planning
 - Strategic Planning
 - Grant Management
 - HR Processes & Procedures
- Soft Skills
 - Leadership
 - Communication
 - Collaboration
 - Adaptability
 - Problem Solving

PROFESSIONAL EXPERIENCE

- Maureen Joy Charter School
Chief Human Resource & Finance Officer
2021 - Present
 - Head of Accounting/Finance, Strategy & Business Development, and Inventory at Maureen Joy Charter School.
 - Leadership in budgeting & planning, strategy development, and operational improvement initiatives.
 - Managed Federal and State grants, audits, fiscal reporting, and payroll reporting.
 - Led technology initiatives for a more strategic organization, including transitioning to sustainable practices like electric student transportation, EV charging stations, solar panel technology, and a full-service healthy kitchen program.
 - Spearheaded the successful rollout of the electric bus initiative, enhancing environmental sustainability and reducing carbon footprint.
 - Streamlined payroll, health benefits, and retirement benefits through technology upgrades.
 - Proactive talent pipeline development through active recruitment, higher education job fairs, and community outreach.
 - Delivered training for Directors on Performance Improvement, Coaching for Performance, and Career Development.
 - Established strong partnerships with cross-functional teams to support regional talent strategies.
 - Developed and facilitated the school's first finance, safety, and medical risk committees.
 - Invited panelist at the NC Charter Associated annual conference.

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

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School Information	
Name of charter school	Click or tap here to enter text.
Board Member's Information	
Board Members	Full name: Samantha Amaral
	Home Address: 144 Harpers Landing Rd, Garner NC 27529
	Business Name & Address: Maureen Joy Charter School, 107 S. Driver Street, Durham NC 27703
	Telephone No.: 508-369-5181
	E-mail address: samaral@joycharter.org

Board Member Application

<p>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</p>	<p>No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/></p>
<p>Educational History</p>	<p>Bachelors - Regis College</p>
<p>Employment History</p>	<p>See Resume attached.</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>Mr. Steve Griffin recruited me.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>Charter Schools are my passion. Running my consulting company to support Charter Schools in Operations and HR & having the privilege to lead a Charter school, I have had the opportunity to make a difference in the charter school world to better serve our scholars.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>The Board members are here to support the Executive team with any larger-picture decisions for the Charter School. Great board members are active and present. They should know the school and its operations well. They provide feedback/approvals to projects or initiatives. Public charter schools, especially newly opening Charter School Boards support the school's executive team with the bigger operational and instructional aspects of the Charter School (Calendars, bi-laws, finances, hirings, construction, etc).</p>

	The Board has a fiduciary responsibility to the Board, therefore the financial information is reviewed monthly and reviewed by the finance committee.
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 can be an effective board member.	<p>I am the Board Secretary for Riverside Leadership Academy.</p> <p>I am a Board member of Profound Ladies</p> <p>I am an executive member of Maureen Joy Charter School</p> <p>I am the CEO and founder of Tri. Aligned Consulting</p>
Describe the specific knowledge and experience that you would bring to the board.	I am well versed in school policies, compliance, audits, operational and financial.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	The mission is your "North Star". It will define what success is for your school and what is failure. It allows others outside of the school community (parents, vendors, donors) to know what your goals are as a school.
What is your understanding of the school's proposed educational program?	Having a portrait of a learner for your scholars is super important. At the end of the day, this is why Charter schools are here, to provide excellent education mitigating the educational gaps for our scholars. How we teach them will define your success.
What do you believe to be the characteristics of a successful school?	<p>Financially sound and responsible.</p> <p>Student-centered</p> <p>Excellence is an expectation for the staff and students.</p>
How will you know that the school is succeeding (or not) in its mission?	<p>The scholars - Are they succeeding? When you look at your mission, have you accomplished it with your scholars?</p> <p>The staff - What is your retention? Why are teachers staying (do they find the joy and anatomy they need to be great teachers? Do they have the space to continue to learn and grow too?</p> <p>It isn't about running a perfect business, it's about leading and growing humans.</p>

Governance

Describe the role that the board will play in the school's operation.	Click or tap here to enter text.
How will you know if the school is successful at the end of the first year of operation?	Enrollment and waitlist. Do we have a strong one? Having a healthy waitlist or at minimum meeting 100% enrollment quarter is important. That will dictate your financial sustainability in the next school year. How was the outreach to people in the community? How did we build relationships with feeder programs? Is our revenue stream sustainable? Especially with a new Charter School, getting the name and mission out there is going to be important. Building relationships with our community is key. Once you have the buy-in from the community the students will come.
How will you know at the end of five years of the schools is successful?	Enrollment and the waitlist should have increased. We should have made several new partnerships with feeder programs or expanded our services to scholars.
What specific steps will the charter school board need to take to ensure that the school is successful?	Supporting outreach for staff and scholars. Ensure policies and procedures are in place. Support with any compliance documentation DPI will require prior to opening the charter school. The hiring of the executive director and principal is key.
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 believe having clear and honest conversations is important. Setting the expectations of Board members in the beginning is important. Everyone should understand their role and have a signed agreement to follow such expectations. We should have Bi-laws to protect the school from such acts, therefore it should be easy to notice when Board members are not acting according to the mission and vision of the school. Those members should be removed quickly. The Board is here to protect the school.

Certification

I, Samantha Amara, 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.

Board Member's Signature

Signature



Date

4.4.24

**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 and the license validity. Click or tap here to enter text.*

HOLLY FRACCARO
1322 HIGH RIDGE DRIVE
MEBANE, NORTH CAROLINA 27302
EMAIL: hfraccaro@gmail.com PHONE: (919) 265-9350

EXPERIENCE

HOME BUILDERS ASSOCIATION-

DURHAM, ORANGE & CHATHAM COUNTIES (HBA DOC)

CHIEF EXECUTIVE OFFICER

DURHAM, NORTH CAROLINA

OCTOBER, 2013 – PRESENT

- CEO for one of the largest Home Builders Associations (HBA) in North Carolina.
- Executive Director of the HBA DOC Foundation, a not-for-profit charitable organization.
- Responsible for an annual combined (Association + Foundation) budget of ~\$1M.
- Developing a 5-trade summer pre-apprenticeship career academy (Carpentry, HVAC, Electrical, Plumbing, Masonry).
- Created the Future of Builders of the Triangle Club, a venue for high school students seeking trade-related training and mentorship.
- Report to a twenty-two member Board of Directors.
- Recipient- North Carolina Home Builders Association New Executive Officer of the Year Award, September 2014.
- Recipient- National Association of Home Builders, Professional Women in Building Executive Officer of the Year, January 2016.
- Recipient- National Association of Home Builders, New Executive Officer of the Year, July 2016.

ASOCIACION DE DESARROLLA INTEGRAL

DE COMUNIDAD DE PLAYAS DEL COCO (ADICOCO)

VOLUNTEER DEVELOPMENT SPECIALIST & GRANT WRITER

PLAYAS DEL COCO

GUANACASTE, COSTA RICA

JANUARY 2011 – MAY 2015

- Consulted on community development issues which impact the health of Guanacaste Region Eco-tourism.

NORTH WEST HOUSING PARTNERSHIP (NWHP)

EXECUTIVE DIRECTOR

SCHAUMBURG, ILLINOIS

FEBRUARY, 2005 – OCTOBER, 2013

- Chief Executive Officer for one of the largest nonprofit housing developers in the Chicago metropolitan area.

SINGLE ROOM HOUSING ASSISTANCE CORPORATION (SRHAC)

EXECUTIVE DIRECTOR

CHICAGO, ILLINOIS

AUGUST, 1999 – DECEMBER, 2004

- Chief Executive Officer of nonprofit organization providing affordable supportive housing to previously homeless men and women.

EDUCATION

ADLER SCHOOL OF PROFESSIONAL PSYCHOLOGY

MASTER OF ARTS, COUNSELING PSYCHOLOGY

(3.8 GPA/4.0)

CHICAGO, ILLINOIS

MAY 1997

UNIVERSITY OF NORTH DAKOTA

BACHELOR OF ARTS, PSYCHOLOGY

GRADUATED MAGNA CUM LAUDE (3.8 GPA/4.0)

GRAND FORKS, NORTH DAKOTA

MAY 1995

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

School Information

Name of charter school

Granite Charter Academy

Board Member's Information

Board Members

Full name: Holly Fraccaro

Home Address: 1322 High Ridge Drive, Mebane NC 27302

Business Name & Address: Home Builders Association of Durham,
Orange and Chatham Counties
1821 Hillandale Road, Suite 1B-138
Durham, NC 27705

Telephone No.: 919.265.9350

E-mail address: holly@hbadoc.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: ☒

Yes: ☐

Click or tap here to enter text.

Educational History

1997 – MA Counseling Psychology, Adler University, Chicago IL
1995 – BS Psychology, University of ND, Grand Forks, ND

Employment History

2013 – present: HBA of Durham, Orange & Chatham Counties, Durham NC
2004-2013: North West Housing Partnership, Schaumburg, IL
1997-2013: Chicago Christian Industrial League The Studios, Supportive Housing Program, Chicago, IL

How were you recruited to join this Board of Directors?

I was part of the founding group committed to starting a skilled trades centric charter school.

Why do you wish to serve on the board of the proposed charter school?

Because I feel it addresses a significant unmet need in our school systems today - teaching real world applicable skills with a direct path to career achievement without the added burden of secondary education.

<p>How were you recruited to join this Board of Directors?</p>	<p>As part of the HBA in this region, I was one of the first board members identified by Steve Griffin to discuss this opportunity and I joined immediately and then helped identify other like-minded folks in this community who understand the need for this type of program.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I am deeply invested in this region personally and professionally. I work directly with construction and home builders and understand the incredible need for skilled trades workers in this part of NC. I believe this school will fill a gap that will ultimately serve our students, our community and our state.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>Oversight of the program, legal and fiduciary responsibilities. My primary role is to help define and set processes, procedures and policies that are aligned with the mission of the school and to support the school's mission and operations. I will assist in hiring the school leader and then support that person in their role of daily operations of the school. Minimum of monthly meetings to monitor the budget, compliance items, enrollment, satisfaction and of course, student performance. Board members are for oversight and not for daily interference or school operations.</p>
<p>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 can be an effective board member.</p>	<p>I currently serve on several local school district's CTE advisory boards; I have been newly appointed to the Inter-Church Housing Council Board of Directors, which is a nonprofit affordable housing organization. In my career I have served on several nonprofit or municipal boards including: Housing Advisory Board (Chapel Hill, NC), HBA Executive Officers Council (NC and Washington, DC) and Rebuilding Together (NW Suburban, Chicago).</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>With a 20 plus year career as a nonprofit executive I bring a wealth of experience in nonprofit policy and governance. I have been elected chair to many of the boards I have served on and am experienced at Robert's Rules of Order. I understand how to read a financial statement and the importance of the board packet that reports out the activities of the school, so that the board can ensure it is meeting its mission.</p>

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	To provide students K-12 will access and exposure to future career paths by way of electives in elementary , electives and some cte courses in middle school, and a full offering of electives, CTE courses, dual enrollment and apprenticeships with local businesses in the high school program so that students can graduate high school and have a career path, a full time job offer, or an advanced/advantage for college and careers due to dual enrollment and certification pathways.
What is your understanding of the school's proposed educational program?	Captured above, but we will also focus on all core courses as required by North Carolina standards, and offer a differentiated educational model that allows students to get all the support the need and to work on their personal level (on grade level, below, above etc)
What do you believe to be the characteristics of a successful school?	Happy students, staff and parents. Strong academic achievement, students excited about careers and certifications offered to them, and a healthy budget tied to strong enrollment and fiscal management.
How will you know that the school is succeeding (or not) in its mission?	Enrollment, climate surveys, student performance, measurable outcomes for the mission: students taking electives and courses that are based on STEM, and skilled trades or financial literacy. Low attrition.

Governance

Describe the role that the board will play in the school's operation.	Oversight: Holding the school leadership accountable for the goals in the charter application and to ensure the school is in compliance with local and state and federal laws. On-time reporting.
How will you know if the school is successful at the end of the first year of operation?	Meeting year 1 enrollment targets, positive climate surveys, a healthy fund balance or plan for a surplus.

<p>How will you know at the end of five years of the schools is successful?</p>	<p>Enrollment is aligned with the grade levels and numbers in the application, meeting the smart goals for years 2-5 in the application (academics, closing achievement gaps, strong relationships in the community as planned and demonstrated in the application, students staying with the school and moving up through the program)</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>Healthy conversations at board meetings when we review data. These reports should include financials, budgets, school academic performance, student enrollment, parent participation, business partnerships. Understanding board responsibilities by attending conferences and training to know how to measure school success.</p>
<p>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?</p>	<p>Open and transparent conversations with the entire board to discuss concerns and understand the context or potential conflict. Being comfortable with the removal of a member if deemed necessary or appropriate to protect the School and the rest of the board.</p>

Certification

I, Holly Tracano, 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 Carville Charter School is true and correct in every respect.

Board Member's Signature

Signature

Holly Tracano

Date

4/14/24

**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 and the license validity. Click or tap here to enter text.*



Cheryl Littlejohn
316 Durham Rd,
Stanley, North Carolina
(704) 747-8300



Hunter Huss High School
Scholarship to attend University of Tennessee

National Champion Women's basketball 1987
Lady Vols Women's Basketball Team

Graduated in 1987

FBI Academy Quantico VA 4 years in LA
Diversion Investigator with Drug Enforcement Administration

NC State University 4years
Asst Coach

University of Alabama 4years
Asst Coach

University of Minnesota 4 years
Head Coach

Chicago State University 4years
Head Coach

Asst Director of Parks and Recreation
City of Gastonia

Building a Lifelong Learner
Executive Coaching Enterprises
Educational Consulting Company
Specializing in Transforming Lives
Changing climate and culture
Leadership Coaching
Parent Empowerment Workshops

Founder and Executive Director
Lady Vols Legacy and Legends Foundation

Legacy Event Center (Owner)

Smith's Soul food Bistro (Owner)

Changing and Impacting Lives!

Stay Tuned...Coming Soon





Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign 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.

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School Information

Name of charter school

Click or tap here to enter text.

Board Member's Information

Board Members

Full name: Cheryl L. Littlejohn

Home Address: 316 Durham Rd Stanley

Business Name & Address: Smith's Soulfood 209 S. Chestnut

Telephone No.: 704 747-8300

E-mail address: legacyec1@gmail.com

What is your understanding of the appropriate role of a public charter school board member?	Click or tap here to enter text. To ensure school in compliance
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 can be an effective board member.	Click or tap here to enter text. Owner of Executive Coaching www.execcoachingent.com
Describe the specific knowledge and experience that you would bring to the board.	Click or tap here to enter text. 15 years educational consultant

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	Click or tap here to enter text. To Be informed
What is your understanding of the school's proposed educational program?	Click or tap here to enter text. To Be informed
What do you believe to be the characteristics of a successful school?	Click or tap here to enter text. Leadership / staffing
How will you know that the school is succeeding (or not) in its mission?	Click or tap here to enter text. Goals met by students

Governance	
Describe the role that the board will play in the school's operation.	Click or tap here to enter text. ensure compliance
How will you know if the school is successful at the end of the first year of operation?	Click or tap here to enter text. growth + sustainability
How will you know at the end of five years of the schools is successful?	Click or tap here to enter text. growth + sustainability goals met by students

What specific steps will the charter school board need to take to ensure that the school is successful?	<i>surveys by parents</i> Click or tap here to enter text. <i>Regular evaluations / visits</i>
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?	Click or tap here to enter text. <i>report to board chair</i>

Certification	
I, <i>Cheryl L. Littlejohn</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 <i>Chatham</i> Charter School is true and correct in every respect.	

Board Member's Signature	
Signature <i>Cheryl L. Littlejohn</i>	Date <i>April 15, 2024</i>

**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 and the license validity. Click or tap here to enter text.*

205 Kidd's Ridge, Siler City, NC 27344 • (919) 548-9452 • jeldridge@chathamcharter.org

Work History

School Superintendent

07/2012 to Current

Central Carolina Academy – Sanford, North Carolina

My responsibilities include the following:

- Facilitating the replication of Chatham Charter School from the application, through the ready to open process and the school opening in August, 2022
- Received NC ACCESS grant in the amount of \$1.5M
- Hiring and evaluating lead administrator, and twenty-three teachers and staff

Chatham Charter School – Siler City, North Carolina

My responsibilities include the following:

- Lead existing K-8 through the expansion process by adding grades 9-12 and a \$2.1M building addition
- Creating and managing a budget of over \$5 million
- Hiring and evaluating three administrators, and sixty-four teachers and staff
- Facilitating partnership with Central Carolina Community College to maximize North Carolina Career and College Promise Pathways

Regional Superintendent

08/2010 to 06/2012

Guilford County Schools – Greensboro, NC

My responsibilities included the following:

- Represented the Enrichment Region of Guilford County Schools, serving the nine lowest performing schools in the district (K-12)
- Worked with the superintendent and senior staff to execute the district strategic plan, which included building strong community/school relationships, improved academic achievement for students, and fostered safe learning environments for students to develop strong character attributes
- Supervised eleven central office staff focused to build administrative and teacher leadership capacity
- Supervised and evaluated the nine principals of the schools in the Enrichment Region

Ed. D: Educational Leadership and Cultural Foundations 2010

University of North Carolina At Greensboro - Greensboro, NC

Ed. S: Educational Leadership and Cultural Foundations 2008

University of North Carolina At Greensboro - Greensboro, NC

Master of School Administration (MSA): Educational Leadership and Cultural Foundations 1998

University of North Carolina At Greensboro - Greensboro, NC

Bachelor of Arts: Elementary Education 1992

University of Pittsburgh - Bradford – Bradford, PA

Affiliations

Appointed by NC Senate to the Charter School Review Board (CSRB) Serving as Vice-Chair Current

Member, NC Virtual Public School Advisory Council Current

Board of Directors President, Chatham Trades in Siler City Current

Member, Siler City Rotary Club Current

Board of Directors President, Greensboro Community Theater 2009-2011

Awards

Wachovia Piedmont/Triad Central Regional Principal of the Year 2005

Wachovia Principal of the Year for Chatham County Schools 2005

Teacher of the Year- Bonlee Elementary School 1997

Outstanding Teacher of Mathematics for Chatham County Schools 1996



Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

School Information	
Name of charter school	Granite Charter Academy

Board Member's Information	
Board Members	Full name: Dr. John A. Eldridge
	Home Address: 205 Kidd's Ridge Siler City, NC 27344
	Business Name & Address: Chatham Charter School 2200 Hamp Stone Road Siler City, NC 27344
	Telephone No.: 919-548-9452

	E-mail address: eldridgej1969@gmail.com
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Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/>
Educational History	My undergraduate degree came from the University of Pittsburgh at Bradford. I earned my master's degree and Doctor of Education from the University of North Carolina at Greensboro. I am currently serving as the Vice-Chair of the North Carolina Charter School Review Board.
Employment History	I have been an educator for 32 years. Siler City Elementary School (3 rd grade teacher)- 1992-1993 Bonlee Elementary (3,4,5 th grade teacher and Assis. Prin)- 1993-1999 Chatham Central High School (Assis. Prin. and Principal)- 2000-2005 Guilford County Schools (Regional Superintendent)- 2005-2012 Chatham Charter School (Superintendent)- 2012-present Central Carolina Academy (Superintendent)- 2020-present
How were you recruited to join this Board of Directors?	I volunteered

Why do you wish to serve on the board of the proposed charter school?	I am excited about the opportunity to have a school in our area that focuses on preparing students for a career in the trades field.
How were you recruited to join this Board of Directors?	When I learned more about the school, I volunteered.
Why do you wish to serve on the board of the proposed charter school?	I am excited about the opportunity to have a school in our area that focuses on preparing students for a career in the trades field.
What is your understanding of the appropriate role of a public charter school board member?	To manage the business of the school and be sure school leadership are given the support needed to run the educational programming.
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 can be an effective board member.	I am the vice chair of the NC CSRB, and I am the board chair for the Chatham Trades organization.
Describe the specific knowledge and experience that you would bring to the board.	I have 32 years of experience in education. 25 of those years have been in administration.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	The mission will be to provide a high-quality education focused on preparing students to enter the high skilled workforce and fill new jobs coming to the area.
What is your understanding of the school's proposed educational program?	Preparing students to be successful in attaining a position in a highly skilled position in the workforce. While students can still decide to attend a two or four year school, the goal will be to help students get the credentials they need to find employment in the trades or CTE fields.
What do you believe to be the characteristics of a successful school?	For decades, education seems to have been focused on preparing students for college. Not that this is a bad thing; it's just not the only thing. The trades and CTE professions are increasingly struggling to hire qualified applicants. A school in this area that focuses on changing this is what is needed.

How will you know that the school is succeeding (or not) in its mission?	The Board will be monitoring test results and will be able to survey businesses in the area to see if graduates from the school are being successful, hard-working employees.
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Governance	
Describe the role that the board will play in the school's operation.	The Board will be responsible for the fiscal management of the school and will evaluate the lead administrator.
How will you know if the school is successful at the end of the first year of operation?	Feedback from teachers, staff, parents, students, and administration on how the year went will be important. Also, the end of year financials will let us know if we created a successful budget.
How will you know at the end of five years if the school is successful?	Teacher working conditions surveys, student academic results, financial reports, and feedback from the stakeholders in the school community.
What specific steps will the charter school board need to take to ensure that the school is successful?	Monthly open Board meetings to review financials, and to set short and long-term goals in the areas of finances, academics, culture, and safety. These goals will be continually monitored.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	Report the situation to the Board president. If the Board president is involved, I would speak to the vice-president. If both are involved, I would call the office of charter schools and ask for direction on the matter.

Certification	
I, <u>John A. Eldridge</u> , 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 <u>Granite Academy</u> Charter School is true and correct in every respect.	

Board Member's Signature

Signature

Joe A. Ellis

Date

4-17-2024

**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 and the license validity. Click or tap here to enter text.*

Nick Montgomery

605 Buttonwood Dr.
Hillsborough, NC
(919) 368-6542
niolasm@icloud.com

EXPERIENCE

Orange High School, Hillsborough, NC — Career Development Coordinator

AUGUST 2015 - PRESENT; also OCTOBER 2005 - SEPTEMBER 2009

Helped students make connections to career paths, hosted career information sessions, testing responsibilities, managed freshman orientation, graduate follow up, and dual enrollment program. Was a School Counselor for freshmen from 2005-2009.

Southern Middle School, Roxboro, NC — School Counselor

MARCH 2012 - JULY 2015

School Counselor at a middle school

Pickett Academy, San Antonio, TX — School Counselor

JULY 2011 - FEBRUARY 2012

School Counselor at a middle/high school disciplinary alternative education program, Testing Coordinator, Title I Coordinator

Gonzales Achievement Center, San Antonio, TX — School Counselor

JANUARY 2010 - JULY 2011

School Counselor at an elementary school disciplinary alternative education program, Testing Coordinator

Southeast Guilford High School, Greensboro, NC — Dropout Prevention Coordinator

AUGUST 2003 - OCTOBER 2005

Dropout Prevention Specialist and Evening School Coordinator

Northwood High School, Pittsboro, NC — School Counselor

SEPTEMBER 2002 - JULY 2003

School Counselor at a traditional high school

North Moore High School, Robbins, NC — School Counselor

JULY 1994 - SEPTEMBER 2002

School Counselor at a traditional high school; also Head Wrestling Coach and Head Soccer Coach

SKILLS

Customer Service Skills

Quick Learner

Excellent Memory

Strong Writing and Editing Skills

Counseling Skills

Networking skills

30 year career in Education

AWARDS/CERTIFICATIONS

School Counselor NC

Certification since 1994;

Career Development

Coordinator Certification since 2015

EDUCATION

University of North Carolina, Chapel Hill, NC — Masters' Degree

JUNE 1993 - AUGUST 1994

Masters Degree in School Counseling

University of North Carolina, Chapel Hill, NC — Bachelor of Arts

AUGUST 1986 - MAY 1990

Bachelor's Degree in History



Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign 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.

School Information

Name of charter school

Granite Charter Academy

Board Member's Information

Board Members

Full name: Nick Montgomery

Home Address: 605 Buttonwood Dr. Hillsborough, NC 27278

Business Name & Address: Orange High School 500 Orange High School Rd. Hillsborough, NC 27278

Telephone No.: (919) 368-6542

E-mail address: niolasm@icloud.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input checked="" type="checkbox"/> Yes: <input type="checkbox"/>
Educational History	UNC-Chapel Hill B.A. in History, May 1990 UNC-Chapel Hill M.Ed. in Education, August 1994.
Employment History	I have been a public school employee in North Carolina since August 1994 except from September 2009-February 2012 during which I was a public school educator in Texas. Some of the roles I've served have been Guidance Counselor, Dropout Prevention Counselor, Career Development Coordinator, Head Coach, and Assistant Coach.
How were you recruited to join this Board of Directors?	Holly Fraccaro
Why do you wish to serve on the board of the proposed charter school?	I think it would be a privilege to help plan a new school.
How were you recruited to join this Board of Directors?	See above
Why do you wish to serve on the board of the proposed charter school?	See above
What is your understanding of the appropriate role of a public charter school board member?	To support and enable students and staff.

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 can be an effective board member.	I have served on many committees in the public schools, holding a vast number of roles. I have served on educational committees such as dropout recovery, student retention, MTSS, SSST, 504, Title I, attendance, at-risk, etc. In addition I served on the Transportation Board for a year for the Town of Chapel Hill.
Describe the specific knowledge and experience that you would bring to the board.	30 years of experience in public education with a particular focus on career development and workforce development.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	My understanding is that this proposed school will develop students to be job ready.
What is your understanding of the school's proposed educational program?	My understanding is that this proposed school will develop students to be job ready.
What do you believe to be the characteristics of a successful school?	First, the students must enjoy being in attendance at the school. Second, students and staff must feel safe. Third, clearly-defined expectations for achievement and discipline must be in place. Fourth, efforts to reteach and retain students falling behind must be demonstrated
How will you know that the school is succeeding (or not) in its mission?	Instruments measuring student, staff, and community satisfaction should be administered regularly. Also, are students graduating with their cohort (retention)? In addition, is there a vigorous interchangeability with the business community? Are there partnerships?

Governance	
Describe the role that the board will play in the school's operation.	To support and sustain all students and staff.
How will you know if the school is successful at the end of the first year of operation?	Measure student retention and morale - if most students return, and morale is high, it was successful.

How will you know at the end of five years of the schools is successful?	A culture of success has been installed. There is an atmosphere of trust between students, staff, administration, and community stakeholders. Students enjoy being at school and staff morale is high. There is a thriving business advisory team. Graduates are highly sought-after for college, the military, and the workforce. State test scores are high in % proficient. A specific systematic effort is in place to assist students who are struggling. The achievement gap is narrowing year by year.
What specific steps will the charter school board need to take to ensure that the school is successful?	Continual analysis of data and an ongoing effort to recruit business partners for the school.
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 first address the issue with the individual and point out their unethical behavior. I would have a conversation. If my concerns were not allayed I would make mention of such to the Board.

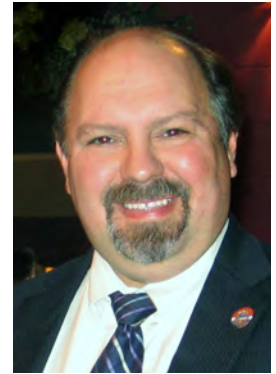
Certification
I, <u>Nick Montgomery</u> , certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for <u>Granite</u> Charter School is true and correct in every respect.

Board Member's Signature	
Signature	Date
<u>Dwight</u>	<u>April 4, 2024</u>

**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 and the license validity. Click or tap here to enter text.*

Randolph “Randy” Voller is the former Chairman of the North Carolina Democratic Party (“NCDP”), the Sixth Congressional District Committee, and the Chatham County Democratic Party, as well as a four-term mayor of Pittsboro, NC.

Randy founded VRC, Ltd. in 1995 with his father Lothar “Lot” Voller. The firm focuses on business consulting, real estate brokerage, and development. Before Lot’s death in 2012, he brokered international import/export projects from Russia, Italy, Germany, and South America. Randy led work on Chatham County developments such as Chatham Forest, Daniel Ridge, and Wilkinson Creek, all of which currently generate ad valorem tax revenues of over \$700,000 a year to Chatham County and the Town of Pittsboro. Randy led the effort in 2009 to allow liquor-by-the drink in Chatham County, which grew new businesses and restaurants such as The City Tap, the “Mod”, and the Postal Fish Company.



919-949-1274
randy@vrclimited.net

Voller is currently the President and owner of VRC, Ltd. as well as the publisher of the *Chatham County Line*. Randy currently hosts a weekly show on WCHL called “On the Porch” and is a board member of the Orange/Chatham Association of Realtors and the NC Regional MLS.

Randy has provided leadership on several local, regional, and state boards including as chairman of the Triangle Area Rural Planning Organization, and membership on the boards of the NC Housing Finance Agency, Advanced Energy Corporation, the North Carolina Juvenile Justice Grants Committee, the Chatham County Economic Development Corporation, the Chatham County Affordable Housing Task Force and the Solid Waste Advisory Board among others. Randy is still a member of the NCDP Executive Council, NCDP Executive Committee, and the Platform and Resolutions Committee. He founded the NCDP Labor Caucus and still serves on its executive committee. Randy was a DNC delegate to the 2016 Democratic Convention in Philadelphia.

Voller is a Leadership Triangle Goodmon Fellow and in 2017 was awarded the Goodmon Award for Community Service. He is a 2010 Marshall Memorial Fellow (GMF). He also participated in the Latino Initiative with the UNC Center for International Understanding in 2010 and was twice named a “Home Town Hero” by WCHL. In 2009 Voller received the Carl E. Thompson distinguished service award from the Chatham County Human Relations Commission, and in 2013 the West Chatham NAACP awarded Voller their Humanitarian Service Award along with Chatham County’s School Superintendent, Robert Logan. Randy is a board member of Sustainable Prosperity where he also serves as its President.

Randy grew up in Northwest Indiana with his father Lot, his mother Viktoria, sisters Meredith and Cynthia, and maternal grandfather Harry “the Horse” Danning who played for the old New York Giants.

In 1991 Voller graduated from Indiana University, Bloomington with a degree in History, a minor in East Asian Studies and was a member of the honors program. Randy also graduated from Andean High School.

Randy has lived in North Carolina since 1991. Since 2002 he’s lived in Pittsboro with his wife Lesley Landis and their rescue dog Ripley in Chatham Forest, the in-town neighborhood that he developed.



Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign 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.

School Information

Name of charter school

Granite State Charter Academy

Board Member's Information

Board Members

Full name: Randolph S. Voller

Home Address: 21 Randolph Court, Pittsboro, NC 27312

Business Name & Address: VRC, Ltd., 697 Hillsboro Street, Suite 350A, Pittsboro, NC 27312

Telephone No.: 919-949-1274

	E-mail address: randy@vrclimited.net
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Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/>
Educational History	I am a graduate of Andrean High School in Lake County, Indiana. I was a member of the Honors Program at Indiana University Bloomington. I received a BA in History and a minor in East Asian Studies. I have all certificates for residential and commercial appraisals in NC and obtained my broker's license in 1993.
Employment History	I founded VRC, Ltd. in 1995 with my father and have been employed by VRC, Ltd. since 1996. Our firm does real estate brokerage, consulting, and development. I also own Voller Properties, LLC. and Avanti Media, LLC.
How were you recruited to join this Board of Directors?	I was recruited by the leadership of the local HBA. After discussing the mission of the school, I was convinced that the niche that Granite State Charter Academy will fill is vital to the future prosperity of our community.

Why do you wish to serve on the board of the proposed charter school?	<p>We are a community that is growing rapidly and it will be very important to provide focused educational opportunities that will lead to the development of the needed workforce in our area and region over the next fifty years.</p>
How were you recruited to join this Board of Directors?	<p>I was recruited by the leadership of the local HBA. After discussing the mission of the school, I was convinced that the niche that Granite State Charter Academy will fill is vital to the future prosperity of our community.</p>
Why do you wish to serve on the board of the proposed charter school?	<p>We are a community that is growing rapidly and it will be very important to provide focused educational opportunities that will lead to the development of the needed workforce in our area and region over the next fifty years.</p>
What is your understanding of the appropriate role of a public charter school board member?	<p>It is my understanding that board members are ultimately accountable for the success and growth of the charter school. The Board will work together to create policies and procedures by which the School and the School leader are directed to follow. The Board will hire the leader of the School and provides him/her with a set of policies, expectations and goals for the charter school and then provides support for that person to meet those goals through resources; financial and human, and ensures that the primary foundation for success are handled prior to the school opening which includes facility, financing, procurement of furniture, curriculum etc and helps contract with expert vendors to create a lunch program, transportation and other necessary functions of a school.</p>
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 can be an effective board member.	<p>I have served in public service as the Mayor of Pittsboro for four terms as well as on the board of Sustainable Prosperity, Inc.; Main Street Pittsboro; Triangle Area Rural Planning Organization; NC Housing Finance Agency; Advanced Energy Corporation; the North Carolina Juvenile Justice Grants Committee; the Chatham County Economic Development Corporation; the Chatham County Affordable Housing Task Force; the Mid-Carolina Workforce Board; Chatham County Solid Waste Advisory Board; the NCDP Executive Council, the NCDP Executive Committee; the Platform and Resolutions Committee; and the NCDP Labor Caucus. I am currently on the board of the</p>

	Orange/Chatham Association of Realtors (OCHAR) and the NC Regional MLS.
Describe the specific knowledge and experience that you would bring to the board.	I have direct knowledge and experience in infrastructure planning, development and construction including the development of communities in Chatham County as well as the grading and utility work on school sites in North Carolina. In addition, both of my parents have advanced degrees, and I was raised in a family that highly valued education and self-betterment. My mother was an educator and an administrator in Indiana and finished her career running a large program for IVY Tech Community College in Northwest Indiana. I have also served in elected public office which has given me great insight into serving the entire community and pulling together stakeholders in a community to support initiatives and ideas of common purpose.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	The future workforce for the construction and green building industry will need a higher level of education and skill development as we move into an era of green building, solar farms, more complicated electrical and networking work, coding and 3D concrete printing of homes. Granite State Charter Academy proposes to provide a high-quality educational experience that will fill that niche as Chatham County grows over the next thirty years.
What is your understanding of the school's proposed educational program?	Granite State Charter Academy will be as a K-12 charter school that will tailor its curriculum to provide a high-quality educational experience that will fill an important niche as Chatham County grows over the next thirty years.
What do you believe to be the characteristics of a successful school?	To me a successful school serves the community at-large and provides a well-rounded educational experience and foundation to its pupils thus producing graduates who are capable of continuously learning and adapting to the complexities of an ever changing world.

How will you know that the school is succeeding (or not) in its mission?	Some of the metrics will be maintaining full enrollment (or hitting projected enrollment targets); a low staff turnover, low student attrition, positive climate surveys, financial stability, little to no compliance issues with the OCS or state authorities as well as a positive reputation in the local community. Ultimately, student achievement and satisfaction will drive our success.
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Governance

Describe the role that the board will play in the school's operation.	The board should be involved with policy creation, oversight, accountability, evaluating the school leader, interpreting data reports that include academics, finance, compliance. and evaluating other reports that measure the aforesaid factors.
How will you know if the school is successful at the end of the first year of operation?	We should expect a minimum of a break-even on budget projections with expectations to meet or exceed our year two enrollment targets. We should also have positive climate surveys in the spring with a lack of turnover.
How will you know at the end of five years of the schools is successful?	A financial report that demonstrates a healthy surplus and contingency fund; a facility that has reached full capacity as proposed in the application; clean audits; increased student academic achievement. We should also see decreased achievement gaps for sub-groups of students with a low attrition of students and staff.
What specific steps will the charter school board need to take to ensure that the school is successful?	Provide ongoing support and connections with local businesses, community members and policy makers that are invested in the school. Provide personal support for the school leader when needed and provide appropriate monthly and yearly evaluation of the school leadership and the school program to measure its success according to the initial goals written in the application.
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 expect that we will have written policies in place up front to address such matters. Said policies will likely include, but not be limited to, ethics filings signed by all board members. If

	something unethical occurred I would expect in-person meetings with open, transparent conversations that would discuss the issue and handle the issue with expediency, integrity, and transparency.
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Certification

I, Randolph S. Voller, 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 Granite State Charter School is true and correct in every respect.

Board Member’s Signature

Signature	<div><div>DocuSigned by:</div><div>Randolph Voller</div><div>C67EC47C6BDB4B4...</div></div>	Date	4/19/2024
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**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

2016 – PRESENT
2016 – PRESENT

SAMUEL EDSON

Electrical Contractor

Granite State Electric

Supervisor / Foreman

PROFILE

Skilled electrical contractor, problem solver and aspiring business owner. Experienced in residential and commercial wiring with excellent customer satisfaction.

CONTACT

☎ (919) 943-9779

💬 4020 Bristol Road, Durham,
NC, 27707

✉ Samuel.Edson71@gmail.com

EXPERIENCE

Snyder Hankins

Handyman 2012 – 2013

Managed and maintained jobsites, installed hardware, and coordinated tradesmen

Atkins Electric

Apprentice 2013-2014

Apprentice for a residential electrical contractor. Gained general knowledge and experience with residential wiring.

Granite State Electric

Apprentice 2014 – 2016

Gained experience and knowledge in both residential and commercial wiring.

Responsibilities include acquisition of supplies, estimation, project planning and execution.

Developed and maintained customer relationships.

Foreman / Supervisor 2016 – Present

Managed jobs, on time and on budget
Manage, train and coach team members
Customers request for future projects

SKILLS

- Managing accounts, projects, and team members
- Involved with gathering supply and estimation of projects
- Proficient in electrical design and maintenance
- Experience with Residential and Commercial clients

EDUCATION

Durham School of the Arts

2008-2012

Graduated from Durham School of the Arts with a focus in photography

Western North Carolina University

2012-2013

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign 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.

School Information

Name of charter school

Granite Charter Academy

Board Member's Information

Board Members

Full name: Samuel Fiske Edson

Home Address: 5915 St Marys Rd Hillsborough, NC 27278

Business Name & Address: S.E. Electric

Telephone No.: (919) 943-9779

E-mail address: Samuel.edson71@gmail.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: ☒X

Yes: ☐

Educational History

Completed one year at Western Carolina University. (2012-2013) Left to pursue the trade industry and start my own electrical contracting company.

Durham Tech (2013-2014) Electrical motors and controls

Employment History

Electrical foreman (2014-2023)

Business owner and president of S.E. Electric (2023-present)

How were you recruited to join this Board of Directors?

I was recruited to join this Board of Directors from my neighbor, Steve Griffin

Why do you wish to serve on the board of the proposed charter school?

I wish to serve on the board because I'm keenly interested in promoting the trades. I wish to help children learn that the trades are a viable option after high school. Additionally, the average age of an electrician is currently 58 years. There needs to be a concentrated intentional effort to promote, educate and grow the trades.

<p>How were you recruited to join this Board of Directors?</p>	<p>I met with Steve Griffin at a community event and was immediately drawn to this mission for the school. I came from a family of skilled trades workers, and the traditional high school setting was not working for me. I ended up at Durham Tech and it was finally an experience I know would help me be successful. I started as an apprentice and I now own my own company. We are desperate for more skilled trades workers and many businesses in this area would gladly partner with GCA as we develop young talent.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>See above. I really want to help this school open and offer students a pathway that I had to create, This is critical for our students and our community.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>A Board member is ultimately accountable for the success and growth of the charter school. The Board collectively creates policies and procedures by which the School and the School leader are directed to follow. The Board hires the School leader and provides him/her with a set of policies, expectations and goals for the charter school and then provides support for that person to meet those goals through resources; financial and human, and ensures that the primary foundation for success are handled prior to the school opening which includes facility, financing, procurement of furniture, curriculum etc and helps contract with expert vendors to create a lunch program, transportation and other necessary functions of a school.</p>
<p>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 can be an effective board member.</p>	<p>As someone who is active in the trades, I will be able to bring my experience of the trade to help form the vision and a strategic direction for the school.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>The knowledge and experience that I would bring to the board is a thorough understanding of how the trades work as well as passion and creative ideas. Growing up with learning differences, I had always wished for a school that could have more “hands on” learning throughout all aspects of school.</p>

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	It is my understanding that this school will show children that it is possible to find success in life without feeling the pressure to attend universities. Teaching kids the core classes as well as a foundation for multiple trades. Giving them classes that allow them to explore hands-on at an early age, and then courses in middle and high school that will help them prepare for the workforce at graduation or have coursework completed to finish any type of college or certification pathway to give our students an advantage in their post secondary school life.
What is your understanding of the school's proposed educational program?	K-8 charter school that opens K-6 and grows one grade level per year until 12 th grade. Each successful year will determine how much the school grows. We will offer differentiation in the classroom so each student can learn at their level, and we will offer all different types of electives and activities that introduce versions of skilled trades and stem to students in all grade levels until they pick a pathway in high school. We will also offer dual enrollment at local community colleges.
What do you believe to be the characteristics of a successful school?	One that engages students, and where teachers and students are passionate and successful.
How will you know that the school is succeeding (or not) in its mission?	Maintaining full enrollment (or hitting enrollment targets) low staff turnover, low student attrition, positive climate surveys, financial stability, no compliance issues with the OCS or state authorizer. Ultimately, student achievement also drives this success.

Governance

Describe the role that the board will play in the school's operation.	Oversight, accountability, evaluating the school leader, interpreting data reports that include academics, finance , compliance and other reports that measure the above factors. Connecting the school with local business support partners.
How will you know if the school is successful at the end of the first year of operation?	A minimum of a break even on budget projections, expectations to hit year 2 enrollment targets, positive climate surveys from the spring. Lack of turn over.
How will you know at the end of five years of the schools is successful?	A financial report that demonstrates a healthy surplus and contingency fund , a facility that has reached full capacity as written in the application, clean audits, increased student academic achievement. Decreased achievement gaps for subgroups of students. Low attrition of students and staff.
What specific steps will the charter school board need to take to ensure that the school is successful?	Provide ongoing support and connections with local businesses, community members and policy makers that are invested in the school . Provide personal support for the school leader when needed and provide appropriate monthly and yearly evaluation of the school leadership and the school program to measure its success according to the initial goals written in the application.
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?	An in-person meeting with open, transparent conversations will be held to discuss the issue and handle the issue with expediency and integrity.

Certification

I, _____ Samuel Fiske Edson _____, 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 _____ Granite State _____ Charter School is true and correct in every respect.

Board Member's Signature

Signature

Samuel F. Edson

Date 04/22/2024

**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 and the license validity. [Click or tap here to enter text.](#)*

Area of Proposed Coverage

Comprehensive General Liability

Officers and Directors/Errors and Omissions

Property Insurance

Automobile Liability

Crime Coverage - Minimum/Maximum Amount

Worker's Compensation

Other Coverage

Total Cost

Proposed Amount of Coverage

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$250,000.00 | \$250,000.00

\$500,000.00



Cost (Quote)

4,937.00
2,850.00
17,500.00
385.00
332.00
7,156.00
2,518.00
35,678.00

INSURANCE PEOPLE

Below are the estimated annual premiums: **Granite Charter Academy**

Property Premium Estimate **\$17,500**

Building	\$18,000,000
Contents	\$1,000,000
Deductible	\$2,500
Form	Special
Equipment Breakdown Included	

General Liability Premium Estimate **\$4,937**

Rating Basis:	Students	500
	Faculty	22

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 **\$2,850**

	\$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

Employee Theft/Crime Estimate	\$332
Limit \$250,000	
Auto Premium Estimate	\$385
Hired & Non-owned Auto Liability	
Limit of Liability \$1,000,000	
Head of Class Endorsement	\$131
Workers Compensation Premium Estimate	\$7,156
Statutory State - NC	
Employers Liability \$500/ \$500/ \$500	
Payroll Estimate \$1,250,000	
Umbrella Premium Estimate	\$2,387
Limit of Liability \$1,000,000	
TOTAL ESTIMATED PREMIUM	\$35,678
 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

04/15/2024

The School will implement the below detailed action plan that will assure the timely opening of the school. Special care and attention will be given to developing the innovative components of the School as outlined in the mission, educational and curriculum sections of the application and effectively communicating them to the School's staff and parents, throughout the timeline in the action plan.

Start-up Action Plan for August 2026 Opening

<i>Milestone</i>	<i>Timeline</i>
State Corporation Filing	Complete
Site Selection - initial vetting of adequate facilities and due diligence	2021- ongoing
Approval of application	Expected: 2025
Board participation in Ready To Open Training: board members will focus on governance, facility, budget and staffing	Ongoing and as Required
Begin Official Marketing Effort for enrollment and community outreach	Upon Approval
Corporation filing 1023 for 501c3 approval	Upon Approval
Adopt Board Policies & Procedures	December 2025
Complete site plan, permitting and financing for facility and FFET 2025	Spring/Summer
Construction Begins	Fall 2025
Principal Begins Work	January 2026
Advertised Open Enrollment Period Opening	January 2026
Teacher Recruitment	January 2026 and ongoing
Parent Orientation Meetings highlighting the school's program	June 2025-August
2026 Issue RFP for identified service contracts: EC, Transportation, etc.	January 2026
	(Annual Review/RFP Thereafter)

Open Enrollment Period Ends. Lottery is held. Open seats post-lottery filled on a first come, first served basis	April 2026 (Annually Thereafter)
Student Post-Lottery registration period	April 2026– Ongoing
Selection and Hiring of staff per staffing plan	April 2026- July 2026
Coordinate summer and preplanning PD calendar for staff	April 2026 – June 2026
Finalize & Order Furniture, Fixtures, Equipment, Technology and Curriculum (paid for with funds from long term loan)	April 2026
Board Member Ongoing training	May 2025-July 2026
Complete pre-opening checklist	May 2026-July 2026
School Principal, Registrar and EC Coordinator and Financial Accountant School Opening Training Complete	June and July 2026
Facility construction complete, CO issued	July 2026
501c3 approval received	August 2026
Delivery and installation of FFET. Curriculum materials delivered	July 2026
Staff orientation and PD, preparing for first day of school	August 2026

RAYMOND JAMES®

April 23, 2024

Ms. Holly Fraccaro, Board Chair
Granite Charter Academy
1322 High Ridge Dr
Mebane, NC 27302

RE: Financing Letter

Dear Ms. Fraccaro:

We understand that Granite Charter Academy (“GCA”) will be submitting an application for authorization of a new charter school located in Chapel Hill, NC for the upcoming school year and are contemplating purchasing land and constructing a new school facility in which to locate the new school. For this financing (the “Transaction”), you are contemplating engaging Raymond James & Associates, Inc. (“Raymond James”) to serve as the exclusive structurer and placement agent/underwriter for the school’s proposed tax-exempt bond financing.


Raymond James, is one of the largest underwriters of tax exempt bonds in the country, with 37 offices and 175 public finance professionals. We have underwritten 1,188 issues since 2021, including placing bonds and receiving USDA commitments for a variety of charter schools.

Based upon current market conditions, we believe that financing for a startup charter school in North Carolina is achievable but will be subject and not limited to: (i) satisfactory market conditions (ii) detailed review of the development plan; (iii) delivery of customary documentation each that are satisfactory to Raymond James and the purchasers and/or lenders in the Transaction; (iv) satisfactory completion of our due diligence on the Transaction; and (v) approval from our internal committees.

For the avoidance of doubt, this letter is not a guarantee of the availability or success of the Transaction. Nothing herein shall be deemed to constitute any commitment by Raymond James to arrange the Transaction; and such an engagement will be evidenced by a best-efforts engagement between the borrower and Raymond James. Additionally, a commitment to finance the Transaction shall be evidenced only by the execution and delivery of a bond purchase agreement, and shall be subject to the terms and conditions of, the definitive documentation referred to above.

Respectfully submitted,

RAYMOND JAMES & ASSOCIATES, INC.

By: 
Mr. Matt Palumbo
Director, Public Finance



2150 Post Road, Suite 301
Fairfield, CT 06824-5669
203.418.9000 phone
203.256.2377 fax
hjsims.com

April 15, 2024
Granite Charter Academy
Board Chair

RE: Highly Confident Letter

Dear Chairman of the Board:

We understand that your founding board is submitting an application for authorization of a new charter school, Granite Charter Academy (the "School"), to be located in Chatham County, NC., and that the School is contemplating purchasing land and constructing a new school facility in which to locate. For this financing (the "Transaction"), you are contemplating engaging HJ Sims to serve as the exclusive structurer and placement agent/underwriter for the school's proposed tax-exempt bond financing.

Herbert J Sims Education Finance Group ("HJ Sims") is one of the largest underwriters of Charter School tax-exempt bonds in the country. In 2023 our practice accounted for the fourth highest dollar volume of charter school issuances in the country. We are a truly national practice, with offices in New York, Los Angeles, Dallas, Columbus, OH, Richmond, and soon-to-be Phoenix. Over the past 5 years, our team has accounted for nearly \$4B in financing for charter schools across the country¹, with North Carolina being a particularly active market.

HJ Sims has worked on multiple successful transactions, including start-up operations. We have been impressed with the professionalism of your team, the experience and strength of the board, and the team's ability to successfully support the development, operations and leadership of a charter school.

Based upon our initial review and understanding of Granite Charter Academy's plans, we are pleased to confirm that HJ Sims is highly confident of its ability to arrange the Transaction, subject to: (i) satisfactory market conditions and no material adverse change in the business or prospects of the Transaction; (ii) delivery of customary documentation each that are satisfactory to HJ Sims and the purchasers and/or lenders in the Transaction; (iii) satisfactory completion of our due diligence on the Transaction; and (iv) approval from our internal committees.

For the avoidance of doubt, this letter is not a guarantee of the availability or success of the Transaction. Nothing herein shall be deemed to constitute any commitment by HJ Sims to arrange the Transaction; such a commitment shall be evidenced only by the execution and

¹ This total included while at other firms, including BB&T/Truist, RBC, and Raymond James.



2150 Post Road, Suite 301
Fairfield, CT 06824-5669
203.418.9000 phone
203.256.2377 fax
hjsims.com

delivery of and shall be subject to the terms and conditions of the definitive documentation referred to above.

Sincerely,

HERBERT J. SIMS & CO., INC.

A handwritten signature in blue ink, appearing to be "R. F. Harmon", written over a horizontal line.

Name: Richard F. Harmon

Title: Executive Managing Director

SAMPLE Granite Charter School Year-long Calendar

2, 5-9 Required Teacher
Pre-Planning Days

12 First Day of School

AUGUST 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

17 President's Day - No
School

18 Teacher Workday - No
School
Inclement Weather Day 2

2 Labor Day - No School

SEPTEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MARCH 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

13 End of Quarter 3 - 46 Days

14 Teacher Workday - No
School
Inclement Weather Day 3

9 End of quarter 1 - 42 Days

11 Teacher Workday - No School

OCTOBER 2024						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11 1st Day of Spring Break
Inclement Weather Day 4

11-18 Spring Break - No
School

11 Veterans Day - No School

25-29 Thanksgiving Break - No
School

NOVEMBER 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2025						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

23 End of Quarter 4 - 44 Days

26 Memorial Day

27-28 Teacher Workday - No
School

19 End of Quarter - 43 Days

20 Teacher Workday - No
School
Inclement Weather Day 1

DECEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2025						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

176 Instructional Days
1056 Instructional Minutes

1-3 Winter Break - No School

20 Dr. King Day - No School

27 100th Day of School

JANUARY 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JULY 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

	School Closed /Holidays
	1 st & Last Day of School for Students
	Teacher Workdays (campus closed for students)
	End of Quarters



BUILD WITH PASSION. BUILD **BOLD**.

July 6, 2021

Dear Charter School Advisory Board and State Board of Education,

On behalf of **BOLD Construction**, a Chatham County business, please accept this letter of support for the Granite State Charter Academy application.

Educational options are the number one priority for families choosing to relocate for personal or professional reasons. A high quality charter school with an innovative K-8 program will serve as an attractor and an anchor as this specific region continues to grow and demand for seats in Schools continues to grow with it. In fact, this charter school can be built more efficiently, more quickly and without using local/city/county tax dollars as charter schools' facilities are self-financed and funded.

I/We support this charter application for a K-8 school to open in Chatham County. There are few schools of choice for parents in this area, and although the local schools are generally known to be higher performing schools, there are no options for parents who desire an innovative program for their children. The best schools in this county and surrounding area also limit enrollment based on residential zoning practices that inadvertently result in inequality and a lack of diversity. Charter Schools are open to all NC residents regardless of address or any other qualifying factors. Parents deserve the right to choose what is best for their children.

Please support our support of this critical need to increase and improve parental options for their children which will help our businesses and associations grow and serve the great state of North Carolina.

Sincerely,

A handwritten signature in black ink, appearing to read "J Dell", is written over a light blue rectangular background.

Jason Dell
President & Integrator

CHAPEL HILL MEDIA GROUP



CHAPELBORO.COM
YOUR DAILY LOCAL NEWS SOURCE

Dear Charter School Advisory Board and State Board of Education,

On behalf of Chapel Hill Media Group, serving Orange, Chatham and Durham Counties, please accept this letter of support for the Granite State Charter Academy application.

Educational options is the number one priority for families choosing to relocate for personal or professional reasons. A high quality charter school with an innovative K-8 program will serve as an attractor and an anchor as this specific region continues to grow and demand for seats in Schools continues to grow with it. In fact, this charter school can be built more efficiently, more quickly and without using local/city/county tax dollars as charter schools' facilities are self-financed and funded.

I/We support this charter application for a K-8 school to open in Chatham County. There are few schools of choice for parents in this area, and although the local schools are generally known to be higher performing schools, there are no options for parents who desire an innovative program for their children. The best schools in this county and surrounding area also limit enrollment based on residential zoning practices that inadvertently result in inequality and a lack of diversity. Charter Schools are open to all NC residents regardless of address or any other qualifying factors. Parents deserve the right to choose what is best for their children.

Please support our support of this critical need to increase and improve parental options for their children which will help our businesses and associations grow and serve the great state of North Carolina.

Sincerely,

Aubrey Williams

General Manager

Chapel Hill Media Group

97.9 The Hill WCHL and Chapelboro.com

Office phone # 919-240-6045

Cell phone # 919-698-6569

EXECUTIVE OFFICES

3101 Industrial Drive, Suite 206
Raleigh, NC 27609

Telephone: 919/733-9042
Fax: 800-691-8399

**MAILING ADDRESS**

3101 Industrial Drive, Suite 206
Raleigh, NC 27609

WEB SITE

www.ncbeec.org

July 13, 2021

Dear Charter School Advisory Board and State Board of Education,

On behalf of North Carolina Board of Examiners of Electrical Contractors please accept this letter of support for the Granite State Charter Academy application. The North Carolina State Board of Examiners of Electrical Contractors license Electrical Contractors for the state of North Carolina.

Educational options is the number one priority for families choosing to relocate for personal or professional reasons. A high-quality charter school with an innovative K-8 program will serve as an attractor and an anchor as this specific region continues to grow and demand for seats in Schools continues to grow with it. In fact, this charter school can be built more efficiently, more quickly and without using local/city/county tax dollars as charter schools' facilities are self-financed and funded.

We support this charter application for a K-8 school to open in Chatham County. There are few schools of choice for parents in this area, and although the local schools are generally known to be higher performing schools, there are no options for parents who desire an innovative program for their children. The best schools in this county and surrounding area also limit enrollment based on residential zoning practices that inadvertently result in inequality and a lack of diversity. Charter Schools are open to all NC residents regardless of address or any other qualifying factors. Parents deserve the right to choose what is best for their children.

Please support our support of this critical need to increase and improve parental options for their children which will help our businesses and associations grow and serve the great state of North Carolina.

Sincerely,

Tim Norman
Executive Director



North Carolina
Licensing Board for General Contractors

July 21, 2021

Dear Charter School Advisory Board and State Board of Education,

The North Carolina Licensing Board for General Contractors (the Board) is pleased to offer this letter of support for the Granite State Charter Academy application. The Board is the agency that regulates the general contracting industry in North Carolina for the purpose of protecting life, health, and welfare for our citizens. North Carolina continues to grow and will continue to grow into the foreseeable future as our state is a highly desirable place to live, work, play and raise our families in safe vibrant communities.

Educational opportunity is a high priority for families choosing to relocate to North Carolina for personal or professional reasons. A high-quality charter school with an innovative K-8 program will attract young families and be a cornerstone for this region as it continues to grow. As family's choose this region to live, the need for seats in the schools will require the inclusion of innovative educational opportunities such as Granite State Charter Academy to accommodate the growth. It is widely held that a charter school can be built more efficiently, more quickly and without using state and local tax dollars as charter schools' facilities are self-financed and funded.

The Board supports the inclusion of the school to skills approach that Granite State Charter Academy intends to provide as a K-8 school serving Chatham County. There are few schools of choice for parents in this growing area, and although the local public schools are generally known to be higher performing schools, there are no options for parents who desire an innovative educational program that includes exposure to the construction trades at a young age for their children. Granite State Charter Academy would provide this unique educational opportunity that could provide a future solution to a current critical need in the construction industry, which is a vital component to North Carolina's economy.

We ask that you consider our support of Granite State Charter Academy and seize this opportunity to improve the educational options available to families in Chatham County and the surrounding area. The addition of Granite State Charter Academy will prove to be an asset to the community it serves and to our great state of North Carolina.

Sincerely,

A handwritten signature in black ink, appearing to read "Lee E. Thomason".

Lee E. Thomason
Chairman

A handwritten signature in black ink, appearing to read "C. Frank Wiesner".

C. Frank Wiesner
Executive Director

5400 Creedmoor Rd
Raleigh, North Carolina 27612
919-571-4183

Granite State Electric LLC

11312 US 15-501 North, Suite 107/202
Chapel Hill, NC 27517
919-542-7332 office

July 1, 2021

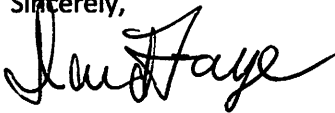
Dear Charter School Advisory Board and State Board of Education,

We support this charter application for a K-8 school to open in Chatham County. There are few schools of choice for parents in this area, and although the local schools are generally known to be higher performing schools, there are no options for parents who desire an innovative program for their children. The best schools in this county and surrounding area also limit enrollment based on residential zoning practices that inadvertently result in inequality and a lack of diversity. Charter Schools are open to all NC residents regardless of address or any other qualifying factors. Parents deserve the right to choose what is best for their children.

We represent Granite State Electric LLC which speaks on behalf of Chatham County residents and future residents. As you know, educational options is the number one priority for families choosing to relocate for personal or professional reasons. A high-quality charter school with an innovative K-8 program will serve as an attractor and an anchor as this specific region continues to grow and demand for seats in Schools continues to grow with it. In fact, this charter school can be built more efficiently, more quickly and without using local/city/county tax dollars as charter schools' facilities are self-financed and funded.

Please support our support of this critical need to increase and improve parental options for their children which will help our businesses and associations grow and serve the great state of North Carolina.

Sincerely,



David Foye

Owner

Granite State Electric

dfoye@granitestateelectricllc.com



State Board of Examiners of Plumbing, Heating & Fire Sprinkler Contractors

1109 Dresser Court, Raleigh NC 27609-7302

Phone: 919-875-3612 Fax: 919-875-3612

July 16, 2021

Dear Charter School Advisory Board and State Board of Education,


On behalf of the State Board of Examiners of Plumbing, Heating & Fire Sprinkler Contractors please accept this letter of support for the Granite State Charter Academy application. The Board represents plumbing, heating, fire sprinkler and fuel piping industry as the state agency that licensing all of these trades. We currently have about 14,500 licensees throughout North Carolina.

Educational options is the number one priority for families choosing to relocate for personal or professional reasons. A high-quality charter school with an innovative K-8 program will serve as an attractor and an anchor as this specific region continues to grow and demand for seats in Schools continues to grow with it. In fact, this charter school can be built more efficiently, more quickly and without using local/city/county tax dollars as charter schools' facilities are self-financed and funded.

We support this charter application for a K-8 school to open in Chatham County. There are few schools of choice for parents in this area, and although the local schools are generally known to be higher performing schools, there are no options for parents who desire an innovative program for their children. The best schools in this county and surrounding area also limit enrollment based on residential zoning practices that inadvertently result in inequality and a lack of diversity. Charter Schools are open to all NC residents regardless of address or any other qualifying factors. Parents deserve the right to choose what is best for their children.

Please support our support of this critical need to increase and improve parental options for their children which will help our businesses and associations grow and serve the great state of North Carolina.

Sincerely,


Dale L. Dawson
Executive Director



Triangle Community Coalition

~Bringing balanced solutions to growth issues in all our communities

July 15, 2021

Dear Charter School Advisory Board and State Board of Education,

On behalf of Triangle Community Coalition please accept this letter of support for the Granite State Charter Academy application. The Triangle Community Coalition represents 110 companies throughout the Triangle region.

Educational options is the number one priority for families choosing to relocate for personal or professional reasons. A high quality charter school with an innovative K-8 program will serve as an attractor and an anchor as this specific region continues to grow and demand for seats in Schools continues to grow with it. In fact, this charter school can be built more efficiently, more quickly and without using local/city/county tax dollars as charter schools' facilities are self-financed and funded.

We support this charter application for a K-8 school to open in Chatham County. There are few schools of choice for parents in this area, and although the local schools are generally known to be higher performing schools, there are no options for parents who desire an innovative program for their children. The best schools in this county and surrounding area also limit enrollment based on residential zoning practices that inadvertently result in inequality and a lack of diversity. Charter Schools are open to all NC residents regardless of address or any other qualifying factors. Parents deserve the right to choose what is best for their children.

Please support our support of this critical need to increase and improve parental options for their children which will help our businesses and associations grow and serve the great state of North Carolina.

Sincerely,

Jacob C. Rogers
Chief Executive Officer

PO Box 383
Morrisville, NC 27560

Phone: 919-307-7695
www.tricc.org

Granite State Electric LLC

11312 US 15-501 North, Suite 107/202
Chapel Hill, NC 27517
919-542-7332 office

July 1, 2021

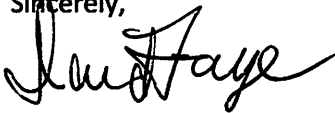
Dear Charter School Advisory Board and State Board of Education,

We support this charter application for a K-8 school to open in Chatham County. There are few schools of choice for parents in this area, and although the local schools are generally known to be higher performing schools, there are no options for parents who desire an innovative program for their children. The best schools in this county and surrounding area also limit enrollment based on residential zoning practices that inadvertently result in inequality and a lack of diversity. Charter Schools are open to all NC residents regardless of address or any other qualifying factors. Parents deserve the right to choose what is best for their children.

We represent Granite State Electric LLC which speaks on behalf of Chatham County residents and future residents. As you know, educational options is the number one priority for families choosing to relocate for personal or professional reasons. A high-quality charter school with an innovative K-8 program will serve as an attractor and an anchor as this specific region continues to grow and demand for seats in Schools continues to grow with it. In fact, this charter school can be built more efficiently, more quickly and without using local/city/county tax dollars as charter schools' facilities are self-financed and funded.

Please support our support of this critical need to increase and improve parental options for their children which will help our businesses and associations grow and serve the great state of North Carolina.

Sincerely,



David Foye

Owner

Granite State Electric

dfoye@granitestateelectricllc.com



July 6, 2021

Dear Charter School Advisory Board and State Board of Education,

On behalf of the Home Builders Association of Durham, Orange and Chatham Counties (HBA DOC) please accept this letter of support for the Granite State Charter Academy application. The HBA DOC represents over 600 members within the residential construction industry throughout the greater Triangle Region. Educational options is the number one priority for families choosing to relocate for personal or professional reasons. A high quality charter school with an innovative K-8 program will serve as an attractor and an anchor as this specific region continues to grow and demand for seats in Schools continues to grow with it. In fact, this charter school can be built more efficiently, more quickly and without using local/city/county tax dollars as charter schools' facilities are self-financed and funded.

I/We support this charter application for a K-8 school to open in Chatham County. There are few schools of choice for parents in this area, and although the local schools are generally known to be higher performing schools, there are no options for parents who desire an innovative program for their children. The best schools in this county and surrounding area also limit enrollment based on residential zoning practices that inadvertently result in inequality and a lack of diversity. Charter Schools are open to all NC residents regardless of address or any other qualifying factors. Parents deserve the right to choose what is best for their children.

Please support our support of this critical need to increase and improve parental options for their children which will help our businesses and associations grow and serve the great state of North Carolina.

Sincerely,

Holly Fraccaro, CEO



44 Hillsboro Street Suite B
Pittsboro NC 27312
Office: 919-542-4442

7-6-2021

Dear Charter School Advisory Board and State Board of Education,

On behalf of Horizon Renovations LLC, a Chatham County business, please accept this letter of support for the Granite State Charter Academy application.

Educational options is the number one priority for families choosing to relocate for personal or professional reasons. A high-quality charter school with an innovative K-8 program will serve as an attractor and an anchor as this specific region continues to grow and demand for seats in Schools continues to grow with it. In fact, this charter school can be built more efficiently, more quickly and without using local/city/county tax dollars as charter schools' facilities are self-financed and funded.

I/We support this charter application for a K-8 school to open in Chatham County. There are few schools of choice for parents in this area, and although the local schools are generally known to be higher performing schools, there are no options for parents who desire an innovative program for their children. The best schools in this county and surrounding area also limit enrollment based on residential zoning practices that inadvertently result in inequality and a lack of diversity. Charter Schools are open to all NC residents regardless of address or any other qualifying factors. Parents deserve the right to choose what is best for their children.

Please support our support of this critical need to increase and improve parental options for their children which will help our businesses and associations grow and serve the great state of North Carolina.

Sincerely,

A handwritten signature in black ink, appearing to read 'John Smith', is written over a horizontal line.

Horizon Renovations LLC



Dear Charter School Advisory Board and State Board of Education,

I support this charter application for a K-8 school to open Chatham County.

There are few schools of choice for parents in this area, and although the local schools are generally known to be higher performing schools, there are options parents who desire an innovative program for their children such as the program proposed by Granite State Academy.

The best schools in this county and surrounding area also limit enrollment based on residential zoning practices that inadvertently result in inequality and a lack of diversity. Charter Schools are open to all NC residents regardless of address or any other qualifying factors. Parents deserve the right choose what is best for their children.

Here is a link to the website: <https://granitestatecharter.org/>

Sincerely,

Michele Hobbaugh



Michele Hobbaugh, Broker | 919.500.3882 "Sell Phone" | Email: Michele.Hobbaugh@allentate.com
Realtor®, ABR, GRI, CRS **Website: allentate.com/michelehobbaugh**

Allen Tate Realtors | 114 Russet Run, Suite 110 | Pittsboro, NC 27312 | Office 919.913.4990



NORTH CAROLINA HOME BUILDERS ASSOCIATION

P.O. BOX 99090 • RALEIGH, N.C. 27624-9090

PHONE (919) 676-9090 • TOLL FREE 1-800-662-7129 • FAX (919) 676-0402

www.nchba.org • www.21buildingexpo.com

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Vice President, Region VII

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jonathan@homesbyjlee.com

Vice President, Region VIII

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Vice President, Region IX

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cody.byrd@alairhomes.com

Vice President, Region X

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brandon@redtreebuilders.com

Secretary/Treasurer

KATHY CRAVEN SNODGRASS
Winston-Salem, (336) 726-7810
kathy.cravensnodgrass@duke-energy.com

Immediate Past President & NAHB

Executive Committee State Rep.

PHIL WARRICK
Greensboro, (336) 378-0209
popsandco@gmail.com

NAHB Executive Committee

BUDDY HUGHES
Lexington, (336) 240-3097
hucon@ptmc.net

Executive Vice President

MIKE CARPENTER

July 12, 2021

Dear Members of the Charter School Advisory Board and the North Carolina State Board of Education:

On behalf of the over 14,000 members of the North Carolina Home Builders Association, we would like to extend our support for the Granite State Charter Academy application. Our members provide the American dream of homeownership to North Carolina families each year.

We strongly support this application because of its emphasis on career technical training. As North Carolina continues to grow, our industry will be needing more and more highly paid skilled workers to fill the need. Even though the opportunities to be successful in the trades are great, there are few places that provide the necessary learning resources to provide these future tradespeople.

The approval of the Granite State Charter Academy is one way you can make a difference for our industry and future homeowners by giving young people more options to be successful for their future.

Thank you for your consideration.

Sincerely,

Tim Minton
Executive Vice President

*EUGENE A. GULLEDGE (1964)
C. PHIL ROBINSON, JR. (1966)
*CARL W. JOHNSON (1967)
*JOHN CROSLAND, JR. (1968)
*J.M. DAUGHTRIDGE (1969)
*HOMER BARRETT (1970)
*JAMES W. LESTER (1971)
CHARLES C. McLAURIN (1972)
*J. VAUGHN KLUTTS (1973)
*Deceased

*C. L. REAVIS (1974)
*JOHN T. BELL (1975)
*WILLIAM T. BOYD (1976)
LaRUE HAMBRICK (1977)
J. RAY SPARROW (1978)
SHERRILL FAW (1979)
MARK E. TIPTON (1980)
M. DURWOOD STEPHENSON (1981)
J. WATTS ROBERSON (1982)

*NELSON CALLAHAN (1983)
*PAUL D. TROLLINGER (1984)
RICK BATCHELOR (1985)
BURL LANCE (1986)
LARRY SUMMER (1987)
HERSCHEL REDDING (1988)
JAMES FORD (1989)
*STEVE NASH (1990)
HARRIS B. GUPTON (1991)

RUSS DAVIS (1992)
CHUCK MILLER (1993)
CHARLES MULLEN (1994)
ROBERT INGRAHAM (1995)
DAVID PRESSLY, JR. (1996)
DONALD W. BETSWORTH (1997)
GEORGE HENSON (1998)
ROBERT YATKO (1999)
DANNY ADAMS (2000)

JONATHAN ELLIOT (2001)
DON CROOM (2002)
GREG ISENHOUR (2003)
RICK JUDSON (2004)
BUDDY HUGHES (2005)
DAVE STORMONT (2006)
PAUL MULLICAN (2007)
RAY RHODES (2008)
FRANK WIESNER (2009)

LYLE GARDNER (2010)
BILL DALEURE (2011)
ERIK ANDERSON (2012)
J. GARY HILL (2013-14)
SEAN SULLIVAN (2015)
BRIAN PACE (2016)
GARY EMBLER (2017)
ALAN BANKS (2018)
PHIL WARRICK (2019)

PRESTON Logo DEVELOPMENT COMPANY

105 Weston Estates Way ■ Cary, North Carolina 27513 ■ 919-481-3000 ■ Fax 919-677-8600
www.prestondevelopment.com

July 6, 2021

Dear Charter School Advisory Board and State Board of Education,

On behalf of Preston Development Company dba Chatham Park, a Chatham County business, please accept this letter of support for the Granite State Charter Academy application.

Educational options is the number one priority for families choosing to relocate for personal or professional reasons. A high quality charter school with an innovative K-8 program will serve as an attractor and an anchor as this specific region continues to grow and demand for seats in Schools continues to grow with it. In fact, this charter school can be built more efficiently, more quickly and without using local/city/county tax dollars as charter schools' facilities are self-financed and funded.

I/We support this charter application for a K-8 school to open in Chatham County. There are few schools of choice for parents in this area, and although the local schools are generally known to be higher performing schools, there are no options for parents who desire an innovative program for their children. The best schools in this county and surrounding area also limit enrollment based on residential zoning practices that inadvertently result in inequality and a lack of diversity. Charter Schools are open to all NC residents regardless of address or any other qualifying factors. Parents deserve the right to choose what is best for their children.

Please support our support of this critical need to increase and improve parental options for their children which will help our businesses and associations grow and serve the great state of North Carolina.

Sincerely,



Vanessa Jenkins
Executive VP



Granite State Charter Academy

Granite State Charter Academy is a K-12 tuition free public charter school serving families anywhere in NC who want their children to have access and exposure to hands-on electives and courses for real-life skills and careers (Career and Technical Skills), Certification pathways for high school students and access to college credits through a College and Career Promise partnership. Interest and mastery in professional skills such as financial literacy, coding and Microsoft Suites and trade skills including craftsmanship, plumbing, electrical engineering, mechanical engineering, and much more. Prepare your children for a successful future! If you would be interested in sending your child(ren) to this type of school and can support this specific charter school program that focuses on career and workforce preparation, please add your name, signature and email address below.

	<u>Sign</u>	<u>Print</u>	<u>email</u>
1.		Bennett Sterling	bennett@inspeople.com
2.		Laura Shaffer	laurashaffer12@mon.com
3.		Mariana Albu	mari@albu.net
4.		Evan Scatise	evan@inspeople.com
5.		STEVE B. INGLETON	STEVE@INSPEOPLE.COM
6.		Rebecca E Griffin	becca@inspeople.com
7.		Michelle Long	michelle@inspeople.com
8.		Daler Miller	daler@e6capitalperson.com
9.		Arlen Lopatchenko	Alopa@AceHandyman.com
10.		Kenneth Combs	Ken@cpc.hone.com
11.		Matt Smith	MATTSHERILL@GMAIL.COM
12.		Lee Bowman	lee@theleyoncompany.com
13.		ROBERT SMART	robert.smart@leway.com
14.		Julie Cannon	julie.cannon@outlook.com
15.		Matt Lanning	matt@westandwoodall.com
16.		Kim Stewart	kinga.stewart@outlook.com
17.		Michaela Marahan	michaela@jloffestudio.com
18.		Jonathan Batisse	Jon@20scapoz.com
19.		Anne Watson	anne.watson@outlook.com

Sign	Print	Email
20. gran Hasbrock	Giant Hasbrock	wowismnc@gmail.com
21. Don Wapack	Don Wapack	
22. Phil Wapack	Phil Wapack Jr	PAISANDCO@GMAIL.COM
23. Maile R. Goff	Maile R Goff	mailep@redladderresidential.com
24. SD	Cody Byrd	cody.byrd@alairhomes.com
25. W.C. Carroll	WG Carroll	wcarrolle@uprightbuilders.com
26. Jill	Jill Rossi	jill@dolceinteriordesign.com
27. Hap	Hap Perry	Hap@rwbrands.com
28. Tim	Tim Sivers	TSIVERS@CQUINITY.COM
29. Mitch	MITCH BARRON	mbarron@drlogroup.com
30. Deanna	Deanna Overden	overden@franklinbiz.com
31. Jason	JASON DOLL	deanna@appliancecenter.biz
32. David	DAVID FITCH	jason@BOONE.com
33. Patrick Byker	PATRICK BYKER	patrick@fitzgeraldnumber.com
34. Nick	NICKOLAS J TENNYSON	nick@tennyson.com
35. Ed Sadler Jr	E.L. Sadler Jr	Lewis@kfe-stage-house-design.com
36. Bob Hooley	Bob Hooley	bhooley@talbertbuilding-supply.com
37. Zach	Zach Spencer	zspencer@bainbridgeva.com
38. Zack	Zack Corgi	zcorgi@theshopcenter.com
39. Robert	Robert Amico	RobertAmico@gmail.com
40. Robert	ROBERT AMICO	robert@rma-build.com
41. Helen	Helen Frazier	hnsfrazier@gmail.com
42. Chelsea	Chelsea Church	chelsea@greenhillcontracting.net
43. James	James Tobin	dandann@gmail.com
44. James	James Tobin	jtobin@nash.org
45. Hedi	Hedi Grable	Hedi Grable@gmail.com
46. Erica	Erica Leatham	eleatham2@gmail.com
47. Michael	Michael Sterling	mikesterling@nc.rr.com
48. Modesta	Modesta A	alcazar-c@hotmail.com
49. Bert	Bert Woodall	bert@westandwoodall.com
50. G.L.	G.L. JEFFREY	jeffreyandcompany@gmail.com
51. Linda	Linda Daye	linda@westandwoodall.com
52. Steve	Steve Dorio Court	sdorio@westandwoodall.com
53. Patricia	Patricia Dering	pat@westandwoodall.com
54. Chris	Chris Hawkes	chris@westandwoodall.com
55. John	John Gill	john@gillwestandwoodall.com
56. Anna	Anna Gering	anna@pickettspine.com
57. Emma	Emma Carpenter	emma@pickettspine.com
58. Kirk	William K West Jr	Kirk@westandwoodall.com
59. Angela	Angela Taylor	angela@inspeople.com

Sign	Print Name	Email
60. Sid Cottrell	Sid Cottrell	scottrell@centurylink.
61. Emily Murray	Emily Murray	emilyrx@nc.rr.com
62. Cheri Sterling	Cheri Sterling	Sterlingmom@yahoo.com
63. Laurie Mann	Laurie Mann	laurie@jessicabishopdds.com
64. Jessica Bishop	Jessica Bishop	drjessica@jessicabishopdds.com
65. Lauren Peed	Lauren Peed	laurenoped@gmail.com
66. Miranda Upadhyaya	Miranda Upadhyaya	miranda.high@salon.com
67. Alu Maxwell	Alu Maxwell	maxwell1310@gmail.com
68. Barbara Christoff	Barbara Christoff	barbara.christoff@gmail.com
69. Dede Hall	Dede Hall	dedehall@gmail.com
70. Becky Lawrence	Becky Lawrence	rebeccabstylist@yahoo.com
71. Taylor Penrod	Taylor Penrod	TaylorPenrod@icloud.com
72. Abby Priette	Abby Priette	abbypriette@gmail.com
73. Alton Tyndall	Alton Tyndall	alton@dickersonbradyrealty.com
74. Suzi Tyndall	Suzi Tyndall	suzi_sgt@rti.com
75. Alyssa Becker	Alyssa Becker	alyssa.n.becker@gmail.com
76. Debi Becker	Debi Becker	beckerdebi@gmail.com
77. David Becker	David Becker	dav.becker@embarqmail.com
78. Alexis Franzese	Alexis Franzese	alexis.franzese@gmail.com
79. Laurie Bryan	Laurie Bryan	Cutn4Him@live.com
80. Lori Marques	Lori Marques	Lorimarquesfl@gmail.com
81. Bob Marques	Robert Marques	Bobmarquesfl@gmail.com
82. Janet McLamb	Janet McLamb	janet@mcclamb.com
83. James Bussell	JAMES Bussell	j.bussell22@gmail.com
84. Alana Fields	Alana Fields	alanaworld813@gmail.com
85. Rosie Carbajal	Rosie Carbajal	carbajal.rossie1994@gmail.com
86. Kyle Wolffe	Kyle Wolffe	wolffeman@hotmail.com
87. Melody Wolffe	Melody Wolffe	melody.m.fletcher@outlook.com
88. Ashley Sanders	Ashley Sanders	asanders@umdurham.edu
89. Penny Morris	Penny Morris	penny@penmoril24@gmail.com
90. C. Wilson	C. Wilson	chuck@ctw.com
91. Elliott P.G. Boyd	Elliott P.G. Boyd	eboydtennis@gmail.com
92. Christian S.D. Boyd	Christian S.D. Boyd	cjdboyd@gmail.com
93. Matthew Evansky	Matthew Evansky	matthewevansky@gmail.com
94. Christine Lane	Christine Lane	chiestek2@gmail.com
95. Howard Soule	Howard Soule	rhSoule@gmail.com
96. Cory Droughon	Cory Droughon	CoryDroughon@gmail.com
97. Nancy Manner	Nancy Manner	nancy.manner@gmail.com
98. Fred Hess	Frederick Hess	Frederick.Hess@yahoo.com
99. Arlene Cappola	Arlene Cappola	arncappola@nc.rr.com
100. Andrea Weber	Andrea Weber	altecha215@gmail.com

Sign

Print Name

Email

101. Mary M. Smith

Mary M. Smith

Mary@inspeople.com

102. Howard W Ross

Howard W Ross

howard@inspeople.com



Granite State Charter Academy Support Petition

- K. Stewart - [Signature]

- [Signature] Bryan Maynard

- [Signature]

- Anna Raughla Gaudette

- [Signature]

- [Signature]

- [Signature]

- [Signature]

- [Signature]

- [Signature]

- [Signature]

- [Signature]

- [Signature]

- [Signature]

- [Signature]

- [Signature]

- [Signature]

- [Signature]

- [Signature]

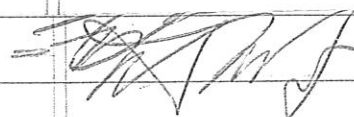
- MIKE TARRANT 919.418.4338


- Zach Spencer 919 616 8241

- David Clark 703 307 0358

Jennifer Hoffman 919.452-1111

RYAN AXBPS

 - MICHAEL MEHRINGER

- Evan Scalzi 

- Mitchell Kaufman Mitch Kaufmann 914 943 968

- Dan Seabell 919-219-6601



- Judith K Dineille

- Mitch Barron

- Matt Fitzen 

JUDITH R DINEILLE

MITCH BARRON

Matt Fitzen

Bennett Sterling



Granite State Charter Academy

Granite State Charter Academy is a K-8 tuition free public charter school serving families anywhere in NC who want their children to have access and exposure to hands-on electives and courses for real-life skills and careers (Career and Technical Skills). Interest and mastery in trade skills is our goal including craftsmanship, plumbing, electrical engineering, mechanical engineering, and much more. Prepare your children for a successful future!

Survey Question	Yes	No
Do you have children ages 5-12?		<input checked="" type="checkbox"/> Soon to be 3 and 1
Would you consider a tuition free charter school for your child?	<input checked="" type="checkbox"/>	
Do you live within driving distance or bus transportation to Chatham County?	<input checked="" type="checkbox"/>	
Would you want your child to have hands-on projects and activities that teach skills in elementary school?	<input checked="" type="checkbox"/>	
Would you want your child to have Career and Technical Education (CTE) classes in middle school? (Computers, engineering, coding etc.)	<input checked="" type="checkbox"/>	
Would you want your child to continue CTE courses in high school that lead to certifications?	<input checked="" type="checkbox"/>	
	Name	Email
Please add your name and email address so we can send you updates of our progress	Stephanie Gibson	Stgibson05@gmail.com



Granite State Charter Academy

Granite State Charter Academy is a K-8 tuition free public charter school serving families anywhere in NC who want their children to have access and exposure to hands-on electives and courses for real-life skills and careers (Career and Technical Skills). Interest and mastery in trade skills is our goal including craftsmanship, plumbing, electrical engineering, mechanical engineering, and much more. Prepare your children for a successful future!

Survey Question	Yes	No
Do you have children ages 5-12?		✓
Would you consider a tuition free charter school for your child?	✓	
Do you live within driving distance or bus transportation to Chatham County?	✓	
Would you want your child to have hands-on projects and activities that teach skills in elementary school?	✓	
Would you want your child to have Career and Technical Education (CTE) classes in middle school? (Computers, engineering, coding etc.)	✓	
Would you want your child to continue CTE courses in high school that lead to certifications?	✓	
	Name	Email
Please add your name and email address so we can send you updates of our progress	Sharon Stephens	shebastep@gmail.com



Granite State Charter Academy

Granite State Charter Academy is a K-8 tuition free public charter school serving families anywhere in NC who want their children to have access and exposure to hands-on electives and courses for real-life skills and careers (Career and Technical Skills). Interest and mastery in trade skills is our goal including craftsmanship, plumbing, electrical engineering, mechanical engineering, and much more. Prepare your children for a successful future!

Survey Question	Yes	No
Do you have children ages 5-12?		<input checked="" type="checkbox"/> (grandchild)
Would you consider a tuition free charter school for your child?	<input checked="" type="checkbox"/>	
Do you live within driving distance or bus transportation to Chatham County?	<input checked="" type="checkbox"/>	
Would you want your child to have hands-on projects and activities that teach skills in elementary school?	<input checked="" type="checkbox"/>	
Would you want your child to have Career and Technical Education (CTE) classes in middle school? (Computers, engineering, coding etc.)	<input checked="" type="checkbox"/>	
Would you want your child to continue CTE courses in high school that lead to certifications?	<input checked="" type="checkbox"/>	
	Name	Email
Please add your name and email address so we can send you updates of our progress	Willie Mfonble	DTMfonble@gmail.com



Granite State Charter Academy

Granite State Charter Academy is a K-8 tuition free public charter school serving families anywhere in NC who want their children to have access and exposure to hands-on electives and courses for real-life skills and careers (Career and Technical Skills). Interest and mastery in trade skills is our goal including craftsmanship, plumbing, electrical engineering, mechanical engineering, and much more. Prepare your children for a successful future!

Survey Question	Yes	No
Do you have children ages 5-12?	X	
Would you consider a tuition free charter school for your child?	X	
Do you live within driving distance or bus transportation to Chatham County?	X	
Would you want your child to have hands-on projects and activities that teach skills in elementary school?	X	
Would you want your child to have Career and Technical Education (CTE) classes in middle school? (Computers, engineering, coding etc.)	X	
Would you want your child to continue CTE courses in high school that lead to certifications?	X	
	Name	Email
Please add your name and email address so we can send you updates of our progress	Jeff Doriguzzi	jeffdoriguzzi@gmail.com



Granite State Charter Academy

Granite State Charter Academy is a K-8 tuition free public charter school serving families anywhere in NC who want their children to have access and exposure to hands-on electives and courses for real-life skills and careers (Career and Technical Skills). Interest and mastery in trade skills is our goal including craftsmanship, plumbing, electrical engineering, mechanical engineering, and much more. Prepare your children for a successful future!

Survey Question	Yes	No
Do you have children ages 5-12?	✓	
Would you consider a tuition free charter school for your child?	✓	
Do you live within driving distance or bus transportation to Chatham County?		✓
Would you want your child to have hands-on projects and activities that teach skills in elementary school?	✓	
Would you want your child to have Career and Technical Education (CTE) classes in middle school? (Computers, engineering, coding etc.)	✓	
Would you want your child to continue CTE courses in high school that lead to certifications?	✓	
	Name	Email
Please add your name and email address so we can send you updates of our progress	Jason Shaver	Ironman0611@aol.com



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Survey Question	Yes	No
Do you have children ages 5-12?	✓	
Would you consider a tuition free charter school for your child?	✓	
Do you live within driving distance or bus transportation to Chatham County?	✓	
Would you want your child to have hands-on projects and activities that teach skills in elementary school?	✓	
Would you want your child to have Career and Technical Education (CTE) classes in middle school? (Computers, engineering, coding etc.)	✓	
Would you want your child to continue CTE courses in high school that lead to certifications?	✓	
	Name	Email
Please add your name and email address so we can send you updates of our progress	Raquel Nunez	Raquelavilagos@gmail.com



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Survey Question	Yes	No
Do you have children ages 5-12?	✓	
Would you consider a tuition free charter school for your child?	✓	
Do you live within driving distance or bus transportation to Chatham County?		✓
Would you want your child to have hands-on projects and activities that teach skills in elementary school?	✓	
Would you want your child to have Career and Technical Education (CTE) classes in middle school? (Computers, engineering, coding etc.)	✓	
Would you want your child to continue CTE courses in high school that lead to certifications?	✓	
	Name	Email
Please add your name and email address so we can send you updates of our progress	Jamaal Scarlett#ScarlettJamaal@gmail.com	



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Survey Question	Yes	No
Do you have children ages 5-12?	X	
Would you consider a tuition free charter school for your child?	X	
Do you live within driving distance or bus transportation to Chatham County?	X	
Would you want your child to have hands-on projects and activities that teach skills in elementary school?	X	
Would you want your child to have Career and Technical Education (CTE) classes in middle school? (Computers, engineering, coding etc.)	X	
Would you want your child to continue CTE courses in high school that lead to certifications?	X	
	Name	Email
Please add your name and email address so we can send you updates of our progress		1212 Sandra Serrano@gmail.com



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Survey Question	Yes	No
Do you have children ages 5-12?	✓	
Would you consider a tuition free charter school for your child?	✓	
Do you live within driving distance or bus transportation to Chatham County?		✓
Would you want your child to have hands-on projects and activities that teach skills in elementary school?	✓	
Would you want your child to have Career and Technical Education (CTE) classes in middle school? (Computers, engineering, coding etc.)		✓
Would you want your child to continue CTE courses in high school that lead to certifications?		✓
	Name	Email
Please add your name and email address so we can send you updates of our progress	SAM CRAFT	SCRAFT@GMAIL.COM



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Survey Question	Yes	No
Do you have children ages 5-12?		X
Would you consider a tuition free charter school for your child?	X	X
Do you live within driving distance or bus transportation to Chatham County?	X	X
Would you want your child to have hands-on projects and activities that teach skills in elementary school?	X	
Would you want your child to have Career and Technical Education (CTE) classes in middle school? (Computers, engineering, coding etc.)	X	
Would you want your child to continue CTE courses in high school that lead to certifications?	X	
	Name	Email
Please add your name and email address so we can send you updates of our progress	Tarrah Johnson	tjtalent22@gmail.com



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Survey Question	Yes	No
Do you have children ages 5-12?	✓	
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Do you live within driving distance or bus transportation to Chatham County?		✓
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Would you want your child to have Career and Technical Education (CTE) classes in middle school? (Computers, engineering, coding etc.)	✓	
Would you want your child to continue CTE courses in high school that lead to certifications?	✓	
	Name	Email
Please add your name and email address so we can send you updates of our progress	Shawna Wootton woodyshawna@yahoo.com	



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Survey Question	Yes	No
Do you have children ages 5-12?	YES	
Would you consider a tuition free charter school for your child?		NO
Do you live within driving distance or bus transportation to Chatham County?		NO
Would you want your child to have hands-on projects and activities that teach skills in elementary school?	YES	
Would you want your child to have Career and Technical Education (CTE) classes in middle school? (Computers, engineering, coding etc.)	YES	
Would you want your child to continue CTE courses in high school that lead to certifications?	YES	
	Name	Email
Please add your name and email address so we can send you updates of our progress	INGAUS09@YAHOO.COM	



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Survey Question	Yes	No
Do you have children ages 5-12?		✓
Would you consider a tuition free charter school for your child?	✓	
Do you live within driving distance or bus transportation to Chatham County?	✓	
Would you want your child to have hands-on projects and activities that teach skills in elementary school?	✓	
Would you want your child to have Career and Technical Education (CTE) classes in middle school? (Computers, engineering, coding etc.)	✓	
Would you want your child to continue CTE courses in high school that lead to certifications?	✓	
	Name	Email
Please add your name and email address so we can send you updates of our progress	Brittany Lawson annbrittany@gmail.com	annbrittany3@gmail.com



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Survey Question	Yes	No
Do you have children ages 5-12?		
Would you consider a tuition free charter school for your child?		
Do you live within driving distance or bus transportation to Chatham County?		
Would you want your child to have hands-on projects and activities that teach skills in elementary school?		
Would you want your child to have Career and Technical Education (CTE) classes in middle school? (Computers, engineering, coding etc.)		
Would you want your child to continue CTE courses in high school that lead to certifications?		
	Name	Email
Please add your name and email address so we can send you updates of our progress	Sonus Nobles	SonusNobles@yahoo.com



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Survey Question	Yes	No
Do you have children ages 5-12?	✓	
Would you consider a tuition free charter school for your child?		✓
Do you live within driving distance or bus transportation to Chatham County?	✓	
Would you want your child to have hands-on projects and activities that teach skills in elementary school?	✓	
Would you want your child to have Career and Technical Education (CTE) classes in middle school? (Computers, engineering, coding etc.)	✓	
Would you want your child to continue CTE courses in high school that lead to certifications?	✓	
	Name	Email
Please add your name and email address so we can send you updates of our progress	Melissa Edmiston	medmiston31@gmail.com



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Survey Question	Yes	No
Do you have children ages 5-12?	✓	
Would you consider a tuition free charter school for your child?	✓	
Do you live within driving distance or bus transportation to Chatham County?	✓	
Would you want your child to have hands-on projects and activities that teach skills in elementary school?	✓	
Would you want your child to have Career and Technical Education (CTE) classes in middle school? (Computers, engineering, coding etc.)	✓	
Would you want your child to continue CTE courses in high school that lead to certifications?	✓	
	Name	Email
Please add your name and email address so we can send you updates of our progress	Sarah Cox	SCox114@yahoo.com



Granite State Charter Academy

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Survey Question	Yes	No
Do you have children ages 5-12?	<input checked="" type="checkbox"/>	
Would you consider a tuition free charter school for your child?	<input checked="" type="checkbox"/>	
Do you live within driving distance or bus transportation to Chatham County?		<input checked="" type="checkbox"/>
Would you want your child to have hands-on projects and activities that teach skills in elementary school?	<input checked="" type="checkbox"/>	
Would you want your child to have Career and Technical Education (CTE) classes in middle school? (Computers, engineering, coding etc.)	<input checked="" type="checkbox"/>	
Would you want your child to continue CTE courses in high school that lead to certifications?	<input checked="" type="checkbox"/>	
	Name	Email
Please add your name and email address so we can send you updates of our progress	Kirby Kelly	Kirbrides@yahoo.com



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Survey Question	Yes	No
Do you have children ages 5-12?	✓	
Would you consider a tuition free charter school for your child?	✓	
Do you live within driving distance or bus transportation to Chatham County?	✓	
Would you want your child to have hands-on projects and activities that teach skills in elementary school?	✓	
Would you want your child to have Career and Technical Education (CTE) classes in middle school? (Computers, engineering, coding etc.)	✓	
Would you want your child to continue CTE courses in high school that lead to certifications?	✓	
	Name	Email
Please add your name and email address so we can send you updates of our progress	Randa Posey saposseywechat@ yahoo.com	

Granite Charter Academy

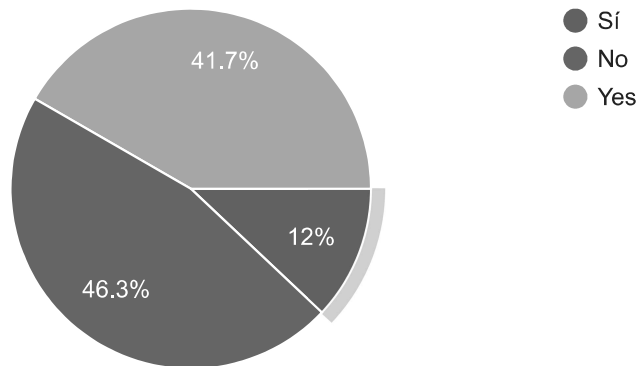
109 responses

Publish analytics

¿Tiene hijos entre las edades de K-12?

 Copy

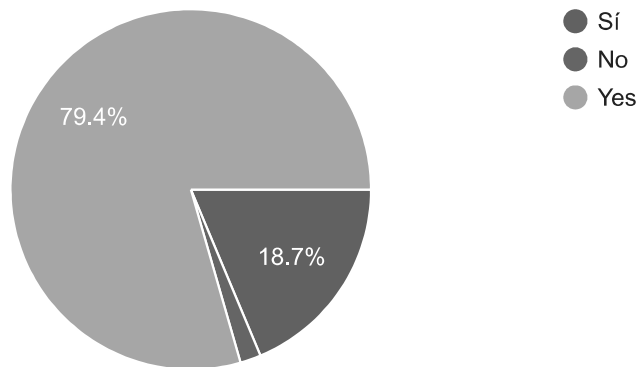
108 responses



¿Consideraría una escuela de matrícula gratuita para su niño?

 Copy

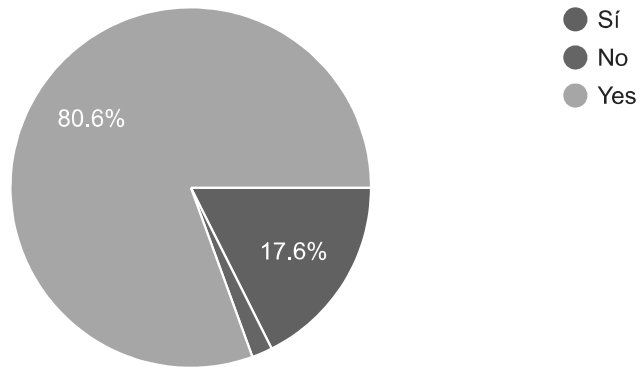
107 responses



¿Le gustaría que su hijo tuviera clases de Educación Técnica Profesional (ETP) en escuela intermedia? (Computación, Ingeniería, Codificación etc.)

 Copy

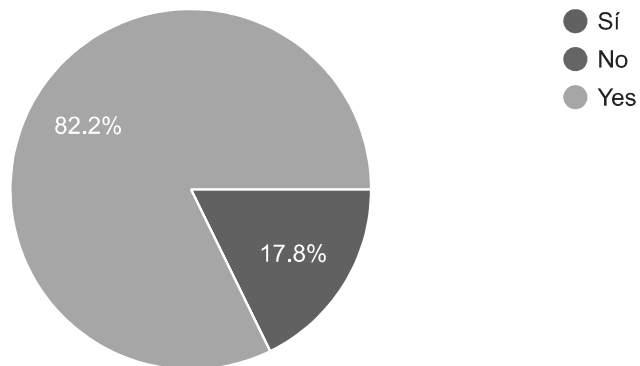
108 responses



¿Le gustaría que su hijo continuara tomando estos cursos (ETP) hasta escuela secundaria y que reciba certificaciones?

 Copy

107 responses



Por favor añada su nombre y correo electrónico para poder enviarle actualizaciones de nuestro progreso.

73 responses

steve@inspeople.com

Holly Fraccaro, holly@hbadoc.com

Catie Goss catieblakeman@yahoo.com

Willgoss@yahoo.com

..

Didnotansweryes

Alexhack23@gmail.com

Dariel Rogers darielrogers@virco.com

I only said no because I don't have kids. Love this - Kiernan

Allison King - aking154@gmail.com

Chi Yiu CWy0608@hotmail.com

jenny@jhoffmanstudio.com

Bennett Sterling bennett@inspeople.com

Addy Caudill addsgross@gmail.com

mitch@inspeople.com | Mitch Kaufmann

Hilary Miller; hmille0389@gmail.com

Reco L- innovative389@gmail.com

Cherie Taylor. locherie2000@gmail.com

Jakob Gollon / jakob@housewrightbuilding.com



stangmail@juno.com

Michael Hayes michayes78@gmail.com

Lee@thelegioncompany.com

Jenny Hoffman jenny@jhoffmanstudio.com

vjpenley@gmail.com

Dburnette@telamon.org

jill.g.stern@gmail.com

Joyce Kenner Joyk39@gmail.com

Colleen Frazier cfrazierrn@gmail.com

lindasheron@aol.com

Oceanstuff@yahoo.com

Shaheela Chaudhry cshaheela85@gmail.com

Tiffany Heaton tippietoez88@gmail.com

Katherine Hackney. Katherineh.hackney@gmail.com

Amy lewis fourfunlittlemen@gmail.com

Alisha Moore biglisha81@gmail.com

Wilkie.jessica@yahoo.com

Christy Wagner christywagner1214@gmail.com

mavelinorellna@gmail.com

Marcela Lastre mm1186@bellsouth.net

Rebecca Rich Beccamrich@gmail.com

Lisa Roche / lisamaltese1980@yahoo.com



Ricardotcorrea@yahoo.com

Christina Thomas 515 broad st apt B fuquay varina nc 27526

Kristina Zachary. kristina.zachary@gmail.com

Ally- allysonkanelcsw@gmail.com

Melanie gingerboys2012@gmail.com

Karnik Patel , krpatel_in@yahoo.com

Allison King (aking154@gmail.com)

Bennett Sterling- bennett@inspeople.com

Eugenia Tenorio email : sandycastle15@gmail.com

Ur mom

Maritza maritza32743@gmail.com

Diana vargas Dianavargas909@icloud.com

Josue c.

María Isabel San Juan Isabeljimenez_1103@yahoo.com

Aleisa Aparicio aleisa1103@gmail.com

Maria Saucedo ledesmamadas@hotmail.com

Gabriela Mauricio / gabrielamauriciomadrid@gmail.com

Regina Johnson rwjteach@gmail.com regina.johnson@scouting.org

Lili

Ruth Guardado

Jose Oyola

9192911440 anag488@gmail.com



GarciaColon40@gmail.com

marisolarmas59@yahoo.com

Nolvia , elishawestorres@hotmail.com

Ricardo Medina p.santiagomedina@gmail.com

almazamora08@gmail.com alma Zamora

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Granite Charter Academy

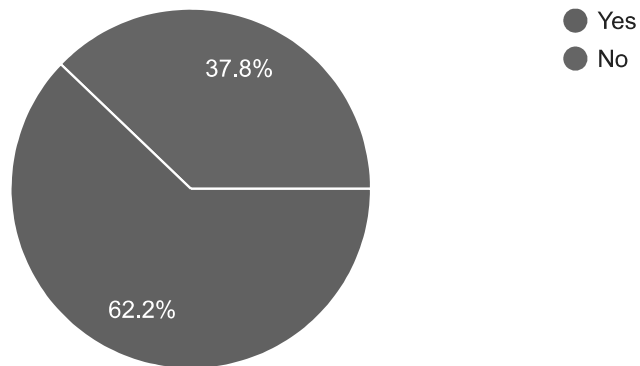
37 responses

[Publish analytics](#)

Will you have children entering grades K-12?

 Copy

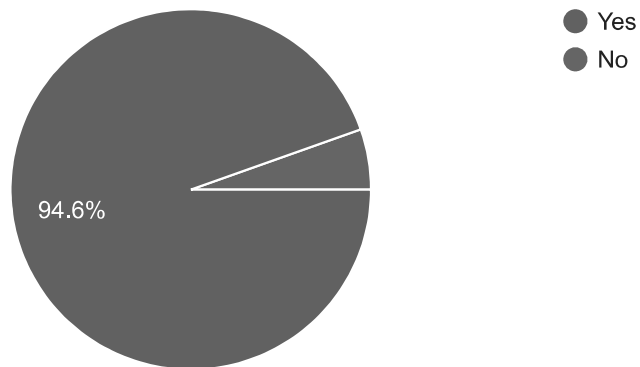
37 responses



Would you consider this K-12 tuition-free school for your child?

 Copy

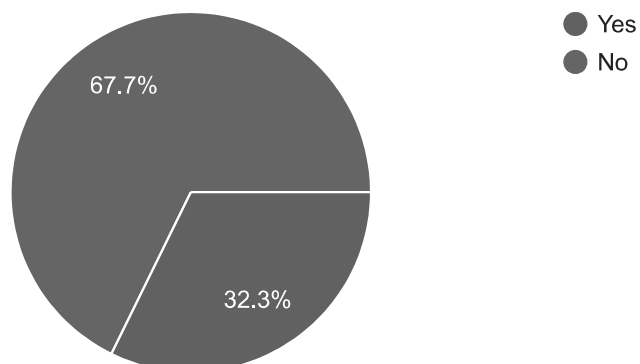
37 responses



Do you have more than 1 child you would enroll?

 Copy

31 responses



 Copy

A pie chart showing the distribution of responses to the question 'Do you have a good idea of what you want to do?'. The chart is divided into two segments: a large dark grey segment representing 'Yes' at 89.2%, and a smaller light grey segment representing 'No' at 10.8%. A legend on the right side of the chart identifies the colors: a dark grey circle for 'Yes' and a light grey circle for 'No'.

Response	Percentage
Yes	89.2%
No	10.8%

 Copy

Name	Mentions	Percentage
Carolyn Davis	1	1.4%
Barbara Sedes	1	1.4%
Denisse Bur	1	1.4%
I am all for t...	1	1.4%
Mary Calvop...	1	1.4%
Sarah Hane...	2	5.4%
dottie@wilki...	1	1.4%
Support it, b...	1	1.4%
jennifer hoff...	1	1.4%
N/A	1	1.4%
Jill Kielty, jkil...	1	1.4%

Google Forms





Letter of Intent

Circle City Properties Services, LLC.

April 26, 2022

Seller(s):

Circle City Properties Services, LLC. and/or assigns
644 Millbrook Drive
Pittsboro, NC 27312

Circle City Properties Services, LLC. and/or assigns is pleased to present this Letter of Intent for the Property (as defined below) to **Granite State Charter Academy, Inc.**

This Letter of Intent is not intended to constitute a binding agreement, but shall merely serve as the basis for negotiating and drafting a definitive purchase and sale agreement between the parties containing the terms stated in this Letter of Intent, as such terms may be further negotiated and mutually agreed upon by the parties, and such other terms and conditions to be determined and mutually agreed upon by the parties in order to get Granite State Charter Academy, Inc. constructed and open for students.

It is understood and agreed that this Letter of Intent does not contain all the essential terms that the parties expect will be part of a definitive purchase and sale agreement.

The basic terms and conditions under which Granite State Charter Academy, Inc. is interested in negotiating and entering into a mutually agreed upon and binding purchase and sale agreement (a "Contract") are as follows:

1. **PROPERTY:** At least fifteen "15" acres of real property in the Compact Community Area of Chatham County connected with the masterplanned project known as "Farrington Preserve" and near "Briar Chapel". The location will ultimately be a suitable and mutually agreed upon site on Chatham County PIN #'s 2809, 92718, 2777, 2842 and/or 2904.
2. **PURCHASE PRICE:** Buyer will pay to Sellers a purchase price of one million five hundred thousand "\$1,500,000.00" and/or or \$100,000 per acre. The Property shall be acquired via a single closing.
3. **FEASIBILITY PERIOD:** Buyer shall have (120) days after the execution of the Purchase and Sale Agreement by both Buyer and Seller to inspect the property. If Buyer is not satisfied with the Property for any reason during the Feasibility Period, Buyer may elect to terminate the Contract and receive a full refund of the Deposit.
4. **CLOSING:** Closing shall occur fifteen (15) days after receipt of all permits from Chatham County and North Carolina required to develop the site for the purposes of **Granite State Charter Academy, Inc.**
5. **INITIAL DEPOSIT:** Within ten (10) business days after the execution of the purchase agreement, Buyer shall make a Deposit of \$25,000. If Buyer is not satisfied with the Property for any reason

during the Feasibility Period, Buyer may elect to terminate the Contract and receive a full refund of the Deposit.

6. **ADDITIONAL DEPOSIT:** Within ten (10) business days following expiration of the Feasibility Period, Buyer shall make an Additional Deposit of \$75,000. Upon receipt, the Additional Deposit shall be non-refundable subject to Seller default and standard closing conditions.
7. **ENGINEERING AND DUE DILIGENCE RESPONSIBILITY:** The Purchase Price assumes that the Buyer shall be responsible for funding all future due diligence, entitlement and engineering costs for the Property, but that Seller shall assist in Buyer's entitlement and due diligence efforts. In the event of Buyer termination due to any reason other than Seller default, Buyer shall provide copies of any non-proprietary 3rd party due diligence to Seller.
8. **OFFSITE IMPROVEMENTS:** Purchase Price assumes that Buyer shall complete offsite road, water and sewer improvements necessary for Buyer's Property at Buyer's sole expense.
9. **REAL ESTATE BROKERAGE COMMISSION:** Buyer may name a Broker for this transaction. Any Broker commissions shall be paid by the Seller at the close of escrow.

Upon acceptance and consent, Buyer will prepare or cause to be prepared a definitive purchase and sale agreement consistent with the terms of this Letter of Intent for review and negotiations.

I look forward to working with you on this project.

Sincerely,

DocuSigned by:

6108F3B8046D4DF...

John Foley

Circle City Properties Services, LLC.
Member/Manager
Phone: 919-612-7133
john@johnfoleyjr@gmail.com

Agreed and accepted,

DocuSigned by:

8B5C997308E1480...

Holly Fraccaro

Granite State Charter Academy, Inc.
Chair
Phone: 919-265-9350
holly@hbadoc.com



QUALITY/RESULTS/GROWTH FOR PUBLIC CHARTER SCHOOLS

January 8, 2024

RE: Granite Charter

To whom it may concern:

Building Hope is a non-profit foundation based in Washington, DC that works to close the educational achievement gap by giving students access to high quality public charter schools in cities across the country. We support the expansion of academically successful schools with the capacity to grow their enrollments in order to catalyze change across their local public education systems by providing technical and financial assistance related to capital projects. Our services may also include grants to pay for professional fees associated with a project (i.e., architect, engineering), or other project-specific needs and sponsoring school fundraising events to support the academic program.

Building Hope is committed to support Granite Charter Academy in securing a long-range plan for the opening of the above-referenced charter school. In order to ensure that the charter school is able to secure working capital for opening, Building Hope can offer a number of different services including facility and working capital financing. Building Hope may provide such financial assistance to the charter school by:

- Lending funds to for facilities acquisitions and/or improvements at below-market rates.
- Guaranteeing, insuring, and reinsuring debt used to assist charter schools to acquire, renovate, or construct school facilities.
- Guaranteeing or insuring leases of personal or real property that are needed to begin or continue the operation of the charter schools.
- Facilitating financing by potential lenders.
- Facilitating the issuance of bonds by charter schools or other public entities for the benefit of charter schools.
- Credit Enhancement Program

In addition, if the charter school is unable to secure a start-up grant, Building Hope may secure a line of credit for the school to help with the startup costs. Building Hope provides loan guarantees to make facilities financing more affordable for public charter schools throughout the United States. Guarantees range in size from \$250,000 to \$1 million. They have a five-year term with a 1% commitment fee and a 1% annual guaranty fee.

Sincerely,

Richard Moreno - President



DATE 4/15/24

RE: Granite State Academy Charter School

Please find below outlined business terms for your proposed SCHOOL to be located at 50101 Governors Drive in Governors Village. This Letter of Intent ("LOI") is submitted for review and consideration and is subject to final approval by Landlord.

SPACE: The Bold Building
50101 Governors Drive, Suite 280 Chapel Hill, NC 27517

SIZE: +/- 15,730 RSF

TENANT: SCHOOL

TERM: One (1) year up to maximum of Five (5) year term

SECURITY DEPOSIT: Upon execution of the Lease, Tenant shall provide a Security Deposit in the amount of (ONE MONTH'S RENT) Twenty One Thousand Thirteen Dollars (\$21,013)

MINIMUM RENT: \$30.00/SF per year with 3% annual increases.

LEASE TYPE: Full service lease. Landlord is responsible for taxes, insurance, common area maintenance, parking, water, and electricity.

UTILITY SUMMARY: Tenant shall pay for janitorial services, internet, phone, and any utilities and other services exclusive to Tenant's use of the Premises

POSSESSION

DATE: Aug. 1, 2026

RENT COMMENCEMENT

DATE: At time of possession.

LANDLORD WORK: Paint walls to replace existing paint color with one (1) paint color per Tenant selection; install new carpet to replace existing carpet per Tenant selection of commercial loop broadloom carpet. Landlord to ensure plumbing and HVAC are in working order.

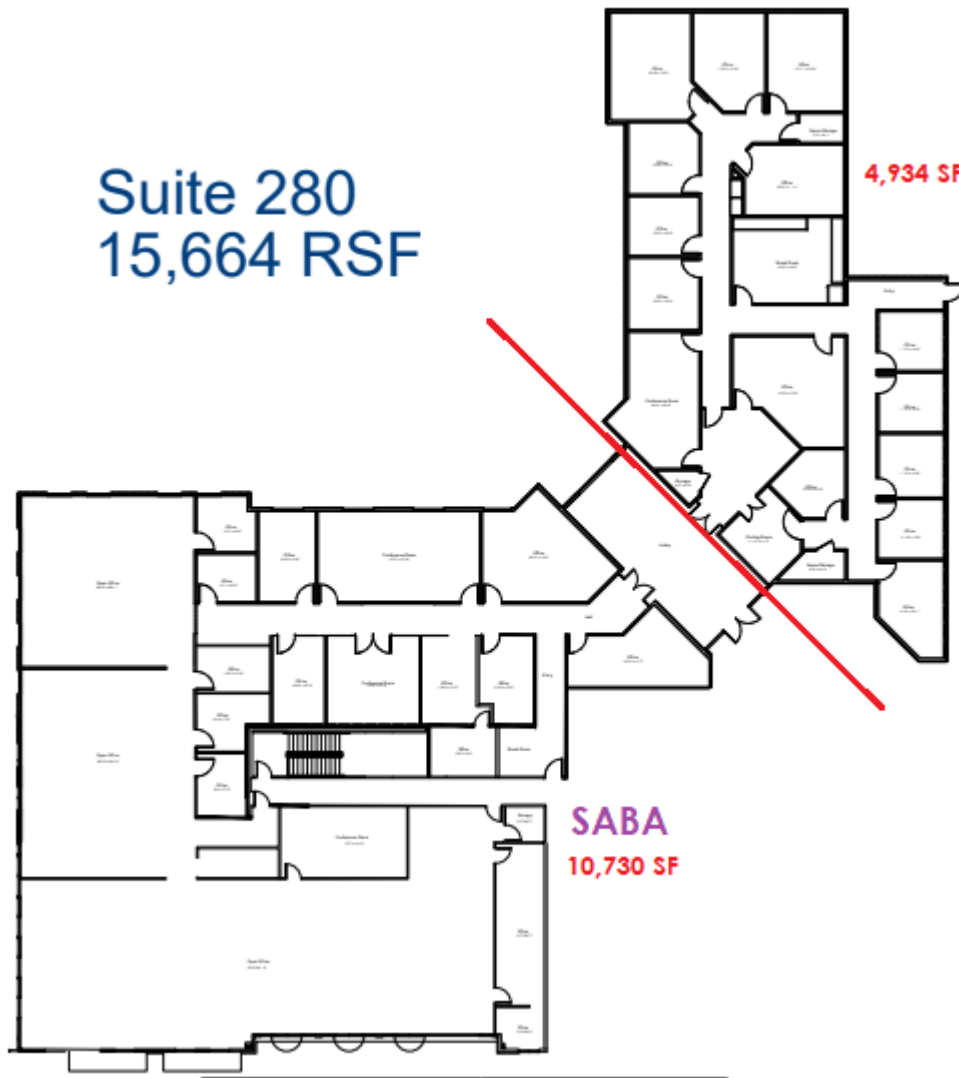
BROKER: Bold Commercial Real Estate, LLC is representing the Landlord

FINANCIAL

STATEMENTS: Tenant shall provide Landlord with Guarantor's net worth statement and tax return and/or another form of financial stability as required by Landlord

It is expressly understood that: (a) this letter is a Letter of Intent; (b) this letter is not intended to constitute a binding agreement to consummate the transaction contemplated herein or an agreement to enter into a lease; (c) no obligation of any nature whatsoever is intended to be created hereunder.

Exhibit A



Date of this notice: 07-02-2021

Employer Identification Number:
87-1497670

Form: SS-4

Number of this notice: CP 575 E

GRANITE STATE CHARTER ACADEMY INC
1322 HIGH RIDGE DR
MEBANE, NC 27302

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 87-1497670. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your Organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status under Internal Revenue Code Section 501(c)(3), organizations must complete a Form 1023-series application for recognition. All other entities should file Form 1024 if they want to request recognition under Section 501(a).

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

Unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File), you will lose your tax-exempt status if you fail to file a required return or notice for three consecutive years. We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter.

For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.
- * Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is GRAN. You will need to provide this information, along with your EIN, if you file your returns electronically.

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter. Thank you for your cooperation.

Keep this part for your records.

CP 575 E (Rev. 7-2007)

Return this part with any correspondence
so we may identify your account. Please
correct any errors in your name or address.

CP 575 E

999999999999

Your Telephone Number Best Time to Call
() -

DATE OF THIS NOTICE: 07-02-2021
EMPLOYER IDENTIFICATION NUMBER: 87-1497670
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

A barcode consisting of vertical bars of varying heights, used for document tracking or identification.

GRANITE STATE CHARTER ACADEMY INC
1322 HIGH RIDGE DR
MEBANE, NC 27302

GCA School Discipline Plan	
Discipline Philosophy	
<p><i>We view discipline as a means of promoting positive character by establishing trust, respect and productive relationships that help maintain a community of strong communicators, courageous problem solvers, and responsible citizens. In our discipline program, we strive for the full cooperation of all students, parents, teachers and school leadership, where everyone involved supports and embraces the actions necessary to maintain a culture that embodies the GSCA Purpose Statement.</i></p>	
<p>School Leadership Commitment: School leadership will model, promote, and inspire others to support and embrace this philosophy by demonstrating respect for students, parents, teachers, and community members through the way they lead, relate, and communicate, while supporting teachers as they work to fulfill their commitment of establishing a culture of respect.</p>	<p>Teacher Commitment: Teachers will model, promote, and inspire others to support and embrace this philosophy by establishing a respectful environment where each child has a positive relationship with a caring adult, where a student is treated as an individual, and where teachers work collaboratively with all parties involved highlighting the positive in each student and holding them accountable in a fair, productive manner when expectations are not being met.</p>
<p>Student Commitment: Students will model, promote, and inspire others to support and embrace this philosophy by following school wide and classroom expectations at all times in action and in attitude, addressing and/or reporting behaviors that are unsafe or disrespectful to themselves or others, accepting responsibility for their actions, taking steps to resolve the issue, and when necessary, accepting consequences for failing to meet expectations.</p>	<p>Parent Commitment: Parents will model, promote, and inspire others to support and embrace this philosophy by reinforcing school wide and classroom expectations at home and by supporting staff members through communication & collaboration, helping to identify, address and overcome any obstacles in the process.</p>
Response Plan for Infractions at the Teacher Level	
Teacher-Level Infractions	Recommended Response
<p>Failure to follow core <u>academic</u> expectations or directions in class, including, but not limited to, not bringing classroom materials, not participating in activities, not completing work in a reasonable time frame, etc.</p>	<p>Step 1: Address Problem Behavior <i>-Including, but not limited to, redirection towards positive behavior, modeling, private conversation with the student, etc.</i></p> <p>Step 2: Remove Privilege <i>-Including, but not limited to, leaving class last, changing seats or groups, losing participation points, being restricted from an activity and assigned an alternate activity, etc.</i></p>
<p>Failure to follow core <u>behavioral</u> expectations or directions in class, including, but not limited to, not following general classroom procedures, talking without permission, causing minor distractions or disruptions, being disrespectful to staff in minor ways, sleeping or having head down, drinking or eating without permission (including candy and gum), etc.</p>	<p>Step 3: Contact Home</p> <p>Step 4: Contact Home & Assign Detention</p> <p>Step 5: Submit Referral to School Leadership <i>-Depending on the situation, it may not be feasible to make a parent contact or assign a detention prior to writing referral.</i> <i>-At any point in the process, teachers may contact school leadership with questions or concerns prior to officially referring a student.</i></p>
<p><i>-The infractions listed above are not exhaustive. Related infractions will be handled in a similar way as outlined above.</i></p> <p><i>-The consequences in the discipline plan are recommended responses and may be adjusted after considering the student and the situation, including the age of the student, the severity of the infraction, the frequency of the infraction, and/or the student's disability.</i></p>	

K-12 Response Plan for Infractions at the School Leadership Level	
Category One Infractions	Recommended Response
1a. Classroom Tardy <i>Consequences for tardiness reset each quarter.</i>	Level I (One to Six Infractions)
	Parent Contact
	Level II (Seven to Nine Infractions)
	Detention
	Level III (Ten or More Infractions)
	Administrative Conference
Category Two Infractions	Recommended Response
2a. Classroom Procedures Violation , including, but not limited to, continuing or consistent choices to not follow general classroom procedures, not bring classroom materials, not participate in classroom activities, not complete work in a reasonable time frame, talk without permission, disrupt or distract in minor ways, sleep or have head down, drink or eat without permission (including candy and gum), etc. This applies to bus and cafeteria procedures. For elementary school, this infraction may also include not following dress code. 2b. Irresponsible Behavior leading to things such as loss or damage of a student's property, incidental physical contact or offense, concern or embarrassment of a student, if to a degree necessary to involve school leadership. 2c. Irresponsible Behavior , including, but not limited to, acting in a manner that is risky or unsafe for oneself or others, as well as causing messes or minor property damage, if to a degree necessary to involve school leadership. This also includes unsafe driving, not including related infractions in higher categories. 2d. Dress Code Violation 2e. Campus Procedures Violation , including, but not limited to, not following all procedures for hallway movement, class transitions, lunch, arrival and dismissal, as well as taking unauthorized routes. This also includes parking violations and unauthorized food orders. This does not include related infractions in higher categories. 2f. Failure to Serve Detention (This infraction applies only to middle and high school students). 2g. Misuse of Technology , including not meeting the following technology requirements: -During instructional time, technology must remain silent and away unless explicit staff permission has been granted at that time. "Silent" refers to the absence of any kind of noise generated by the device and "away" refers to the device and accessories being completely out of sight. The instructional time requirement applies to hallways, restrooms, and other areas on campus. -During lunch and transitions outside of buildings, students may use technology for communication, listening to music with headphones, and other school-appropriate purposes. -In addition to receiving the recommended disciplinary response, students who are assigned a 2g infraction will be required to temporarily surrender the device to school leadership. Failure to comply will result in a "5a: Disrespect towards an Adult" infraction. 2h. Excessive Display of Affection , not including related infractions in higher categories (Middle school students are permitted to hold hands and give brief hugs.). 2i. Possession or Unsupervised Use of Non-Prescription Medicine , not including related infractions in higher categories. 2j. Unauthorized Sale/Distribution of Merchandise , not including related infractions in higher categories.	Level I (One Infraction)
	Parent Contact
	Level II (Two to Three Infractions)
	Elementary School: 2. Parent Conference with AP 3. Parent Conference with Principal Middle School: Detention
	Level III (Four or More Infractions)
	At least one day Out of School Suspension (OSS)
Category Three Infractions	Recommended Response
3a. Disrespect to Adult , including, but not limited to, being slow to comply and arguing or disputing. This does not include related infractions in higher categories. 3b. Disrespect to Student , including, but not limited to, unwelcome flirting or propositions, name calling, mocking, ridiculing, insulting, taunting, slandering, retaliating or excluding in any form or for any reason, throwing an object at someone in a way that is not aggressive, interacting with personal property without permission regardless of whether or not damage occurs, if to a degree that seems necessary to involve school leadership. Infractions involving physical contact and/or property damage may receive a higher-level consequence. 3c. Irresponsible Behavior leading to the minor injury of someone, <i>if</i> to a degree that seems necessary to involve school leadership. 3d. Lying to an Adult or Failing to Provide Necessary Information , including intentionally withholding information, giving misleading information, impeding an investigation, etc. 3e. Leaving Class without Permission , not including related infractions in higher categories.	Level I (One to Two Infractions)
	Elementary School: Parent Contact/Conference
	Middle School: Detention
	Level II (Three to Four Infractions)
	At least one day OSS
	Level III (Five or More Infractions)
	At least three days OSS

<p>3f. Using or Displaying Profanity, Vulgarity or Discriminatory Language or Gestures not connected to or directed towards a specific person or used in a way that may seem to be connected to or directed towards a certain person. This also applies to audio and video content, as well as content on clothing, but does not include related infractions in higher categories.</p>	
Category Three Infractions (Continued)	Recommended Response
<p>3g. Possession of Profane, Vulgar, Pornographic or Graphically Violent Materials in any medium, also including such images that may have been drawn or created. This does not include related infractions in higher categories.</p> <p>3h. Supporting, Promoting or Glorifying Offensive, Disturbing, Unethical or Illegal Activity through comments, conversations, images, signals, drawings, media, attire, etc. This does not include related infractions in higher categories.</p> <p>3i. Possession or Unsupervised Use of One's Own Prescription Medicine, not including related infractions in higher categories.</p>	Level I (One to Two Infractions)
	Elementary School: Parent Contact/Conference
	Middle School: Detention
	Level II (Three to Four Infractions)
	At least one day OSS
Category Four Infractions	Level III (Five or More Infractions)
	At least three days OSS
	Recommended Response
	Level I (One to Two Infractions)
	Elementary School: Parent Conference At least one day OSS
<p>4a. Disrespect to Adult, including, but not limited to, raising the voice, expressing anger, using sarcasm, mocking, slandering, ridiculing, insulting, etc.</p> <p>4b. Disrespect to Student, including, but not limited to, unwelcome flirting or propositions, name calling, mocking, ridiculing, insulting, taunting, slandering, retaliating or excluding in any form or for any reason, throwing an object at someone in a way that is not aggressive, interacting with personal property without permission regardless of whether or not damage occurs. Must also include things like profanity, vulgarity, or discriminatory actions connected to or directed towards a person or shown to a person in a way that is unwelcome or disrespectful. Infractions involving physical contact and/or property damage may receive a higher-level consequence. This does not include related infractions in higher categories.</p> <p>4c. Disrespect to Student, including posturing, challenging, confronting or provoking. This may also include an attempted or minor physical contact, not serious enough to be considered a related infraction in a higher category.</p> <p>4d. Disruptive Behavior that significantly interrupts regular school activity.</p> <p>4e. Cutting Class, not including skipping school or leaving campus without permission.</p> <p>4f. Unauthorized Interaction with School/Staff Property in a manner that is intentional but does not directly involve theft or vandalism. This includes intentionally making messes or leaving any area in the school in disarray.</p> <p>4g. Misuse of Technology, including, but not limited to, recording students or staff without permission, taking and/or posting pictures or recordings (audio or video), etc. without school authorization. Tech infractions that occur during an assessment will also be reviewed as a potential 4h (Cheating and Plagiarism) infraction. This does not include related infractions in higher categories. In addition to receiving the recommended disciplinary response, students who are assigned a 4g infraction will be required to temporarily surrender the device to school leadership. Failure to comply will result in a "5a: Disrespect towards an Adult" infraction.</p> <p>4h. Cheating & Plagiarism (See student handbook for definition.)</p> <p>4i. Congregating around a fight or disruptive activity, as well as identifying or acting with a group to cause disruption, etc.</p> <p>4j. Instigating and/or encouraging others to use aggressive actions.</p> <p>4k. Interfering with a Safety Drill in any way, including but not limited to acting irresponsibly, failing to follow directions, or causing a disruption.</p> <p>4l. Misrepresentation, including but not limited to falsifying documents, entering an event without having paid the fee, speaking/acting as if you are someone else, etc. This does not include related infractions in higher categories.</p> <p>4m. Gambling for money or personal property, not including related infractions in higher categories.</p>	Middle School: Detention At least one day OSS
	Level II (Three to Four Infractions)
	At least two days OSS
	Level III (Five or More Infractions)
	At least four days OSS

Category Five Infractions	Recommended Response
<p>5a. Disrespect to Adult, including, but not limited to, public defiance, failure to comply and/or walking away without permission when being addressed by an adult. This may also include using profanity, vulgarity, discriminatory speech or communicating in a flirtatious or suggestive manner during any interaction with an adult. This does not include related infractions in higher categories.</p> <p>5b. Disrespect to Student, including, but not limited to, unwelcome communication of a sexual nature, particularly in a manner that seems to imply a sexual advance or sexual request. This does not include related infractions in higher categories.</p> <p>5c. Aggression to a Student, including any type of intimidating or threatening speech, gestures, or similar actions. This does not include related infractions in higher categories.</p> <p>5d. Assault on a Student, including a physical act of anger, retaliation or intimidation such as grabbing, shoving or tackling. This does not include related infractions in higher categories.</p> <p>5e. Leaving Campus without Permission or Skipping School</p> <p>5f. Vandalism including willful and malicious property damage or defacement valued at \$100 or less.</p> <p>5g. Organizing a Disruptive or Disorderly Gathering</p> <p>5h. Being in an Unauthorized Area, including, but not limited to, a desk, cabinet, room, building, or fenced-in area at any time when this location is considered off limits. This also includes coming onto campus while suspended.</p> <p>5i. Possession of a Potentially Dangerous Device not considered a weapon.</p> <p>5j. Refusal to Allow Search of personal belongings, desk, locker, car, or related areas where a student may possess something of concern to administration and where reasonable cause has been established. This does not include related infractions in higher categories.</p> <p>5k. Theft of item(s) valued at \$100 or less. This also applies to someone who knowingly possesses an item stolen on campus. Any act of taking or possessing property without the permission of the owner may be considered theft.</p>	Level I (One Infraction)
	At least one day OSS
	Level II (Two to Three Infractions)
	At least two days OSS
	Level III (Four or More Infractions)
	At least five days OSS OR at least ten days OSS and Disciplinary Reassignment
Category Six Infractions	Recommended Response
<p>6a. Disrespect to Adult, including, but not limited to, directing profanity, vulgarity, suggestive language, or discriminatory speech toward an adult.</p> <p>6b. Assault on a Student, including a physical act of anger, retaliation or intimidation such as spitting, smacking, slapping, kicking or hitting with an object not considered potentially dangerous. This does not include related infractions in higher categories.</p> <p>6c. Misuse of Technology, including, but not limited to, any form of hacking of school computers or programs and/or unauthorized access to school records or computer programs. This does not include related infractions in higher categories.</p> <p>6d. Possession or use of electronic cigarettes, vapor pens or similar items, not containing nicotine or a controlled substance.</p> <p>6e. Theft of any item valued between \$101 and \$500. This also applies to someone who knowingly possesses an item stolen on campus. Any act of taking or possessing property without the permission of the owner may be considered theft.</p> <p>6f. Vandalism including willful and malicious property damage or defacement valued at \$101-\$500.</p>	Level I (One Infraction with no impact to minimal impact)
	At least two days OSS
	Level II (One Infraction with moderate to high impact)
	At least three days OSS
	Level III (Two infractions)
	At least five days OSS OR at least ten days OSS and Disciplinary Reassignment
Category Seven Infractions	Recommended Response
<p>7a. Disrespect to Adult, including, but not limited to, making physical contact with a staff member in a way that is disrespectful but not aggressive.</p> <p>7b. Assault on a Student, including a physical act of anger, retaliation or intimidation, such as choking or hitting with the closed fist or with an object considered potentially dangerous. This does not include related infractions in higher categories.</p> <p>7c. Fighting, including mutually aggressive physical contact between two or more students. This does not include related infractions in higher categories.</p> <p>7d. Breaking and Entering, including acts such as forcibly entering a building, office, classroom, locker room, locker, desk, cabinet, closet, storage container, etc.</p> <p>7e. Theft of any item valued above \$500. This also applies to someone who knowingly possesses an item stolen on campus. Any act of taking or possessing property without the permission of the owner may be considered theft.</p> <p>7f. Vandalism, including willful and malicious property damage or defacement valued above \$500.</p> <p>7g. Lighting a Fire in any manner but not such that it is considered arson.</p>	Level I
	N/A
	Level II (One Infraction)
	At least three days OSS
	Level III (Two Infractions)
	At least five days OSS OR ten days OSS and Disciplinary Reassignment

Category Eight Infractions	Recommended Response
<p>8a. Aggression to an Adult, including, but not limited to, posturing, challenging, intimidating or any type of threatening behavior. This does not include related infractions in higher categories.</p> <p>8b. Bullying/Harassment, including, but not limited to, a <u>pattern</u> of negative behaviors directed toward a particular <u>student</u> because of one or more distinguishing characteristics of that student, involving a real or perceived <u>power imbalance</u> and having a <u>negative impact</u> on that student's overall educational experience (Refer also to N.C.G.S. 115C-407.15 and N.C.G.S. 14-458.1.).</p> <p>8c. Consensual Sexual Activity of any type</p> <p>8d. Indecent Exposure, including any public exposure of private body parts to one or more persons in a manner that is irresponsible but does not overtly communicate a sexual message or imply a sexual advance. This does not include related infractions in higher categories.</p>	Level I
	N/A
	Level II (One Infraction)
	At least four days OSS
	Level III (Two Infractions)
	At least five days OSS OR ten days OSS and Disciplinary Reassignment
Category Nine Infractions	Recommended Response
<p>9a. Assault on an Adult, including any physical act of anger, retaliation or intimidation. This does not include related infractions in Category Ten.</p> <p>9b. Verbal Aggression involving plausible threats of a severe nature towards students, staff and/or other adults.</p> <p>9c. Affray (Fight involving two or more people in a public place that significantly disturbs others).</p> <p>9d. Disorderly Conduct (Refer to N.C. G.S. 14-288.4.)</p> <p>9e. Possession, distribution, sale or use of alcohol, tobacco or similar substances, including being under the influence of such substances. This applies to regular cigarettes, electronic cigarettes, vapor pens, smokeless tobacco (eg, dip/chew) and similar items.</p> <p>9f. Possession of chemical or drug paraphernalia.</p> <p>9g. False Alarm, including, but not limited to pulling a fire alarm or calling 911, not including related infractions in Category Ten.</p> <p>9h. Other illegal acts of similar severity to the infractions in this category.</p>	Level I
	N/A
	Level II
	N/A
	Level III (One Infraction)
	At least five days OSS OR ten days OSS and Disciplinary Reassignment
Category Ten Infractions	Recommended Response
<p>10a. Assault on a Student or Adult, including, but not limited to, a violent attack that may or may not result in serious bodily injury. This may also include actions such as tampering with a person's food or drink in a manner that could cause personal harm.</p> <p>10b. Sexual Assault, Sexual Offense, Taking Indecent Liberties, or Indecent Exposure that overtly communicates a sexual message or implies a sexual advance.</p> <p>10c. Possession of a weapon, destructive device or firearm.</p> <p>10d. Possession, distribution, sale or use of another person's prescription drugs, marijuana or a controlled substance, including being under the influence of such substances (also applies to counterfeit drugs). This also applies to the distribution or sale of a student's own prescription drugs.</p> <p>10e. Bomb Threat or similar threat, even if a false alarm.</p> <p>10f. Arson of any type or of any scope.</p> <p>10g. Gang Activity or Gang-Related Activity, not including infractions in lower-level categories.</p> <p>10h. Other illegal acts of similar severity to the infractions in this category.</p>	Level I
	N/A
	Level II
	N/A
	Level III (One Infraction)
	At least ten days OSS and Disciplinary Reassignment

Other Considerations Regarding the Discipline Plan
-The infractions listed in the Response Plan for Acts of Misconduct at the School Leadership Level are not exhaustive, and any related or comparable infraction not specifically listed in the plan will be handled in a similar way as outlined above.
-The consequences in the discipline plan are recommended responses and may be adjusted after considering the student and the situation, including the age of the student, the severity of the infraction, the frequency of the infraction, the student's disability, and/or the student's discipline history from the current school year and previous school years. See following page for additional information related to students protected by law under IDEA and in conjunction with NCGS Chapter 115C - Article 27.
Due to scope and impact, infractions that include the use of social media or similar methods of mass communication will receive an increased consequence.
-If a student is assigned consequences at Level II or higher for infractions in any category , the school may remove his/her eligibility in any/all after school and extracurricular activities for a period of time.
-Any incidents involving property damage, destruction, or loss may require financial restitution by the student.
-In accordance with state law, a school must report the following acts to law enforcement : "...assault involving serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law or possession of a controlled substance in violation of the law. NCGS Chapter 115C-288 (g).
-When a student uses reasonable force for the purpose of preserving physical safety, this will be considered self-defense . Self-defense is defined as the act by a non-aggressor victim using reasonable force to avoid being hit in order to enable oneself to get free from the attacker and notify school authorities. It is not self-defense to participate in the fight. Students who exceed reasonable force in protecting themselves will be held accountable for their actions, even though another person provoked the fight. School leadership will have the discretion to recognize the need for self-defense on an incident-by-incident basis and to determine appropriateness of consequences, if any.
-A suspension refers to a student's rights to attend school or participate in any school-related activity for a specified period of time being temporarily removed. Suspended students are prohibited from attending after school or evening activities on days when they are suspended as well as on non-school days and weekends that occur during the suspension period. Suspended students are not eligible to receive a refund for pre-paid events that occur during their suspension period. They are permitted to return to campus at the beginning of the first school day following the suspension and are eligible to begin attending school-related activities on that day. Dates of suspension are non-negotiable and are assigned to occur as close to the date of the infraction as possible, as determined by school leadership. Suspended students must complete homework and class work assignments in the allotted time frame they are given. Any work not completed in the allotted time frame will be recorded in the teacher grade book as 0's.
- Disciplinary Reassignment involves the decision to permanently remove a student from this school due to extreme non-compliance with school expectations/rules. A student that has been reassigned from School is prohibited from participation in future on-campus events and is prohibited from reenrolling in the school. Any student eligible for disciplinary reassignment may also be eligible for exclusion/expulsion as well as due process. NCGS 115C-218.60.
-Students may receive consequences for an infraction that occurs off *school grounds if the infraction has or may have a direct and/or immediate impact on the orderly, efficient operation of the school or the safety/well-being of individuals in the school environment.
- Safe Harbor : A student on *school grounds who inadvertently possesses or finds an object prohibited by the SCHOOL Discipline Plan shall immediately notify school staff and surrender the object. A student may approach a school staff member and voluntarily surrender the object without being subjected to discipline so long as the object is one that the student could lawfully possess off *school grounds. "Safe Harbor" does not apply to firearms or destructive devices.
-By law, a student may be suspended for up to 365 days if he/she brings a firearm or destructive device onto *school grounds.
-In accordance with state law, a school must report the following acts to the Department of Motor Vehicles : possession or sale of alcoholic beverages or illegal controlled substances; bringing, possessing or using a weapon or firearm on *school grounds; and physical assault on school staff when such conduct results in a suspension that exceeds 10 days or when the student is assigned to an alternative educational setting.

***School grounds** includes, but is not limited to, the main campus grounds and buildings, bus stops, buses, or vehicles used for school activities and the grounds and buildings of all school-sponsored curricular or extracurricular activities occurring off campus.

Discipline of Students with a Disability

Students identified with a disability under the Individuals with Disabilities Education Act or suspected of having a disability, are bound by the School Discipline Policy. School leadership will follow all federal and state laws and regulations regarding the discipline of students with a disability.

Out of school suspension—the temporary removal of a student from the school setting where services are delivered for any part of the school day. Any time a student is denied access to any part of the educational services, regardless of the time of day, it is counted as one day of out of school suspension. Short-term removal of less than 10 school days is not a change in placement. Depending on the circumstances, cumulative suspensions in the same school year totaling more than ten days could trigger the manifestation determination process.

Long-Term Suspension—a removal from the school setting where services are delivered for any part of the school day for more than 10 school days. If a student with an IEP is recommended for a long-term suspension, a manifestation determination meeting must be held to determine if the behavior was a manifestation of the student's disability.

Manifestation determination—The North Carolina Department of Education requires that the LEA, the parent, and relevant members of the child's IEP team, must meet within 10 school days of any decision to change the placement of a child with a disability. If the committee determines that the behavior was not a manifestation of the student's disability and leads to a long-term suspension for regular education students who exhibit the same behavior, a student with a disability may be given a long-term suspension. Because the student is still entitled to a free and appropriate education under IDEA, School is responsible for providing services so that the student continues to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP.

When a student is recommended for suspension for more than 10 days (cumulative or consecutive) and the behavior was NOT a manifestation of the disability, school leadership will follow normal disciplinary procedures.

Exceptions to the above in the event the behavior does meet criteria for manifestation:

The school may remove the student to an interim alternative educational setting (IAES) for up to 45 days without regard to whether the behavior is determined to be a manifestation of the child's disability when:

- (1) The child carries a weapon to or possesses a weapon at school or to a school function (does not include a pocket knife with a blade less than 2 ½ inches in length), or
- (2) The child knowingly possesses or uses illegal drugs or sells or solicits the sale of controlled substance while at school or a school function (not cigarettes or alcohol), or
- (3) The child has inflicted serious bodily injury (injury that involves substantial risk of death; extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty) upon another person while at school or a school function.

An IAES must be selected by the student's IEP team and must enable the student to continue to participate in the general curriculum and to receive the services and modifications in the current IEP so that he or she can make progress toward meeting goals in the IEP. The IAES must address behavior issues and create a transition plan. Placement in an IAES can last for no more than forty-five (45) days (if the IAES is result of removal because of drugs, weapons or serious bodily injury), unless the extension is reviewed and renewed by a hearing officer.

Disciplinary Reassignment Appeal Form

Use this form to appeal to a decision to make a disciplinary reassignment to home LEA/program. Submit to the Principal within 5 days.

To:

School

Date:

From:

_____ *Parent*

_____ *Student*

_____ *Mailing Address*

_____ *Telephone Number*

_____ *Email Address*

_____ *School*

I wish to appeal the decision to assign my child to an alternative program for the following reason(s):

_____ School procedures, as outlined in the *Parent-Student Handbook*,
were not followed by the school. Please explain.

_____ The disciplinary reassignment is not appropriate. Please explain.

_____ Other. Please explain.

*This appeal form must be submitted within 5 days of the decision or the decision becomes final.
Your child's disciplinary reassignment remains in effect pending the outcome of the appeal.*

Bus Discipline Matrix						
	RECOMMENDED RESPONSES					
CATEGORY	INFRACTION #1	INFRACTION #2	INFRACTION #3	INFRACTION #4	INFRACTION #5	INFRACTION #6
Category 2	Parent Contact	Parent Contact	1-Day Bus Suspension	3-Day Bus Suspension	5-Day Bus Suspension	Loss of Bus Privileges
Category 3	Parent Contact	1-Day Bus Suspension	3-Day Bus Suspension	5-Day Bus Suspension	Loss of Bus Privileges	
Category 4	1-Day Bus Suspension	3-Day Bus Suspension	5-Day Bus Suspension	Loss of Bus Privileges		
Category 5	3-Day Bus Suspension	5-Day Bus Suspension	Loss of Bus Privileges			
Category 6	5-Day Bus Suspension	Loss of Bus Privileges				
Category 7 or above	Loss of Bus Privileges					

-The category numbers above correspond with the GCA Discipline Plan.

-Wording in the plan that refers to *teacher* or *classroom* also applies to *bus driver* and *school bus*.

-As with the GCA Discipline Plan, the consequences above are recommended responses that may be adjusted after considering the student and the situation (including, but not limited to, the age of the student, the severity of the infraction, the frequency of the infraction, the student's disability, and/or the student's discipline history from the current school year and previous school years).

CATEGORY	INFRACTION #1	INFRACTION #2	INFRACTION #3	INFRACTION #4	INFRACTION #5	INFRACTION #6
Category 2	Parent Contact	Parent Contact	1-Day Bus Suspension	3-Day Bus Suspension	5-Day Bus Suspension	Loss of Bus Privileges
Category 3	Parent Contact	1-Day Bus Suspension	3-Day Bus Suspension	5-Day Bus Suspension	Loss of Bus Privileges	
Category 4	1-Day Bus Suspension	3-Day Bus Suspension	5-Day Bus Suspension	Loss of Bus Privileges		
Category 5	3-Day Bus Suspension	5-Day Bus Suspension	Loss of Bus Privileges			
Category 6	5-Day Bus Suspension	Loss of Bus Privileges				
Category 7 or above	Loss of Bus Privileges					

- The category numbers above correspond with the GCA Discipline Plan.
- Wording in the plan that refers to *teacher* or *classroom* also applies to *bus driver* and *school bus*.
- As with the GCA Discipline Plan, the consequences above are recommended responses that may be adjusted after considering the student and the situation (including, but not limited to, the age of the student, the severity of the infraction, the frequency of the infraction, the student's disability, and/or the student's discipline history from the current school year and previous school years).

Start Up Cash Flow 01/26- 07/26	January	February	March	April	May	June	July
Start Up Revenue Balance*	250,000.00	208,500.00	167,000.00	140,500.00	99,000.00	67,500.00	36,000.00
EXPENSES							
Temporary Facility Rent Costs	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Marketing	15,000.00	15,000.00	-	15,000.00	-	-	-
Technology and Website	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
Materials/Suppli es	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Recruiting	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Administrative Personnel Costs	18,000.00	18,000.00	18,000.00	18,000.00	23,000.00	23,000.00	23,000.00
Total Expenses	41,500.00	41,500.00	26,500.00	41,500.00	31,500.00	31,500.00	31,500.00
Post Month Fund Balance	208,500.00	167,000.00	140,500.00	99,000.00	67,500.00	36,000.00	4,500.00

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 reasonably expects. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match the page.

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maximum of 3 LEAs. The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

LEA #1: 190-Chatham

What percentage of students from this LEA are currently enrolled in the school?

LEA #2: 320-Durham Public

What percentage of students from this LEA are currently enrolled in the school?

LEA #3: 680-Orange

What percentage of students from this LEA are currently enrolled in the school?

Grade	Year 1			Year 2			
	LEA #1 190	LEA #2 320	LEA #3 680	LEA #1 190	LEA #2 320	LEA #3 680	LEA #1 190
Kindergarten	40	20	20	50	25	25	50
Grade 1	40	20	20	40	20	20	50
Grade 2	44	22	22	44	22	22	44
Grade 3	44	22	22	44	22	22	44
Grade 4	48	24	24	48	24	24	48
Grade 5	36	18	18	48	24	24	48
Grade 6	25	13	12	50	25	25	63
Grade 7	0	0	0	25	13	12	50
Grade 8	0	0	0	0	0	0	25
Grade 9	0	0	0	0	0	0	0
Grade 10	0	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0
Grade 12	0	0	0	0	0	0	0
LEA Totals:	277	139	138	349	175	174	422

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as shown. In subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



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ticular level.

he LEA selected above will qualify for EC funding?	12%
--	-----

he LEA selected above will qualify for EC funding?	12%
--	-----

he LEA selected above will qualify for EC funding?	12%
--	-----

Year 3			Year 4			Year 5		
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	
320	680	190	320	680	190	320	680	
25	25	50	25	25	50	25	25	25
25	25	50	25	25	50	25	25	25
22	22	55	28	28	55	28	28	28
22	22	44	22	22	55	28	28	28
24	24	48	24	24	48	24	24	24
24	24	48	24	24	48	24	24	24
31	31	63	31	31	63	31	31	31
25	25	63	31	31	63	31	31	31
13	12	50	25	25	63	31	31	31
0	0	25	13	12	50	25	25	25
0	0	0	0	0	25	13	21	21
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
211	210	496	248	247	570	284	292	

set forth and approved in the projected enrollment tables. However, in

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds 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 their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:	190-Chatham		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,609.13	277	\$1,830,729.01
Local Funds	\$856.28	277	\$237,189.56
State EC Funds	\$5,309.31	33	\$176,481.46
Federal EC Funds	\$1,514.35	33	\$50,336.99
Total:			\$2,294,737.03

LEA #2:	320-Durham Public		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,581.22	139	\$914,789.58
Local Funds	\$3,584.70	139	\$498,273.30
State EC Funds	\$5,309.31	17	\$88,559.29
Federal EC Funds	\$1,514.35	17	\$25,259.36
Total:			\$1,526,881.53

LEA #3:	680-Orange		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,534.01	138	\$901,693.38
Local Funds	\$5,346.00	138	\$737,748.00
State EC Funds	\$5,309.31	17	\$87,922.17
Federal EC Funds	\$1,514.35	17	\$25,077.64
Total:			\$1,752,441.19

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 year 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	\$ 3,647,212	\$ 4,595,218	\$ 5,549,832	\$ 6,517,614
Local Per Pupil Funds	\$ 1,473,211	\$ 1,856,368	\$ 2,240,382	\$ 2,629,717
State EC Funds	\$ 352,963	\$ 444,708	\$ 537,090	\$ 630,746
Federal EC Funds	-	\$ 100,674	\$ 153,192	\$ 179,905
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 5,473,386	\$ 6,996,968	\$ 8,480,496	\$ 9,957,982

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a concern by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these 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 Appen



on federal funding in

Year 5	
\$	7,544,202
\$	3,067,166
\$	730,136
\$	208,253
\$	11,549,758

additional questions
operating budget,
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Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 100,000	\$ 100,000	1	\$ 100,000	\$ 100,000	1	\$ 100,000	\$ 100,000	1	\$ 100,000	\$ 100,000	1	\$ 100,000	\$ 100,000
Assistant Administrator			\$ -	1	\$ 70,000	\$ 70,000	2	\$ 70,000	\$ 140,000	2	\$ 70,000	\$ 140,000	2	\$ 70,000	\$ 140,000
Finance Officer	1	\$ 55,000	\$ 55,000	1	\$ 55,000	\$ 55,000	1	\$ 55,000	\$ 55,000	1	\$ 55,000	\$ 55,000	1	\$ 55,000	\$ 55,000
Clerical	1	\$ 28,000	\$ 28,000	2	\$ 28,000	\$ 56,000	2	\$ 28,000	\$ 56,000	2	\$ 28,000	\$ 56,000	2	\$ 28,000	\$ 56,000
Food Service Staff	2	\$ 26,000	\$ 52,000	3	\$ 26,000	\$ 78,000	4	\$ 26,000	\$ 104,000	4	\$ 26,000	\$ 104,000	5	\$ 26,000	\$ 130,000
Custodians	2	\$ 45,000	\$ 90,000	3	\$ 45,000	\$ 135,000	3	\$ 45,000	\$ 135,000	4	\$ 45,000	\$ 180,000	4	\$ 45,000	\$ 180,000
Transportation Staff			\$ -			\$ -			\$ -			\$ -			\$ -
Registrar	1	\$ 45,000	\$ 45,000	1	\$ 45,000	\$ 45,000	1	\$ 45,000	\$ 45,000	1	\$ 45,000	\$ 45,000	1	\$ 45,000	\$ 45,000
School Counselor	1	\$ 55,000	\$ 55,000	1	\$ 55,000	\$ 55,000	1	\$ 55,000	\$ 55,000	1	\$ 55,000	\$ 55,000	2	\$ 55,000	\$ 110,000
CTE Coordinator			\$ -			\$ -			\$ -	1	\$ 55,000	\$ 55,000	1	\$ 55,000	\$ 55,000
OCS EC Coordinator/Teacher			\$ -			\$ -			\$ -	1	\$ 55,000	\$ 55,000	1	\$ 55,000	\$ 55,000
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Total Admin and Support:	9		\$ 425,000	13		\$ 594,000	15		\$ 690,000	18		\$ 845,000	20		\$ 926,000
Instructional Personnel															
Core Content Teacher(s)	25	\$ 55,000	\$ 1,375,000	31	\$ 55,000	\$ 1,705,000	37	\$ 55,000	\$ 2,035,000	43	\$ 55,000	\$ 2,365,000	49	\$ 55,000	\$ 2,695,000
Electives/Specialty Teacher(s)	4	\$ 55,000	\$ 220,000	5	\$ 55,000	\$ 275,000	6	\$ 55,000	\$ 330,000	7	\$ 55,000	\$ 385,000	8	\$ 55,000	\$ 440,000
Exceptional Children Teacher(s)	2	\$ 55,000	\$ 110,000	3	\$ 55,000	\$ 165,000	4	\$ 55,000	\$ 220,000	4	\$ 55,000	\$ 220,000	5	\$ 55,000	\$ 275,000
Instructional Support	1	\$ 55,000	\$ 55,000	2	\$ 55,000	\$ 110,000	3	\$ 55,000	\$ 165,000	3	\$ 55,000	\$ 165,000	4	\$ 55,000	\$ 220,000
Teacher Assistants		\$ 26,000	\$ -	2	\$ 26,000	\$ 52,000	2	\$ 26,000	\$ 52,000	4	\$ 26,000	\$ 104,000	4	\$ 26,000	\$ 104,000
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Total Instructional Personnel:	32		\$ 1,760,000	43		\$ 2,307,000	52		\$ 2,802,000	61		\$ 3,239,000	70		\$ 3,734,000
Total Admin, Support and Instructional Personnel:	41		\$ 2,185,000	56		\$ 2,901,000	67		\$ 3,492,000	79		\$ 4,084,000.00	90		\$ 4,660,000

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	6	\$ 6,820	\$ 40,920	9	\$ 6,820	\$ 61,380	11	\$ 6,820	\$ 75,020	13	\$ 6,820	\$ 88,660	14	\$ 6,820	\$ 95,480
Retirement Plan--NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other	5	\$ 1,393	\$ 6,963	7	\$ 1,393	\$ 9,749	8	\$ 1,393	\$ 11,141	9	\$ 1,393	\$ 12,534	10	\$ 1,393	\$ 13,927
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare	6	\$ 650	\$ 3,899	9	\$ 650	\$ 5,849	11	\$ 650	\$ 7,149	13	\$ 650	\$ 8,449	14	\$ 650	\$ 9,099
Social Security	6	\$ 3,889	\$ 23,337	9	\$ 3,889	\$ 35,005	11	\$ 3,889	\$ 42,784	13	\$ 3,889	\$ 50,563	14	\$ 3,889	\$ 54,453
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Total Admin and Support Benefits:		\$	75,120		\$	111,983		\$	136,094		\$	160,206		\$	172,958
Instructional Personnel Benefits															
Health Insurance	22	\$ 6,820	\$ 150,040	30	\$ 6,820	\$ 204,600	36	\$ 6,820	\$ 245,520	43	\$ 6,820	\$ 293,260	49	\$ 6,820	\$ 334,180
Retirement Plan--NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other	16	\$ 1,426	\$ 22,816	22	\$ 1,393	\$ 30,638	26	\$ 1,393	\$ 36,209	31	\$ 1,393	\$ 43,172	35	\$ 1,393	\$ 48,743
Social Security	32	\$ 650	\$ 20,800	43	\$ 650	\$ 27,946	52	\$ 650	\$ 33,795	61	\$ 650	\$ 39,644	70	\$ 650	\$ 45,493
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare	32	\$ 3,636	\$ 116,352	43	\$ 3,889	\$ 167,248	52	\$ 3,889	\$ 202,253	61	\$ 3,889	\$ 237,258	70	\$ 3,889	\$ 272,264
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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Total Instructional Personnel Benefits:		\$	310,008		\$	430,432		\$	517,777		\$	613,335		\$	700,680
Total Personnel Benefits:		\$	385,128		\$	542,415		\$	653,871		\$	773,540		\$	873,638
Total Admin & Support Personnel (Salary & Benefits):	9	\$	500,120	13	\$	705,983	15	\$	826,094	18	\$	1,005,205.85	20	\$	1,098,958
Total Instructional Personnel (Salary & Benefits):	32	\$	2,070,008	43	\$	2,737,432	52	\$	3,319,777	61	\$	3,852,335	70	\$	4,434,680
TOTAL PERSONNEL:	41	\$	2,570,128	56	\$	3,443,415	67	\$	4,145,871	79	\$	4,857,540	90	\$	5,533,638

*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support		Year 1	Year 2	Year 3
Office				
Office Supplies	\$	35,000.00	\$ 35,000.00	\$ 35,000.00
Paper	\$	18,000.00	\$ 18,000.00	\$ 18,000.00
Computers & Software	\$	25,000.00	\$ 35,000.00	\$ 40,000.00
Communications & Telephone	\$	20,000.00	\$ 20,000.00	\$ 20,000.00
Copier leases	\$	35,000.00	\$ 35,000.00	\$ 35,000.00
Office Equipment	\$	15,000.00	\$ 15,000.00	\$ 15,000.00
Postage	\$	2,000.00	\$ 2,000.00	\$ 2,500.00
Memberships, Dues, Fees	\$	4,000.00	\$ 4,500.00	\$ 5,000.00
Management Company				
Professional Contract				
Legal Counsel	\$	20,000.00	\$ 25,000.00	\$ 25,000.00
Student Accounting	\$	46,000.00	\$ 48,000.00	\$ 55,000.00
Financial	\$	55,000.00	\$ 60,000.00	\$ 65,000.00
Technology Support	\$	46,000.00	\$ 48,000.00	\$ 55,000.00
Human Resources	\$	25,000.00	\$ 25,000.00	\$ 25,000.00
Audit Services	\$	12,000.00	\$ 13,000.00	\$ 14,000.00
Athletic Services	\$	5,000.00	\$ 5,000.00	\$ 10,000.00
Facilities				
Facility Lease/Mortgage	\$	997,200.00	\$ 1,256,400.00	\$ 1,517,400.00
Maintenance	\$	25,000.00	\$ 35,000.00	\$ 45,000.00
Custodial Supplies	\$	10,000.00	\$ 11,500.00	\$ 11,500.00
Custodial Contract	\$	38,000.00	\$ 46,000.00	\$ 46,000.00
Insurance (pg19)	\$	35,678.00	\$ 38,000.00	\$ 40,000.00
Athletic/Offsite Rental	\$	5,000.00	\$ 6,000.00	\$ 7,000.00
Utilities				
Electric	\$	85,000.00	\$ 90,000.00	\$ 95,000.00
Gas				
Water/Sewer	\$	25,000.00	\$ 30,000.00	\$ 35,000.00
Trash	\$	10,000.00	\$ 12,000.00	\$ 14,000.00
Transportation				
Contracted Transportation	\$	240,000.00	\$ 300,000.00	\$ 360,000.00
Travel	\$	5,000.00	\$ 7,000.00	\$ 9,000.00

Other			
Marketing	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Child Nutrition			
FFETC Debt Service	\$ 250,000.00	\$ 250,000.00	\$ 300,000.00
Field Trips (net cost)	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Contingency and Maint. Reserve	\$ 135,000.00	\$ 175,000.00	\$ 212,500.00
Total Administrative & Support Operations:	\$ 2,239,878.00	\$ 2,661,400.00	\$ 3,127,900.00

OPERATIONS BUDGET: Instructional		Year 1	Year 2	Year 3
Classroom Technology				
Software	\$	55,000.00	\$	60,000.00
Instructional Contract				
Staff Development	\$	75,000.00	\$	75,000.00
EC Services	\$	75,000.00	\$	80,000.00
Books and Supplies				
Instructional Materials	\$	75,000.00	\$	75,000.00
Curriculum/Texts	\$	95,000.00	\$	95,000.00
Copy Paper	\$	8,000.00	\$	12,000.00
EC Supplies	\$	8,000.00	\$	10,000.00
Health and Safety Supplies	\$	4,000.00	\$	4,000.00
PE Supplies	\$	5,000.00	\$	5,000.00
Total Instructional Operations:	\$	400,000.00	\$	416,000.00
TOTAL OPERATIONS:	\$	2,639,878.00	\$	3,077,400.00
				\$
				3,589,900.00

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4	Year 5
\$ 35,000.00	\$ 35,000.00
\$ 18,000.00	\$ 18,000.00
\$ 45,000.00	\$ 45,000.00
\$ 20,000.00	\$ 20,000.00
\$ 45,000.00	\$ 45,000.00
\$ 15,000.00	\$ 15,000.00
\$ 2,500.00	\$ 2,500.00
\$ 5,500.00	\$ 5,500.00
\$ 30,000.00	\$ 35,000.00
\$ 60,000.00	\$ 70,000.00
\$ 70,000.00	\$ 70,000.00
\$ 60,000.00	\$ 60,000.00
\$ 25,000.00	\$ 25,000.00
\$ 14,000.00	\$ 16,000.00
\$ 20,000.00	\$ 25,000.00
\$ 2,475,000.00	\$ 2,842,500.00
\$ 55,000.00	\$ 65,000.00
\$ 11,500.00	\$ 11,500.00
\$ 46,000.00	\$ 48,000.00
\$ 42,000.00	\$ 44,000.00
\$ 8,000.00	\$ 9,000.00
\$ 100,000.00	\$ 105,000.00
\$ 50,000.00	\$ 55,000.00
\$ 16,000.00	\$ 18,000.00
\$ 420,000.00	\$ 480,000.00
\$ 11,000.00	\$ 13,000.00

\$ 6,000.00	\$ 6,000.00
\$ 300,000.00	\$ 300,000.00
\$ 10,000.00	\$ 10,000.00
\$ 250,000.00	\$ 287,500.00
\$ 4,265,500.00	\$ 4,781,500.00

Year 4		Year 5	
\$	75,000.00	\$	85,000.00
\$	75,000.00	\$	75,000.00
\$	90,000.00	\$	90,000.00
\$	75,000.00	\$	75,000.00
\$	150,000.00	\$	175,000.00
\$	20,000.00	\$	24,000.00
\$	12,000.00	\$	12,000.00
\$	4,000.00	\$	4,000.00
\$	15,000.00	\$	15,000.00
\$	516,000.00	\$	555,000.00
\$	4,781,500.00	\$	5,336,500.00

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 2,570,127.56	\$ 3,443,414.82	\$ 4,145,871.30	\$ 4,857,540.42	\$ 5,533,637.51
Total Operations	M	\$ 2,639,878.00	\$ 3,077,400.00	\$ 3,589,900.00	\$ 4,781,500.00	\$ 5,336,500.00
Total Expenditures	N = J + M	\$ 5,210,005.56	\$ 6,520,814.82	\$ 7,735,771.30	\$ 9,639,040.42	\$ 10,870,137.51
Total Revenue	Z	\$ 5,473,385.76	\$ 6,996,967.62	\$ 8,480,495.69	\$ 9,957,981.83	\$ 11,549,757.62
Surplus / (Deficit)	= Z - N	\$ 263,380.20	\$ 476,152.80	\$ 744,724.39	\$ 318,941.41	\$ 679,620.11

Signature Page

The foregoing application is submitted on behalf of **Granite Charter Academy**. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Holly Fraccaro

Board Position: Chair

Signature: [Handwritten Signature]

Date: ~~April 18 2024~~ April 19, 2024

Sworn to and subscribed before me this 19 day of April, 20 24.

Notary Public: Robin Cecil

My commission expires: 9/5, 20 27.

